

**STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT:
PART B**

**for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities
Education Act**

**For reporting on
FFY 2021**

Puerto Rico



PART B DUE February 1, 2023

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

17 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

PRDE's State Identified Measurable Results (SiMR) criteria is to increase the percentage (%) of special education students in the 5th grade who score proficient or advanced on the math regular assessment in the participating schools (all elementary schools from the former Yabucoa School District). PRDE's SiMR is aligned in accordance with APR Indicator 3 and focuses on improving the performance of students with disabilities on the Puerto Rico Assessment System, called Measurement and Evaluation for Academic Transformation of Puerto Rico (META-PR).

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)

NO

Is the State's theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

PRDE's theory of action has not changed. A copy of PRDE's Theory of Action is available in the following link:

[https://compascgcom-](https://compascgcom-my.sharepoint.com/:b:/g/personal/yayala_compascg_com/ETpLBby90XtDr9RYPreVHT8B24zHQm23hevb1KBND070LQ?e=tSff9m)

[my.sharepoint.com/:b:/g/personal/yayala_compascg_com/ETpLBby90XtDr9RYPreVHT8B24zHQm23hevb1KBND070LQ?e=tSff9m](https://compascgcom-my.sharepoint.com/:b:/g/personal/yayala_compascg_com/ETpLBby90XtDr9RYPreVHT8B24zHQm23hevb1KBND070LQ?e=tSff9m)

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

| Baseline Year | Baseline Data |
|---------------|---------------|
| FFY 2015 | 27.63% |

Targets

| FFY | 2021 | 2022 | 2023 | 2024 | 2025 |
|-----------|--------|--------|--------|--------|--------|
| Target >= | 27.73% | 27.78% | 27.83% | 27.88% | 27.93% |

FFY 2021 SPP/APR Data

| Number of students from the SiMR scoring Proficient or Advance | Number of participating students | FFY 2020 Data | FFY 2021 Target | FFY 2021 Data | Status | Slippage |
|--|----------------------------------|---------------|-----------------|---------------|--------|----------|
| 85 | 263 | | 27.73% | 32.32% | N/A | N/A |

Provide the data source for the FFY 2021 data.

The data source to be used would come from SY 2021-22 Assessment Data Groups – Math (EDFacts file spec FS175).

Please describe how data are collected and analyzed for the SiMR.

PRDE's SiMR is aligned in accordance with APR Indicator 3 and focuses on improving the performance of students with disabilities on the Puerto Rico Assessment System, called Measurement and Evaluation for Academic Transformation of Puerto Rico (META-PR). Once the assessment is administered, the results are received from the PRDE Planning Office. PRDE Central Level performs its data analysis by identifying the schools within the SiMR, specifically their 5th grade student performance on META-PR in mathematics.

Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)

NO

Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)

NO

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

NO

Section B: Implementation, Analysis and Evaluation

Please provide a link to the State's current evaluation plan.

https://compascgcom-my.sharepoint.com/:b/g/person/yayala_compascg_com/Ee0ZhRQXQ8tLk84u9zYYxtsBhB_Sv9X7Hv376rQiT4F4dg?e=MygJVq

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

NO

Provide a summary of each infrastructure improvement strategy implemented in the reporting period:

As an infrastructure improvement strategy PRDE started implementing Response to Intervention in the 25 schools of the HREO. This is a multilevel system of support for enhancing instruction and improving student outcomes. RTI is driven by individual student needs as determined by ongoing performance and efficient progress-monitoring measures. These measures provide an estimate of students' response to effective tier 1 instruction. For students who respond less than adequately, increasingly intense instruction is available in tier 2 (small groups support) and tier 3 (individualized support).

RTI implementation status

- 25 schools in the HREO are participating in an RTI professional development program.
- The training program focuses on developing infrastructure to address the technical and academic dimensions of RTI.
- As part of the infrastructure, to implement RTI, schools have been taking workshops and coaching to form RTI's Leadership Team and RTI Math Teachers Team. The school's leadership team serves as the site's guiding coalition for implementing RTI. The teacher teams work together to implement RTI and promote positive student outcomes. Teams of educators meet regularly to analyze student data, create math intervention plans, work on common formative assessments, and how to improve teaching practices using evidence-based strategies.
- At PRDEs central and regional administration level RTI Leadership teams were also formed to support RTI implementation in schools. Members of these teams are being trained on how to implement RTI effectively. High-level officials are engaged in the process of decision-making to implement RTI. These are the important steps to support the multilevel system of support at the school level.
- Students of 70.8% (85/120) of the participating teachers in RTI Professional Development Program are receiving a primary level of prevention through the teaching of a research-based core curriculum in the general education classroom (RTI-Tier 1). Some of the evidence-based teaching strategies they are using are differentiated instruction, flexible grouping, direct /explicit instruction, scaffolding, student feedback, metacognition, data analysis, and common formative assessments, among others. If the primary level of prevention is effective, most students will be able to maintain appropriate progress in math and meet academic benchmarks. However, a percentage of students will likely require a more intense level of instruction and be referred to tier 2 or 3.

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

Infrastructure: 25 schools implementing RTI

Short-term outcome:

- Scientifically based classroom instruction
- Differentiated instruction
- Ongoing student assessment.
- RTI Math Teacher Team
- RTI School Leadership team
- RTI Humacao Regional Education Office Leadership Team
- RTI State Level Team

Professional Development:

- RTI workshops tier 1, 2 and 3 for teachers, school personnel, state level staff and Humacao Regional Education Office
- Coaching's
- Technical Assistance

Measure:

- Team members list
- Attendance sheets
- Pre-post test 32% relative learning gain in workshops
- 92% workshop satisfaction
- 98% coaching satisfaction

Sustainability Improvement efforts:

- Collaboration among administrative staff, teachers, and parents regarding students' learning in math
- Early intervention for students who are struggling with math
- Decisions based on objective data (e.g., student progress monitoring data)
- Shared responsibility and increased accountability for student learning
- Instructional decisions guided by progress monitoring data
- Potential reduction of behavior problems
- Greater staff, parent, and student involvement in the educational process

Scale-up:

Next year SSIP will be extended to 15 schools of the San Juan Regional Educational Office, to implement RTI in math.

Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

NO

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

The 25 Schools that started implementing RTI as tier 1 first steps will move to provide tier 2 and tier 3 interventions next year.

List the selected evidence-based practices implement in the reporting period:

- Response to intervention
- Professional Learning Communities
- Explicit Instruction
- Differentiated Instruction
- Flexible Grouping
- Active Student Engagement
- Behavior Strategies

Provide a summary of each evidence-based practices.

- Response to intervention is a system that provides a safety net for at-risk students, especially those with learning disabilities. The system monitors how well students respond to research-based instruction. It aims to identify struggling students early on and give them the support they need. The goal is for teachers to intervene before a student fall far behind in math and language.
- Professional Learning Communities: is a model that presents a shift from a focus on teaching to a focus on learning. It provides a systematic process in which teachers work together to analyze and improve learning outcomes for all students.
- Explicit Instruction is a teaching strategy in which math skills are taught from less to more complex using direct, clear, and concise instructional language. This approach is a way to teach in a direct, structured way with emphasis on proceeding in small steps and checking for understanding. It is also engaging, helping to achieve active and successful participation of all students.
- Differentiated Instruction engages each student in active learning according to his/her needs. In this process, lessons are designed to meet student's interests, needs, and strengths. Teachers personalize learning and can give students a choice in how they learn.
- Flexible Grouping started as a strategy this year in math. This is a combination of the whole group, small group, and individual instruction that helps teachers to create fluid groups that meet the needs of all students. Schools are working to change their master schedule to have 30-minute blocks twice a week for tier 2 interventions and tier 3 will be offered as part of an afterschool support program called Extended Academic Reinforcement.
- Active Student Engagement: ensuring all students are actively involved during instruction. This includes many opportunities to respond, ample time to practice skills, and prompt corrective feedback.
- Behavior Strategies: using metacognitive strategies in math and proactively and explicitly teaching the expected behaviors and routines, and frequent use of reinforcement and praise.

Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SIMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.

- Response to intervention helps outcomes for children with disabilities by providing well-designed instruction and intensified interventions in general education. This system identifies students at risk for poor learning outcomes, monitors student progress, provides evidence-based interventions, and can help identify students with learning disabilities or other disabilities. RTI also can

help schools save special education resources for kids who truly need them.

- Professional learning communities can also help outcomes for children with disabilities by enhancing the communication between the regular classroom teacher and special education teacher. This approach develops teacher leadership focused on building and sustaining school improvement efforts. Teachers enhance their leadership capacity while they work as members of math collaborative teams that focus on improving student learning.
- Explicit Instruction is an educational strategy that has been proven to improve the abilities and outcomes in academics for students with special needs. Students with disabilities are at particular risk for experiencing math calculation difficulties. With the addition of explicit instruction into math curricula, students with special needs can improve their academic abilities. In addition, students can grow not only academically, but also in confidence and appropriate behavior.
- Differentiating Instruction helps all students with disabilities. This teaching method helps bring struggling students up to speed in learning and enables gifted students to learn at a faster pace. When teachers use differentiated instruction, all students are moving toward the same learning objectives, while giving them the freedom to choose how they get there and demonstrate what they've learned.
- Flexible grouping helps in teaching diverse learners, which allows the provision of in-class support for students with disabilities. It helps create an inclusive classroom culture that honors learner variability. Teachers use data to put students into small groups for instruction. These groups change frequently in response to the lesson outcome and student needs. It is flexible, as students can be grouped at the same skill level or with varying skill levels. It helps teachers provide the right support, in the right way, at the right time.
- Active Student Engagement (ASE) strategies are very important to help outcomes for children with disabilities because teachers can turn things around for them creating inclusive classroom activities. Educators ensure that all students are actively involved during instruction. These activities allow students with disabilities to bring themselves and their identities into the classroom. ASE is multi-faceted and is often characterized by a behavioral, emotional, and cognitive dimension. It is a key element of a positive classroom climate, with research linking it to academic achievement and life outcomes.
- Behavior strategies help ensure that students with disabilities achieve their academic and social goals by encouraging positive conduct in the classroom and other settings. By integrating behavior supports like pre-teaching, and opportunities to respond to instruction, teachers can foster proactive behaviors and reduce the probability that challenging behaviors occur. Also, students with learning disabilities tend to lack the skills to direct their learning so teachers in SSIP are learning to use metacognitive strategies for teaching. Students that learn how to be more metacognitive move from a mindset that leaves little room for change to a mindset that promotes self-awareness, helping them manage their feelings and boost self-esteem. It helps children to adapt to new experiences, challenges, and emotional setbacks.

Describe the data collected to monitor fidelity of implementation and to assess practice change.

Considering the technical dimension of RTI, at PRDE we are starting with a more stable implementation of the multilevel system. To monitor fidelity of implementation and to assess practice change, we are training school personnel and staff at the state and regional levels to use an RTI rubric as a guide. Along the way we are adapting the implementation, according to our cultural reality, taking the first steps to start the system in our schools. These rubrics from RTI Action Network are available for the classroom, school, and regional office level. Each rubric describes what RTI looks like across its basic components: problem-solving, curriculum & instruction, assessment, leadership, family & community partnering, positive school climate, and across four growth stages: emerging, developing, operationalizing, and optimizing.

The purpose of these rubrics is to:

- serve as an informational resource, and roadmap of RTI implementation
- measure fidelity of RTI implementation
- assist school, regional, or state level personnel with planning for an action plan or school improvement plan

From the academic dimension of RTI, teachers are being trained to collect data to monitor student progress. They measure students' skills with the diagnostic test, formative, and summative assessments, 10, 20, 30 a 40-week grades, and daily observation, to track how well the child is responding to evidenced-based teaching methods or instructional interventions. Charting progress over time is helping them use data to decide if the student needs to be taught differently. For example, in professional development teachers are learning to work with progress monitoring graphs, that show the student baseline, the goal is working toward, and how the student is doing on every assessment during the intervention period.

Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

In professional development, we are administering pre-post test and satisfaction surveys, this gives us information about the workshop and coaching quality and how school, regional, and state-level personnel are understanding evidence-based practices relating to RTI. As teachers, we also use an instrument to measure the use of evidence-based strategies in the classroom, to know the level of knowledge transfer applied to teaching.

Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.

- Evidence-based approaches mentioned before are all important to the implementation of RTI. In the next steps, we will continue to offer teachers support with workshops and additional coaching on the topics so that they gain confidence in the implementation of strategies in the classroom. We will put a lot of emphasis on explicit instruction and differentiated instruction, as well as data analysis. We will also go deeper into RTI Tier 1, 2, and 3 interventions.

- From the technical side of RTI, we will also continue to support staff at the educational region and state level, with workshops and coaching, so that they can develop the public policy necessary to support the full implementation of Response to Intervention. We want all levels of the educational system to be trained to contribute, from their role to the success of the RTI implementation. We will achieve this with quality professional development.

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

NO

If no, describe any changes to the activities, strategies or timelines described in the previous submission and include a rationale or justification for the changes.

For FFY 2022 participating schools will increase for the San Juan Educational Region to 15 additional schools. This will increase the participating schools to a total of 40 schools.

Section C: Stakeholder Engagement

Description of Stakeholder Input

PRDE solicited broad stakeholder input on PRDE's targets in the SPP/APR including any subsequent revisions made to those targets and the development and implementation of Indicator 17, Puerto Rico's State Systemic Improvement Plan (SSIP).

Our original stakeholder group, called the Comité Consultivo de Educación Especial ("Special Education Advisory Committee"), is 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 including our SSIP. 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, autism representative, specialists such as a School Psychologist, Occupational Therapist, Speech Pathologist, and adult with impairment, and others. SAEE personnel participate continuously in meetings with the special education stakeholders group.

The members of our stakeholder group also serve as liaisons for initiatives that benefit the special education population and their families. Recommendations provided from the stakeholders were incorporated into PRDE's FFY 2021 APR. PRDE developed this FFY 2021 SPP/APR with broad stakeholder input. As discussed above, PRDE SAEE held various meetings with the stakeholder group and received their input regarding the SPP/APR, including feedback regarding the individual indicators including FFY 2021 data, targets, any subsequent revisions to targets, and related activities and initiatives as well as the SSIP.

Additional mechanisms through which PRDE solicits broad stakeholder input includes PRDE work with and through 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), its operation of Parent Academies on post-secondary topics, and Communities of Learning through its SSIP efforts, among others. APNI's work helps increase the capacity of parents and serves as an avenue for receiving feedback on improvement activities and related policies. Similarly, the Parent Academies provide capacity building sessions for parents and include feedback sessions where parents provide feedback regarding improvement activities and data and policies related to post-secondary transition. Finally, the communities of learning have been key in providing feedback regarding the Indicator 17 / the SSIP in its entirety and implementation thereof. Through all of these avenues, PRDE seeks and receives stakeholder input that is considered in the development of the SPP/APR including targets, subsequent revisions of targets, and development and implementation of the SSIP (Ind. 17).

The stakeholder input received from the Comité Consultivo de EE was to increase the amount of schools benefiting from the SSIP improvement strategies.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

- To engage stakeholders, we are focusing on professional development, so personnel is well trained. We are communicating the vision and goals of the multi-level system of support.
- We also have an open table approach, as a professional learning community we emphasize the importance of partnering to find solutions and make decisions. We are talking about evidenced-based practices, and procedures in the multilevel system, and how it's tied to equitable learner outcomes. Also identifying available resources and professional development needed so stakeholders get a deep understanding of opportunities and how to overcome barriers.
- In the workshops and coaching, we are working with role clarity and responsibilities with RTI implementation.
- As part of the workshops, we are suggesting multiple strategies so schools can engage the whole community with RTI implementation. This can be accomplished through virtual events, hosting coffee with the principal events, using physical or virtual comment boxes, encouraging email or phone communication, and using surveys. We emphasize the importance of gathering input from diverse groups of stakeholders who accurately represent the entire school community.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

YES

Describe how the State addressed the concerns expressed by stakeholders.

The Associate Secretary for Special Education has joined forces with the Humacao Regional Office for Education and the Undersecretary for Academic Affairs to address the challenges associated with the implementation of RTI and evidence-based strategies. A professional development plan was designed to address the challenges described and we will continue with dialogue tables to promote communication among the professional learning community, as they find solutions to the challenges in implementation and share threats and best practices.

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

Next year we will focus on the scaling up to a new Educational Region. This includes to implement the SSIP from the beginning and provide all the required orientation to Regional Personnel and School Directors to have them engaged in the SSIP implementation.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

We anticipate that as with the schools from the Humacao Region we would have a positive engagement from school administrators. Which we can predict a positive outcome that demonstrates benefits for students in math. the data collection will continue to be our Ed Facts Assessment data.

Describe any newly identified barriers and include steps to address these barriers.

The impact on virtual learning during the COVID Pandemic significantly affected the results of students with disabilities in math on the assessment data. The Department of Education of PR established a work plan called "Plan de Recuperacion Academica" which includes after hour school interventions for teachers to support students needs.

Provide additional information about this indicator (optional).

17 - Prior FFY Required Actions

None

17 - OSEP Response

17 - Required Actions