Deborah A. Gist
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

J. David Sienko, Director
Office of Student, Community & Academic Supports

April 15, 2014

Office of Special Education Programs
U.S. Department of Education- Mail Stop 2600
7100 Old Landover Road
Landover, MD 20785-1506

Re: Part B State Performance Plan and Annual Performance Report (APR) Clarification- 2012 Submission

Electronically attached are the Rhode Annual Performance Report (APR) and the State Performance Plan (SPP) clarifications per Rhode Island's response table. The State Performance Plan and Annual Performance reports as well as public reporting are available on the RIDE website at the following link:
http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx.

The indicator revisions are **in black font and highlighted in fuchsia** on the attached APR document. In addition, the clarifications are detailed as follows:

Annual Performance Report (APR) clarifications:

Indicator 3 had data entry errors which have been corrected. The corrections can be found on the following pages:

- **Page 15**. In the chart "Actual Performance Target Data for FFY 2012-2013" the FFY 2012 target has been corrected.

- **Page 16**. The grade 3 mathematics percentage has been revised and in the same chart on **page 17**, grade 11, mathematics has been corrected.

If you have any questions please do hesitate to contact our SPP/APR Coordinator, Susan Wood. Dr. Wood can be reached at 401-222-8992 or Susan.Wood@ride.ri.gov.

Sincerely,

J. David Sienko, Director
Office of Student, Community & Academic Supports

Attachments

Cc: Susan Wood, Ph.D.
Senior Administrator,
Quality Assurance Services

The Board of Education does not discriminate on the basis of age, sex, sexual orientation, gender identity/expression, race, color, religion, national origin, or disability.

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

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:
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Overview of the Annual Performance Report Development for Indicator 1:

Graduating with a Regular High School Diploma in Rhode Island

The awarding of high school diplomas in Rhode Island is a Local Education Agency (LEA) decision based on the authority granted by the Rhode Island Board of Regents for Elementary and Secondary Education. In the 2007-08 school year, the Rhode Island High School Diploma System (described below) reached full implementation. Special education students meet the same proficiency requirements under the Rhode Island Diploma System as all students. Rhode Island does not offer a differentiated diploma system.

Rhode Island High School Reform

The Rhode Island Board of Regents for Elementary and Secondary Education approved high school regulations in January, 2003, and revised the regulations in September, 2008 and May 2011 (see: http://www.ride.ri.gov/Portals/0/Uploads/Documents/Diploma-System/Guidance-Final-2011.pdf). The regulations address the areas of literacy, personalization and graduation by proficiency. The regulations intend to improve the performance of high schools, increase graduation rates, improve post graduation outcomes and supports to students. A significant effect of the regulations has been the development of the Rhode Island Diploma System.

The Rhode Island Diploma System

Beginning with the Class of 2008, students will be required to demonstrate academic proficiency based on the Rhode Island Grade Level/Grade Span Expectations (GSE/GLEs), apply knowledge and skills in real world settings, and successfully complete a variety of challenging assessments in order to earn a high school diploma. In September 2008, the RI Board of Regents approved revised high school regulations which extend the 2003 regulations and added provisions for middle schools. Below are the 2003 requirements with the 2008 revisions noted:

- Completion of a minimum of 20 Carnegie units.

- Base up to 10% (revised to 33 1/3% by 2014) of the graduation decision on student performance on the State Assessment.

- Completion of a performance based requirement such as end of course exam, senior project, digital portfolio, Certificate of Initial Mastery (CIM) or similar requirement that demonstrates proficiency on the Rhode Island Grade Level/Grade Span Expectations (GSE/GLEs) and applied learning standards.

Local Education Agencies were awarded a designation of "approval withheld" (showing little or no evidence of implementation of the regulations) or "preliminary approval" (showing signs of implementation of the high school regulations) based on the Commissioners Review in January 2008. Each high school received guidance from RIDE in January 2009 on the next review process which will position schools to receive "full approval" by 2010. On site reviews of each high school began in the fall of 2009. The RI Board of Regents had established a 2014 deadline for all school to reach "full approval" status or the Regents may deny the LEA the authority to award high school diplomas.

Implementation of this review process, and the pressure to comply by 2014, is leading all high schools to aggressively implement the requirements of the high school regulations. The following areas are the focus of the Commissioners review process:

- Access/Opportunity – Evidence that ensures all students have a legitimate and fair opportunity to meet the RI Grade Level/Grade Span Expectations. All students have genuine access to rigorous programs that support their individual learning plans. Students have access to multiple pathways through high school to achieve the GSE/GLE's.

- Alignment – Evidence that the LEA has aligned curriculum with the RI GLE/GSE's and national content standards. The LEA has established evidence of expectations for student learning, employs applied learning across content areas and utilizes a variety of assessments.

- Sufficiency – Evidence that the LEA has established a method for specifying the numbers and types of assessment evidence for determining student proficiency.

- Fairness – Evidence that the LEA has provided valid opportunities for all students, including any sub groups of students, to demonstrate what they know. The LEA has implemented universally designed methods and instruments and has reviewed assessments for bias. Assessment results are communicated to students and families in a clear and timely manner and there is an open appeals process.

- Standard-Setting – Evidence that the LEA has a convincing rationale for the process of determining overall proficiency for graduation which is clearly tied to performance standards. In addition, the standard-setting process involves the community.

Rhode Island NCLB Nonacademic Accountability Indicators

There are two types of nonacademic accountability indicators included in the Rhode Island Annual Yearly Progress (AYP) performance standards under NCLB. The first is *participation rate*; schools and districts must test at least 95% of their enrolled students in ELA and mathematics. The second nonacademic indicator measures *attendance* at the elementary and middle school levels and *graduation rate* at the high

school level. RIDE stipulates that every school must have a 90% high school graduation rate by the year 2014.

Rhode Island Graduation Rate AMOs

Year	AMO
2014	90.0
2013	86.6
2012	83.3
2011	80.0
2010	76.7
2009	73.4
2008	70.1
2007*	75.3
2006	75.3
2005	75.3
2004	71.4
2003	71.4
2002	71.4

* Graduation rates for the class of 2007 and earlier were based on the NCES cohort estimation formula.
Source: Rhode Island Accountability Technical Bulletin, 2010

Implications for the Special Education Graduation Rate

The implications of the Rhode Island Diploma System presents a major opportunity for ensuring all students achieve high expectations. By providing students multiple methods to meeting an LEA's proficiency requirements, (Course credits, performance on state assessment, comprehensive course assessments, portfolio, senior project, CIM, etc.) it is anticipated that more students will achieve proficiency and graduate with a high school diploma ready for entry into post-secondary education and training. The implementation of the Rhode Island Diploma system has defined a clear set of expectations for all students in the state. The process has encouraged LEAs to carefully examine the value of their current diploma and examine the needs of student's not meeting proficiency expectations. The request for technical assistance from the districts for universal design, collaborative teaching, literacy interventions and other practices that would benefit special education students continues to increase with the implementation of the RI Diploma System.

The specific impact on graduation rates for students in special education is difficult to predict, however many high schools have begun rigorous examination of data through the Commissioners Review process which has informed them of the progress of special education students and access to the general education curriculum. It is anticipated that the work of the high schools in meeting the RI Diploma System requirements and the RI High School Regulations will improve access for students in special education to

the general education curriculum. Informal observation from the RIDE School Support Visit (monitoring system) has indicated an increased awareness of the gaps in performance of students in special education and districts intentionally aligning resources to address performance gaps.

Reliability of the Graduation/Dropout Data

The Rhode Island Department of Education moved to the cohort measurement formula described in the measurement section in 2007. With the implementation of this system which verifies each students reported status through the students' universal identifier, RIDE obtained a more accurate picture of the graduation and dropout rates for youth in special education. RIDE first reported graduation and dropout rates based on the cohort formula in the April 2008 APR Revision. The baseline graduation rate of 55.9% for students in special education was established and the rigorous and measurable targets (below) were calibrated.

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

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

Measurement:

Beginning in 2007 Rhode Island integrated the data collection for graduation and dropout rates for special education students with the state's student information system. Rhode Island's student information system includes a unique state assigned student identifier (SASID) for every student in the state. The integration of the special education graduation and dropout data collection system into the Rhode Island student information system has allowed the state to generate a valid and reliable picture of the graduation and dropout situation. The cohort formula (four year graduation rate) utilized for graduation rate is:

$$\text{Annual Graduation Rate} = \frac{\text{\# of students in cohort who graduated in 4 years or less}}{\text{[number of first time entering 9}^{th}\text{ graders] – transfers out + transfers in}} \times 100$$

FFY	Measurable and Rigorous Target
2008 (2007-2008)	**56.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.**
2009 (2008-2009)	**57.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.**
2010 (2009-2010)	**58.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.**
2011 (2010-2011)	**59.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.**

2012 **(2011-2012)**	**60.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.**
2013 **(2012-2013)**	**61.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.**

Actual Target Data for 2012:

Table 1: Rhode Island Graduation and Dropout Rates (4 Year Cohort)

(For compatibility with February 2013 submission)

Exit Type	Special Education				All Students			
Year/ Cohort Count	**2010 APR (2009-2010) Cohort Count 2,468**	**2011 APR (2010-2011) Cohort Count 2,521**	**2012 APR (2011-2012) Cohort Count 2,608**	**Increase/ Decrease from 2010** 140	**2010 APR (2009-2010) Cohort Count 12,471**	**2011 APR (2010-2011) Cohort Count 12,000**	**2012 APR (2011-2012) Cohort Count 12,078**	**Increase/ Decrease from 2010** (393)
Percent Graduated	57.2% (1,411)	58.1% (1,464)	58.5% (1,526)	1.2%	75.8% (9,452)	77.3% (9,270)	77.1% (9,308)	1.3%
Percent Dropped Out	23.6% (583)	22.1% (557)	20.1% (523)	(3.4 %)	14.1% (1,761)	12.5% (1,496)	12.0% (1,444)	(2.1%)
Percent Completed GED	3.6% (90)	2.8% (70)	3.7% (96)	.1%	3.4% (426)	3.0% (362)	3.2% (382)	(.2)%
Percent Retained/ Still in School	15.6% (384)	17.1% (430)	17.8% (463)	2.2%	6.7% (832)	7.3% (872)	7.8% (946)	1.1%

Table 2: Rhode Island Graduation and Dropout Rates (5 Year cohort-ESEA compatibility)

Exit Type	Special Education				All Students			
Year/Cohort Count	**2010 APR (2009-2010)** Cohort Count 2,594	**2011 APR (2010-2011)** Cohort Count 2,447	**2012 APR (2011-2012)** Cohort Count 2,515	**Increase / Decrease** from 2010 (79)	**2010 APR (2009-2010)** Cohort Count 12,653	**2011 APR (2010-2011)** Cohort Count 12,384	**2012 APR (2011-2012)** Cohort Count 11,999	**Increase/ Decrease** from 2010 (654)
Percent Graduated	64.7% (1,678)	65.1% (1,593)	65.4% (1,644)	.7%	78.5% (9,937)	80.2% (9,931)	80.9% (9,702)	2.4%
Percent Dropped Out	21.9% (567)	22.0% (539)	23.5% (591)	1.5%	13.5% (1,710)	13.3% (1,643)	12.9% (1,550)	(2.1%)
Percent Completed GED	5.7% (148)	3.9% (96)	3.1% (77)	(2.6)%	5.0% (629)	3.5% (437)	3.1% (372)	0.3%
Percent Retained/ Still in School	7.7% (200)	8.9% (219)	8.1% (203)	0.4%	3.0% (376)	3.0% (373)	3.1% (375)	(1.3%)

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for 2012:

Baseline for the percent of students in special education graduating with a regular high school diploma as established in the 2007 APR at 55.9%.

The target graduation rate for 2011-12 school year is 60.9. Using the 4 year cohort, the target was not met. However, using the 5 year cohort, at a 65.4% graduation rate, Rhode Island exceeds the target by more than four percentage points. Given the opportunity of a fifth year, an additional 180 students, 7.3% of the cohort, was able to complete graduation requirements. The corresponding increase in graduation rate for the entire population is 3.6%, an additional 432 students. The IEP population, approximately 21% of the total population, is responsible for 41.6% of the fifth year graduates. The IEP population benefits greatly from an additional year of instruction.

The most significant finding is that a larger percentage of students, both those with IEPS and all student populations, are being retained in school. In particular, for students with IEPs, retention in school (increased approximately 4% from 12.9% in 2008-9 to 17.8% in 2011-12) translates to stronger likelihood of graduation in the fifth year.

The Rhode Island High School regulations speak to the need for schools to create alternative pathways for students to achieve proficiency in the RI High School Diploma System even if the student's pathway will require the student to remain enrolled beyond four years of high school. In special education, this continues to result in a variety of transition programs at the regional and local levels focused on students who require more than four years of high school to achieve proficiency and graduate to self-sufficiency. The increase of students in special education remaining enrolled beyond four years could be a result of the alternative pathway programming.

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

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

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

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

Beginning in 2007 Rhode Island integrated the data collection for graduation and dropout rates for special education students with the state's student information system. Rhode Island's student information system includes a unique state assigned student identifier (SASID) for every student in the state. The integration of the special education graduation and dropout data collection system into the Rhode Island student information system has allowed the state to generate a valid and reliable picture of the graduation and dropout situation. The cohort formula (five year graduation rate) utilized for graduation rate is:

$$\text{Annual Dropout Rate} = \frac{\text{(Dropouts-Returned Dropouts)}}{\text{(Number of first time entering 9}^{th}\text{ graders)- transfers out + transfers in}} \times 100$$

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Baseline year 27.11%* Dropout Rate.
2006 (2006-2007)	26.11%* The dropout rate for students in Special Education will be reduced by 1%.
2007 (2007-2008)	25.11%* The dropout rate for students in Special Education will be reduced by 1%.
2008 (2008-2009)	26.7% The dropout rate for students in Special Education will be reduced by 1%.
2009 (2009-2010)	25.7% The dropout rate for students in Special Education will be reduced by 1%.
2010 (2010-2011)	24.7% The dropout rate for students in Special Education will be reduced by 1%.
2011 (2011-2012)	23.7% The dropout rate for students in Special Education will be reduced by 1%.
2012 (2012-2013)	22.7% The dropout rate for students in Special Education will be reduced by 1%.

Actual Target Data for FFY 2012:

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(For compatibility with February 2013 submission)

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Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for 2012:

Baseline for the percent of students in special education dropping out was established in the 2008 APR at 26.7%. The target for the 2011-12 school year was 23.7%. The actual dropout rate for the 2011-12 school year was 20.1% for the four year cohort. Rhode Island achieved the measurable and rigorous target and continues to experience a decline in the dropout rate.

Improvement Activities for Indicators 1 & 2:

Improvement Activities	Timelines	Resources
Implementation of Rhode Island High School Regulations - Commissioners Review & Approval. (Note: the RI Board of Regents for Elementary & Secondary Education reopened the Secondary regulations in the fall of 2010.)	Official designations were released in January 2008. Next review begins Spring, 2009 with full approval available beginning in 2010. All schools must meet full approval by 2014	RIDE, Office of Multiple Pathways. Participation of RIDE, Office of Student, Community & Academic Supports (OSCAS) personnel representing special education and ELL.
Monitor impact on the graduation and dropout rate for students in special education based on implementation of the Rhode Island Diploma System and utilization of the new cohort formula. Develop district level reporting and performance indications.	Ongoing 2009-2014	RI Department of Education, Office of Student, Community & Academic Supports (OSCAS) personnel in coordination with the Office of Multiple Pathways. Continue to provide analysis on the impact and develop corrective actions in processes as necessary.
Support to school personnel in training and implementation of effective research based dropout prevention strategies to improve school retention.	Ongoing 2009-2014	RI Department of Education, Office of Student, Community & Academic Supports (OSCAS) personnel in coordination with the Office of Multiple Pathways. RIDE Office of Multiple Pathways
Examine the targeted graduation improvement activities and dropout reduction activities in LEAs federal and state grant submissions with reductions in dropout rate data. Target districts with rates below the state average.	Began in 2009 (utilizing 2007 data). LEA grants are due in May of each year. Ongoing 2009-2014	RI Department of Education, Office of Student, Community & Academic Supports (OSCAS) personnel in coordination with the Office of Multiple Pathways. RIDE Office of Multiple Pathways

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2012: NA
[If applicable]

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Monitoring Priority: FAPE in the LRE

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

A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

Measurement:

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

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

C. Proficiency rate percent = ([(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

Targets and Actual Target Data for FFY 2011:

Actual Target Data for FFY 2012 (2012-2013)	**Districts Meeting AYP for Disability Subgroup (3A)**		69%
	Participation for Students with IEPs (3B)		100%
	Proficiency for Students with IEPs (3C)		
		Mathematics	Reading
	Grade 3	37% proficient or above	39% proficient or above
	Grade 4	32% proficient or above	33% proficient or above
	Grade 5	30% proficient or above	32% proficient or above
	Grade 6	23% proficient or above	27% proficient or above
	Grade 7	21% proficient or above	26% proficient or above
	Grade 8	22% proficient or above	29% proficient or above
	Grade 11	9% proficient or above	27% proficient or above

3.A - Actual AYP Target Data for FFY 2012:

Districts meeting AYP for Students with Disabilities	English Language Arts & Mathematics
FFY 2012 (2012-2013)	34 of 37 districts meeting minimum N size met AMO (92%)

*** The factors which determined AYP for previous and subsequent years is no longer the same measure. The algorithm for determining AYP is now described in the RI ESEA Waiver approved by the USDOE :** The requirements in ESEA section 1111(b)(2)(E)-(H)that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups. For complete details see:

http://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/Accountability/Rhode-Island-ESEA-Flexibility-Request-Approved-05292012.pdf

3.B – Actual Participation Target Data for FFY 2013:

Statewide Assessment 2012-2013		Math Assessment								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Total	
									#	%
a	Children with IEPs	1645	1469	1520	1629	1554	1590	1728	11135	
b	IEPs in regular assessment with no accommodations	573 34.8%	283 19.3%	257 16.9%	415 25.5%	506 32.6%	554 34.9%	570 33.0%	3158	28.4%
c	IEPs in regular assessment with accommodations	936 56.9%	1059 72.1%	1129 74.3%	1068 65.6%	930 59.9%	916 57.6%	879 50.9%	6917	62.1%
d	IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e	IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards								

f	IEPs in alternate assessment against alternate standards	110 6.7%	108 7.4%	115 7.6%	132 8.1%	99 6.4%	87 5.5%	119 6.9%	770	6.9%
g	Overall (b+c+d+e+f) Baseline	1619 98.4%	1450 98.7%	1501 98.8%	1615 99.1%	1535 98.8%	1557 97.9%	1568 90.8%	10845	97.4%
Children included in a but not included in the other counts above										
In your narrative, account for any children with IEPs who did not participate.		26 1.6%	19 1.3%	18 1.2%	14 .9%	19 1.2%	33 2.1%	160 9.3%	290	2.6%

Statewide Assessment **2012-2013**		**Reading Assessment**								
		Grade 3	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 11**	***Total***	
									#	**%**
a	Children with IEPs	1645	1469	1520	1629	1554	1590	1728	11135	
b	IEPs in regular assessment with no accommodations	573 34.8%	283 19.3%	257 16.9%	415 25.5%	506 32.6%	554 34.8%	570 33.0%	3158	28.4%
c	IEPs in regular assessment with accommodations	936 56.9%	1059 72.1%	1129 74.3%	1068 65.6%	930 59.9%	916 57.6%	879 50.9%	6917	62.1%
d	IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e	IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
f	IEPs in alternate assessment against alternate standards	110 6.7%	108 7.4%	115 7.6%	132 8.1%	99 6.4%	87 5.5%	119 6.9%	770	6.9%
g	Overall (b+c+d+e+f) Baseline	1619 98.4%	1450 98.7%	1501 98.8%	1615 99.1%	1535 98.8%	1557 97.9%	1568 90.8%	10845	97.4%
Children included in a but not included in the other counts above										
In your narrative, account for any children with IEPs who did not participate.		26 1.6%	19 1.3%	19 1.3%	14 .9%	19 2.1%	33 2.1%	131 7.8%	266	2.6%

3.C – Actual Performance Target Data for FFY 2012-2013

Grade	FFY 2009 Data	FFY 2010 Data	FFY 2011 Data	FFY 2012 Data	FFY 2012 Target	FFY 2009 Data	FFY 2010 Data	FFY 2011 Data	FFY 2012 Data	FFY 2012 Target
	Reading					Math				
3	36.3%	34.89%	43.10%	34.9%	39%	31.1%	34.14%	32.34%	31.3%	37%
4	26.7%	29.95%	31.93%	29.4%	33%	25.4%	28.07%	30.20%	27.0%	32%
5	30.2%	32.17%	26.10%	29.3%	32%	23.86%	26.81%	25.49%	24.0%	30%
6	26.6%	28.44%	30.61%	28.9%	27%	21.25%	25.15%	24.22%	22.4%	23%
7	31.1%	23.44%	29.90%	28.8%	26%	18.45%	17.16%	18.77%	20.0%	21%
8	30.8%	37.07%	40.52%	38.4%	29%	17.14%	18.21%	19.15%	18.5%	22%
HS	31.6%	36.54%	39.63%	39.3%	27%	5.42%	9.18%	7.8%	9.7%	9%

INSERT HERE YOUR STATE'S ACTUAL TARGET DATA FOR PERFORMANCE:

Statewide Assessment 2012-2013		**Math Assessment Performance**: Students Meeting Proficiency (full year)							**Total**	
		Grade 3	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 11**	**#**	**%**
a	Children with IEPs	1542	1388	1431	1557	1463	1483	1591	10455	
b	IEPs in regular assessment with no accommodations	246 16.0%	93 6.7%	81 5.66%	71 4.6%	99 6.8%	93 6.3%	34 2.1%	717	6.9%
c	IEPs in regular assessment with accommodations	158 10.3%	188 13.5%	173 12.1%	166 10.7%	115 7.9%	113 7.6%	32 2.0%	945	9.0%
d	IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e	IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
f	IEPs in alternate assessment against alternate standards	79 5.1%	94 6.8%	89 6.2%	112 7.2%	79 5.4%	68 4.6%	88 5.5%	609	5.8%

g	Overall (b+c+d+e+f) Baseline	483 31.3%	375 27.0%	343 24.0%	349 22.4%	293 20.0%	274 18.5%	154 9.7%	2271	21.8%

Statewide Assessment 2012-2013		**Reading Assessment Performance: Students Meeting Proficiency (full year)**								
		Grade 3	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 11**	***Total***	
									#	**%**
a	Children with IEPs	1542	1388	1431	1557	1463	1483	1591	10455	
b	IEPs in regular assessment with no accommodations	284 27.6%	114 8.2%	102 7.1%	100 6.4%	1 45 9.9%	209 14.1%	257 16.2%	1211	11.6%
c	IEPs in regular assessment with accommodations	171 11.1%	199 14.3%	230 16.1%	245 15.7%	190 13.0%	291 19.6%	269 16.9%	1595	15.3%
d	IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e	IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
f	IEPs in alternate assessment against alternate standards	82 5.3%	95 6.8%	87 6.1%	105 6.7%	87 6.1%	69 4.6%	99 6.2%	624	6.0%
g	Overall (b+c+d+e+f) Baseline	537 34.9%	408 29.4%	419 29.3%	450 28.9%	422 28.8%	569 38.4%	625 39.3%	3430	32.8%

INSERT HERE YOUR STATE'S TABLE FOR MEASURABLE AND RIGOROUS TARGETS FOR PERFORMANCE:

	Mathematics		Reading	
Grade 3	37% proficient or above	Did not meet target	39% proficient or above	Did not meet target
Grade 4	32% proficient or above	Did not meet target	33% proficient or above	Did not meet target
Grade 5	30% proficient or above	Did not meet target	32% proficient or above	Did not meet target
Grade 6	23% proficient or above	Did not meet target	27% proficient or above	Met target
Grade 7	21% proficient or above	Did not meet target	26% proficient or above	Met target

Grade 8	22% proficient or above	Did not meet target	29% proficient or above	Met target
Grade 11	9% proficient or above	Met target	27% proficient or above	Met target

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012-2013:

During the **2012-2013** academic year, Rhode Island students participated in the New England Common Assessment Program (NECAP). Students were assessed in reading and mathematics in grades 3 through 8 and 11, as well as writing at grades 5, and 8, and 11. Since the NECAP is a fall test it assesses the prior years learning. Students with significant cognitive disabilities who met the state's alternate assessment criteria were assessed using the Rhode Island Alternate Assessment. The Rhode Island Alternate Assessment is a yearlong assessment. In order to assess student learning over the same academic year as the NECAP, students are assessed using the alternate assessment in grades 2-8 and 10 in Reading and Mathematics and grades 4, 7, and 10 in writing. Rhode Island allows for two types of exemptions from the State Assessment Program. One is a medical exemption granted by the state. The second is an English Language Learner (ELL) exemption in the content area of ELA only for student who have been in the United States for less than one year. The ELL exemption is in compliance with Federal Law.

During the **2012-2013** school year, 34 of 37 districts meeting minimum N size met AMO (92%)met the states AYP objectives for progress for disability subgroup exceeding the target of 69% of districts making AYP. The new process which measures AMO's can be found at

http://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/Accountability/Rhode-Island-ESEA-Flexibility-Request-Approved-05292012.pdf

Districts not making AMO received classifications according to the state accountability and classification process. These classifications require different levels of intervention depending on the number of years in which they have not met AMO requirements.

Rhode Island did not meet its target of 100% participation for children with IEPs on the state assessment. The participation rate 97.4% in both Mathematics and Reading (both are very close to last year's numbers). In analyzing Rhode Island's state assessment proficiency results, Rhode Island's demonstrated improvement has met some of its grade specific targets. In Mathematics, Rhode Island met or exceeded only one of seven grade specific targets (grade 11) , success similar to last year (grade 6 target met. This year forward, professional development initiatives will target improved mathematics performance including technical assistance to reconcile alignment of IEP goals with mathematics standards. In spite of this increased focus on mathematics, it may be too little too late although the initiatives in math and science are currently being enhanced to address this looming issue. The state also looked at the same results in a cohort model and did not see many significant improvements although a significant change in the participation numbers occurs. In Reading results for 2012, Rhode Island met or exceeded its targets for proficiency rate for four of seven grade specific targets. Although not all targets were met, this proficiency percentage rate over the past several years keeps moving upwards in a positive measure. Progress in proficiency rates may be attributed to a variety of factors including teacher professional development in differentiated instruction and instruction for teachers of students eligible for the RIAA, better alignment of instruction with state standards, high school reform efforts, changes in curriculum, and inclusion.

Public Reporting Information:

Assessment data is reported to the public at the state and district level disaggregated by content area, assessment and population subgroup (African American, Asian, Hispanic, Native American, White, Male, Female, Students living in Poverty, English-language Learners, Students with Disabilities, and Migrant students). This data is reported through the state website:

http://www.ride.ri.gov/InformationAccountability/Accountability/SchoolDistrictReportCards.aspx

These links have been updated following postings to a re-designed site. This link will show state level reports by grade and will also show the few districts with an "n" size large enough to report publically. In previous years, another link to InfoWorks! reported the results of RIAA students by district. In Rhode Island only about five districts have an "n" size that will allow reporting. InfoWorks! does not currently report our RIAA students so RIDE has created a new site for this required reporting.

http://www.ride.ri.gov/InstructionAssessment/Assessment/RhodeIslandAlternateAssessmentRIAA.aspx

Revisions, with Justification, to Improvement Activities / Targets / Timelines / Resources for FFY 2013 (if applicable):
needs some revision to dates and explain the pilot as an activity…

Improvement Activity	Timelines	Resources
State Assessment Program: NECAP will be administered grades 3-8 and 11 during the 2009-2010 academic year. Rhode Island will continue to implement Rhode Island Alternate Assessment including grades 2-8 and 10. The new Rhode Island alternate assessment system (RIAA) is based on Alternate Assessment Grade Span Expectations (AAGSE) that are derived and expanded from the NECAP Grade Level Expectations (GLE). RIAA training for teachers will continue to have a focus on improving instruction for students who are eligible for the RIAA.	Ongoing to the year 2014	RI Department of Education Office of Student, Community and Academic Support and Office of Assessment and Accountability personnel
Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. The SSS visits will continue to examine LEAs' state assessment records for participation rates and student performance; work with LEAs to analyze problematic areas and their contributing factors; and revise policies, procedures and practices to ensure access to the general curriculum, full participation in and high performance of students with disabilities on state assessment.	Ongoing to the year 2013 and thereafter	RI Department of Education Office of Student, Community and Academic Support RI Technical Assistance Project personnel RI Department of Education, Office of Assessment and Accountability personnel

Our professional development programs continue to provide opportunities for general and special educators to increase their capacity to provide differentiation of instruction and other support for diverse learning needs, social-emotional supports, access to the general curriculum, etc.	Ongoing to the year 2013 and thereafter	RI Department of Education Office of Student, Community and Academic Support
Promoting Service in the Least Restrictive Environment for Students with Disabilities that Significantly Affect Functioning: We continue to support professional development and demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment, including general education settings as much as possible. We partner with our University Center on Disabilities (The Sherlock Center) on efforts to promote inclusive provision of services for all students, including those with developmental and other significant disabilities.	Ongoing to the year 2013 and thereafter	RI Department of Education Office of Student, Community and Academic Support University Center on Disabilities (The Sherlock Center)
Mathematics and Science Alignment: Districts are provided with technical assistance (knowledge and tools) to align their district curriculum with the state standards and to improve mathematics and science instruction.	Ongoing to the year 2013 and thereafter	The Charles A. Dana Center RI Department of Education, Office for Assessment Accountability and Instruction.
Reconciliation of IEP goals with mathematics standards.	Ongoing to the year 2013 and thereafter	RI Department of Education Office of Student, Community and Academic Support University Center on Disabilities (The Sherlock Center)
RIDE partners with Tech ACCESS to hold an annual conference to inform educators and families of the many potential assistive technologies available to students for academic and general use.	2010 – and planning for annual thereafter	RI Department of Education Office of Student, Community and Academic Support personnel Support Grant Personnel
Evaluation of Vision Support Services (RIVESP) : In an effort to move forward with new goals for low vision services, action	2011 and	RI Department of

plans have been drafted with an outcomes evaluation that includes an academic growth component for students.	planning thereafter	Education Office of Student, Community and Academic Support personnel Support Grant Personnel
New Professional Development webinars in the area of integrated math and science with close captioning will be delivered in Jan. 2012 New Professional Development webinars in the use of assistive technology is being planned for September 2012. All Webinars and all professional development is now being captioned and/or made universally accessible.	2011 planning for 2012 implementation and planning thereafter	RI Department of Education Office of Student, Community and Academic Support personnel Support Grant Personnel Sherlock Center
Implementation of the State Personnel Development Grant (SPDG), year one, targeting schools with the Priority, Focus and Warning designation as determined in the State's Waiver Application for Multi-Tiered Systems of Support development.	July, 2013 through September 2017.	RI Department of Education Office of Student, Community and Academic Support personnel Sherlock Center RTI Initiative – Northern RI Collaborative RI Parent Information Network NCII

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

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx

Monitoring Priority: FAPE in the LRE

Indicator 4A: Rates of suspension and expulsion:

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

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

Measurement:

Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year for children with IEPs) divided by the (# of districts in the State)] times 100.

Percent = 0% [(0 districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by 52 (districts in the State) times 100.]

(0/52) x 100 = 0% of districts are significantly discrepant

Include State's definition of "significant discrepancy."

Significantly Discrepant: comparison of the risk of a district's special education students to be suspended for more than 10 days to the risk of the district's general education students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ratio of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students with IEPs that are suspended greater than 10 days would be considered significantly discrepant.

Overview of Issue/Description of System or Process:

The State must provide a definition of "significant discrepancy" referencing the comparison methodology used and the measure of how the rates were calculated (e.g. rate ratio, rate difference, comparison to a State average, or other).

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

Compare the rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs among LEAs in the State; or

The rates of expulsions and suspensions 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.

If the State used a minimum "n" size requirement report the number of districts excluded from the calculation of rates as a result of using the minimum 'n' size.

If significant discrepancies occurred, and the district with discrepancies had policies, procedures, or practices that contributed to the significant discrepancy and do not comply with the requirement relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, the State must describe how it ensured that such policies and procedures and practices were revised to comply with applicable requirements. In reporting on correction of noncompliance, the State must report consistent with OSEP Memorandum 09-02 dated October 17, 2008.

Significantly Discrepant: comparison of the risk of a district's special education students to be suspended for more than 10 days to the risk of the district's general education students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ratio of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students with IEPs that are suspended greater than 10 days would be considered significantly discrepant.

Forty eight (48) districts were excluded from the calculation as a result of not meeting the minimum cell size of 10 students with IEPs suspended greater than10 days.

Actual Target Data for FFY 2012 (using 2011-2012 data)

FFY	Measurable and Rigorous Target
FFY 2012 *(using 2011-2012data)*	**2 percent** of districts will have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

For this indicator, report data for the year before the reporting year *(using 2011-2012 data)**.***

0 of 52 districts (0%) were identified as having a significant discrepancy in the rates of suspension of greater than 10 days in a school year for students with disabilities. The state has met and exceeded the measurable and rigorous target of 2%.

Describe the results of the State examination of the data.

The State has examined the data and found no districts to have a significant discrepancy in the rates of suspension of greater than 10 days in a school year for students with disabilities.

Districts with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of Districts*	Number of Districts that have Significant Discrepancies	Percent
FFY 2012 (using 2011-2012 data)	52	0	0.00%

Review of Policies, Procedures, and Practices *(completed in FFY 2012 using 2011-2012 data): If any Districts are identified with significant discrepancies:*

No districts were identified with a significant discrepancy, using 2011-12 data.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred in FFY 2012[1]:

The State has met and exceeded its target and no districts were identified as having a significant discrepancy in rates of suspension of greater than 10 days in a school year for students with disabilities.

Correction of FFY 2011 Findings of Noncompliance *Do not report on the correction of noncompliance unless the State identified noncompliance as a result of the review required by 34 CFR §300.170(b).*

[1] *In an effort to reduce reporting burden, in the FFY 2012 APR, States: 1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target. 2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2012; and b) results indicators where the State has met its FFY 2012 target. 3) May provide one set of improvement activities for the entire APR as long as the Improvement Activities are indexed back to reference the relevant indicators.*

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012) using 2010-2011 data	**1**
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	**1**
3. Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2011 findings not yet verified as corrected [(4) minus (5)]	**0**

Actions Taken if Noncompliance Not Corrected:
For FFY 2011 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against a district that continues to show noncompliance.

Verification of Correction (either timely or subsequent):

The district that was identified in FFY 2011 as having significant discrepancies in rates of suspension of greater than 10 days for students with IEPs was required to complete a Self-Assessment form. This Self-Assessment specifically concerns policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

The State and that district identified and reviewed the records of individual students with IEPs that were suspended more than 10 days and analyzed the data.

Based on the analysis of information from the Self-Assessment and student records, areas of non-compliance in policies and procedures were identified. The State and LEA developed a Corrective Action plan targeting identified areas.

Through on-going contact with the district, the State monitored implementation of the Corrective Action Plan. The State collected and reviewed revised policies and procedures and determined these were appropriate to ensure compliance with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Additional training and professional development was provided to appropriate personnel regarding the changes in policies and procedures. The State verified implementation of these changes through contact with the district and monitored discipline data through the state-wide data collection system.

Correction of Remaining FFY 2010 Findings of Noncompliance (if applicable):
For FFY 2010 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against a district that continues to show noncompliance.

1. Number of remaining findings made during FFY 2010 (in the period from July 1, 2010 – June 30, 2011 using 2009-2010 data), noted in OSEP's July 1, 2013 FFY 2011 APR response table for this indicator	0
2. Number of remaining FFY 2010 findings the State has verified as corrected	0
3. Number of remaining FFY 2010 findings the State has NOT verified as corrected [(1) minus (2)]	**0**

Correction of Any Remaining Findings of Noncompliance from FFY 2009 or Earlier (if applicable):
Not applicable

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
REQUIRED ACTIONS The State must report, in its FFY 2012 APR, on the correction of noncompliance that the State identified in FFY 2011 as a result of the review it conducted pursuant to 34 CFR §300.170(b). When reporting on the correction of this noncompliance, the State must report that it has verified that each LEA with noncompliance identified by the State: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.[5] In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.	The district that was identified in FFY 2011 as having significant discrepancies in rates of suspension of greater than 10 days for students with IEPs was required to complete a Self-Assessment form. This Self-Assessment specifically concerns policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The State and that district identified and reviewed the records of individual students with IEPs that were suspended more than 10 days and analyzed the data. Based on the analysis of information from the Self-Assessment and student records, areas of non-compliance related to incorrect procedures were identified. The State and LEA developed a Corrective Action plan targeting identified areas. The Plan called for changes in procedures and an increase in positive supports and alternatives to out of school suspension.

	Through on-going contact with the district, the State monitored implementation of the Corrective Action Plan. The State collected and reviewed the revised policies and procedures and determined these were appropriate to ensure compliance with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Additional training and professional development was provided to appropriate personnel regarding the changes in policies and procedures. The State verified implementation of these changes through contact with the district and monitored discipline data through the state-wide data collection system. The State has verified that the LEA is now correctly implementing the regulatory requirements, based on a review of updated data (data collected through the State data system) and has corrected each individual case of noncompliance unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable): None

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

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
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Monitoring Priority: FAPE in the LRE

Indicator 4B: Rates of suspension and expulsion:

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

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

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

Include State's definition of "significant discrepancy."

Percent = **0% [(0 districts)** has: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by 53 (districts in the State) times 100].

(0/52 x 100 = 0% of districts significantly discrepant)

Overview of Issue/Description of System or Process:

The State must provide a definition of "significant discrepancy" referencing the comparison methodology used and the measure of how the rates were calculated (e.g. rate ratio, rate difference, comparison to a State average, or other).

The State must choose one of the following comparison methodologies to determine whether significant discrepancies, by race or ethnicity, are occurring (34 CFR §300.170(a)):

Compare the rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs among LEAs in the State; or

The rates of expulsions and suspensions 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.

If the State used a minimum "n" size requirement report the number of districts excluded from the calculation of rates as a result of using the minimum 'n' size.

If significant discrepancies, by race or ethnicity, occurred, and the district with discrepancies had policies, procedures, or practices that contributed to the significant discrepancy and do not comply with the requirement relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, the State must describe how it ensured that such policies and procedures and practices were revised to comply with applicable requirements. In reporting on correction of noncompliance, the State must report consistent with OSEP Memorandum 09-02 dated October 17, 2008.

Definition of Significant Discrepancy and Methodology

The State must provide a definition of "significant discrepancy" referencing the comparison methodology used and the measure of how the rates were calculated (e.g. rate ratio, rate difference, comparison to a State average, or other).

The State must 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; or*
- *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.*

Significant Discrepancy: comparison of the risk of a district's students from a particular racial/ethnic group with disabilities to be suspended for more than 10 days to the risk of all general education students from that same district to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ratio of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students with

disabilities in a particular racial/ethnic category suspended greater than 10 days would be considered significantly discrepant.

Fifty one (51) districts were excluded from the calculation as a result of having less than the minimum cell size of 10 students.

Actual Target Data for FFY 2012 (using 2011-2012 data)

FFY	Measurable and Rigorous Target
FFY 2012 *(using 2011-2012 data)*	*0% (Compliance Indicator)*

For this indicator, report data for the year before the reporting year *(use 2011-2012 data)****.***

(Actual Target Data for FFY 2012) ***0%***

Describe the results of the State examination of the data.

4B(a). Districts with Significant Discrepancy, by Race or Ethnicity*, in Rates of Suspension and Expulsion:

Year	Total Number of Districts**	Number of Districts that have Significant Discrepancies by Race or Ethnicity	Percent**
FFY 2012 (using 2011-2012 data)	52	0	0.00%

4B(b). Districts with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and 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.

Year	Total Number of Districts*	Number of Districts that have Significant Discrepancies, by Race or Ethnicity, and 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.	Percent**
FFY 2012 (using 2011-2012 data)	52	0	0.00%

Review of Policies, Procedures, and Practices *(completed in FFY 2012 using 2011-2012 data): If any districts are identified with significant discrepancies:*

a. *Describe how the State reviewed policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The failure of the State to conduct this review is noncompliance with 34 CFR §300.170(b) and means that the State is not providing valid and reliable data for this indicator. The State should have completed this review by June 30, 2013;*

b. *Report if the State identified any noncompliance with Part B requirements as a result of the review required by 34 CFR §170(b) and this indicator. (If no noncompliance is identified, please indicate); and*

c. *If the State, through the review of policies, practices, and procedures identified policies, practices, or procedures that do not comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State revised (or required the affected district(s) to revise) policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA.*

N/A – There were no districts identified as having a significant discrepancy, by race or ethnicity, in rates of suspension.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred in FFY 2012[2]:

N/A – There were no districts identified as having a significant discrepancy, by race or ethnicity, in rates of suspension.

[2] *In an effort to reduce reporting burden, in the FFY 2012 APR, States: 1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target. 2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2012; and b) results indicators where the State has met its FFY 2012 target. 3) May provide one set of improvement activities for the entire APR as long as the Improvement Activities are indexed back to reference the relevant indicators.*

Correction of FFY 2011 Findings of Noncompliance *Do not report on the correction of noncompliance unless the State identified noncompliance as a result of the review required by 34 CFR §300.170(b).*

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012) using 2010-2011 data	**0**
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	**0**
3. Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2011Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

1. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	**0**
2. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
3. Number of FFY 2011 findings not yet verified as corrected [(4) minus (5)]	**0**

Actions Taken if Noncompliance Not Corrected:
For FFY 2011findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against a district that continues to show noncompliance.

Verification of Correction (either timely or subsequent):
For those findings for which the State has reported correction, describe the process the State used to verify that the district is correctly implementing the specific regulatory requirement(s).

Correction of Remaining FFY 2010 Findings of Noncompliance (if applicable):
For FFY 2010findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against a district that continues to show noncompliance.

1. Number of remaining findings for FFY 2010 (in the period from July 1, 2010 – June 30, 2011 using 2009-2010 data), noted in OSEP's July 1, 2013 FFY 2011 APR response table for this indicator	0
2. Number of remaining FFY 2010 findings the State has verified as corrected	0
3. Number of remaining FFY 2010 findings the State has NOT verified as corrected [(1) minus (2)]	0

Correction of Any Remaining Findings of Noncompliance from FFY 2009 or Earlier (if applicable):
Provide information for FFY 2009 or earlier using the same table format provided above.

1. Number of remaining findings for FFY 2009 (in the period from July 1, 2009 – June 30, 2010 using 2008-2009 data), noted in OSEP's July 1, 2013 FFY 2011 APR response table for this indicator	1
2. Number of remaining FFY 2009 findings the State has verified as corrected	1
3. Number of remaining FFY 2009 findings the State has NOT verified as corrected [(1) minus (2)]	0

There was one finding of noncompliance from FFY 2009, which has subsequently been corrected. The district with non-compliance completed a Self-Assessment. This Self-Assessment form specifically targets policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

The State and the district reviewed the records of individual students with IEPs suspended greater than 10 days.

Based on an analysis of information from the Self-Assessment form and student records, areas of non-compliance in policies, practices and procedures were identified and pinpointed to a particular school. The State provided information on alternatives to out of school suspension and positive interventions and supports.

The State and LEA developed a corrective action plan targeting the identified areas of concern.

The plan included revising policies related to discipline, training for new administrators, professional development in conducting Functional Behavioral Assessments and writing Behavior Improvement Plans. Training was provided to all staff in cultural awareness and competency and the impact of poverty. Data is being monitored and is part of an early warning system. Timelines for conducting FBAs was shortened and take place after a student is suspended only 3 days.

The State has collected and reviewed the revised policies and procedures and determined these were appropriate to ensure compliance with requirements. The State has confirmed these activities have taken place and is also monitoring data to verify that correction has taken place.

All Noncompliance has been corrected. The State has verified that the district is correctly implementing the policies, procedures and practices related to the development of IEPs, the use of positive behavioral supports, and procedural safeguards based on both an on-site monitoring visit and review of the state data system and has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
REQUIRED ACTIONS: The State reported that noncompliance identified in FFY 2009 as a result of the review it conducted pursuant to 34 CFR §300.170(b) was not corrected. When reporting on the correction of this noncompliance, the State must demonstrate, in the FFY 2012 APR, that it has verified that each district with remaining noncompliance identified in FFY 2009 : (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.	There was one finding of noncompliance from FFY 2009, which has subsequently been corrected. The district with non-compliance completed a Self-Assessment. This Self-Assessment form specifically targets policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The State and the district reviewed the records of individual students with IEPs suspended greater than 10 days. Based on an analysis of information from the Self-Assessment form and student records, areas of non-compliance in policies, practices and procedures were identified and pinpointed to a particular school. The State provided information on alternatives to out of school suspension and positive interventions and supports. The State and LEA developed a corrective action plan targeting the identified areas of concern. The plan included revising policies related to discipline, training for new administrators, professional development in conducting Functional Behavioral Assessments and writing Behavior Improvement Plans. Training was provided to all staff in cultural awareness and competency and the impact of poverty. Data is being monitored and is part of an early warning system. Timelines for conducting FBAs was shortened and take place after a student is suspended only 3 days. The State has collected and reviewed the revised policies and procedures and determined these were appropriate to ensure compliance with requirements. The State has confirmed these activities have taken place and is also monitoring data to verify that correction has taken place. All noncompliance has been corrected. The State has verified that the district is correctly implementing the policies, procedures and practices related to the development of IEPs, the use of positive behavioral supports, and procedural safeguards based on both an on-site monitoring visit and review of the state data system and has corrected each individual case

	of noncompliance, unless the child is no longer within the jurisdiction of the LEA.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable): None

Part B State Annual Performance Report (APR) for FFY 2012 - 2013

Overview of the Annual Performance Report Development:

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The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx.
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Monitoring Priority: FAPE in the LRE

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

A. Inside the regular class 80% or more of the day;

B. Inside the regular class less than 40% of the day; and

C. In separate schools, residential facilities, or homebound/hospital placements.

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

Measurement:

A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target **A. Inside the regular class 80% or more of the day;** **B. Inside the regular class less 40% of the day; and** **C. In separate schools, residential facilities, or homebound/hospital placements.**
(FFY 2012)	A. State average of children with IEPs served inside the regular class more than 80% of the day will be 80% or higher; the standard deviation among districts will be 10% or lower. B. State average of children with IEPS served inside the regular class less than 40% of the day will be 9.5% or lower; the standard deviation among districts will be 4% or lower. *C.* State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements will be 3% or lower.

Actual Target Data for FFY 2012 - 2013:

A. State average of children with IEPs served inside the regular class more than 80% of the day was 71.18%; the standard deviation among districts was 14.33%.

B. State average of children with IEPs served inside the regular class less than 40% of the day was 11.55; the standard deviation among districts was 6.48%.

C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements was 5.87%; the standard deviation among districts was 6.28%

	Baseline Data FFY 2004	Actual Target Data FFY 2007	Actual Target Data FFY 2008	Actual Target Data FFY 2009	Actual Target Data FFY 2010	Actual Target Data FFY 2011	Actual Target Data FFY 2012
A. Served inside the regular class more than 80% of the day	62.8%	74.57%	74.04%	73.06%	71.39%	71.80%	71.18%
B. Served inside the regular class less than 40% of the day	18.7%	11.01%	11.05%	12.77%	13.24%	11.55%	11.55%
C. Served in public or private separate schools, residential	4.7%	3.69%	3.87%	4.18%	5.1%	5.81%	5.87%

placements, or homebound or hospital placements.							

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for 2012 - 2013:

Rhode Island nearly met the state goals for serving students in the Least Restrictive Environment (LRE) for the FFY **2012** . The increases and/or decreases among A, B, and C are statistically insignificant. Rhode Island has experienced a stagnation in results vs. targets after a hefty improvement cycle for the first five years of this SPP cycle.

More districts are within the margins of the standard deviation for areas A and B and are progressing toward LRE target goals. Each district that does not meet LRE target goals or is out of the margins of the standard deviation is required to submit an explanation and a progress plan to the RIDE as part of the consolidate resource planning (CRP) process. In addition to this, the collection of information has been separated from the application for funding although funding is still continent upon reporting compliance for state performance indicators.

From the feedback collected in the CRP progress can be attributed to a variety of strategies that broadly include the implementation of the district plans to improve inclusive practices as well as statewide professional development including collaborative teaching, differentiated instruction, response to intervention, Positive Behavior Supports, and Universal Design for Learning.

As in previous years, all districts were required to analyze their FFY **2012 – 2013** LRE data and review their policies and procedures regarding LRE. Based on this analysis districts developed an appropriate plan to maintain successful practices and address areas of needed improvement. All districts were required to submit these plans as part of their Annual Consolidated Resource Plan. Plans were reviewed and approved by RI Department of Education Staff.

State facilitators continued to provide professional development and to support the expansion of demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment. Professional development continued on differentiating instruction through two paid consultants and a cadre of teachers who provided statewide, regional, district and school-based sessions throughout the year. Rhode Island's focus on professional development for Response to Intervention continued to increase, with statewide, regional, district and school-based offerings.

The Schools Project Program, a collaborative initiative of the Rhode Island Department of Education, Office for Students, Community and Academic Supports, and TechACCESS of RI continued to provide district level professional development and now hold an annual Tech ACCESS conference to promote the use of various forms of assistive technology in the classroom. The goal of this initiative is to develop a sustainable and flexible model to support the use of technology in the classroom to achieve success of students with IEPs in the general education curriculum with a focus on reading and written language. In addition to these partners, RIDE is planning an assistive technology webinar in response to a Learner Characteristics Survey which indicated that many more students might benefit from assistive technology in the classroom. From this survey, review, and analyses, a new augmentative/alternative communication (AAC) initiative is in the planning stages with the goal being that all students have access to any strategies or devices that will help them communicate in all settings in all content areas. In addition to this analysis, this SEA is taking note that significantly more students with IEP's using accommodations are meeting proficiency that those students with IEP's using no accommodations. This requires further research for LRE targets.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 - 2013

Improvement Activity	Timelines	Resources
Targeted technical assistance will be provided to districts with data demonstrating high percentages of students being served in less inclusive settings. Technical assistance will support districts in analyzing data, reviewing policies and procedures, and action plan development to address identified areas of need.	Ongoing 2008-2013	RI Department of Education Office of Student, Community, and Academic Support Systems of Support Grant personnel
The combined efforts of identification of disproportionality that the 15% set aside for Early Intervention Services, and, the infusion of ARRA funding has enabled districts to design appropriate strategies to target professional development strategies to assist students who are at risk for academic and behavioral problems. Technical assistance is and will continue to be provided on the most effective use of funding to produce the most inclusive settings.	Ongoing 2008 - 2013	Office of Student, Community, and Academic Support Systems of Support Grant personnel
RIDE now partners with Tech ACCESS to hold an annual conference to inform educators and families of the many potential assistive technologies available to students for academic and general use.	2010 – and planning for annual thereafter	Office of Student, Community, and Academic Support Support Grant Personnel

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Monitoring Priority: FAPE in the LRE

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

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
B. Separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

Data Source:

Indicator 6 data is completed at each IEP and entered into the Department of Education's data collection system, eRIDE, by district census clerks. While training in the use of the data collection page was provided several years ago, heightened improvement activities were implemented during FFY 2012 to ensure accuracy of data. This year's data was collected in the December 1, 2012 data collected under IDEA section 618

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

FFY 2012 (2012-2013)	**Measurable and Rigorous Target**
	A. In 2012-2013, at least **45%** of children aged 3 through 5 with IEPs will attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program B. In 2012-2013, no more than **20%** of children aged 3 through 5 with IEPs will attend a separate special education class, separate school or residential facility

FFY 2012 (2012-2013)	**Actual Target Data for *FY 2012***
	A. In 2012-2013, **43%** of children aged 3 through 5 with IEPs attended a regular early childhood program and received the majority of special education and related services in the regular early childhood program B. In 2012-2013, **22%** of children aged 3 through 5 with IEPs attended a separate special education class, separate school or residential facility

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

According to the Regulations of the RI Board of Regents for Elementary and Secondary Education Governing the Education of Children with Disabilities**,** *each public agency must* make available to each child with a disability, aged three (3) through (5) years old, a program which represents the least restrictive environment (LRE) and the appropriate placement given the student‘s individualized education program (IEP) or individualized family service plan (IFSP). Unless the individualized education program (IEP) or individualized family service plan (IFSP) requires otherwise, special education and related services shall be provided in that setting in which the child would normally be placed if he or she did not have a disability. **300.115(B)**

In Rhode Island the full array of educational settings for a child with a disability, aged three (3) through (5) years old include the following placement opportunities:

(1) Temporary placement in any educational setting as described in this Section, for a period of no more than thirty (30) days, when necessary to aid in determining educational objectives and the appropriate placement for an eligible child with a disability.

(2) Placement in a general early childhood setting with on-site consultation by an early childhood special educator and/or provider(s) of related services to the general education teacher and/or to the family and, when indicated by the IEP or IFSP, direct intervention with the child.

(3) Placement in an integrated preschool class designed primarily for preschool children with disabilities and including children without disabilities that is located in a public school building. The maximum class size shall be no more than fifteen (15) children with less than fifty percent (50%) being children with disabilities.

(4) Home-based special education and, where appropriate, related services provided to the child together with his or her parent(s) or primary care provider.

(5) Placement at home or in a general early childhood setting with supplementary placement in an early childhood special education setting for a portion of the school day or week.

(6) Full-time placement in an early childhood special education setting which is located in a public school building or other community based early childhood facility.

(7) Placement in a special education day school.

(8) Placement in a residential special education school.

In Rhode Island, if an IEP identifies the general education setting as a child's placement, the large majority of districts have chosen to provide a regular early childhood program by placement in an integrated preschool class designed primarily for preschool children with disabilities and including children without disabilities that is located in a public school building.

Although not accessed as frequently, districts also provide for this regular early childhood program by placement in a general early childhood setting with on-site consultation by an early childhood special educator and/or provider(s) of related services to the general education teacher and/or to the family.

RI collects Early Childhood Environments data at each IEP meeting for 3-5 year old students that provides specific information for this indicator. This data allows RI to look at the participation of our 3-5 year olds in regular or general early childhood environments, amount of time participating and the location of special education and related services. The term "regular education class" includes a preschool setting with typically developing peers. For data collection purposes, a "regular early childhood program" is defined as a program that includes a majority (at least 50 percent) of nondisabled children including but not limited to: Head Start, kindergarten, preschool classes offered to an eligible pre-kindergarten population by the public school system, private kindergarten or preschool and group child development centers or child care. The term "general early childhood settings" will be used interchangeably with *regular early childhood program* and will likewise refer to those programs mentioned above which include at least 50% of children that are non-disabled per OSEP's definition above.

The FFY 2012 target for percentage A, at least **45%** of children aged 3 through 5 with IEPs will attend a regular early childhood program and receive the majority of their special education and related services in the regular early childhood program, was not realized. The FFY 2012 target for percentage B, no more than **20%** of children aged 3 through 5 with IEPs will attend a separate special education class, separate school or residential facility was also unrealized. In fact our actual target data, **43%** for A and **22%** for B was virtually identical to our baseline data from last year, **43%** for A and **23%** for B. Although

disappointing, these results were anticipated due to the timing of this new results indicator and the data collection time frame. RIDE expects to report significantly improved percentages within the FFY 2013 APR.

Out of the 40 districts and charter schools in Rhode Island, the following is a breakdown by percentages:

- **9** districts and charter schools report 80%-100% of children aged 3 through 5 with IEPs attending general early childhood settings and receiving the majority of their special education and related services in the regular early childhood program
- **7** districts and charter schools report 60%-79% of children aged 3 through 5 with IEPs attending general early childhood settings and receiving the majority of their special education and related services in the regular early childhood program
- **12** districts and charter schools report 40%-59% of children aged 3 through 5 with IEPs attending general early childhood settings and receiving the majority of their special education and related services in the regular early childhood program
- **12** districts and charter schools report < 40% of children aged 3 through 5 with IEPs attending general early childhood settings and receiving the majority of their special education and related services in the regular early childhood program

Based on knowledge of individual districts and classrooms, significantly increased accuracy has been observed in the district level data. As mentioned earlier, heightened improvement activities were implemented during the FFY 2012 to ensure accuracy of data collection. Professional development activities were provided to LEA administrators regarding the new results indicator, IDEA's strong preference for educating children with disabilities in regular classes with supplemental aids and services and understanding data collection fields and definitions. Written materials were also developed and provided which allowed the administrators to follow up with their educators. Technical assistance was provided throughout the year and continues to be provided as necessary.

In addition to the professional development and technical assistance provided, which focused specifically on the early childhood environments indicator, RI has prioritized our focus on providing young children with the necessary special education services within high quality general education programs. In addition to the wealth of research regarding high quality inclusive education, LRE requirements have existed since passage of the Education for all Handicapped Children Act (EHA) in 1975 and are a fundamental element of the nation's policy for educating students with disabilities. These requirements state IDEA's strong preference for educating children with disabilities in classes with their nondisabled peers given appropriate aids and supports.

With our vision in mind, "providing high quality learning experiences for ALL children with and without disabilities, which builds a solid foundation and leads to success in future school experiences and life outside of school" RI has ensured that all of our initiatives, including those associated with the Race to the Top: Early Learning Challenge have considered the needs of young students with disabilities. RIDE believes that children with disabilities require the same foundation of quality that is necessary for all children to learn and thrive and that special education services must be provided on top of high quality general early childhood practices. Because of this understanding, special educators have been included in all general early childhood initiatives, including general early childhood professional development and technical assistance.

RI has also provided multiple professional development activities for special education administrators and early childhood special educators during FFY 2012. These PD activities have focused on moving toward high quality general early childhood programs with appropriate supports for all children. Currently RIDE is providing professional development for special educators which focuses on the use of evidence based practices within the inclusive setting.

Revisions, with justifications to Proposed Targets/ Improvement Activities/ Timelines/ Resources for FFY 2012:

Due to the significant variability evident within the state, districts will require different levels of support, PD and TA to ensure that all children are educated within the LRE.

Activities	Timelines	Resources
Provide district leadership with professional development, written guidance and ongoing TA for completion of the early childhood environments data sheet.	Winter 2013 Completed/Ongoing	RIDE staff and consultant
Provide opportunities for district leadership to analyze their early childhood environments baseline data and determine barriers and opportunities for state level technical assistance. .	Fall 2012- Winter 2013 Completed/Ongoing	RIDE staff and consultant
Provide opportunities for district leadership to develop district level targets, goals and action plans.	Winter- Spring 2013 Completed/Ongoing	RIDE staff and consultant
Support districts in reaching targets and goals through targeted and individualized professional development and technical assistance.	Winter- Spring 2013 Completed/Ongoing	RIDE staff and consultant
Encourage and support public school participation in RI's early childhood technical assistance aimed at improving quality.	Fall 2012-Spring 2013 Ongoing	RIDE staff and consultant
Provide professional development and technical assistance opportunities for district leaders as related to increasing opportunities for preschoolers with disabilities within high quality general early childhood settings	Winter- Spring 2013 Completed/Ongoing	RIDE staff and consultant
Provide professional development opportunities for special education teachers as related to providing services within high quality inclusive settings-i.e. evidence based practices, fidelity of delivery, data based-progress monitoring, tiered intervention.	Winter 2014 and ongoing	RIDE staff and consultant
Create online tools and modules to support teachers and administrators in IEP placement decisions, section 38 data collection and providing evidence based practices within general early childhood settings	Summer 2014 and ongoing	RIDE staff and consultant
Share vehicles for web–based professional development with district leadership- i.e. CONNECT & OCALI modules	Spring 2014 and ongoing	RIDE staff and consultant
Provide professional development to IEP teams regarding placement decisions (LRE) and change in service delivery models	Spring 2014 and ongoing	RIDE staff and consultant

With the assistance of the OSEP funded ECPC, create a framework for ensuring that EC & ECSE personnel have the capacity to support children with disabilities within high quality inclusive settings	Winter 2014-Winter 20015	RIDE staff, consultant and stakeholders

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

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx

Monitoring Priority: FAPE in the LRE Preschool Outcomes

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

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

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

C. Use of appropriate behaviors to meet their needs.

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

Measurement:

Outcomes:

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

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

C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes:

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

Measurement for Summary Statement 1:

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

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

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

Data Source:

Since 2001, the Rhode Island Department of Education (Early Childhood), in partnership with the Department of Human Services (Child Care Office), has provided professional development to early care and education providers, including preschool special education teachers, on implementing a system of assessment a) linked with the Rhode Island Early Learning Standards and b) supported by research in the early childhood field regarding appropriate methods of assessing child progress. This system of authentic assessment is comprised of developmentally appropriate tools and strategies including; observation in the child's natural environment, collection of student work, and input from the student's family.

To meet the Preschool Outcomes reporting requirement and to align that measurement of young children's development with the assessment practices described above, the Department of Education conducted an exhaustive search of early childhood outcome-based measures and determined the research-driven, curriculum-based measure most aligned with the state's early learning standards, while also meeting federal data collection and reporting requirements, to be the Creative Curriculum On-Line Assessment System. This assessment system was based on a reliable and valid instrument, *The Progressions of Development and Learning from Birth through Kindergarten* which met all of the assessment standards of the National Association for the Education of Young Children (NAEYC) and the National Association of State Early Childhood Specialists in State Departments of Education (NASECS/SDE). Dr. Richard Lambert, of the University of North Carolina at Charlotte, conducted reliability and validity tests of the *Developmental Continuum for Ages 3-5* on a sample of over 1,500 low-income children. He concluded that the *Developmental Continuum* had adequate assessment properties. The Creative Curriculum system used the COSF categories six and seven as the "comparable to same aged peers" threshold. In response to the higher than expected percentages of children identified as typically developing based on the online B7 generated OSEP reports, Teaching Strategies, in partnership with ECO, reviewed the original conversion process and developed a set of methods to revise and validate a new process resulting in revised cut scores. The revised cut off scores required children to have higher scores to be rated as performing similar to same age peers.

Given the training requirements and expense of purchasing the on-line subscriptions, the state opted to phase in its data collection with districts which were representative of the population of children served in the state. Within these districts, data was collected on all children with Individual Education Programs who services were provided by the district. The discrepancy between the number of children included in the data collection and the annual census count used to identify the representative districts is likely due to out-of district placements and/or children moving from the district after the June census as well as children for whom there was less than six months of data. Because out-of district placements often include children from multiple districts, the state included out-of-district placements in the data collection process once all districts had been phased in.

Census data provided by districts in June 2006 was used to identify the initial six districts. In the fall of 2006, the state provided training in authentic assessment and the use of the Creative Curriculum On-Line Assessment System to these first districts. In 2007, an identical district identification process was conducted using available census data, and an additional eight districts were identified. Training in the use of authentic assessment and the use of the Creative Curriculum On-Line Assessment System was again provided to both original districts and new districts. In 2008,four districts were added and in 2009, two of the largest districts in the state were phased into the data collection. The remainder of the state and out-of-district placements was phased in during the 2010-2011 school year.

Teaching Strategies, Inc. released *the GOLD* assessment system in July 2010 to replace the Creative Curriculum On-Line Assessment System. The GOLD assessment system was implemented in FFY 2010

to be used as the basis for outcomes measurement. The new GOLD assessment system was developed to serve children from birth through kindergarten, focus on the key elements that research indicates are most effective indicators of school success; align with the expected outcomes identified in state early learning standards, and serve the needs of English-Language Learners. Following an extensive literature-based research review of the most significant recent studies on early learning, the GOLD assessment system was developed to provide a seamless, observation-based assessment system for children birth through kindergarten that blends ongoing authentic assessment in all areas of development and learning with intentional, focused performance assessment tasks for selected predictors of school readiness in the areas of literacy and numeracy. Dr. Richard Lambert, of the University of North Carolina at Charlotte, conducted reliability and validity tests of Teaching Strategies GOLD on a national sample of over 2,594 children. He concluded that, the GOLD assessment system appeared to be highly reliable as indicated by reliability statistics. Results of the factor analysis indicated that the items aligned with the constructs intended by the test development team. His analyses of the dimensionality suggest that the GOLD assessment system measures largely satisfy the Rasch model for unidimensionality. He concluded that these results would strongly suggest that teachers are able to make valid ratings of developmental progress of children across the intended age range, from birth through kindergarten.

The Center for Educational Measurement and Evaluation (CEME) recently reported on an independent research study which included 10,963 young children from 2,525 early childhood centers throughout the United States. 4,580 teachers were selected to participate in the administration of the Teaching Strategies Gold Assessment tool. The researchers found that GOLD was both valid and reliable for all children 0-5, including ELLs and those with disabilities.

The Teaching Strategies Gold On-Line Assessment System is a web-based system for documenting authentic assessment practices. It operates as follows:

1. The state purchases subscriptions for each identified district and assigns district data administrators.
2. Those administrators then add approved teachers, who in turn create classrooms and add portfolios for each 3-5 year old student who meets the criteria of this reporting requirement.
3. Administrators also add Speech and Language Pathologists if they are the primary special educators for their preschool students. SLPs in turn create classrooms and add portfolios for the children who meet the criteria of this reporting requirement.
4. On an ongoing basis teachers and SLPs enter observational documentation, pictures of children's work, assessment/evaluation information, as well as information from other service providers and parents.
5. After an entry period (6-8 weeks), the teachers and SLPs conduct an on-line entry assessment based on the multiple pieces of evidence in the children's portfolio. This compilation of data serves as the entry assessment.
6. Evidence is then continually collected and recorded in each child's on-line portfolio for the remainder of the time the child receives preschool special education services.
7. Teachers continue to conduct assessments every November, January and June for each child. These multiple formative assessments, though not required for federal reporting, are used to guide teacher planning and instruction, as well as to provide clear and specific information to families about their child's progress.
8. SLPs conduct COSF assessments upon entry and exit for each child.
9. Teachers and SLPs exit and archive students turning 6 years old, exiting special education or transitioning to kindergarten, thus allowing the students' outcome data to be measured and reported.
10. The Teaching Strategies Gold On-Line Assessment System allows teachers, SLPs and administrators to run a variety of reports to determine district, school, class and individual child assessment information. The data both informs instruction within the classroom and school improvement efforts.

11. The Teaching Strategies Gold On-Line Assessment System includes a data reporting feature that is aligned with the OSEP reporting requirements. This feature organizes the multiple child development objectives assessed by teachers into the three OSEP areas. Each June, the state runs a report using this feature and the system compares the entry and exit assessment data for children who received more than six months of service.

FFY 2012	**Actual Target Data**	
Outcome A: Positive social-emotional skills (including social relationships):	**Number of children**	**% of children**
a. Percent of children who did not improve functioning	**48**	**6.3%**
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	**112**	**14.7%**
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	**173**	**22.7%**
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	**278**	**36.5%**
e. Percent of children who maintained functioning at a level comparable to same-aged peers	**151**	**19.8%**
Total	**N= 762**	**100%**
Summary Statement #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	**74%**	
Summary Statement #2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	**56%**	
Outcome B:: Acquisition and use of knowledge and skills (including early language/communication and early literacy):	**Number of children**	**% of children**

a. Percent of children who did not improve functioning	**43**	**5.6%**
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	**104**	**13.6%**
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	**151**	**19.8%**
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	**324**	**42.5%**
e. Percent of children who maintained functioning at a level comparable to same-aged peers	**140**	**18.4%**
Total	**N= 762**	**100 %**
Summary Statement #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	**76%**	
Summary Statement #2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	**61%**	
Outcome C:: Use of appropriate behaviors to meet their needs:	**Number of children**	**% of children**
a. Percent of children who did not improve functioning	**79**	**10.4%**
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	**102**	**13.4%**
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	**91**	**11.9%**
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	**249**	**32.7%**

e. Percent of children who maintained functioning at a level comparable to same-aged peers	**241**	**31.6%**
	N= 762	**100 %**
Summary Statement #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	**65%**	
Summary Statement #2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	**64%**	

FFY 2012 Measurable and Rigorous Targets and Actual Data:

Summary Statements	**Targets FFY 2012 (% of children)**	**Actual FFY 2012 (% of children)**
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	**76%**	**74%**
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	**71%**	**56%**
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	**69%**	**76%**

2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	**56%**	**61%**
Outcome C: Use of appropriate behaviors to meet their needs		
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	**71%**	**65%**
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	**75%**	**64%**

PROGRESS DATA

Summary Statements	**Actual FFY 2010 (% of children)**	**Actual FFY 2011 (% of children)**	**Actual FFY 2012 (% of children)**	**Improvement/ Slippage**
Outcome A: Positive social-emotional skills (including social relationships)				
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	**69 %**	**77%**	**74%**	**-3%**
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	**59 %**	**59%**	**56%**	**-3%**
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)				
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time	**74 %**	**78%**	**76%**	**-2%**

they exited the program				
2.The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	**61 %**	**62%**	**61%**	**-1%**
Outcome C: Use of appropriate behaviors to meet their needs				
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	**74 %**	**72%**	**65%**	**-8%**
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	**69 %**	**69%**	**64%**	**-5%**

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

Improvement Activities Completed:

In 2011-2012, RIDE continued the intensified focus on two areas essential to the measurement of preschool outcomes:

1. **Training of both new and existing administrators and early childhood special education professionals with an emphasis on both data quality and program improvements**

   Training and technical assistance supports to districts were designed and structured to provide early childhood special education professionals and administrators with a clear understanding of early childhood assessment and the RIDE established policies and procedures targeted at ensuring the fidelity of the outcomes data. Training for new early childhood special education professionals was focused on development and implementation of authentic assessment skills and strategies as well as the use of Teaching Strategies GOLD.

   New Early Childhood Special Education Teachers participated in two full days of training. The first day of training was in authentic assessment with a second day of training focused on the technical use of Teaching Strategies GOLD, not only as an assessment tool, but also as an integral component of the teaching process. This training was provided by a local consultant with expertise in both Teaching Strategies GOLD and early childhood education, as well as RIDE early childhood special education staff.

New Speech Language Pathologists working in early childhood special education participated in a full day of training developed specifically for this group. The training for SLPs was designed and adapted to foster the development of authentic assessment and implementation of Teaching Strategies GOLD within the context of the speech language therapy sessions. Attention was given to assist SLPs in extending assessment competencies into all three outcome categories. Trainings were conducted by a local consultant with expertise in both Teaching Strategies GOLD and early childhood education and RIDE early childhood special education staff.

Trainings for administrators was extended to a full day session with an increased focus on the administrator's role in supporting data collection and ensuring accurate, timely and complete data. Additionally, the local consultant provided administrators with training in the technical use of the on-line Teaching Strategies Gold system.

Additional professional development and training sessions were provided as necessary by RIDE and a local consultant with expertise in both Teaching Strategies GOLD and early childhood education. These sessions allowed a heightened focus on reporting and assessment skills as well as timely and accurate input of data to meet the timelines of the Outcomes Measurement Initiative.

Several on-line training videos for administrators, teachers and SLP's were created to improve accuracy and comprehensiveness of data collection and to ensure that all educators had timely access to training.
An e-learning training module dedicated to the process of exiting children from Part B was developed to improve the quality and quantity of children captured in OSEP reporting.

2. Developing effective monitoring and support plans at both state and district levels- with an emphasis on both data quality and program improvements

Based on feedback from previous monitoring reports and LEAs, additional guidance was provided regarding processes and procedures related to child outcomes measurement and Teaching Strategies GOLD. Procedural checklists were revised and distributed to administrators, teachers and SLPs which identified timelines for monitoring activities throughout the year.

A Public School Early Childhood Leadership Network, comprised of district administrators, met monthly to focus on early childhood initiatives within the state and to establish a collaborative approach to district and state level improvements. A dedicated portion of each meeting included improving the fidelity of state-wide assessment practices and monitoring and analyzing district and state level early childhood outcomes data. The outcomes data indicated that the LEAs that routinely attended these leadership network meetings demonstrated the strongest adherence to RIDE's established systems and procedures.

A local consultant implemented a state-level monitoring plan that included site technical assistance visits to support districts in the implementation of the policies and procedures essential to ensure the fidelity of preschool outcomes measurement. This allows RIDE to not only more accurately assess preschool outcomes, but also provides the data to inform interventions and supports.

Explanation of Progress/ Slippage:

As reflected in the 2012 target data. Rhode Island has met the targets for both summary statements for outcome # 2, Acquisition and Use of Knowledge and Skills. Rhode Island has unfortunately been unable to meet the targets for outcome #1, Positive Social Emotional Skills or #3, Use of Appropriate Behavior to Meet Their Needs. Progress as well as slippage was evident and may be due to a variety of factors. The number of students for whom outcomes were reported decreased from 792 in 2011-2012 to 762 in 2012-2013

The 2012-2013 data reflects the third year of full state implementation after several years of phasing into the early childhood outcomes project. It also reflects the third full year using Teaching Strategies Gold as opposed to Creative Curriculum.

The continued use of Teaching Strategies Gold, as well as the benefits of increased professional development activities and additional administrative supports may have had a positive impact on the accuracy of the reported outcomes. Evidence of progress was noted in those districts that most frequently participated in all levels and types of training. The data indicated that LEAs with involved leadership demonstrated the strongest adherence to RIDE established systems and procedures.

Many districts have had changes in their administrative staff in 2012-2013, which led to inconsistent participation in leadership trainings and failure to adhere to protocols. Next year's trainings will include increased opportunities for new administrators.

It must be noted that the significant compilation of data that is required at both the entry and exit must be 100% complete in Teaching Strategies GOLD in order to capture COS scores. Any missing information or data entry error prevents scores from being recorded. Although teachers understand the benefits of formative assessment and determining outcomes, many have expressed frustration with both the enormity of the task and the amount of time necessary to input all of the observations and assessments into GOLD. Meetings with Teaching Strategies GOLD were increased to help improve accuracy and ease of data collection and interpretation.

The factors above provide a reasonable explanation as to why the state demonstrated both progress and slippage. With the stability of the upcoming year, RIDE looks forward to progress in all areas and to meeting the 2013-2014 targets.

RIDE will continue to explore potential strategies and supports which will facilitate increased compliance and accuracy within outcomes reporting. Recognizing the barriers in using Teaching Strategies GOLD as both a formative assessment tool as well as the tool used to capture COS scores has precipitated RIDE's exploration into alternate systems for completing outcomes reporting. Using reliable and authentic formative assessment to inform COS decisions and an increase in family participation continue to be RIDE's goal. Plans are in place to investigate outcome systems in other states and to access OSEP funded technical assistance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FY 2012:

Improvement Activities/Timelines/Resources:

Activity	Timelines	Resources
Improve accuracy and completeness of data collection Develop teacher and SLP focus groups to identify key areas of professional supports that will aid in the procedural compliance with TSG and state requirements.	Complete by August 2012 COMPLETED	RIDE Staff and expert consultant
Improve Training and Technical Support Modify and implement trainings (Authentic Assessment and Technical use of TS GOLD) for new teachers, SLP's and	Complete by September 2012	RIDE Staff and expert consultant

administrators, based on results of monitoring reports and district need.	COMPLETED	
Improve Training and Technical Support Provide increased support and on-site customized technical assistance to districts based on analysis of data reporting.	Complete by June 2013 Ongoing	RIDE Staff and expert consultant
Improve accuracy and completeness of data collection Develop and implement Level 2 educator trainings in assessment techniques, recording data on-line accurately, and linking assessment to curriculum planning which will aid educators in procedural compliance with TSG and state requirements.	Complete by October 2012 COMPLETED	RIDE Staff and expert consultant
Improve accuracy and completeness of data collection Update and distribute checklists which will aid teachers, SLPs and administrators in procedural compliance with TSG and state requirements.	Complete by September 2012 COMPLETED	RIDE Staff and expert consultant
Improve accuracy and ease of data collection and interpretation Work with TSG staff to correct concerns related to the monitoring of assessment data.	Complete by June 2012 Ongoing	RIDE staff and expert consultants
Improve accuracy and completeness of data collection Improve data collection by incorporating a variety of samples demonstrating correct child entry.	Complete by June 2012 COMPLETED	RIDE staff and expert consultants
Improve accuracy and completeness of data collection Develop on-line training modules which will aid teachers, SLP's and administrators in procedural compliance.	Complete by June 2012 COMPLETED	RIDE staff and expert consultants
Improve Training and Technical Support Convene an end-of-the-year meeting with current districts to explore successes, challenges, and recommendations for future.	Complete and continuing COMPLETED and scheduled annually	RIDE staff
Improve accuracy and completeness of data collection Develop additional on-line training modules which will aid	Complete by June 2014 Ongoing	RIDE staff and expert consultants

teachers, SLP's and administrators in procedural compliance.		
Improve accuracy and completeness of data collection Explore alternative options to the use of Teaching Strategies GOLD as the measure for outcomes reporting.	Complete by June 2014 Ongoing	RIDE staff and expert consultants

Part B State Annual Performance Report (APR) for FFY2012

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
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Monitoring Priority: Parent Involvement

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

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

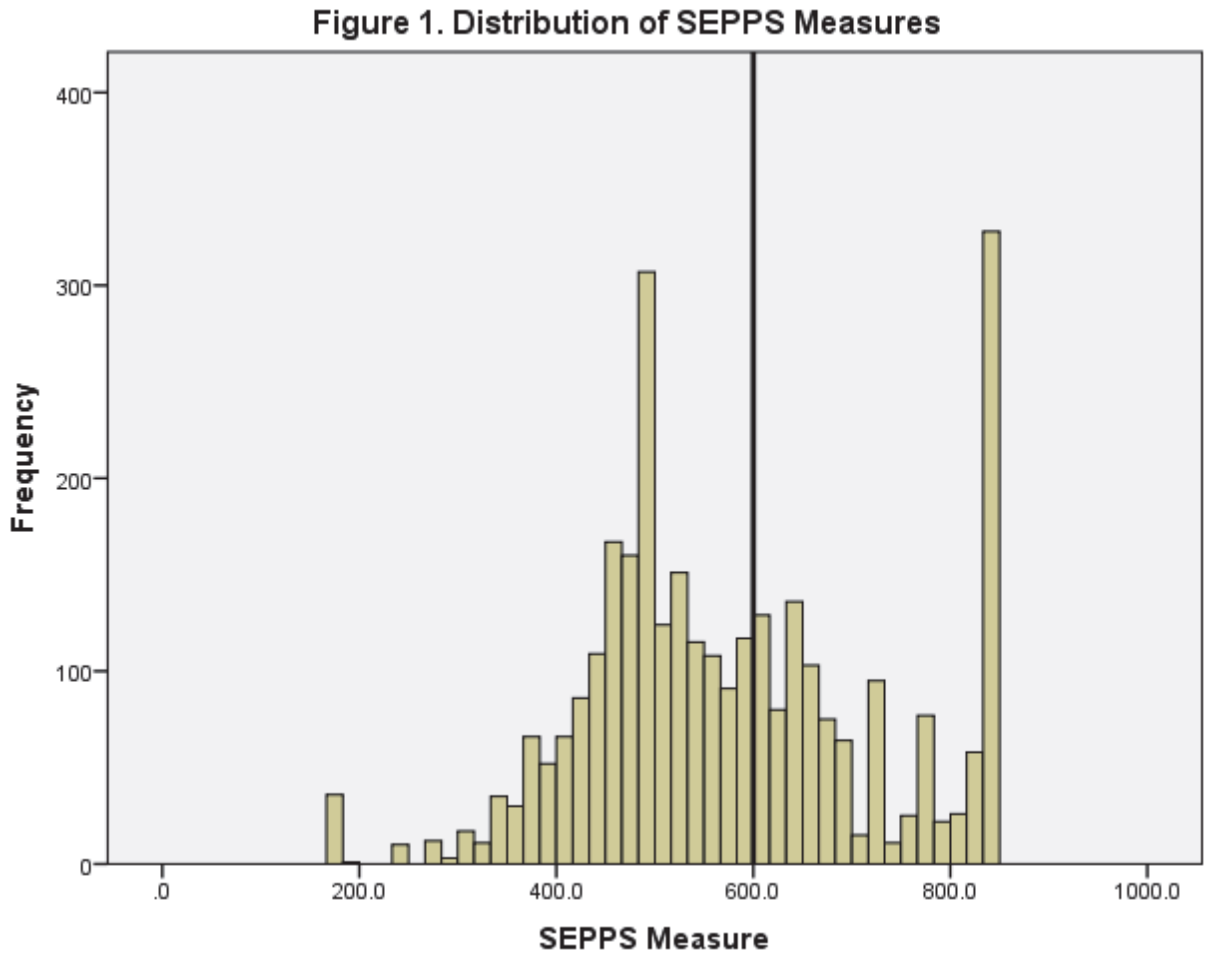
FFY	Measurable and Rigorous Target
FFY 2012 (2012-2013)	**Measurable and Rigorous Target for FFY 2012** **Target: 38.0** percent of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means

	of improving services and results for children with disabilities. Target Increase: 1.9 % Target Increase in Mean Measure: 8 points. Mean Measure: 564 Expected Standard Deviation: 150 or lower Expected Measurement Reliability: 0.90 or better Survey Date: March 2012 N =7500 (25% response rate). Target sample size from census-based data collection from approximately 30,000 parents of students with disabilities, weighted as necessary for preschool and school-aged students, with respondents from every school district statewide. Note: Response rate increases in subsequent years will be targeted until a minimum of 30% response rate is achieved.
FFY2012 (2012-2013)	**Actual Target Data for FFY 2012** **Actual Data: 40%** of parents with a child receiving special education services reported school efforts at or above the state standard* for facilitating parent involvement as a means of improving services and results for children with disabilities. [*State Standard: Cut-off score of 600 on the *School Efforts to Partner with Parents Scale (SEPPS)*, formerly the NCSEAM Part B 25-item *School Efforts Scale*] Actual Result: Exceeded target by 2%age points (Actual increase from prior yr:1%) Actual Score (Mean Measure): 576 (Actual increase from previous yr: 2 points) Actual Standard Deviation: 149 (Actual change: 3 points lesser SD than previous yr) Actual Measurement Reliability: .90 (Met target of .90 or better) Actual Number of Returns: 3123 (Actual change: 185 fewer returns than previous year) Actual Return Rate: 13.05% (Actual change: within .29% of last year's rate

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

FFY 2012 data reflects Rhode Island's seventh year of measurement using a consistent, valid and reliable measurement tool, the *School Efforts to Partner with Parents Scale* (*SEPPS*), previously known as the NCSEAM Part B *School Efforts* 25-item scale. Administration of the *SEPPS* for the 2012-2013 school-year was scheduled and conducted in March for the FFY 2012 reporting period. This administration was a return to the established schedule because the state was successful in securing a new vendor experienced with this measurement, Piedra Data Services in Florida.

As in its prior six annual administrations of this measure, RIDE conducted a statewide, census-based, direct mail survey. As one marketing strategy, an advanced notice to all households was mailed two weeks prior to the survey, which was disseminated in four languages and included a self-addressed, postage paid return envelope. A total of 23,929 surveys were distributed to parents of students with disabilities in all Rhode Island school districts. Based on established survey sample guidelines, the number of returned surveys exceeds the minimum number required for an adequate confidence level. Data analysis, conducted through the Rasch measurement framework, yielded statewide results portrayed in Figure 1, *Distribution of SEPPS Measures*.



FFY 2012 Results: In establishing its state standard, Rhode Island applies the cut-off score of 600, recommended by a nationally representative stakeholder group convened by NCSEAM. Statewide results revealed that, against a projected target of 36.1%, 40% of parents responding to the survey (1,244 of 3,118 respondents) reported school efforts that met or exceeded the state standard. With a standard error of .8% and 95% confidence interval of 38.1%-41.5%, there is a 95% likelihood that the true value of Rhode Island's state-level percentage is between 38.1% and 41.5%.

Results showed a statewide mean score of 576 against a target mean score of 564, which exceeds the target and is slightly higher (2 points) than the actual mean measure from the previous year. Observation of the state's mean score over time shows that, although only 40% of measures now meet or exceed the standard score, the actual statewide mean has continually increased over time and is approaching the

standard at only 24 points below 600 for FFY2012. Also meeting expectations for FFY 2012 is the measurement reliability of .90. This is important in terms of assuring that our results represent a stable measure of schools' facilitation of parent involvement in our state.

Participation Rate and Representativeness of Respondents

Participation Rate:
Based on established survey sample guidelines, the number of returned surveys (N=3,308) exceeds the minimum number required for an adequate confidence level. Survey returns for FFY2012 reflect a participation rate of 13.05% for the 23,929 student records processed for statewide mailing in four written languages (English, Spanish, Portuguese and Khmer). Although the number of returns for FFY 2012 was lower than desired, Rhode Island obtained a sample size that is more than sufficient. Efforts with LEAs, the PTIC and constituent groups are continuously underway to boost participation rates that provide LEAs with reliable local data to inform local improvement efforts. The state's efforts to support participation are reflected in the state improvement activities for this indicator.

Representativeness of Respondents:
The response group included parents of students with disabilities of every age group 3-21 years and from nearly every school district statewide. The response group was generally representative of the state population of students with disabilities for gender, race, age, and disability as follows:

Figure 2. Comparison of State Population and Parent Survey Respondents FFY 2012

Gender	
State Population (All Students with Disabilities)	**Response Group** (Students with Disabilities Represented by Respondent Parents)
Female: 31.80 %	**Female: 30.14%**
Male: 68.20 %	**Male: 69.86%**

Age Groups: Preschool and School Age	
State Population (All Students with Disabilities)	**Response Group** (Students with Disabilities Represented by Respondent Parents)
Ages 3-5: 11.47 %	**Ages 3-5: 12.03 %**
Ages 6-21: 88.53 %	**Ages 6-21: 87.96 %**

Race		
	State Population (Students with Disabilities)	**Response Group** (Students with Disabilities Represented by Respondent Parents)
Native American	**1.16%**	**0..67%**
Asian	**1.64%**	**1.76%**
Black	**9.06%**	**6.00%**

Hispanic	**23.54%**	**14.24%**
Hawaiian/Pacific Islander	**0.13%**	**0.06%**
Two or More	**3.06%**	**2.34%**
White	**61.41%**	**74.93%**
Total	**100%**	**100%**

Disability Category		
	State Population	**Response Group** (Students with Disabilities Represented by Respondent Parents)
Ages 3 through 8 w/Developmental Delay (DD)	**9.16**	**10.55%**
Specific Learning Disability (SLD)	**34.31**	**28.76%**
Speech or Language Impairment (S/L)	**18.23**	**18.05%**
Other Health Impairment (OHI)	**14.60**	**15.1%**
Autism Spectrum Disorder (ASD)	**8.91**	**14.08%**
Emotional Disturbance (ED)	**8.33**	**5.16%**
Mental Retardation (MR)	**3.28**	**4.3%**
Multiple Disabilities (MD)	**1.65**	**2.05%**
Hearing Impairment (HI)	**.43**	**0.64 %**
Deafness (D)	**0.27**	**0.32%**
Orthopedic Impairment (OI)	**0.31**	**0.38%**
Traumatic Brain Injury (TBI)	**0.24**	**0.26%**
Visual Impairment including Blindness (VI/B)	**0.26**	**0.35%**
Deaf/Blindness (D/B)	**0.02**	**0%**
Total	**100 %**	**100 %**

For gender, the response group was representative of the composition of the state's population of students with disabilities. For age, the respondents also closely mirrored the student population for preschool and school aged students with disabilities in Rhode Island.

Regarding racial representation, survey responses were received from all specific racial/ethnic groups and generally reflected the state's population of students with disabilities. The specific racial group most mirroring the state's student population was parents of students in the Asian group. The percentage of other specific racial/ethnic groups represented among the survey respondents differed somewhat from percentages within the statewide population of students with disabilities. For example, the two largest subgroups are students from the white and Hispanic categories at 61.41% and 23.54%, respectively. While these were likewise the two largest groups of survey respondents, the percentage of respondents representing the white category was approximately 13 percentage points greater than it is in the statewide population, while the percentage of respondents in the Hispanic category was approximately 9 percentage points lower than it is in the statewide population. The percentage of respondents who are reported as being in two or more racial/ethnic groups and in the Hawaiian/Pacific Islander group are within 1% point of these groups within the statewide population for both groups. At 6%, the percentage of respondents whose children are identified within the black racial group was approximately 3 percentage points lower than that in the statewide population of students with disabilities.

For disability, the percentage of respondents for disability categories of S/L, OHI, MR, MD, HI, D, OI, VI/B and TBI closely mirrored statewide percentages of students identified within these categories. The percentages of respondents representing the categories of DD and ASD were slightly higher than the statewide percentage of students within these categories. The percentages of respondents for the categories of SLD and ED were lower than the statewide percentage of students within these categories. At .02%, the statewide percentage of students identified within the category of D/B reflects a number of students fewer than 10; for FFY2012, there were zero respondents with children in this category in FFY2012. This is within the normal variation compared to other categories.

Addressing Indicator 8

The development and implementation of the parent involvement indicator in Rhode Island includes the perspective of many stakeholders. The state's Parent Training and Information Center (PTIC), the Parent Support Network of Rhode Island, a local Special Education Administrator, and the RIDE OSCAS, are active partners in policy, planning, program, and professional development across parent partnership initiatives, including work on the annual parent survey and the initial conceptualization of the Indicator 8 improvement plan in the SPP. As a small state, Rhode Island enjoys face-to-face relationships with the state's key parent groups, and awareness of the parent involvement indicator has grown.

The State Special Education Advisory Committee, the State Special Education Advisory Network, as well as local Special Education Advisory Committees, are kept informed and encouraged to give input to the Rhode Island SPP Indicator 8 work.

Action steps for FFY 2012 survey administration included:

- **Measurement Tool:** Rhode Island continues its commitment to utilize the measurement originally developed by the *National Center for Special Education Accountability Monitoring* (NCSEAM), the Part B School Efforts Scale, now known as the *School Efforts to Partner with Parents Scale* (*SEPPS*), using the recommended 25-item reliable and valid scale as its annual measurement instrument for this indicator. A sample of the survey format and content can be reviewed at: http://accountabilitydata.org/ParentFamily%20Involvement%20Measures/2005NCSEAM_PartB_Watermarked_(21244%20-%20Activ.pdf

- **Continuation of Survey Administration Schedule for FFY 2012:** Rhode Island conducted its seventh administration in FFY2012, and confirms its commitment to the March/April survey schedule.

- **Survey Accessibility for Multiple Languages:** The state contracted with a private in-state translation service for translations of the *SEPPS* into the four printed languages most frequently utilized in Rhode Island: English, Spanish, Portuguese, and Khmer (Cambodian).

- **Expert Assistance:** RIDE teamed with a parent representative of the PTIC and its Indicator 8 workgroup consultant, a retired school principal, to assist RIDE with survey administration and data analysis.

- **State Capacity for the Measurement Process:** To increase the accuracy of the student information data file needed for survey coding, dissemination, and analysis, as well as to add needed data elements of home address and home language, the needed data elements are incorporated into the LEA's annual enrollment census within the state's eRIDE system. One month prior to the survey distribution, each local Special Education Administrator receives a notice from RIDE to review and update their student enrollment data. Once the survey vendor has screened the student data file for address errors, the districts are required to submit address corrections, to minimize the number of undelivered envelopes.

- **Survey Marketing:** RIDE and its PTIC, Rhode Island Parent Information Network (RIPIN), partnered in marketing the *SEPPS*. The Indicator 8 workgroup team informed parent committees including the State Special Education Advisory Network and the State Special Education Advisory Committee about FY2012 survey activities. The following marketing strategies were implemented:

  - A variety of locally implemented Local Advisory Committee prompts, such as local automated phone messages, mailings, or meetings, were utilized to inform parents within their communities about the upcoming survey and to encourage their participation. LEAs and SEAN were kept updated.

    [Note: Local Special Education Advisory Committees (LACs) in RI represent committees parallel to State Advisory Committees under IDEA and have been in place in RI local school districts for more than 25 years as a requirement under state special education regulations. The school committee of each local and regional special education program must appoint and support such an advisory committee on special education, comprised of parents of children with disabilities, school personnel, and individuals with disabilities. Each LAC advises the local district on matters concerning the unmet needs of students with disabilities and advocates in partnership with parents for students with disabilities to ensure entitlements, among other roles and responsibilities. The RIDE collaborates with the RI PTIC, RI Special Education Advisory Committee (RISEAC), Parent Support Network of RI, and the network of district LACs, who jointly convene for statewide networking (SEAN) dinner meetings throughout the school year. The SEAN network is a primary vehicle for facilitating communication, program development, and professional development of all partners, with the express purpose of supporting RISEAC and local LACs in their roles of advising state and local special education improvement. This network offers a potentially rich resource to the ongoing work of SPP data collection and improvement activities, particularly in maximizing culturally competent and locally effective outreach to encourage survey participation and to facilitate improvement efforts.]

  - Joint advertisement (quarter-page ad w/photos) in the Providence Sunday Journal, the state's largest newspaper, at the start of the survey period.
  - Joint advertisement on RI Public Transit Authority (RIPTA) buses prior to and throughout the survey period—interior posters on full size busses and exterior signs on approximately 30 public transport vans.
  - Joint signatories and agency logos on the survey cover letter and survey
  - Public Transit signs in Spanish and English, the two most frequently utilized languages in Rhode Island.
  - Public Service Announcements on local radio stations in Spanish and English.
  - Advance notice in colored hard copy through US mail, "Coming To Your Mailbox," to all parents two weeks prior to survey administration, as well as the PTIC (RIPIN) brochure.
  - Hard copy cover sheet, matching the advance notice, along with a postage-paid return envelope, mailed with the survey.
  - Email template matching the advance notice for LEAs to use for teacher communication to parent.

- PTIC Call Center: Ongoing – RIPIN staff are annually trained and available to respond to parent survey inquiries in several languages and to provide survey assistance.

Embedded Local Accountability:

In addition to marketing strategies, RIDE planned in FFY2012 to embed into its accountability system strategies to prompt LEAs to review their local results in light of the state performance on the *SEPPS* and to plan improvements accordingly.

All LEAs: In FFY2012, RIDE redesigned its annual LEA application for IDEA funds, the Consolidated Resource Plan (CRP) for purposes of streamlining access to federal funds. RIDE continues to use this redesign. SPP indicators were moved to require every LEA to complete an annual, online LEA Special Education Performance Report at the time that they apply for their FFY 2013 IDEA allocation. In the Performance Report, the statewide *SEPPS* results and parent participation rate data, along the data for the applicant LEA were pre-filled. Each LEA will be required to review and address its local data by describing its annual plan for encouraging parent participation in the measure and for using local results to inform improvement efforts. In addition, each LEA is required to report on a number of parent involvement efforts aligned with the *National PTA Standards for Parent/Family Involvement Programs*; describe its Local Special Education Parent Advisory Committee; highlight professional development plans to facilitate genuine IEP dialogue with families; and report on related parent involvement activity, including culturally responsive practice.

Selected low-performing schools: RIDE's school intervention system under its Race to the Top award and in its early ESEA Waiver plans were initiated. Plans included a Flex Model of interventions for low-performing schools. Schools in Priority and Focus status and some in Warning status would be required to complete a state-developed diagnostic tool and, subsequently, to select a defined number of intervention strategies grouped within the dimensions of *Leadership, Support, Infrastructure, and Content*. The Office of Student, Community and Academic Supports is committed to embedding LEAs results on the *SEPPS* within the parent and community engagement dimension of the *Support* component.

Based on the position that "what gets measured gets counted", RIDE's approach provides districts with meaningful local data and a local review process that provides direct, district-specific feedback and a focus for local school efforts at parent involvement. It also enables more customized improvement efforts based on individual district need and results in terms of *SEPPS* item analysis. LEAs' annual special education performance reports are publicly posted on the RIDE website. This provides an additional mechanism for ongoing LEA attention to the data yielded by the *SEPPS*; public reporting; and systematic check-in and technical assistance on parent involvement with LEAs.

Summary of Improvement Activities Completed for FFY 2012 (2012-2013)

Date	Activity Completed	Resources Utilized	Discussion
February-August 2013	**Convened the *School/Family Partnership Workgroup.*** Indicator 8 workgroup met to advise, oversee, and share the implementation of improvement activities. Workgroup included RIDE Indicator 8 staff member, a PTIC parent representative, a former school principal, and an LEA special education director. The PTIC and principal/consultant serve as a state level, Indicator 8 two-person parent-professional training team contracted through	Staff, time, meeting space and materials shared among agencies. Co-Chair staffing provided by RIDE and PTIC.	RIDE secured experienced vendor, Piedra Data Systems. In January 2013 the RIDE position assigned to Indicator 8 and SEPPS administration was filled.

	the PTIC and funded by RIDE. Developed a communication plan for SEAN and LEAs regarding most recent *SEPPS* results.		
July-December 2013	**Reviewed and approved LEAs' CRPs, which included online submission of improvement plans** to increase parent participation in the *SEPPS* and to use *SEPPS* results to inform local improvements in schools' efforts to involve parents. Through review and approval of applications, **provided assistance to LEAs** in planning and reporting regarding Indicator 8 improvement elements and related parent involvement improvement plans in their annual application for IDEA funds.	RIDE staff member assigned to Indicator 8	CRP = Consolidate Resource Plan, LEAs' annual application for all federal allocations. This is an online application using the platform AcceleGrants.
August-November 2013	**Continued to inform and provide technical assistance to local school districts and parents as partners.** Planned and conducted Fall 2013 presentation to SEAN, RIPIN and Parent Support Network. Disseminated survey results to LEA Special Education Directors	Indicator 8 workgroup; Shared staff and resources with PTIC	Rhode Island Parent Information Network (RIPIN) is the non-profit agency awarded as the state's PTIC.
January-March 2013	**Prepared** advanced notice and survey production; worked with translation contractor to update translations. **Issued data request** to LEAs to update student addresses and home language in annual enrollment census. **Forwarded data file** to survey vendor	RIDE staff member assigned to Indicator 8	Includes RIPIN

	Forwarded 24,000 RIPIN brochures to survey vendor, for inclusion in the advanced notice mailing.	PTIC	
March-May 2013	**Implemented marketing campaign:** Providence Journal quarter-page advertisement Signs on/posters in public transit busses Public Service Announcements on radio Advanced notices resembling survey cover page to increase recognition Notice to LEAs and partners Presentation to SEAN	RIDE staff member assigned to Indicator 8. Indicator 8 training team	Includes RIPIN SEAN = Special Education Advisory Network – statewide convening of all LEA special education advisory committees (mandatory in RI)
March-May 2013	**Mailed census-based advanced notice** to parents in 4 languages (2 weeks prior to survey mailing), as well as RIPIN brochure. **Mailed census-based survey** in four languages to parents, with cover notice resembling advanced notice.	RIDE staff member assigned to Indicator 8	
March-May 2013	**Refreshed training to PTIC staff** who would staff the Call Center to provide telephone assistance to parents requesting information or assistance with the parent survey. **Provided publicized telephone assistance** to parents throughout the survey period, through the PTIC Call Center.	RIPIN RIPIN	
May-June 2013	Monitored pattern of survey returns to **determine closing date,** to maximize number of returns.	RIDE staff member assigned to Indicator 8 in collaboration with survey vendor	

May-June 2013	In meeting RIDE's goal of streamlining the CRP, **design the shift of LEAs' Indicator 8 data review and improvement planning mechanism from the CRP to a new format,** an annual online LEA Performance Report. Review and revise current comprehensive Parent Involvement item, including Indicator 8 elements, in the online LEA Performance Report for the upcoming fiscal year.	RIDE Indicator 8 staff, in collaboration with OSCAS colleagues, RIDE Office of Finance, and the AcceleGrants vendor Contribution of IDEA resources from OSCAS	
June 2013	Reissue/adjust joint funding/resourcing for Year Eight improvement activities Ensure that RIDE's early stages of its ESEA waiver design and diagnostic tool incorporate the *SEPPS* measure	OSCAS Director in collaboration with the RIDE Finance Office OSCAS Director in collaboration with the RIDE Transformation Office	

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Not applicable. RIDE reports no revisions at this time.

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

Overview of the Annual Performance Report Development:

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Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100. (1/554)*100=1.85%

In analyzing data for this indicator, the State examined its Fall October 2012 Enrollment and December 2012 Child Count by 7 races.

Disproportionate Representation is defined as a risk ratio of 2.5 or higher for two consecutive years with a minimum n size of 10 students and at least a 1% risk difference between LEA risk and national risk (step one) plus evidence of policies, procedures, and/or practices which result in inappropriate identification (step two). Evidence was collected from multiple sources: record reviews, onsite visits, district submissions in the consolidated resources plan and in the disproportionality performance report online, and records of complaints, mediations, and hearings.

Step One: Using the criteria established above, the State determined that 16 school districts were identified as meeting the data threshold for disproportionate representation. While some districts did not meet the minimum n of 10 students of a particular race/ethnicity in special education, almost all districts met the n size for at least one race/ethnicity group in special education. Only 2 districts (both charter schools) were excluded from examining disproportionate representation in special education and related services. There were 54 total districts. (Step One)

Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification

The State reviewed the child find, evaluation (including re-evaluation), and eligibility policies, procedures, and practices of the 16 districts identified in step 1 of the FFY2012 data review as having disproportionate representation to determine whether the disproportionate representation was the result of inappropriate identification. Evidence was collected from multiple sources:

- On-site record review of individual student files which occur both as part of the School Support System of focused Monitoring and also as part of additional probes in response to disproportionality data.
- Additional data probes in which districts reviewed individual student files for a group showing disproportionate representation to examine trends in age/grade of eligibility, current or former ELL status, mobility in and out of district, changes in eligibility category over time, and completion of a full and individual evaluation.
- Onsite visits in which district general education and special education leadership, building principals, special education and general education teaching staff including ESL/bilingual staff, related service providers, parents and students are interviewed regarding child find, evaluation/re-evaluation, and eligibility practices, procedures, and policies. Visits include the review of previous action plans for addressing disproportionality and accompanying revisions of policies, procedures, and practices.
- Review of required district submissions of a disproportionality self-assessment and corresponding evidence checklist as Word documents in the June 2012 and 2013 Disproportionality Performance Reports including updates to action plans and prevention and/or correction activities. District documents are uploaded for further review and may include forms, agendas, revised policies, etc.
- Review of complaints, mediations, and hearings during FFY2012.

As a result of its extensive verification process, the State found that 1 district was noncompliant with the eligibility and evaluation requirements. Accordingly, the State determined that 1 of the 16 districts had disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification. File reviews did yield child specific findings of noncompliance.

FFY	Measurable and Rigorous Target
FFY 2012	*0%*

Actual Target Data for FFY 2012:

Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
FFY 2012 (2012-2013)	**54**	**16**	**1**	1.85%

When examining December 2012 data for 7 races, the following data were found: No Asian students were disproportionality represented. No Pacific Island students were disproportionately represented. Black students were disproportionately represented in 7 districts, and Native American students were disproportionately represented in 6 districts. Hispanic students were disproportionately represented in 1 districts, and students of two or more races were disproportionately represented in 1 district. White students were disproportionately represented in 5 districts. In one district, White students were disproportionately represented due to inappropriate identification practices.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for FFY 2012[3]:

While more districts were found to have disproportionate representation in FFY12, the count of districts with disproportionate representation due to inappropriate identification practices did not increase. The State continues to emphasize the issue in statewide technical assistance with a renewed focus on removing bias in the evaluation of culturally and linguistically diverse students, close review in the School Support System of Focused Monitoring and in the annual Disproportionality Performance Report/Accelegrants IDEA submission. LEAs received targeted technical assistance from RIDE in collaboration with the Rhode Island Technical Assistance Project, Rhode Island College School Psychology Program, University of RI School Psychology Program, the Northern RI Educational Collaborative, Rhode Island College TESL Program, and the National Center on Intensive Intervention. Topics included culturally responsive educational practices, distinguishing cultural and linguistic difference from disability, response to intervention (RtI) initiatives for serving all students with responsive systems of supports and interventions, technical assistance and guidance on the implementation of state regulations for the education of English language learners, and RtI for English Language Learners.

Slippage occurs at the practice level when policies and procedures have been appropriately revised but are not yet seamlessly implemented by all practitioners in a district. Some districts with high leadership turnover struggle to consistently implement new procedures and policies. Other districts have challenges in collecting frequent progress monitoring data to inform evaluation decisions.

Review and revision of SEA policies, procedures, and practices has included the following activities **(bold = new):**

- Implementation of the state basic education plan including Chapter 14 Supports to Students June 2010 (disseminated June 2009)
- District action plans for the implementation of state criteria for identifying students with learning disabilities 2009-10 and 2010-2011 school years
- Implementation of new statewide ELL Exit Criteria to prevent inappropriate early exits

[3] *In an effort to reduce reporting burden, in the FFY 2012 APR, States: 1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2011: or c) slippage if the State meets its target. 2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2012; and b) results indicators where the State has met its FFY 2012 target. 3) May provide one set of improvement activities for the entire APR as long as the Improvement Activities are indexed back to reference the relevant indicators.*

- Implementation of new ELL Program Description tools to ensure appropriate educational programs and access to core curriculum for ELLs
- Finalized guidance on the implementation of RtI for identifying students with learning disabilities with TA sessions Jan. - April 2010
- **Continued training sessions on implementation of RtI and full and individual evaluation including individual case studies representing diverse students 2011-2012 & 2012-2013 school years for targeted districts with inappropriate identification practices and additional districts with disproportionate representation.**
- Technical assistance on LEA obligations to English Language Learners whose parents waive program placement October 2009
- Technical assistance to District ELL and Curriculum leaders on the integration of Common Core and WIDA ELD standards for an effective core.
- Continued technical assistance from the Office of Instruction, Assessment, and Curriculum on quality Early Childhood programs and appropriate screening and assessment practices for diverse young learners 2011-2012.
- Increased cross office consultation between IDEA staff and the Office of Instruction, Assessment, and Curriculum on new State Comprehensive Assessment System Guidance for LEAs and on planning and delivering technical assistance on implementation of RTI.
- Technical assistance in coordination with the Regional Education Lab on RTI for ELLs as well as training on reducing bias due to cultural and linguistic factors in the use of standardized assessment data for ELLs during the 2011-2012 school year with targeted district follow up Fall of 2012 for districts with inappropriate identification practices.
- Technical assistance 2011-2012 with follow up Fall 2012 to evaluation and IEP team members as well as ESL/bilingual staff on examining English language growth on ACCESS using scale scores.
- **Examination of both disproportionality data and ELLs access to English language instructional programs as part of the ESEA waiver process for schools identified as Priority, Focus, or Warning with accompanying corrective actions plans where warranted during the 2012-13 school year.**
- **Technical Assistance through the National Center on Intensive Intervention for four school districts and sharing of web materials from NCII with any district struggling with aspects of intensive intervention and progress monitoring during 2012-2013.**
- **Creation of a Disproportionality Performance Report within the Accelegrants online system for 2012-2013 to self-assess, upload evidence, and demonstrate improvements and corrections on an annual basis.**

Correction of FFY 2011 Findings of Noncompliance (if State did not report 0%):
Level of compliance (actual target data) State reported for FFY 2011 for this indicator: _1.89_%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	**1**
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**1**
3. Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2011 findings not yet verified as corrected [(4) minus (5)]	**0**

Actions Taken if Noncompliance Not Corrected:
Zero districts have continuing noncompliance in FFY2011.

Verification of Correction (either timely or subsequent):

Based on a review of updated data subsequently collected through a State data system (June 2012 and June 2013 Child Count data), as well as updated data subsequently collected through the 2012 and 2013 Disproportionality Performance Report/Accelegrants system, the district has revised policies and procedures for the identification as children with disabilities as eligible for special education and related services. Coordination with Title III programs ensured follow up on an action plan to improve educational opportunities for ELLs and verify completion of corrective actions for ELLs. The district has corrected each individual case of noncompliance.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2011:

The State examined trends in the number of students with IEPs by race/ethnicity in December 2011, June 2012, December 2012, and June 2013 data sets as compared to trends in general enrollment by race/ethnicity for those time periods for this district. The State collected and reviewed revised policies and procedures such as written procedures for a comprehensive evaluation process and use of intervention and progress monitoring in the identification process as well as revised ELL program procedures and policies. The State determined that the revised policies and procedures were appropriate and support reduction of disproportionate representation due to inappropriate identification including ensuring appropriate educational opportunities for ELLs.

Correction of Remaining FFY 2010 Findings of Noncompliance (if applicable):
No FFY 2010 findings exist for which the State has not yet verified correction.

1. Number of remaining FFY 2010 findings noted in OSEP's July 1, 2013 FFY 2011 APR response table for this indicator	0
2. Number of remaining FFY 2010 findings the State has verified as corrected	0
3. Number of remaining FFY 2010 findings the State has not verified as corrected [(1) minus (2)]	**0**

Verification of Correction of Remaining FFY 2010 findings:
The State has zero Findings of Noncompliance identified in FFY 2010 that were not reported as corrected in the FFY 2011 APR.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2011 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. The State must demonstrate, in the FFY 2012 APR, that the district identified in FFY 2011 is in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.	**As recorded above under Verification of Correction, RI took the following actions:** Based on a review of updated data subsequently collected through a State data system (June 2012 and June 2013 Child Count data), as well as updated data subsequently collected through the 2012 and 2013 Disproportionality Performance Report/Accelegrants system, the district has revised policies and procedures for the identification as children with disabilities as eligible for special education and related services. Coordination with Title III programs ensured follow up on an action plan to improve educational opportunities for ELLs and verify completion of corrective actions for ELLs. The district has corrected each individual case of noncompliance. The State examined trends in the number of students with IEPs by race/ethnicity in December 2011, June 2012, December 2012, and June 2013 data sets as compared to trends in general enrollment by race/ethnicity for those time periods for this district. The State collected and reviewed revised policies and procedures such as written procedures for a comprehensive evaluation process and use of intervention and progress monitoring in the identification process as well as revised ELL program procedures and policies. The State determined that the revised policies and procedures were appropriate and support reduction of disproportionate representation due to inappropriate identification including ensuring appropriate educational opportunities for ELLs.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

RI revised improvement activities to include additional technical assistance to districts on Learning Disabilities Identification according to RI Criteria.

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

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx

Monitoring Priority: Disproportionality

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

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

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100. (3/54)*100=5.56%

In analyzing data for this indicator, the State examined its Fall October 2012 Enrollment and December 2012 Child Count by 7 races.

Disproportionate Representation is defined as a risk ratio of 2.5 or higher for two consecutive years with a minimum n size of 10 students and at least a 1% risk difference between LEA risk and national risk (step one) plus evidence of policies, procedures, and/or practices which result in inappropriate identification (step two). Evidence was collected from multiple sources: record reviews, onsite visits,

district submissions in the consolidated resources plan and in the disproportionality performance report online, and records of complaints, mediations, and hearings.

Step One: Using the criteria established above, the State determined that 30 school districts were identified as meeting the data threshold for disproportionate representation. While some districts did not meet the minimum n of 10 students of a particular race/ethnicity in special education, almost all districts met the n size for at least one race/ethnicity group in special education. Only 2 districts (both charter schools) were excluded from examining disproportionate representation in special education and related services. There were 54 total districts. (Step One)

Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification

The State reviewed the child find, evaluation (including re-evaluation), and eligibility policies, procedures, and practices of the 30 districts identified in step 1 of the FFY2012 data review as having disproportionate representation to determine whether the disproportionate representation was the result of inappropriate identification. Evidence was collected from multiple sources:

- On-site record review of individual student files which occur both as part of the School Support System of focused Monitoring and also as part of additional probes in response to disproportionality data.
- Additional data probes in which districts reviewed individual student files for a group showing disproportionate representation to examine trends in age/grade of eligibility, current or former ELL status, mobility in and out of district, changes in eligibility category over time, and completion of a full and individual evaluation.
- Onsite visits in which district general education and special education leadership, building principals, special education and general education teaching staff including ESL/bilingual staff, related service providers, parents and students are interviewed regarding child find, evaluation/re-evaluation, and eligibility practices, procedures, and policies. Visits include the review of previous action plans for addressing disproportionality and accompanying revisions of policies, procedures, and practices.
- Review of required district submissions of a disproportionality self-assessment and corresponding evidence checklist as Word documents in the June 2012 and 2013 Disproportionality Performance Reports including updates to action plans and prevention and/or correction activities. District documents are uploaded for further review and may include forms, agendas, revised policies, etc.
- Review of complaints, mediations, and hearings during FFY2012.

As a result of its extensive verification process, the State found that 3 districts were noncompliant with the eligibility and evaluation requirements. Accordingly, the State determined that 3 of the 30 districts had disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification. File reviews did yield child specific findings of noncompliance.

Actual Target Data for FFY 2012:

FFY	Measurable and Rigorous Target
FFY 2012	*0%*

Actual Target Data for FFY 2012:

Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification

When examining December 2012 data for 7 races, the following data were found. No Asian students or Pacific Islander students were disproportionately represented in any disability category. Black students are disproportionately represented in 10 districts and Native American students are disproportionately represented in 2 districts. Hispanic students are disproportionately represented in 9 districts. Students of two or more races were disproportionately represented in 2 districts. White students are disproportionately represented in 22 districts (down from 23).

The three districts that were identified with inappropriate identification were flagged for two different disability categories (LD and OHI) for two different racial/ethnic groups (Hispanic and White). One district was flagged for both disability categories and the other two districts were only flagged for LD. Two districts were flagged for both racial/ethnic groups and one district was flagged only for White students.

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that was the Result of Inappropriate Identification	Percent of Districts
FFY 2012 (2012-2013)	**54**	**30**	**3**	**5.56%**

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012[4]:

Please see indicator 9 for discussion of improvement activities and explanation of slippage.

Correction of FFY 2011 Findings of Noncompliance (if State reported more than 0% compliance):
Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 3.77%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	**2**
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**2**
3. Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	**0**

[4] *In an effort to reduce reporting burden, in the FFY 2012 APR, States: 1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target. 2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2012; and b) results indicators where the State has met its FFY 2012 target. 3) May provide one set of improvement activities for the entire APR as long as the Improvement Activities are indexed back to reference the relevant indicators.*

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

1. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	**0**
2. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
3. Number of FFY 2011 findings not yet verified as corrected [(4) minus (5)]	**0**

Actions Taken if Noncompliance Not Corrected:
Zero districts have continuing noncompliance in FFY2011.

Verification of Correction (either timely or subsequent):

Based on a review of updated data subsequently collected through a State data system (June 2012 and June 2013 Child Count data), as well as updated data subsequently collected through the 2012 and 2013 Disproportionality Performance Report/Accelegrants system, the district has revised policies and procedures for the identification as children with disabilities as eligible for special education and related services. Coordination with Title III programs ensured follow up on an action plan to improve educational opportunities for ELLs and verify completion of corrective actions for ELLs. The district has corrected each individual case of noncompliance.

Describe of the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2011:

The State examined trends in the number of students with IEPs by race/ethnicity in December 2011, June 2012, December 2012, and June 2013 data sets as compared to trends in general enrollment by race/ethnicity for those time periods for this district. The State collected and reviewed revised policies and procedures such as written procedures for a comprehensive evaluation process and use of intervention and progress monitoring in the identification process as well as revised ELL program procedures and policies. The State determined that the revised policies and procedures were appropriate and support reduction of disproportionate representation due to inappropriate identification including ensuring appropriate educational opportunities for ELLs.

Correction of Remaining FFY 2010 Findings of Noncompliance (if applicable):
For FFY 2010 there are no outstanding findings for which the State has not yet verified correction.

1. Number of remaining FFY 2010 findings noted in OSEP's July1, 2013 FFY 2011 APR response table for this indicator	0
2. Number of remaining FFY 2010 findings the State has verified as corrected	0
3. Number of remaining FFY 2010 findings the State has not verified as corrected [(1) minus (2)]	**0**

Verification of Correction of Remaining FFY 2010 findings:
The State has zero Findings of Noncompliance identified in FFY 2010 that were not reported as corrected in the FFY 2011 APR.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2011 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. The State must demonstrate, in the FFY 2012 APR, that the districts identified in FFY 2011 are in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311. In demonstrating the correction of the noncompliance identified in FFY 2011, the State must report, in the FFY 2012 APR, that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.	**As recorded above under Verification of Correction, RI took the following actions:** Based on a review of updated data subsequently collected through a State data system (June 2012 and June 2013 Child Count data), as well as updated data subsequently collected through the 2012 and 2013 Disproportionality Performance Report/Accelegrants system, the district has revised policies and procedures for the identification as children with disabilities as eligible for special education and related services. Coordination with Title III programs ensured follow up on an action plan to improve educational opportunities for ELLs and verify completion of corrective actions for ELLs. The district has corrected each individual case of noncompliance. The State examined trends in the number of students with IEPs by race/ethnicity in December 2011, June 2012, December 2012, and June 2013 data sets as compared to trends in general enrollment by race/ethnicity for those time periods for this district. The State collected and reviewed revised policies and procedures such as written procedures for a comprehensive evaluation process and use of intervention and progress monitoring in the identification process as well as revised ELL program procedures and policies. The State determined that the revised policies and procedures were appropriate and support reduction of disproportionate representation due to inappropriate identification including ensuring appropriate educational opportunities for ELLs.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

RI revised improvement activities to include additional technical assistance to districts on Learning Disabilities Identification according to RI Criteria.

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

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Child Find

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

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

Measurement:

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

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

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

FFY	Measurable and Rigorous Target
FFY 2012 School Year 2012-2013	***100%***

Actual Target Data for FFY 2012:

For FFY 2012 (School Year 2012-2013):

99.29% of children in Rhode Island with parental consent for initial evaluation were evaluated within the state established timeline. The measurable and rigorous target of 100% was not met for FFY 2012.

a) # Of children for whom parental consent to evaluate was received = **3499**
b) # Of children whose evaluations were completed within 60 days = **3474**

3474 / 3499 X 100% = **99.29%**

There were (3499 – 3474 = 25) 25 children whose evaluations were not completed within the 60 day timeline. After the database was closed for the school year, the State reviewed and verify all student records whose initial evaluation was not completed within 60 days to ensure that the initial evaluations although late, are completed. The State's compliance for FFY2012 was 99.29%. The State will continue to refine improvement activities as necessary.

Describe the method used to collect data – if data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year (July 1, 2012 – June 30, 2013).

The percent of children with parental consent to evaluate, who were evaluated within the 60 day timeline for FFY 2012 school year 2012-2013 was **99.29%** compliance; the state made significant progress but did not meet its target of 100% compliance for FFY 2012. For FFY 2012 the state increased the level of compliance by .08% from the previous FFY 2011 when the compliance rate was 99.21%. In accordance with guidance provided by the OSEP Memorandum 09-02, Rhode Island Department of Education accounted for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance and the root cause of the noncompliance, requiring the correction of local education agency noncompliance in the policies, procedures and practices that contributed to or resulted in the noncompliance and determining that the local education agency is correctly implementing the specific regulatory requirement of 34 CFR § 300.301, including completing initial evaluations within the state required timeline of 60 days, based upon Rhode Island Department of Education's review of all local education agencies whose students' initial evaluation was not in compliance with the 60 day timeline have been addressed and local education agencies have completed a self-assessment through review of their data, policies and procedures and have addressed the issues of noncompliance through their District Action Plan for the new school year. The proof that the local education agencies' issues have been addressed and the current system is working is demonstrated in the statewide compliance rate of 99.29% for FFY 2012.

Method used to collect this data for School Year 2012-2013 (July 1, 2012 – June 30, 2013):

The Rhode Island Department of Education utilizes a web-based eRIDE Special Education Evaluation System to annually collect data for reporting purposes on Indicator 11. This system is inclusive of all

applicable local education agencies. Data is not obtained by sampling. The eRIDE Special Education Evaluation System was modified to meet the simplified measurement of Indicator 11.

To ensure that the data is accurate, reliable and valid, the system has built in reports, tools and required documentation to assist the local education agencies with the reporting requirements. The system validates the data upon input into the system via data validation rules to ensure that the data is within system specifications. The system has built in maintenance reports, to ensure the data is cleaned, accurate and reliable. Rhode Island Department of Education provides local education agency personnel with technical assistance and professional development opportunities to ensure ease of use of the system and data reliability.

The system has verifying mechanisms that were developed to ensure that local education agencies are reporting all relevant students and not only those students whose initial evaluation data falls within the 100% compliance rate. The first method starts with the current Special Education Census System (state wide database). The current school year's Special Education Census is compared with the previous year's Special Education Census. Any student who only appears in the current year's Special Education Census (state wide database) and was not reported in the previous year's Special Education Census, is listed on Maintenance Report 42. Report 42 captures students who are Not in the June 2012 Special Education Census and **currently** in the Special Education Census **without** an Evaluation Record. This maintenance report appears on the two separate systems- the current eRIDE Special Education Census as well as on the eRIDE Special Education Evaluation System (Indicator 11). All students on Maintenance Report 42 must be accounted for on the eRIDE Special Education Evaluation System by their local education agency. Until the local education agency accounts for all students on Report 42, by recording the student appropriately on the Special Education Evaluation System, the student will continue to appear on Maintenance Report 42. The logic behind this report is simple, any student who appears only on the current Special Education Census, most likely had an initial evaluation recently and was determined eligible for special education services, but was not recorded.

Another feature of the Special Education Evaluation System is the quarterly reporting. The Special Education Evaluation System generates cumulative Local Education Agency Percentage Rate Report, the Randomly Selected Student Record Report and the Students Missing Data reports. The system automatically emails these reports to the appropriate personnel in each local education agency. Rhode Island Department of Education's Data Manager is automatically sent a cumulative summary of all of these reports for review. These automated features have improved efficiency and serve as a reminder for the local education agency to review their data reporting and they are required to submit the appropriate documentation to Rhode Island Department of Education. The following requirements for each local education agency are as follows:

1) Each local education agency must submit al **District Action Plan** to Rhode Island Department of Education. Each quarter the local education agency must review their District Action Plan. If the local education agency is not at 100% compliance, the local education agency must add or revise steps to the District Action Plan to explain what modifications or additional steps they will implement ensure 100% compliance.

2) The Special Education Evaluation System generates an Indicator 11 report for each local education agency with their cumulative percentage rate of compliance at the close of each quarter. This report is automatically emailed to each local education agency for review.

3) In turn, the local education agency is required to submit a **Quarterly Report** to Rhode Island Department of Education inclusive of their cumulative percentage rate at that point in time and status of their District Action Plan. If the local education agency has met 100% compliance, no revisions are required to their District Action Plan for that quarter. The local education agency simply records their percentage rate on the appropriate quarterly report and checks off a box that states "I have reached 100% compliance and will maintain my District Action Plan and will not add or revise any action steps this quarter". If a local education agency has not met 100% compliance revisions to the District Action Plan are required. The local education agency simply records their percentage rate of noncompliance on the appropriate quarterly report, checks off the box that states "I have NOT reached 100% compliance and will revise my District Action Plan as follows by adding or revising the following steps" in order to meet 100% compliance. A local education agency is required to revise or

add steps to their District Action plan each quarter as to ensure the local education agency is focused on the present data in the system and has a plan toward the target of 100% compliance on Indicator 11 by the close of the year. This Quarterly Report is dated and submitted to Rhode Island Department of Education by the Special Education Administrator from each local education agency at the end of every quarter. The local education agencies who were 100% compliance in the previous school year receive their Quarterly Report via email each quarter, but they are exempted from the Quarterly Report submittal to Rhode Island Department of Education.

4) The Special Education Evaluation System generates and emails to each local education agency, a Student Record Verification report each quarter, which randomly selects students that were entered on the Special Education Evaluation System. The local education agency is required to submit a **Quarterly Student Record Verification Sheet** on the selected students to Rhode Island Department of Education, in order to verify the student information entered on the system. (Those local education agencies who were 100% compliant in the previous school year are exempt from this student record verification requirement.) The Student Record Verification Sheet submitted from the local education agency to Rhode Island Department of Education includes a summary of the student information for the selected students and the relevant supporting documentation. This verification method is utilized to ensure accuracy and reliability of the data on the system for the local education agencies. In addition, during Rhode Island Department of Education School Support System visits to the local education agencies, a number of student records are selected for review and verification. This verification of selected student records is another effort utilized to ensure a comprehensive and reliable data system.

5) The Special Education Evaluation System generates and emails to the local education agency each quarter the **Report of Students Missing Data**. This report serves two purposes. It is a reminder that there are students on the system who are still in the process and their evaluations have not been completed or the data was not yet recorded on the system. The report displays the number of days since the 'date of receipt of the parental consent' to the date the report was generated. Local education agencies can use this report to ensure they are staying within the 60 day timeline for each student.

The data is collected electronically via the eRIDE Special Education Evaluation System on July 30th to allow a month beyond the completion of the school year to ensure that all pertinent data is recorded. In a case where a child's evaluation information has not been completed and the child's data is still in process when the data is collected, their records are not closed out on the system, but carried forward until the evaluation process is completed and the completion date is entered into the Special Education Evaluation System. This useful function is built into the database itself. The data is reviewed by the Rhode Island Department of Education on a quarterly basis and reminders are sent to Special Education Administrators to address such scenarios. Special Education Administrators have access to their local education agency's timeline information on a daily basis via the eRIDE system. The eRIDE Special Education Evaluation System provides each local education agency with an Indicator 11 report which displays their percentage rate of compliance at any given time. This affords each local education agency to be apprised of their compliance rate at any time during the school year.

Children Evaluated Within 60 Days (or State-established timeline):

a. Number of children for whom parental consent to evaluate was received	**3499**
b. Number of children whose evaluations were completed within 60 days (or State-established timeline)	**3474**
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established-timeline) (Percent = [(b) divided by (a)] times 100)	**99.29%**

Account for children included in (a) but not included in (b):

In school year 2012-2013, there were (3499 – 3474 = 25) 25 children whose evaluations were not completed within the 60 day timeline. These 25 children were included in ***a)*** Number of Children for whom parental consent to evaluate was received but not included in ***b***) Number of children whose evaluations were completed within 60 days. There were 25 children who did not receive a timely initial evaluation.

Indicate the range of days beyond the timeline and provide reasons for the delays:

The number of days exceeding the 60 day timeline was between 5 day and 300 days over the 60 day timeline. The system requires local education agencies to provide an explanation for any child who's 'Date Last Assessment/Evaluation Was Completed' exceeds the 60 calendar day timeline. Explanations from the local education agencies were as follows: shortage of staff, staff oversight, incorrect completion date given to staff, speech evaluator on medical leave, excessive absences.

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

Rhode Island has made progress on this indicator for FFY 2012.

The percent of children with parental consent to evaluate, who were evaluated within the 60 day timeline for FFY 2012 school year 2012-2013 was **99.29%** compliance. The state did not meet its target of 100% compliance for FFY 2012, but made progress from the previous year FFY 2011 in which Rhode Island's compliance rate for Indicator 11 was 99.21%. For FFY 2012 the state increased the level of compliance by .08 from FFY 2011. This increase in overall percentage can be attributed to the wide array of ongoing and rigorous improvement activities detailed in the grid below.

1) Rhode Island Department of Education will continue to refine, simplify and clarify the Special Education Evaluation System.	Ongoing	Rhode Island Department of Education personnel	Progress - Staff monitors the system and meets as needed to refine the system. Developed and currently used by the local education agency. The system was enhanced to automatically email the appropriate local education agency personnel with the quarterly reports.
2) Rhode Island Department of Education will provide professional development and technical assistance to the local education agencies to ensure the accuracy, reliability and validity of the data collection process.	Annual/Ongoing	Rhode Island Department of Education personnel	Progress – Professional Development sessions were held for Special Education Administrators and pertinent personnel from the local education agencies.
3) Engage the local education agencies in further discussions on developing more relevant materials and templates that will assist them in reaching the target of 100%.	Annual/Ongoing	Rhode Island Department of Education personnel	Progress- Inquiries via phone, email and during Professional Development sessions Progress – Developed and currently in use by the local

4) Provide relevant materials, tools, reports and webinar for the local education agencies and incorporate these resources on the system so as to be readily available any time.	Annual/Ongoing	Rhode Island Department of Education personnel	education agency. Update as needed
5) Review process and protocol manual and frequently asked questions for effectiveness and efficiency for the use of all documentation related to Indicator 11.	Annual/Ongoing	Rhode Island Department of Education personnel	Progress – Developed and currently in use by the local education agency. Update as needed
6) Establish and enhance verification processes to ensure complete compliance for every local education agency.	Annual/Ongoing	Rhode Island Department of Education personnel	Progress- Developed and currently in use by the local education agency.
7) The Rhode Island Department of Education, Office of Student, Community & Academic Supports and the district/local educational agency engage in ongoing data analysis and review that provides a picture of the present status of programs and services for students with disabilities. The School Support System not only looks at the LEAs degree of compliance with special education laws and regulations, but also the relationships among the district/educational setting's teaching and learning practices and the performance indicators for students with disabilities. The process includes a review of qualitative/ quantitative data sources that have the most direct relationship with student performance and program effectiveness. This data review always includes a review of the local education agencies' federal funding application which in RI, is referred to as the Consolidated Resource Plan as well as a review of the local education agencies'	Annual/Ongoing	Rhode Island Department of Education personnel	Progress-Systems in place and continuously monitored

SPP/APR data. **8)** Rhode Island Department of Education consulted with OSEP staff in order to accurately report but streamline the system. **9)** Annually, each local education agency will submit a District Action Plan. This District Action Plan will be utilized to implement and address policies, procedures and practices to ensure each local education agency is working towards 100% compliance. **10**) Quarterly Reporting generated by eRIDE system and sent to by email to each local education agency for review and appropriate action. **11**) Review and verify all student records whose initial evaluation was not completed within 60 days to ensure that the initial evaluations although late, are completed.	As needed for technical assistance and clarification. Annually. Each Quarter Annually, after the database has been closed for end of school year.	Rhode Island Department of Education personnel Local Education Agency personnel & Rhode Island Department of Education personnel Local Education Agency personnel & Rhode Island Department of Education personnel Rhode Island Department of Education personnel & Local Education personnel	Progress – System simplified, streamlined and compliance rate increased substantially. Progress – 99.29% compliance rate. Progress – an increase in the number of local education agencies at 100% Compliance. Progress. The number of students whose evaluations were not completed within the 60 day timeline has greatly decreased. And, although late, all initials evaluations are completed.

Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 99.21%

1. 19. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012	**8**
2. 20. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**8**
3. 21. Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

1. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	**0**
2. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
3. Number of FFY 2010 findings not verified as corrected [(4) minus (5)]	**0**

Actions Taken if Noncompliance Not Corrected: There is no remaining noncompliance.

Verification of Correction of FFY 2011 noncompliance (either timely or subsequent):

There is no remaining noncompliance from previous APR reporting periods. All noncompliance has been corrected within the required timeline. The State has verified that the local education agencies are correctly implementing the regulatory requirements of 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance) based on a review of updated data subsequently collected through the eRIDE Special Education Evaluation data system and has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the local education agencies, consistent with OSEP Memorandum 09-02.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2011:

The State followed the guidance in OSEP's 09-02 Memorandum by accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance and the root cause of the noncompliance by requiring the correction of local education agencies noncompliance in the policies, procedures and practices that contributed to or resulted in the noncompliance. The State ensured that the local education agency is correctly implementing the specific regulatory requirements of 34 CFR §300.301(c)(1) including completing initial evaluations within the required timelines of 60 days, based upon the State's review of representative data collected from either on-site monitoring or subsequent local education agencies' data submissions. Rhode Island Department of Education ensured that the initial evaluations, although late, were completed for the students in question. Randomly selected number of student files were reviewed to ensure correction at the individual student level.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with noncompliance identified in FFY 2011 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.	The State has verified that each local education agency with instances of noncompliance has been corrected within the required timelines. RIDE verified that the local education agencies are implementing the specific regulatory requirements of 34 CFR § 300.301 (c) (1). RIDE followed guidance provided in OSEP's 09-02 Memorandum, accounting for all instances of noncompliance, identifying where the noncompliance occurred and the root cause of the noncompliance by requiring the local education agency who were in noncompliance address and correct the noncompliance in the policies, procedures, practices that contributed to or resulted in the noncompliance. The State ensured that each local education agency is correctly implementing the specific regulatory requirements of 34 CFR § 300.301 (c) (1), including completing initial evaluations within the State required timeline of 60 days. This was based upon RIDEs review of representative data collected from subsequent data submission. After the database was closed for the school year, the State reviewed and verified all student records whose initial evaluation was not completed within 60 days to ensure that the initial evaluations although late, are completed. The State's compliance for FFY 2012 was 99.29%. The State will continue to refine improvement activities as necessary.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2012 (if applicable): NA No revisions.

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

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

Data Source:

The Department of Education uses the LEA's application for their federal funds, the Consolidated Resource Plan (CRP), to collect data for this indicator. In 2007, an electronic CRP was developed and implemented. It was specifically designed to ensure that complete information regarding the number of children whose transition from Part C to Part B was delayed and the reason for those delays is collected. In 2009 and again in 2012, the CRP was modified to more accurately align and report data regarding delay factors and corresponding lengths of delays. A review of LEA responses indicates that LEAs are utilizing a centralized tracking system and are recording information in an ongoing, systematic manner. To determine reliability of the data and to understand more fully the reasons for the delays, this CRP data has been compared to data from the Department of Human Services (DHS), the lead agency for Part C. Executive Office of Health & Human Services (EOHHS), the current lead agency for Part C, shares

transition data on a quarterly basis to assist RIDE in identifying students that were found eligible for Part C less than 90 days before their birthday.

For the past six years, the state has continued to work toward a data collection effort focused on collaborating with the Department of Human Services and more recently the Executive Office of Health and Human Services to issue a unique student identifier (SASID) to all children enrolled in Early Intervention. Although an interagency agreement signed by the Commissioner of Education and Director of the Department of Human Services was being reviewed and revised to enable Part C to assign children a unique identifier that will be used by both Part C and Part B, the current plan is to develop a comprehensive statewide system that will allow for data sharing across multiple levels and agencies, including early childhood special education and early intervention. With data sharing of children, the LEAs will be able to add to the information already available from Part C, including the date of birth, date of referral to part C and part C eligibility date. The data fields will be designed to meet the requirements of this indicator as well as other data needs such as those required for program improvement and technical assistance. The data collection system will allow the Department of Education to more reliably determine whether children who were referred from Early Intervention and were determined to be eligible for special education services, had an IEP developed and implemented by their third birthday.

The state sees this as the most reliable method of collecting the data required for this indicator. This work was initially delayed due to fiscal constraints, as well as workforce capacity issues at the Department of Human Services (DHS). The fiscal constraints were related to the cost of building a new field for the SASID within the Part C data collection system. The Department of Education's collaboration within the Early Learning Council, along with our successful application for the Race to the Top: Early Learning Challenge funds ensures the development of our comprehensive early learning data system allowing for more accurate tracking of children transitioning into Part B programming as well as integration of other data sources. The expectation is to have some components of the new data system in place by the end of this fiscal year. The plan is to have the complete system fully functioning within the next 2 years.

Measurement:

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

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

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

FFY 2012	Measurable and Rigorous Target
(2012-2013) *Progress Data*	*Target set by the Secretary at 100%*

Actual Target Data for *FY 2012*

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	1,036
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	178
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	829
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	13
e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.	1
# in a but not in b, c, d, or e.	15
Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays. Percent = [(c) divided by (a - b - d - e)] times 100.	98%

Account for Children Included in a, but not in b, c, d, or e:

*The _**15**__ children in a but not in b, c, d or e were delayed due to the following reasons:*

(Indicate the range of days beyond the third birthday and the reasons for the delays)

Delay factor/Range of delays	>10 days	11-20 days	21-30 days	31-40 days	41-60 days	<60 days
Delayed referral *from* Part C-less than 90 days before third birthday (*not* late to C)			**2**			**1**

District issue scheduling meeting	**1**	**2**	**2**		**1**	
Parent did not attend IEP	**1**					
Parent request	**1**	**1**	**1**			
SLP did not begin service on time		**1**				
Summer team unable to contact parent	**1**					

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

The 2012-2013 target was set at 100% of children referred from Part C and found eligible for Part B having an IEP developed and implemented by their third birthday. Although RIDE did not meet 100% compliance, RI is continuing to improve the percentage of students in service by their third birthday. This year RIDE's compliance has improved from 97% to 98%. RIDE's Consolidated Resource Plan (CRP) provides a vehicle for identifying necessary improvement activities. The increase may be due to focused and targeted professional development and technical assistance opportunities for both Part B & C, and the collaboration between RIDE and EOHHS.

Part C and Part B continue to work together around the transition process in order to identify and address issues creating delays. In the past, a large majority of the districts that did not meet compliance identified concerns that stem from late referrals to Part B. Because the Executive Office of Health and Human Services is notifying RIDE of all EI to Part B transitions, RIDE is now able to compare LEA transition data to that from Part C. This is especially helpful in identifying the cause of late referrals. RIDE is now more accurately identifying the children that were referred late due to late referral/eligibility for Part C as opposed to those that that were referred late for other reasons. With the additional data, we have been able to target more specifically the barriers to timely referrals and to design and implement plans to decrease the frequency.

This year only four (4) children were delayed due to late referral from part C, with one (1) of those children excused due to EI eligibility less than 90 days before his birthday. Last year's data indicated a total of eighteen (18) children who were delayed due to late referral from part C, with nine (9) of those children excused due to EI eligibility less than 90 days before their birthday. We are very pleased with the efforts of the LEA's and our partners at EOHHS.

In collaboration with EOHHS, RIDE has provided a variety of professional development activities focused on transitioning children between Part C and Part B. Districts were also provided individual TA as necessary. This increased focus led to a heightened awareness of the indicator, a clarification of policy, procedure, unacceptable excusals and the importance of smooth transitions.

This year twenty seven (27) LEAs were congratulated for meeting the target of 100% compliance. The remaining six (6) LEAs were issued a finding of noncompliance and required to develop a corrective action plan addressing the quality of data collection and prevention of delayed transitions. These six (6) LEAs were required to submit these plans specifying goals, improvement activities, and date of implementation and monitoring strategies. In addition to the modifications of the CRP which allowed for greater specificity in reporting, the CRP also allows LEA's that were found to be noncompliant, to upload their corrective action plans. These LEA's receive SEA assistance in monitoring their data collection and tracking plans, as well as guidance in coordination with Early Intervention. The plans are reviewed annually and compared with improvement plans from previous years to determine their effectiveness. Correction of noncompliance made in FFY 2012 will be reported in the FFY 2013 APR.

The impact of the increased data opportunities, the benefits from collaboration with Part C and the heightened opportunity for targeted professional development and technical assistance has allowed for increased compliance with the transition indicator. We expect to continue to demonstrate an increased number of districts meeting compliance with the transition indicator in the next fiscal year. RI recognizes that continued effort will be required to achieve 100% compliance and RIDE will therefore maintain our aggressive plans and improvement activities which ensure that all children receive services by their 3rd birthdays and experience a smooth transition into part B services.

Correction of FFY 2011 Findings of Noncompliance

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 97%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	**8**
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**8**
3. Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2011 findings not verified as corrected [(4) minus (5)]	**0**

Verification of Correction:

Specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2011:

As specified in OSEP's FFY 2010 SPP/APR Response Table, the State must, when reporting the correction of noncompliance, report in its APR that it has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

RIDE has verified that each of the eight (8) LEAs identified as out of compliance has made timely corrections. Each of the (8) LEAs were contacted individually and in writing by the Department of Education. The LEAs were required to conduct an analysis of barriers to compliance and to develop a corrective action plan addressing quality of data collection and prevention of delayed transitions. LEAs were required to submit these plans specifying goals, improvement activities, date of implementation and monitoring strategies. The Department of Education offered technical assistance to support districts in identifying barriers to 100% compliance, making necessary

changes in protocol, making use of the recommended tracking form and coordinating with early intervention programs. These corrective action plans were reviewed and approved by the Department of Education ensuring that each LEA was correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance).

As reported there were 22 children who were found eligible for Part B who did not have an IEP developed and implemented by their third birthday due to delay factors not allowed by OSEP. The state has verified through the updated data provided in the CRP process that each that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

Revisions to Improvement Activities*:*

Revisions, with justifications to Proposed Targets/ Improvement Activities/ Timelines/ Resources for FFY 2012 (if applicable)

RI once again reported an increase in our compliance with the early childhood transition indicator, with 27/33 of our districts reaching 100% compliance and an overall compliance rate of 98%. As RI did not report 100% compliance, we will increase our efforts within identified areas of need.

1) Over the next year and considering the requirements of this indicator, RIDE will finalize the necessary data fields for our new collaborative early learning data system.

2) Collaboration will continue with our partners from Part C, with a focus on *timely transition.*

3) RIDE will provide transition information on our website, allowing district to access professional development materials and guidance in a more timely fashion.

4) RIDE will continue to require LEAs that are out of compliance to develop corrective action plans addressing the quality of data collection and prevention of delayed transitions. They will be required to submit plans specifying goals, improvement activities, and date of implementation and monitoring strategies. RIDE will support districts in monitoring their data collection and tracking plans and well as guidance in coordination with Early Intervention.

Rhode Island expects to demonstrate an improvement in its compliance with the transition indicator in the FFY 2013 APR.

Part B State Annual Performance Report (APR) for ___FFY 2012_____

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:
http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Overview of Indicator 13 development:

Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. Currently, Rhode Island examines student records through this process and completion of the transition page of the Rhode Island Individual Education Plan (IEP) is part of the record review. Reviewers will look at a sample of student records on a monitoring visit and will record the completion of IDEA and state required information. If required information is missing, the district will be notified of noncompliance and improvement plans/corrective actions will be undertaken. Prior to IDEA 2004, Rhode Island required that the transition goals on the IEP be student driven (based on student's preferences and interest) and were linked to annual goals and objectives (where appropriate). Rhode Island did not centralize the collection of this specific data but would use the results in reporting to the district for compliance and improvement.
Rhode Island has chosen not to utilize the School Support System to obtain data for indicator 13. There are simply not enough records reviewed annually in this small state to draw reasonable conclusions about all districts compliance on this indicator. However, RIDE has decided to utilize the special education census as a means to monitor compliance with this indicator for all students using a census approach. As the data is collected by each district form every IEP form and entered into the RIDE census data system, RIDE has been able to target LEA's with poor compliance for this indicator and provide targeted

intervention. Training and technical assistance has continued. Additional maintenance reports added to the special education census system are available to assist LEA's in assuring compliance with all measures for the indicator.
(The Rhode Island state IEP form and instructions may be viewed at: http://www.ritap.org/iep/publications/publication.html)

Rhode Island IEP Page Item Information reported

Rhode Island IEP Page	Item	Information reported
1	Date of Birth = 16 plus	"Percent of youth age 16 and older with an IEP…" (Ind. 13)
2	Student at IEP meeting - Yes/no	Student participation in transition planning (not specific in indicator 13 but illustrates student involvement including consideration of preferences and interest)
3	Assessment Tools - one or more assessment tool listed on IEP Yes/no	Based on age appropriate transition assessment (not specific in indicator 13 but a compliance item in IDEA)
4	Measurable Post-school goals - List one or more Yes/no	"…coordinated, measurable, annual IEP goals…" (Ind. 13)
5	Transition services - List one or more Yes/no	"…and transition services… (Ind. 13)
6	Assurance of Transition Services - Assurance checked off with response Yes/no	"… reasonable enable he student to meet the postsecondary goals." (Ind. 13) Student agrees/disagrees
7 (required as of 2011 census)	Program of Study List Program of Study Yes/no	"…including course of study" (Ind. 13)

The transition to the IEP form which includes all required data is now complete.

Through the RIDE School Support System focused monitoring process, RIDE has always monitored LEAs for compliance with the secondary transition requirements of IDEA. This has been completed through record review, student and parent interview and on-site monitoring. LEAs with issues of noncompliance for the transition requirements are notified in the School Support report and are provided a deadline for compliance. RIDE schedules a follow-up verification review to ensure compliance with noncompliant items based on the nature of the issue, but no more than one year from the release of the report. For measures not included in the special education census for Indicator 13 such as the actual invitation of the student to the IEP meeting (form or letter) and parent/student consent for the representative of a participating agency to attend the IEP meeting (consent form); these will continue to be monitored through the School Support System focused monitoring process.

Rhode Island continues to improve capacity to collect Indicator 13 data through the state special education census. The Regional Transition (Technical Assistance) Centers continue to assist the state in the collection of qualitative evidence on the LEAs results on I-13 in coordination with the state's School Support System. The purpose of the on site evaluation of I-13 evidence is twofold; (a) to verify the data as reported in the special education census related to I-13, (b) identify possible technical assistance needs

with the LEA. A rubric was developed based on the NSTTAC I-13 checklist and was piloted in the spring of 2010, revised in 2011 with full implementation starting in Fall 2012.

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

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

Measurement:

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

Actual Target Data for FFY 2012:

FFY	Measurable and Rigorous Target
FFY 2012	*100%*

Rhode Island has a 99.98% compliance rate, improved over the 98.21% compliance baseline established in FFY 2009. For 2009, there were 181 instances in which one or more of the transition requirements were not in compliance. In accordance with OSEP 09-02 Memo, Rhode Island has verified that in each instance, an updated and corrected IEP was submitted to RIDE indicating compliance or that student was no longer within the jurisdiction of the local education agency, Consistent with OSEP Memorandum 09-02 and based on review of updated data, districts are correctly implementing the regulatory requirements of 34 CFR 300.320 (b) and 300.321 (b) achieving 100% compliance. For 2010, 81 of 5064 records were initially non-compliant, a compliance rate of 98.4%. The compliance rate for 2011 improved to 99.45%. and for FFY 2012, 6252 of 6253 IEPs were compliant, a compliance rate of 99.98%. The population of students having IEPs has increased, and, at the same time, the compliance rate has also increased. The IEP teams are doing well at implementing the transition requirements for students aged 16 or over.

For 2012-2013, 1 record was non-compliant in one or more transition requirements. All records have been brought into compliance. Similarly, before the February 2014 submission, this record was corrected and verified as compliant by RIDE. The affected district submitted an updated and corrected, compliant IEP for the initially non-compliant IEP. Based on subsequent collection and review for 2012-2013 every district is

correctly implementing the regulatory requirements of 34 CFR 300.320 (b) and 300.321 (b), achieving 100% compliance.

As in the past, RIDE will notify the LEAs with non-compliant IEPs and request evidence that subsequent verification of compliance is achieved. The process will involve notification of the LEA special education director of the transition requirements in 34 CFR 300.320(b) with a required timeline to correct the individual issues of noncompliant IEPs. RIDE will be able to ensure compliance by the records produced by the district and subsequent confirmation through the special education census. If an LEA fails to comply RIDE will perform an on-site review of the questionable records and interview teachers, students and parents in necessary. LEAs have cooperated by providing copies of the relevant data from the most recent IEP. To date, 1 of 1 initially non-compliant student record for 2012 are now in compliance.

Multi-year Comparison

Year	Total number of youth aged 16 and above with an IEP	Total number of youth aged 16 and above with an IEP that meets the requirements	Percent of youth aged 16 and above with an IEP that meets the requirements
FFY 2010 (2010-2011)	**5064**	**4983**	98.40%
FFY 2011 (2011-2012)	**6115**	**6076**	**99.45%**
FFY 2012 (2012-2013)	**6253**	**6252**	**99.98%**

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

Under the current business rules applied to data input, all IEP transition page items must be filled in with a response of "Y" (Yes) or "N" (No). Initially there were 1 student records, from 1 LEA, with the answer "N" to one or more of the items. The non-compliant IEPs were distributed as follows:

Number of non-compliant IEPs	Number of Districts
1	1
0	46

Compliance has improved, both in the number of districts in which every IEP is compliant on all portions of the indicator and in the total number of IEPs for which all requirements of the indicator are compliant. Direct technical assistance to LEAs with non-compliant IEPs has positively affected the compliance rate.

Correction of FFY 2011 Findings of Noncompliance:
Level of compliance (actual target data) State reported for FFY 2011 for this indicator: _99.45____%

1. Number of findings of noncompliance the State made during FFY 2011 (the	**39**

period from July 1, 2011 through June 30, 2012)	
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**39**
3. Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2011 findings not yet verified as corrected [(4) minus (5)]	**0**

Actions Taken if Noncompliance Not Corrected:

Not applicable. All FFY 2011 findings have been corrected and verified.

Verification of Correction (either timely or subsequent):

There is no remaining noncompliance from previous APR reporting periods. The State has verified the local education agencies are correctly implementing the regulatory requirements of 34 CFR 300.301(c)(1) (i.e. achieved 100% compliance) based on a review of updated data subsequently collected. All non-compliant findings for FFY 2011 have been corrected and verified. The LEA submitted a copy of the latest IEP to verify compliance, unless, consistent with OSEP Memorandum 09-02, the student was no longer within the jurisdiction of the LEA.

Additional Information required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator	As noted under Correction of FFY 2011 Findings of Noncompliance, the State has verified that all findings of noncompliance for FFY 2011 have been corrected.
When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with noncompliance identified in the FFY 2011 data the State reported for this indicator; (1) is correctly implementing the specific regulatory requirements	At the present time, one LEA does not have 100% compliance because of one non-compliant finding. This district was fully compliant in FFY 2011. The current fully compliant status of the LEAs which were noncompliant in FFY 2011 is evidence that the LEAs are correctly implementing 34 CFR 300.320(b)

(i.e. achieve 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system;	and 300.321(b).
And (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.	Each individual case of non-compliance has been corrected. The State has reviewed the latest IEP for each instance of non-compliance to verify the correction. The affected district submitted an updated and corrected, compliant IEP for the initially non-compliant IEP. Based on subsequent collection and review for 2012-2013 this district is correctly implementing the regulatory requirements of 34 CFR 300.320 (b) and 300.321 (b), now at 100% compliance.
In the FFY 2012 APR, the State must describe specific actions that were taken to verify the correction.	RIDE notified the LEAs with non-compliant IEPs and requested evidence that subsequent verification of compliance is achieved. The process involves notification of the LEA special education director of the transition requirements in 34 CFR 300.320(b) with a required timeline to correct the individual issues of noncompliant IEPs. RIDE ensures compliance by the records produced by the district and subsequent confirmation through the special education census. If an LEA fails to comply RIDE performs an on-site review of the questionable records and interviews teachers, students and parents as necessary. The new compliance report in the State data system helps the LEAs to monitor compliance. The state will continue to implement its planned improvement activities.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

Improvement Activities	**Timelines**	**Resources**	**Results of Efforts** **(Updates)**
Continue improvement of the data collected through the special education census through the training of special education directors, school personnel and data managers.	Ongoing	RIDE, LEA data managers, Special Education Directors.	As of 2011 census, all IEP transition items are required to be reported

Improve direct technical assistance to LEAs with I-13 compliance issues identified through the School Support process and completing of the I-13 Rubric.	Ongoing. State-wide training via in-person presentations, November 2011. Second session of state-wide training scheduled for 2012.	RIDE, Regional Transition Centers	Targeted professional development on I-13 for LEAs at statewide Transition 101 Conference completed (12/14/2011) and at Advanced transition Conference on (1/26/12)
		RIDE, Regional Transition Centers, LEAs	Individual targeted TA to LEAs continues to be provided by Regional Transition Centers.
	March 2013 State Transition Institute	RIDE, Regional Transition Centers, LEA, ORS	In March 2013, RI held its first Statewide Transition Institute and held content session overview on the I-13 Rubric for districts to better understand **its** use on the LEA level. Use of this tool is now being implemented in all LEAs across the state. RIDE applied and was awarded an intensive technical assistance award by the National Secondary Transition Technical Assistance Center (NSTTAC) funded by OSEP. This award started in March 2012 and completes December 2014. NSTTAC will assist RIDE in continuing to improve data collection and analysis of Indicator 13. RI's State Transition

			Plan states a specific goal of "increasing the number of exemplary IEPs as defined by the Indicator 13 Rubric by providing targeted PD on the nine assurance areas of Indicator 13". RI is conducting random sampling of district IEPs to determine quality baseline and will conduct Indicator 13 analysis in Feb. 2014. Utilization of the I-13 Rubric has led to specific and targeted TA within the LEAs to build LEA capacity and analysis of IEPs. This targeted training has had a positive impact in improving both compliance and quality of secondary IEPs. TA continues to be supported by NPSO and NSTTAC.
Ensure compliance and subsequent verification of noncompliance with LEAs and for individual students.	Ongoing	RIDE	Targeted outreach using the I-13 rubric for those particular districts with compliance concerns continues RI continues to improve its compliance rate, subsequent verification of compliance and overall improvement in quality IEPs as demonstrated by continuous improvement of state compliance rate over past three years.

Implementation of maintenance report identifying non-compliant IEPS, for the use of data managers.	Completed, summer 2011 Ongoing	RIDE	LEAs have begun using the maintenance of effort report for early identification/warning of potential compliance issues within the district. RIDE continues to monitor for compliance concerns to ensure timely maintenance of student records.

Part B State Annual Performance Report (APR) for 2012

Overview of the Annual Performance Report Development:

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

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

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

Measurement:

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

time they left school)] times 100.

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

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

Collecting the Data on Student Outcomes

The RIDE Office of Student, Community and Academic Support Secondary Transition Coordinator has participated in the National Post-School Outcome Center (NPSO) conference calls and national meetings in formulating a state plan
for development and implementation of this indicator. A plan was submitted and approved by the State Director for Special Education in March 2006 and implementation is ongoing. The following is a summary of key features in the Rhode Island Outcome Data System plan.

- Rhode Island is using a census approach for conducting the data collection.
- All students have a common student identifier administered by RIDE. This identifier is used to target the survey population of school exiters including graduates, students who age out (21 years old), and those that dropout. Each district is provided with a report of the exiters they reported in the previous school year. Each exiter's identifier is linked to the survey for district personnel to complete.
- Rhode Island used the NPSO survey protocol for collecting data (Tier 1: minimum questions).

FFY	Measurable and Rigorous Target
2012	**A = 36%** enrolled in higher education **B = 70%** enrolled in higher education or competitively employed **C = 81%** enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment

Rhode Island Results for FFY 2012

There were 912 total respondents to the Rhode Island survey of 1523 eligible leavers for a 59.9% response rate.

1 = 309 respondent leavers were enrolled in "higher education".
2 = 316 respondent leavers were engaged in "competitive employment" (and not counted in 1 above).
3 = 61 of respondent leavers were enrolled in "some other postsecondary education or training" (and not counted in 1 or 2 above).
4 = 34 of respondent leavers were engaged in "some other employment" (and not counted in 1, 2, or 3 above).

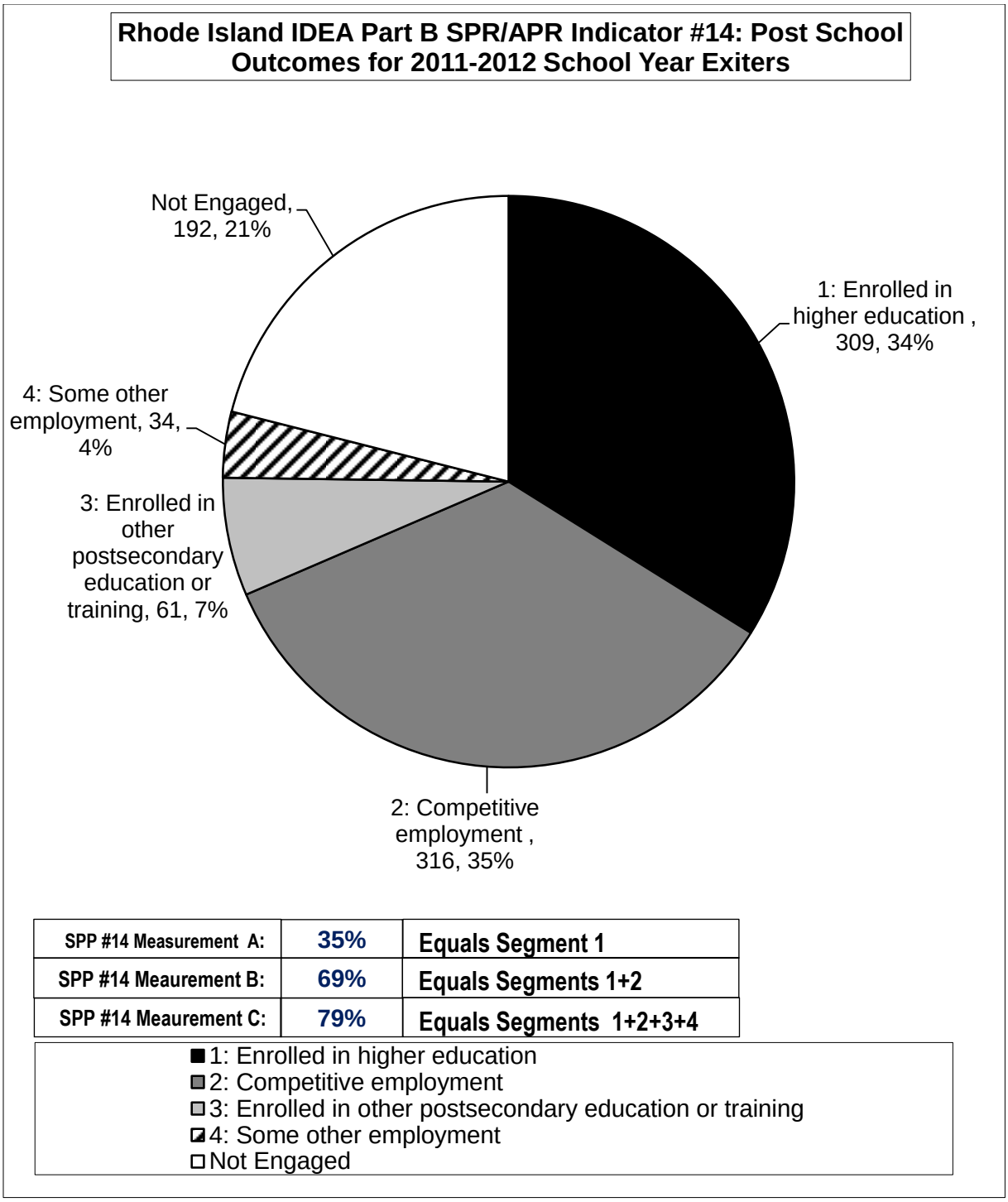
Thus,

A = 309 (#1) divided by 912 (total respondents) = 33.9%
B = 309 (#1) + 316 (#2) divided by 912 (total respondents) = 68.5%

C = 309 (#1) + 316 (#2) + 61 (#3) + 34 (#4) divided by 912 (total respondents)=78.9%

Figure 1, *Pie Chart of the State's Post School Outcomes for 2011-2012 School Year Exiters*, shows the outcome categories, including the not engaged category, the number of leavers in each category and the percentage of leavers in each outcome category. The table below the chart shows the percentages for each measure, A, B, and C. As seen in Figure 1, our largest percentage of leavers was in Competitive Employment, with 35% (n=316) of leavers counted in this category. Our second largest percentage of leavers was the outcome category of Higher Education, with 34% (n=309). The remaining categories, in order of largest percentage, were Not engaged, 21% (n=192); Some other postsecondary education or training, 7% (n=61; Some other employment, 4% (n=34).

Figure 1: Pie Chart of the State's Post-School Outcomes for 2011-12 School Year



Progress or Slippage that occurred for *2012*

Measure	*Baseline –FFY 2009*	*Target- FFY 2012*	*Actual – FFY 2012*	
A: Enrolled in Higher Education	33%	36%	34%	Target not met

B: Enrolled in Higher Education or Competitively Employed	67%	70%	69%	Target not met
C: Enrolled in Higher Education or in some other postsecondary education or training program; or competitively employed or in some other employment	78%	81%	79%	Target not met

Although targets were not met, the status in FFY 2012 mirrors that of FFY 2011.Overall, the percentage of student who are not engaged has not changed. As the economy improves, more students are competitively employed and fewer are in the more marginal "some other" categories of training and employment. As of June 2011, Rhode Island had an unemployment rate of 11.4%; By June 2012 the state-wide unemployment rate had declined to 10.9%. For urban areas the unemployment rate remains approximately 2% above the state-wide rate. However, Rhode Island continues to have the second highest unemployment rate in the country. The results for enrollment in higher education have improved over the baseline by 1%. Competitive employment is improved, both in numbers and percentages over results for FFY 2011. As the economic environment improves, we expect competitive employment results to improve as well. In measurement C overall results are improved over baseline by 1%, although they remain below the target for 2011-12.

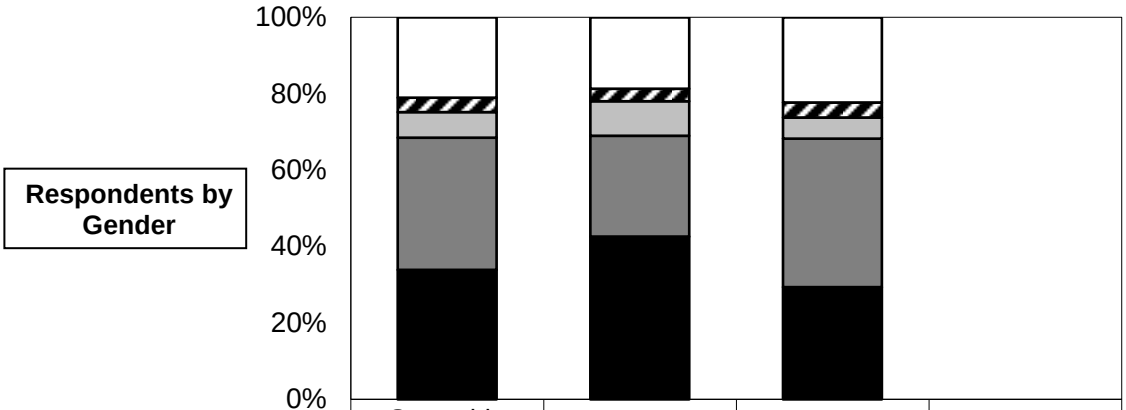
To provide a better understanding of the post-school outcomes of youth in Rhode Island, four additional data figures are presented below. These figures were developed using the NPSO Data Use Toolkit. Presented first, are the outcomes by gender, then outcomes by disability category, outcomes by ethnicity and outcomes by exit type. Below is a summary of each analysis.

Figure 3 Post-School Outcomes by Gender

Outcomes by Gender

As seen in Figure 3, Post-School Outcomes by Gender, the only significant difference between male and female leavers is between enrolled in higher education and competitive employment. Females were enrolled in higher education more than males, 43% compared to 29% and males were leading in competitive employment at 39% compared to 26% for females. The not engaged rate for males and females is modest, 22% and 19% respectively. In numbers, there are 602 males and 310 females who are not engaged.

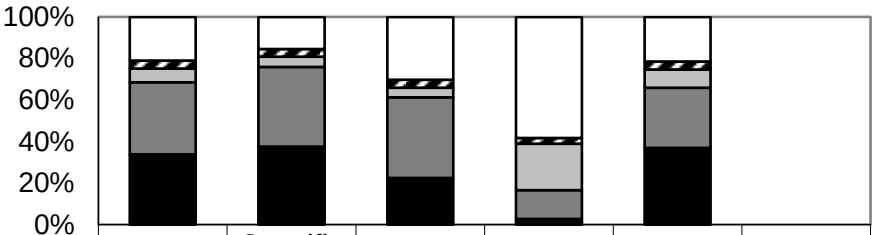
Rhode Island IDEA Part B SPR/APR Indicator #14: Post School Outcomes for 2011-2012 School Year Exiters



	Statewide Respondents n=912	Female n=310	Male n=602	Unknown: Gender n=0
Not Engaged	21%	19%	22%	0%
4: Some other employment	4%	3%	4%	0%
3: Enrolled in other postsecondary education or training	7%	9%	5%	0%
2: Competitive employment	35%	26%	39%	0%
1: Enrolled in higher education	34%	43%	29%	0%

Figure 4 Post-School Outcomes by Disability Category

Rhode Island IDEA Part B SPR/APR Indicator #14: Post School Outcomes for 2011-2012 School Year Exiters



Respondents by Type of Disability	Statewide Respondents n=912	Specific Learning Disability n=471	Emotional Disturbance n=129	Mental Retardation n=36	All Other Disabilities n=276	Unknown: Disability Type n=0
Not Engaged	21%	15%	30%	58%	21%	0%
4: Some other employment	4%	4%	4%	3%	4%	0%
3: Enrolled in other postsecondary education or training	7%	5%	5%	22%	9%	0%
2: Competitive employment	35%	38%	39%	14%	29%	0%
1: Enrolled in higher education	34%	38%	22%	3%	37%	0%

Outcomes by Disability

Across the four disability categories, enrollment in higher education ranged from 38% of youth in the specific learning disability category to 3% of youth with intellectual disability. Competitive employment percentage was highest for both youth with specific learning disability (38%) and those with emotional disturbance (39%). Competitive employment, at 14%, was lowest for youth with intellectual disabilities. The percentage of students enrolled in other postsecondary education or training was highest for youth with intellectual disabilities (22%) and lowest for students with emotional disturbance (5%). The percentage of youth in some other employment was relatively uniform across all disability categories.

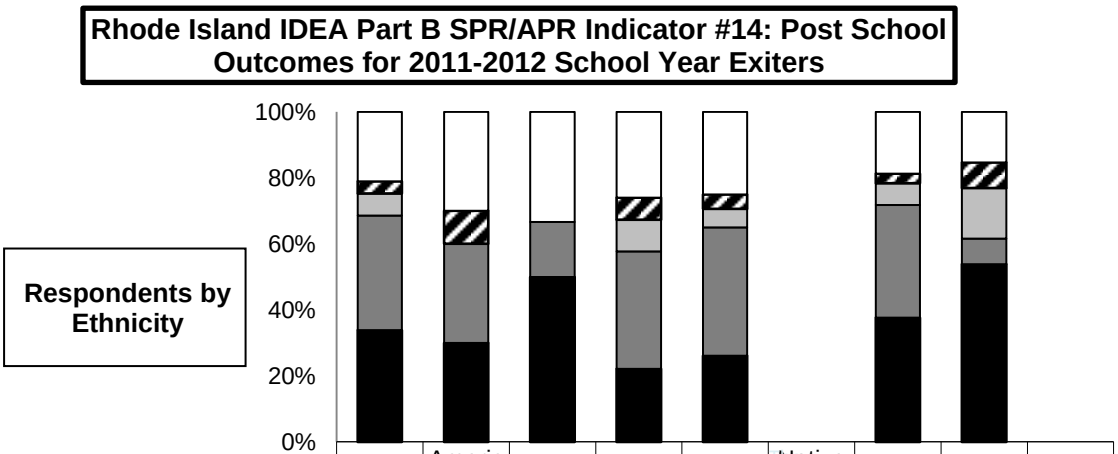
Students with emotional disturbance increased in both Enrollment in higher education and Competitive employment on a percentage basis from the previous year. Measurement B statistics for this group in 2009-10 were 40%; in 2010-11 the corresponding statistic is 58%; in 2011-12 the statistic has risen to 61%. In 2010-11 Rhode Island established a student behavioral health network focused on improving interventions and support to teachers and students. The network appears to have helped improve the involvement rate of students with emotional disabilities. In the February 2013 reporting for students who graduated in 2010-11, the not engaged rate was 33%; for students who graduated in 2011-12, the not engaged rate has dropped to 30%.

Of the 192 youth classified as not engaged, 73 were youth with SLD, 39 youth with ED, 21 youth with ID, and 59 all other disabilities. Although 58% of students having intellectual disabilities are not engaged, they constitute only 11% of the "Not Engaged" population.

Life skills teachers who work with students with intellectual disabilities continue to report that these students are often engaged in community based opportunities but may only be provided few hours in a work week. Many of these teachers continue to report that this is often due to concern by the family for loss of benefits. Twenty-two percent of this group is engaged in other post secondary training/education compared to a state average of 7%.

Youth with specific learning disabilities fare best of the disability categories. They have the largest representation in higher education (38%), the second largest percentage representation in competitive employment (38%), and the smallest percentage of youth who are not engaged (15%).

Figure 5 Outcomes by Ethnicity



	Statewide Respondents n=912	American Indian or Alaska Native n=10	Asian n=12	Black (non Hispanic) n=104	Hispanic/ Latino n=180	Native Hawaiian or Other Pacific Islander n=1	White (non Hispanic) n=592	Two or more races n=13	Unknown/ Other Ethnicity n=0
Not Engaged	21%	30%	33%	26%	25%	0%	19%	15%	0%
4: Some other employment	4%	10%	0%	7%	4%	0%	3%	8%	0%
3: Enrolled in other postsecondary education or training	7%	0%	0%	10%	6%	0%	7%	15%	0%
2: Competitive employment	35%	30%	17%	36%	39%	0%	34%	8%	0%
1: Enrolled in higher education	34%	30%	50%	22%	26%	0%	38%	54%	0%

Outcomes by Ethnicity

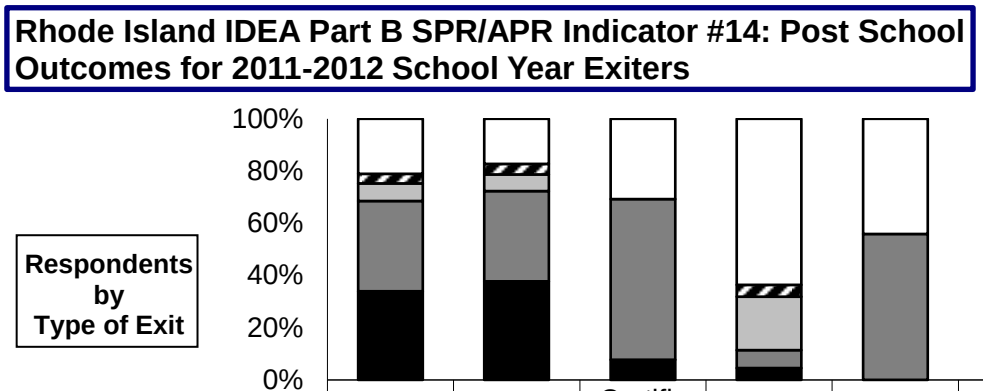
Figure 5 presents the outcome for Rhode Island leavers by ethnicity. Of note on this figure are the three major ethnic groups represented in the state; White, African American and Hispanic which represent 96% of the respondents in the outcome data. Of note on this figure are the higher than state average of African American and Hispanic leavers who are not engaged; 26% and 25% respectively compared to the state average of 21%. Also of concern is the lower than state average of African American leavers enrolled in higher education; 22% compared with the state average of 34%.Hispanic students enroll in higher education at a somewhat higher rate, 26%, that is still well below the state average. Activities planned for

2013-14 continue to encourage minority students to progress to higher education. It should be noted that in the general population minority students are less likely to engage in higher education. In competitive employment African American and Hispanic respondents have improved. 36% of Black graduates and 39% of Hispanic graduates are competitively employed.

Analysis data from the previous outcome data collection in 2008-09 (reported in February 2011), indicated that Hispanic leavers were not engaged at a rate of 26% and African American leavers were not engaged at a rate of 35%. In 2011-12 both African American and Hispanic leavers were not engaged at a substantially higher rate than the general population (26% and 25% respectively compared to an overall non engaged rate of 21%). However, data for both groups shows improvement over 2010-11.

By actual count, 27 non-Hispanic blacks, 45 Hispanic/Latinos, and 111 white youth were not engaged. The count of students who were not engaged and who fell in all other race/ethnic categories combined is 9. In terms of numbers of individuals not engaged, the largest group is of white leavers, for they are, in fact, the predominant racial group in the survey.

Figure 6 Outcomes by Exit Type



	Statewide Respondents n=912	High School Diploma n=812	Certificate or Modified Diploma n=13	Aged out n=44	Dropout n=43	Unknown: Exit Reason n=0
Not Engaged	21%	17%	31%	64%	44%	0%
4: Some other employment	4%	4%	0%	5%	0%	0%
3: Enrolled in other postsecondary education or training	7%	6%	0%	20%	0%	0%
2: Competitive employment	35%	35%	62%	7%	56%	0%
1: Enrolled in higher education	34%	38%	8%	5%	0%	0%

Outcomes by Exit Type

As seen in Figure 6, Outcomes by Exit Type, the percentage of youth enrolled in higher education ranged from, 38% who exited with a High School Diploma to 0% of youth who dropped out. Of the 44 Students who aged out, 28 (64%) were not engaged. However, 9 of these students (20%) were enrolled in some

form of postsecondary training. The 13 students exiting with a Certificate or Modified Diploma were most likely to be competitively employed; only 4 students (31%) were not engaged.

Dropouts (24 of 43) are most likely to be in the competitive workplace. The remaining 19 dropouts (44%) are not engaged at this time.

As described in Indicators 1 & 2, Rhode Island recently revised the RI Secondary Regulations which will directly affect the reporting of exit credentials. Currently, the exit criteria for credentials other that the high school diplomas are determined by each LEA; therefore analysis of this data is difficult to complete. When the new regulations take effect in the 2013-2014 school year, the awarding of a graduation diploma will be uniform across all districts. Meanwhile, the data in Figure 6 is less reliable than the data in the other figures.

Actual Target Data for ***2012*****:**

Table 1

NPSO Response Calculator — **Representativeness** — NATIONAL PSO POST-SCHOOL OUTCOMES CENTER

	Overall	LD	ED	MR	AO	Female	Minority	ELL	Dropout
Target Leaver Totals	1523	719	261	76	467	520	518	26	128
Response Totals	912	471	129	36	276	310	320	22	38
Target Leaver Representation		47.21%	17.14%	4.99%	30.66%	34.14%	34.01%	1.71%	8.40%
Respondent Representation		51.64%	14.14%	3.95%	30.26%	33.99%	35.09%	2.41%	4.17%
Difference		4.44%	-2.99%	-1.04%	-0.40%	-0.15%	1.08%	0.71%	-4.24%

Note: positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than +/-3% is highlighted in red. We encourage users to also read the Westat/NPSO paper Post-School Outcomes: Response Rates and Non-response Bias, found on the NPSO website at http://www.psocenter.org/collecting.html.

RIDE used the NPSO Response Calculator (see Table 1 above) to calculate representativeness of the respondent group based on the characteristics of disability type, ethnicity, gender, and dropout in order to determine whether the youth who responded to the interviews were similar to, or different from, the total population of youth with an IEP who exited school in 2011-12.

According to the NPSO Response Calculator, differences between the Respondent Group and the Target Leaver Group of ±3% are important. Negative differences indicate an under-representativeness of the group and positive differences indicate over-representativeness. In the Response Calculator, **red** indicates a difference exceeding the ±3% interval.

Selection Bias

As seen in Table 1 above, Rhode Island is underrepresented for students who dropped out (Dropout). This group is historically difficult to reach. A particular difficulty is that these populations are often not economically stable so they move frequently and telephone numbers and addresses rapidly are outdated. Over a two year period the dropout results have improved somewhat; in 2008-9 dropouts were under-represented by 7.02% and in 2011-12 they are under-represented by 4.24%. Students identified with SLD are correspondingly over-represented. As a group these students are the easiest to reach and have the most positive outcomes.

Relationship of Respondent Pool to Exiter Pool

The Rhode Island engagement rate for leavers has been stable over a four year period. The baseline was established at 78% in 2008-2009. For 2010-2011, the actual engagement rate was 79%. For 2011-2012, the actual number of respondents was 912.

Response Rate and Representativeness

As seen in Table 2 below, Response Rate Calculation, 1532 youth left the educational system during the 2011-12 school year. A total of 10 youth were ineligible for the interview, due to returning to school or deceased (n=10). Interviews were conducted with 912 youth or their family members. The response rate was 912/1523= 59.9%.

Table 2 Response Rate Calculation

Number of leavers in the state	1533
- subtract the number of youth ineligible (those who had returned to school or were deceased)	-10
Number of youth eligible for contact	1523
Number of completed surveys	912
Response rate: (912/1523)*100	59.9%

Improvement Activities:

Improvement Activities	**Timelines**	**Resources**	**Results of Efforts (Updates)**
1.1 Rhode Island was awarded an NPSO Intensive state technical assistance award. This TA will be utilized to identify areas for improvement in the data collection process, improve the capacity of LEAs to process and analyze their own data and develop methods for closing representativeness gaps **Specific TA activities:** Complete Indicator 14 RI	Begins January 2011 and continues through 2012	RIDE personnel, NPSO resources, representative LEA participation. NPSO, RIDE	All Activities under the NPSP Intensive State Award have now been completed as of December 2013.

Needs Assessment Complete Logic Model Training with NPSO Draft RI Indicator 14 Logic Model & NPSO TA Plan Complete initial gap analysis of Indicator 14 data NPSO to provide direct TA to administrators, special educators and transition specialists		personnel NPSO, RIDE personnel NPSO, RIDE personnel NPSO, RIDE personnel NPSO, RIDE, Regional Transition Centers, LEAs	Completed June 2011 Logic Model Training completed September 2011 Logic Model /TA Plan completed September 2011 Completed November 2011 NPSO presented in RI at Statewide Advanced Transition Conference(1-26-12) Overview of I-14 and use of data at LEA level
2.1 Rhode Island currently has a cadre of life skills teachers, (the Teachers of Life Skills Network – TLS). This network primarily serves students with intellectual disabilities in transition and meets several times a year. RIDE will investigate establishing a similar network for students with emotional disturbance. Sharing the outcome data with these constituents and identifying strategies for improvement will be a focus.	Spring 2011 to continue through 2012 (Student Behavioral Health Network)Summer 2011- ongoing through 2012	RIDE, Regional Transition Centers, Parent Support Network and Truancy Network. RIDE, Regional Transition Centers, Parent Centers, LEAs	TLS Network is established. Data shared in the spring 2011 with analysis and recommended capacity building to follow and provide through 2012. TLS needs survey conducted and strategic planning session to identify TA for the 2012-13 school year completed September 2012. All TLS Network activities have been completed for the 2011-12 school year and on-going professional development has been established for 2012-13. Targeted PD has involved TA from national speakers and universities regarding curriculum development-functional life skills and transition for youth with significant disabilities. Development of an emotional disturbance network will be investigated in the

			summer of 2011 with implementation in the fall of 2011- Completed. Student Behavioral Health Network is established. Initial meeting scheduled for March, 2012. Completed. SBHN has met 3 times since March 2012 & scheduled to meet 2-3 times for remainder of 2012-13 SY. The establishment of the Student Behavioral Health Network (SBHN) has prompted other initiatives. In November 2013 RI partnered with Oregon University to conduct a survey to assist RI in gathering data regarding the supports and services available to youth with social/emotional challenges. Survey results will be examined in February 2013. The SBHN has brought together other stakeholder groups (FCCP, MH agencies, etc) to participate on the network. Progress being made on Investigation of a Student Behavioral Speakers Bureau for 2012-13 statewide conferences. RTCs have elicited several youth with social/emotional, psychiatric disabilities to present at state and local events as part of a college panel forum. Activities will continue through 2012-13 school year.

2.2 RIDE will continue to seek higher education partners to assist with further analysis of the outcome data for leavers with intellectual disabilities and emotional disturbance.	Immediate and ongoing through 2012.	RIDE, RI College and other higher education partners.	RI College presented preliminary data in June 2012 to State Transition Council on RI Statewide DD Employment and Day Activity Outcome Survey for youth with intellectual disabilities.
3.1 Engage the transition to college (forum and speakers bureau) in LEAs with high numbers of Hispanic and African American students.	Schedule activities through the spring of 2011 and ongoing through 2012. Increased outreach to urban districts for College Forum in March.	RIDE, Regional Transition Centers, LEAs	Continued outreach to urban LEAs included invitation to College Forum in March 2012; Student College Panel presentations to largest urban district completed in Sept. 2012 with two additional presentations in Dec. 2012. Two additional requests of this panel from two other urban districts for 2012-13 SY have been received as well. The Student College Panel continues to be a venue to assist LEAs, in particular urban districts to provide information to students on accessing post-secondary options. The 10th Annual College Forum is scheduled for March 2014.

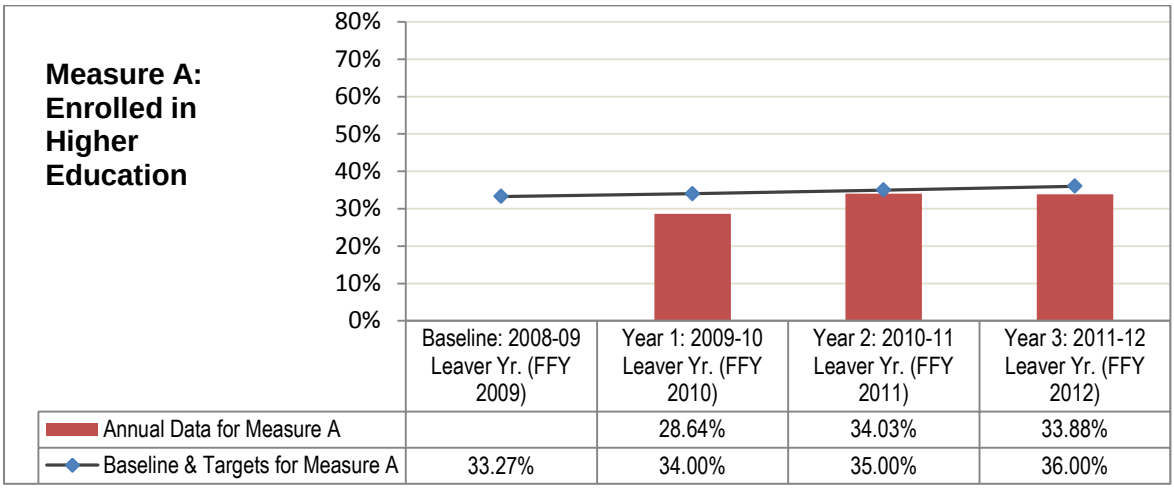
Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2012: NA

Explanation of Progress or Slippage that occurred for FFY 2012

Trend Data

Using the *NPSO Trend Data Display +3,* we compared our Actual Target Data achieved this year to the Rigorous and Measurable Targets for FFY 2012 established in the FFY 2009 SPP. In the following figures, the baseline and target data for each year are displayed as a connected line. The actual annual data achieved for each FFY is represented by a corresponding column. This representation allows easy comparison of achievement with respect to both annual targets and initial baseline. As seen in Figure 7, Trend Data Display for Measure A, our baseline for measure A was 33.37%. Actual Target Data achieved in 2011-12 was 33.88%, an improvement over baseline during the past three years of economic distress. Achievement still lags the current year target, although it shows improvement over the past three years. Year to year variation of less than .5% is not significant for the trend.

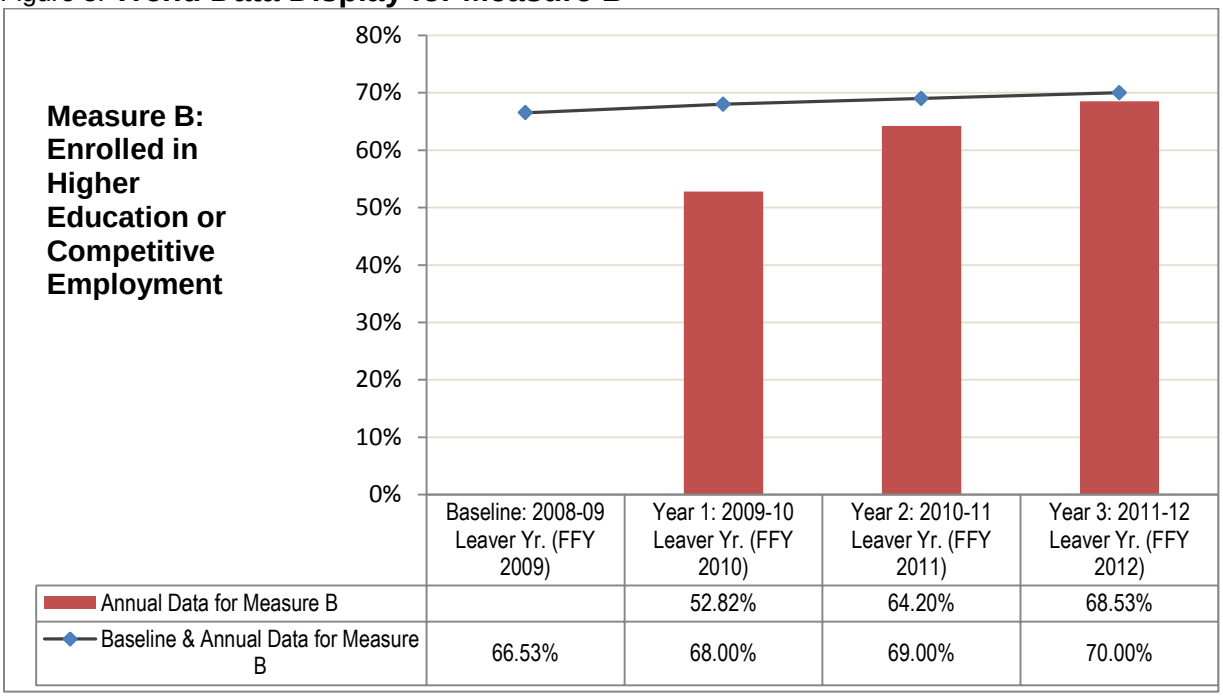
Figure 7: **Trend Data Display for Measure A**



	Baseline: 2008-09 Leaver Yr. (FFY 2009)	Year 1: 2009-10 Leaver Yr. (FFY 2010)	Year 2: 2010-11 Leaver Yr. (FFY 2011)	Year 3: 2011-12 Leaver Yr. (FFY 2012)
Annual Data for Measure A		28.64%	34.03%	33.88%
Baseline & Targets for Measure A	33.27%	34.00%	35.00%	36.00%

As seen in Figure 8, Trend Data Display for Measure B, our baseline measure for measure B was 66.5%, the target for FFY 2010 was 68%, increasing to 69% in FFY 2011 and.70% in FFY 2012. Measure B actuals for 2011-12 are improved over those for 2010-11, largely because of increased competitive employment. Rhode Island's unemployment rate has improved over the past year; we anticipate continued improvement in the unemployment rate, and concomitant with that improvement an increase in competitive employment in the future.

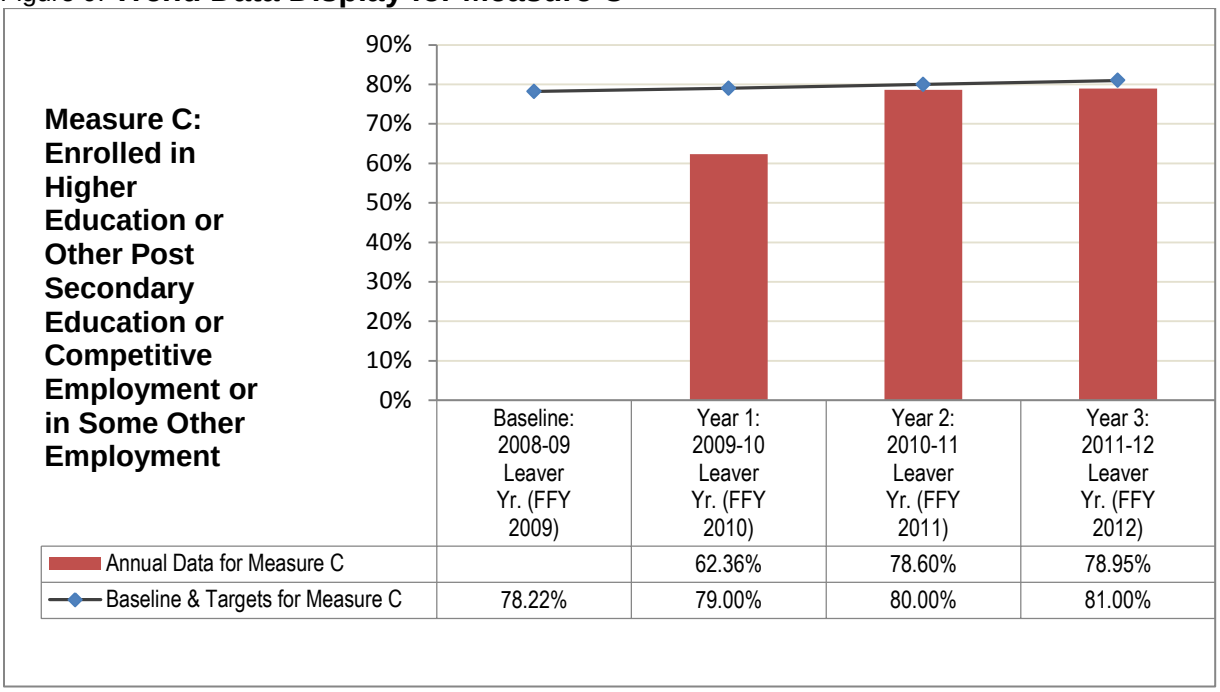
Figure 8: **Trend Data Display for Measure B**



	Baseline: 2008-09 Leaver Yr. (FFY 2009)	Year 1: 2009-10 Leaver Yr. (FFY 2010)	Year 2: 2010-11 Leaver Yr. (FFY 2011)	Year 3: 2011-12 Leaver Yr. (FFY 2012)
Annual Data for Measure B		52.82%	64.20%	68.53%
Baseline & Annual Data for Measure B	66.53%	68.00%	69.00%	70.00%

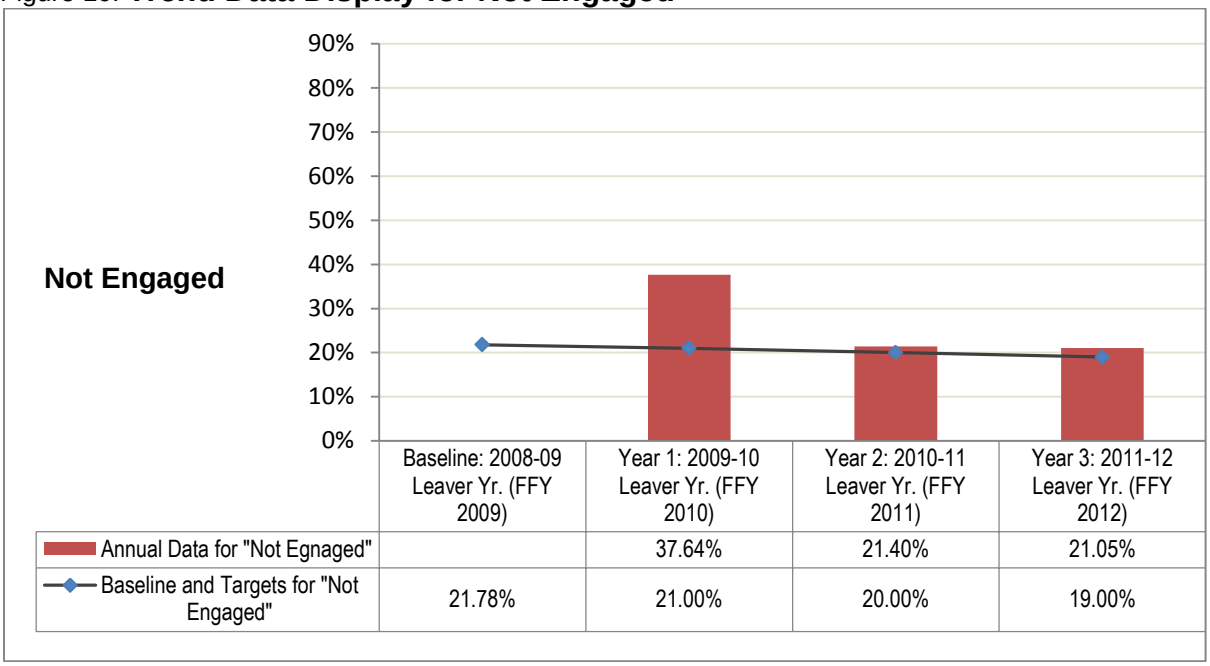
As seen in Figure 9, *Trend Data Display for Measure C,* our baseline for measure C was 78.22%, the Target for FFY 2012 was 81% and Actual Target Data achieved was 78.95%. Actual Target Data achieved for FFY 2011 was 78.6%, a slight improvement over the baseline and a substantial improvement over results for FFY 2010. The economic climate in Rhode Island continues to improve slowly, and with it, so does the engagement rate of school leavers.

Figure 9: **Trend Data Display for Measure C**



As seen in Figure 10, *Trend for Not Engaged,* the percentage of not engaged leavers is slowly trending down. For FFY 2011 the actual percentage of not engaged leavers is slightly lower than the baseline, and substantially lower than that for FFY 2010. For FFY 2012 the downward trend, not statistically significant, continues.

Figure 10: **Trend Data Display for Not Engaged**



	Baseline: 2008-09 Leaver Yr. (FFY 2009)	Year 1: 2009-10 Leaver Yr. (FFY 2010)	Year 2: 2010-11 Leaver Yr. (FFY 2011)	Year 3: 2011-12 Leaver Yr. (FFY 2012)
Annual Data for "Not Egnaged"		37.64%	21.40%	21.05%
Baseline and Targets for "Not Engaged"	21.78%	21.00%	20.00%	19.00%

New Improvement Activities

Rhode Island applied and was awarded an Intensive Technical Assistance Award by the National Secondary Transition Technical Assistance Center (NSTTAC) funded by Office of Special Education Programs in the US Department of Education. Rhode Island is among 5 states that will engage in this work which began in March 2012 and continue through December 2014.

Improvement Activities	Timelines	Resources	Results of Efforts (Updates)
Design a system to evaluate current LEA practices & their relationship to student career & post-secondary outcomes	March 2012-December 2014	NSTTAC, NPSO, RIDE, LEA pilot, RTC Centers	RTC's beginning to develop an Indicator 14 toolkit so that LEA's have a better understanding of I-14 data and how to use at the district level to improve students' post-school outcomes.
Develop & analyze results			RI selected an LEA

to an assessment of practice/s, effectiveness, gaps & impacts on students based using pilot LEA	March 2012-December 2014	NSTTAC, NPSO, RIDE, LEA pilot, RTC Centers	pilot district in March 2012 to implement person centered planning practice, student run businesses and analysis of transition IEPs. Implementation is ongoing through December 2014 and TA continues to be provided by NPSO and NSTTAC. LEA Pilot district has been asked by NSTTAC to present results of their work at National Capacity Building Institute in May 2014.
Identify one LEA to implement program improvement plan focused on improving student outcomes over time	March 2012- October 2012	RIDE, NSTTAC, RTC Centers	Activity completed. One LEA has been selected and written a local transition plan that identifies practices to improve post school outcomes.
Host a Statewide Transition Capacity Institute providing technical assistance and professional development related to Indicator 14	March 13-15, 2013	NPSO, NSTTAC, RIDE, RTC Centers, Parent Centers, LEAs, Content Specialists, National Speakers	RI conducted it first RI Transition Institute in March 2013. NPSP provided presentation on I-14 as well as direct TA to districts. In addition, RI held its first RI Check & Connect Cadre in November 2013 as a follow-up to the statewide institute. NPSO provided a “Transition 101” Overview at the cadre. A pre/post test was given to each participant to assist state in effectiveness of training as well as collecting data on educator knowledge of the transition indicators to better

			target professional development to LEAs. A second statewide Transition Institute is scheduled for March 13th-14th, 2014.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

Percent of noncompliance corrected within one year of identification:

a. # of findings of noncompliance.
b. # of corrections completed as soon as possible but in no case later than one year from identification.

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

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

FFY	Measurable and Rigorous Target
FFY 2012	*100%*

Actual Target Data for FFY 2012:

100%

Target data for FFY 2012 – the percent shown in the last row of the Indicator 15 Worksheet [(column (b) sum divided by column (a) sum) times 100])

Describe the process for selecting LEAs for Monitoring:

Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. How districts are selcted for monitoring is described in this paragraph. The process is an ongoing focused cycle for LEAs and requires LEA self-assement, data analysis, interviews, surveys and on-site visits. Districts are on a continuous cyclical basis. Cyclical is defined by Wesbter's New Internationl Dictionary (2nd edition) as "… of or pertaining to a cycle or circle: moving in cycles". This description dovetails with our belief that montioring is not one isolated event but rather a continuous circle of focused data review, reflection, improvement activity delvelopment, impelmentation and then evaluation/data review again. *To this end all districts (LEAs) in Rhode Island are always involved in aspects of the focused monitoring process—no one or even several districts are "chosen" and the rest left alone.* Again, all districts are always involved in various apsects of monitoring. The on-site review typically occurs every five years although if the data indicate a need for a on-site review sooner (we have and will continue to do that as needed). Due to the continuous nature and focus on data driven improvement planning districts are always asked to reflect on the data and appropriate targeted improvement activities which keep RIDE informed of their progress and direction. The ongoing process is framed upon a self-assessment system that requires data collection analysis and continuous improvement planning. These multiple sources of information are used to develop a corrective action/support plan that is directed at increasing student performance and is founded on proven practice. Each LEA in Rhode Island is

assigned a district liaison from the Office of Student Community & Academic Supports who works in tangent with the Quality Assurance Administrator to monitor district compliance with ongoing data review and corrective action planning. Moreover, the Rhode Island Department of Education (RIDE), Office of Student Community & Academic Supports seeks to create collegial and collaborative relationships with the school district, thereby involving the entire district in evaluating the quality of special education services. As a result, the process delineates the district's strengths and needs, culminating in the development of a plan to improve service delivery. Our goal is to implement agreements in a timely and systematic way to get corrective actions instituted in order to assure continuous high performance of all children. Further, the School Support System addresses the Comprehensive Education Strategy and the R.I. Student Investment Initiative. These are state general education initiatives designed to close gaps in student performance and prepare students for the 21sr century. The School Support System is designed to align with current standards-based reform efforts and supports the following beliefs and assumptions:

•an assigned category or level of disability does not define the educational needs of students

•to the maximum extent possible, students with special needs are meaningfully included in the general education program

•the curricula are based on standards that are sufficiently broad to support the learning needs of all students and include academic and skill areas

•Individual Education Programs reflect state and local standards for student performance, incorporate varied assessments, and utilize a broad array of accommodations for teaching and learning

•a comprehensive system of professional training must support and encourage the involvement of all personnel in addressing the learning needs of students with the full range of abilities and disabilities

The Rhode Island Department of Education, Office of Student Community & Academic Supports and the district/local educational agency engage in ongoing data analysis and review that provides a picture of the present status of programs and services for students with disabilities. The School Support System (SSS) not only looks at the LEAs degree of compliance with special education laws and regulations, but also the relationships among the district/educational setting's teaching and learning practices and the result/performance indicators for students with disabilities. The process includes a review of qualitative and quantitative data sources that have the most direct relationship with student performance and program effectiveness. This data review always includes a review of the LEAs federal funding application which in Rhode Island, is referred to as the Consolidated Resource Plan or CRP as well as a review of the LEA's State Performance Plan/Annual Performance Plan data and any improvement plans that are related to SPP/APR indicators. The SSS procedures, instruments, cyclical monitoring schedule, and final reports are available online at www.ride.ri.gov or www.ritap.org. Through the SSS self-assessment process qualitative and quantitative data sources that have the most direct relationship with student performance and program effectiveness are analyzed. These include:

•collecting and reviewing a range of performance measures (e.g., data from the Rhode Island Department of Education's Information Works and Rhode Island's School Accountability for Learning and Teaching (SALT) Survey, graduation and drop-out rates of special education students, suspensions, expulsions, State Performance Plan/Annul Performance Report data, etc.)

•reviewing a sample of students' special education records

•surveying administrators, special educators, general educators, parents, and related personnel

•observing special education students randomly selected for the SSS visit

•engaging in on-site discussions/interviews with students randomly selected for the SSS visit

•interviewing special and general education personnel, and parents

During 2011-2012 there were three overlying focus areas and 30 indicators for program review. Six districts, two state operated schools, two charter schools received on-site monitoring reviews for a total of ten (10) LEAs**.** The LEAs that did not receive an on-site review had progress monitoring done via their respective RIDE appointed district liaison. This progress monitoring included data review/analysis including an annual review of the Consolidated Resource Plan (federal funding application),district self-reflection and corrective action review and refinement. *To this end all districts (LEAs) in Rhode Island are always involved in aspects of the focused monitoring process—no one or even several districts are "chosen" and the rest left alone.* The priority areas for monitoring as detailed in Section 616 of IDEA, 2004 are an integral part of the School Support System (SSS) process and are reflected indicators that are monitored. The due process elements: complaints, mediations, hearings, and resolution sessions are reviewed and integrated into the SSS process. This has always been an integral part of the SSS process. Indicator areas are rated either Result or Compliance. Result is equated with overall practice being legally compliant, concerns limited to a few isolated situations: data sources agree; data equal to state average or expected comparative data. Compliance is equated with a violation of a legal requirement occurring, data sources agree and indicate a compliance violation, policies and procedures are not implemented correctly throughout the LEA.

LEAs must address non-compliance concerns immediately so that no indicator is noncompliant. Result areas under the guidance of the Rhode Island Department of Education, Office of Student Community & Academic Supports are also reflected via the continuous improvement support planning process strategies for growth as related to best practices and improving outcomes for students. The SSS Team and the district jointly develop the Support Plan (corrective action/improvement plan). Furthermore, the Support Plan/Corrective Action details technical assistance and training needed to enable the schools and district to strengthen selected educational programs and correct essential areas. Resources are identified and made available to the district to assist in carrying out their support plans. The School Support System continuous improvement planning will include action plans, specific resources, staff responsibilities, timelines for completion, and mechanisms for verification. It is critical that these plans focus on continuous improvement in delivery systems and curricula that lead to higher achievement for students with disabilities. Monthly progress checks are done with all LEAs as outlined in their support plans/corrective action plans. These involve verification documentation submitted to RIDE for review and verification by RIDE personnel. Verification may include desk audits, self-assessments, record reviews, or on-site verification. Then approximately nine months from the date that Rhode Island Department of Education (RIDE) accepts the monitoring support plan, verification documentation is submitted to RIDE for review and verification by RIDE personnel. In addition, the annual funding application (CRP) provides another data source to review and monitor the progress of the LEA in timely correction of noncompliance. One year from the date of the monitoring support plan was accepted by RIDE a closure /verification letter is issued to the LEA based on RIDE's verification of the LEA's successful completion of the support plan. School Support System monitoring reports, complaints mediation and due proces hearing information is available on the Rhode Island Technical Assistance Project webiste at www.ritap.org . Using these various verification data sources and verification documentation the State can report that it verified each LEA with noncompliance identifed is correctly implementing the specfic regulatory requirments; and has corrected each indivudal case of noncompliance. This allows the State to account for all instances of noncompliance through both the on-site monitoring process, self-assesment and the review of compliance data collected annually via the electronic consolidated resource funding program(previsouly discussed). These systems allow us to identify where noncompliance occurred, the percentage levels of noncomplaince in each of those sites as well the root causes. The State considers the following regarding noncompliance: 1.) whether it was extensive or found in only a small percentage of files, 2.) resulted in the denial of a baisc right under IDEA, or is 3.) an isolated indcident or a long standing failure to meet IDEA requirements. This information drives the corrective action planning process so LEAs can fully address changes in policies, procedures and /or practices as identifed by the State. The verification process (discussed above) allows us to determine that identified noncompliance is corrected

implementing the specific regulatory requirements. This again, is verified through subsequent on-site monitoring, the verification follow up via the subsequent on-site monitoring as well as the annual verification data update and review process that occurs through the consolidated resource funding system. All instancs of noncompliance must be corrected as soon as possible and no more than one year from identification.

Systemic issues/root causes are identified through the analysis of all data. As we examine our data, the specificity of our information increases and thus our abilities to effectively use the data to inform and refine our process, procedures and instruments. This specificity across procedures highlights systemic issues to be addressed such as least restrictive environment; increasing inclusive educational practices, differentiated instruction/universal design for learning, and IEP development. The RI Department of Education, Office of Student Community & Academic Supports in conjunction with the RI Technical Assistance Project and the Supporting all Students initiative will target and provide technical assistance through a myriad of professional development and technical assistance opportunities to address systemic needs as identified through the School Support System process. This multi-faceted continuum array also assists in maintaining progress. In summary, the School Support System is a comprehensive and collaborative system of focused monitoring that not only looks at the school district's degree of compliance with special education laws and regulations, but also the relationships among the district's teaching and learning practices and the performance indicators for students with disabilities. The SSS process also integrates the State Performance Plan indicators into its reviews. Hence, the system analyzes the districts' compliance with the Individuals with Disabilities Education Act and the states Regents Regulations and how the district practices related to critical performance indicators for students with disabilities. We believe the data continue to support this assessment.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that Occurred for FFY 2012:

The actual target data was 100%. This is consistent with last year's target actual of 99% and the year prior to that target actual of 99%. RIDE, Office of Student Community & Academic Supports has maintained it myriad of improvement initiatives/technical assistance activities that include:

-The IEP Network is designed to assist families, students and school personnel in developing individualized programs for students with disabilities that meet the same high standards established for all students. This initiative strives to increase access to the general curriculum for students with disabilities, to ensure the participation of students with disabilities in accountability and assessment efforts, and to provide technical assistance on IEP development. The IEP Network's long-range goal is to have at least one teacher and one parent in every school building in the state as a resource network member. Ongoing state-wide training in the new IEP template has occurred.

-Legal Affairs provides technical assistance to state and local education departments, parents, and interest groups on regulatory requirements of special education: coordinates a system of due process including complaints, mediation and due process hearings; and publishes informational documents.

-The Response to Intervention Initiative /Supporting All Students (SAS) initiative builds capacity within schools and districts to differentiate instruction for all students, by preparing educators to provide professional development, demonstrate strategies, coach and otherwise support their colleagues. The initiative increases educators' understanding of differentiated instruction and how to implement differentiated instruction strategies in schools and classrooms to meet the needs of and improve results for students K-12. RIDE, IDEA continues to fund a Response to Intervention (RTI) initiative to assist schools in effectively intervening and recording progress with students that are not meeting expectations. Pilot schools now serve as models for intervention. RIDE also has a secondary RTI team and professional development for secondary level teachers and administrators and continues to work with middle and high schools selected as pilot sites.

-RI Technical Assistance Project (RITAP) is another vehicle for professional development and program/practices support/technical assistance. Dissemination of research-based information about effective teaching practices and service delivery models is provided as well as LEA specific professional development /technical assistance in a variety of topical areas occurs on an ongoing basis.

RIDE, Office of Student Community & Academic Supports continues to support districts in their continuous improvement efforts through corrective action/support planning, guidance documents; procedures and policies; SSS self-assessments and analysis of data from formal complaints, mediations, and due process hearings. Please note that for all due process follow up, RIDE due process personnel require verification documentation be submitted to RIDE for review and verification. This is detailed in correspondence to the LEA. Upon receipt of follow up documentation RIDE personnel verify the documentation with the LEA and parent parties. Further, the documentation is maintained in due process files in addition to being maintained in a due process database. Using these various verification data sources and verification documentation the State can report that it verified each LEA with noncompliance identified is correctly implementing the specific regulatory requirements; and has corrected each individual case of noncompliance. All instances of noncompliance must be corrected as soon as possible and no more than one year from identification.

These are ongoing endeavors designed to provide LEAs with improvement guidance/tools and accountability verification mechanisms. These mechanisms will continue to provide targeted assistance to LEAs through guidance documents, response to intervention(RtI)/supporting all students (SAS) initiatives, part B discretionary funds targeting improvement strategies through corrective action/support planning, and technical assistance sources including ; IEP development through a variety of sources such as the IEP Network, Legal Affairs and other technical assistance supports such as the Supporting All Students/Response to Intervention (SAS/RtI) initiative, Autism Spectrum Disorders Support Center, Children's Behavioral Health Initiative, RI Regional Transition Centers, the Positive Behavior Intervention and Support Project (PBIS) and the Traumatic Brain Injury Resource Center. Further, we continue to develop, refine and maintain an electronic database and performance of system for the identification and correction of IDEA noncompliance. This is an ongoing endeavor designed to provide an accountability verification mechanism that informs corrective actions/support planning.

(**Indicator 4a and 4b)**

Indicator 4a: The State has met and exceeded its target and no districts were identified as having a significant discrepancy in rates of suspension of greater than 10 days in a school year for students with disabilities.

Indicator 4b: There were no districts identified as having a significant discrepancy, by race or ethnicity, in rates of suspension.

"In an effort to reduce reporting burden, in the FFY 2012 APR, States: 1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target. 2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2012; and b) results indicators where the State has met its FFY 2012 target. 3) May provide one set of improvement activities for the entire APR as long as the Improvement Activities are indexed back to reference the relevant indicators."

At the state level with regard to **disproportionality (Indicators 9 and 10):**

While more districts were found to have disproportionate representation in FFY12, the count of districts with disproportionate representation due to inappropriate identification practices did not increase. The State continues to emphasize the issue in statewide technical assistance with a renewed focus on removing bias in the evaluation of culturally and linguistically diverse students, close review in the School Support System of Focused Monitoring and in the annual Disproportionality Performance Report/Accelegrants IDEA submission. LEAs received targeted

technical assistance from RIDE in collaboration with the Rhode Island Technical Assistance Project, Rhode Island College School Psychology Program, University of RI School Psychology Program, the Northern RI Educational Collaborative, Rhode Island College TESL Program, and the National Center on Intensive Intervention. Topics included culturally responsive educational practices, distinguishing cultural and linguistic difference from disability, response to intervention (RtI) initiatives for serving all students with responsive systems of supports and interventions, technical assistance and guidance on the implementation of state regulations for the education of English language learners, and RtI for English Language Learners.

Slippage occurs at the practice level when policies and procedures have been appropriately revised but are not yet seamlessly implemented by all practitioners in a district. Some districts with high leadership turnover struggle to consistently implement new procedures and policies. Other districts have challenges in collecting frequent progress monitoring data to inform evaluation decisions.

Review and revision of SEA policies, procedures, and practices has included the following activities **(bold = new):**

- Implementation of the state basic education plan including Chapter 14 Supports to Students June 2010 (disseminated June 2009)
- District action plans for the implementation of state criteria for identifying students with learning disabilities 2009-10 and 2010-2011 school years
- Implementation of new statewide ELL Exit Criteria to prevent inappropriate early exits
- Implementation of new ELL Program Description tools to ensure appropriate educational programs and access to core curriculum for ELLs
- Finalized guidance on the implementation of RtI for identifying students with learning disabilities with TA sessions Jan. - April 2010
- **Continued training sessions on implementation of RtI and full and individual evaluation including individual case studies representing diverse students 2011-2012 & 2012-2013 school years for targeted districts with inappropriate identification practices and additional districts with disproportionate representation.**
- Technical assistance on LEA obligations to English Language Learners whose parents waive program placement October 2009
- Technical assistance to District ELL and Curriculum leaders on the integration of Common Core and WIDA ELD standards for an effective core.
- Continued technical assistance from the Office of Instruction, Assessment, and Curriculum on quality Early Childhood programs and appropriate screening and assessment practices for diverse young learners 2011-2012.
- Increased cross office consultation between IDEA staff and the Office of Instruction, Assessment, and Curriculum on new State Comprehensive Assessment System Guidance for LEAs and on planning and delivering technical assistance on implementation of RTI.
- Technical assistance in coordination with the Regional Education Lab on RTI for ELLs as well as training on reducing bias due to cultural and linguistic factors in the use of standardized assessment data for ELLs during the 2011-2012 school year with targeted district follow up Fall of 2012 for districts with inappropriate identification practices.
- Technical assistance 2011-2012 with follow up Fall 2012 to evaluation and IEP team members as well as ESL/bilingual staff on examining English language growth on ACCESS using scale scores.
- **Examination of both disproportionality data and ELLs access to English language instructional programs as part of the ESEA waiver process for schools identified as Priority, Focus, or Warning with accompanying corrective actions plans where warranted during the 2012-13 school year.**
- **Technical Assistance through the National Center on Intensive Intervention for four school districts and sharing of web materials from NCII with any district struggling with aspects of intensive intervention and progress monitoring during 2012-2013.**

- **Creation of a Disproportionality Performance Report within the Accelegrants online system for 2012-2013 to self-assess, upload evidence, and demonstrate improvements and corrections on an annual basis.**

Indicator 11. The percent of children with parental consent to evaluate, who were evaluated within the 60 day timeline for FFY 2012 school year 2012-2013 was **99.29%** compliance. The state did not meet its target of 100% compliance for FFY 2012, but made progress from the previous year FFY 2011 in which Rhode Island's compliance rate for Indicator 11 was 99.21%. For FFY 2012 the state increased the level of compliance by .08 from FFY 2011. This increase in overall percentage can be attributed to the wide array of ongoing and rigorous improvement activities detailed in the grid below.

1) Rhode Island Department of Education will continue to refine, simplify and clarify the Special Education Evaluation System.	Ongoing	Rhode Island Department of Education personnel	Progress - Staff monitors the system and meets as needed to refine the system. Developed and currently used by the local education agency. The system was enhanced to automatically email the appropriate local education agency personnel with the quarterly reports.
2) Rhode Island Department of Education will provide professional development and technical assistance to the local education agencies to ensure the accuracy, reliability and validity of the data collection process.	Annual/Ongoing	Rhode Island Department of Education personnel	Progress – Professional Development sessions were held for Special Education Administrators and pertinent personnel from the local education agencies.
3) Engage the local education agencies in further discussions on developing more relevant materials and templates that will assist them in reaching the target of 100%.	Annual/Ongoing	Rhode Island Department of Education personnel	Progress- Inquiries via phone, email and during Professional Development sessions
4) Provide relevant materials, tools, reports and webinar for the local education agencies and incorporate these resources on the system so as to be readily available any time.	Annual/Ongoing	Rhode Island Department of Education personnel	Progress – Developed and currently in use by the local education agency. Update as needed
5) Review process and protocol manual and frequently asked questions for effectiveness and efficiency for the use of all documentation related to Indicator 11.	Annual/Ongoing	Rhode Island Department of Education personnel	Progress – Developed and currently in use by the local education agency. Update as needed
		Rhode Island Department	Progress- Developed and

6) Establish and enhance verification processes to ensure complete compliance for every local education agency.	Annual/Ongoing	of Education personnel	currently in use by the local education agency.
7) The Rhode Island Department of Education, Office of Student, Community & Academic Supports and the district/local educational agency engage in ongoing data analysis and review that provides a picture of the present status of programs and services for students with disabilities. The School Support System not only looks at the LEAs degree of compliance with special education laws and regulations, but also the relationships among the district/educational setting's teaching and learning practices and the performance indicators for students with disabilities. The process includes a review of qualitative/ quantitative data sources that have the most direct relationship with student performance and program effectiveness. This data review always includes a review of the local education agencies' federal funding application which in RI, is referred to as the Consolidated Resource Plan as well as a review of the local education agencies' SPP/APR data.	Annual/Ongoing	Rhode Island Department of Education personnel	Progress-Systems in place and continuously monitored
8) Rhode Island Department of Education consulted with OSEP staff in order to accurately report but streamline the system.	As needed for technical assistance and clarification.	Rhode Island Department of Education personnel	Progress – System simplified, streamlined and compliance rate increased substantially.
9) Annually, each local education agency will submit a District Action Plan. This District Action Plan will be utilized to implement and address policies, procedures and practices to ensure each local education agency is working towards 100%	Annually.	Local Education Agency personnel & Rhode Island Department of Education personnel	Progress – 99.29% compliance rate.

compliance.			
10) Quarterly Reporting generated by eRIDE system and sent to by email to each local education agency for review and appropriate action.	Each Quarter	Local Education Agency personnel & Rhode Island Department of Education personnel	Progress – an increase in the number of local education agencies at 100% Compliance.
11) Review and verify all student records whose initial evaluation was not completed within 60 days to ensure that the initial evaluations although late, are completed.	Annually, after the database has been closed for end of school year.	Rhode Island Department of Education personnel & Local Education personnel	Progress. The number of students whose evaluations were not completed within the 60 day timeline has greatly decreased. And, although late, all initials evaluations are completed.

Early childhood efforts **(Indicator 12).** The 2012-2013 target was set at 100% of children referred from Part C and found eligible for Part B having an IEP developed and implemented by their third birthday. Although RIDE did not meet 100% compliance, RI is continuing to improve the percentage of students in service by their third birthday. This year RIDE's compliance has improved from 97% to 98%. RIDE's Consolidated Resource Plan (CRP) provides a vehicle for identifying necessary improvement activities. The increase may be due to focused and targeted professional development and technical assistance opportunities for both Part B & C, and the collaboration between RIDE and EOHHS.

Part C and Part B continue to work together around the transition process in order to identify and address issues creating delays. In the past, a large majority of the districts that did not meet compliance identified concerns that stem from late referrals to Part B. Because the Executive Office of Health and Human Services is notifying RIDE of all EI to Part B transitions, RIDE is now able to compare LEA transition data to that from Part C. This is especially helpful in identifying the cause of late referrals. RIDE is now more accurately identifying the children that were referred late due to late referral/eligibility for Part C as opposed to those that that were referred late for other reasons. With the additional data, we have been able to target more specifically the barriers to timely referrals and to design and implement plans to decrease the frequency.

This year only four (4) children were delayed due to late referral from part C, with one (1) of those children excused due to EI eligibility less than 90 days before his birthday. Last year's data indicated a total of eighteen (18) children who were delayed due to late referral from part C, with nine (9) of those children excused due to EI eligibility less than 90 days before their birthday. We are very pleased with the efforts of the LEA's and our partners at EOHHS.

In collaboration with EOHHS, RIDE has provided a variety of professional development activities focused on transitioning children between Part C and Part B. Districts were also provided individual TA as necessary. This increased focus led to a heightened awareness of the indicator, a clarification of policy, procedure, unacceptable excusals and the importance of smooth transitions.

This year twenty seven (27) LEAs were congratulated for meeting the target of 100% compliance. The remaining six (6) LEAs were issued a finding of noncompliance and required to develop a corrective action plan addressing the quality of data collection and prevention of delayed transitions. These six (6)

LEAs were required to submit these plans specifying goals, improvement activities, and date of implementation and monitoring strategies. In addition to the modifications of the CRP which allowed for greater specificity in reporting, the CRP also allows LEA's that were found to be noncompliant, to upload their corrective action plans. These LEA's receive SEA assistance in monitoring their data collection and tracking plans, as well as guidance in coordination with Early Intervention. The plans are reviewed annually and compared with improvement plans from previous years to determine their effectiveness. Correction of noncompliance made in FFY 2012 will be reported in the FFY 2013 APR.

The impact of the increased data opportunities, the benefits from collaboration with Part C and the heightened opportunity for targeted professional development and technical assistance has allowed for increased compliance with the transition indicator. We expect to continue to demonstrate an increased number of districts meeting compliance with the transition indicator in the next fiscal year. RI recognizes that continued effort will be required to achieve 100% compliance and RIDE will therefore maintain our aggressive plans and improvement activities which ensure that all children receive services by their 3rd birthdays and experience a smooth transition into part B services.

Indicator 13.
Under the current business rules applied to data input, all IEP transition page items must be filled in with a response of "Y" (Yes) or "N" (No). Initially there were 1 student records, from 1 LEA, with the answer "N" to one or more of the items. The non-compliant IEPs were distributed as follows:

Number of non-compliant IEPs	Number of Districts
1	1
0	46

Compliance has improved, both in the number of districts in which every IEP is compliant on all portions of the indicator and in the total number of IEPs for which all requirements of the indicator are compliant. Direct technical assistance to LEAs with non-compliant IEPs has positively affected the compliance rate.

Note: For this indicator, report data on the correction of findings of noncompliance the State identified in FFY 2011 (July 1, 2011 through June 30, 2012) and verified as corrected as soon as possible and in no case later than one year from identification.

Timely Correction of FFY 2011 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State identified in FFY 2011 (the period from July 1, 2011 through June 30, 2012) (Sum of Column a on the Indicator B15 Worksheet)	**266**
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	**266**
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	**0**

FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):

1. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	**0**
2. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
3. Number of FFY 2011 findings not yet verified as corrected [(4) minus (5)]	**0**

Verification of Correction for findings of noncompliance identified in FFY 2011 (either timely or subsequent) [and] Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2011 (including any revisions to general supervision procedures, technical assistance provided and/or any enforcement actions that were taken):

As specified in OSEP's FFY 2011 SPP/APR Response Table, the State must, when reporting the correction of noncompliance for Indicator 15, report that it verified that each LEA with noncompliance identified in FFY 2011: (1) is correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02, dated October 17, 2008.

Indicator 4a

The district that was identified in FFY 2011 as having significant discrepancies in rates of suspension of greater than 10 days for students with IEPs was required to complete a Self-Assessment form. This Self-Assessment specifically concerns policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

The State and that district identified and reviewed the records of individual students with IEPs that were suspended more than 10 days and analyzed the data.

Based on the analysis of information from the Self-Assessment and student records, areas of non-compliance in policies and procedures were identified. The State and LEA developed a Corrective Action plan targeting identified areas.

Through on-going contact with the district, the State monitored implementation of the Corrective Action Plan. The State collected and reviewed revised policies and procedures and determined these were appropriate to ensure compliance with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Additional training and professional development was provided to appropriate personnel regarding the changes in policies and procedures. The State verified implementation of these changes through contact with the district and monitored discipline data through the state-wide data collection system.

Indicator 4b.

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012) using 2010-2011 data	**0**
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	**0**
3. Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	**0**

Indicator 9

The State has zero Findings of Noncompliance identified in FFY 2010 that were not reported as corrected in the FFY 2011 APR.

Indicator 10

Based on a review of updated data subsequently collected through a State data system (June 2012 and June 2013 Child Count data), as well as updated data subsequently collected through the 2012 and 2013 Disproportionality Performance Report/Accelegrants system, the district has revised policies and procedures for the identification as children with disabilities as eligible for special education and related services. Coordination with Title III programs ensured follow up on an action plan to improve educational opportunities for ELLs and verify completion of corrective actions for ELLs. The district has corrected each individual case of noncompliance.

Describe of the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2011:

The State examined trends in the number of students with IEPs by race/ethnicity in December 2011, June 2012, December 2012, and June 2013 data sets as compared to trends in general enrollment by race/ethnicity for those time periods for this district. The State collected and reviewed revised policies and procedures such as written procedures for a comprehensive evaluation process and use of intervention and progress monitoring in the identification process as well as revised ELL program procedures and policies. The State determined that the revised policies and procedures were appropriate and support reduction of disproportionate representation due to inappropriate identification including ensuring appropriate educational opportunities for ELLs.

Indicator 11

There is no remaining noncompliance from previous APR reporting periods. All noncompliance has been corrected within the required timeline. The State has verified that the local education agencies are correctly implementing the regulatory requirements of 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance) based on a review of updated data subsequently collected through the eRIDE Special Education Evaluation data system and has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the local education agencies, consistent with OSEP Memorandum 09-02.

The State followed the guidance in OSEP's 09-02 Memorandum by accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance and the root cause of the noncompliance by requiring the correction of local education agencies noncompliance in the policies, procedures and practices that contributed to or resulted in the noncompliance. The State ensured that the local education agency is correctly implementing the specific regulatory requirements of 34 CFR §300.301(c)(1) including completing initial evaluations within the required timelines of 60 days, based upon the State's review of representative data collected from either on-site monitoring or subsequent local education agencies' data submissions. Rhode Island Department of Education ensured that the initial evaluations, although late, were completed for the students in question. Randomly selected number of student files were reviewed to ensure correction at the individual student level.

Indicator 12

Each of the eight (8) LEAs identified as out of compliance were contacted individually and in writing by the Department of Education. All LEAs were required to conduct an analysis of barriers to compliance and develop a corrective action plan addressing quality of data collection and prevention of delayed transition. LEAs were required to submit these plans specifying goals, improvement activities, date of implementation and monitoring strategies. The LEAs received assistance in development of data collection and tracking plans and well as guidance in coordination with Early Intervention.
These plans were reviewed and approved by the Department of Education to ensure that each LEA was correctly implementing 34 CFR §300.124(b)**.** As reported there were 20 children who were found eligible for Part B who did not have an IEP developed and implemented by their third birthday due to delay factors not allowed by OSEP. The state has verified though the updated data provided in the CRP process that each of the LEAs have developed and implemented the IEP, although late, for each of the children for whom implementation of the IEP was not timely

Indicator 13

There is no remaining noncompliance from previous APR reporting periods. The State has verified the local education agencies are correctly implementing the regulatory requirements of 34 CFR 300.301(c)(1) (i.e. achieved 100% compliance) based on a review of updated data subsequently collected. All non-compliant findings for FFY 2011 have been corrected and verified. The LEA submitted a copy of the latest IEP to verify compliance, unless, consistent with OSEP Memorandum 09-02, the student was no longer within the jurisdiction of the LEA.

Indicator 15

RIDE, Office of Student Community & Academic Supports continues to support districts in their continuous improvement efforts through corrective action/support planning, guidance documents; procedures and policies; SSS self-assessments and analysis of data from formal complaints, mediations, and due process hearings. Please note that for all due process follow up, RIDE due process personnel require verification documentation be submitted to RIDE for review and verification. This is detailed in correspondence to the LEA. Upon receipt of follow up documentation RIDE personnel verify the documentation with the LEA and parent parties. Further, the documentation is maintained in due process files in addition to being maintained in a due process database. RIDE followed guidance provided in OSEP's 09-02 Memorandum, accounting for all instances of noncompliance, identifying where the noncompliance occurred and the root cause of the noncompliance by requiring the local education agency who were in noncompliance address and correct the noncompliance in the policies, procedures, practices that contributed to or resulted in the noncompliance. The State ensured that each local education agency is correctly implementing the specific regulatory requirements through the verification process described previously and in this section/following paragraphs. Using these various verification

data sources and verification documentation the State can report that it verified each LEA with noncompliance identified is correctly implementing the specific regulatory requirements; and has corrected each individual case of noncompliance. All instances of noncompliance must be corrected as soon as possible and no more than one year from identification.

LEAs must address non-compliance concerns immediately so that no indicator is noncompliant. Result areas under the guidance of the Rhode Island Department of Education, Office of Student Community & Academic Supports are also reflected via the continuous improvement support planning process strategies for growth as related to best practices and improving outcomes for students. The SSS Team and the district jointly develop the Support Plan (corrective action/improvement plan). Furthermore, the Support Plan/Corrective Action details technical assistance and training needed to enable the schools and district to strengthen selected educational programs and correct essential areas. Resources are identified and made available to the district to assist in carrying out their support plans. The School Support System continuous improvement planning will include action plans, specific resources, staff responsibilities, timelines for completion, and mechanisms for verification. It is critical that these plans focus on continuous improvement in delivery systems and curricula that lead to higher achievement for students with disabilities. Monthly progress checks are done with all LEAs as outlined in their support plans/corrective action plans. These involve verification documentation submitted to RIDE for review and verification by RIDE personnel. Verification may include desk audits, self-assessments, record reviews, or on-site verification. Then approximately nine months from the date that Rhode Island Department of Education (RIDE) accepts the monitoring support plan, verification documentation is submitted to RIDE for review and verification by RIDE personnel. In addition, the annual funding application (CRP) provides another data source to review and monitor the progress of the LEA in timely correction of noncompliance. One year from the date of the monitoring support plan was accepted by RIDE a closure /verification letter is issued to the LEA based on RIDE's verification of the LEA's successful completion of the support plan. School Support System monitoring reports, complaints mediation and due proces hearing information is available on the Rhode Island Technical Assistance Project webiste at final reports are available online at www.ride.ri.gov or www.ritap.org . Using these various verification data sources and verification documentation the State can report that it verified each LEA with noncompliance identifed is correctly implementing the specfic regulatory requirments; and has corrected each indivudal case of noncompliance. This allows the State to account for all instances of noncompliance through both the on-site monitoring process, self-assesment and the review of compliance data collected annually via the electronic consolidated resource funding program (previsouly discussed). These systems allow us to identify where noncompliance occurred, the percentage levels of noncomplaince in each of those sites as well the root causes. The State considers the following regarding noncompliance: 1.) whether it was extensive or found in only a small percentage of files, 2.) resulted in the denial of a baisc right under IDEA, or is 3.) an isolated indcident or a long standing failure to meet IDEA requirements. This information drives the corrective action planning process so LEAs can fully address changes in policies, procedures and /or practices as identifed by the State. The verification process (discussed above) allows us to determine that identified noncompliance is corrected implementing the specific regulatory requirements. This again, is verified through subsequent on-site monitoring, the verification follow up via the subsequent on-site monitoring as well as the annual verification data update and review process that occurs through the consolidated resource funding system. All instancs of noncompliance must be corrected as soon as possible and no more than one year from identification.

Systemic issues/root causes are identified through the analysis of all data. As we examine our data, the specificity of our information increases and thus our abilities to effectively use the data to inform and refine our process, procedures and instruments. This specificity across procedures highlights systemic issues to be addressed such as least restrictive environment; increasing inclusive educational practices, differentiated instruction/universal design for learning, and IEP development. The RI Department of Education, Office of Student Community & Academic Supports in conjunction with the RI Technical Assistance Project and the Supporting all Students initiative will target and provide technical assistance through a myriad of professional development and technical assistance opportunities/ initiatives/ improvement activities (as previously detailed) to address systemic needs as identified through the School Support System process. This multi-faceted continuum array also assists in maintaining progress.

In summary, the School Support System is a comprehensive and collaborative system of focused monitoring that not only looks at the school district's degree of compliance with special education laws and regulations, but also the relationships among the district's teaching and learning practices and the performance indicators for students with disabilities. The SSS process also integrates the State Performance Plan indicators into its reviews. Hence, the system analyzes the districts' compliance with the Individuals with Disabilities Education Act and the states Regents Regulations and how the district practices related to critical performance indicators for students with disabilities. We believe the data continue to support this assessment.

Actions Taken if Noncompliance Not Corrected: Not applicable
explain the actions the State is undertaking to revise its system of general supervision to ensure timely correction of noncompliance or to identify the root cause(s) of continuing noncompliance within LEAs, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against LEAs that continue to show noncompliance.

Correction of Remaining FFY 2010 Findings of Noncompliance (if applicable)
If the State reported <100% for this indicator in its FFY 2010 APR and did not report in the FFY 2011 APR that the remaining FFY 2010 findings were subsequently corrected, provide the information below:

1. Number of remaining FFY 2010 findings noted in OSEP's FFY 2011 APR response table for this indicator	0
2. Number of remaining FFY 2010 findings the State has verified as corrected	0
3. Number of remaining FFY 2010 findings the State has NOT verified as corrected [(1) minus (2)]	**0**

Correction of Any Remaining Findings of Noncompliance identified in FFY 2009 or Earlier (if applicable) Not applicable

For FFY 2010 findings for which the State has not yet verified correction (these are findings of noncompliance identified in FFY 2010 and were not reported as corrected in the FFY 2011 APR and that remain uncorrected), explain the actions the State completed to revise its system of general supervision to ensure timely correction of noncompliance or to identify the root cause(s) of continuing noncompliance within LEAs, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against LEAs that continue to show noncompliance.

Correction of Any Remaining Findings of Noncompliance identified in FFY 2009 or Earlier (if applicable)

Additional Information Required by the OSEP FFY 2011 APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
The State must demonstrate in the FFY 2012 APR, that the one (#4b) remaining finding of	**Detailed in the body of this indicator (pages 136-**

noncompliance indentified in FFY 2009 that was not demonstrated as corrected in the FFY 2011 APR were corrected.	**139).**
When reporting in the FFY 2012 APR on correction of findings of noncompliance, the State must report that it verified that each LEA with findings of noncompliance identified in FFY 2011 and the one remaining finding identified in FFY9 (#4b) : (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction. In addition, in reporting on Indicator 15 in the FFY 2012 APR, the State must use the Indicator 15 Worksheet.	**Detailed in the body of this indicator (pages 136-139).** <u>Indicator 4b</u>. There was one finding of noncompliance from FFY 2009, which has subsequently been corrected. The district with non-compliance completed a Self-Assessment. This Self-Assessment form specifically targets policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The State and the district reviewed the records of individual students with IEPs suspended greater than 10 days. Based on an analysis of information from the Self-Assessment form and student records, areas of non-compliance in policies, practices and procedures were identified and pinpointed to a particular school. The State provided information on alternatives to out of school suspension and positive interventions and supports. The State and LEA developed a corrective action plan targeting the identified areas of concern. The plan included revising policies related to discipline, training for new administrators, professional development in conducting Functional Behavioral Assessments and writing Behavior Improvement Plans. Training was provided to all staff in cultural awareness and competency and the impact of poverty. Data is being monitored and is part of an early warning system. Timelines for conducting FBAs was shortened and take place after a student is suspended only 3 days. The State has collected and reviewed the revised policies and procedures and determined these were appropriate to ensure compliance with requirements. The State has confirmed these activities have taken place and is also monitoring data to verify that correction has taken place. All noncompliance has been corrected. The State has verified that the district is correctly implementing the policies, procedures and practices related to the development of IEPs, the use of positive behavioral

	supports, and procedural safeguards based on both an on-site monitoring visit and review of the state data system and has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the L **The State has used and submitted the Indicator 15 worksheet (per usual)**
In addition, in responding to Indicators 4B, 9, 10, 11, 12, and 13 in the FFY 2012 APR, the State must report on correction of the noncompliance described in this table under those indicators.	**Detailed in the body of this indicator (pages 136-139).**

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable): None at this time.

Indicators 16 and 17

16. This indicator was deleted from the SPP/APR. The State reported data on the timeliness of State complaint decisions as part of the data it submitted under IDEA section 618.

17. This indicator was deleted from the SPP/APR. The State reported data on the timeliness of State due process hearing decisions as part of the data it submitted under IDEA section 618.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx

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

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

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

FFY	Measurable and Rigorous Target
FFY 2012	50%

Actual Target Data for FFY 2012: **55%**

(6 ÷ 11) X 100)

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

The state exceeded its target for Indicator 18. Of the 11 due process hearing complaints that went to resolution sessions, 6 were resolved through written settlement agreements. Data reported here is consistent with November 2013 618 data reported in Table 7, "Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act, 2012-13".

System Improvement: Charting a Preventive Course

FFY 2012 reflects the second year that the number of resolution meetings in Rhode Island reached 10 or greater. As part of its continuous improvement plan for the state's special education due process and dispute resolution system, the Rhode Island Department of Education (RIDE)'s monitoring of resolution sessions requirements is ongoing. The intent is to ensure effective SEA oversight, accurate local reporting, and accurate SEA data collection regarding the conduct of resolution sessions. Improvement activities have strengthened SEA oversight, added guidance and prompts for local school districts regarding requirements, implemented protocols for conducting and documenting resolution sessions, and improved SEA data collection regarding resolution sessions and their outcomes. The RIDE OSCAS is committed to a plan of continuous improvement and development of an effective, high quality system of dispute resolution and due process in special education. The focus is on supporting shared decision-making among schools and families and reducing the escalation of differences between parents and schools to the level of formal disputes. In cases where differences have risen to formal dispute, with a parental filing for due process hearing based on a due process complaint, OSCAS has established protocols to ensure effective implementation and reporting of resolution sessions. In cases of disputes, all required data for system monitoring is captured and maintained.

Within the RIDE Division of Accelerating School Performance, the Office of Student, Community and Academic Supports (OSCAS) administers IDEA in Rhode Island, including the dispute resolution system, and integrates the efforts of Title I, the state's ELL programs/Title III, and comprehensive school health program under its office. This enables coordination of parent involvement initiatives and measures among staff responsible for IDEA Indicator 8, Titles I and III, and CDC-funded Comprehensive School Health.

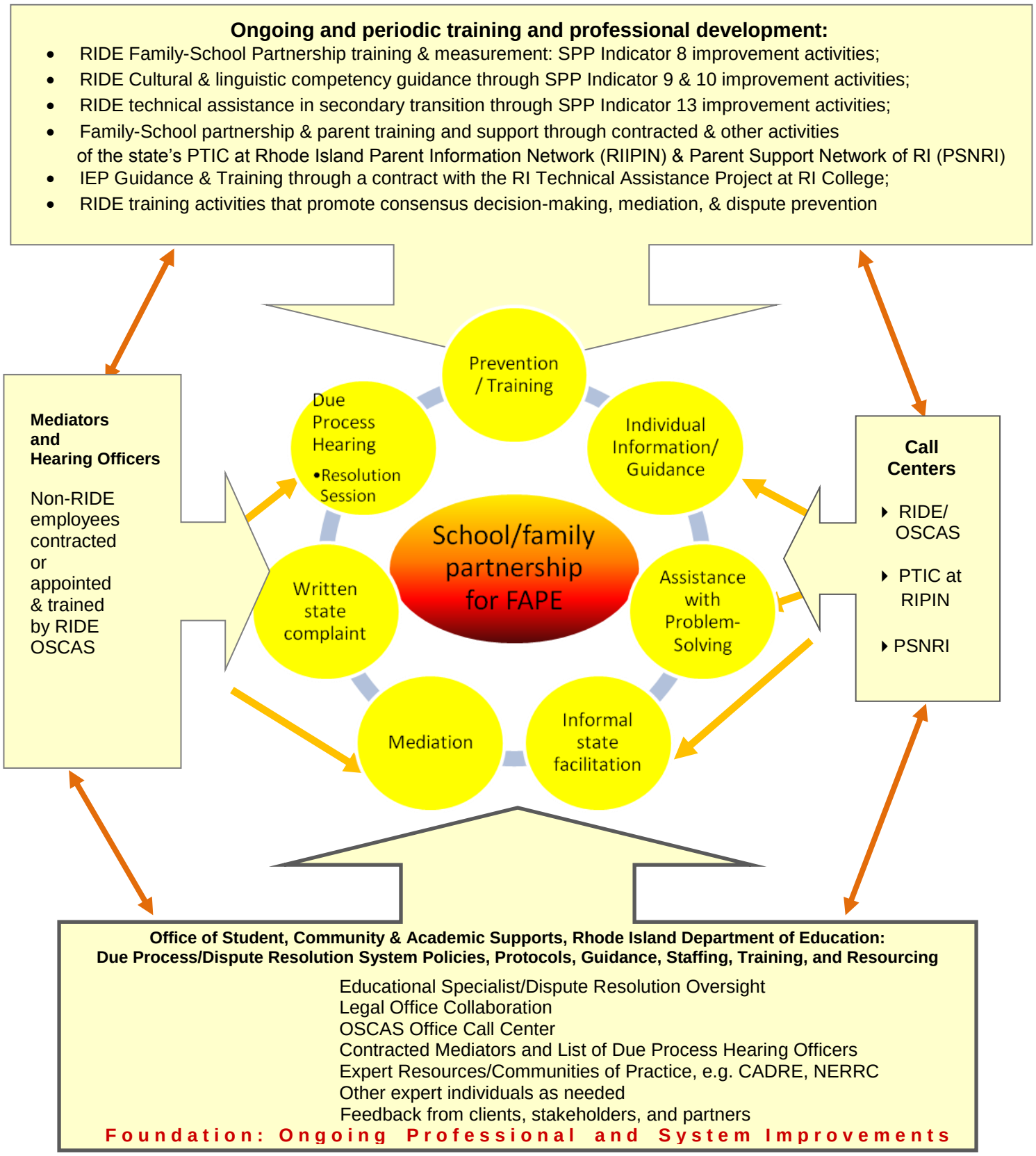
OSCAS' improvement activities, timelines and resources through FFY 2012 have been directed to achieve a constellation of dispute resolution options and a due process system that emphasizes collaborative relationships between families and schools in the interest of productive, shared decision-making that ensures FAPE for every child with a disability. A preventive approach, the system promotes an understanding that relationships and trust are the core of partnership; that conflict is not a necessary result of difference; and that differences in perspective and opinion among parents and professionals, within and beyond the IEP process, are not only expected but valuable when productively managed. The RIDE OSCAS is committed to accurately overseeing and reporting on the local resolution process. At the same time, to reduce the need to rely on due process to manage differences and ensure FAPE, the OSCAS addresses this indicator within the context of continuous improvement of its full due process and dispute resolution system. Rhode Island's model for continuous improvement and operation of an

effective, high quality system of dispute resolution and due process in special education, the centerpiece of which is **family-school partnership for FAPE**, is portrayed in Figure 1

Figure 1: Dispute Resolution: A System of Continuous Improvement

Office of Student, Community and Academic Supports (OSCAS)

Rhode Island Department of Education (RIDE)



Indicator 18 Improvement Activities Completed in FFY2012
The following table delineates corrective action and improvement activities completed in FFY2012.

Improvement Activity for Indicator 18 in FFY2012: Resolution Sessions		
Activity	***Date Completed***	***Resource(s)***
1. Reviewed state performance data regarding resolution agreements, and consider implications for system development and improvement.	Summer 2012	RIDE Offices of: ‣ Student, Community and Academic Supports (OSCAS) and ‣ Legal Services
2. Assessed factors facilitating and/or impeding successful resolution agreements, including capacities, practices, procedures, staffing, training and supervision.	Summer 2012	RIDE Offices of: ‣ OSCAS ‣ Legal Services; plus ‣ input from Parent groups and Special Education leaders
3. Created & disseminate protocols for ensuring that LEAs conduct required resolution sessions and accurately report to the RIDE OSCAS.	Summer 2012	RIDE OSCAS *Resources:* ‣ Center for Appropriate Dispute Resolution in Special Education (CADRE); ‣ Law & Regulatory Workgroup/New Eng. Regional Resource Center (NERRC); ‣ Colleagues in other states ‣ Local Special Education Administrators
4. Tracked, prompted, monitored, and assessed data and patterns in local dispute resolution and resolution sessions, and determined issue patterns and areas of need for special education technical assistance, guidance and oversight.	Winter 2013 & ongoing	RIDE OSCAS with feedback from clients, stakeholders, attorneys, and partner agencies
5. Based on input from the field and successful implementation of the resolution process, made periodic adjustments and refinements of the system to address needs determined in Step 4.	Fall 2012 through June 3013 and ongoing	RIDE OSCAS

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

Not applicable. RIDE reports no revisions at this time.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:
http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
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Indicator 19: Percent of mediations held that resulted in mediation agreements.

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

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

FFY	Measurable and Rigorous Target
FFY 2012	75-85%

Actual Target Data for FFY 2012: **85%**

(0 + 45 ÷ 53) X 100)

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

Of the 53 state mediation sessions held, 45 resulted in signed agreement. With one exception, all state mediation requests were due to disputes, with one related to a due process matter. Data reported here is consistent with November 2013 618 data reported in Table 7, "Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act, 2012-2013".

The state met the high range of its target for Indicator 19.For this reporting period, the use of mediation as a dispute resolution tool increased, while the reliance on state complaints and due process complaints decreased. The number of mediations requested and held reflected an increase from 50 requested/26 held in FFY 2011 to 77 requested/53 held in FFY2012. Rhode Island is encouraged by the trend in the use of this dispute resolution option and its success is supporting parent/school agreement. This trend is attributed to a system of continuous improvement, access to direct assistance through state Call Centers, both at the SEA and at our parent partner agencies, and an expanded, knowledgeable cadre of state mediators.

Continuous System Improvement: Charting a Preventive Course

RIDE recognizes the importance of mediation as a constructive, accessible tool to assist parents and school personnel in discovering common ground and reaching agreements regarding a free, appropriate public education for children with disabilities. RIDE exceeded its target for this indicator and is committed to continuing support for mediations that result in agreements. With the aim of promoting partnership among parents and school personnel, RIDE has established a process for continuous improvement that promotes an effective, high quality system of dispute resolution in special education.

FFY2012 represented the third full year of operation for the restructured state special education office, known as the Office of Student, Community and Academic Supports (OSCAS). Reorganized within the Division of Accelerating School Performance, OSCAS administers IDEA, including the dispute resolution system, as well as the Programs of Title I, Title III, ELL, and Comprehensive School Health. This has eliminated silo operation of these programs and integrated assistance to families seeking help to work collaboratively with their children's schools.

Within OSCAS' special education dispute resolution system, Call Center staff is assigned to an SEA staff member for support and supervision, with an ongoing, job-embedded, professional development and staffing structure. Connections with important professional communities of practice, particularly the Center for Appropriate Dispute Resolution in Special Education (CADRE) and Northeast Regional Resource Center Law and Regulatory Workgroup (LRW), as well as with key Rhode Island parent and special education leader organizations are fundamental vehicles for building and sustaining improvement within state mediation as an element of the special education dispute resolution system.

The Rhode Island Department of Education's due process system improvement activities, timelines, and resources in FFY 2012 were directed to ensuring delivery of entitlements and FAPE for every child with a disability by promoting collaborative relationships between parents and schools in the interest of productive, shared decision-making and by strengthening Rhode Island's constellation of dispute resolution options. A preventive approach, the system promotes an understanding that relationships and trust are the core of partnership; that conflict is not a necessary result of difference; and that differences in perspective and opinion among family members and professionals, within and beyond the IEP process, are not only expected, but are valuable when productively managed. The RIDE is committed to successful agreements resulting from state mediation. To continue its support of mediation as a helpful tool as well as to support informal, local mediation where possible, the Rhode Island Department of Education addresses Indicator 19 within the context of continuous improvement of its full due process and dispute resolution system. Figure 1, shown in the Indicator 18 section of this APR, portrays state mediation in the context of Rhode Island's special education dispute resolution system, the centerpiece of which is **family-school partnership for FAPE.**

Indicator 19 Improvement Activities Completed in FFY2012
The following table delineates corrective action and improvement activities completed in FFY2012.

Improvement Activities Completed for Indicator 19 in FFY2012: Mediations		
Activity	***Date Completed***	***Resource(s)***
1. Annually reviewed state performance data regarding mediation and considered implications for improvement.	Summer/Fall 2012	RIDE Offices of Student, Community and Academic Supports and Legal Services, in collaboration with the cadre of state mediators, the state's PTIC (RI Parent Information Network), The RI State Special Education Advisory Committee, Parent Support Network of RI, the RI Educational Surrogate Parent Program, and local Special Education Administrators
2. Evaluated factors facilitating and/or impeding successful mediation agreements, including capacities, practices, protocols, staffing, training, and supervision.	2012-2013 and ongoing	RIDE OSCAS and Legal Office, in collaboration with the cadre of state mediators; feedback from the state's PTIC (RI Parent Information Network), The RI State Special Education Advisory Committee, Parent Support Network of RI, the RI Educational Surrogate Parent Program, and local Special Education Administrators
3. Expanded state level cadre of individuals serving as state mediators, through recruitment, funding participation in a 35-hour mediation training program, periodic professional development and supervision through the OSCAS. Supported participation of OSCAS Call Center staff in 35-hour mediation training program, through the PTIC.	Expanded cadre ready by Fall 2012	RIDE OSCAS and Legal Office; Community Mediation Center of Rhode Island; and the state's PTIC at the RI Parent Information Network
4. Tracked, monitored, and assessed data in OSCAS Call Center interactions and informal intervention, local dispute resolution and state level mediations, to determine patterns of issues and areas	Fall 2012 through Summer 2013	RIDE OSCAS with feedback from clients, stakeholders, and partner agencies

of need for special education technical assistance, staffing, training, and dissemination and support to state mediators.		
5. Ongoing communication access to RIDE staff for mediators available as needed. Provided periodic opportunities for state mediators to participate in professional development and revise public information materials to encourage use of state mediation when warranted to support shared decision-making.	Summer 2012	RIDE OSCAS; Legal Office; State Mediators State RTI initiatives; CADRE webinars; NERRC LRW.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Not applicable. RIDE reports no revisions at this time.

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

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
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Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

a. Submitted on or before due dates (first Wednesday in February for child count, including race and ethnicity; and educational environments; first Wednesday in November for exiting, discipline, personnel and dispute resolution; December 15 for assessment; May 1 for Maintenance of Effort & Coordinated Early Intervening Services; and February 1 for Annual Performance Reports).
b. Accurate, including covering the correct year and following the correct measurement.

As stated in the Indicator Measurement Table, States may, but are not required, to report data for this indicator. OSEP will use the Indicator 20 Rubric to calculate the State's data for this indicator. States will have an opportunity to review and respond to OSEP's calculation of the State's data.

FFY	Measurable and Rigorous Target
FFY 2012 ***2012-2013 School Year***	*100%* *Accuracy and timeliness. All reports will be sent to OSEP on or before the designated date.*

Part B Indicator 20 Data Rubric

Part B Indicator 20 - SPP/APR Data			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
4B	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	40
APR Score	Timely Submission Points - If the FFY 2012 APR was submitted on-time, place		5

Calculation	the number 5 in the cell on the right.	
	Grand Total – (Sum of the subtotal and Timely Submission Points) =	45.00

Part B Indicator 20 - 618 Data					
Table	Timely	Complete Data	Passed Edit Check	Responded to Date Note Requests	Total
Table 1 – Child Count Due Date: 2/6/13	1	1	1	1	4
Table 2 – Personnel Due Date: 11/6/13	1	1	1	N/A	3
Table 3 – Ed. Environments Due Date:2/6/13	1	1	1	1	4
Table 4 – Exiting Due Date: 11/6/13	1	1	1	N/A	3
Table 5 – Discipline Due Date: 11/6/13	1	1	1	N/A	3
Table 6 – State Assessment Due Date: 12/19/13	1	NA	NA	N/A	1
Table 7 – Dispute Resolution Due Date: 11/6/13	1	1	1	N/A	3
Table 8 0 MOE/CEIS Due Date: 5/1/13	1	N/A	N/A	N/A	1
				Subtotal	22
618 Score Calculation			Grand Total (Subtotal X 2.045)=		45

Indicator #20 Calculation	
A. APR Grand Total	45.00
B. 618 Grand Total	45.00
C. APR Grand Total (A) + 618 Grand Total (B) =	90.00
Total N/A in APR	0
Total N/A in 618	0
Base	90.00
D. Subtotal (C divided by Base*) =	1.000
E. Indicator Score (Subtotal D x 100) =	100.00

*** Note any cell marked as N/A will decrease the denominator by 1 for APR and 2.045 for 618**

Actual Target Data for FFY 2012

For School Year 2012-2013: 100%

The target was set at 100% compliance for State reported data, including 618 data and Annual Performance Reports to be submitted on or before due dates.

In using the Rubric (see above) Rhode Island Measured 100% compliance for this indicator. This is the fourth consecutive year that Rhode Island has obtained a 100% compliance rate on Indicator 20.

Timely:

Rhode Island submitted all of its data reported on time.

Complete Data:

Rhode Island's data was complete.

Passed Edit Checks:

Child Count – Rhode Island passed this edit check.

Personnel – Rhode Island passed this edit check.

Educational Environments – Rhode Island passed this edit check.

Exiting – Rhode Island passed this edit check.

Discipline – Rhode Island passed this edit check.

State Assessment – Rhode Island passed this edit check.

Dispute Resolution – Rhode Island passed this edit check.

Maintenance of Effort & Coordinated Early Intervening Services – Rhode Island passed this edit check.

Responded To Data Note Requests:

Rhode Island met this requirement and provided data notes as requested.

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

Improvement Activities	Timelines	Result of Activity	Progress or Slippage
1. Continue to develop, refine eRIDE system to maintain database and performance of the system for identification and correction of non-compliance.	Ongoing.	Met all deadlines.	Progess.
2. Continue to improve data collection activities to ensure consistent, accurate and valid and reliable data.	Ongoing.	All data submitted was complete.	Progress.
3. Continue public dissemination of district data on RIDE website.	Ongoing.		Progress.
4. Continue to meet with local education agency data managers on a weekly basis to provide technical assistance and to collaborate, coordinate and further develop policies and procedures to improve data collection process and accuracy and validity of data.	Ongoing.		Progress.
5. Continue to	Ongoing.	Positive.	Progress.

collaborate with other RIDE offices to ensure more timeliness for meeting data reporting requirements.			
6. Identify and address state and federal reporting data system modifications as data requirements change.	**Ongoing.**	**Positive.**	**Progress.**
7. Continue to provide technical assistance and training on various systems to ensure accurate, valid and reliable data.	**Ongoing.**	**Positive.**	**Progress.**
8. Develop and modify system documentation and disseminate to all appropriate personnel.	**Ongoing.**	**Positive.**	**Progress.**
9. RIDE will continue to meet with the Department of Human Services to investigate the feasibility of adding the unique State Assigned Student Identifier to Part C data to facilitate an improved method of	**Ongoing.**	**Positive.**	**Progress.**

matching children in Part C and Part B. 10. Move the data from eRIDE to the Data Warehouse to accelerate the processing of the data	Ongoing.	Positive.	Progress
11. Modify computer programming system code to generate zero sub-totals where appropriate.	Achieved.	Positive.	Progress.
12. Modify computer programming code to exclude 18 years old from the 'Reached Max Age' in Exiting data reporting and generate an error message.	Achieved.	Positive.	Progress.

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

-Not Applicable as the target remains at 100%.