Pennsylvania

Part B

Annual Performance Report

for

FFY 2012

February 3, 2014

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Overview of the Annual Performance Report Development

Pennsylvania's Bureau of Special Education (BSE) and Bureau of Early Intervention Services (BEIS) have continued to collaborate with stakeholders regarding the State Performance Plan (SPP) and Annual Performance Report (APR).

Pennsylvania's Special Education Advisory Panel (SEAP) was fully briefed by BSE regarding the SPP and APR on an ongoing basis throughout the year. The panel is provided with regular updates on the state's performance in meeting SPP targets as well as implementation of improvement activities. In addition to intensive collaboration with the SEAP, presentations continuously occur with local, regional and statewide stakeholders. During this reporting period, BSE focused efforts on gathering recommendations from the field for high impact improvement activities and keeping stakeholders apprised of OSEP's Results Driven Accountability and proposed changes to the SPP/APR.

The State Interagency Coordinating Council (SICC) for Early Intervention, an advisory body for Pennsylvania's Early Intervention program for children birth through age five, continues to review local program data for Part C and Part B preschool programs during their regularly scheduled subcommittee meetings. Data for the FFY 2012 APR was presented to the SICC during their December 2013 meeting and to SEAP during their November 2013 meeting, where discussions and input occurred on the SPP/APR. BEIS will continue to discuss the revisions to the SPP/APR process in the context of Results Driven Accountability with the SEAP, the SICC, and other stakeholder groups on an ongoing basis throughout the year.

Pennsylvania complies with all federal requirements for annual reporting to the public. The BSE publishes annual, online Special Education Data Reports that illustrate the performance of each Local Education Agency (LEA) in meeting SPP targets. The BEIS also posts data annually on the performance of preschool early intervention programs on the key indicators related to preschool age children. Pennsylvania will continue to report annually to the public on the state's progress or slippage in meeting SPP targets and the performance of each LEA and preschool early intervention program in the state. Reporting on FFY 2012 LEA and preschool early intervention program performance will occur as soon as feasible, but not later than 120 days from APR submission. These reports are located at the following website: http://penndata.hbg.psu.edu. The FFY 2012 APR will be posted on the Pennsylvania Department of Education's website, http://www.education.state.pa.us, and the Pennsylvania Training and Technical Assistance Network's (PaTTAN) website, http://www.pattan.net. Consistent with past practice, the APR will also be distributed to the media and through public agencies.

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

Monitoring Priority: FAPE in the LRE

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

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

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

Measurement:

A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

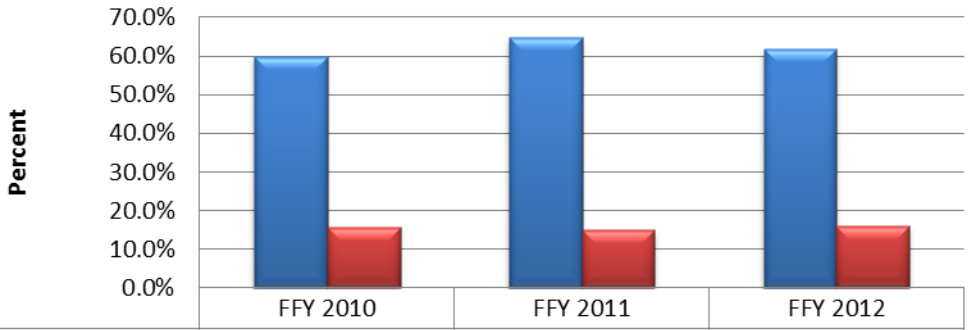
FFY	Measurable and Rigorous Target
2012 (2012-13)	65.19% of children aged 3 through 5 with IEPs attended an early childhood program and received a majority of their special education and related services in the regular early childhood program. 14.49% of children aged 3 through 5 with IEPs received the majority of their special education and related services in a separate special education class, separate school or residential facility.

Actual Target Data for FFY 2012

2012 (2012-13)	61.82% of children aged 3 through 5 with IEPs attended an early childhood program and received a majority of their special education and related services in the regular early childhood program. 15.88% of children aged 3 through 5 with IEPs received the majority of their special education and related services in a separate special education class, separate school or residential facility.

Comparison Data FFY 2010 through FFY 2012

Figure 6.1
Educational Settings for Preschool



	FFY 2010	FFY 2011	FFY 2012
Regular Early Childhood Program	59.9%	64.7%	61.8%
Separate Class, School or Facility	15.7%	14.9%	15.9%

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

Data for preschool educational environments for FFY 2012 was collected through the early intervention data information system and included children who were reported on December 1, 2012 as submitted to OSEP on February 1, 2013. Pennsylvania did not meet its targets for this indicator. Although Pennsylvania has shown slippage from FFY 2011, progress was made above baseline data established in FFY 2010 for children receiving service in a regular early childhood program.

Additional analysis of the data identified some shifts in relation to where services are provided. The data did not show a significant increase in children receiving services in separate classes, schools or residential facilities, but rather received their services in home settings or service provider locations while they continue to participate in early childhood environments.

In FFY 2012, preschool early intervention programs participating in the state inclusion grant program were involved in the following activities to increase the number of children participating in early childhood programs:

- developed a video of interviews with staff in early childhood programs relating their experiences serving children with disabilities. The video also included interviews with family members who talked about their children moving from a specialized setting to an inclusive classroom;
- opened a reverse mainstreaming classroom that allowed typical children to attend as well as children with disabilities;
- acted as guest teachers in early childhood settings and modeled strategies for early childhood staff;
- created an assistive technology lending library which allowed early childhood programs to borrow adaptive materials to meet the needs of all children; and

- trained staff in the collaborative consultation model of service delivery.

The BEIS continues to support training and technical assistance initiatives for all preschool early intervention programs. In addition, inclusion grants continue for preschool early intervention programs that are performing at lower levels on this indicator. The purpose of the grants is to increase the number of children in inclusive programs. Six programs are participating in the grant program for FFY 2013. Grantees are required to: 1) establish baseline data and set targets for improvement; 2) develop a plan to build community early childhood partners with child care programs, Head Start programs and other early childhood programs in their local community; and 3) appoint a staff person to provide support and consultation for the early childhood preschool programs with whom they are partnering, and participate in targeted training and technical assistance through Early Intervention Technical Assistance (EITA).

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

Targets for FFY 2013 and subsequent years will be provided in Pennsylvania's FFY 2013 SPP/APR submission.

A review of targets, improvement activities, timelines and resources implemented and completed in FFY 2012 found that all activities remain appropriate as established in the State Performance Plan and Annual Performance Reports and will continue for FFY 2013.

The following new improvement activity has been added:

Revisions were made to the data reporting screens in the data management system to ensure alignment with the educational environments decision tree. The prompts for users were revised to ensure an easier method of collecting and reporting data per federal reporting requirements. Training and explicit instruction for reporting of educational environment for preschool children will continue. Targeted technical assistance will be provided to those programs that experienced decreases in categories A1 and B1.

Timeline and resources: BEIS staff throughout FFY 2013.

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

Overview of the Annual Performance Report Development

Monitoring Priority: FAPE in the LRE

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

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

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

C. Use of appropriate behaviors to meet their needs.

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

Measurement:

Outcomes:

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

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

C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

a. Percent of preschool children who did not improve functioning = [(# 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 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.

Actual Target Data for FFY 2012

Summary Statements	Actual FFY 2010 (% and number of children)	Actual FFY 2011 (% and number of children)	Actual FFY 2012 (% and number of children)	Target 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	77.9 n =4,975	76.6 n =4,107	88.8 n = 10,925	71.3
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	57.8 n = 4,975	54.1 n = 4,107	65.5 n = 10,925	55.5

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)				
1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	76.7 n = 4,977	76.4 n = 4,120	89.6 n = 10,931	73.4
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	48.2 n = 4,977	51.9 n = 4,120	63.2 n = 10,931	47.7

Outcome C: Use of appropriate behaviors to meet their needs				
1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	74.6 n =4,976	75.6 n = 4,101	88.1 n = 10,913	71.3
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	58.0 n =4,976	57.5 n = 4,101	67.5 n = 10,913	57.3

Actual Number and Percent of Children by Progress Categories for FFY 2012

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	81	0.7
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	833	7.6
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	2,858	26.2
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	4,367	40.0
e. Percent of children who maintained functioning at a level comparable to same-aged peers	2,786	25.5
Total	***10,925***	***100.0***

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	72	0.7
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	870	7.9
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	3,078	28.2
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	5,081	46.5
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1,830	16.7
Total	***10,931***	***100.0***

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	83	0.7
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	885	8.1
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	2,581	23.7
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	4,561	41.8
e. Percent of children who maintained functioning at a level comparable to same-aged peers	2,803	25.7
Total	***10,913***	***100.0***

Discussion of Summary Statements and A-E Progress Data for FFY 2012

FFY 2012 data is derived from almost 11,000 children who entered the preschool early intervention program starting in July 2009 and who exited the program in FFY 2012 (2012-2013). Children completed at least six months of early intervention services and they could have received up to 36 months of early intervention services.

Based on the actual scores of child assessment tools, the entry data was matched to the 7-point Child Outcome Summary Form (COSF) developed by the Early Childhood Outcome Center. Pennsylvania defines "comparable to same aged peers" as a score of 6 or 7 on the COSF.

In analyzing the data for the three outcomes, similar patterns can be found. For summary statement 1 for all three outcomes, the percent of children who entered the program below age expectations and substantially increased their rate of growth by the time they exited ranged between 88-89%. For summary statement 2 for all three outcomes, the percent of children who were functioning within age expectations by the time they exited ranged between 63-67%.

The targets established for all summary statements across the three outcome areas were met. There were significant increases in performance from FFY 2011 in both summary categories. The improvement rates ranged between 21-26%.

In spring 2013, Pennsylvania began an in-depth analysis of its child outcome data. The review included an analysis of entry and exit ratings, changes between entry and exit ratings and reliability analysis. Inferential analysis consisted of several regression models to consider statistically significant associations between rating changes (i.e., progress or regress) and demographic characteristics such as race/ethnicity, and primary disability category.

Key findings from this analysis for preschool children during their time in the Part B preschool program included the following:

- overall, the data suggest high levels of inter-rater reliability (0.923);
- all children are making progress across all three child outcomes;
- the amount of time in months children were served has a significant and positive effect on ratings changes regardless of a student's entry rating; and
- being white or non-white does not have a significant predictive effect on changes in outcomes ratings areas.

A separate data analysis was conducted on the scores of children who entered Pennsylvania's early intervention programs in the Part C infant/toddler program and continued through the Part B preschool program. There were approximately 1,000 children in this analysis. Key findings included:

- children receiving both infant/toddler and preschool services are rated more reliably (0.931) than those children receiving infant/toddler services or preschool services only services.
- the total time of service in both infant/toddler and preschool settings is associated with positive ratings changes in the acquisition and use of knowledge/skills area;

- being white or non-white does not have a significant predictive effect on changes in outcomes ratings areas;
- developmental delay as a primary disability category is associated with positive ratings changes within the acquisition and use of knowledge/skills area; and
- speech and language as a primary disability category is associated with positive ratings changes in the acquisition and use of knowledge/skills, and negatively associated with ratings changes in the positive social and emotional skills and use of appropriate behavior to meet their needs outcomes areas.

The results of the additional analysis of the early childhood outcome data will be reviewed to develop a plan for disseminating the information on a statewide level and for determining statewide technical assistance activities based on the data.

BEIS advisors and technical assistance consultants from EITA will continue to provide on-site technical assistance to early intervention programs to ensure that accurate and reliable child outcome data is collected and that children are making adequate progress. Technical assistance, focused on program management, data quality and child progress activities, will be provided to those identified programs.

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

Pennsylvania has met all targets established for this indicator. Improvement activities were implemented in FFY 2012 as described in the SPP and outlined in the APR submitted in February, 2013.

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

Targets for FFY 2013 and subsequent years will be provided in Pennsylvania's FFY 2013 SPP/APR submission.

Improvement activities described in the SPP will continue.

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

Overview of the Annual Performance Report Development

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

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

FFY	Measurable and Rigorous Targets
2012 (2012-13)	***School Age***
	Using the NCSEAM Survey, the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will be 35.65%.
	Preschool
	The percent of parents with a child receiving preschool special education services who report that preschool early intervention facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 88.2%.

Actual Target Data for FFY12

School Age Programs (Bureau of Special Education)

Pennsylvania continues to use the National Center for Special Education Accountability and Monitoring (NCSEAM) Survey as the measure for this indicator for parents of school age students with disabilities. A copy of the school age survey can be found in Pennsylvania's SPP. The NCSEAM standard for school facilitated parent involvement was developed by a group of stakeholders as a part of the NCSEAM National Item Validation Study. This standard, based on the Rasch analysis framework, creates an "agreeability" scale with corresponding calibrations for each survey item. Survey items with lower calibrations are easier to agree with, while items with higher calibrations are more difficult to attain. A respondent's survey answers are compiled into a single measure. This measure is then compared to the standard established by the stakeholder group. A more complete explanation of the scoring process can be found in Pennsylvania's SPP.

The sampling plan for this indicator was approved by OSEP in Pennsylvania's FFY 2005 SPP and is continued for this submission. The present cohort consists of the same set of

LEAs on the same schedule as was devised in the original submission. The sampling plan also includes all LEAs that have been established since the original approval.

For the current year, the number of valid surveys returned was approximately the same number returned in FFY 2011 (1,879 vs. 1,883, respectively). The number of parents with a school age child receiving special education services who report that schools met the NCSEAM standard for school-facilitated parent involvement as a means of improving services and results for children with disabilities increased from 743 to 794. The percent of respondents at or above the indicator 8 standard is 42.26%, an increase of 2.8% over the level observed the previous year. These data are provided in Table 8.1.

Table 8.1
Results of the Administration of the NCSEAM School Age Parent Survey

FFY	Number at or above the Indicator 8 standard	Percent at or above the Indicator 8 standard	Number of valid responses
2008	751	34.49	2,177
2009	731	34.30	2,131
2010	708	39.31	1,801
2011	743	39.46	1,883
2012	794	42.26	1,879

Pennsylvania exceeded the FFY 2012 target of 35.65% established in its SPP for this indicator.

For the current reporting year, the school age NCSEAM survey was distributed to 16,154 parents of students from 134 LEAs. Included in this distribution was an over-sampling of parents of Black or African American (not Hispanic) and Hispanic students to compensate for historically lower response rates within these groups.

The representativeness of the school age race/ethnicity categories in the survey results (see Table 8.2) was tested using the +/-3% tolerance level established by the Response Calculator developed by the National Post School Outcome Center (NPSO). The oversampling again had the desired effect of improving the representativeness of the respondent group, as all racial/ethnic categories fall within these tolerance levels.

Table 8.2
Race/Ethnicity of School Age Students
Represented by Parent Respondents

	Total Respondent Group[1]	*State Race/Ethnicity Population*
Race/Ethnicity	***Percent***	***Percent***
American Indian or Alaskan Native	<1.0	<1.0
Asian	1.5	1.4
Black or African American (not Hispanic)	14.8	17.5
Hispanic or Latino	10.5	9.2
White (not-Hispanic)	71.8	69.7
Native Hawaiian or Other Pacific Islander	<1.0	<1.0
Multiracial	1.1	2.0

Table 8.3 shows the representativeness of school age students whose parents responded to the survey when examined by disability category. Overall, the proportions of the disability categories are relatively close to the proportions observed in the December 1 Child Count. Each of the disability categories, with the exception of specific learning disabilities, falls within the +/- 3% tolerance level established by the Response Calculator. The proportion of parents of students with specific learning disabilities, who had been underrepresented for four consecutive years, is 0.1% above the tolerance level as a result of the state's efforts to improve respondent representativeness. The proportion of respondents who are parents of students with autism, overrepresented in FFY 2011, now falls within the tolerance level.

[1] *To protect confidentiality, Pennsylvania is providing percentages to describe these respondents.*

Table 8.3
Disability Category of School Age Students
Represented by Parent Respondents

	Total Respondent Group[2]	*State Disability Population*
Disability	***Percent***	***Percent***
Intellectual Disability	9.4	7.1
Hearing Impairment	1.1	1.0
Speech or Language Impairment	13.9	16.0
Visual Impairment	<1.0	<1.0
Emotional Disturbance	6.8	8.6
Orthopedic Impairment	<1.0	<1.0
Other Health Impairment	12.8	11.2
Specific Learning Disability	42.3	45.4
Deaf-Blindness	<1.0	<1.0
Multiple Disabilities	1.2	1.1
Autism	11.2	8.6
Traumatic Brain Injury	<1.0	<1.0

As described in the SPP, BSE continues to interview parents of students with disabilities as a component of cyclical monitoring. Since FFY 2007, BSE has incorporated the NCSEAM threshold item verbatim into the school age cyclical monitoring instrument. Specifically, parents were asked to respond to the statement, "The school explains what options parents have if they disagree with the decision of the school." Table 8.4 displays the results since the NCSEAM item was incorporated into the monitoring instrument.

[2] *To protect confidentiality, Pennsylvania is providing percentages to describe these respondents.*

Table 8.4
Results of Cyclical Monitoring Parent Interviews: Agreement to the Threshold Item on the School Age NCSEAM Survey

FFY	*Percent of Parents who "Agreed" "Strongly Agreed" or "Very Strongly Agreed"*
2007	90.7
2008	92.1
2009	92.0
2010	92.3
2011	91.5
2012	92.2

In FFY 2012, 834 parents in 123 LEAs were interviewed. Overall, 92.2% of the parents who responded to this question "Agreed", "Strongly Agreed", or "Very Strongly Agreed" with this statement, reflecting improvement from the high level observed when the item was first included in the cyclical monitoring document in FFY 2007. The FFY 2012 parental responses continue to yield additional positive information about their interactions with LEAs in Pennsylvania.

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

For FFY 2012, surveys were sent statewide to all families currently enrolled in the preschool early intervention program. Of the 23,459 surveys sent and received by families, 4,432 responses to the survey were returned for a valid response rate of 19%. Table 8.5 shows the results of the survey for this indicator. In FFY 2012, 85.9% of families reported that preschool early intervention facilitated parent involvement as a means of improving services and results for children with disabilities.

Table 8.5
Agreement to the Threshold Item on the
Family Survey for Preschool Early Intervention Programs

Survey Question: In the past year, early Intervention staff explained what options parents have if they disagree with a decision made by EI staff.	***Number of Respondents***
A. Number of families who agree with the statement	1,306
B. Number of families who strongly agree with the statement	885
C. Number of families who very strongly agree with the statement	1,521
D. Total number of valid surveys returned with ratings for this question	4,323
E. Percentage of families who agree, strongly agree and very strongly agree with the statement: (A+B+C)/D	85.9%

Table 8.6 displays the racial/ethnic representation of parents of preschool age children who returned the survey. The representativeness of the preschool race/ethnicity categories in the survey results, using the +/-3% tolerance level established by the Response Calculator developed by the NPSO, indicates that all racial/ethnic categories fall within the tolerance levels.

Table 8.6
Respondent Group by Race/Ethnicity for Preschool Children

	Total Respondent Group[3]	*State Race/Ethnicity Population*
Race/Ethnicity	***Percent***	***Percent***
American Indian or Alaskan Native	<1.0	<1.0
Asian or Pacific Islander	2.6	2.2
Black or African American(not Hispanic)	12.2	14.1
Hispanic or Latino	13.5	10.9
White (Not-Hispanic)	68.4	68.5
Native Hawaiian or Pacific islander	<1.0	<1.0
Multiracial	3.2	4.2
Total	100.0	100.0

Table 8.7 shows the representativeness of the preschool respondent group when examining by disability category. Using the +/-3% tolerance level established by the Response Calculator provided by NPSO, all categories fall within the +/-3% tolerance level.

[3] *To protect confidentiality, Pennsylvania is providing percentages to describe these respondents.*

Table 8.7
Respondent Group by Disability Category for Preschool Children

	Total Respondent Group[4]	*State Disability Population*
Disability	***Percent***	***Percent***
Intellectual Disability	<1.0	<1.0
Hearing Impairment	1.1	1.2
Speech or Language Impairment	37.7	36.4
Visual Impairment	<1.0	<1.0
Emotional Disturbance	<1.0	<1.0
Orthopedic Impairment	<1.0	<1.0
Other Health Impairment	1.1	1.2
Specific Learning Disability	<1.0	<1.0
Deaf-Blindness	<1.0	<1.0
Multiple Disabilities	1.3	1.1
Autism	8.5	8.2
Traumatic Brain Injury	<1.0	<1.0
Developmental Delay	48.4	49.8
Total	100.0	100.0

In addition to analyzing race/ethnicity and disability categories, Pennsylvania also did further analysis of the data reviewing variables such as age of the child and amount of time a child was in service to determine if these variables had an impact on the data. Neither the age of the child nor the amount of time the child was in service impacted on the family's agreement on this indicator.

[4] To protect confidentiality, Pennsylvania is providing percentages to describe these respondents.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY12

School Age Programs (Bureau of Special Education)

The proportion of parents with a school age child receiving special education services who reported that schools met the NCSEAM standard for school-facilitated parent involvement as a means of improving services and results for children with disabilities was 42.26%, an increase of 2.80% from the level observed in FFY 2011. The target was met and the state is reporting progress on this indicator.

Throughout the span of the SPP, BSE has continuously increased efforts to support and improve school-facilitated parent involvement as a means of improving services and results for children with disabilities.

Enhancing Family Engagement Training Series

During FFY 2013, PaTTAN will lead LEAs, selected by means of an application process, through the Enhancing Family Engagement Training Series, designed to engage school leaders and their staff in the assessment, study and site-based advancement of research and evidence-based findings supporting family engagement strategies and practices. The training series (consisting of three regional trainings and two on-site visits), requires the site-based teams to complete a needs-based, differentiated course of study focused on one of six study modules aligned to the National Parent Teacher Association (PTA) Standards for Family-School Partnerships. School leaders and their team, which includes parents, will work in their home school environment to advance both professional development opportunities for the school community and implementation of newly learned strategies to bolster family engagement. On-site technical assistance will be provided by PaTTAN educational and parent consultants.

Indicator 8 Training Module Series

PaTTAN's Parent Engagement Team designed six interactive modules based on the National Standards for Family-School Partnerships developed by the National PTA to support the development and enhancement of parent engagement practices. The training modules, which include presentations, activities, handouts, and primary research articles, were made available on the PaTTAN family engagement website. Participants at most conferences and training sessions are made aware of the availability of these materials.

Parent Engagement Webinar Series

PaTTAN offered a parent engagement webinar series during which LEAs throughout Pennsylvania shared current practices and strategies for other LEAs to consider as a means to enhance their interactions with families. LEAs shared their rationale as well as the effects of their practices. The practices shared by LEAs aligned to the National PTA Standards for Family-School Partnerships. The webinar series was designed for school administrators, teachers, and others interested in learning how Pennsylvania leaders are addressing family engagement topics. Topics for the series included: welcoming all families into the school community; communicating effectively; supporting student success; and meaningful parent engagement. Each webinar was recorded and closed-captioned. The webinars can be accessed on the family engagement page on the PaTTAN website.

Parent Engagement Team

Through PaTTAN, the BSE employs four parent consultants, representing the western, central and eastern parts of the state. PaTTAN parent consultants receive ongoing professional development and often work alongside PaTTAN educational consultants to provide training to parents and educators on topics related to special education. All PaTTAN parent consultants are members of the Family Engagement Team. PaTTAN educational and parent consultants continued to keep current two webpages for the PaTTAN website specific to the topic of family engagement. The Family Engagement webpage highlights current training and technical assistance available to LEAs. Information regarding the indicator 8 parent survey is also posted on this site. The Parent Information webpage contains resources and support materials for families interested in learning more about special education services and supports available in Pennsylvania.

Resource Materials

BSE/PaTTAN developed and disseminated resource materials to LEAs. Phase I of the parent engagement work included development of a guide for LEAs to increase parent involvement activities. The guide is titled, *Enhancing Parent Engagement: A Practical Guide*. Three overarching categories frame this publication: leadership, relationships, and training. Each theme is developed to address both research and best practice as well as suggested considerations for implementing parent engagement strategies.

In addition, a one page publication titled, *Top Five Reasons Schools Need to Engage Parents,* provides a set of research-based principles as well as evidence-based approaches for LEAs to consider when developing partnerships with families.

PaTTAN/Parent Training and Information Centers (PTI)/Community Parent Resource Centers (CPRC) annual meeting

Members of PaTTAN's parent engagement team, including educational and parent consultants, met with members of Hispanos Unidos para Niños Excepcionales (HUNE), Parent Education & Advocacy Leadership (PEAL), Parent Education Network (PEN) and the Mentor Parent Program prior to the beginning of the school year. The meeting provided all in attendance a venue to collaborate on effective means by which to support parent engagement efforts and the opportunity to share training resources.

Indicator 8 Survey Strategies

BSE continues to work with the Pennsylvania State Data Center to refine over-sampling parameters and address underrepresented populations in the respondent group. Annual evaluation of this activity will occur throughout the remainder of the survey distribution.

BSE provides opportunities for survey recipients to engage in direct dialogue with ConsultLine personnel about questions related to the survey, and to facilitate engagement with PTIs and CPRCs in the implementation of the parent survey as well as with the SPP improvement activities.

For the third consecutive year, BSE implemented an improvement activity designed to increase the parent survey response rate. BSE sent each school district superintendent and charter school CEO a letter informing them that parents from their LEA will be participating

in the indicator 8 parent survey. Letters addressed to all parents of students with disabilities within the LEA were provided by the BSE. The purpose of the introductory letter is to increase familiarity, assist in easing anxiety, and improve the response rate. Since this activity appears to have had little effect on the response rate, BSE is evaluating the efficacy of its continued use.

Indicator 8 Parent Survey: Getting Ready Webinar

This webinar provided information, resources, and suggested practices to LEAs involved in the 2013 indicator 8 parent survey. A separate webinar for parents was recorded as a resource for LEAs. LEAs were encouraged to share the webinar so parents can fully understand the intent of the survey and are prepared to participate in it. The webinar was recorded and available for viewing and sharing throughout the 2013 survey cycle.

National Perspective on Parent Engagement: Current Trends and Practices

This session at the PDE statewide conference was presented by Dr. Karen Mapp of Harvard University. Dr. Mapp summarized the most up-to-date information on the ways that family engagement relates to improvements in student outcomes and school improvement and the characteristics of and criteria for family engagement initiatives that are effective, sustainable, and transformative for families, school staff, students and communities.

Parent Engagement Poster Session

LEAs that participated in the Enhancing Parent Engagement Training Series were encouraged to attend the 2013 PDE conference and share their school parent engagement practices. Six LEAs participated in the poster session and engaged in conversations with conference participants explaining the results of their parent engagement efforts.

Schools' Facilitation of Parent Involvement: From Statewide Reporting to Local Implementation

Batya Elbaum, Ph.D., University of Miami, the Assistant Director of PaTTAN Pittsburgh and an LEA representative presented an overview of Pennsylvania's performance on indicator 8 at the PDE annual conference. Participants also learned how this LEA engaged its school staff in the assessment, study, and advancement of parent engagement strategies and practices. Resources and professional development opportunities designed to increase authentic facilitation of parent engagement in local schools were also shared.

Pennsylvania's Supplementary Aids and Services Toolkit: An Overview for Parents

The Supplementary Aids and Services (SAS) Toolkit is a facilitated process to inform IEP teams as they develop or revise a student's IEP. This publication explains the basics of the toolkit process so that parents can determine whether it is appropriate for them to request the toolkit process for their child.

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

Pennsylvania has shown a slight increase of 0.2% from FFY 2011. The target has not been met for this indicator. Although Pennsylvania has not met the target for this indicator for preschool early intervention programs, further review of the family survey results indicates:

- 95% of families stated that preschool early intervention programs have helped them use information about their child's performance to support their child's learning and development at home;
- 93% of families have used information about their child's performance to make changes in how they teach their child; and
- 95% of families indicated that preschool early intervention programs provided an opportunity for parents to share what is important for their child.

To obtain additional information on local program performance on this indicator, BEIS does review other variables to ensure that families are aware of options they have if they disagree with a decision made by early intervention staff. Verification reviews with local preschool early intervention programs and observations of initial contacts, IEP meetings and service delivery sessions indicate that programs are informing families about their procedural safeguards, including all dispute resolution options. BEIS also provides early intervention personnel with the materials and training needed to discuss this information with families.

The Office of Child Development and Early Learning continues to have a special assistant on family engagement, whose role is to provide input on policy and communications throughout all early childhood programs, including early intervention. The special assistant provides support to the Parents as Partners in Professional Development initiative, a project in Pennsylvania that links family members to early intervention professional development and pre-service opportunities. Families share their insight and expertise in such roles as co-presenters, university guest lecturers and publication reviewers.

Pennsylvania continues to increase the number of parent partners in professional development events and has committed to including a parent co-presenter or partner in all statewide professional development events. Having parents as co-presenters during professional development sessions allows the opportunity for participants to gain additional insight on how to improve family engagement practices.

Parent to Parent of Pennsylvania staff also attends statewide professional development activities to increase awareness on family engagement practices as they continue to provide support and guidance to families involved in early intervention.

BEIS continues its commitment to support families in meeting the developmental needs of their child. BEIS continues to provide a range of resources designed specifically for families in early intervention. Information on these resources is provided to families upon entry into the early intervention program and throughout their involvement with early intervention.

During FFY 2012, the BEIS continued to collaborate with the Department of Health on the Hands and Voices Guide by Your Side project, which is a specialized parent support program that links families of infants/toddlers newly identified with deafness and hearing loss with trained and experienced parent guides.

BEIS continues to utilize CONNECT Direction Services as a helpline for families during the distribution of the family survey. Parents have an opportunity to ask questions regarding the survey and access language translation services.

Additional Information Required by the OSEP APR Response Table for this Indicator

Statement from the Response Table	State's Response
In the FFY 2012 APR, the State must report whether its FFY 2012 data are from a group representative of the population, and if not, the actions the State is taking to address this issue.	For FFY 2012, the representativeness of all racial/ethnic categories falls within the +/- 3% tolerance levels established by the NPSO Response Calculator. Each of the disability categories, with the exception of specific learning disabilities, falls within the tolerance level established by the Response Calculator. The proportion of parents of students with specific learning disabilities, who had been underrepresented for four consecutive years, is 0.1% above the tolerance level as a result of the State's efforts to improve respondent representativeness. The proportion of respondents who are parents of students with autism, overrepresented in FFY 2011, now falls within the tolerance level.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY13

School Age Programs (Bureau of Special Education)

Targets for FFY 2013 and subsequent years will be provided in Pennsylvania's FFY 2013 SPP/APR submission.

Improvement activities will continue as described in the SPP; the following new improvement activities, designed by PaTTAN's parent engagement training team, will be implemented for 2013-14:

(1) Indicator 8 Parent Survey: Making Meaning of the Survey

This webinar will provide viewers with a thorough understanding of how PA collects data for indicator 8, the results of PA's performance for this indicator, and the importance of family participation.

Timeline and resources: Dr. Batya Elbaum will serve as the primary presenter of this webinar. The webinar will be posted on the PaTTAN website prior to the February 2014 PDE annual conference and will be available for viewing and sharing throughout the 2014 survey cycle.

(2) PDE 2014 Annual Conference sessions:

From Information to Action: Family Engagement on a National, State and Local Level, presented by Dr. Batya Elbaum, PaTTAN, and LEA representatives.

Enhancing Family Engagement: How Do We Do It?, presented by PaTTAN educational and parent consultants with LEA representatives.

Timeline and resources: PaTTAN and LEA representatives; these sessions will take place at the PDE conference in February 2014.

(3) PaTTAN Publication

The following publication, aligned with the SPP targets, is currently being developed: *Teachers' Desk Reference: Parent Involvement*

Timeline and resources: PaTTAN, in collaboration with BSE, will continue to publish resource documents throughout the 2013-14 school year.

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

Targets for FFY 2013 and subsequent years will be provided in Pennsylvania's FFY 2013 SPP/APR submission.

Improvement activities as described in the SPP will continue.

The following additional improvement activities have been developed for FFY 2013:

(1) BEIS will survey preschool early intervention programs to determine effective strategies they have utilized to facilitate family engagement. BEIS will distribute these strategies statewide to early intervention leadership and to local interagency coordinating councils.

Timeline and resources: Special assistant on family engagement and EITA will develop, distribute and analyze survey results throughout FFY 2013.

(2) BEIS will utilize the State ICC, SEAP and program leaders to analyze survey results, identify program areas of strengths and needs and recommendations for strategies to improve performance.

Timeline and resources: Special assistant on family engagement, BEIS staff and EITA staff through committee meetings and policy work sessions throughout FFY 2103.

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

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Child Find

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

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

Measurement:

a. # of children for whom parental consent to evaluate was received.

b. # of children whose evaluations were completed within 60 days (or State-established timeline).

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

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

FFY	Measurable and Rigorous Target
2012 (2012-13)	100% compliance with timelines for initial evaluations

Actual Target Data for FFY 2012

93%

Under Pennsylvania regulations in effect for FFY 2012, school districts and charter schools were required to complete an initial evaluation and provide a copy of the Evaluation Report to parents no later than 60 calendar days, excluding summer breaks, from receipt of written parental consent for evaluation.

BSE collects data for this indicator from LEAs participating in cyclical monitoring. As described in indicator 15, Pennsylvania has an annual monitoring cycle, with approximately one-sixth of the state's LEAs monitored each year. LEAs submit required data for indicator 11 through a database that contains student specific and aggregated data sufficient to address all technical reporting requirements for this indicator. Data were reported as the actual number of days, not an average number of days, for the period of July 1, 2012 through June 30, 2013.

For children being evaluated for a preschool early intervention program, the initial evaluation must have been completed and a copy of the Evaluation Report presented to the parents no

later than 60 calendar days after the preschool early intervention agency received written parental consent for evaluation.

For preschool early intervention programs, Pennsylvania collected data for this indicator through a statewide data collection and is based on actual number of days, not an average number of days for the period of July 1, 2012 through June 30, 2013.

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

	Preschool	*School Age*	*Total*
a. Number of children for whom parental consent to evaluate was received	22,001	9,553	31,554
b. Number of children whose evaluations were completed within 60 days (or State-established timeline)	20,366	8,836	29,202
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)	***93%***	***93%***	***93%***

BSE's review of the FFY 2012 database for indicator 11 confirms that all 717 school age students that did not receive a timely initial evaluation did receive an evaluation, although late. Of those that were late, 72% were completed within 61-90 days and 88% were completed within 120 days. Reasons for delays were primarily attributed to administrative delays, staffing issues and staff errors, as well as weather emergencies and scheduling problems over which the LEA had limited control.

For FFY 2012, 93% of preschool children were evaluated within 60 days of receiving parental consent for initial evaluation. Pennsylvania decreased the rate of compliance by 4% percent from FFY 2011. Although Pennsylvania did experience slippage from last year on this indicator, most of the programs continue to perform at very high levels. Thirty-two of the thirty-four preschool early intervention programs achieved compliance rates between 98-100%. The two remaining programs achieved lower rates of compliance and accounted for a majority of children who received late evaluations. Of the 7% of evaluations that were late, one program accounted for 82% of the late evaluations.

All 1,635 preschool children whose initial evaluation was delayed did receive an evaluation, although late. Available data indicate that the range of delays for the majority of children in preschool programs is between 1-120 days. The most common reasons for delays for preschool programs were related to procedural changes for the transition of children, personnel scheduling issues, illness, vacations, missed appointments and staff errors (delay in completing reports, reports sent late, and changes in staff assignments).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 12

School Age Programs (Bureau of Special Education)

Compliance with timelines decreased by 2% from the prior reporting period. A total of 65% of LEAs achieved compliance at a level of 95%-100%, with the majority of these at 100%. Sixteen LEAs in five IUs accounted for 79% of the late evaluations. These five IUs are clustered in one distinct area of the state.

When comparing data from year to year, it is important to note that each year's group of reporting LEAs varies, both in composition and the extent to which the LEA has been involved in prior monitoring and corrective action related to evaluation timelines. Nonetheless, BSE has engaged in an active campaign to emphasize to all LEAs the importance of compliance with requirements for timely evaluations. Penn*Links are sent several times a year to inform superintendents and charter school CEOs about regulatory requirements as well as procedures for identification and correction of noncompliance. BSE requires LEAs to report individual student level data, and engages any LEA with less than 100% compliance in quarterly reporting and ongoing scrutiny.

The procedural safeguards initiative continued to provide recorded webinars on topics selected to respond to the needs of the field. These needs are identified through consultation with staff from the BSE and the Office for Dispute Resolution (ODR), who provide information about areas of concern that surface through the compliance monitoring process, complaint procedures, and due process hearings.

The monthly one-hour webinars are presented after school by PaTTAN and BSE staff. Participants have the ability to submit questions during the webinar, and they are answered either during the presentation or by the presenters afterwards via email. Each of the sessions is recorded and archived on the PaTTAN website so that the information is available to the public. Several hundred people participate in the series each year, and the input received from the field has been very positive. Administrators report they frequently use the webinar materials for teacher induction training and staff development.

Past webinars have addressed the evaluation and reevaluation processes. Topics included evaluation consent requirements and timelines, contents of evaluation and reevaluation reports, and conducting behavioral assessment, vocational assessment, and assessments for students with visual impairment.

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

Throughout FFY 2012, the two preschool early intervention programs with the most significant delays were required to participate in enforcement strategies to increase performance. These activities included:

- the development of a compliance committee to address the late evaluations and implementation of plans for improvement;
- revisions to evaluation procedures for children referred to the preschool program from the infant/toddler early intervention program;

- revisions to internal scheduling processes to ensure the availability of personnel to complete timely evaluations;
- weekly conference calls to review data and verification of improvement activities; and
- monthly on-site visits and technical assistance by state staff to address program concerns.

Throughout FFY 2012, data for the remaining preschool early intervention programs were monitored through reporting capabilities available within the data management. BEIS staff, as well as local preschool early intervention staff, reviews data on children who were referred to the local program for evaluation to ensure that their evaluation has been completed. Data from any given point in time throughout the year can be reviewed for this indicator, which allows both state staff and local program staff to review local program data and identify individual children who have not had a timely evaluation 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: *96%*.

	Preschool	***School Age***
1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	24	49
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)	24	44
3. Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	***0***	***5***

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

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

Actions Taken if Noncompliance Not Corrected

See description below.

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

See description below.

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

School Age Programs (Bureau of Special Education)

The process for collecting data is explained above. Annually, in July-August, BSE reviews a database in which LEAs report data from the entire year for all students who have had initial evaluations for special education. The database includes mandatory reporting fields to document that for any student where the LEA did not meet required timelines, an initial evaluation was conducted, although late, and an IEP was developed if determined appropriate. Following BSE review of the database, all LEAs are provided with written notification of their compliance status. LEAs determined to be in noncompliance are informed that they must correct the noncompliance as soon as possible but not later than one year from the notification. These LEAs are required to do quarterly reporting, through which the LEA provides updated data on all new initial evaluations. When the LEA demonstrates 100% compliance with evaluation timelines for two consecutive quarters, BSE closes corrective action. If an LEA is not demonstrating progress through quarterly reports, BSE conducts on-site reviews to assist in identifying root causes, including required technical assistance. BSE also informs the LEA of pending enforcement actions should the LEA not correct the noncompliance within the one year timeline (from the date of the original notification).

BSE conducted follow-up of all LEAs identified with noncompliance through quarterly reporting and in some instances conducted on-site reviews of student files as well as policies and procedures. Five LEAs did not achieve closure of corrective action within one year of notification. BSE advisors examined written policies and procedures and student files in each of the LEAs to verify correct implementation of 34 CFR §300.301(c)(1). Two of the five LEAs achieved closure within 40 additional days, one within 55 additional days, and one within 80

additional days. BSE has confirmed that four of the five LEAs have achieved 100% compliance with evaluation timelines for two consecutive quarters, and BSE has closed the corrective action.

One LEA has not corrected noncompliance within one year and currently remains open. The BSE has informed the LEA of enforcement actions and has taken the following actions to correct this noncompliance:

- required the LEA to report continuously, vs. quarterly, on timelines for each initial evaluation;
- assigned a BSE Advisor to conduct weekly on-site reviews and provide technical assistance;
- BSE management conducted a conference call with the LEA's Superintendent, Board Representative, and other administrators to discuss the root cause of the LEA's continued noncompliance and agree upon explicit actions needed to resolve noncompliance; and
- following the call, BSE issued additional written notice to the LEA of required actions, including other pending enforcement actions as described in the Basic Education Circular (BEC), Special Education Compliance.

As of the date of this APR submission, the LEA's performance has dramatically improved. To ensure that systemic correction has been achieved and maintained, BSE is continuing to provide intensive oversight.

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

BEIS conducted annual data reviews on initial evaluations from the statewide data management system for all preschool early intervention programs. All child records in the data management system were reviewed to determine the rate of compliance on this indicator for all programs. For those programs identified at less than 100% compliant, letters were issued to each program requiring the correction of all individual child instances of noncompliance and the assurance that all children had received an evaluation, although late.

A subsequent review of data was completed six months after the issuance of the letter to verify that all individual instances of noncompliance were corrected. An additional sampling of subsequent child records was also completed to verify that preschool early intervention programs were implementing specific regulatory requirements to ensure systematic issues of noncompliance were corrected for this indicator.

Compliance with timelines for initial evaluation is also a component of on-site verification reviews. BEIS staff conducts on-site reviews which include data reviews, review of policies, individual child record reviews and observations of evaluations. Preschool early intervention programs are required to submit an improvement plan, approved by BEIS, to address all areas of non-compliance. The plan's implementation is validated within one year of issuance of the findings report.

Pennsylvania verifies the correction of noncompliance findings through subsequent validation reviews with preschool early intervention programs. Validation reviews, including the implementation of the improvement plan, occur through a variety of ways depending upon the identified issues. BEIS staff took the following actions to verify correction of noncompliance from on-site verifications identified in FFY 2011:

- using a data summary form, BEIS staff validated that records cited as non-compliant related to initial evaluation had been corrected and that each child who did not already have their evaluation completed during the verification review had their evaluation completed, although late;

- during a subsequent validation review, staff reviewed additional child records following the identification of noncompliance. The review of these files demonstrated 100% compliance with the requirements for timely evaluation for all programs;

- as a component of the verification process, data reviews from the early intervention data management system were also conducted. The reports were compiled to identify children who had a delay in evaluation and who subsequently had their evaluation completed, although late;

- review of policies, procedures and/or practices that contributed to noncompliance (as necessary); and

- preschool early intervention program submission of detailed improvement activities that have been conducted to achieve compliance.

Using these mechanisms for the current reporting period, BEIS has confirmed that correction of noncompliance reported in this APR has been completed, and also has verified that each early intervention program with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.301(c)(1) (i.e., has achieved 100% compliance) based on a review of updated data collected within its database, 2) that each preschool early intervention program 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 preschool early intervention program, consistent with OSEP Memorandum 09-02.

Correction of Remaining FFY 2010 Findings of Noncompliance

1. Number of remaining FFY 2010 findings noted in OSEP's June 2012 FFY 2010 APR response table for this indicator	0
2. Number of remaining FFY 2010 findings the State has verified as corrected	N/A
3. Number of remaining FFY 2010 findings the State has NOT verified as corrected [(1) minus (2)]	***N/A***

Verification of Correction of Remaining FFY 2010 findings

All 2010 corrective action for this indicator is completed and has been closed.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2010

Not Applicable. There are no remaining findings of noncompliance from FFY 2010.

Correction of Any Remaining Findings of Noncompliance from FFY 2009 or Earlier

Not Applicable. There are no remaining findings of noncompliance from FFY 2009 or earlier.

Additional Information Required by the OSEP APR Response Table for this Indicator

Statement from the Response Table	State's Response
Bureau of Special Education	
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.	BSE has verified that 48 of 49 LEAs with noncompliance reported in the FFY 2011 APR, have corrected noncompliance and: (1) are correctly implementing 34 CFR §300.301(c)(1) (i.e., have achieved 100% compliance) based on a review of updated data collected within its database, or in some cases through both the database and on-site monitoring; and (2) have corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. LEAs determined to be in noncompliance were informed that they must correct the noncompliance as soon as possible but not later than one year from the notification. These LEAs were required to do quarterly reporting, through which the LEA provided updated data on all new initial evaluations. When the LEA demonstrated 100% compliance with evaluation timelines for two consecutive quarters, BSE closed corrective action. If an LEA did not demonstrate progress through quarterly reports, BSE conducted on-site reviews to assist in identifying root causes, including required technical assistance. BSE also informed the LEA of enforcement actions should the LEA fail to correct the noncompliance within the one year timeline (from the date of the original notification).

Statement from the Response Table	State's Response
Bureau of Special Education (Cont'd)	
	The BSE has informed the LEA that has not corrected noncompliance of enforcement actions, and has taken the following actions to correct this noncompliance: • required the LEA to report continuously, vs. quarterly, on timelines for each initial evaluation; • assigned a BSE Advisor to conduct weekly on-site reviews and provide technical assistance; • BSE management conducted a conference call with the LEA's Superintendent, Board Representative, and other administrators to discuss the root cause of the LEA's continued noncompliance and agree upon explicit actions needed to resolve noncompliance; and • following the call, issued written notice to the LEA of required actions, including other pending enforcement actions as described in the BEC, Special Education Compliance. As of the date of this APR submission, the LEA's performance has improved significantly. To ensure that systemic correction is achieved and maintained, BSE is continuing to provide intensive oversight.

Statement from the Response Table	State's Response
Preschool Early Intervention Program	
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 preschool early intervention program 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 preschool early intervention program, 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.	BEIS has verified that all programs that had a finding of noncompliance identified in FFY 2011 are correctly implementing 34 CFR §300.301(c)(1) as demonstrated by data subsequently collected through the annual data review process and validation reviews. BEIS has also verified that all programs that had a finding of noncompliance identified in FFY 2011 completed evaluations although late, for any child whose initial evaluation was not timely, unless the child was no longer within the jurisdiction of the preschool early intervention program.

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

School Age Programs (Bureau of Special Education)

Targets for FFY 2013 and subsequent years will be provided in Pennsylvania's FFY 2013 SPP/APR submission.

Pennsylvania has reviewed improvement activities for this indicator and will continue their implementation.

Pennsylvania is adding the improvement activity described below:

SPP 11 Targeted Training

BSE examined past and present indicator 11 annual data to identify any historical and/or regional patterns. This information will be used to provide targeted training for LEAs and IUs where patterns of noncompliance exist. Participation will be mandated for the targeted LEAs/IUs but offered to all. This training will be recorded and will be posted for general access on the PaTTAN website.

Timeline and resources: BSE will offer training in the spring of 2014. Resources are BSE Part B Data Manager and Special Education Advisors.

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

Targets for FFY 2013 and subsequent years will be provided in Pennsylvania's FFY 2013 SPP/APR submission.

A review of improvement activities, timelines and resources implemented and completed in FFY 2012 found that all activities remain appropriate as established in the SPP and APRs and will continue for FFY 2013.

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

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

Measurement:

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

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

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

FFY	Measurable and Rigorous Target
2012 (2012-13)	100%

Actual Target Data for FFY 2012

98% of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.

Pennsylvania collected data for this indicator for preschool early intervention programs through a statewide data collection and results are based on actual number of days, not an average number of days for the period of July 1, 2012 through June 30, 2013.

Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination	7,518
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	1,041
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	5,786
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied	414
e. # of children who were referred to Part C less than 90 days before their third birthdays	169
# in a but not in b, c, d, or e	108
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 Percent = [(c) / (a-b-d-e)] * 100	98%

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

For FFY 2012, 98% of children referred by Part C prior to age three who were found eligible for Part B had an IEP developed and implemented by their third birthday. Pennsylvania has maintained the same level of compliance as FFY 2011. Thirty-two of the 34 preschool early intervention programs achieved a compliance rate at a level between 96-100%. The remaining two programs had compliance rates that ranged between 89-94%, with one program increasing its compliance rate by 9% over FFY 2011.

Reasons for delays included delays in the evaluation process, personnel issues (e.g., scheduling, illness, vacations, inclement weather, cancellations, and missed appointments), staff errors (delay in completing evaluation reports, changes in staff assignments, documenting dates incorrectly) and delays in transition meetings for children transitioning from Part C. The total range of delays was between 1 and 225 days. All 108 children did have an IEP developed and implemented, although beyond their third birthday, as confirmed through data reports.

Throughout FFY 2012, data for the preschool early intervention programs with the lowest compliance rates were monitored on a monthly basis through reporting capabilities available within the data management system. State staff, as well as local preschool early intervention

staff, reviewed data on each child for the development and implementation of an IEP by his/her third birthday to ensure that the IEP had been completed. Data from any given point in time throughout the year was reviewed for this indicator, which allowed both state staff and local program staff to identify individual children who have not had their IEP developed and implemented by their third birthday.

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

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: *98%*

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	12
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)	12
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")	N/A
6. Number of FFY 2011 findings not verified as corrected [(4) minus (5)]	***N/A***

Actions Taken if Noncompliance Not Corrected

All findings of non-compliance identified in FFY 2011 were corrected within one year. No further action was required related to the correction of non-compliance for findings in FFY 2011.

Verification of Correction (either timely or subsequent) and description of the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2011

BEIS conducted annual data reviews on the development and implementation of an IEP by a child's third birthday from the statewide data management system for all preschool early intervention programs. All child records in the data management system were reviewed to determine the rate of compliance on this indicator for all programs. Written findings of noncompliance were issued by letter for any program with a compliance rate less than 100%. Corrective action was required that included an assurance that all children for whom noncompliance was identified had an IEP developed and implemented, although late.

A subsequent review of data completed six months after the issuance of the letter of noncompliance determined that all individual instances of noncompliance were corrected. An additional sampling of subsequent child records was also completed to validate that preschool early intervention programs were implementing the specific regulatory requirements correctly (100%) to ensure systemic issues of noncompliance have been corrected for this indicator.

Compliance with timelines for the development and implementation of an IEP by a child's third birthday is also a component of on-site verification reviews. BEIS staff conducts on-site reviews that include data reviews, review of policies, individual child record reviews and observations of evaluations. Preschool early intervention programs are required to submit an improvement plan, approved by BEIS, to address all areas of non-compliance. The plan's implementation is validated within one year of issuance of the findings report.

Pennsylvania verifies the correction of noncompliance findings through subsequent validation reviews with preschool early intervention programs. Validation reviews, including the implementation of the improvement plan, occur through a variety of ways depending upon the identified issues. BEIS staff took the following actions to verify correction of noncompliance from on-site verifications identified in FFY 2011 for this indicator:

- using a data summary form, BEIS staff subsequently verified that records cited as non-compliant relative to the development and implementation of an IEP by a child's third birthday had been corrected and that each child who did not already have an IEP developed and implemented during the verification review had an IEP developed and implemented, although late;
- during a subsequent validation review, staff reviewed additional child records following the identification of noncompliance. The review of these files demonstrated 100% compliance with the requirements for timely evaluation for all programs verified;
- as a component of the verification process, data reviews from the early intervention data management system were also conducted. The reports were compiled to identify children who had a delay in the development and implementation of an IEP by their third birthday and who subsequently had an IEP developed and implemented, although late;
- review of policies, procedures and/or practices that contributed to noncompliance (as necessary); and
- preschool early intervention program submission of detailed improvement activities that have been conducted to achieve compliance.

Using these mechanisms for the current reporting period, BEIS has verified the correction of all noncompliance identified in FFY 2011, and has verified that each preschool early intervention program with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing specific regulatory requirements (i.e., has achieved 100% compliance) based on a review of updated data collected within its database, and 2) that each preschool early intervention program has developed and implemented an IEP by the child's third birthday, although late, for any child whose initial IEP was not timely, unless the child is no longer within the jurisdiction of the preschool early intervention program, consistent with OSEP Memorandum 09-02.

Correction of Remaining FFY 2010 Findings of Noncompliance

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

Verification of Correction of Remaining FFY 2010 findings

Not applicable. All noncompliance corrected.

Correction of Any Remaining Findings of Noncompliance from FFY 2009 or Earlier

Not applicable. All noncompliance corrected.

Additional Information Required by the OSEP APR Response Table for this Indicator

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.	BEIS has verified that all programs that had a finding of noncompliance identified in FFY 2011 are correctly implementing the regulatory requirements as demonstrated by data subsequently collected through the annual data review process and validation reviews. BEIS has also verified that all programs that had a finding of noncompliance identified in FFY 2011 developed and implemented the IEP, although late, for any child whose IEP was not developed and implemented, unless the child was no longer within the jurisdiction of the preschool early intervention program.

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

Targets for FFY 2013 and subsequent years will be provided in Pennsylvania's FFY 2013 SPP/APR submission.

A review of improvement activities, timelines and resources implemented and completed in FFY 2012 found that all activities remain appropriate as established in the SPP and APRs and will continue for FFY 2013.

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

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

Percent of noncompliance corrected within one year of identification:

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

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

States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment 1).

FFY	Measurable and Rigorous Target
2012 (2012-13)	100% compliance with the requirement for correction of noncompliance within one year.

Actual Target Data for FFY12

Table 15.1
Percent of Compliance from the Indicator 15 Worksheet

Preschool	*School Age*	*Total*
98.14%	99.53%	99.35

Describe the process for selecting LEAs for Monitoring

School Age Programs (Bureau of Special Education)

School districts and charter schools are monitored on a six-year cycle. County prisons and detention facilities, as well as other facilities where children are placed by a public entity, e.g., residential treatment facilities and private residential rehabilitation institutions, are also monitored on a six-year cycle. State juvenile facilities and state correctional institutions are monitored on a three-year cycle. In this reporting period, BSE also conducted secondary transition focused monitoring. Secondary transition was selected as a focus area based on data reported in Pennsylvania's APRs and recommendations from the SEAP and other stakeholder groups. Target monitoring of any LEA may also occur at BSE discretion when information from any source, including complaint or other dispute resolution data, suggests a pattern or systemic concern that warrants review.

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

Preschool early intervention programs participate in verification reviews every other year. These on–site comprehensive reviews are conducted by BEIS staff to verify the preschool early intervention program's performance in six general areas: general supervision, fiscal supervision, child find and public awareness, quality early intervention framework, quality intervention service delivery and transition. Each preschool early intervention program is also required to complete a self-verification process prior to BEIS's on-site review. Additional on-site visits from BEIS staff may occur at the discretion of BEIS staff if, during the verification cycle, there is a significant decrease in program performance or individual or systemic concerns arise.

In FFY 2012, BEIS also conducted annual data reviews from the statewide data management system for all preschool early intervention programs to meet the federal requirements for the identification and correction of noncompliance on specified OSEP indicators. As with the current verification process, the annual data reviews identified area(s) of noncompliance, required correction for all areas of noncompliance, ensured all individual child instance(s) of noncompliance were corrected, as appropriate, and ensured that local EI programs were implementing specific regulatory requirements to ensure systemic issues of noncompliance were corrected.

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

School Age Programs (Bureau of Special Education)

The BSE achieved 100% compliance for this indicator in FFY 2007, 99.9% in FFY 2008, 100% in FFY 2009, 99.5% in FFY 2010 and 100% in FFY 2011. For FFY 2012, BSE is reporting 99.5% compliance. Current year and trend data demonstrate BSE's extremely high rate of compliance with this general supervisory requirement.

BSE has continued timely notification of noncompliance findings from monitoring. For FFY 2012, the duration from completion of the on-site review to issuance of the monitoring report averaged 60 days, consistent with prior reporting periods and well within the optimal timeframe articulated by OSEP.

BSE continues to focus significant personnel and technical resources on monitoring LEA compliance and outcomes. All systems for monitoring and dispute resolution are web-based,

and therefore conducive to cross-system data analysis and tracking of timelines. In FFY 2012, BSE conducted on-site cyclical monitoring of 92 school districts, 30 charter schools, 34 correctional facilities, and five private residential rehabilitation institutions, partial hospitalization programs and residential treatment facilities. Secondary transition focused monitoring was conducted in nine LEAs (see indicator 13 for additional description).

The BSE also conducted several SPP on-site follow-up reviews, which occur when analysis of 618 or other SPP-required data indicates potential noncompliance. If noncompliance is confirmed as a result of these reviews, findings are issued to the LEA and correction is required within one year of notification.

Thus, Pennsylvania fulfills the general supervision requirements for comprehensive, effective monitoring and dispute resolution, including timely identification and correction of noncompliance from multiple sources for school age children.

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

For FFY 2012, 98% of all noncompliance findings from monitoring, dispute resolution activities and annual data reviews were corrected within one year from identification. One preschool early intervention program was unable to correct three findings of noncompliance within one year of notification of noncompliance. However, all noncompliance was corrected not later than 30 days beyond the one year timeline.

BEIS oversight and general supervision of preschool early intervention programs continued to occur on an on-going basis throughout FFY 2012. Each preschool early intervention program is assigned a BEIS advisor. Each BEIS advisor serves as a primary contact to each preschool early intervention program and is responsible for addressing budget issues, compliance issues, complaint issues, policy and procedural requirements and overall program performance. As a result of this involvement with local programs, each BEIS advisor has on-going contact with each of their programs. These contacts occur throughout the year during verification visits, validation visits, training and technical assistance visits, complaint investigations, biannual statewide leadership meetings and monthly regional leadership meetings. This continued attention to local programs provides BEIS staff with the ability to identify concerns and issues and establish improvement strategies and enforcement strategies in a timely manner.

BEIS continued to ensure individual as well as systemic correction of noncompliance. BEIS staff validated preschool early intervention program correction of noncompliance through validation procedures such as subsequent review of child records following on-site verification visits, preschool early intervention program submission of activities being conducted to achieve compliance, and review of policies, procedures and/or practices that contributed to noncompliance, as needed.

Timely Correction of FFY11 Findings of Noncompliance (corrected within one year from identification of the noncompliance)

	Preschool	*School Age*	*Total*
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)	161	1066	1227
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)	158	1061	1219
3. Number of findings not verified as corrected within one year [(1) minus (2)]	***3***	***5***	***8***

FFY11 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected)

	Preschool	*School Age*	*Total*
4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	3	5	8
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	3	4	7
6. Number of FFY 2011 findings not yet verified as corrected [(4) minus (5)]	***0***	***1***	***1***

Verification of Correction for findings of noncompliance identified in FFY11 (either timely or subsequent)

School Age Programs (Bureau of Special Education)

Monitoring - Findings of noncompliance are issued by the BSE through cyclical, focused, target and SPP follow-up monitoring. When findings of noncompliance are issued to an LEA through these web-based monitoring systems, the LEA is informed of the regulation that is being violated (linked to federal and state regulations) and must develop a CAVP that is approved by the BSE. The CAVP is systemically linked to technical assistance resources through the PaTTAN and IU systems. The CAVP requires correction of policies, procedures and practices to ensure systemic correction, and includes specific required corrective action/evidence of change, timelines and resources, and tracking of

timelines to closure. The BSE monitors implementation of the CAVP primarily through on-site reviews that include review of revised policies and procedures, and correction of practices as evidenced by updated data in a representative sample of student files. The CAVP is monitored until all corrective action has been completed. All corrective action must be completed within one year of notification of a finding of noncompliance. Because the system is web-based, BSE is able to effectively track progress in closing the CAVP and can capture real-time data about the status of corrective action.

The BSE's corrective action procedures require systemic correction of policies, procedures and practices, as well as verification of correction through file reviews. Updated data must demonstrate 100% compliance with regulatory requirements prior to closure of corrective action by the BSE.

BSE also requires student-specific corrective action for all citations of noncompliance where corrective action can be implemented. This is done through the Individual Corrective Action Plan (ICAP) component of the overall CAVP web-based system. In the ICAP, the BSE reviews updated data for each student whose file included a finding of noncompliance to ensure correction (unless the student is no longer within the jurisdiction of the LEA); additionally, BSE reviews a new sample of student files to verify compliance. The ICAP process was demonstrated to OSEP during its on-site Verification Visit to Pennsylvania in November, 2010.

Database Review for indicator 11 - Annually, in July-August, BSE reviews a database in which LEAs report data from the entire year for all students who have had initial evaluations for special education. The database includes mandatory reporting fields to document that for any student where the LEA did not meet required timelines, an initial evaluation was conducted, although late, and an IEP was developed if determined appropriate. Following BSE review of the database, all LEAs are provided with written notification of their compliance status. Any LEA that has less than 100% compliance is determined to be in noncompliance, and must engage in quarterly reporting to ensure that the LEA is correctly implementing the specific regulatory requirements, and has achieved 100% compliance based on the state's review of updated data (see additional description in indicator 11).

Dispute Resolution - BSE ensures correction of systemic and student specific noncompliance identified in an LEA through the complaint system. Corrective action procedures comply with OSEP Memorandum 09-02 and requirements of 34 CFR §300.151 (b) (1) (2).

Pennsylvania has procedures in place to review, identify and correct child-specific noncompliance identified in a hearing officer's decision, as well as correction of any policies/practices/procedures that may affect other students with disabilities within the LEA. All required corrective action from this data source has been completed within one year of notification of noncompliance.

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

Findings of noncompliance were issued by BEIS through on-site verification reviews, annual data reviews and complaint management and due process hearings.

Annual data reviews include a review of all child records in the data management system for all programs on compliance indicators. Written findings of noncompliance were made by letter for any program with a compliance rate less than 100%. Corrective action was required that included an assurance provided by each preschool early intervention program that all children had received the appropriate service, although late. A subsequent review of data was completed 6 months after the issuance of the noncompliance letter. An additional sampling of subsequent child records was also completed for all indicators to ensure that preschool early intervention programs were implementing the specific regulatory requirements correctly to ensure systemic issues of noncompliance have been corrected for each indicator.

Compliance indicators were also reviewed during on-site verification reviews. BEIS staff conducts on-site reviews which include data reviews, review of policies, individual child record reviews and observations. Preschool early intervention programs were required to submit an improvement plan, approved by BEIS, to address all areas of non-compliance. The plan's implementation was validated within one year of issuance of the findings report.

Pennsylvania verifies the correction of noncompliance findings through subsequent validation reviews with preschool early intervention programs. Validation reviews, including the implementation of the improvement plan, occur through a variety of ways depending upon the identified issues. BEIS staff took the following actions to verify correction of noncompliance from on-site verifications identified in FFY 2012 for this indicator:

- Using a data summary form, BEIS staff subsequently verified that records cited as non-compliant had been corrected and that each child had received appropriate services. During a subsequent validation review, staff reviewed additional child records following the identification of noncompliance. The review of these files demonstrated 100% compliance with the requirements;
- As a component of the verification process, data reviews from the early intervention data management system were also conducted;
- Review of policies, procedures and/or practices that contributed to noncompliance (as necessary); and
- Preschool early intervention program submission of detailed improvement activities that have been conducted to achieve compliance.

Using these mechanisms for the current reporting period, BEIS has verified the correction of all noncompliance identified in FFY 2011, and has verified that each preschool early intervention program with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirement (i.e., has achieved 100% compliance) based on a review of updated data collected within its database and during validation visits, and 2) that each preschool early intervention program has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the preschool early intervention program, 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 (including any revisions to general supervision procedures, technical assistance provided and/or enforcement actions that were taken)

School Age Programs (Bureau of Special Education)

BSE's monitoring procedures, including verification of correction of noncompliance findings, are described in detail above. Through the CAVP and ICAP systems, BSE is able to ensure that all noncompliance is tracked and corrected in a timely manner. BSE has clearly defined enforcement procedures under the BEC titled, *Special Education Compliance*. There were no revisions required to BSE's general supervision procedures. See section below regarding specific enforcement actions to correct findings of noncompliance that were not timely corrected in this reporting period.

Actions Taken if Noncompliance Not Corrected

School Age Programs (Bureau of Special Education)

Five LEAs did not achieve closure of corrective action for indicator 11 within one year of notification. BSE advisors examined written policies and procedures and student files in each of the LEAs to verify correct implementation of 34 CFR §300.301(c)(1). Two of the five LEAs achieved closure within 40 additional days, one within 55 additional days, and one within 80 additional days. BSE has confirmed that four of the five LEAs have achieved 100% compliance with evaluation timelines for two consecutive quarters, and BSE has closed the corrective action.

One LEA has not corrected noncompliance within one year and corrective action currently remains open. The BSE has informed the LEA of enforcement actions and has taken the following actions to correct this noncompliance:

- required the LEA to report continuously, vs. quarterly, on timelines for each initial evaluation;
- assigned a BSE Advisor to conduct weekly on-site reviews and provide technical assistance;
- BSE management conducted a conference call with the LEA's Superintendent, Board Representative, and other administrators to discuss the root cause of the LEA's continued noncompliance and agree upon explicit actions needed to resolve noncompliance; and
- following the call, BSE issued additional written notice to the LEA of required actions, including other pending enforcement actions as described in the BEC, Special Education Compliance.

As of the date of this APR submission, the LEA's performance has dramatically improved. To ensure that systemic correction has been achieved and maintained, BSE is continuing to provide intensive oversight.

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

All noncompliance has been corrected.

Correction of Remaining FFY10 Findings of Noncompliance

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	N/A
3. Number of remaining FFY 2010 findings the State has NOT verified as corrected [(1) minus (2)]	***N/A***

Correction of Any Remaining Findings of Noncompliance identified in FFY09 or Earlier

Not applicable. There are no remaining findings of noncompliance from FFY 2009 or earlier.

Additional Information Required by the OSEP FFY11 APR Response Table for this Indicator

Statement from the Response Table	State's Response
School Age Programs (Bureau of Special Education)	
When reporting in the FFY 2012 APR on the correction of findings of noncompliance, the State must report that it verified that each LEA with findings of 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. 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 and submit the Indicator 15 Worksheet. In addition, in responding to Indicators 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.	BSE has verified that, with the exception of one LEA reported in indicator 11, each LEA with findings of 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 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 this APR, BSE described the specific actions taken to verify correction of noncompliance. BSE has reported on correction of noncompliance for indicators 11, 12 and 13 within this APR.

Statement from the Response Table	State's Response
Preschool Early Intervention Programs (Bureau of Early Intervention Services)	
When reporting in the FFY 2012 APR on the correction of findings of noncompliance, the State must report that it verified that each LEA with findings of 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. 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 and submit the Indicator 15 Worksheet.	BEIS has verified that each preschool early intervention program with findings of 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 verification reviews or the State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the preschool early intervention program, consistent with OSEP Memorandum 09-02. In the FFY 2012 APR, BEIS provided the specific actions that were taken to verify the correction of noncompliance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY13

Targets for FFY 2013 and subsequent years will be provided in Pennsylvania's FFY 2013 SPP/APR submission.

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

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

FFY	Measurable and Rigorous Target
2012 (2012-13)	The percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements will range between 50% and 60%.

Actual Target Data for FFY12

In FFY 2012, the Office for Dispute Resolution (ODR) received 739 requests for due process hearings, a decrease of 99 requests from the prior reporting period. Six hundred sixty-eight of the 739 requests came from parents, and were therefore subject to the resolution meeting requirements. However, because the majority of cases settle soon after the request for due process is filed, the resolution meeting can be waived or mediation utilized in lieu of the resolution meeting. Therefore, a resolution meeting does not occur in every instance.

A total of 420 resolution meetings were held. Agreement was reached in 115, or 27% of cases. Pennsylvania did not meet its SPP target range of 50-60%.

It should be noted that the 27% rate of agreements is based upon the number of cases that resolved in the first 30 days without the need for a due process hearing. Including cases that settled after the expiration of the resolution period, but prior to a hearing, would significantly increase the settlement rate, i.e., when comparing the number of requests with the number of fully adjudicated cases, the requests that settled approximated 93%.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY12

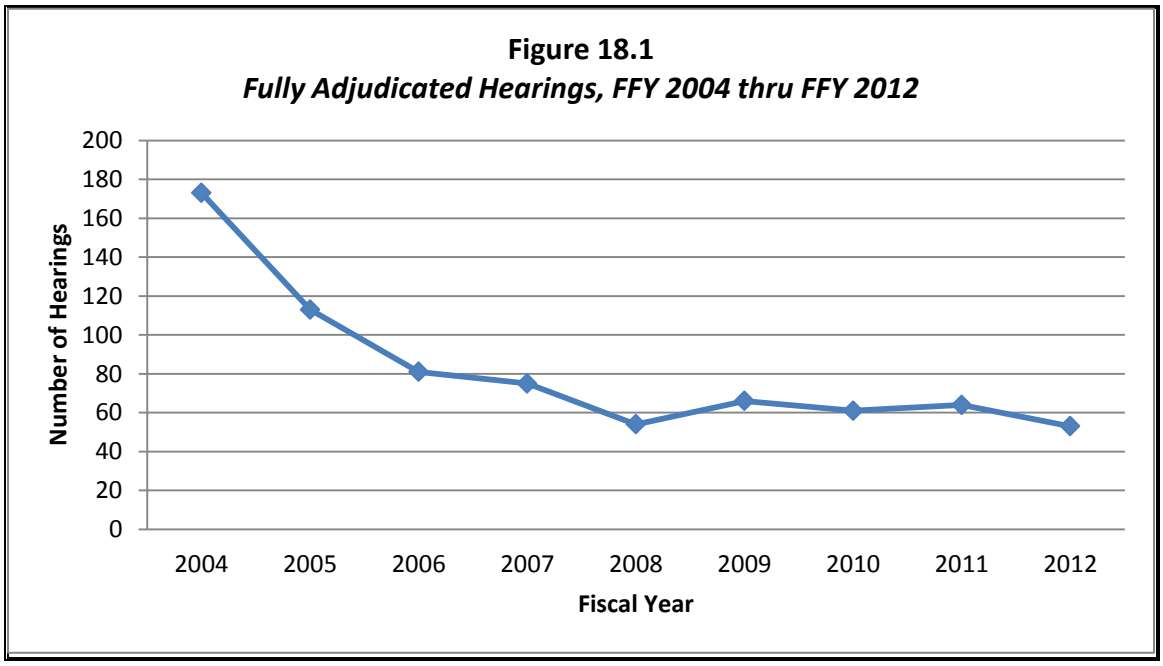
Pennsylvania is reporting slippage for this indicator, from 35% in FFY 2011 to 27% in the current reporting period. Further analysis revealed that approximately 25% of the resolution meetings held in FFY 2012 occurred within one large urban school district. The district had a 14% rate of agreements, a 10% decline from the previous year. This district's low rate of agreements had a substantial impact on the overall state-wide rate.

The number of resolution meetings held in FFY 2012 increased by 46 over the prior year. Analysis of the 2010 Part B SPPs/APRs performed by the Center for Appropriate Dispute Resolution in Special Education (CADRE) confirms that states holding more resolution meetings generally report lower rates of agreement. Pennsylvania's three year trend data (FFY 2010-FFY 2012) supports CADRE's conclusion. CADRE's most recent SPP/APR Part B Analysis reports that the FFY 2011 national rate for resolution session settlement agreements was 21.5%, with great variability observed among states. Thus, Pennsylvania's rates and trends appear to be consistent with national data. It is anticipated that these year-to-year fluctuations will continue.

ODR consulted with parent and LEA attorney representatives on the ODR Stakeholder Council regarding the challenge of improving rates of agreement reached at the resolution meeting. The attorneys concurred that the resolution period is generally an insufficient amount of time for most cases to be resolved, as time is needed for attorneys to review documents, discuss findings with their clients, formulate a comprehensive settlement position, arrange their schedules and those of their clients, and conduct the meeting. They further believe that it is unrealistic to allow only 30 calendar days to conclude a written settlement agreement that must generally be approved in a public session of a school board that meets once a month on a published, predetermined day.

In light of the economic challenges being reported by school districts and school board involvement in approval of settlements, it is expected that parties are going to continue to engage in careful, deliberate analysis of cases and settlement options, all of which takes time not contemplated by this indicator.

While indicator 18 measures a very specific process, i.e., outcomes of resolution meetings within specified timelines, the "larger picture" of resolving special education conflicts through less adversarial methods continues to reflect improvement in Pennsylvania. In FFY 2012, just 53 cases were fully adjudicated, representing 7.2% of the total requests for due process hearings. In FFY 2011, 64 cases were fully adjudicated, representing 7.6% of the total requests. Pennsylvania continues to experience a positive trend in reducing the number of fully adjudicated hearings, from the 173 observed in the baseline year of FFY 2004 (see Figure 18.1 below).

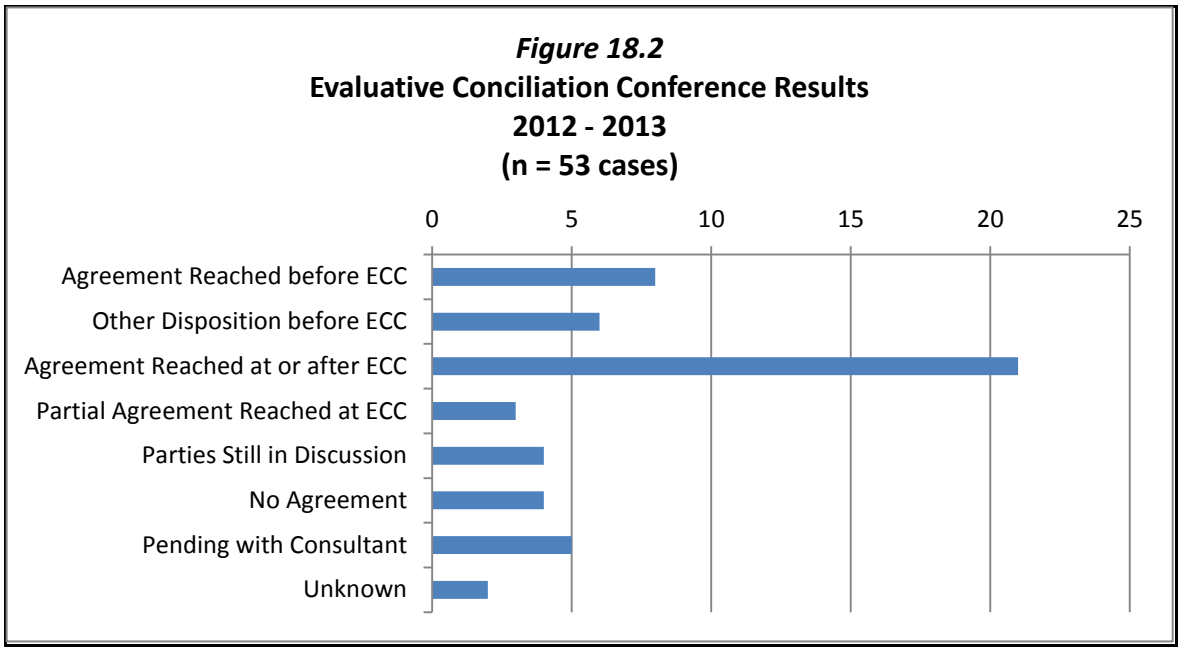


Since 2008, ODR has been offering resolution meeting facilitation in an effort to increase the rate of agreements. To encourage participation, ODR staff proactively contacts litigants to explain and offer the service. Despite these intensive efforts, the service has been underutilized and remained stagnant during this reporting period. One reason for its underutilization is the lack of attorney support for it.

As reported in detail in Pennsylvania's FFY 2010 and FFY 2011 APRs, Pennsylvania has developed a "Settlement Conference" process through which the parties to the dispute can access a hearing officer, other than the presiding hearing officer, to engage in review of their respective cases, and receive insights from a trained and objective third party. ODR worked with its Stakeholder Council to finalize design of this service. This improvement activity was initially implemented in 2011-12 and the service, now titled the Evaluative Conciliation Conference (ECC), is being utilized.

Rather than simply eliminating resolution meeting facilitation as a service offered to stakeholders, ODR is transitioning to the use of ECC consultants at resolution meetings, upon agreement of the parties, and when scheduling permits. Because the resolution meeting timeline is so short, it is not always possible to combine the two, but attempts are being made to coordinate with the parties to accomplish this.

The parties complete an evaluation immediately after the ECC is completed, which is followed up with a 3-month post ECC process, requesting input from the participants and providing specific data for ODR to determine outcomes. The following table shows results achieved in this reporting period.



As indicated in the prior APR, ODR has developed online modules for "Creating Agreement" concepts. This improvement activity includes collaboration between ODR, Temple University and Dr. Tricia Jones. ODR and Dr. Jones/Temple University developed a comprehensive conflict training program for parents and educators, consisting of Creating Agreement training, Conflict Coaching, and Conflict Resolution Education in Teacher Education training. The project, slated to begin in January 2014, will train special educators, general educators, parents of students with disabilities, parent advocates and school administrators in conflict management skills and the use of conflict coaching as an early level, preventative process to increase effective collaboration. Two districts have been invited to participate. Data from this pilot will be used to assess the efficacy of statewide training.

IEP facilitators and resolution meeting facilitators continued to receive high quality training during the reporting period. Facilitators also regularly participated in the relevant and high quality webinars provided by CADRE on topics pertinent to special education dispute facilitation.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY13

Targets for FFY 2013 and subsequent years will be provided in Pennsylvania's FFY 2013 SPP/APR submission.

Improvement activities will continue as described in the SPP and prior APRs.

ODR plans to target its outreach to the large urban district referenced above for its consideration of resolution meeting facilitation and/or ECC to assist in improving its agreement rates. In conjunction with this outreach, the BSE compliance advisors for this district will be consulted on ways to generate interest in use of these dispute resolution services.

Timeline and resources: ODR, BSE personnel; 2013-14.

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

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

FFY	Measurable and Rigorous Target
2012 (2012-13)	The percent of mediations held that result in mediation agreements will range between 75-85%.

Actual Target Data for FFY12

In FFY 2012, the ODR received 361 requests for mediation, 45% of which (162) proceeded to mediation. Agreement was reached in 126 cases, or 78%. Pennsylvania met its SPP target range of 75-85%.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY12

Although there was slight slippage from FFY 2011 to FFY 2012, Pennsylvania's mediation agreement rates have remained relatively steady for several years. The FFY 2010 rate of agreement was 76%; the FFY 2011 rate was 80%, and the FFY 2012 rate is 78%.

The FFY 2012 agreement rate for mediations not related to due process was 76%, while the agreement rate for mediations related to due process was 100%, an increase of 46% from FFY 2011. It is believed that the 100% agreement rate is an anomaly, since FFY 2012 data is inconsistent with prior years, where parties requesting mediation unrelated to due process were more inclined to reach agreement, as opposed to those with a pending due process hearing.

A further analysis of mediation data was conducted to identify trends (see Figures 19.1 through 19.3 below).

Figure 19.1 shows that requests for mediation were lowest in FFY 2006 and climbed steadily, reaching a peak in FFY 2010 before declining in FFY 2011 and slightly again in FFY 2012. Comparing this trend line to the trend line displayed for the number of mediations held (Figure 19.2), the lines follow a similar pattern, demonstrating consistency in the proportion of mediations across time.

Figure 19.1
Number of Requests for Mediation, FFY 2005 thru FFY 2012

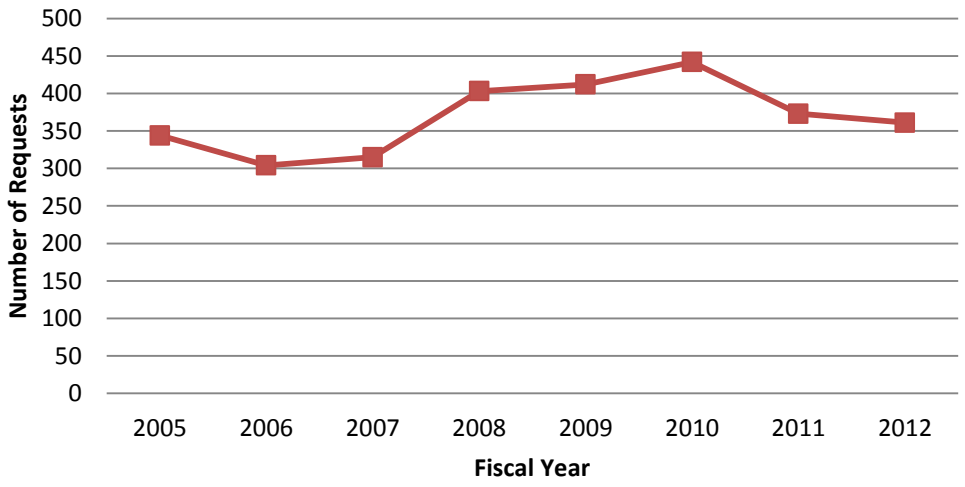
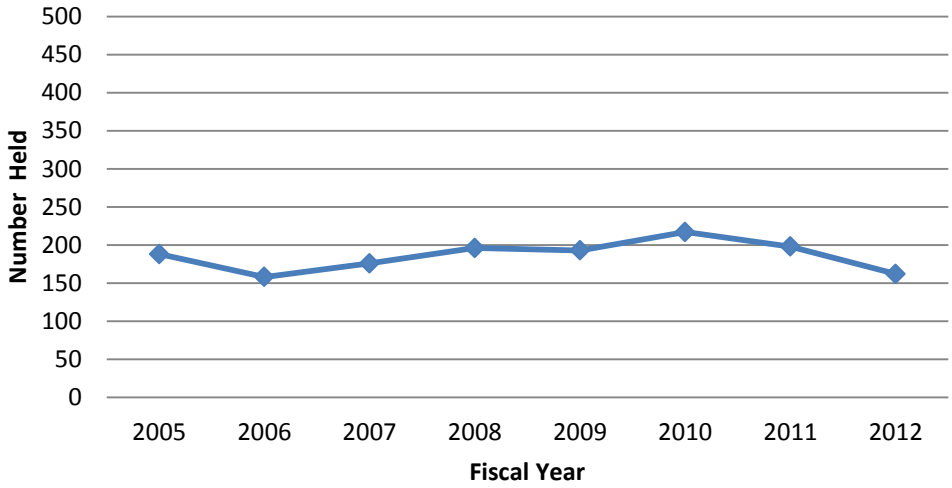
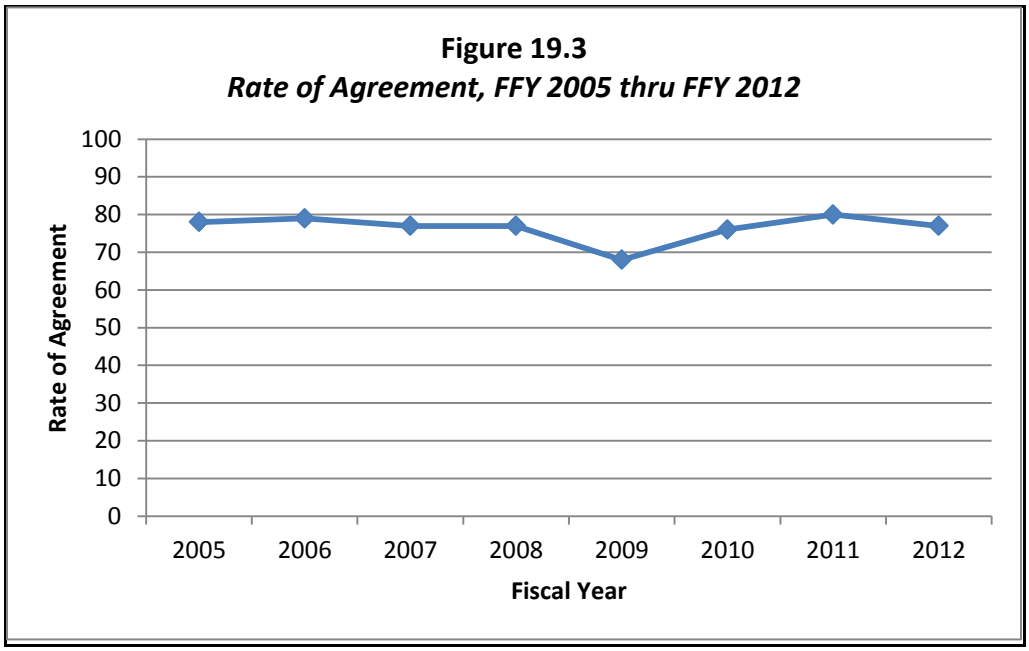


Figure 19.2
Number of Mediations Held, FFY 2005 thru FFY 2012



With the exception of FFY 2009, the proportion of mediations held that resulted in agreements between the parties has been consistently high, near 80% (see Figure 19.3). Analysis of states' FFY 2010 Part B SPPs/APRs by CADRE concluded that over the span of the SPP, the national mediation agreement rate has remained steady, averaging 75%. CADRE's most recent SPP/APR Part B Analysis reports that the FFY 2011 national average mediation agreement rate is 75.2%. Pennsylvania's rates have exceeded 75% in all years except one.



The trends displayed in the figures above confirm the overall effectiveness of Pennsylvania's mediation system and the improvement activities that have been designed and implemented to date. Pennsylvania continues to meet its SPP targets for this indicator.

Mediators continued to receive high quality training during the reporting period. Post mediation surveys are distributed to participants, and the results of every evaluation are shared with the assigned mediator and used to guide training agendas for mediators.

As described in indicator 18, ODR has been receiving feedback from stakeholders that facilitative processes such as resolution meeting facilitation and mediation, while useful in many circumstances, lack an evaluative component which the parties often are seeking. The data and evidence indicate that stakeholders want assistance in assessing their cases more than help in facilitating conversations. The ECC described in indicator 18 was designed to address the requests of stakeholders, and ODR is monitoring outcome data to determine whether the service is meeting stakeholder needs.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY13

Targets for FFY 2013 and subsequent years will be provided in Pennsylvania's FFY 2013 SPP/APR submission.

Improvement activities will continue as described in the SPP and prior APRs.

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

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 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.

FFY	Measurable and Rigorous Target
2012 (2012-13)	Maintain 100% compliance with this indicator.

Actual Target Data for FFY12

In FFY 2012, Pennsylvania achieved 100% compliance with the requirements for this indicator (see Attachment 2). The state submitted all required data reports complete, with high quality data, and in a timely manner.

Working with its 29 IUs, Pennsylvania continues to collect required data from school districts, charter schools and preschool early intervention programs. Data are submitted via EdFacts on or before due dates. For FFY 2012, all required reports were submitted on or before due dates. All data were accurate, including reporting the correct year and following the correct measurement.

School Age Programs (Bureau of Special Education)

Pennsylvania maintained 100% compliance with accurate submission of 618 data. Data are analyzed for each LEA and IU to ensure timely and accurate submissions. Mechanisms used to ensure accuracy include:

- updating and publishing an annual *Data Resource Guide*;
- posting all training materials, including video of trainings, FAQs, etc., online;
- conducting statewide trainings for all IU data managers and special education directors regarding submission of aggregate data tables and the December 1 Child Count collection;
- analyzing data at the IU, state data vendor, and PDE levels, addressing and correcting all flags within timelines before submission to EdFacts;
- submitting responses to requests for data notes in a timely manner after data flags are further analyzed and verified; and
- timely public reporting of LEA and statewide data, including LEA Special Education Data Reports that reflect the performance of each LEA in meeting SPP targets.

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

For preschool early intervention program, BEIS supports and maintains a data management system that provides information on children and families statewide and manages all the records of children receiving early intervention services. The PELICAN data system supports referral and demographic information, coordination activities, evaluation activities, planning information, financial management, quality measures and other reporting needs for the BEIS. This data system generates documents (Evaluation and Plan Documents). Information contained in these documents is used to create reports to manage the program. One of the greatest benefits of using this information system is the development of consistent processes across all programs that ensured accurate, valid and reliable data in a timely manner.

The following mechanisms were used to ensure accurate, valid and reliable data:

- data manual/resource guides for the collection, review and reporting of data for each local program;
- all training materials and modules are available through an on-line Learning Management System for trainees. In addition, process guides, checklists and user manuals are available through the Learning Management System that provides detailed information on the requirements for reporting;
- error check processes with error reports and error check resolution;
- available training and technical assistance through EI advisors and data support staff;
- utilization of dashboards that provide a real time review of data to identify data anomalies. These dashboards can be used at both the state and local level;
- monthly distribution and analysis of data by both local programs and BEIS staff; large scale changes or inconsistencies in the data are discussed and addressed with local preschool early intervention programs;
- verification visits include a component that reviews the proficiency of local programs for data management to ensure accurate and timely data, entering data,

and extracting and analyzing data to plan for the validation and/or remediation of systemic issues; and

- data profiles of local performance posted annually.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY12

Pennsylvania maintained 100% compliance with this indicator for FFY 2012.

School Age Programs (Bureau of Special Education)

As indicated in Pennsylvania's FFY 2010 APR, BSE worked with a committee of stakeholders to assist with the design of statewide training sessions and follow up activities at the LEA level. This group was invaluable in recommending strategies to maintain the timely and accurate submission of data at the local and state levels. Participants reviewed draft documents and recommended changes for the FFY 2012 collection and submission process; they also suggested that BSE do more frequent, regionalized training sessions to increase collaboration and communication. In addition to the regional LEA data manager's workgroup meeting format, the committee recommended a LEA team approach to training, to include special education and general education data managers, administrators, business managers and the IU data manager.

To assist LEAs in understanding all special education reporting requirements and the impact of such data, the BSE Part B Data Manager, in coordination with each IU special education data manager, hosted "Reporting Special Education Data through PennData and PIMS Information Sessions". Participants received targeted training regarding requirements for timely and accurate submission of special education student data and the impacts of such reporting on federal IDEA funding, SPP/APR Special Education Data Reports, compliance monitoring, corrective action and LEA determinations. Twenty seven regional sessions were held. Each school district and charter school was required to send participants to a session. Approximately 1,400 participants representing 520 LEAs attended this training; participants included special education supervisors, special education secretaries, PIMS administrators and other staff with responsibilities related to the collection, review, or reporting of special education data via PennData and/or PIMS. This initiative will continue in FFY 2013.

In FFY 2012, BSE continued its participation in a pilot parallel collection of special education data in the existing PennData System and PIMS. BSE continued transitioning data elements and aggregate tables throughout FFY 2012, while maintaining the PennData System to ensure congruency as well as timely and accurate data submissions. While congruency between the two systems is steadily improving, it has not yet reached the level required to eliminate the legacy collection of PennData and move solely to PIMS as the official reporting mechanism for federal EdFacts submissions. BSE personnel continue to work with the PIMS team on statewide data collections by participating in monthly calls, monthly question and answer sessions and various webinars throughout the year.

BSE advisors continued to receive on-going training regarding the Special Education Data Reports, which contributes to making the data more useful in identifying local needs and targeting resources.

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

BEIS continued to provide extensive training and technical assistance opportunities with preschool early intervention programs on the data management system throughout FFY 2012. Training and technical assistance activities occurred through on-site trainings, webinars and on-line courses. BEIS also consistently provides routine maintenance to the on-line Learning Management System to capture system functionality changes.

BEIS staff meet on a monthly basis to review updates to the data management system and discuss new implementation needs in order to assist local program in reporting valid and accurate child information. BEIS has also established a core implementation team for the data management system to develop and review statewide communications on data requirements and for analysis and development of local training needs.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY13

Targets for FFY 2013 and subsequent years will be provided in Pennsylvania's FFY 2013 SPP/APR submission.

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	21	35	35
2. Percent of youth with IEPs dropping out of high school.				
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	4	9	9
3 Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	57	128	127
7. Percent of preschool children with IEPs who demonstrated improved outcomes.				
	Dispute Resolution: Complaints, Hearings	36	41	41
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	14	15	15

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
4B. 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.	Dispute Resolution: Complaints, Hearings	6	6	6
5. Percent of children with IEPs aged 6 through 21 - educational placements. 6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	83	238	237
	Dispute Resolution: Complaints, Hearings	28	56	56
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	74	255	255
	Dispute Resolution: Complaints, Hearings	2	3	3

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	55	157	157
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	2	2	2
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	86	104	98
	Dispute Resolution: Complaints, Hearings	15	25	25
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	12	13	13
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	47	140	140
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
Sum the numbers down Column a and Column b			1227	1219
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			**(b) / (a) X 100 =**	**99.35%**

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
6	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
18	1	1	2
19	1	1	2
		Subtotal	38
APR Score Calculation	**Timely Submission Points** - If the FFY 2012 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total – (Sum of the subtotal and Timely Submission Points) =		43

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 - Educational 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: 11/7/12	1	1	1	N/A	3
Table 8 - MOE/CEIS Due Date: 5/1/13	1	1	NA	N/A	2
				Subtotal	23
618 Score Calculation			**Grand Total** (Subtotal X 1.8695) =		43

Indicator 20 Calculation	
A. APR Grand Total	43
B. 618 Grand Total	43
C. APR Grand Total (A) + 618 Grand Total (B) =	86
Total N/A in APR	0
Total N/A in 618	9
Base	**86**
D. Subtotal (C divided by Base*) =	1
E. Indicator Score (Subtotal D x 100) =	100

*Note any cell marked as N/A will decrease the denominator by 1 for APR and 1.8695 for 618