

PART B ANNUAL PERFORMANCE REPORT (APR)
for
THE REPUBLIC OF PALAU
Special Education Program
(February 1, 2007)

For the period of
Federal Fiscal Year 2005-2006

Submitted by
REPUBLIC OF PALAU
Ministry of Education
Special Education Program

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**Part B State Annual Performance Report (APR)
for Republic of Palau for FFY 2005-2006**

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Overview of Palau's Annual Performance Report Development

With technical assistance from the University of Oregon Technical Assistance and Consulting Services (TACS), the Western Regional Resource Center (WRRC) and OSEP staff, Palau began development of its 2005 Annual Performance Report (APR), along with revisions to this SPP, at a planning meeting held in conjunction with the National Accountability Conference in Denver in September, 2006. At this meeting a plan for development of the 2005 APR and completion of revisions to the SPP was laid out, along with a draft timeline for completion of both documents by February 1, 2007.

During the first two weeks in October 2006 a consultant from TACS/WRRC was onsite in Palau and held several meetings with staff and stakeholders to begin the process of developing the APR and revising the SPP. Work teams for the various indicators were formed (see attachment 4) and work began on the APR.

During the second week in October, Ms. Debra Jennings from OSEP visited Palau to conduct a Verification Visit and during this visit met with each of the work teams to review Palau's progress with improvement activities identified in the 2004 SPP and to discuss possible revisions to be included in the SPP and the APR. Ms. Jennings provided additional follow-up technical assistance through a series of phone conferences with the special education Coordinator and our TACS consultant in November and December of 2006 following the Verification Visit.

From November 2006 through January 2007, with support from our TACS consultant, SPP/APR work teams continued their work on both documents. On January 30, 2007, our newly appointed Special Education Advisory Committee, reviewed drafts of both the APR and SPP, progress and slippage were reviewed, targets and revised activities were approved, and suggested changes were completed. Both reports were submitted to OSEP on February 1, 2007.

Public Dissemination and Reporting

As with the last SPP, Palau will provide copies of the APR to Special Education Advisory Committee members, public school principals, and hard copies will be made available at various public sites throughout Palau. The revised SPP will be posted on the Palau Ministry of Education Web site for public viewing. Presentations about the APR will be made at school building meetings by the Consulting Resource Teacher (CRTs). The Special Education Coordinator will report annually to the SEAC and to the public on the progress in meeting Palau's measurable and rigorous targets as specified in the APR and in Palau's revised SPP. The 2005 APR will be posted to the Ministry of Education website for public access, along with the revised SPP.

**Part B State Annual Performance Report (APR)
for the Republic of Palau for FFY 2005 (2005-2006)**

Monitoring Priority: FAPE in the LRE

INDICATOR 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

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

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

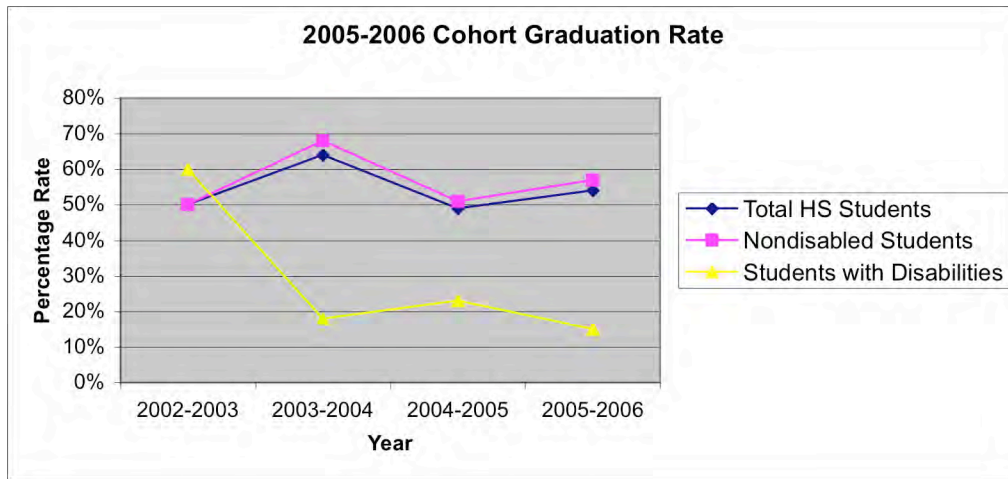
FFY	Measurable and Rigorous Target
2005 (2005-2006)	25% of youth with IEPs graduate from high school with a regular diploma

Actual Target Data for 2005-2006:

Table FAPE 1: Graduation Rate over the past 4 years

Description	2002-2003 (Cohort 1999)	2003-2004 (Cohort 2000)	2004-2005 (Cohort 2001)	2005-2006 (Cohort 2002)
Total High School Graduation rate for all youth	50% (118)	64% (146)	49% (141/285)	54% (141/262)
Graduation rate for students without a disability	50% (115)	68% (143)	51% (136/264)	57% 138/241
Graduation rate for students with a disability	60% (3)	18% (3)	23% (5/21)	15% (3/21)

Figure FAPE 1. 2005-2006 Cohort Graduation Rate



Numbers used for the Percentage Calculations:

-Total number of all youth graduated in SY: 2005-2006	=	141
-Total Number of all youth enrolled in SY: 2002-2003	=	262
-Percent of all youth graduating in 2005-2006	=	54%
*141/262 x 100 = 54%		
-Total of all youth without a disability enrolled in SY: 2002-2003	=	241
-Percent of all youth without a disability graduating in 2005-06	=	57%
*138/241 x 100 =57%		
-Total of all youth with IEPs graduated in SY2005-2006	=	3
-Total of all youth with IEPs enrolled in SY: 2002-2003	=	21
-Percent of youth with a disability graduating in SY2005-06	=	15%
*03/21 x 100		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006:

Discussion of Improvement Activities Completed

- Activity #1: Convene a workgroup to consider the definition of graduation with a regular diploma.
Not Completed: It was impossible to convene this workgroup because everyone was tied up with a lot of activities, Educational Conferences and Workshops.
- Activity #2: Update Palau High School’s Handbook to reflect any changes.
Completed: Palau High School Handbook has been completed. Revised definition not included.
- Activity #3: Hire more special education teachers in the high school to assist students in the general classes.
Not Completed: One teacher was hired to Palau High School but was placed at the resource center due to immediate need at the time.
- Activity #4: Provide general education teacher training on how to teach students on IEPs especially on the provision of more accommodations to students in the general education classes.

- Not Completed:** Request for Proposal has been announced three times, but no offer of proposal has been received.
- Activity #5: Create living environments to allow out-of-area (Koror) students to complete high school.
- Not Completed:** This has been discussed in the Palau National Congress but no action so far.
- Activity #6: Continue after school mentoring program and encourage students with disabilities to take advantage of the Program.
- Not Completed:** The program phased out in SY 2005-2006.
- Activity #7: Explore the GEAR UP opportunities available in the high school and encourage students with disabilities to participate in the program.
- Completed:** Students participated in this program during the last school year.
- Activity #8: Continue teacher training for high school teachers to assist students with IEPs in general classes.
- Not Completed:** Request for Proposal is out, however, no offer of proposal has been received.

Explanation of Progress/Slippage

SLIPPAGE FOR 2005: Based on the data given, there is an indication of slippage of 10% decrease as compared to the projected target of 25% for this reporting period. The reasons for not meeting the target are because general education teachers are not well trained to work with special education students and students are not closely monitored in regular classroom to make sure that they pass the course, This is largely due to lack of itinerant special education teacher to work with general education teachers. In fact a teacher was hired for High School during SY 2005-2006, but she was placed in the Resource Room due to an immediate need at the time.

Palau Ministry of Education uses Cohort system to determine graduation rate. This formula only accounts for those students who enrolled in High School four years prior to their graduation date. Because this formula doesn't account for repeaters, dropouts and transfers, there's always some discrepancy of projected percentage increase in our targeted graduation rate. We will continue to use the same formula until such time MOE makes changes. Most repeaters are those who do not pass their freshman courses so they have to continue to take them until they pass and get promoted to higher grade level. This system is used by Palau High School and it affects the students with disabilities as well as the low performing student without disabilities.

Palau Special Education program's population is so small, therefore, slight changes in numbers can show a dramatic impact on the graduation rate.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources FFY 2006

- Activity #1:** This activity will continue but we are changing the timeline to April 2007. Resources will include only the Chief of School Management, Chief of Curriculum and Instruction, high school CRT, High School Principal and Sp. Ed. Coordinator. These are the right individuals to make decisions regarding a revised definition of graduation with a regular diploma.
- Activity #2:** Revise date to July 2007
- Activity #3:** This activity will continue but change timeline to June 2007. We are still in the process of hiring more teachers for the high school to assist in general classes.
- Activity #4 & 8:** Merged because they are related. Will continue but change timeline to August 2007. RFP is out but we are still waiting for TA proposals to come in before we could plan for the training.

- Activity #5:** “Create living environments to allow out-of-area (Koror) students to complete high school”. Eliminate this activity, as it is not doable at this time. It is difficult to find resources for living accommodations unless approved by the legislature.
- Activity #6:** “Continue after school mentoring program”. Drop this activity because the program was stopped.
- Activity #7:** “Encourage IEP students to participate in GEAR UP program at high school”: This activity will continue and timeline will change to ongoing to ensure that students w/ IEPs are encouraged to participate in the program.

Monitoring Priority: FAPE in the LRE

INDICATOR 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

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

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Only 20% of youth with IEPs will drop out of high school

Actual Target Data for 2005-2006:

Table FAPE 2: Drop Out Rate

Description	2002-2003	2003-2004	2004-2005	2005-2006
Total High School Students	6.4% (51)	8.2% (64)	7% (55/797)	12% (95/812)
Students without disabilities	6.6% (50)	6.3% (47)	6% (45/754)	12% (92/775)
Students with a disability	2.9% (1)	32% (17)	23% (10/43)	8% (3/37)

Numbers used for the Percentage Calculations:

Total of all youth dropped out in SY: 2005-2006	=	95
Total high school students in SY: 2005-2006	=	812
*95/812 x 100 = 12%	=	12%
Total IEP students dropped out in SY: 2005-2006	=	3
Total IEP students in SY 2005-2006	=	37
*3/37 x 100 = 8%	=	8%

Table FAPE 3: Special Education Weekly Activity Form

School Year	Students with Disabilities	Remained in School	Drop-Out
2005-2006	37	34	3

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2005-2006):

Discussion of Improvement Activities

- Activity #1 Develop forms and distribute to all sped and regular ed. teachers to keep track of IEP student attendance and submit to school counselors and CRT weekly to allow for immediate follow up.
Completed: Special Education Weekly Activity Form was used by the High School teachers and the outcome indicate more student remained in school.
- Activity #2 Follow up immediately with students and their families on the verge of dropping out, or who have dropped out, and explore options for staying in school.
Completed: Sp Ed teachers and CRT continued to monitor students.
- Activity #3 Establish a better transition service between elementary and high school to increase the number of students with disabilities who enroll in the high school.
Completed: Elementary CRTs and High School team conducted Transition services for students promoting to high school during the months of April to August.
- Activity #4 Review improvement activities annually, continue those that increase retention rate, and identify others as needed.
Completed: Reviewed annually.

Explanation of Progress/Slippage

PROGRESS: According to the data presented there were only 3 (8%) students who dropped out of High School last school year. This represents significant improvement over the previous two years and shows progress well above our goal of a 20 % dropout rate for SY 2005-06.

With the new form being used to track students who are on the verge of dropping out we can say that it has helped the dropout rates. Through this system, the special education teacher tracks student absence on a daily basis and contacts parents. After a week, the individual student tracking form is sent to the High School Consulting Resource Teacher (CRT). Should a student acquire 3 consecutive absences, the CRT makes a contact with the parent and arranges for a school team meeting to discuss the problem and find appropriate ways to help keep the student in school. Last Year there were 37 students who went through the process and 34 remained in school. The rest dropped out due to family problems or prior to the inception of this system. Creation of this system, identified in our SPP improvement plan last year, has clearly made a big difference in our drop-out rate. We will be monitoring this system annually to be sure that we are continuing to show success with these strategies.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources FFY 2006

- Activity #1:** Change timeline to ongoing to keep track of student attendance and resources to include sped teachers to support this activity and to keep the students in school.
- Activity #2:** Change timeline to ongoing in order to continue the follow up on families regarding students' attendance and resources to include sped teachers for tracking students and follow up on families.
- Activity #3:** Add ongoing to original timeline in order to ensure a smooth transition from elementary into high school.

Monitoring Priority: FAPE in the LRE

INDICATOR 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

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

Measurement:

- A. Percent = $[(\# \text{ of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}) \div (\text{total } \# \text{ of districts that have a disability subgroup that meets the State's minimum "n" size in the State})] \times 100$.
- B. Participation rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = $[(b) \div (a)] \times 100$);
 - c. # of children with IEPs in regular assessment with accommodations (percent = $[(c) \div (a)] \times 100$);
 - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $[(d) \div (a)] \times 100$); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $[(e) \div (a)] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.
Overall Percent = $[(b + c + d + e) \div (a)]$.
- C. Proficiency rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $[(b) \div (a)] \times 100$);
 - c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $[(c) \div (a)] \times 100$);
 - d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = $[(d) \div (a)] \times 100$); and
 - e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $[(e) \div (a)] \times 100$).

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	3b. Increase participation of IEP students in the PAT to 80% 3b. 100% of alternate assessment for IEP students will be completed 3c (a). Performance of IEP students in Statewide Assessments with no accommodation will increase to 35% proficiency 3c (b). Performance of IEP students in statewide assessment with accommodation will increase to 38% 3c (3) Alternate Assessment Scoring System will be put in place 3c (3) Alternate Assessments will be scored

Actual Target Data for 2005-2006:

Table FAPE 4: Palau Achievement Test Participation for Special Education Students

2004 – 2005

SPED Students by Grades		#Participated in PAT	Absent	#W/Acc.	#W/Out Acc.	Full Time Resource
4 th	23	18	0	15	3	5
6 th	34	26	1	22	4	7
8 th	12	9	1	7	2	2
10 th	9	7	2	0	7	0
12th	2	1	1	0	1	0
Total	80	61	5	44	17	14

2005 – 2006

SPED Students by Grades		#Participated in PAT	Absent	#W/Acc.	#W/Out Acc.	Full Time Resource (participated in Alternative Assessment)
4 th	18	14	1	1	13	3
6 th	22	19	0	10	9	3
8 th	12	9	1	4	5	2
10 th	7	0	6	0	0	1
12th	3	2	1	0	2	0
Total	62	44	9	15	29	9

Figure FAPE 2. 32C: Proficiency rate for children with IEPs against grade level standards

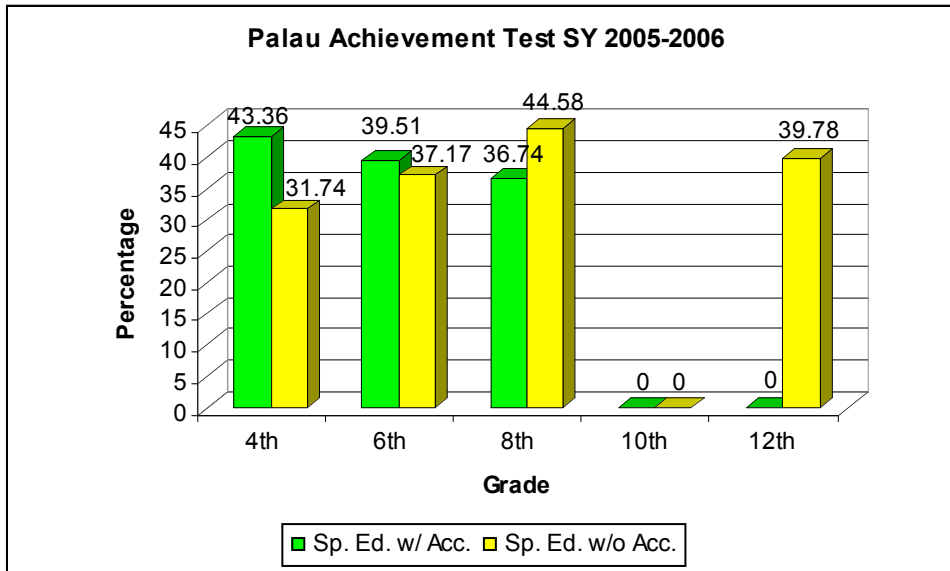
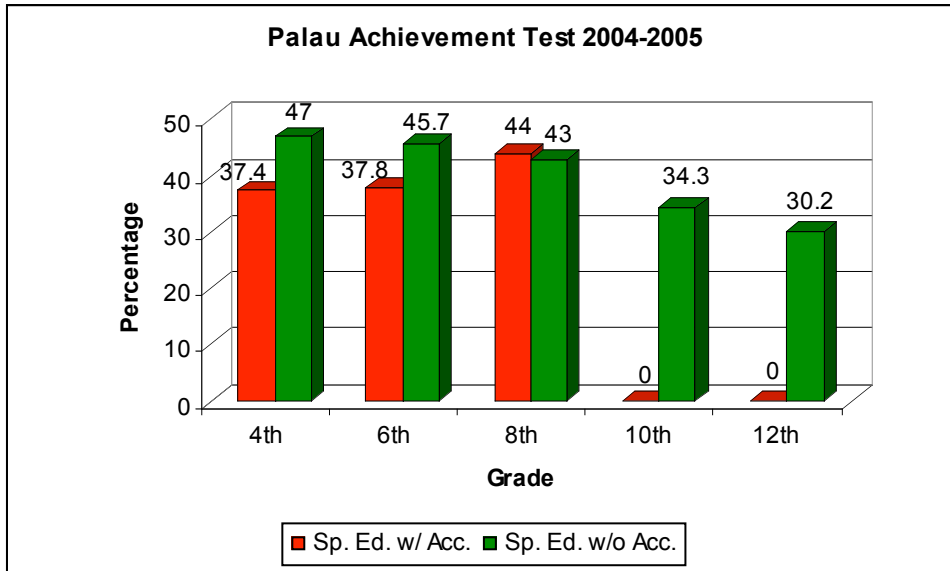


Table FAPE 5: Alternate Assessment/Portfolio Proficiency Rates SY 2005-2006

Beginning	Developing	Proficient	Advance	Not Enough Data for scoring
1	4	2	0	2

Measurement:

- A. Percent = [(# of districts meeting the State’s AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size in the State)] times 100

NOT APPLICABLE: Palau is not required to report assessment results under NCLB, per OSEP guidance.

B. Participation rate =

- a. # of children with IEPs in assessed grades; 62.
- b. # of children with IEPs in regular assessment with no accommodations: 29 (percent = [(b) divided by (a)] times 100); $29/62 \times 100 = 47\%$
- c. # of children with IEPs in regular assessment with accommodations: 15 (percent = [(c) divided by (a)] times 100); $15/62 \times 100 = 24\%$
- d. # of children with IEPs in alternate assessment against grade level achievement standards 15%(percent = [(d) divided by (a)] times 100); and $9/62 \times 100 = 15\%$
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100). 0

Account for any children included in a but not included in b, c, d, or e above.

9 students were absent on the day of test administration

Overall Percent = [(b + c + d + e) divided by (a)].

$$(29+15+9+0)/62 = 85\%$$

C. Proficiency rate =

- a. # of children with IEPs in assessed grades; 62
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100); $0/62 \times 100 = 0$
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100); $0/62 \times 100 = 0$
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); $2/62 \times 100 = 3\%$
- e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100). $0/62 \times 100 = 0$ Palau Ministry of Education chooses not to have alternate achievement standards.

Account for any children included in a but not included in b, c, d, or e above.

9 students were absent the day of test administration

Overall Percent = [(b + c + d + e) divided by (a)].

$$(0 + 0 + 2 + 0) / 62 = 3\%$$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006:**Discussion of Improvement Activities*****3 B & C: Participation and Performance of IEP students in statewide assessment activities with no Accommodations***

- Activity #1: Special Ed, office will submit a list of all students with IEPs who will participate in the statewide assessment Test to Research and Evaluation Division.
Completed: Data Manager submitted a list in May 2006.
- Activity #2: CRTs will meet with Resource Teachers to review IEPs and align them with learning targets when and if necessary.
Not completed: CRTs needs to be trained in order to help the teachers align the IEP with learning targets.
- Activity #3: Conduct training on teaching strategies for all resource teachers to improve reading literacy for students with IEPs.
Not completed: During the Summer teachers participated in the Pacific Education Conference (PEC), other workshops, and attended Palau Community College classes to obtain a degree as required by the Ministry.

3 B & C: Participation and Performance of IEP Students in Statewide Assessment Activities with accommodation.

- Activity #1: Collaborate with Ministry of Education's Research and Evaluation Division to identify accommodations to be used by students with IEPs during the test.
Completed: PAT accommodation was completed in April 2006 and used during PAT test in May 2006.
- Activity #2: Special Education Office will submit a list of all students with IEPs who will participate in the Statewide Assessment to Research and Evaluation Division.
Completed: Data Manager submitted a list in May 2006.
- Activity #3: CRTs will meet with Resource Teachers to review IEPs and align them with learning targets when and if necessary.
Not completed: CRTs needs to be trained in order to help the teachers align the IEP with learning targets.
- Activity #4: Conduct training on teaching strategies for all resource teachers to improve reading literacy for students with IEPs.
Not completed: During the Summer teachers participated in the Pacific Education Conference (PEC), other workshops, and attended Palau Community College classes to obtain a degree as required by the Ministry.

3 B & C: Participation and Performance of IEP Students in Alternate Assessment Activities.

- Activity # 1: Special Education resource teachers will meet with CRTs (Elem. and H.S) to review portfolio documents for all students involved in Alternate Assessment.
Completed: CRTs met with their teachers and discussed about Alternate Assessment during summer '06. In addition, Sp Ed. Teachers, CRTs, MOE Research and Evaluation staffs were involved in one week training for Alternate Assessment.

- Activity #2: Establish Policy & Procedures with MOE Research & Evaluation staff for the grading of Alternate Assessment.
- Completed:** Revised policy and procedures was completed on June 2006.
- Activity #3: Align current Palau grade level standards with alternate assessment portfolio process.
- Not completed:** In process. Sp Ed coordinator is currently negotiating with the Chief of Curriculum & Instruction for this activity.
- Activity #4: Collaborate with the Ministry of Education data management system on getting special education data related to participation and performance in statewide assessment.
- Completed:** We have developed a procedure for collecting Special Education data of students participating in Statewide Assessments. Because these procedures are fairly new, we are ironing out any problems faced. Forms have been consistently modified to include fields of data needed in our reporting.
- Activity # 5: Meet with responsible MOE staff to identify needed assessment data and provide procedures for generating needed reports by APR timelines established.
- Completed:** We have developed a procedure for collecting Special Education Data of students participating in Statewide Assessment. Because these procedures are fairly new, we are ironing out any problems faced. Forms have been consistently modified to include fields of data needed in our reporting.
- Activity # 6: Provide training annually for all teachers on participation in the statewide assessment (PAT and Alternate Assessment). Conduct mini-training sessions at each individual school as needed.
- Completed:** Training was conducted in August 2006 and will continue if needed.

Explanation of Progress or Slippage that occurred for 2005

TARGET: *Increase participation of IEP students in the PAT to 80%*

SLIPPAGE: We did not meet our projected target of 80% of students with IEP who participated in PAT. Only 70.97% participated, about 10% shy of the projected target for 2005. Looking at the bar graph above, we could see that we did not have any 10th graders participation. The nine absences and lack of 10th graders participation could be the reasons that we did not meet our projected target. $44/62 \times 100 = 70.97\%$

TARGET: *Performance of IEP students in Statewide Assessments with no accommodation will increase to 35% proficiency*

PROGRESS: Students with IEP who took the Statewide Assessment without accommodation exceeded the proposed target of 35% proficiency level. As shown on the bar graph above in yellow, the average scores of all students with IEP across all grades averaged to 38.32%. A good 3% increase.

TARGET: *Performance of IEP students in statewide assessment with accommodation will increase to 38%*

PROGRESS: Performance of student with IEP who took the test with accommodation were 39.87%, a 1% increase compared to the proposed target of 38%. This number reflects the average of three grades, 4th, 6th, and 8th graders who participated in PAT with accommodation as stated in the bar graph above.

There were 62 IEP students who were supposed to participate in the Statewide Assessment. Of this number 44 students with IEPs participated in Statewide Assessment Test, 9 students were absent the day of test administration and 9 student's participated in the Alternate Assessment/Portfolio.

Out of 44 students who participated in the PAT, there were no students with IEPs who participated in the statewide assessment without accommodations who met the 65% proficiency level. However these same students exceeded the proposed target of 35% proficiency level. As shown in the bar graph, their average score across all grades averaged to 38.32%, a good 3% increase above the target.

Those students with IEP who participated in PAT with accommodation averaged to 39.87%, a 1% increase compared to the proposed target of 38%. These results are from the average of three grades: 4th, 6th, and 8th.

There weren't any students with IEPs who participated in the PAT, with or without accommodation, who met Palau Ministry of Education Proficiency Level of 65%. This is a result of taking the average score of each student with an IEP who took the test across the five subject areas. However, when we look at individual student's scores, we could find that some did meet the proficiency levels in one or more of the five subject areas in the assessment.

In reference to the graph shown above, we can say that although we did not meet our proposed target of 15%, when we compare the result to the last reporting year, there is evidence of progress. Students in grades 8th and 12th who participated in the PAT without accommodation increased performance as well as those in 4th and 6th who participated with accommodations.

Alternate Assessments

TARGET: 3b. 100% of alternate assessment for IEP students will be completed

MET TARGET

TARGET: Alternate Assessment Scoring System will be put in place

COMPLETED

TARGET: Alternate Assessments will be scored

COMPLETED with exceptions

During the past year staff from special education and MOE Research and Evaluation staff developed a scoring procedure for the alternate assessment portfolios. Portfolios were developed by school teachers over the course of the year and scored in June 2006 through a joint effort of special education and other MOE staff against grade level standards. The NCLB proficiency levels were used to rate the portfolios using a scoring rubric.

Nine students with IEPs were assessed by the use of an alternate assessment/portfolio. Of the 9 students assessed 7 students were scored because they had enough data for scoring. Two were not scored due to lack of sufficient evidence in their portfolio for scoring. Since this was the first time for the alternate/portfolio to be compiled and scored, we had a lot of stumbling blocks that may have caused this problem. The training conducted in August 2006 has given everyone a better understanding on how to compile the Alternate Assessment/Portfolio so we are hopeful that we will show better outcomes next time. Of the 7 students whose portfolios were scored, two were rated proficient as noted above in the table.

Palau Ministry of Education has not as yet considered developing alternate achievement standards for it is believed that all students including students with IEPs should be assessed using the same

achievement standards. Therefore there are no students with IEPs that were assessed against alternate achievement standards.

We believe this noncompliance item, as identified on table B of our SPP letter has been addressed. We will continue to work to refine our lesson plans against grade level standards. Palau has been awarded a GSEG grant for 2006 and will be working in partnership with University of Guam CEDDERS, the Western Regional Resource Center (WRRRC) and the National Center on Educational Outcomes (NCEO) to improve our capacity for accurately reporting performance and participation of students with disabilities in our state-wide assessment system.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources FFY 20063 B & C: Participation and Performance of IEP students in statewide assessment activities with no Accommodations

- Activity #1:** Merge with activity #2 under 'with accommodation' because these are the same activity. Change timeline to ongoing and resources to include Special Education Data Manager but omit Principals, Special Education Coordinator and Resource Teachers. CRTs will review the list with the data manager for accuracy.
- Activity #2:** Merge with activity #3 under with accommodation because they are the same. Change timeline to summer 2007 and thereafter. Revise resource to include Chief of Curriculum & Instruction and MOE Specialists and omit Special Ed. Resource Teachers. In order to see improvement we must solicit assistance from MOE.
- Activity #3:** "Conduct training on teaching strategies to increase reading literacy" We are dropping this indicator because it's not needed at this time in relation to state-wide assessment.

3 B & C: Participation and Performance of IEP Students in Statewide Assessment activities with accommodation.

- Activity #4:** Omit because it's not needed at this time in relation to state-wide assessment.

3 B & C: Participation and Performance of IEP Students in Alternate Assessment activities.

- Activity #3:** Change timeline to summer 2007 because Chief of Curriculum & Instruction is not available until then. Revise resource to include Chief of Curriculum & Instruction, MOE Specialists but omit MOE Research and Evaluation and consultant. These are the key persons in the implementation of this activity.

Monitoring Priority: FAPE in the LRE

INDICATOR 4: Rates of suspension and expulsion:

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

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

Measurement:

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

Include State’s definition of “significant discrepancy.”

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Maintain 0% suspension and expulsion rate.

Actual Target Data for 2005-2006:

Table FAPE 6: Number of suspensions and expulsions

School Year	Description	Total Students	Total % of suspension or Expulsion
2004-2005	Students with disabilities	170	0%
2004-2005	Student w/o disabilities	3108(Public School)	48 = 1.5%
2005-2006	Students with disabilities	181	0%
2005-2006	Students w/o disabilities	3,086 (Public School)	.8%

Numbers used for the Percentage Calculations:

Description	SY 2004-2005	SY 2005-2006
Public Elementary School enrollment	797	797
Elementary School enrollment	2,444	2,289
High School suspension/expulsion	15	9
Elementary School suspension/expulsion	33	17

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2005-2006):

Discussion of Improvement Activities

- Activity # 1: Form will be developed and distributed to all special education teachers to collect data on any related activity to the IEP student on suspension and expulsion and submit to special education office when they occur for each School IEP team immediate follow up.
- Completed:** Special Education weekly Activity form is being used to collect data and is submitted to data manager. Students' attendance data are submitted by Sp Ed resource teachers bi-weekly to monitor students' absenteeism.
- Activity #2: Acquisition of Testing Instruments for assessing students with behavior problems.
- Not Completed:** Training hasn't been conducted therefore an appropriate assessment tool hasn't been identified.
- Activity #3: All school principals and school personnel, parents and or guardians will be made aware of suspension and expulsion regulations for students with disabilities.
- Completed:** All are informed during each school IEP and PTA meetings.
- Activity #4: Conduct training for general and special educators related to the identification, assessment, and strategies for working with students with emotional disabilities.
- Not completed:** RFP was announced three times, however, no offer of proposal has been received.
- Activity #5: Conduct training for general and special educators related to the development of positive behavioral intervention plans.
- Not completed:** RFP was announced three times, however, no offer of proposal has been received.
- Activity #6: CRTs and Early Childhood staff will schedule regular follow up to ensure improvement as addressed in the Behavioral intervention plans and make necessary changes and or recommendations on a quarterly-basis or when necessary.
- Not completed:** RFP was announced three times, however, no offer of proposal has been received.
- Activity #7: Review Targets and activities annually
- Completed:** The FAPE team conducted a review.

Explanation of Progress or Slippage

MET TARGET: As noted in the SPP last year, Palau is a unitary SEA/LEA that directly administers services in all public schools in the Republic. There are no schools districts in Palau. Therefore, there are no school districts to report or compare for this indicator. As a result it does not apply to Palau. However, we have chosen to voluntarily provide data for our system as a whole and have set voluntary targets for our system.

Palau can report that there was no suspension and expulsion for students with disabilities for the past 5 years based, on the 618 data submitted. Students with behavioral problems can be referred to Behavioral Health for evaluation and possible counseling services. Results of student's evaluations are shared with special education staff to review and design a behavioral intervention plan. The public school system in the Republic of Palau does not show leniency regarding this issue to any student whether they have a disability or not.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources FFY 2006

Activity # 1: Change timeline to on-going/beginning of each school year because it is important to keep the student in school to learn the skills that will benefit them in the future.

Activity #2: Change timeline to August 2007 because training hasn't been conducted; therefore an appropriate assessment tool hasn't been identified.

Activity 4 & 5: Will merge because they are related issues and they can be conducted at one time. Change timeline to July 2007 and ongoing for 3 years because once we get the proposals from vendors we will plan for the training.

Change target: We now recognize that a target of 0% will likely be impossible to maintain over time so we have adjusted our targets in the SPP to maintain a suspension/expulsion rate of 3% or less, based on the general education dropout rate for FFY 2005.

Monitoring Priority: FAPE in the LRE

INDICATOR 5: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day
- B. Removed from regular class greater than 60% of the day
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements

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

Measurement:

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<21% outside General Education Classroom will increase to 30%. >60% outside regular class will remain at 15% Public separate placement will remain in 5%.

Actual Target Data for 2005-2006:

Table FAPE 7: Total number of students each for the three settings

Year/Placement	<21% Outside General Education Classroom	>60% Outside General Education Classroom	Public Separate Schools, and Homebound
2004-2005	28% (47/170)	15% (25/170)	5% (8/170)
2005-2006	18% (34/181)	19% (35/181)	3% (7/181)

Numbers used for the Percentage Calculations:

- Total number of students' with disabilities in SY 2005-2006 is 181.
- A. $34/181 \times 100 = 18\%$
- B. $35/181 \times 100 = 19\%$
- C. $7/181 \times 100 = 3\%$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2005-2006):

Discussion of Improvement Activities

Proposed Improvement Activities 5A: (>21% outside regular classroom)

- Activity #1: Special Education Coordinator will draft a memorandum to MOE Director requesting a support for teacher's training on inclusive practices.
Not Completed: It wasn't necessary to implement this activity.
- Activity # 2: Conduct training for CRTs on assessment and evaluation of students to identify and determine proper disabilities & placement.
Completed: Training was conducted on TEST OF NONVERBAL INTELLIGENCE 3 (TONI 3) assessment by Miles Kawatachi..
- Activity #3: Special Ed. Teachers and Regular Ed. Teachers have to collaborate with parents to discuss and identify possible improvements on academic status on quarterly-basis.
Completed: Sp Ed. Teachers met with individual parent to discuss progress during each quarter.
- Activity #4: Special Education Program will hire additional teachers as itinerant to accommodate increased number of students in large school.
Not Completed: Four teachers aide were hired. Two were placed in Resource Rooms, 1 in special class, and one to aide deaf students.
- Activity #5: Provide training to general, special education teachers and parents related to determining appropriate services, Classroom modifications, and supports for school personnel, and placement in the least restrictive Environment.
Not Completed: This training did not take place due to time constraints. During our targeted date of the training implementation there were a lot of Education conferences and other activities happening here in Island. RFP is out yet no offer has been received.
- Activity #6: Conduct Inclusive Practices for general, special education teachers, parents and principals.
Not Completed: This training did not take place due to time constraints. During our targeted date of the training implementation there were a lot of Education conferences and other activities happening here in Island. RFP is out yet no offer has been received.
- Activity #7: All children referred to special education program will receive comprehensive evaluation and assessment to determine their unique needs and most inclusive placement options.
Not Completed: This training did not take place due to time constraints. During our targeted date of the training implementation there were a lot of Education conferences and other activities happening here in Island.
- Activity #8: Review and adjust the rigorous targets annually.

- Completed:** We will continue to review them annually.
- Activity #9: Review activities and continue training on inclusive practices, assessment and evaluation as needed.
- Not Completed:** We review the activities, however, training on inclusive practices and assessment hasn't been done because we are still looking for possible consultant or TA provider.

Proposed Improvement Activities 5B: (<60% outside regular classroom)

- Activity #1: Special education coordinator will draft a memorandum to MOE Director requesting a support for teacher's training.
- Not Completed:** We will remove this activity, as it is not necessary.
- Activity #2: Provide quarterly training on specific disabilities-one at the district level for preschool/Head Start, elementary schools and one for high school level.
- Not Completed:** Palau Special Education Dictionary of Terms was developed, revised and was completed, but these trainings have not yet been conducted due to time constraints.
- Activity #3: Provide training to both general and special education teachers, as well as early childhood and Head Start teachers related to determining appropriate services, classroom modifications, supports for school personnel, and placement in the least restrictive environment.
- Not Completed:** This training did not take place due to time constraints. During our targeted date of the training implementation there were a lot of Education conferences and other activities happening here in Island.
- Activity #4: Conduct training on Inclusive Practices for general, special education teachers, parents, and principals,
- Not Completed:** This training did not take place due to time constraints. During our targeted date of the training implementation there were a lot of Education conferences and other activities happening here in Island.
- Activity #5: Review and adjust the rigorous and measurable targets annually.
- Completed:** We have been and will continue to review the activities annually. We will also adjust when necessary.
- Activity #5: Review activities and continue training on inclusive practices, assessment and evaluation as needed.
- Not Completed:** This training did not take place due to time constraints. During our targeted date of the training implementation there were a lot of Education conferences and other activities happening here in Island.

Proposed Improvement Activities 5C: Public Separate School and Homebound

- Activity #1: Provide quarterly training on specific disabilities-one at the district level for preschool/Head Start, elementary and one for high school.
- Not Completed:** This training did not take place due to time constraints. During our targeted date of the training implementation there were a lot of Education conferences and other activities happening here in Island.
- Activity #2: Provide training to both general and special education teachers, as well as early childhood and head start teachers, related to determining appropriate services, classroom modifications, supports for school personnel, and placement in the least restrictive environment.

- Not completed:** This training did not take place due to time constraints. During our targeted date of the training implementation there were a lot of Education conferences and other activities happening here in Island.
- Activity #3:** Solicit support from MOE to assist on additional classroom spaces appropriate to accommodate resource room spaces for increasing enrollment in large schools.
- Completed:** With the help of the Ministry of Education and Local Public Works Service System we were able to renovate some of our resource rooms. We will continue to maintain all resource rooms.

Explanation of Progress or Slippage**<21% outside General Education Classroom: Slippage**

It is hard to meet our percentage target which we projected in this placement category as 30%. Our data only showed 18% which is 12% percent shy of the projected one. Because our numbers are so small, it is hard to project numbers and meet them. One student taken or added to the list is a percent difference. Looking at the above table, we can see that most of our students fall in between <21% category and the >60% outside general ed category. This goes to show that our numbers change dramatically depending on the needs of the students. Many IEP students, for instance, are pulled out for resource assistance in English, math and Palauan. These three periods represent more than 20% of the school day so a large number of our students fall into the middle LRE category as reported in our 618 annual data reports for LRE. However, this also shows that most of our special education students are in general education classes for a majority of the school day, if not for more than 80%.

>60% outside General Education Classroom: Slippage

As shown above in the given table we did not meet our target when we said that it would be maintained at 15%. Our numbers showed a slight increase to 19%. A 4% increase. This shows a small gap between a projected target and our actual numbers. Because our numbers are so small, it is hard to project numbers and meet them. One student taken or added to the list is a percent or more difference. Looking at the above table, we can see that most of our students fall in between <21% category and the >60% outside general ed category. This chart also shows that our numbers can change dramatically depending on the needs of the students.

Public separate placement will remain in 5%: Progress

Exceeded target. Our targeted projection in this area was 5%. Looking at the table provided above, we can see that we did meet our target. It actually went down to 3%. This shows our effort that we are trying to keep the numbers of students in this area of placement as low as possible. It also shows how our percentages can vary with shifts of even one of two students due to our small population.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources FFY 2006**Proposed Improvement Activities 5A: (>21% outside regular classroom)**

- Activity #1:** “Special Education Coordinator will draft a memorandum to MOE Director requesting a support for teacher’s training on inclusive practices”: Discontinue this activity for it doesn’t have a great effect on this indicator.
- Activity #2 & 7:** Will be merged as one activity because they are related and should be conducted at one time. If we combine them together we will save time and money. Change timeline to Summer 2007 because there’s still a need for assessing behavior.

- Activity #4:** Continue. Change timeline to August 2007 and on-going because we need itinerant teachers to help student in the Regular classroom. Teachers' aides were hired due to immediate need at the time.
- Activity #5 & 6:** Will be merged because they are related. Continue but change timeline to August 2007 because this will help us determine appropriate placement and accommodations.
- Activity #8:** "Review and adjust the rigorous and measurable targets annually"
Remove this activity as it doesn't have great effect on this indicator.

Proposed Improvement Activities 5B: (<60% outside regular classroom)

- Activity #1:** "Special Education Coordinator will draft a memorandum to MOE Director requesting a support for teacher's training "
Remove this activity for it doesn't have a great effect on this indicator.
- Activity #2:** Continue but timeline changed to April 2007 because the dictionary was completed and was under revision. It came out in the middle of January 2007.
- Activity #3 & 4:** Will merge with 5 A: activity 5 & 6. These activities are all related so they can be done at one time.
- Activity #5:** "Review and adjust the rigorous and measurable targets annually"
Remove.

Proposed Improvement Activities 5C: Public Separate School and Homebound

- Activity #1:** Will merge with 5 B: Activity 2. These are the same activity.
- Activity #2:** Merge with 5A: Activity 5 & 6, 5B: Activity 3 & 4. These are the same activity.
- Activity #3:** Continue but change timeline to ongoing because the facilities need continuous maintenance to ensure an environment conducive to learning. We would also change the Resources to include Ministry of Resource and Development (Public Works) to solicit assistance and manpower.

Monitoring Priority: FAPE in the LRE

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

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

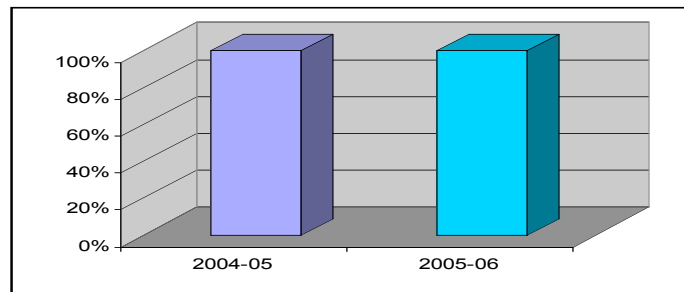
Measurement: Percent = [(# of preschool children with IEPs who received special education and related services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children with IEPs aged 3-5 will be served in settings with typically developing peers (at home or in Head Start).

Actual Target Data for 2005-2006:

Based on the 2005 data, 100% of preschool children with IEPs received special education and related services in a setting with typically developing peers. All preschool children with IEPs received services either in Head Start or home.

Figure FAPE 4: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers for SY2005-06 compared to SY2004-05



The actual target data reflects that all preschool children with IEPs continue to be provided services in setting with typically developing peers. However, this school year 2005-06 there was an increase in number of children with IEPs who received special education and related services in Head Start when compared to school year 2004-05 data.

Table FAPE 8: Number of preschool children with IEPs who receive special education and related services in setting with typically developing peers

Year	Early Childhood Setting	Part-time Early Childhood/Part-time Early Childhood Special Education Setting	Home
2004-2005	-----	8	5
2005-2006	-----	11	1

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2005-2006):

Discussion of Improvement Activities

- Activity #1
Not Completed: Provide trainings for parents on Sp. Ed. and Head Start programs. This activity was not completed. During spring 2006 a lot of activities were going on including school so it was hard to get parents involved in the training.
- Activity #2
Completed: Empower the families with information about the program in Head Start and Special Ed. for children with IEPs to prepare them for school readiness. Early Childhood and Head Start staff provided families information about Head Start and Special Ed. services through meetings with individual child’s families. Through this effort more preschool children with IEPs were enrolled in Head Start centers this school year 2005-2006.
- Activity #3
Completed: Training on the new preschool service delivery model policy and procedures for all early childhood providers. This training was done in March 2006 with assistance from Guam CEDDERS through NECTAC.

Explanation of Progress or Slippage

MET TARGET: 100% of pre-school students with IEPs received special education and related services in settings with typically developing peers in FFY 2005.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005-2006:

- Activity #1:** Change the Timeline to summer every year for the next five years instead of spring and include Head Start Director under Resources. During the summer, school is out so parents could have more time available and since this training involves Head Start, the program director’s support should be solicited.
- Activity #3:** “Training on the new preschool service delivery model policy and procedures for all early childhood providers”: Since this activity has been done once and early childhood providers are the same individuals who participated in the first training, it might not be necessary to conduct this training annually. This activity will be omitted for now and conducted when necessary (e.g., new service providers are hired, etc.).

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose 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.

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

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

FFY	Measurable and Rigorous Target
2005	<i>NOT APPLICABLE</i>

Actual Target Data for 2005-2006:

The Republic of Palau is not eligible for IDEA Part C funds or 619 funds, The Early Childhood Program in Palau serves infants, toddlers and children with disabilities from birth to 5 years. Therefore children do not transition at age three. Most children with disabilities age 3-5 are served through a partnership with Head Start. Since there is no Part C program and no transitioning at age 3, this indicator is not applicable in Palau and as a result we do not report on it in the APR.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2005-2006):

N/A

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources FFY 2006

N/A

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.

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

FFY	Measurable and Rigorous Target
2005 (2005-2006)	In 100% of the schools monitored , where non-compliance is found, non-compliance is corrected within one year of identification.

Actual Target Data for 2005 (2005-2006):

No target data for this report is available as no monitoring activities were conducted during the 2004-05 school year. As explained in last year’s SPP, Palau contracts with an external third party monitor to do site visits to its schools. It takes three years to complete the cycle of visiting all schools. The last full monitoring cycle was completed in 2003-2004 for all the schools. In 2004, school principals requested assistance in developing a format for corrective action plans to use that would be more uniform. Several of the school principals were also new and needed additional assistance regarding the Special Education Services requirements. As a result, we asked for assistance of our 3rd party monitor to develop a format and conduct training for the Principals and Special Education Consulting Resource Teachers (CRTs) in its use. Because of the consultant’s travel between Palau and Hawaii, it took us more time to complete and address those needs for the principals. As a result, monitoring activities for 2004-05 were postponed to complete this process. Monitoring of schools resumed again during SY 2005-2006 (5 schools monitored in April 2006) but correction of noncompliance (within one year) data will not be available for these schools until the 2008 APR submission for FFY 2006. We will then compare those data with the 2003-04 monitoring data to measure progress or slippage.

Also, Palau’s special education monitoring procedures are going through a number of further revisions as a result of feedback received from OSEP during Palau’s Verification Visit that took place in October 2006. These changes should lead to more timely identification, correction and documentation of noncompliance in the future.

Table B Noncompliance Item: Preschool Assessment tools. With assistance from the University of Oregon (U of O), the Preschool Language Scale, Fourth Edition, was purchased and speech and language staff were trained in its use by a consultant from the U of O in April of 2006. This assessment instrument is now in use with preschool children referred for services. The BRIGANCE® Diagnostic Inventory of Early Development II and the BRIGANCE® Preschool Screen II (3-4) were also purchased and are currently in use by school staff.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**Discussion of Improvement Activities**

Activity #1: Identify and contract a third party Monitor for next cycle of monitoring by November 2005

Completed

Activity #2: Update monitoring forms and procedures by November 2005

Partially completed. Additional changes identified by OSEP. Timeline revised

Activity #3: Begin new 3-year cycle of monitoring. Schedule and complete monitoring of one third of schools.

Completed. Contract renewed. Five schools monitored in April 2006

Activity #4: Submit Monitoring Reports to School Principals

Completed. Monitoring reports submitted to principals of schools monitored in 2006.

Activity #5: Review Monitoring Reports with CRTs and Special Education staff to identify the school implementation needs to address.

Completed. Completed for current year. Need to change date to ongoing.

Activity #6: Develop school Improvement Plans based on current monitoring report.

Partially completed. Partially completed for schools monitored in April 2006. One plan pending.

Activity #7: Principals report to the Coordinator monthly on how they are progressing on their improvement plan activities.

Not completed. This activity has been changed to shift the reporting responsibility to Consulting Resource Teachers (CRTs).

Activity #8: Coordinator establishes monthly meetings with CRTs to review school Improvement Plan activities to be sure they are on track.

Not completed. Coordinator needs to establish regular monthly meetings to track progress with each school's improvement plans and activities.

Activity #9: Create a log book to track the implementation activities reported by the CRTs and the principals.

Not completed. School Improvement Plan templates are being revised to document and record completion of corrective actions.

Activity #10: Attend selected school PTA meetings quarterly (select schools with greater improvement needs)

Not completed. Timeline is being changed.

Activity #11: Modify the School Improvement Plan template to include a column for indicating the progress on the activities (date completed and verified)

Not completed. This activity has been assigned to a consultant for completion. Timeline revised.

Activity #12: Update monitoring forms and procedures to comply with IDEA '04.

Not completed. The timeline is being changed for this activity.

Activity #13: Review monthly all new complaints, mediations and due process hearing issues to identify potential issues of noncompliance

Ongoing. This activity is ongoing.

Activity #14: Continue monitoring practices and activities that ensure compliance with federal requirements.

Ongoing. This activity is ongoing.

Explanation of Progress or Slippage

As there is no comparison data for this report, analysis or progress or slippage will have to wait until submission of the 2006 APR.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources FFY 2006

- Activity #2:** Review and update monitoring forms and procedures: change timeline to May 2007 to allow for completion of additional changes identified by OSEP
- Activity #4:** Submit Monitoring Reports to School Principals: change timeline to annually through 2010
- Activity #6:** Change to May 2007 to allow for additional changes identified by OSEP
- Activity #7:** “Principals report to the Coordinator monthly on how they are progressing on their improvement plan activities”. This activity is dropped and replaced by the one below.
- Activity #8:** “Coordinator establishes monthly meetings with CRTs to review progress with school improvement plan activities” – timeline changed to begin in August 2006. Coordinator and CRTs to establish dates for monthly meetings annually
- Activity #9:** “Create a log book to track on the implementation activities reported by the CRTs and the principals”: This activity is dropped and replaced by updating the school improvement plan format so that completion of activities is documented as part of the Improvement Plan
- Activity #12:** Change timeline to June 2007

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

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

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

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of complaints will be resolved within 60 day timeframe.

Actual Target Data for FFY 2005 (2005-2006):

Only two minor complaints were received from parents during the 2005-06 school year but none of these rose to the level of being a potential violation of the IDEA regulations and therefore were not considered formal complaints. Both were minor in nature and resolved quickly and informally.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006:

Discussion of Improvement Activities Completed

- Activity #1: TA provider to conduct training for Sped Coordinator, Consulting Resource Teachers CRTs) and others on new IDEA procedural safeguards requirements
Completed. This training was completed in April 2006 by a consultant from the University of Oregon. The Sped Coordinator, Consulting Resource Teachers and other special education staff attended the training. A follow-up review was also done in October 2006 for the Sped Coordinator and SPED central office staff.
- Activity #2: Conduct trainings with parents on procedural safeguards
Not completed. The timeline for this activity is being changed in the SPP.
- Activity #3: Follow up trainings with parents and principals will be conducted by school areas
Not completed. The timeline for this activity is being changed in the SPP.
- Activity #4: Maintain and report out number of complaints received and their status on a monthly basis.
Not Completed. Procedures are in place for the data manager to track and report complaints on a monthly basis. However, the tracking system is in need of further revisions to ensure timelines are met.
- Activity #5: Review procedures annually and adjust activities as needed.
Continuing as planned.

Explanation of Progress or Slippage

MET TARGET- 100% compliance - As noted above no complaints as defined under the IDEA were received during the 2005-06 school year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources FFY 2006

- Activity #1.** The SPED Coordinator, Consulting Resource Teachers (CRTs) and other staff will receive follow-up training in April 2007 on the procedural safeguards to keep current on the requirements.
- Activity #2&3.** Timelines for activities 2 and 3 have been adjusted in the SPP to allow for staff to attend the IDEA regulations trainings in February 07 and to be better prepared to conduct trainings with parents, principals and school staff after that time.
- Activity #6.** An additional activity has been added. Staff are working with a consultant from the University of Oregon to update Palau's tracking forms for complaints and mediation and due process requests.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Actual Target Data for 2005-2006:

There were no due process hearing requests received during 2005-06.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:

Discussion of Improvement Activities Completed

- Activity #1: Update procedures for hearing officers and due process hearings
Almost completed. The new Policy and Procedure on Impartial Due Process for Palau Special Education has been drafted, reviewed and submitted to Minister of Education for his review and approval.
- Activity #2: Update the list of Special Ed Hearing Officers
Completed. Three Hearing Officers have been appointed by the Minister of Education. All Hearing Officers have legal backgrounds and practice law in Palau. They are:
 1. Salvador Remoket
 2. Moses Ulechong
 3. Imelda N. Franz
- Activity #3: Conduct updated training for Hearing Officers
Continuing. One of the three Hearing Officers attended a Hearing Officer training in Guam. The Training was arranged by Guam and Saipan and conducted by Gail ImObersteg, an attorney from the Mainland. Arrangements are being made to bring Ms. ImObersteg to Palau to do further training in April 2007.
- Activity #4: Review the list of Hearing Officers and update annually as needed
Ongoing. This is an ongoing activity.

Explanation of Progress or Slippage

MET TARGET. As there were no due process hearing requests in FFY 2005 in Palau, the target was met.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006

- Activity #1.** Revised timeline for adoption of revised due process procedures to April 2007. The Due Process Procedures will be reviewed by the SEAC for adoption as soon as our Minister approves the procedures and completes his new appointments to the SEAC.
- Activity #5:** Add Activity: Identify Coordinator and establish office location for Due Process activities by September 2007
- Activity #6:** Add Activity: Designate and establish Administrative staff for Due Process ongoing
One of the CRTs in Special Education, Sharon Tellei, is being trained along with the Hearing Officers to get familiar with the procedures so that she can be designated to be an Administrative staff for complaints, mediations, and Due Process hearing requests.
- Activity #7:** Add activity to hold Hearing Officer training in Palau. Only one Hearing Officer attended the training in Guam as the other 2 were tied up with court schedules and missed the training. Another training for Hearing Officers is being arranged to be conducted in April 07, in Palau which will be conducted by Gail ImObersteg, an attorney from the Mainland

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
2005	No targets will be set until a minimum of ten mediations are reached in a given baseline year

Actual Target Data for FFY 2005:

No complaints were received that met IDEA guidelines so no mediations were requested in 2005-06.
No targets will be set for this indicator until a minimum of 10 mediations are conducted in a given year, per OSEP guidance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:

Discussion of Improvement Activities Completed

- Activity #1: Secure interim arrangement with mediators from either Guam or CNMI to be available should mediation be requested
- Not Completed.** Proposed arrangement to establish a contract with Hearing Officers from Saipan did not materialize due to the their unresponsiveness for the plan. No mediator was willing to respond to the proposal. Instead, a list of local mediators has been appointed by the Minister. All are trained mediators in land dispute issues. These mediators are:
1. YUsim Sator
 2. Basilio Deltang
 3. Dimei Olkeriil
 4. Kathy Kesolei
- Activity #2: Update policies and procedures for qualifications and appointment of the mediators
- Partially Completed.** The new Policy and Procedure on Impartial Due Process for Palau Special Education has been drafted, reviewed and submitted to Minister of Education for his review and approval.
- Activity #3: Conduct trainings for Mediators
- Partially Completed.** Training have been offered to orient them. The first one was held in Guam in Feb. 2005 where all 4 of them and 1 Hearing Officer attended the training, mainly for Hearing Officers, where they were oriented to the IDEA. A second training for Mediators was held in Washington DC in November 2006. Two mediators and a staff member were able to attend. The Training was conducted and sponsored by CADRE.

- Activity #4:** Update list of mediators with locally trained people
Completed. Mediators list established with membership of four. All were appointed based on their current role as Mediators for Palau Land Disputes. They are:
- YUsim Sator
 - Basilio Deltang
 - Dimei Olkeriil
 - Kathy Kesolei

Explanation of Progress or Slippage

No targets will be established for this indicator until the number of mediations exceeds ten.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources FFY 2005

- Activity #1:** “.Secure interim arrangement with mediators from either Guam or CNMI to be available should mediation be requested.
Delete. This activity is no longer required as local mediators have been appointed
- Activity #2.** The timeline for approval of the Due Process policies and procedures is being revised to accommodate further revisions suggested by OSEP during Palau’s verification visit in October 2006.
- Activity #5.** Add activity. One of the Special Education Staff is being designated to be administrative staff for processing Complaints, Mediations and Due Process Hearing requests and is being trained to be familiar with the process.

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))

<p>Measurement:</p> <p>State reported data, including 618 data and annual performance reports, are:</p> <ol style="list-style-type: none"> a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).
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FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of State reported data (618 data, State Performance Plan and Annual Performance Report) are timely and accurate.

Actual Target Data for 2005-2006:

All required Federal reports (100%) were submitted in a timely and accurate manner for FFY 2005.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006:

Discussion of Improvement Activities

- Activity #1:** Continue to work with MOE staff to implement the MOESIS system.
Ongoing. Special Education Program has been working with the Ministry of Education Student Information System (MOESIS) from day one until now. This is an ongoing process that will continue until MOESIS is fully functional.
- Activity #2:** Verify data for special education students entered at the school sites.
Ongoing. All students with IEPs at the school sites are meticulously verified as indicated before entered into the system. Special Education Program will continue to work with the secretaries who input the data to make sure that students with IEPs are appropriately identified and entered into the system. This will be an ongoing process.
- Activity #3:** Provide training as needed to school secretaries to ensure reliability to data being imputed on SPED students.
Ongoing. All students with IEPs at the school sites are meticulously verified as indicated before entered into the system. Special Education Program will continue to work with the secretaries who input the data to make sure that students with IEPs are appropriately identified and entered into the system. This will be an ongoing process. There have been trainings for secretaries when we first launched the MOESIS. Since then, the secretaries have been continuously informed of the

new fields added into the system. This will be MOE's ongoing activity to train the secretaries further, following any changes and improvement to the system.

Activity #4: Review the improvement activities annually and design training as needed.
Ongoing. Improvement activities are revisited all the time. As a result of this, we know what training needs to be designed to accommodate specific program needs. All trainings revolve around the improvement activities we proposed. This has been going on and will continue in the coming years.

Explanation of Progress or Slippage

MET TARGET: All State reported data are reported prior to the annual due dates each year. These data are timely and accurate. Exiting, discipline, and personnel data have been submitted to Westat in October 2006, a month before their due date. All data are verified meticulously through student's files, CRT's and the Data Manager.

The Ministry of Education Student Information System (MOESIS) has been a developing process for a long time. There has been 'add ins' into the system to make it more 'user friendly'. Secretaries who input data in the school sites have been consistently trained on any new fields in the system as they are added to the system.

In the meantime, Special Education data has been maintained using the Excel application. A program called "Soe's Add-Ins" with all these data will be entered into the MOESIS for generating data for reporting needs in the near future. When the MOESIS is up and running, the Special Education Data Manager will be able to verify the data input from the school sites. As soon as all the glitches are worked out, special education data will be maintained in the EXCEL program so that reports can be generated in a timely and accurate manner.

OSEP's response letter asked that we provide in the APR information to verify that data are timely and accurate. As noted above, although the MOESIS is not yet fully operational, Special Education data and reports continue to be submitted in a timely and accurate manner using the old system, until the new MOESIS system is totally operational.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources FFY 2006 (2005-2006)

Activity #4: Review the improvement activities annually and design training as needed.
*Change timeline to ongoing.