

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

### Executive Summary:

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

During and since the 2014-2015 school year, the SAEE has undertaken many important initiatives and experienced positive changes. One of these changes is an improved relationship with the PRDE Office of Academic Affairs. This has helped SAEE in implementing public policy, obtaining data needed from the school level, and coordinating professional development at the regional, district, and school levels. More importantly, this improved relationship and enhanced cooperation has helped with the development and implementation of the SSIP. The Academic Affairs division within the Yabucoa School District has been key during the second phase of the SSIP including identifying areas of needs, such as more technical assistance visits focusing on academic areas such as mathematics and special education.

One of the SAEE initiatives for this school year was the implementation of the Star and Links curricula for students with Autism who are placed in self-contained classrooms. These curricula use evidence-based instructional practices. They are also aligned to Common Core State Standards, provide a comprehensive curriculum-based assessment, and document progress on IEPs. This initiative began as a pilot project in four schools across the Commonwealth. Each pilot school is from a different region: Bayamón, San Juan, Ponce and Mayagüez. Approximately 40 special education teachers and 40 services assistants were trained regarding the Star and Links curricula. PRDE’s implementation of both programs includes the use of coaches who provide technical assistance directly in the classroom to ensure proper implementation of the curricula.

With the intention of strengthening technical assistance and support within the schools, the Office of Academic Affairs has issued uniform instructions to all PRDE school districts with a goal of ensuring that such support provided within the schools is aligned to consider and include the needs of the Special Education program. Within PRDE, Academic Facilitators are key providers of such school level technical assistance. The Office of Academic Affairs instructions requires that Subject Area Academic Facilitators technical assistance and support plans are aligned to consider and include the needs of the special education program. This permits the technical assistance provided by Subject Area Academic Facilitators and Special Education Academic Facilitators to be better coordinated and impact both general and special education teachers. These Academic Facilitators are responsible for providing support and follow-up visits to the school until they have ensured that they have attended to the given teacher’s needs.

During FFY 2014 and since the issuance of OSEP’s determinations on June 30, 2015, PRDE SAEE has received technical assistance from outside sources such as USDE-funded centers. During the first half of 2014-2015, PRDE received limited technical assistance from the Southeast Regional Resource Center (‘SERRC’) as they were winding down work under their contract with OSEP, which ended Dec. 31, 2014. In early 2015, PRDE began conversation with representatives of one of the new technical assistance providers, the National Center for Systemic Improvement (NCSI). Beginning in May 2015, PRDE began working with NCSI. Work with NCSI has focused primarily on the SSIP, evaluation strategies, and possible implementation of Response to Intervention (RTI) in Puerto Rico. PRDE SAEE’s work with NCSI has included an NCSI on-site visit to PRDE in November and participation in the IDEA Data Center’s Interactive Institute and Math Collaborative in Chicago in December 2015. The technical assistance received has been of great value to PRDE SAEE in

making decisions related to its SSIP implementation, and particularly regarding PRDE’s approach to evaluation of the SSIP efforts.

Puerto Rico’s FFY 2014 APR presents the outcomes of hard work and commitment sustained over many years to improve both performance and areas of compliance under IDEA. For FFY 2014, PRDE has achieved substantial compliance with all compliance indicators, with actual measurement data for all three of these indicators above 90%. Highlights include PRDE’s achieving 96.99% compliance with Ind. 11 (completion of initial evaluations within Puerto Rico’s mandated 30-day timeline) and 97.63% compliance with Ind. 13 (inclusion of appropriate measureable postsecondary goals in IEPs of students age 16 and above). This has been the result of many years of hard work system-wide.

Attachments			
File Name	Uploaded By	Uploaded Date	
No APR attachments found.			

**Number of Districts in your State/Territory during reporting year**

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

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

**General Supervision System:**

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

The SAEE general supervision system includes many components and is carried out at all levels of the PRDE system.

At the Central Level, the SAEE has a Monitoring and Compliance Unit (MCU), which is responsible for monitoring throughout the Commonwealth to ensure compliance with IDEA and Puerto Rico requirements. The MCU carries out monitoring activities of implementation of IDEA at both the regional/CSEE and district levels. The MCU is responsible for issuing findings when noncompliance is identified as well as providing necessary follow-up to ensure findings of non-compliance are corrected in a timely manner, i.e., within one year of identification.

PRDE SAEE carries out work at the regional level with significant support from its *Centros de Servicio de Educación Especial*, Special Education Service Centers ('CSEEs' by the Spanish acronym). During 2014-2015, PRDE had a total of eleven CSEEs in operation. The CSEEs are located in Aguada, Arecibo, Bayamón, Caguas, Fajardo, Humacao, Mayagüez, Morovis, Ponce, San Germán, and San Juan. They operate as a link with the region, with some regions having more than one CSEE based on specific needs, and were established to provide and assist students with disabilities and their parents with special education services. The services they provide include registration, parent consent to evaluation, evaluations (Indicator 11), eligibility determination processes, re-evaluations, and coordination of therapy services. The CSEEs are a key component of PRDE’s General Supervision System; they have responsibility of ensuring compliance with Indicators 11 and 12. Another important main responsibility of the CSEEs is to serve as the liaison for children transitioning from Part C to B and their parents, including with regard to their referral from part C, evaluation, and provision of services. The CSEEs have the Assistive Technology Advisory Committees ('CAAT' by its acronym in Spanish). This committee includes the professional experts who have the responsibility of providing the assistive technology evaluations.

The PRDE Special Education Legal Division (SELD) is responsible for receiving and investigating State Complaints. When findings of noncompliance are identified through the investigation of a State Complaint, the SELD is charged with issuing

the notification of finding as well as with providing the necessary follow-up to ensure findings of noncompliance are corrected in a timely manner.

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

We have attached a graphic which provides a visual of the PRDE SAEE's organizational structure and the different entities to contribute to PRDE SAEE's general supervision system.

**Attachments**

File Name	Uploaded By	Uploaded Date	Remove
<a href="#">sae apr graphic.pdf</a>	Jennifer Mauskapf		<input type="button" value="R"/> e m o v e

**Technical Assistance System:**

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

PRDE SAEE has a Technical Assistance Unit (TAU) that is responsible for setting public policy on educational aspects. The TAU is comprised of individuals specializing in the following areas: deaf, blind and deaf-blind, private schools (purchase of services), pre-school transition, post-secondary transition, Autism, adaptive physical education, and assistive technology. Additionally, these individuals coordinate activities related to teaching support and technical assistance to schools through the District Facilitators. They also prepare and implement the professional development plan of the SAEE. TAU staff members have responsibility over an educational region. Additionally, each TAU staff member is designated as the team member with special expertise in a specific subject matter(s), for which that member is available to the rest of the TAU staff members to provide assistance.

**Attachments**

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

**Professional Development System:**

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

At the start of the 2014-2015 school year, PRDE made a significant change to its approach to its professional development system. Previously, the PRDE SAEE held an annual meeting at the start of the school year called the Administrators Workshop, which was attended by special education personnel and primarily covered special education specific topics. For the start of 2014-2015, this changed. The PRDE Secretary of Education in coordination with the Undersecretary for Academic Affairs and the Associate Secretary for Special Education developed the Systemic Agenda (*Agenda Sistémica*)

with the primary goal of providing uniform professional development, including special education specific topics and themes, to all personnel at the school level across the island. For 2014-2015, the Systemic Agenda trainings were provided during school personnel’s first week back to work for the start of the new school year (August 4-8, the week before students returned to schools). Among the themes discussed during the Systemic Agenda were the importance of differentiated instruction, disciplinary procedures, categories of disabilities and how they can affect the child’s attention, parental rights, accommodations, IEP development, assistive technology, related services, ESEA flexibility plan, how to analyze student results on the state’s annual academic assessments (the *Pruebas Puertorriqueñas Aprovechamiento Académico*/Puerto Rican Academic Achievement Assessments and the *Pruebas Puertorriqueñas Evaluación Alterna*/Puerto Rican Alternate Evaluation Assessments), and the planning circular letter (covering curricular maps and PR common core standards). The implementation of the Systemic Agenda training reflects the PRDE’s Secretary priority that at least once a year all school personnel will receive the same professional development which will help ensure uniformity of processes and practices island-wide.

Additionally, as discussed above under the Technical Assistance System section of this introduction, the SAEE TAU provides significant professional development on a variety of topics through its technical assistance and support efforts.

The Adaptive Physical Education (EFA by its acronym in Spanish) program from the central level has a coordinator assigned to each region. This coordinator is in charge of carrying out annual trainings for Academic Facilitators and school level personnel that covers a variety of topics including evaluation for determining eligibility for EFA and EFA processes and services. Moreover, these coordinators participate as necessary in IEP meetings in which technical assistance related to EFA may be helpful.

Regarding postsecondary transition, the SAEE reestablished the support of the transition coordinators in the CSEEs with the purpose of providing technical assistance related to postsecondary transition. They also provide support for the gathering and analysis of data for Indicators 13 and 14. Additionally, they provide support, as necessary, in IEP meetings.

Attachments			
	File Name	Uploaded By	Uploaded Date
No APR attachments found.			

**Stakeholder Involvement:**  apply this to all Part B results indicators

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

Our stakeholder group, called the *Comité Consultivo de Educación Especial* (“Special Education Advisory Committee”), is the committee responsible for advising PRDE regarding the needs in the education of children with disabilities and for providing assistance and feedback about reports to be submitted to the Federal Government. The group includes representation from various sectors such as: the non-profit organization *Apoyo a Padres de Niños con Impedimentos* (Support for Parents of Students with Disabilities, or APNI by its acronym in Spanish), the Puerto Rico Department of the Family, the Puerto Rico Vocational Rehabilitation Administration, the Puerto Rico Department of Health, Special Education Teachers, School Directors, parents of students with disabilities, SAEE personnel, specialists such as a School Psychologist and a Speech Pathologist, and others. SAEE personnel participate continuously in meetings with the special education stakeholders group. In meetings with the *Comité Consultivo de Educación Especial*, the APR Indicators have been discussed, including the targets, in order to receive feedback and recommendations. Also, as soon as access to GRADS was available, SAEE personnel presented the platform to the stakeholder group and discussed each indicator with the stakeholders. They provided valuable comments as a diverse group of experts in special education and were satisfied with the new system indicating that they believed it would help to prevent human errors and to ensure reliable data. Also, they have provided suggestions on how to improve the narrative discussion for each indicator, and how to make the APR a more user friendly document. The members of our stakeholder group also serve as liaisons for initiatives that benefit

special education population and their families. Recommendations provided from the stakeholders were incorporated.

During FFY 2014, a new initiative was undertaken to further enhance the dissemination of information regarding special education issues and initiatives across the island. The PRDE Communications Office during FFY 2014 assigned a Press Officer for Special Education to help coordinate the Special Education Associate Secretary’s participation in radio, press conferences, and TV programs in order to be more accessible to students and parents. This initiative further serves to improve relations between the SAEE and the public and also to meet a requirement from the Rosa Lydia Velez case, which requires the SAEE to reach out to the population regarding special education themes such as: services, dissemination of information, assistive technology, and others.

PRDE developed this FFY 2014 SPP/APR with broad stakeholder input. As discussed above, PRDE SAEE held various meetings with the stakeholder group and received their input regarding the new GRADS platform that facilitates the APR completion in addition to feedback regarding the individual indicators including FFY 2014 data, targets, and related activities and initiatives.

**Attachments**

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

**Reporting to the Public:**

How and where the State reported to the public on the FFY 2013 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State’s submission of its FFY 2013 APR, as required by 34 CFR §300.602(b) (1)(i)(A); and a description of where, on its Web site, a complete copy of the State’s SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2013 APR in 2015, is available.

PRDE has had a copy of its FFY 2013 SPP/APR available on its website at: <http://de.gobierno.pr/educacion-especial-menu/603-cumplimiento/1031-plan-de-desempeno-estatal-de-educacion-especial>. The FFY 2013 SPP/APR can be directly accessed at: [http://de.gobierno.pr/files/APR-2013B-PR-AFTER\\_Clarification.pdf](http://de.gobierno.pr/files/APR-2013B-PR-AFTER_Clarification.pdf).

**Attachments**

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

**Actions required in FFY 2013 response**

None

**Indicator 1: Graduation**  
**Historical Data and Targets**

Monitoring Priority: FAPE in the LRE

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

**Historical Data**

Baseline Data: 2013

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥			55.14%	65.18%	65.50%	65.50%	66.00%	66.50%	67.00%	56.50%
Data		55.14%	65.18%	52.00%	59.40%	59.40%	48.37%	46.70%	48.10%	56.54%

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

**FFY 2014 - FFY 2018 Targets**

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

Key:  Blue – Data Update

**Targets: Description of Stakeholder Input**

PRDE developed this FFY 2014 SPP/APR with broad stakeholder input. PRDE SAEE held various meetings with its stakeholder group and received their input regarding the individual indicators including FFY 2014 data, targets, and related activities and initiatives. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group in establishing the targets in the FFY 2013 SPP/APR. PRDE SAEE further reviewed the established targets and received stakeholder input in advance of submission of the FFY 2014 SPP/APR.

**Indicator 1: Graduation**

FFY 2014 Data

Monitoring Priority: FAPE in the LRE

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

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
			null	3600
			null	5,902
				Calculate <input checked="" type="checkbox"/>

**Explanation of Alternate Data**

The GRADS system never prepopulated Puerto Rico's data for Indicator 1. PRDE made several inquiries with OSEP. On a call with OSEP on February 3, 2015, PRDE was informed that the data would not be pre-populated this year. It appears this is due to PRDE's approved adjusted cohort graduation rate being a three-year rate rather than a four-year rate. As such, PRDE was forced to select the overwrite data option and enter the data in manually. The data provided above using the overwrite data option comes from Puerto Rico's School Year 2013-2014 Consolidated State Performance Report (CSPR) Part II submission. PRDE also discussed with OSEP the fact that when using the overwrite data option for this indicators, the GRADS system allowed PRDE to enter raw data numbers but would not allow for the entry of any of the information labeling the data (e.g., 'Description' column).

**Explanation of Data Discrepancy**

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

In fact, the calculated total does match the adjusted cohort graduation rate reported to the CSPR. As discussed above, due to a failure of the GRADS system to prepopulate Puerto Rico's data in Indicator 1, PRDE was forced to 'overwrite' the data in order for any data to be provided in Indicator 1. The cohort graduation rate discussion appears in section 2.11, page 51 of Puerto Rico's School Year 2013-2014 CSPR Part II submission. As reflected therein, the calculated cohort graduation rate for students with disabilities is 60.99% ( $3600/5902 = 0.60996$ ).

**FFY 2014 SPP/APR Data**

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2013 Data	FFY 2014 Target	FFY 2014 Data	Status	Slippage
3,600	5,902	56.54%	56.60%	61.00%	Met Target	No Slippage

**Graduation Conditions Field**

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

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

As reported in previous APRs, PRDE requested a deadline extension for reporting the four-year graduation rate data required under 34 C.F.R. § 200.19(b)(4)(ii)(a). In response to the PRDE's deadline extension request, a letter was received on July 21, 2009, approving the following: (1) use of a three-year adjusted cohort graduation rate, (2) a one-year extension to report its three-year adjusted cohort graduation rate and (3) to continue using the graduation rate in its current Accountability Workbook as a transitional rate until a three-year adjusted graduation rate in 2011-12 can be reported. Up to 2011-12, PRDE planned to continue to use the transitional graduation rate as described in the approved PRDE Consolidated State Application Accountability Workbook. This rate is an adaptation of the method recommended by the National Center for Education Statistics.

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

As such, PRDE reported for Indicator 1 using Puerto Rico's approved 3 year cohort graduation rate for the first time with the FFY 2013 SPP/APR. For this FFY 2014 SPR, PRDE is reporting for Indicator 1 using Puerto Rico's approved 3 year cohort graduation rate for the second consecutive year.

Provide additional information about this indicator (optional)

## Indicator 1: Graduation

### Required Actions from FFY 2013

*Monitoring Priority: FAPE in the LRE*

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

#### Actions required in FFY 2013 response

#### Responses to actions required in FFY 2013 response

**Indicator 2: Drop Out**  
**Historical Data and Targets**

Monitoring Priority: FAPE in the LRE

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

**Historical Data**

Baseline Data: 2011

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≤			5.80%	23.54%	23.00%	23.00%	22.00%	21.75%	21.50%	36.00%
Data		29.21%	23.54%	38.60%	32.95%	32.95%	41.59%	43.36%	44.81%	32.56%

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

**FFY 2014 - FFY 2018 Targets**

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

Key:  Blue – Data Update

**Targets: Description of Stakeholder Input**

PRDE developed this FFY 2014 SPP/APR with broad stakeholder input. PRDE SAEE held various meetings with its stakeholder group and received their input regarding the individual indicators including FFY 2014 data, targets, and related activities and initiatives. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group in establishing the targets in the FFY 2013 SPP/APR. PRDE SAEE further reviewed the established targets and received stakeholder input in advance of submission of the FFY 2014 SPP/APR.

**Indicator 2: Drop Out**  
FFY 2014 Data

Monitoring Priority: FAPE in the LRE

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

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/4/2015	<a href="#">Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a)</a>	4,013	null
SY 2013-14 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/4/2015	<a href="#">Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (b)</a>	294	null
SY 2013-14 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/4/2015	<a href="#">Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (c)</a>	159	null
Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (d)	6/4/2015	<a href="#">Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (d)</a>	2,417	null
SY 2013-14 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/4/2015	<a href="#">Number of youth with IEPs (ages 14-21) who exited special education as a result of death (e)</a>	24	null

**FFY 2014 SPP/APR Data**

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out [d]	Total number of all youth with IEPs who left high school (ages 14-21) [a + b + c + d + e]	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
2,417	6,907	32.56%	35.50%	34.99%	Met Target	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

Use a different calculation methodology

Provide additional information about this indicator (optional)

## Indicator 2: Drop Out

### Required Actions from FFY 2013

*Monitoring Priority: FAPE in the LRE*

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

#### Actions required in FFY 2013 response

#### Responses to actions required in FFY 2013 response

**Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup**  
**Historical Data and Targets**

**Explanation of why this indicator is not applicable**

No longer required due to passage of ESSA.

Monitoring Priority: FAPE in the LRE

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

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

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

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥										
Data										

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

**FFY 2014 - FFY 2018 Targets**

FFY	2014	2015	2016	2017	2018
Target ≥					

Key:  Blue – Data Update

**Targets: Description of Stakeholder Input**

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

FFY 2014 Data

Monitoring Priority: FAPE in the LRE

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

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

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

#### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
<a href="#">Part B Introduction Page</a>	12/16/2015	<a href="#">Number of districts in the State</a>	1	null

#### FFY 2014 SPP/APR Data

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

Yes  No

Number of districts in the State	Number of districts that met the minimum "n" size	Number of districts that meet the minimum "n" size AND met AYP	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
1	null	null				Incomplete Data	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

Provide additional information about this indicator (optional)

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

#### Required Actions from FFY 2013

Monitoring Priority: FAPE in the LRE

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

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

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

#### Actions required in FFY 2013 response

None

#### Responses to actions required in FFY 2013 response

## Indicator 3B: Participation for Students

### with IEPs

#### Reporting Group Selection

Monitoring Priority: FAPE in the LRE

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

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

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

#### Historical Data

Based on previously reported data on the Historical Data and Targets page these are the grade groups that will be provided on the FFY 2014 Data pages.

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

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

## Indicator 3B: Participation for Students with IEPs

### Historical Data and Targets

Monitoring Priority: FAPE in the LRE

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

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

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

#### Historical Data

	Group Name	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Reading	A Overall	2005	Target ≥			98.93%	98.73%	98.73%	98.73%	98.73%	98.73%	98.73%	98.73%
			Data		98.73%	95.52%	98.59%	98.30%	98.20%	98.73%	98.79%	98.80%	99.04%
Math	A Overall	2005	Target ≥			98.64%	98.44%	98.44%	98.44%	98.44%	98.44%	98.44%	98.44%
			Data		98.44%	96.99%	98.43%	98.01%	98.31%	98.81%	98.89%	98.97%	99.23%

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

#### FFY 2014 - FFY 2018 Targets

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

Key:  Blue – Data Update

#### Targets: Description of Stakeholder Input

PRDE developed this FFY 2014 SPP/APR with broad stakeholder input. PRDE SAEE held various meetings with its stakeholder group and received their input regarding the individual indicators including FFY 2014 data, targets, and related activities and initiatives. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group in establishing the targets in the FFY 2013 SPP/APR. PRDE SAEE further reviewed the established targets and received stakeholder input in advance of submission of the FFY 2014 SPP/APR.

**Indicator 3B: Participation for Students with IEPs**

**FFY 2014 Data Disaggregation from EDFacts**

Monitoring Priority: FAPE in the LRE

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

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

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

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

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

**Data Source:** SY 2014-15 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) **Date:** 12/23/2015

Reading assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	9404	9669	9190	8789	9443	8393	0	0	5462	0	0
b. IEPs in regular assessment with no accommodations	1019	1021	1000	973	1311	1148			485		
c. IEPs in regular assessment with accommodations	8046	8262	7853	7476	7732	6880			4600		
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate standards	265	303	257	275	261	234			215		

**Data Source:** SY 2014-15 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) **Date:** 12/23/1015

Math assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	9407	9674	9192	8789	9447	8393	0	0	5465	0	0
b. IEPs in regular assessment with no accommodations	1020	1023	1003	976	1314	1147			484		
c. IEPs in regular assessment with accommodations	8061	8283	7867	7486	7759	6895			4623		
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate standards	264	303	257	276	261	234			215		

**Indicator 3B: Participation for Students with IEPs**

**FFY 2014 Data**

Monitoring Priority: FAPE in the LRE

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

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

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

**FFY 2014 SPP/APR Data: Reading Assessment**

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
A Overall	60,350	59,616	99.04%	98.73%	98.78%	Met Target	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

**FFY 2014 SPP/APR Data: Math Assessment**

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
A Overall	60,367	59,751	99.23%	98.44%	98.98%	Met Target	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

**Public Reporting Information**

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

The deadline for submitting completed Consolidate State Performance Report (CSPR) data for SY 2014–15 to the United States Department of Education is February 11, 2016. Once PRDE formally submits the CSPR, the publicly reported statewide assessment data for FFY 2014, including public reporting on participation of students with disabilities will be published and available on PRDE’s website. Once the CSPR is submitted and published on the website, PRDE will provide OSEP with a link to the public reporting. Additionally, PRDE’s APR/SPP, which will be published once the final version can be extracted from the GRADS 360 system, provide detailed data on assessment accommodations and alternate assessments.

 **Provide additional information about this indicator (optional)**

## Indicator 3B: Participation for Students with IEPs

### Required Actions from FFY 2013

Monitoring Priority: FAPE in the LRE

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

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

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

#### Actions required in FFY 2013 response

#### Responses to actions required in FFY 2013 response

## Indicator 3C: Proficiency for Students with IEPs

### Reporting Group Selection

Monitoring Priority: FAPE in the LRE

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

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

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

#### Historical Data

Based on previously reported data on the Historical Data and Targets page these are the grade groups that will be provided on the FFY 2014 Data pages.

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

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

### Indicator 3C: Proficiency for Students with IEPs

#### Historical Data and Targets

Monitoring Priority: FAPE in the LRE

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

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

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

#### Historical Data

	Group Name	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Reading	A Overall	2008	Target ≥			27.00%	32.00%	35.00%	24.75%	25.00%	25.50%	25.75%	26.00%
			Data			29.86%	39.29%	24.28%	26.81%	29.54%	30.98%	31.72%	30.93%
Math	A Overall	2008	Target ≥			35.25%	39.00%	40.00%	20.00%	20.75%	21.50%	22.25%	22.75%
			Data			37.82%	46.69%	19.30%	22.20%	23.23%	25.31%	24.84%	26.48%

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

#### FFY 2014 - FFY 2018 Targets

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

Key:  Blue – Data Update

#### Targets: Description of Stakeholder Input

PRDE developed this FFY 2014 SPP/APR with broad stakeholder input. PRDE SAEE held various meetings with its stakeholder group and received their input regarding the individual indicators including FFY 2014 data, targets, and related activities and initiatives. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group in establishing the targets in the FFY 2013 SPP/APR. PRDE SAEE further reviewed the established targets and received stakeholder input in advance of submission of the FFY 2014 SPP/APR.

**Indicator 3C: Proficiency for Students with IEPs**

**FFY 2014 Data Disaggregation from EDFacts**

Monitoring Priority: FAPE in the LRE

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

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

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

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

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

**Data Source:** SY 2014-15 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) **Date:** 12/23/2015

Reading proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	9330	9586	9110	8724	9304	8262	0	0	5300	0	0
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	534	364	340	321	223	142			46		
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	3773	3242	2557	2477	1623	1104			488		
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	112	73	104	80	63	57			35		

**Data Source:** SY 2014-15 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) **Date:** 4/23/16

Math proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	9345	9609	9127	8738	9334	8276	0	0	5322	0	0
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	722	486	312	112	47	41			8		
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	5413	4257	2605	948	380	304			66		

**FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Math proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	111	104	111	88	97	37			65		

## Indicator 3C: Proficiency for Students with IEPs

### FFY 2014 Data

Monitoring Priority: FAPE in the LRE

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

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

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

#### FFY 2014 SPP/APR Data: Reading Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
A Overall	59,616	17,758	30.93%	26.50%	29.79%	Met Target	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

#### FFY 2014 SPP/APR Data: Math Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
A Overall	59,751	16,314	26.48%	23.25%	27.30%	Met Target	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

#### Public Reporting Information

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

The deadline for submitting completed Consolidate State Performance Report (CSPR) data for SY 2014–15 to the United States Department of Education is February 11, 2016. Once PRDE formally submits the CSPR, the publicly reported statewide assessment data for FFY 2014, including public reporting on participation of students with disabilities will be published and available on PRDE’s website. Once the CSPR is submitted and published on the website, PRDE will provide OSEP with a link to the public reporting. Additionally, PRDE’s APR/SPP, which will be published once the final version can be extracted from the GRADS 360 system, provide detailed data on assessment accommodations and alternate assessments.

Provide additional information about this indicator (optional)

## Indicator 3C: Proficiency for Students with IEPs

### Required Actions from FFY 2013

Monitoring Priority: FAPE in the LRE

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

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

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

#### Actions required in FFY 2013 response

None

**Indicator 4A: Suspension/Expulsion**  
**Historical Data and Targets**

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

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

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

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≤			0%	0.00%	0.03%	0.00%	0.00%	0.00%	0.00%	0.10%
Data		0%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.01%	0%

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

**FFY 2014 - FFY 2018 Targets**

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

Key:  Blue – Data Update

**Targets: Description of Stakeholder Input**

PRDE developed this FFY 2014 SPP/APR with broad stakeholder input. PRDE SAEE held various meetings with its stakeholder group and received their input regarding the individual indicators including FFY 2014 data, targets, and related activities and initiatives. During these meetings, PRDE SAEE reviewed the changes in approach to Ind. 4 for this year, including the actual data and establishment of targets in advance of submission of the FFY 2014 SPP/APR. Stakeholders agreed with maintaining the targets previously established.

**Indicator 4A: Suspension/Expulsion**

**FFY 2014 Data**

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

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

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

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
<a href="#">Part B Introduction Page</a>	12/16/2015	<a href="#">Number of districts in the State</a>	1	28

**FFY 2014 SPP/APR Data**

Please indicate the type of denominator provided

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

Number of districts that have a significant discrepancy	Number of districts that met the State's minimum n-size	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
0	0	0%	0.10%		Incomplete Data	n/a

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

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

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

**State's definition of "significant discrepancy" and methodology**

PRDE is a unitary system, serving as both the SEA and the sole LEA in Puerto Rico. PRDE is composed of seven educational regions, with four school districts in each educational region (a total of 28 school districts). While PRDE refers to these entities as school districts, they do not constitute LEAs, and this does not impact PRDE's status as a unitary system.

PRDE's status as a unitary system makes applying the actual measurement for Indicator 4a challenging, and as such, in past years PRDE's reporting under this indicator analyzed the rate of suspension and expulsion for students with disabilities across the Commonwealth (i.e., the sole LEA in Puerto Rico). This methodology had been reviewed and permitted by OSEP in past APR submissions.

On July 10, 2015, OSEP issued a letter to PRDE providing instructions as to the methodologies OSEP would require PRDE, as a unitary system, to use in reporting on Indicator 4a in the FFY 2014 and future SPP/APR submissions. Specifically, OSEP provided PRDE with two methodology options. PRDE has selected to employ the second option offered in OSEP's letter: to compare the rates of children with disabilities suspended or expelled among districts, although they are not LEAs as defined under the IDEA.

As such, beginning with the FFY 2014 SPP/APR, PRDE will compare the rates of suspensions and expulsion for children with IEPs among the 28 school districts (although they are not LEAs) within Puerto Rico.

Under this methodology, PRDE compares district rates for suspension/expulsion of students with disabilities to the statewide bar, defined below, for suspension/expulsion of students with disabilities to evaluate comparability. A district is determined to have a significant discrepancy when its suspension/expulsion rate for children with disabilities is at least five percentage points more than the state's average suspension/expulsion rate for all children with disabilities (the "statewide bar").

The statewide bar is calculated by dividing the statewide total number of students with disabilities suspended/expelled for more than 10 school days in a school year by the statewide total number of students with disabilities, and adding five percentage points. PRDE uses a minimum "n" size requirement to exclude districts from the calculation. Thus, if the district has fewer than 10 students with disabilities who were suspended more than 10 school days during the data reporting year, that district is not included in the calculation. District rates are calculated by dividing the district's total number of students with disabilities suspended/expelled for more than 10 school days by the total number of students with disabilities in the district.

In reviewing all 28 school districts for FFY 2014, PRDE found that none of the 28 districts met the minimum n size for this indicator. As such, no further analysis was required.

**Provide additional information about this indicator (optional)**

As none of the 28 school districts in Puerto Rico met the minimum n-size for this indicator, the FFY 2014 SPP/APR Data is zero (0) for both the numerator ('Number of districts that have a significant discrepancy') and the denominator ('Number of districts that met the State's minimum n-size'). Accordingly, PRDE has entered this data in FFY 2014 SPP/APR Data section. Although the data is correct and properly entered, the GRADS system is not able to calculate the measurement and inaccurately lists the 'Status' as 'Incomplete Data'.

## Indicator 4A: Suspension/Expulsion

### Required Actions from FFY 2013

*Monitoring Priority: FAPE in the LRE*

Results indicator: Rates of suspension and expulsion:

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

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

#### Actions required in FFY 2013 response

#### Responses to actions required in FFY 2013 response, **not including correction of findings**

## Indicator 4A: Suspension/Expulsion

### FFY 2013 Identification of Noncompliance

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

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

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

#### Review of Policies, Procedures, and Practices (completed in FFY 2014 using 2013-2014 data)

Description of review

No districts were identified as having a significant discrepancy. As such, no review was required. In instances where school districts are found to have significant discrepancy, a review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards in identified school districts would be conducted. Following this review, if appropriate, revisions to such policies, procedures, and practices would be required.

- The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:
  - The State DID ensure that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.  
Describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.
  - The State did NOT ensure that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

**Indicator 4A: Suspension/Expulsion**  
**Correction of Previous Findings of Noncompliance**

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

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

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

**Correction of Findings of Noncompliance Identified in FFY 2013**

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

**Correction of Findings of Noncompliance Identified Prior to FFY 2013**

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2013 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
None			

**Indicator 4B: Suspension/Expulsion**  
**Historical Data and Targets**

**Explanation of why this indicator is not applicable**

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

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

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

**Historical Data**

Baseline Data: 2009

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target										
Data										

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

**FFY 2014 - FFY 2018 Targets**

FFY	2014	2015	2016	2017	2018
Target					

## Indicator 4B: Suspension/Expulsion

### FFY 2014 Data

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

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

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

#### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
<a href="#">Part B Introduction Page</a>	12/16/2015	<a href="#">Number of districts in the State</a>	1	null

#### FFY 2014 SPP/APR Data

Please indicate the type of denominator provided

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

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts in the State	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
null	null	1			0%

Status: Incomplete Data  
Slippage: N/A

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

All races and ethnicities were included in the review

#### State's definition of "significant discrepancy" and methodology

Provide additional information about this indicator (optional)

## Indicator 4B: Suspension/Expulsion

### Required Actions from FFY 2013

*Monitoring Priority: FAPE in the LRE*

**Compliance indicator: Rates of suspension and expulsion:**

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

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

#### Actions required in FFY 2013 response

None

## Indicator 4B: Suspension/Expulsion

### FFY 2013 Identification of Noncompliance

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

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

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

#### Review of Policies, Procedures, and Practices (completed in FFY 2014 using 2013-2014 data)

Description of review

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

Describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

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

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

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

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

**Correction of Findings of Noncompliance Identified in FFY 2013**

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

**Correction of Findings of Noncompliance Identified Prior to FFY 2013**

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2013 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
None			

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

### Historical Data and Targets

Monitoring Priority: FAPE in the LRE

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

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

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

#### Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A	2012	Target ≥			73.50%	73.50%	74.00%	74.50%	75.00%	75.50%	76.00%	76.33%
		Data		62.10%	81.00%	81.70%	87.40%	79.30%	80.70%	77.65%	77.84%	77.46%
B	2012	Target ≤			14.80%	14.60%	14.40%	14.20%	14.00%	13.80%	13.60%	8.20%
		Data		15.00%	10.00%	11.46%	3.30%	9.30%	8.10%	7.63%	5.76%	6.48%
C	2012	Target ≤			1.32%	1.32%	1.31%	1.30%	1.29%	1.28%	1.27%	4.00%
		Data		0.67%	0.36%	1.08%	1.80%	2.80%	3.20%	3.17%	3.62%	3.10%

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

#### FFY 2014 - FFY 2018 Targets

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

Key:  Blue – Data Update

#### Targets: Description of Stakeholder Input

PRDE developed this FFY 2014 SPP/APR with broad stakeholder input. PRDE SAEE held various meetings with its stakeholder group and received their input regarding the individual indicators including FFY 2014 data, targets, and related activities and initiatives. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group in establishing the targets in the FFY 2013 SPP/APR. PRDE SAEE further reviewed the established targets and received stakeholder input in advance of submission of the FFY 2014 SPP/APR.

**Indicator 5: Education Environments**

**(children 6-21)**

**FFY 2014 Data**

Monitoring Priority: FAPE in the LRE

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

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

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

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	6/4/2015	<a href="#">Total number of children with IEPs aged 6 through 21</a>	112,218	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	<a href="#">A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day</a>	90,977	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	<a href="#">B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day</a>	6,742	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	<a href="#">c1. Number of children with IEPs aged 6 through 21 in separate schools</a>	1,908	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	<a href="#">c2. Number of children with IEPs aged 6 through 21 in residential facilities</a>	null	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	<a href="#">c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements</a>	1,311	null

**FFY 2014 SPP/APR Data**

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	90,977	112,218	77.46%	76.67%	81.07%	Met Target	No Slippage
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	6,742	112,218	6.48%	7.70%	6.01%	Met Target	No Slippage
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	3,219	112,218	3.10%	3.80%	2.87%	Met Target	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

Use a different calculation methodology  
Please explain the methodology used to calculate the numbers entered above.

Provide additional information about this indicator (optional)

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

### Required Actions from FFY 2013

Monitoring Priority: FAPE in the LRE

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

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

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

#### Actions required in FFY 2013 response

#### Responses to actions required in FFY 2013 response

**Indicator 6: Preschool Environments**  
**Historical Data and Targets**

Monitoring Priority: FAPE in the LRE

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

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

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

**Historical Data**

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A	2011	Target ≥									71.95%	72.00%
		Data									71.92%	87.75%
B	2011	Target ≤									0.75%	0.75%
		Data									0.77%	0.41%

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

**FFY 2014 - FFY 2018 Targets**

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

Key:  Blue – Data Update

**Targets: Description of Stakeholder Input**

PRDE developed this FFY 2014 SPP/APR with broad stakeholder input. PRDE SAEE held various meetings with its stakeholder group and received their input regarding the individual indicators including FFY 2014 data, targets, and related activities and initiatives. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group in establishing the targets in the FFY 2013 SPP/APR. PRDE SAEE further reviewed the established targets and received stakeholder input in advance of submission of the FFY 2014 SPP/APR.

**Indicator 6: Preschool Environments**

**FFY 2014 Data**

Monitoring Priority: FAPE in the LRE

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

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

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

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	<a href="#">Total number of children with IEPs aged 3 through 5</a>	16,868	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	<a href="#">a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program</a>	12,313	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	<a href="#">b1. Number of children attending separate special education class</a>	0	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	<a href="#">b2. Number of children attending separate school</a>	34	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	<a href="#">b3. Number of children attending residential facility</a>	null	null

**FFY 2014 SPP/APR Data**

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	12,313	16,868	93.88%	72.50%	73.00%	Met Target	No Slippage
B. Separate special education class, separate school or residential facility	34	16,868	0.35%	0.74%	0.20%	Met Target	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

**Please explain the methodology used to calculate the numbers entered above.**

Provide additional information about this indicator (optional)

## Indicator 6: Preschool Environments

### Required Actions from FFY 2013

*Monitoring Priority: FAPE in the LRE*

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

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

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

#### Actions required in FFY 2013 response

#### Responses to actions required in FFY 2013 response

**Indicator 7: Preschool Outcomes**  
**Historical Data and Targets**

Monitoring Priority: FAPE in the LRE

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

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

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

**Historical Data**

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A1	2008	Target ≥						94.50%	95.00%	95.10%	95.20%	86.00%
		Data					94.10%	86.10%	90.50%	87.60%	85.90%	92.31%
A2	2008	Target ≥						56.20%	56.50%	56.80%	57.00%	57.20%
		Data					56.00%	69.40%	62.52%	60.60%	62.20%	66.73%
B1	2008	Target ≥						89.90%	90.10%	90.30%	90.50%	85.80%
		Data					89.70%	82.20%	87.97%	88.90%	85.70%	89.48%
B2	2008	Target ≥						49.00%	49.20%	49.40%	49.50%	49.50%
		Data					48.80%	55.00%	58.14%	58.00%	57.10%	49.59%
C1	2008	Target ≥						95.70%	95.90%	96.00%	96.00%	91.00%
		Data					95.50%	85.60%	92.99%	90.80%	90.70%	93.72%
C2	2008	Target ≥						76.40%	76.70%	77.00%	77.30%	69.50%
		Data					72.20%	69.40%	73.37%	71.50%	71.10%	69.79%

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

**FFY 2014 - FFY 2018 Targets**

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

Key:  Blue – Data Update

**Targets: Description of Stakeholder Input**

PRDE developed this FFY 2014 SPP/APR with broad stakeholder input. PRDE SAEE held various meetings with its stakeholder group and received their input regarding the individual indicators including FFY 2014 data, targets, and related activities and initiatives. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group in establishing the targets in the FFY 2013 SPP/APR. PRDE SAEE further reviewed the established targets and received

stakeholder input in advance of submission of the FFY 2014 SPP/APR.

**Indicator 7: Preschool Outcomes**

**FFY 2014 Data**

Monitoring Priority: FAPE in the LRE

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

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

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

FFY 2014 SPP/APR Data	
Number of preschool children aged 3 through 5 with IEPs assessed	1912.00

**Outcome A: Positive social-emotional skills (including social relationships)**

	Number of Children
a. Preschool children who did not improve functioning	106.00
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	115.00
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	564.00
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1099.00
e. Preschool children who maintained functioning at a level comparable to same-aged peers	28.00

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	1663.00	1884.00	92.31%	86.50%	88.27%	Met Target	No Slippage
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	1127.00	1912.00	66.73%	57.40%	58.94%	Met Target	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

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

	Number of Children
a. Preschool children who did not improve functioning	118.00
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	168.00
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	602.00
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1021.00
e. Preschool children who maintained functioning at a level comparable to same-aged peers	3.00

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of	1623.00	1909.00	89.48%	86.00%	85.02%	Did Not Meet Target	Slippage

**FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
age or exited the program. (c+d)/(a+b+c+d)							
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. (d+e)/(a+b+c+d+e)	1024.00	1912.00	49.59%	49.70%	53.56%	Met Target	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

**Explanation of B1 Slippage**

PRDE did not meet its target of 86.00% for Indicator 7 B1. There was slippage of 4.46% from FFY 2013 (89.48%) to FFY 2014 (85.02%), falling short of the target by 0.98 percent points.

It is difficult to determine a definitive reason for the slippage. One possible explanation is that during FFY 2014 key early childhood program staff responsible for this indicator were new to their roles. As such, during FFY 2014 school personnel may require additional training in order to accurately complete the inventory and score students' functional levels and understanding what types of behaviors to look for when assessing student learning.

In order to address this possible reason for slippage, during FFY 2015 PRDE will provided enhanced training on measuring early childhood outcomes and using the COSF form accurately. Additionally, PRDE will provide materials and technical assistance to preschool teachers and other relevant personnel regarding intervention strategies and models to provide quality preschool services. PRDE is hopeful that as a result of these efforts school personnel will make improvements in reporting data.

**Outcome C: Use of appropriate behaviors to meet their needs**

	Number of Children
a. Preschool children who did not improve functioning	71.00
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	101.00
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	452.00
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1269.00
e. Preschool children who maintained functioning at a level comparable to same-aged peers	19.00

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. (c+d)/(a+b+c+d)	1721.00	1893.00	93.72%	91.20%	90.91%	Did Not Meet Target	Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. (d+e)/(a+b+c+d+e)	1288.00	1912.00	69.79%	69.60%	67.36%	Did Not Meet Target	Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

**Explanation of C1 Slippage**

PRDE did not meet its target of 91.20% for Indicator 7 C1. There was slight slippage of 2.81% from FFY 2013 (93.72%) to FFY 2014 (90.91%), falling short of the target by 0.29 percent points.

It is difficult to determine a definitive reason for the slippage. One possible explanation is that during FFY 2014 key early childhood program staff responsible for this indicator were new to their roles. As such, during FFY 2014 school personnel

may require additional training in order to accurately complete the inventory and score students' functional levels and understanding what types of behaviors to look for when assessing student learning.

In order to address this possible reason for slippage, during FFY 2015 PRDE will provided enhanced training on measuring early childhood outcomes and using the COSF form accurately. Additionally, PRDE will provide materials and technical assistance to preschool teachers and other relevant personnel regarding intervention strategies and models to provide quality preschool services. PRDE is hopeful that as a result of these efforts school personnel will make improvements in reporting data.

**Explanation of C2 Slippage**

PRDE did not meet its target of 69.60% for Indicator 7 C2. There was slight slippage of 2.43% from FFY 2013 (69.79%) to FFY 2014 (67.36%), falling short of the target by 2.24 percent points.

It is difficult to determine a definitive reason for the slippage. One possible explanation is that during FFY 2014 key early childhood program staff responsible for this indicator were new to their roles. As such, during FFY 2014 school personnel may require additional training in order to accurately complete the inventory and score students' functional levels and understanding what types of behaviors to look for when assessing student learning.

In order to address this possible reason for slippage, during FFY 2015 PRDE will provided enhanced training on measuring early childhood outcomes and using the COSF form accurately. Additionally, PRDE will provide materials and technical assistance to preschool teachers and other relevant personnel regarding intervention strategies and models to provide quality preschool services. PRDE is hopeful that as a result of these efforts school personnel will make improvements in reporting data.

**Was sampling used?** No

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

**Provide additional information about this indicator (optional)**

## Indicator 7: Preschool Outcomes

### Required Actions from FFY 2013

*Monitoring Priority: FAPE in the LRE*

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

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

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

#### Actions required in FFY 2013 response

#### Responses to actions required in FFY 2013 response

**Indicator 8: Parent involvement**  
**Historical Data and Targets**

Monitoring Priority: FAPE in the LRE

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

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

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

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥			89.60%	89.60%	89.80%	89.90%	90.00%	89.90%	89.90%	84.70%
Data		89.60%	76.00%	83.00%	82.00%	85.00%	82.50%	88.00%	85.00%	88.05%

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

**FFY 2014 - FFY 2018 Targets**

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

Key:  Blue – Data Update

**Targets: Description of Stakeholder Input**

PRDE developed this FFY 2014 SPP/APR with broad stakeholder input. PRDE SAEE held various meetings with its stakeholder group and received their input regarding the individual indicators including FFY 2014 data, targets, and related activities and initiatives. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group in establishing the targets in the FFY 2013 SPP/APR. PRDE SAEE further reviewed the established targets and received stakeholder input in advance of submission of the FFY 2014 SPP/APR.

**Indicator 8: Parent involvement**

**FFY 2014 Data**

Monitoring Priority: FAPE in the LRE

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

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

**FFY 2014 SPP/APR Data**

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
208.00	246.00	88.05%	85.70%	84.55%	Did Not Meet Target	Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

**Explanation of Slippage**

For FFY 2014, 208 respondents (84.55%) reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities, falling short of the 85.70% target by 1.15% percentage points. This represents slippage of 3.5% as compared to FFY 2013 data (88.05%). The slight slippage on this indicator may be attributed to normal variation when surveying a large population and/or the decrease in the number of respondent parents. In analyzing PRDE’s data for this indicator throughout the past 10 years (FFY 2005-2014), the percent of parents who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities has fluctuated, ranging from 76.00% to 89.60%, with a mean average of 84.1% (0.45% less than the FFY 2014 result). Additionally, a decrease in the number of respondent parents for FFY 2014 may have contributed to the results. While the same number of parents were selected to receive the Indicator 8 survey in both FFY 2013 and FFY 2014, the participation rate for FFY 2014 was lower. For FFY 2013, a total of 293 of the 383 parents selected completed, and returned the survey. This constituted a 76.5% participation rate of the sample group. This year, as the data indicates, only 246 out of the 383 parents selected completed and returned the survey, constituting only a 64% participation rate of the sample group. It is likely that the smaller sample could have contributed to a decrease in favorable response. In sum, it appears that the slippage may be attributable to normal variations and/or a decrease in the number of respondents rather than being attributable to specific activities.

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

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

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

The parents of a total of 383 students with disabilities were selected by the sampling method to receive the inventory. A total of 246 of the 383 parents selected for the sample completed and returned inventories. This constitutes a 64% participation rate of the sample group. This survey depends solely on parent responses.

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

Was sampling used? Yes

Has your previously-approved sampling plan changed? No

Was a collection tool used? No

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

A random selection of parents was used for survey administration. As PRDE’s special education population for FFY 2014 was 129,086 the sample size would need to be at least 383 parents of students receiving special education services for 2014-2015.

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

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

Where:

s = required sample size

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

N = population size

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

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

Accordingly, with a universe/population size (N) of 129,086:

$$s = \frac{(3.841)(129,086)(.50)(1-.50)}{(.05)^2(129,086-1) + (3.841)(.50)(1-.50)}$$

$$= \frac{(495,819.33)(.50)(1-.50)}{}$$

$$(.0025) (129,085) + 1.9205 (.50)$$

$$= \frac{247,909.66 (.50)}{322.7125 + .96025}$$

$$= \frac{123,954.83}{323.67275}$$

$$= 382.96$$

$$s = 383 \text{ parents}$$

$$s = 383 \text{ parents}$$

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

Provide additional information about this indicator (optional)

## Indicator 8: Parent involvement

### Required Actions from FFY 2013

*Monitoring Priority: FAPE in the LRE*

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

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

#### Actions required in FFY 2013 response

#### Responses to actions required in FFY 2013 response

## Indicator 9: Disproportionate Representations

### Historical Data and Targets

#### Explanation of why this indicator is not applicable

Monitoring Priority: Disproportionate Representations

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

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

#### Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			0%	0%	0%	0%	0%	0%	0%	0%
Data										

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

#### FFY 2014 - FFY 2018 Targets

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

## Indicator 9: Disproportionate Representations

FFY 2014 Data

Monitoring Priority: Disproportionate Representations

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

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

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
<a href="#">Part B Introduction Page</a>	12/16/2015	<a href="#">Number of districts in the State</a>	1	null

### FFY 2014 SPP/APR Data

Please indicate the type of denominator provided

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

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts in the State	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
null	null	1		0%		N/A	N/A

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

All races and ethnicities were included in the review

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

Provide additional information about this indicator (optional)

## Indicator 9: Disproportionate Representations

### Required Actions from FFY 2013

*Monitoring Priority: Disproportionate Representations*

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

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

#### Actions required in FFY 2013 response

None

## Indicator 9: Disproportionate Representations

### Correction of Previous Findings of Noncompliance

Monitoring Priority: Disproportionate Representations

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

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

#### Correction of Findings of Noncompliance Identified in FFY 2013

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

#### Correction of Findings of Noncompliance Identified Prior to FFY 2013

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2013 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
None			

## Indicator 10: Disproportionate Representations in Specific Disability Categories

### Historical Data and Targets

#### Explanation of why this indicator is not applicable

Monitoring Priority: Disproportionate Representations

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

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

#### Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			0%	0%	0%	0%	0%	0%	0%	0%
Data										

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

#### FFY 2014 - FFY 2018 Targets

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

**Indicator 10: Disproportionate Representations in Specific Disability Categories**  
**FFY 2014 Data**

Monitoring Priority: Disproportionate Representations

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

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

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
<a href="#">Part B Introduction Page</a>	12/16/2015	<a href="#">Number of districts in the State</a>	1	null

**FFY 2014 SPP/APR Data**

Please indicate the type of denominator provided

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

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts in the State	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
null	null	1		0%		N/A	N/A

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

All races and ethnicities were included in the review

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

Provide additional information about this indicator (optional)

## Indicator 10: Disproportionate Representations in Specific Disability Categories

### Required Actions from FFY 2013

*Monitoring Priority: Disproportionate Representations*

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

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

#### Actions required in FFY 2013 response

None

## Indicator 10: Disproportionate Representations in Specific Disability Categories

### Correction of Previous Findings of Noncompliance

*Monitoring Priority: Disproportionate Representations*

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

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

#### Correction of Findings of Noncompliance Identified in FFY 2013

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

#### Correction of Findings of Noncompliance Identified Prior to FFY 2013

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2013 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
None			

## Indicator 11: Child Find

### Historical Data and Targets

Monitoring Priority: Effective General Supervision Part B / Child Find

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

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

#### Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data		70.20%	82.85%	83.01%	82.60%	89.70%	92.02%	89.20%	91.70%	96.58%

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

#### FFY 2014 - FFY 2018 Targets

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

Key:  Blue – Data Update

**Indicator 11: Child Find**

**FFY 2014 Data**

Monitoring Priority: Effective General Supervision Part B / Child Find

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

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

**FFY 2014 SPP/APR Data**

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
16,890	16,381	96.58%	100%	96.99%	Did Not Meet Target	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

Number of children included in (a), but not included in (b) [a-b]	509
---	-----

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

The following chart reports the ranges of days within which FFY 2014 evaluations were held. The chart reflects the total number and percentages of FFY 2014 evaluations that were held both within and beyond Puerto Rico's mandated 30 day timeline for completing an initial evaluation. For those 509 evaluations completed beyond the 30 day timeline, the chart reflects the number and percent of evaluations that were completed within several range of day beyond the timeline categories...

Total # of children with parental consent to evaluate	Eval. within 30 days or less	Eval. within 31-60 days	Eval. within 61-90 days	Eval. within 91-120 days	Eval. possibly in more than 120 days
16,890	16,381	441	45	13	10
%	96.99%	2.61%	0.27%	0.08%	0.06%

As reflected above, PRDE completed 99.6% of FFY 2014 initial evaluations (16,822) within 60 days, and 96.99% (16,381) within the Puerto Rico mandated 30 day timeline. Furthermore, PRDE has verified that 100% of children with parental consent to evaluate in FFY 2014 have received their initial evaluation.

Indicate the evaluation timeline used

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

What is the State's timeline for initial evaluations?

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

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

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

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

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

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

Provide additional information about this indicator (optional)

## Indicator 11: Child Find

### Required Actions from FFY 2013

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

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

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

#### Actions required in FFY 2013 response

#### Responses to actions required in FFY 2013 response, **not including correction of findings**

**Indicator 11: Child Find**  
**Correction of Previous Findings of Noncompliance**

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

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

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

**Correction of Findings of Noncompliance Identified in FFY 2013**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
9	9	0	0

**FFY 2013 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements*

The PRDE SAEE Monitoring and Compliance Unit (MCU) identified a finding of noncompliance with Indicator 11 at nine entities during FFY 2013, and PRDE has verified that all nine entities timely corrected the findings of noncompliance. In verifying correction of non-compliance, PRDE's work has been consistent with the OSEP 09-02 Memorandum. All nine entities corrected the noncompliance within one year of identification. In making the correction determination, the MCU verified that each entity (1) is correctly implementing the specific regulatory requirement and (2) has corrected each individual case of noncompliance that had been identified.

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

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

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

**Correction of Findings of Noncompliance Identified Prior to FFY 2013**

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2013 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
None			

## Indicator 12: Early Childhood Transition

### Historical Data and Targets

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

#### Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data		13.17%	30.27%	42.40%	69.00%	53.90%	75.00%	91.20%	77.50%	82.04%

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

#### FFY 2014 - FFY 2018 Targets

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

Key:  Blue – Data Update

**Indicator 12: Early Childhood Transition**

**FFY 2014 Data**

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

**FFY 2014 SPP/APR Data**

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	2,579
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	34
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	1,506
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	886
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	0

	Numerator (c)	Denominator (a-b-d-e)	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. $[c/(a-b-d-e)] \times 100$	1,506	1,659	82.04%	100%	90.78%	Did Not Meet Target	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e	153
--	-----

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

The following table provides the range of days elapsed beyond the third birthday of these 153 children whose eligibility and services were not in place by the third birthday. Reasons for the delays are discussed thereafter.

**# of children receiving services from Part C and referred for eligibility determination during FFY 2014 and were not determined eligible or provided with services by their third birthday**

In place within 30 days following third birthday	In place between 31 and 60 days of third birthday	In place between 61 and 90 days of third birthday	In place between 91 and 120 days of third birthday	In place more than 120 days following third birthday
74	36	8	13	22

153

Based on FFY 2014 data, the range of days elapsed beyond the third birthday of children whose eligibility and services were not in place by the third birthday is 1 – 353 days. Reasons for the delays include the following: data entry errors, new staff, parent failure to keep scheduled appointments, Part C failure to send transition meeting notices in a timely manner, and facilitator failure to attend transition meetings.

**Attached PDF table (optional)**

No PDF table was attached

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

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

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

PRDE conducted island-wide data collection and several validation activities in order to obtain the number of children who had been served in Part C and referred to Part B, and the number found eligible who had an IEP developed and implemented by their third birthday. During FFY 2014, PRDE continued to give follow up to those children identified as potential participants of special education services. Each CSEE has knowledgeable staff that attends to each child from the referral process to the implementation of the IEP. This personnel is also responsible for ensuring data is continuously updated in the system.

**Provide additional information about this indicator (optional)**

## Indicator 12: Early Childhood Transition

### Required Actions from FFY 2013

*Monitoring Priority: Effective General Supervision Part B / Effective Transition*

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

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

#### Actions required in FFY 2013 response

#### Responses to actions required in FFY 2013 response, **not including correction of findings**

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

*Monitoring Priority: Effective General Supervision Part B / Effective Transition*

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

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

**Correction of Findings of Noncompliance Identified in FFY 2013**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
8	8	0	0

**FFY 2013 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements*

During FFY 2013, the MCU issued a finding of noncompliance with Indicator 12 at 8 entities, and PRDE has verified that all 8 entities timely corrected the findings of noncompliance. In verifying correction of non-compliance, PRDE's work has been consistent with the OSEP 09-02 Memorandum. All 7 entities corrected the noncompliance within one year of identification. In making the correction determination, the MCU verified that each entity with identified noncompliance (1) is correctly implementing the specific regulatory requirements and (2) has corrected each individual case of noncompliance.

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

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

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

**Correction of Findings of Noncompliance Identified Prior to FFY 2013**

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2013 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
None			

**Indicator 13: Secondary Transition**  
**Historical Data and Targets**

*Monitoring Priority: Effective General Supervision Part B / Effective Transition*

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

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

**Historical Data**

*Baseline Data: 2009*

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data						88.90%	95.80%	92.61%	95.50%	94.83%

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

**FFY 2014 - FFY 2018 Targets**

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

Key:  Blue – Data Update

## Indicator 13: Secondary Transition

### FFY 2014 Data

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

#### FFY 2014 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
12,914	13,228	94.83%	100%	97.63%	Did Not Meet Target	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

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

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

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

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

- A list was prepared of students age 16 years and above who were required to have transition services in their IEPs. This list was created based on data in PRDE’s special education information system for the entire reporting year. The corresponding lists were sent to each CSEE as the master list for reviewing files.
- The file of each student on the list was reviewed and checklist verified. The CSEE Directors worked with their staff, including transition coordinators, to complete the verification for each student file. All staff involved in this review process was trained in the use of this checklist in order to assure compliance with the overall process and proper documentation.
- Special Education School Teachers were in charge of reviewing the files and initially completing the transition checklist for this indicator, in coordination with the SAEE Transition Coordinators. SAEE Transition Coordinators were in charge of training staff and monitoring the use of the checklist. Transition Coordinators are also involved in the IEP development and revision process. In total, PRDE reviewed the files of 13,228 students age 16 and above.
- The information for this indicator was requested in a timely manner in order to verify the data.

The results for this year reflect an increase in the compliance with this indicator from previous years.

Provide additional information about this indicator (optional)

## Indicator 13: Secondary Transition

### Required Actions from FFY 2013

*Monitoring Priority: Effective General Supervision Part B / Effective Transition*

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

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

#### Actions required in FFY 2013 response

#### Responses to actions required in FFY 2013 response, **not including correction of findings**

**Indicator 13: Secondary Transition**  
**Correction of Previous Findings of Noncompliance**

*Monitoring Priority: Effective General Supervision Part B / Effective Transition*

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

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

**Correction of Findings of Noncompliance Identified in FFY 2013**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
8	8	0	0

**FFY 2013 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements*

The MCU issued a finding of noncompliance with Indicator 13 at eight entities during FFY 2013, and PRDE has verified that all eight entities timely corrected the finding of noncompliance. In verifying correction of noncompliance, PRDE's work has been consistent with the OSEP 09-02 Memorandum. All eight entities corrected the noncompliance within one year of identification. In making the correction determination, the MCU verified that each entity (1) is correctly implementing the specific regulatory requirement and (2) has corrected each individual case of noncompliance that had been identified.

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

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

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

**Correction of Findings of Noncompliance Identified Prior to FFY 2013**

Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2013 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
None		

## Indicator 14: Post-School Outcomes

### Historical Data and Targets

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

#### Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A	2009	Target ≥							48.00%	48.20%	48.40%	48.60%
		Data						48.00%	59.40%	44.80%	55.60%	63.24%
B	2009	Target ≥							55.30%	55.50%	55.70%	55.80%
		Data						55.30%	65.40%	51.00%	56.70%	66.79%
C	2009	Target ≥							87.10%	87.30%	87.50%	83.20%
		Data						87.10%	83.90%	79.00%	94.60%	86.85%

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

#### FFY 2014 - FFY 2018 Targets

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

Key:  Blue – Data Update

#### Targets: Description of Stakeholder Input

PRDE developed this FFY 2014 SPP/APR with broad stakeholder input. PRDE SAEE held various meetings with its stakeholder group and received their input regarding the individual indicators including FFY 2014 data, targets, and related activities and initiatives. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group in establishing the targets in the FFY 2013 SPP/APR. PRDE SAEE further reviewed the established targets and received stakeholder input in advance of submission of the FFY 2014 SPP/APR.

**Indicator 14: Post-School Outcomes**

**FFY 2014 Data**

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

**FFY 2014 SPP/APR Data**

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	3048.00
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	1894.00
2. Number of respondent youth who competitively employed within one year of leaving high school	129.00
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	409.00
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	141.00

	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
A. Enrolled in higher education (1)	1894.00	3048.00	63.24%	48.80%	62.14%	Met Target	No Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	2023.00	3048.00	66.79%	55.90%	66.37%	Met Target	No Slippage
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	2573.00	3048.00	86.85%	84.00%	84.42%	Met Target	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

Was sampling used? No

Provide additional information about this indicator (optional)

## Indicator 14: Post-School Outcomes

### Required Actions from FFY 2013

*Monitoring Priority: Effective General Supervision Part B / Effective Transition*

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

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

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

#### Actions required in FFY 2013 response

#### Responses to actions required in FFY 2013 response

## Indicator 15: Resolution Sessions

### Historical Data and Targets

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

#### Historical Data

Baseline Data: 2006

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥				50.30%	50.70%	51.00%	51.50%	51.75%	52.00%	52.25%
Data			50.00%	60.13%	52.70%	61.97%	61.48%	55.92%	44.81%	52.71%

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

#### FFY 2014 - FFY 2018 Targets

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

Key:  Blue – Data Update

#### Targets: Description of Stakeholder Input

PRDE developed this FFY 2014 SPP/APR with broad stakeholder input. PRDE SAEE held various meetings with its stakeholder group and received their input regarding the individual indicators including FFY 2014 data, targets, and related activities and initiatives. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group in establishing the targets in the FFY 2013 SPP/APR. PRDE SAEE further reviewed the established targets and received stakeholder input in advance of submission of the FFY 2014 SPP/APR.

## Indicator 15: Resolution Sessions

### FFY 2014 Data

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

#### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2015	<a href="#">3.1(a) Number resolution sessions resolved through settlement agreements</a>	231	null
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2015	<a href="#">3.1 Number of resolution sessions</a>	353	null

#### FFY 2014 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
231	353	52.71%	52.50%	65.44%	Met Target	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

Provide additional information about this indicator (optional)

## Indicator 15: Resolution Sessions

### Required Actions from FFY 2013

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

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

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

#### Actions required in FFY 2013 response

#### Responses to actions required in FFY 2013 response

**Indicator 16: Mediation**

**Historical Data and Targets**

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥			61.00%	62.50%	63.50%	64.50%	65.00%	65.25%	65.50%	65.75%
Data		43.30%	57.90%	69.97%	75.10%	73.97%	93.19%	75.77%	78.20%	87.89%

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

**FFY 2014 - FFY 2018 Targets**

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

Key:  Blue – Data Update

**Targets: Description of Stakeholder Input**

PRDE developed this FFY 2014 SPP/APR with broad stakeholder input. PRDE SAEE held various meetings with its stakeholder group and received their input regarding the individual indicators including FFY 2014 data, targets, and related activities and initiatives. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group in establishing the targets in the FFY 2013 SPP/APR. PRDE SAEE further reviewed the established targets and received stakeholder input in advance of submission of the FFY 2014 SPP/APR.

## Indicator 16: Mediation

### FFY 2014 Data

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

#### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	<a href="#">2.1.a.i Mediations agreements related to due process complaints</a>	302	null
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	<a href="#">2.1.b.i Mediations agreements not related to due process complaints</a>	34	null
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	<a href="#">2.1 Mediations held</a>	351	null

#### FFY 2014 SPP/APR Data

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data	Status	Slippage
302	34	351	87.89%	66.00%	95.73%	Met Target	No Slippage

\* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

 Provide additional information about this indicator (optional)

## Indicator 16: Mediation

### Required Actions from FFY 2013

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

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

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

#### Actions required in FFY 2013 response

#### Responses to actions required in FFY 2013 response

## Indicator 17: State Systemic Improvement Plan

### Plan

#### Data and Overview

Monitoring Priority: General Supervision

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

#### Reported Data

Baseline Data: 2013

FFY	2013	2014
Target ≥		1.50%
Data	1.47%	

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

#### FFY 2015 - FFY 2018 Targets

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

Key: Blue – Data Update

#### Targets: Description of Stakeholder Input

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

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

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

#### Overview

--

## Indicator 17: State Systemic Improvement

### Plan

#### Data Analysis

Monitoring Priority: General Supervision

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

#### Data Analysis

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

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

#### Baseline Data

FFY	2013
Data	1.47%

#### FFY 2014-FFY 2018 Targets

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

#### Description of Measure

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

#### Targets: Description of Stakeholders Input

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

Thanks to the collaboration with Academic Affairs, communication with the District Special Assistant of

Yabucoa has been excellent. She has been engaged in the implementation of the SSIP in her District and has served as the liaison between the school directors for the schools that have been selected to participate in the SSIP initiative.

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

Data Analysis

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

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

**Identification of the Focus for Improvement**

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

Data Analysis for Early Intervention (Indicator 7)

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

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

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

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

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

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

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

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

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

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

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

Data Analysis for Assessment (Indicator 3 proficiency)

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

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

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

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

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

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

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

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

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

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

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

Having analyzed the above discussed APR data related to Indicator 3C, the group turned to analyzing data

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

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

MATHEMATICS	Proficiency Rate (Percent of Students Scoring at 'Proficient' or 'Advanced')			
	All Students	%	Students with Disabilities	%
Third (3rd) Grade	21700	66.51%	5695	59.94%
Fourth (4th) Grade	17256	53.26%	4199	44.07%
Fifth (5th) Grade	13515	40.68%	2936	31.44%
Sixth (6th) Grade	5791	16.52%	1106	11.85%
Seventh (7th) Grade	3367	8.84%	641	6.43%
Eighth (8th) Grade	3712	10.29%	566	6.57%
High School	2749	9.45%	232	4.65%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Analyzing the Mathematics exam results for this region by district, it was determined that Yabucoa District

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

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

Grade Level	% Pre-Basic	% Basic	% Proficient	% Advanced
Third (3rd Grade)	13.2%	41.4%	21.5%	23.8%
Fourth (4th) Grade	22.0%	49.1%	14.5%	14.4%
Fifth (5th) Grade	32.5%	51.6%	12.6%	3.3%
Sixth (6th) Grade	51.4%	45.3%	2.7%	0.7%
Seventh (7th) Grade	42.0%	56.2%	1.1%	0.7%
Eighth (8th) Grade	50.3%	48.0%	0.6%	1.1%
Eleventh (11th Grade)	49.3%	50.3%	0.4%	0.0%
Grand Total	35.7%	48.7%	8.4%	7.2%

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

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

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

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

- Calzada (Maunabo)
- Marín Abajo (Patillas)
- Eugenio María de Hostos (San Lorenzo)

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

With the purpose of measuring academic progress of students in these schools throughout the school year, it was determined that additional data could be requested and analyzed. As such, the SAE will be requesting from the Yabucoa District data results from the district's analysis of evaluations of student academic progress. This district level analysis is conducted by subgroup and is conducted based on ten week periods (following the first 10, 20, 30, and 40 weeks of the school year). This will provide academic data aside from the annual assessment which can be reviewed to consider the impact of SSIP interventions throughout the year. Additionally, on a quarterly basis, the SAE will request from the Undersecretary for Academic Affairs the results of desk monitoring conducted at the focus school to validate the effectiveness of Flexibility Plan interventions being carried out in the schools.

#### **Root causes contributing to low performance**

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

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

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

**Indicator 17: State Systemic Improvement****Plan****Analysis of State Infrastructure**

*Monitoring Priority: General Supervision*

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

**Analysis of State Infrastructure to Support Improvement and Build Capacity**

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

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

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

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

The districts are branches of PRDE that operate under the direction of a district level special assistant who

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

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

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

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

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

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

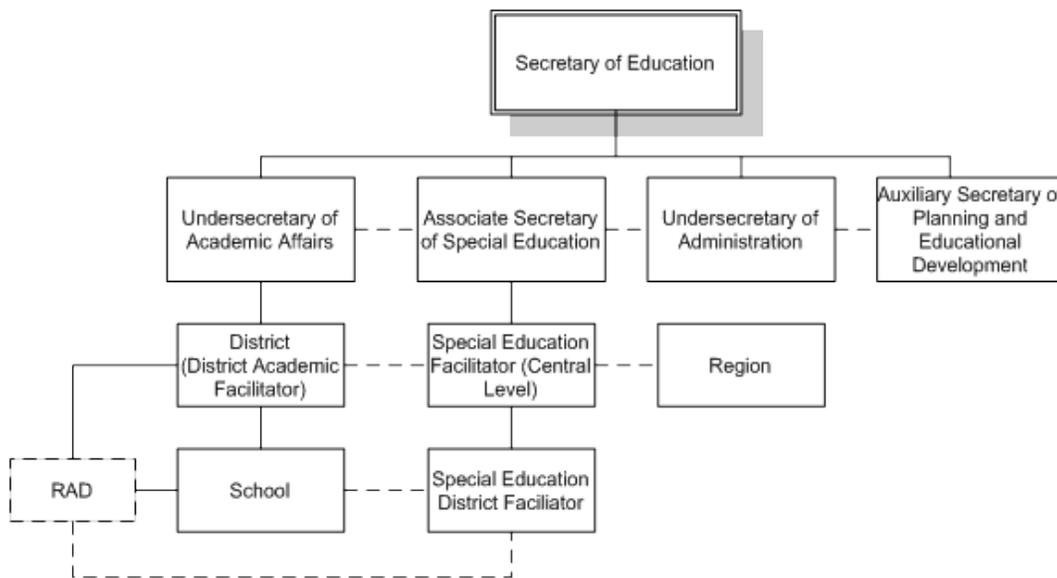
Previously, the facilitators from the Technical Assistance Unit were assigned to substantive specialty areas (e.g., serving deaf-blind students, transition). However, as part of the analysis carried out by the Special Education Secretary in searching for improved academic support to the regions, districts, CSEEs, and schools,

it was determined to assign each facilitator from this unit by Educational Region rather than substantive specialty area. Through this change in approach, the SAEE assured the maintenance of constant and consistent communication with the various administrative levels that make up the PRDE. Moreover, this assures the Technical assistance needs of both districts and schools are met.

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

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

Figure 1-Organizational Chart



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

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

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

As established in PRDE’s ESEA Flexibility plan, during the 2013-2014 school year, each school district is to focus its efforts in providing technical assistance to support teachers with their professional development,

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

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

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

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

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

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

PRDE considers that its strategies with focus schools will result in all students meeting rigorous standards and that all schools will attend to student needs, especially subgroups with lower demonstrated levels of

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

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

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

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

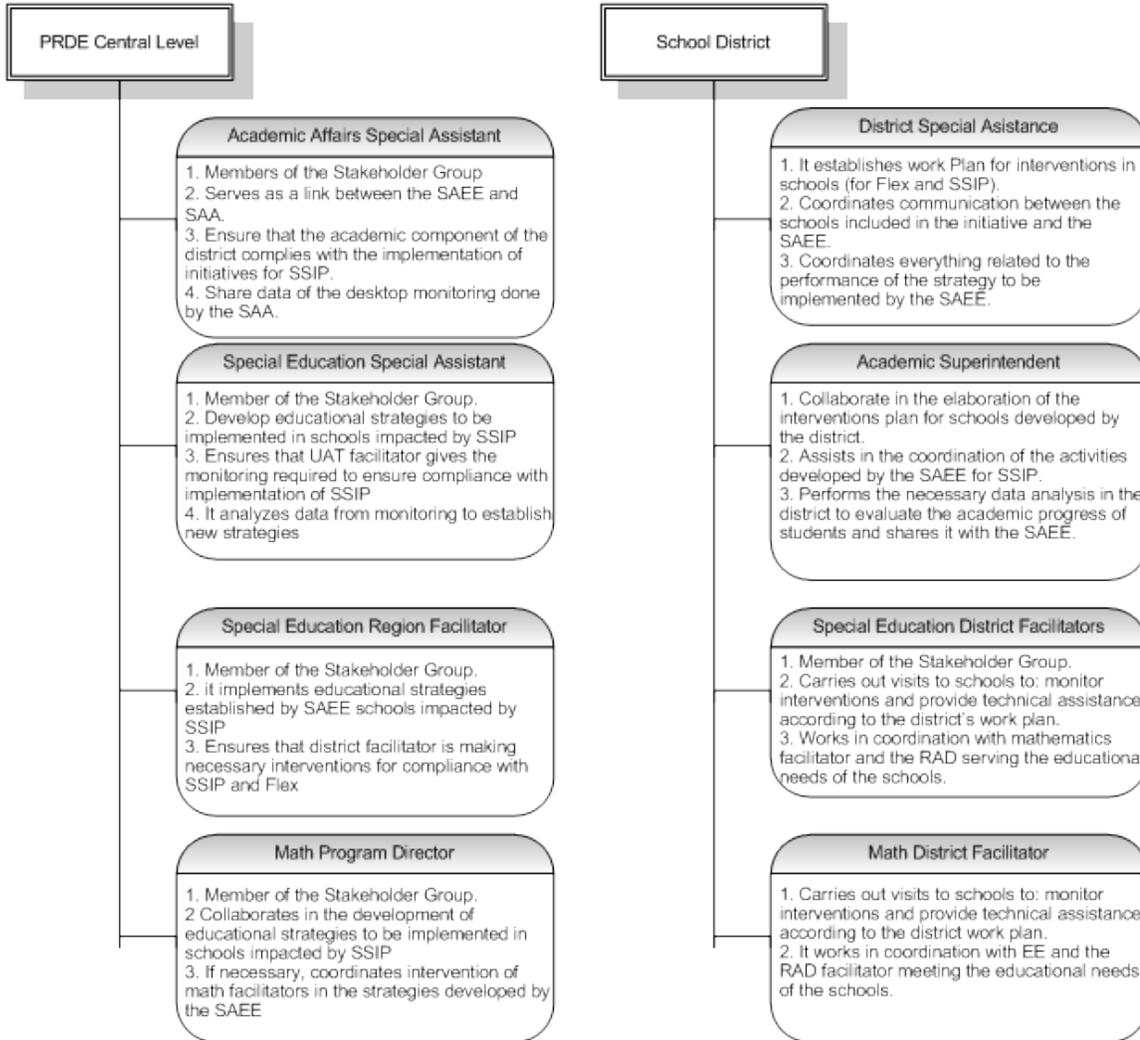
In terms of Mathematics at the outset of Phase I, the district only had one Mathematics Facilitator for providing technical assistance to the district. An analysis conducted as a part of the ESEA Flexibility Plan infrastructure analysis, it was determined that the Humacao Region required three mathematics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

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

coordinated to analyze the planned interventions in the selected schools, along with employees of the school district and the RADs.

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

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



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

## Indicator 17: State Systemic Improvement Plan

### Measurable Results for Students with Disabilities

Monitoring Priority: General Supervision

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

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

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

#### Statement

##### Statement

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

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

##### Baseline Data

FFY	2013
Data	1.47%

##### FFY 2014-FFY 2018 Targets

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

#### Description

##### Description

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

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

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

As discussed with the stakeholder group, PRDE has established measurable and rigorous targets for each successive year of the SSIP (FFYs 2014 through 2018) which require PRDE to more than double the percentage of special education student who score proficient or advanced on the regular assessment for math from the selected schools in the Yabucoa School District.

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

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

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

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

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

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

During the first semester of the 2015-2016 school year, PRDE SAEE hopes to expand the SSIP interventions to

all 128 elementary-level focus schools. This will be done with the support of staff from the central level through the district level, who will ensure the continuity of work and intervention implementation in each school. This was a decision discussed with and recommended by stakeholders.

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

#### Figure 3- PRDE Resources Involved in Implementing the SSIP Initiative

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

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

## Indicator 17: State Systemic Improvement Plan

### Selection of Coherent Improvement Strategies

*Monitoring Priority: General Supervision*

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

#### Selection of Coherent Improvement Strategies

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

## Indicator 17: State Systemic Improvement

### Plan

#### Theory of Action

Monitoring Priority: General Supervision

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

#### Theory of Action

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

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

Provide a description of the provided graphic illustration (optional)

Description of Illustration

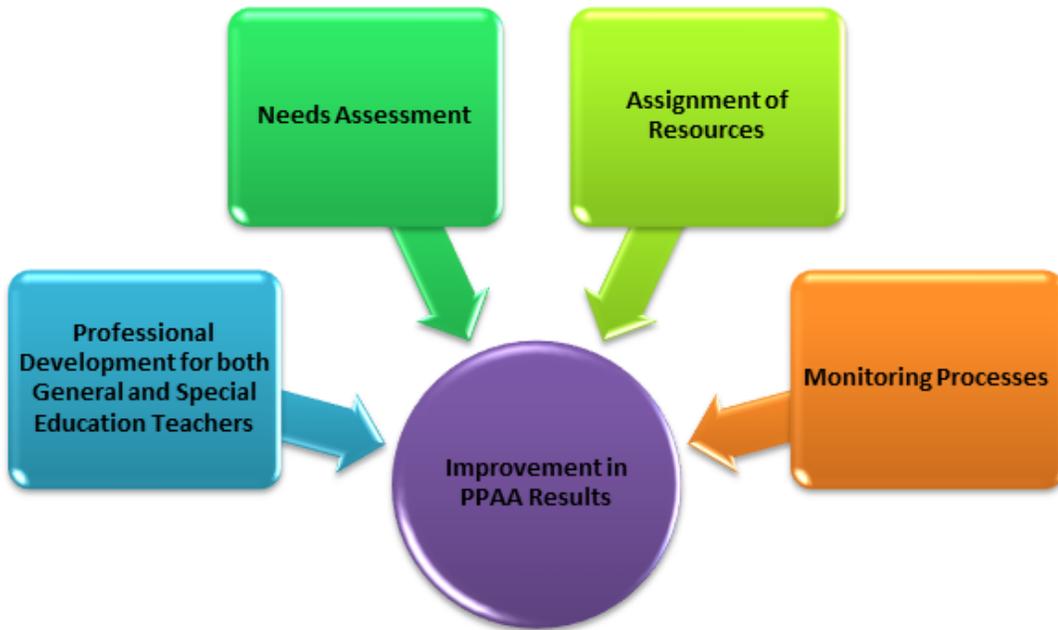
As depicted below in our Theory of Action graphic, PRDE believes that IF it implements the combination of the following interventions:

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

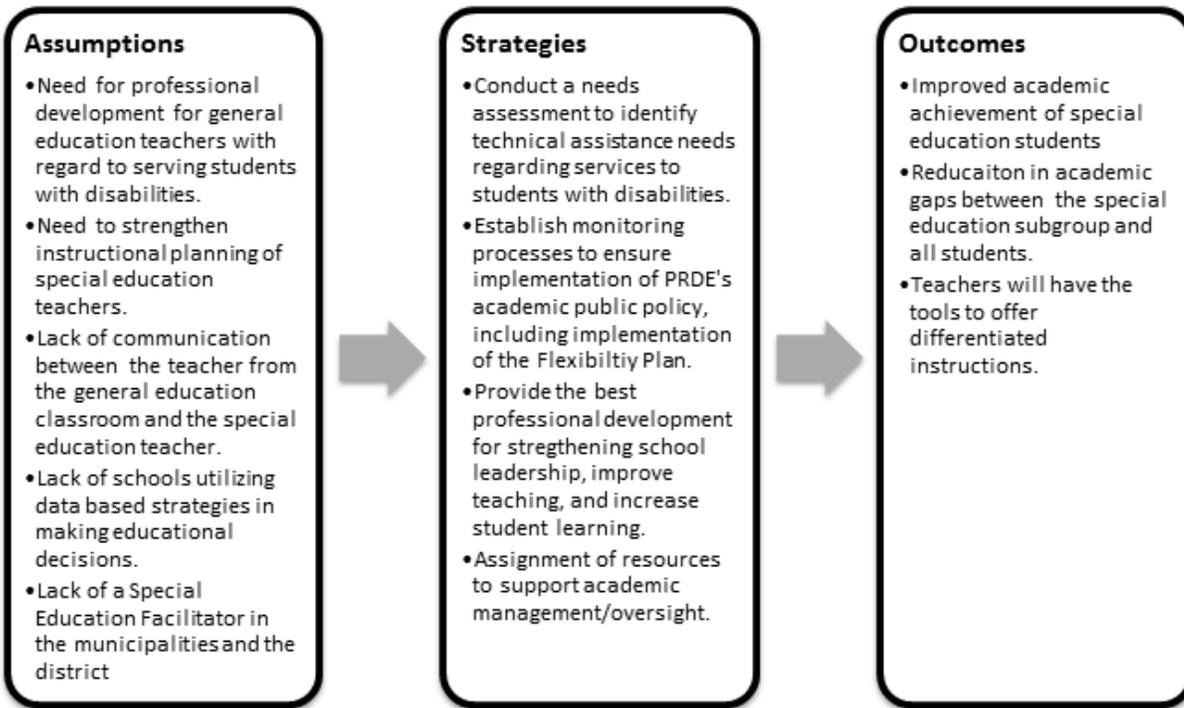
THEN, the result will be in improved performance of students with disabilities taking the PPAA at the participating schools. Moreover, PRDE anticipates that the more time in which students are served with these interventions, the more improvement can be expected with their PPAA results. As such, with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

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

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



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



## Certify and Submit your SPP/APR

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

**Selected:** Designated by the Chief State School Officer to certify

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

Name: Carlos J. Rodriguez Beltran

Title: Secretary of Special Education

Email: rodriguezbcj@de.pr.gov

Phone: 787-635-1285