

**Republic of Palau
Ministry of Education, Special Education Program**

Respectfully Submits

The Republic of Palau
**IDEA PART B
ANNUAL PERFORMANCE REPORT (APR)**
Federal Fiscal Year (FFY) 2008: July 1, 2008 – June 30, 2009
for
The Special Education Program

Submitted on February 1, 2010

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Overview of the Annual Performance Report Development:

The Republic of Palau's (ROP's) FFY 2008 Annual Performance Report (APR) preparation process began in June 2009 with the Special Education Core Team, comprised of the Special Education Coordinator, Specialists/Consulting Resource Teachers (CRTs), Data Manager, and Early Childhood staff, meeting to review the Office of Special Education Program's (OSEP) determination letter dated June 1, 2009. Meticulous attention to and discussion of Indicator 15 issues, inclusive of other concerns expressed in the letter, was the core topic of the meeting. Another meeting was held to look at the State Performance Plan (SPP) improvement activities, corrective action plans, and procedures that have been put in place to follow up on activities regarding special education for children and youth with disabilities in ROP.

A copy of OSEP's determination letter was given to ROP's Special Education Advisory Council (SEAC) members, ROP's "broad" stakeholder group for the APR development. The Core Team continued the implementation of training activities with parents, principals, teachers, and related service providers during summer 2009. Parent workshops held focused on strategies for parents in decision-making and supporting their child with a disability and the school team. Training activities for principals, teachers, and related service providers were implemented to address various improvement activities across several indicators involving educators and support staff, which included the ROP Annual Educational Convention in July 2009.

On August 17-19, 2009, three members of the Core Team (program coordinator, an elementary special education specialist/consulting resource teacher and an early childhood staff) met with Dr. Richard Steffan, OSEP State Contact, Charlie Kniseley, OSEP Audit Facilitator, and Jim Leinen, a contracted consultant from the University of Oregon Technical Assistance and Consulting Services/Western Regional Resource Center (TACS/WRRC), at the OSEP Leadership Conference to discuss various APR issues and strategies, and updates on ROP's audit resolution documents.

ROP SPP/APR continued to be the main topic of ROP's monthly conference call with Dr. Steffan, Jim Leinen, and other supporting individuals from other programs. Ongoing communication through phone calls, emails, and fax was practiced for the team to seek technical assistance from other consultants or professionals from Western Regional Resource Center (WRRC), University of Guam Center for Excellence on Developmental Disabilities Education, Research and Service (Guam CEDDERS), National Early Childhood Technical Assistance Center (NECTAC), and Special Education Directors from other Pacific entities.

The APR team began bi-weekly meetings in September to review status of data collected and other related activities and to continue to review status of work completed to prepare for on-site APR work with Guam CEDDERS. Guam CEDDERS recently was awarded the contract to work with the Ministry of Education, Special Education Program for fiscal year 2009-2010.

On December 9-10, 2009, the team met with Guam CEDDERS and worked intensively on the SPP/APR. A plan was formulated at the end of this meeting for each indicator team to work on individual indicators and to send drafts to Guam CEDDERS for review and to incorporate into the main APR template.

On December 21, 2009, ROP SEAC met with the program coordinator for updated information on the status of the APR, other program activities, and related issues.

On January 19-22, 2010, Guam CEDDERS provided on-site technical support for the Core Team's review of the draft APR. During the visit, a conference call with Dr. Steffan was held on January 20, 2010 to assist with finalizing the APR.

On January 21, 2010, the ROP SEAC convened with 16 members to review the draft APR with proposed revisions. During the SEAC meeting, stakeholder input was gathered for setting targets for Indicator 7

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and other revisions. As a result of the SEAC meeting, it was agreed that any additional input from the SEAC members will be sent to ROP special education coordinator no later than January 28, 2010. Two SEAC members provided additional input and expressed their continued support of the special education program.

ROP wishes to acknowledge the ongoing support by Dr. Steffan, OSEP State Contact; Jim Leinen, Education Specialist and other staff at WRRC; Christina Kazprzak, NECTAC; Dr. Heidi San Nicolas, June De Leon and colleagues, University of Guam CEDDERS; Steve Spencer, University of San Diego; and Ray Miner and Miles Kawatachi, both independent consultants. Regular on-site visits, emails, phone calls, and other means of communication have provided ROP with the critical technical assistance and support throughout the APR development process. Further, ROP wishes to acknowledge the local support from agencies, organizations and committees that have assisted the Special Education Program to improve services, namely the National and State Government Offices, Ministry of Health Services, Head Start from the Palau Community Action Agency, the Palau Disability Commission, Omekesang (advocacy non-profit organization), Palau Community College, SEAC, and various private organizations. Your support is and will always be greatly appreciated by the ROP Special Education Program staff, students, and families. Mesulang (Thank you)!

OSEP Determination Letter, June 2009

As noted in the letter, ROP's FFY 2007 determination of "needs assistance" represents 3 consecutive years under the "needs assistance" determination level. Pursuant to section 616(e)(1) of IDEA and 34 CFR §300.604, the Secretary advised ROP of available sources of technical assistance related to Indicator 15 (timely correction of noncompliance) on the SPP/APR Planning Calendar website. ROP provides the following information on the technical assistance sources accessed that supported the development of APR Indicator 15:

- **Technical Assistance Sources from which ROP received Assistance:**
 - ROP Special Education Core Team participated in the APR Clinic sponsored by the Western Regional Resource Center (WRRC) on Guam, January 14-16, 2009. This regional event was designed to provide additional insights for addressing all APR indicator measurement requirements for reporting, inclusive of Indicator 15.
 - ROP accessed the SPP/APR Planning Calendar website for relevant resources related to Indicator 15.
 - ROP accessed technical support from the University of Guam CEDDERS, WRRC, SDSU Interwork Institute, Independent Consultants, and ROP's OSEP State Contact through on-site visits, email, phone calls, and face-to-face meetings at OSEP conferences.
- **Actions ROP took as a Result of the Technical Assistance:**
 - In consultation with the Independent Consultants, ROP's monitoring system was revised, with consideration of the October 17, 2008 OSEP Memorandum 09-02. In addition, the Independent Consultants provided on-site training to the local monitor and the Special Education Core Team on the implementation of the revised monitoring system.
 - ROP established a central data system to be used as a source for monitoring and tracking timeline and related requirements for identifying and verifying correction of noncompliance.

PUBLIC DISSEMINATION PLAN

As required, ROP will report annually to the public on the progress and/or slippage in meeting the 'measurable and rigorous targets' found in the SPP, which includes the performance on the targets in the SPP. For the FFY 2008 (2008-2009) APR, ROP will implement the following public dissemination:

- By March 1, 2010, the APR will be posted on the ROP MOE website: www.palaumoe.net (click "Ministry," then select "Special Education").

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- By March 1, 2010, a copy of the APR will be provided to SEAC members and Ministry of Education (MOE) Management Team.
- By March 1, 2010, the local media (radio & newspaper) will be informed of the availability of the APR.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

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

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

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	As per OSEP's instruction, beginning FFY 2008 (2008-2009), required reporting is the state's examination of data for the year before the reporting year (e.g. for the FFY 2008 APR, use data from 2007-2008). Therefore, for Indicator 1, the target and actual data for FFY 2008 will be the FFY 2007 data.
2007 (2007-2008)	35% of youth with IEP's will graduate with a high school diploma.

Actual Target Data for FFY 2008 (2008-2009): As per OSEP's instruction, Actual Target Data will be the actual data from FFY 2007 (2007-2008):

As one of the Freely Associated States (FAS), ROP does not report graduation data to the Department under Title 1 of ESEA. ROP uses the cohort formula established by the Ministry of Education (MOE). The number of graduates reported is consistent with the number reported in the 618 Exit Table.

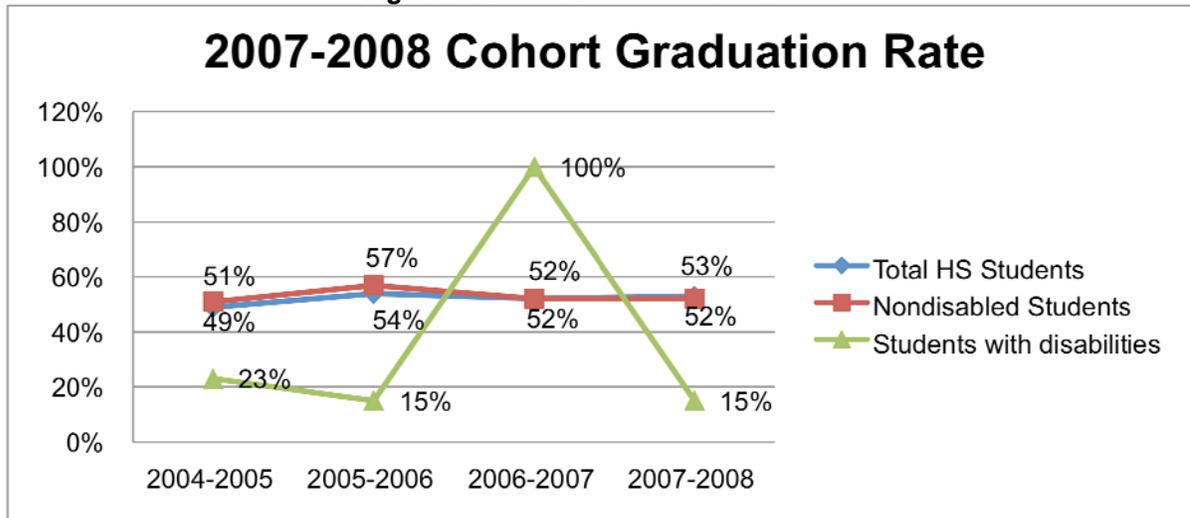
Measurement for youth with Individualized Education Programs (IEPs) is the same measurement as for all youth. ROP uses a 'cohort' calculation for determining graduation rate. At present, this calculation has no adjustment for repeaters, dropouts, withdrawals, and transfers. The MOE continues to use a cohort system to determine graduation rate for all students. Although no longer required, ROP has chosen to continue to compare the graduation rate for students with IEPs with the graduation rate for all students and students without IEPs. As shown in Table 1, the cohort graduation rate for all students and students without disabilities have maintained a similar percentage from FFY 2004 to FFY 2007. For students with disabilities however the percentage increased dramatically in FFY 2006 then dropped in FFY 2007. The FFY 2007 performance of 15% (2/13) was the same percentage as in FFY 2005. It should be noted that the students with disabilities Cohort 2003 number used as the denominator for FFY 2006 was significantly different from the other years. Figure 1 provides a graphic representation of the trend data displayed in Table 1.

Table 1: Graduation Rate over the Past Four Years

Description	2004-2005 (Cohort 2001)	2005-2006 (Cohort 2002)	2006-2007 (Cohort 2003)	2007-2008 (Cohort 2004)
Total high school graduation rate for all students	49% (141/285)	54% (141/262)	52% (143/275)	53% (119/224)
Graduation rate for students without a disability	51% (136/264)	57% (138/241)	52% (140/272)	55% (117/211)
Graduation rate for students with a disability	23% (5/21)	15% (3/21)	100% (3/3)	15% (2/13)

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Figure 1: Cohort Graduation Rate Trend



Numbers used for the Percentage Calculations:

-Total number of all youth graduated in SY: 2007-2008	=	119
-Total Number of all youth enrolled in SY: 2004-2005	=	224
-Percent of all youth graduating in 2007-2008	=	53%
*119/224 x 100 = 53%		
-Total of all youth without a disability graduated in SY: 2007-2008	=	117
-Total of all youth without a disability enrolled in SY: 2004-2005	=	211
-Percent of all youth without a disability graduating in 2007-2008	=	55%
*117/211 x 100 = 55%		
-Total of all youth with IEPs graduated in SY: 2007-2008	=	2
-Total of all youth with IEPs enrolled in SY: 2004-2005	=	13
-Percent of youth with a disability graduating in SY: 2007-2008	=	15%
*02/13 x 100 = 15%		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008 (2008-2009):

As per OSEP's instructions, **for this APR, ROP will report FFY 2007 (2007-2008) data and compare it to ROP's FFY 2007 (2007-2008) target. FFY 2008 actual data and information are provided as additional information for this Indicator.**

Progress/Slippage

ROP did not meet target.

Based on the data, two students with disabilities graduated at the end of school year 2007-2008 with a regular diploma. The result is an 85% decrease as compared to the result of the last reporting period of 100%, and is below ROP's target of 35%. Most students who entered high school in the 2004-2005 school year did not make it through to graduation due to various family and social issues. The reasons for the 11 students who did not graduate included 5 dropped out, 1 student preferred attending adult education, and 5 continued or repeated high school.

Over the course of the last four years, the graduation rate has been fluctuating due to ROP's small population, resulting in the fact that slight changes in the numbers can result in major changes of percentage. For instance, the five repeaters in the FFY 2007 reporting year's cohort caused the percentage to drop dramatically. We anticipate that some will appear as graduates in future years.

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ROP understands that it is not required to report comparative data for all youth; however, we decided to continue to run these comparisons because it will help us improve our services to students with disabilities and to help track our goal of closing the gap. Therefore, we are including them in this year's submission and will likely report them in the future.

As reported in the FFY 2006 APR, there are two options for graduation of students with disabilities: Regular high school diploma and an IEP diploma. It has been decided that only the regular high school diploma will be considered a 'regular' diploma. For FFY 2008, a regular diploma is defined as completion of 26 credits and required high school courses and electives. An IEP diploma is a diploma awarded to students who successfully earned 26 credits and completed the requirements of their IEP. The reference to earning 26 credits is related to instructional time completed, i.e. one credit is earned for every class period for an entire year, or two class periods for one semester.

The WASC tracking system was implemented where teachers complete the Counseling Referral Form for a student who is failing his or her classes and/or misses school for 3 days. These are submitted to both the school counselor and the WASC coordinator. Once the student counselor receives the referral, he/she then contacts the parents to arrange for a parental conference with the student and his/her teachers. During this conference, they identify the possible problem and come up with solutions and/or accommodations to help the student continue in school and maintain a passing grade. Some teachers are reluctant to do this because they see the process as a duplication of work. Although there may be a problem with the system and we did not meet our target (35%) for FFY 2007, the high school counselors continue to use this process with students to ensure that they remain in school and pass their courses. In addition, the high school Consulting Resource Teacher (CRT) has made arrangements to work with the high school counselors and special education teachers to use the Counseling Referral Form and Special Education Weekly Activity Form to collect data on IEP students. This data is also used for Indicator 2.

Additional Data: FFY 2008 (2008-2009)

During SY 2008-2009, the high school CRT conducted training for parents and students to empower them to fully participate in IEP meetings, including the development of Individualized Transition Plan. The special education teachers also continued to use both Counseling Referral Form and Special Education Weekly Activity form for School Student Study Team to convene and identify the students' problems and make necessary steps to accommodate their needs and most of all to help them stay in school.

Actual data for SY 2008-2009 showed a decrease in the percentage of youth with IEPs graduating with a regular diploma from 15% (2/13) in FFY 2007 to 9% (2/22) in FFY 2008. ROP's target for FFY 2008 was set at 40%. The graduation number of 2 is consistent with what was reported in the 618 Exit Data for FFY 2008. As noted earlier, ROP's small numbers can change the percentage dramatically. Further, as noted earlier, MOE's cohort calculation does not account for adjustments for repeaters, dropouts, withdrawals, and transfers. The number of youth with IEPs who graduated for FFY 2008 was the same number as FFY 2007. However, the total number in the Cohort group increased from 13 for FFY 2007 to 22 for FFY 2008, which resulted in a decrease in the FFY 2008 percentage.

ROP continues to participate in regional and on-site activities related to "accessing the general curriculum" through OSEP-funded regional grants administered by University of Guam CEDDERS. During the month of September 2009, ROP has scheduled Guam CEDDERS to conduct an on-site training for school administrators, general and special education teachers, and Ministry of Education Specialists on how to accommodate students in the general education classroom. All these activities have been prioritized with a notion that ROP will continue to assist students with disabilities to remain in school and be able to meet high school requirements for a regular diploma.

Status of Improvement Activities

The following activities are numbered based on the numbering in the SPP. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress

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noted for this reporting year. Activities with “revised or deleted” status will also be listed, with justification, in the Revisions section of this Indicator. Completed and deleted activities from previous APRs are not discussed in this APR. If any, “new” activities will be listed in the Revisions section of this Indicator.

Activity #2: Update Palau High School Handbook to reflect any changes.

Continuing Progress: In March 2008, recommendations to add the special education procedures in the handbook were sent to the Palau High School team compiling the revised handbook. In May 2008, the recommendations were incorporated into the handbook.

Activity #3: Hire one additional special education teacher in the high school to assist students in the general classes.

Deleted Progress: For FFY 2007 and FFY 2008, existing teachers monitored the students’ progress in the general education classes and were able to make recommendations as necessary.

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.

Continuing Progress: Through the OSEP-funded GSEG PACIFIC Project administered by the University of Guam CEDDERS, ROP special education personnel, curriculum specialists, and general education teachers participated in February 2009 and July 2009 regional events held on Guam. These events focused on developing a cadre of local technical support for supporting students with significant disabilities access the general curriculum. Best practices classroom strategies, including the use of Universal Design for Learning (UDL), were reviewed, which support the development and implementation of an alternate assessment based on alternate academic achievement standards (AA-AAS) for these students.

Through the OSEP-funded Pacific CIMAP Project administered by the University of Guam CEDDERS, ROP special education personnel, curriculum specialists, and technology specialists participated in the regional institute held in August 2008 on Guam. The institute provided hands-on training on the use of technology for accessing and creating educational materials in accessible formats. As part of the training, ROP received a set of the equipment, software, tools, and devices for supporting students with print disabilities (Blind, Low Vision, Physical Disabilities, and Reading Disabilities).

In addition to the resource room teachers continuing to monitor the students’ progress through their general education teachers, an on-site training on accommodations designed for general education teachers is scheduled to be conducted by Guam CEDDERS in September 2009.

Activity #7: Explore a GEAR UP opportunities available in the high school and encourage students with disabilities to participate in the program.

Revised Progress: In school year 2007-2008, one student participated in GEAR UP. In school year 2008-2009, the number increased to two students participating in GEAR UP at Palau High School. Others attended Tutoring Program sponsored by Koror State Government.

Activity #8 The high school CRT and resource teachers will work closely with Palau High School counselors to closely monitor student absenteeism using both the Special Education

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Weekly Activity Form and high school Counseling Referral Form to help ensure that students remain in school.

Continuing Progress: The teachers continually monitored students' absenteeism with both forms during school year 2008-2009.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2010:

Given the status noted for the improvement activities in the Discussion section for this Indicator, revisions, with justification, to the SPP improvement activities as follows:

Activity #3: Hire one additional special education teacher in the high school to assist students in the general classes.

Justification: Deleted Activity: This activity is being deleted because the current teachers assigned to the high school have been able to monitor and assist the students in the general classes.

Activity #7: Explore GEAR UP opportunities available at the high school and encourage students with disabilities to participate in the program.

Justification: Revised Activity: This activity is being revised to include other programs and tutoring services available and not just GEAR UP. This will allow students to make choices for which program would meet their individual needs.

Activity #9: Use the established form (Student Notice of Meeting Form) specifically to invite students with IEPs 14 years and older to fully participate in their transition planning during their IEP meetings to support graduation requirements.

Justification: New Activity: This activity will enhance their awareness, understanding and importance of the services in their IEPs which they must stay in school in order to graduate.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEP's dropping out of high school.

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

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

FFY	Measurable and Rigorous Target
2008 (2008-2009)	As per OSEP's instruction, beginning FFY 2008 (2008-2009), required reporting is the state/entity examination of data for the year before the reporting year (e.g. for the FFY 2008 APR, use data from 2007-2008). Therefore, for Indicator 2, the target and actual data for FFY 2008 will be the FFY 2007 data.
2007 (2007-2008)	14% of Youth with IEPs drop out of high school.

Actual Target Data for FFY 2008 (2008-2009): As per OSEP's instruction, Actual Target Data will be the actual data from FFY 2007 (2007-2008):

As one of the Freely Associated States (FAS), ROP does not report drop-out data to the Department under Title 1 of ESEA. ROP uses the high school enrollment and the reported 618 exit data to calculate drop-out rate.

ROP uses the school year enrollment calculation for determining drop-out rate. Although no longer required, ROP has chosen to continue to compare the drop-out rate for students with IEPs with the drop-out rate for all students and students without IEPs. As shown in Table 2, the drop-out rates for all students and students without disabilities have maintained a similar comparison percentage from year to year. With the exception of FFY 2005, the percentage for students with disabilities has dropped from about 4 times more than all students and students without IEPs to 2 times more in FFY 2007. Table 3 reports the data compiled from the Special Education Weekly Activity form for youth with IEPs.

Table 2: Drop Out Rate Trend Data

Description	2004-2005	2005-2006	2006-2007	2007-2008
Total High School Students	7% (55/797)	12% (95/812)	4% (32/810)	8% (70/851)
High School Students without Disabilities	6% (45/754)	12% (92/775)	3% (27/779)	8% (65/819)
High School Students with a Disability	23% (10/43)	8% (3/37)	12% (5/43)	16% (5/32)

Numbers used for the percentage calculations:

- Total number of all youth dropped out in SY 2007-2008 = 70
- Total Number of all youth enrolled in SY 2007-2008 = 851
- Percent of all youth who dropped out in 2007-2008 = 8%
*70/851 x 100 = 8%
- Total youth without a disability who dropped out in SY 2007-2008 = 65

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- Total of youth without a disability enrolled in SY 2007-2008 = 819
- Percent of all youth without a disability who dropped out in 2007-2008 = 8%
 $*65/819 \times 100 = 8\%$
- Total of all youth with IEPs who dropped out in SY 2007-2008 = 5
- Total of all youth with IEPs enrolled in SY 2007-2008 = 32
- Percent of youth with a disability who dropped out in SY: 2007-2008 = 16%
 $*05/32 \times 100 = 16\%$

Table 3: Special Education Weekly Activity Form

School Year	Students with disabilities	Remained in school	Drop-out
2006-2007	43	38	5
2007-2008	32	27	5

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008 (2008-2009):

As per OSEP's instructions, for this APR, ROP will report FFY 2007 (2007-2008) data and compare it to ROP's FFY 2007 (2007-2008) target. FFY 2008 actual data and information are provided as additional information for this Indicator.

Progress/Slippage

ROP did not meet target.

According to the data, 5 of 32 special education high school students (16%) dropped out of high school during school year (2007-2008). This represents a slight increase from last year (12%) and was below our goal of 14% dropout rate for SY 2007-2008. As has been noted previously, a change in just a few students can cause major swings in percentage rates. For example, the same number of students dropped out in 2007-2008 (5) when compared to 2006-2007 (5) but due to decreased enrollment, the percentage increased by 4%. Still, when we look at our progress over time, we have reduced our dropout rate significantly from 23% in 2004-2005. But, the trend is now going slightly upward.

The Special Education Weekly Activity Form was used by the high school CRT and resource teachers to collect data for school year 2007-2008. The form was revised to accommodate the data collection as well as to provide flexibility for ensuring that all students are continually monitored and remain in school. During school year 2007-2008, there were 32 special education students who were monitored by their teachers and the CRT. Twenty seven of the 32 students (84%) remained in school while 16% dropped out. Those who dropped out have had family-related issues or preferred to work. One moved abroad to work and the other decided to work here in ROP. These are some examples or reasons why students dropped out.

ROP defines drop-out and withdrawal separately. For instance, students are considered dropped out if they don't show up at school for 15 consecutive days. Students who officially withdraw, are required to follow certain procedures to officiate withdrawal request. For reporting 618 exit data, students with disabilities who officially withdraw from school are counted as drop-outs.

Additional Data: FFY 2008 (2008-2009)

During school year 2008-2009, ROP provided students and parents "empowerment" training on IEP/ITP services to encourage parents as well as students to fully participate in the discussion during their IEP/ITP meeting. Consequently, the training provided more information about their roles and responsibilities, for instance, understanding their disability, getting involved in the decision-making regarding what they want to do in the future, sharing information about them, and asking questions. Aside from the training, ROP also developed a new invitation form designed to invite students to their IEP/ITP meeting to demonstrate the importance of their participation.

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Actual data for SY 2008-2009 show a slight increase in percentage in the drop-out rate with 18% (7/38) in FFY 2008 compared to 16% (5/32) reported in FFY 2007. ROP's FFY 2008 target was set at 10%. As noted earlier, ROP's small numbers can change the percentage dramatically. It should be noted that the number of youth with IEPs who remained in school increased by 4 from 27 in FFY 2007 to 31 in FFY 2008, which could be a result of the close monitoring by the Special Education Program to keep students in school.

ROP Special Education Program, with assistance from high school counselors, continued to monitor the implementation of the Special Education Weekly Activity Form and the Counseling Referral Form. Plans are in place to refine the IEP meeting student invitation form and process to a more personalized form to encourage participation in their annual IEP meeting. These plans are designed to ensure successful participation in IEP meetings to encourage the students to stay in school and decrease the drop-out rate. ROP wishes to also note that as a result of Indicator 14 follow-up activities, one of the students who dropped out during school year 2006-2007 was persuaded to return to high school. This shows how these activities can interact to help improve results for our students.

Status of Improvement Activities

The following activities are numbered based on the numbering in the SPP. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. An activity status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Activities with "revised or deleted" status will also be listed, with justification, in the Revisions section of the Indicator. Completed and deleted activities from previous APRs are not discussed in this APR. If any, "new" activities will be listed in the Revisions section of this Indicator.

Activity #1: Develop forms and distribute to all special and regular education teachers to keep track of IEP student attendance and submit to school counselors and CRT weekly to allow for immediate follow-up.

Revised Progress: Forms completed in APR FFY 2006, with implementation continuing.

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. To aid in this process a Transition Guideline is under development and will be finalized before the end of the FFY 07, school year (May 2008).

Revised Progress: The Transition guide was completed in June 2008. Teachers used the Special Education Weekly Activity form to monitor student absenteeism and held meetings to discuss student issues.

Activity #4: Review improvement activities annually, continue those that increase retention rate and identify others as needed.

Continuing Progress: This activity was led by special education coordinator. CRTs, Early Childhood teachers and our DATA Manager met regularly to review the indicators and input data.

Activity #6: Conduct a workshop for new special education staff on how to use the Special Education Weekly Activity Form appropriately to better monitor student's absenteeism.

Continuing Progress: A workshop was conducted in December 2008 with the new CRTs, high school teachers, and onboard teachers. The participants were trained on the process and how this form is completed.

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Activity #7: Conduct a workshop for school principals, CRTs, and special education teachers on process and procedures of the new Transition Guideline.

Continuing Progress: The workshop was conducted in July 2009 during the Education Convention. This was a convenient time to train teachers and school administrators because the attendance for Education Convention is mandatory for all educators by Palau Ministry of Education. The participants were trained on the process and procedures for exiting students from elementary to high school, roles and responsibilities for exiting team and receiving team, and documentation of the proceedings. Workshop for high school and elementary CRTs was conducted separately in December 2008 to allow them to conduct mini workshops at their respective schools in preparation for Transition meetings for students who exited in May 2009.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2010:

Given the status noted for the improvement activities in the Discussion section for this Indicator, revisions, with justification, to the SPP improvement activities as follows:

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.

Justification: Revised Activity: ROP is revising this activity for teachers to continue to implement the Special Education Weekly Activity Form to keep track of IEP students' attendance. This will allow a review of practices and make adjustments and/or changes to meet the students' individual needs.

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. To aid in this process a Transition Guideline is under development and will be finalized before the end of the FFY 07, school year (May 2008).

Justification: Revised Activity: ROP is revising this activity by deleting the last sentence because it has been completed.

Activity #8: Use the established form (Student Notice of Meeting Form) to invite all students 14 years old and older to fully participate in their IEP/ITP team meeting.

Justification: New Activity: This activity will enhance their awareness, understanding and importance of the services in their IEPs which they must stay in school in order to graduate.

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Overview of the Annual Performance Report Development:

Refer to Page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

- A. AYP percent = [(# of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size)] times 100.
- B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- C. Proficiency rate percent = [(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

FFY	Measurable and Rigorous Target
2008 (2008-2009)	<p>A. Not Applicable to ROP.</p> <p>B. Increase participation of IEP students to 88% for both reading and math</p> <p>C. Overall Performance of IEP Students in Statewide Assessment in Math will increase to 24% proficiency.</p> <p>C. Overall Performance of IEP Students in Statewide Assessment in Reading will increase to 39% proficiency.</p>

Actual Target Data for FFY 2008 (2008-2009):

Measurement A: Does not apply to ROP.

Measurement B: Participation Rate based on 618 reported data.

3B. Overall Participation of IEP Students in Statewide Assessment is 100% for Reading and Math

Table 4: 618 Table 6: Statewide Math Assessment Participation for SY 2008-2009

2008-2009 Palau Achievement Test		3B. Participation: Math Assessment				TOTAL	
		Grade 4	Grade 6	Grade 8	Grade HS*	#	%
a.	Children with IEPs	12	6	16	8	42	
b.	Regular assessment with NO accommodations	2	1	5	4	12	28.6%
c.	Regular assessment with	5	5	5	0	15	35.7%

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2008-2009 Palau Achievement Test		3B. Participation: Math Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
accommodations							
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	IEPs in alternate assessment against modified standards	ROP does not have an alternate assessment (AA) that tests children against modified standards.					
f.	AA against alternate achievement standards	5	0	6	4	15	35.7%
g.	Overall: [(b+c+d+e+f divided by a)]	12	6	16	8	42	100%
Children with IEP included in "a" but not included in the other subcategories:							
Account for any children with IEPs that were not participants in the narrative		0	0	0	0		

*HS: High school grade used for this calculation is not identified as the cell size (8) is less than the minimum 'n' established for purpose of confidentiality.

Table 5: 618 Table 6: Statewide Reading Assessment for SY 2008-2009

2008-2009 Palau Achievement Test		3B. Participation: Reading Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
a.	Children with IEPs	12	6	16	8	42	
b.	Regular assessment with NO accommodations	2	1	5	4	12	28.6%
c.	Regular assessment with accommodations	5	5	5	0	15	35.7%
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	Alternate Assessment against modified standards	ROP does not have an alternate assessment (AA) that tests children against modified standards.					
f.	AA against alternate achievement standards	5	0	6	4	15	35.7%
g.	Overall: [(b+c+d+e+f divided by a)]	12	6	16	8	42	100%
Children with IEP included in "a" but not included in the other subcategories:							
Account for any children with IEPs that were not participants in the narrative		0	0	0	0		

*HS: High school grade used for this calculation is not identified as the cell size (8) is less than the minimum 'n' established for purpose of confidentiality.

Measurement C: Proficiency Rate based on 618 reported data.

3C. Overall Performance of IEP Students in Statewide Assessment in Math is 30.9%

3C. Overall Performance of IEP Students in Statewide Assessment in Reading is 76.1%

Table 6: 618 Table 6 Statewide Assessment Math Proficiency for SY 2008-2009

2008-2009 Palau Achievement Test (Full Academic Year)		3C. Proficiency: Math Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
a.	Children with IEPs	12	6	16	8	42	
b.	Proficient or above in Regular assessment with NO accommodations	0	0	0	0	0	0

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2008-2009 Palau Achievement Test (Full Academic Year)		3C. Proficiency: Math Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
c.	Proficient or above in Regular assessment with accommodations	0	0	0	0	0	0
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	Alternate Assessment against modified standards	ROP does not have an alternate assessment (AA) that tests children against modified standards.					
f.	Proficient or above in AA against alternate achievement standards	5	0	4	4	13	30.9%
g.	Overall: [(b+c+d+e+f divided by a)]	5	0	4	4	13	30.9%

*HS: High school grade used for this calculation is not identified as the cell size (8) is less than the minimum 'n' established for purpose of confidentiality.

Table 7: 618 Table 6: Statewide Assessment Reading Proficiency for SY 2008-2009

2008-2009 Palau Achievement Test (Full Academic Year)		3C. Proficiency: Reading Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
a.	Children with IEPs	12	6	16	8	42	
b.	Proficient or above in Regular assessment with NO accommodations	2	1	5	0	8	19.0%
c.	Proficient or above in Regular assessment with accommodations	5	0	5	0	10	23.8%
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	Alternate Assessment against modified standards	ROP does not have an alternate assessment (AA) that tests children against modified standards.					
f.	Proficient or above in AA against alternate achievement standards	4	0	6	4	14	33.3%
g.	Overall: [(b+c+d+e +f divided by a)]	11	1	16	4	32	76.1%

*HS: High school grade used for this calculation is not identified as the cell size (8) is less than the minimum 'n' established for purpose of confidentiality.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008 (2008-2009):

Progress/Slippage

3B: Participation – ROP Met Target.

3C: Proficiency: ROP Met Target for Math and Reading.

ROP does not report ESEA Title 1 data. However, ROP can report that current students in ROP with and without disabilities in grades 4, 6, 8, 10, and 12 are required to participate in the statewide assessment. Only one high school grade is reported however for the purpose of this indicator. As reported in the 618 Table 6, 2008-2009, data are provided for students with disabilities who participated in ROP's statewide assessment, the Palau Achievement Test (PAT), including an alternate assessment based on alternate achievement standards (AA-AAS), in math and reading.

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Participation. The total number of students who participated in the statewide assessment was 42. These 42 students attended school for the full academic year and they represent 100% of IEPs requiring participation in statewide assessment (PAT and AA-AAS). As a result, ROP met its target of 100%, which is 12% more than the expected target (88%) for this reporting period.

Performance. As noted earlier, ROP does not report ESEA data. Although the Ministry of Education (MOE) has adopted the scoring categories found in ESEA, they are applied somewhat differently in ROP for scoring purposes. In ROP, the 'Basic' category is also considered a proficient/passing grade.

Public Reporting Requirement for Assessment Data. As instructed, ROP is required to provide the URL (electronic link) to the location where ROP publicly reports on assessments for students with disabilities with the same frequency and in the same detail as it reports on the assessment of nondisabled students, pursuant to 34 CFR 300.160(f). ROP reports that MOE does not publicly report assessment data for nondisabled students. ROP provides participation and performance data of students with disabilities through the APR and 618 data table, which are posted on the MOE website under Special Education: www.palaumoe.net (Click "Ministry," then select "Special Education").

Based on the 618 Table 6 data presented above for math proficiency, ROP exceeded its target performing at 30.9%. That is 6.9% more than the target (24%) for FFY 2008 reporting. None of the students who participated with and without accommodations met the proficiency level. This is due to a lot of new teachers on board in need of further training to upgrade their skills to work with students with disabilities. Therefore, in September 2009, Guam CEDDERS will conduct training on 'Accommodations' and 'Inclusive Practices' of students with disabilities. Consulting Resource Teachers (CRTs) and teachers will attend the training to continue to acquire skills on how to accommodate students to access the general curriculum. With the CRTs continuous work and training with individual teachers and schools, it is anticipated that ROP will likely show better performance of students with disabilities in the future.

Based on the FFY 2008 reading proficiency data, ROP exceeded its target performing at 76.1%. The result exceeded our proposed target of 39% by 37.1%. This indicates that students with IEPs are improving and that ROP will continue to explore more opportunities to ensure their success. It should also be noted that with ROP's small population, slight changes in numbers can reflect a drastic change in percentages. As a result, data will likely fluctuate. Since this is ROP's first year to report on overall participation and performance, ROP will not make any comparisons to the previous year. However, comparison might be done in the future. ROP also wishes to note that now that ROP is reporting overall participation and performance for this indicator, ROP has also merged improvement activities to fall under 3B & 3C: Participation and Performance of children with IEPs and those who enrolled for a full academic year scoring at or above proficient in the assessment. (refer to Status of Improvement Activities below)

ROP continues to participate in regional and on-site activities related to "accessing the general curriculum" through OSEP-funded regional grants administered by University of Guam CEDDERS. In particular, the OSEP-funded PACIFIC Project provides technical support to ROP in the development and implementation of an alternate assessment based on alternate academic achievement standards (AA-AAS), which supports the changes needed in curriculum, instruction, and assessment for students with significant cognitive disabilities. Through participation in the regional institutes, ROP has established the ROP Leadership Assessment Team and ROP Jurisdiction Implementation Team in which several members serve as the local "cadre" in support of building local capacity for the full implementation of an AA-AAS.

During the month of September 2009, ROP has scheduled Guam CEDDERS to conduct an on-site training for school administrators, general and special education teachers, and Ministry of Education Specialists on how to accommodate students in the general education classroom. All these activities have been prioritized with a notion that ROP will continue to assist students with disabilities with increasing their proficiency rates.

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Status of Improvement Activities

The following activities are numbered based on the numbering in the SPP. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. In addition, in previous APRs, activities were developed for each measurement area by participation and performance (no accommodation, accommodation, and alternate assessment). ROP has revised the organization of the activities into one list of activities and not a separate list for each measurement area by participation and performance.

A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Activities with "revised or deleted" status will also be listed, with justification, in the Revisions section of the Indicator. Completed and deleted activities from previous APRs are not discussed in this APR. If any, "new" activities will be listed in the Revisions section of this Indicator.

Activity #2: Special Education Office will submit a list of all students with IEPs who will participate in the Statewide Assessment Test to research and Evaluation Division.

Continuing Progress: Special Education Data Manager provided the list to Research and Evaluation for students participating in the statewide assessment with and without appropriate accommodation, as stated in their IEPs.

Activity #3: CRTs will meet with Resource Teachers to review IEPs and align them with learning targets when and if necessary.

Continuing Progress: Training was conducted in June 2-3, 2009 on how to complete the 4 STEP Process to access general curriculum as well as how to implement, and gather appropriate data for scoring.

Activity #5: Develop Performance Level Descriptors (PLDs) for other core subjects.

Continuing Progress: Palau Ministry of Education was revising the Curriculum Framework for the five (5) core subject of Palauan Studies, English, Science, Social Studies and Math. Due to time constraints, it was difficult for each core subject specialists to work with special education program to complete this activity.

Activity #6: Sp Ed resource teachers will meet with CRT (Elem. & H.S) to review portfolio documents for all student involve in Alternate Assessment.

Continuing Progress: Each area CRT in the elementary and high school levels coordinated with their IEP team and reviewed general education lesson plans and identified barriers for students with significant cognitive disabilities on each part of the lesson plan, then identified and implemented appropriate accommodations and modifications. At the same time mini workshops were conducted at their respective schools. This activity will merge with activity #11.

Activity #7: Establish policy & procedures with MOE Research & Evaluation staff for the grading of alternate assessment portfolios.

Deleted Progress: ROP is deleting this activity because it has been completed and is now reflected in our Statewide Assessment Accommodation Guidelines.

Activity #8: Align current Palau grade level standards with alternate assessment portfolio process.

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Continuing Progress: This activity was completed for SY 2008-2009. The special education teachers used the appropriate standards and learning targets for each grade level to access the general curriculum.

Activity #9: Collaborate with the Ministry of Education data management system on getting special education student data related to participation and performances in statewide assessment.

Completed Progress: Our data manager collected the data from the Research and Evaluation Division on participation and performance of students on the statewide assessment for APR reporting. There is a mutual understanding between the Special Education Office and MOE Research and Evaluation Division for the submission of this data; therefore, this activity is considered completed.

Activity #10: Meet with responsible MOE staff to identify needed assessment data and provide procedures for generating needed reports by APR timelines established.

Completed Progress: Special education data manager collected the data from the Research & Evaluation Division staff for this reporting period. This has become part of the system, therefore this activity will be considered completed and not continuing.

Activity #11: Provide training annually for all teachers on participation in the statewide assessment (PAT and Alternate Assessment). Conduct mini sessions at each individual school as needed.

Continuing Progress: CRTs and IEP teams did this activity for individual student initial and/or revised IEP for each respective school annually. For the new teachers on board, each CRT had individual training with the school IEP team to show them how the 4 STEP Process is done to ensure that student's barriers are accommodated. Therefore, during the assessment the examiner knows what type of accommodation is needed for each student.

Through the OSEP-funded GSEG PACIFIC Project administered by the University of Guam CEDDERS, ROP special education personnel, curriculum specialists, and general education teachers participated in regional events held in August 2008, February 2009, and July 2009 on Guam. The August 2008 institute focused on the development of a Teacher's Guide for implementing an alternate assessment based on alternate academic achievement standards (AA-AAS) for students with significant cognitive disabilities. A follow-up on-site visit was conducted by Guam CEDDERS to provide technical support to finalize the Teacher's Guide. The February 2009 and July 2009 regional events focused on developing a cadre of local technical support for supporting students with significant disabilities access the general curriculum. Best practices classroom strategies, including the use of Universal Design for Learning (UDL), were reviewed, which support the development and implementation of an alternate assessment based on alternate academic achievement standards (AA-AAS) for these students.

Through the OSEP-funded Pacific CIMAP Project administered by the University of Guam CEDDERS, ROP special education personnel, curriculum specialists, and technology specialists participated in the regional institute held in August 2008 on Guam. The institute provided hands-on training on the use of technology for accessing and creating educational materials in accessible formats. As part of the training, ROP received a set of the equipment, software, tools, and devices for supporting students with print disabilities (Blind, Low Vision, Physical Disabilities, and Reading Disabilities).

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In addition to the resource room teachers continuing to monitor the students' progress through their general education teachers, an on-site training on accommodations designed for general education teachers is scheduled to be conducted by Guam CEDDERS in September 2009.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /Resources for 2009-2010:

Given the status noted for the improvement activities in the Discussion section for this Indicator, revisions, with justification, to the SPP improvement activities as follows:

Activity #7: Establish policy & procedures with MOE Research & Evaluation staff for the grading of alternate assessment portfolios.

Justification: Deleted Activity: ROP is deleting this activity because it has been completed and is now reflected in ROP's Statewide Assessment Accommodation Guidelines.

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Overview of the Annual Performance Report Development:

Refer to Page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

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

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

Measurement:

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

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
2008 (2008-2009)	As per OSEP's instruction, beginning FFY 2008 (2008-2009), required reporting is the state's examination of data for the year before the reporting year (e.g. for the FFY 2008 APR, use data from 2007-2008). Therefore, for Indicator 4, the target and actual data for FFY 2008 will be the FFY 2007 data.
2007 (2007-2008)	A. Maintain suspension and expulsion rate of 0%. B. Not applicable to ROP.

Actual Target Data for FFY 2008 (2008-2009): As per OSEP's instruction, Actual Target Data will be the actual data from FFY 2007 (2007-2008):

As shown in Table 8, ROP reported 0% suspension/expulsion greater than 10 days for students with disabilities since school year 2005-2006.

Table 8: Number of Suspensions and Expulsions

School Year	Description	Total students	Total % of suspension or expulsion
2005-2006	Students with disabilities	181	0%
2005-2006	Students w/o disabilities	3,086 (public school)	.8%

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School Year	Description	Total students	Total % of suspension or expulsion
2006 -2007	Students with disabilities	193	0%
2006- 2007	Students w/o disabilities	2752 (public school)	1.5%
2007-2008	Students with disabilities	178	0%
2007-2008	Students w/o disabilities	2914	2%

Numbers used for the percentage calculations:

Description	SY 2005-2006	SY 2006-2007	SY 2007-2008
Public high school enrollment	797	810	851
Elementary school enrollment	2,289	2,135	2,063
High school suspension/expulsion	9	13	37
Elementary school suspension/expulsion	33	17	15

Percentage calculations:

Students with disabilities: $0/178 \times 100 = 0\%$
 Students without disabilities: $52/2,914 \times 100 = 1.7 \text{ or } 2\%$

Definition of “significant discrepancy”: Reported in the FFY 2006 APR, resubmitted in April 2008, ROP continues to define significant discrepancy as a relative difference that exceeds .5. This is calculated as follows:

- (a) % of suspensions > 10 days for students with disabilities equals # of students with disabilities suspended/expelled divided by # of students with disabilities enrolled in school year.
 - (b) % of suspensions > 10 days for students without disabilities equals # of students without disabilities suspended/expelled divided by # of students without disabilities enrolled in school year.
- The difference in the rates of suspension between (a) and (b) equals (a) – (b).
 The relative difference in the rates of suspension/expulsion equals (a) – (b) / (b).

For FFY 2007, based on the “significant discrepancy” definition, ROP does not show a significant discrepancy between students with disabilities and students without disabilities suspended/expelled for greater than 10 days in the enrolled school year.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008 (2008-2009):

As per OSEP’s instructions, for this APR, ROP will report FFY 2007 (2007-2008) data and compare it to ROP’s FFY 2007 (2007-2008) target. FFY 2008 actual data and information are provided as additional information for this Indicator.

Progress/Slippage
ROP Met Target.

ROP is a unitary State Education Agency/Local Education Agency that directly administers services in all public schools in the Republic. There are no school districts in ROP. Therefore, there are no school districts to report or compare for this indicator. ROP provides data for the system as a whole and have set targets for the system after reviewing data between students with disabilities and students without disabilities.

ROP can report that there were no suspensions or expulsions for students with disabilities for the past 6 years, including FFY 2007, based on the 618 data submitted. As there were no students with IEPs who

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were suspended or expelled in 2007, there clearly was no significant discrepancy among students with IEPs and students without IEPs.

Additional Information Required by OSEP's June 1, 2009 Response Table

OSEP required ROP to again describe the results of ROP's examination of data from FFY 2007 (2007-2008). ROP must describe the review, and if appropriate, revision of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with 34 CFR §300.170(b).

ROP's Response to Additional Information Required by OSEP's June 1, 2009 Response Table

In school year 2008-2009, there was one student with an IEP that was expelled, as reported in the 618 Discipline Data for 2008-2009. This is the first year ROP is reporting expulsion data for students with an IEP, which provided an opportunity to review ROP's policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with 34 CFR §300.170(b). Meetings were held with the school administrators and special education staff regarding the one particular student to ensure compliance with the procedural safeguards. Based on ROP's significant discrepancy definition, the one student with an IEP reported does not result in a "significant discrepancy" between students with disabilities and students without disabilities suspended or expelled for greater than 10 days. However, ROP worked to ensure that the practice followed the required policies and procedures.

On February 9-12, 2009, Guam CEDDERS conducted an on-site training on "Conducting Behavioral Assessments and Developing Intervention Plans" for Consulting Resource Teachers (CRTs) and special education teachers. The special education staff learned new ideas, strategies and techniques using Positive Behavior Support (PBS) to enhance student positive behaviors in the classroom. As a result of this training, some teachers have used the Functional Behavior Assessment (FBA-Checklist) to assess students with suspected behavioral problems. Teachers are expected to monitor the Behavior Intervention Plan (BIP) progress and make necessary changes according to the student's needs. This procedure requires IEP team participation as well as parent. This allows for consistency of positive reinforcements and strategies in different environments.

The Special Education Weekly Activity form is used for high school students to report absences and suspension data to the Special Education Data Manager and CRT. In the Elementary schools, an attendance form is used to report absences and suspension data to their respective CRTs. A Special Education Data form was completed in December 2008 and later revised to include documentation of IEP team meeting proceedings regarding remediation of student excessive absences, drop out, suspension and expulsions. The reason is to try to identify the problem early and correct it before it becomes a major issue. The Special Education Data Form is submitted to the Special Education Data Manager to input into the special education database.

During school year 2008-2009, the CRTs, special education teachers, and school administrators reviewed the school discipline policies and procedures and the special education procedures to ensure that the individual rights of students with disabilities are protected. These policies and procedures are consistent with the IDEA requirements. ROP developed forms and provided training to ensure that the practice for addressing the suspension and expulsion of students with IEPs is consistent with the policies and procedures. ROP has taken an extra step to address any behavior problems, including absences, early on to support students with IEPs to be successful in school.

Status of Improvement Activities

The following activities are numbered based on the numbering in the SPP. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Activities with "revised or deleted" status will also be listed, with justification,

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in the Revisions section of the Indicator. Completed and deleted activities from previous APRs are not discussed in this APR. If any, “new” activities will be listed in the Revision section of this Indicator.

Activity #1: Collect data on any activity related to IEP students regarding suspensions and expulsions and submit to special education office when they occur for school IEP team’s immediate follow-up.

Continuing Progress: Data collected and submitted to Data Manager.

Activity #2: Identification and acquisition of appropriate testing instruments for assessing students with behavior problems.

Continuing Progress: In February 2009, Guam CEDDERS provided training on “Conducting Behavioral Assessments and Developing Intervention Plans” to CRTs and teachers. The staff learned how to identify the Antecedent, Behavior and Consequence (ABC) by observing student in different settings as well as how to complete a Functional Behavior Assessment Checklist. They learned to identify specific misbehavior, recording systems, types of reinforcement (positive and negative) and how to develop a behavior intervention plan.

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.

Continuing Progress: CRTs continue to inform their school teams during each initial and revised IEP team meetings at their respective schools, including the parent.

Activity #4: Conduct training for general and special educators related to the identification, assessment, and strategies for working with students with emotional disabilities and develops behavioral intervention plans.

Continuing Progress: Training was conducted in February 2009 by Guam CEDDERS. Due to time constraints general education staffs were not able to attend.

Activity #5: CRTs, early childhood staff, special education, and general education will schedule a regular follow up to ensure improvement as addressed in the behavioral intervention plans and make necessary changes and or recommendations on quarterly-basis or when necessary.

Continuing Progress: Teachers monitored students’ behavior intervention plans.

Activity #6: Review targets and activities annually.

Continuing Progress: Each special education personnel responsible for each indicator met with our special education coordinator to review targets and improvement activities and input data.

Activity #7: Create a form to report absenteeism, dropouts, and suspension/expulsion of student at elementary and high school. Completed form will be submitted to special education Data Manager with a copy to CRT for immediate follow up to address the problem by the appropriate school team.

Completed Progress: The Special Education Weekly Activity form is used by the high school to report absences or suspension data to Special Education Data Manager and CRT. In the Elementary schools, an attendance form is used to report absences or suspension to the

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CRTs. The Special Education Data Form was completed in December 2008 and later revised to document IEP team meeting proceedings regarding remediation of student excessive absences, drop out, suspension and expulsions. The reason is to try to identify the problem early and correct it before it becomes a major issue. The Special Education Data Form is submitted to the Special Education Data Manager.

Activity #8: A workshop on the use of the newly created form will be conducted for public elementary and high school staff.

Continuing Progress: Most elementary and high school CRTs were new to their post, therefore they were trained first on how these forms (Activity 8) work in December 2008. After the workshop, each CRT was able to share this form with their teachers and principals at their respective schools.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /Resources for 2009-2010:

No revisions to targets and improvement activities for this Indicator.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

- A. Percent = [(# of children with IEPs serves inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	<ul style="list-style-type: none"> A. Children ages 6-21 with IEPs were served inside the regular class 80% or more of the day will increase to 36%. B. Children ages 6-21 with IEPs were served inside the regular class less than 40% of the day will remain at 14%. C. Children ages 6-21 with IEPs served in separate schools, residential facilities, or homebound/hospitals placements will decrease to 3%.

Actual Target Data for FFY 2008 (2008-2009):

For FFY 2008, ROP reports the following data for each Indicator Measurement, which is consistent with the 618 reported data for December 1, 2008:

Number used for percentage calculations: Total Number of students with IEP age 6-21 is 154:

- Measurement A: 53/154 x 100 = 34%**
- Measurement B: 19/154 x 100 = 12%**
- Measurement C: 5/154 x 100 = 3%**

Data Source: LRE data used for this indicator is taken from the 618 Environment Data Table.

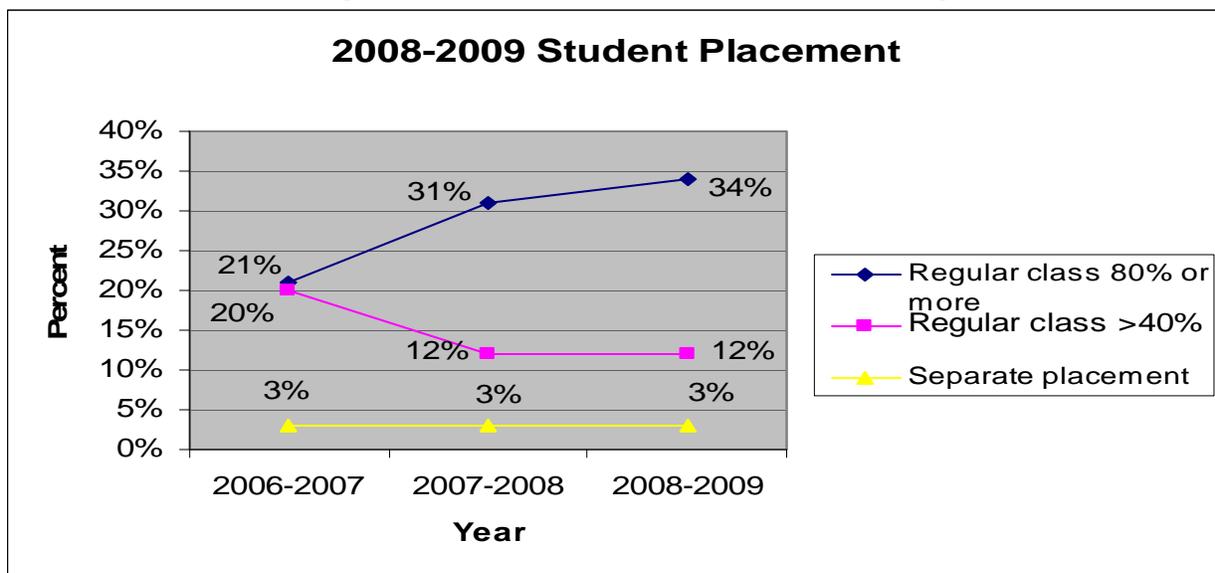
Table 9 displays trend data from FFY 2006 – FFY 2008 for the three Measurement Settings. As shown, ROP has increased the percentage of students with IEPs “inside the regular class 80% or more of the day” (Measurement A) by 13% from 21% in FFY 2006 to 34% in FFY 2008. Also, the percentage for Measurement B has decreased by 8% from 20% in FFY 2006 to 12% in FFY 2008 for students with IEPs “inside the regular class less than 40% of the day.” For students with IEPs in separate schools or in the home, ROP has been able to maintain the same percentage at 3% from FFY 2006 to FFY 2008. Figure 2 is a graphic representation of the trend data displayed in Table 9.

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Table 9: Percentage/Number for the Three Measurement Settings

Year	Measurement A Inside the regular class 80% or more of the day	Measurement B Inside regular class less than 40% of the day	Measurement C In separate schools, residential facilities, or homebound/hospital placements
2006-2007	21% (40/193)	20% (38/193)	3% (6/193)
2007-2008	31% (55/178)	12% (22/178)	3% (5/178)
2008-2009	34% (53/154)	12% (19/154)	3% (5/154)

Figure 2: Trend Data for Three Measurement Settings



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008 (2008-2009):

Progress/Slippage

Measurement A Target: % inside the regular class 80% or more of the day will increase to 36%.

ROP did not meet target for Measurement A.

ROP reported 34% (53/154) of students with IEPs served inside the regular classroom 80% or more of the day. This demonstrates progress from the previous year of 31%. Even though ROP did not meet the FFY 2008 target, Table 9 shows that ROP continues to see progress. Figure 2 graphically displays the progress over the last 3 years. Placements for new students coming into special education are determined based on each student’s individual needs. A review of the FFY 2008 data show that many students were determined to need two or more periods of pullout for resource room assistance, most frequently for reading and math. Pullout for two periods represents approximately 25% of a typical student’s school day. Although we see progress for Indicator 5A, the majority of ROP’s Special Education students still fall “Inside the regular class no more than 79% of day but less than 40% of day”, as noted in our annual 618 data submission.

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Measurement B Target: *% inside the regular class less than 40% of the day will remain at 14%.*
ROP Met Target for Measurement B.

ROP reported 12% (19/154) of students with IEPs served inside the regular class less than 40% of the day. This is the same percentage as last year's, but a decrease of 8% from the reported 20% for FFY 2006. Further, as shown in Table 9, the total number of students with IEPs decreased since FFY 2006 with 38 students with IEPs that reporting year to 22 students with IEPs in FFY 2007 to 19 students with IEPs reported in FFY 2008. This indicates that ROP is working hard to keep the percentage low. The FFY 2008 percentage is also 2% less than the target of 14% for FFY 2008.

Measurement C Target: *% served in separate schools, residential facilities, or homebound/hospital placements will decrease to 3%.*
ROP Met Target for Measurement C.

ROP's children with IEPs served in separate schools/residential facilities/homebound/hospital placements remains unchanged this year at 3%. This placement has been the same 3% for the last 3 years.

ROP continues to participate in regional and on-site activities related to "accessing the general curriculum" through OSEP-funded regional grants administered by University of Guam CEDDERS. During the month of September 2009, ROP has scheduled Guam CEDDERS to conduct an on-site training for school administrators, general and special education teachers, and Ministry of Education Specialists on how to accommodate students in the general education classroom. All these activities have been prioritized with a notion that ROP will continue to support school staff assist students with disabilities succeed in the least restrictive environment.

Status of Improvement Activities

The following activities are numbered based on the numbering in the SPP. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. In addition, in previous APRs, activities were developed for each measurement area (5A, 5B, and 5C). ROP has revised the organization of the activities into one list of activities and not a separate list for each measurement area.

A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Activities with "revised or deleted" status will also be listed, with justification, in the Revisions section of the Indicator. Completed and deleted activities from previous APRs are not discussed in this APR. If any, "new" activities will be listed in the Revision section of this Indicator.

Activity #2: Conduct training for CRTs on assessment and evaluation of students to identify and determine proper disabilities & placement.

Completed Progress: CRTs are currently doing these activities.

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.

Continuing Progress: Special education teacher are doing this activity quarterly with each parent of student with disabilities.

Activity #5: Provide training to general, special education teachers and parents related to determining appropriate services, accommodations, classroom modifications for students, supports placement in the least restrictive environment.

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Continuing Progress: Through the OSEP-funded GSEG PACIFIC Project administered by the University of Guam CEDDERS, ROP SpEd personnel, curriculum specialists, and GenEd teachers participated in regional events held in February and July 2009 on Guam. The events focused on developing a cadre of local technical support for supporting students with significant cognitive disabilities access the general curriculum, which included best practices classroom strategies, including the use of Universal Design for Learning (UDL).

Through the OSEP-funded Pacific CIMAP Project administered by the University of Guam CEDDERS, ROP special education personnel, curriculum specialists, and technology specialists participated in the regional institute held in August 2008 on Guam. The institute provided hands-on training on the use of technology for accessing and creating educational materials in accessible formats. As part of the training, ROP received a set of the equipment, software, tools, and devices for supporting students with print disabilities (Blind, Low Vision, Physical Disabilities, and Reading Disabilities).

In addition to the resource room teachers continuing to monitor the students' progress through their general education teachers, an on-site training on accommodations and inclusive practices designed for general education teachers is scheduled to be conducted by Guam CEDDERS in September 2009.

Activity #7: Review activities and continue training on inclusive practices, assessment and evaluation, as needed.

Revised Progress: For FFY 2008, special education team was led by the coordinator to review the improvement activities and input data. At the same time, inclusive practices training is scheduled to be conducted by Guam CEDDERS in September 2009. ROP intends to revise this activity to remove assessment and evaluation.

Activity #8: Provide annual training on specific disabilities common to Palau-one at the district level for preschool/Head Start, elementary schools and one for the high school.

Completed Progress: The training was conducted in July 2009 during the Education Convention. Participants comprised of Head Start service providers, Elementary and High School teachers, and parents.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2010:

Given the status noted for the improvement activities in the Discussion section for this Indicator, revisions, with justification, to the SPP improvement activities as follows:

Activity #7: Review activities and continue training on inclusive practices, assessment and evaluation as needed.

Justification: Revised Activity: This activity is being revised by removing assessment and evaluation because the CRTs are doing the assessment of students.

Activity #10: CRTs will continue to assist special ed. and general ed. teachers on accommodations and modifications for students with disabilities at their respective school.

Justification: New Activity: CRTs have been trained and will continue to receive training in September 2009 on how to accommodate and modify lessons to meet individual student needs. Therefore, it is expected that the CRTs will be able to assist and provide technical support to school staff at their respective schools.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

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.

ROP is not required to report on this indicator in the FFY 2008 APR, due February 1, 2010.

New Measurement Requirement.

As per OSEP's instructions, in the FFY 2009 submission due February 1, 2011, ROP needs to establish new baseline, targets and, as needed, improvement activities for this Indicator using the 2009-2010 data.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

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 (use for FFY 2008-2009 reporting):

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.

Refer to ROP's Part B State Performance Plan (SPP) submitted February 1, 2010 for this Indicator.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

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.

PRESCHOOL (ages 3-5)

FFY	Measurable and Rigorous Target
2008 (2008-2009)	92% of parents will report that the program facilitated parent involvement as a means of improving services and results for preschoolers with disabilities.

ELEMENTARY AND SECONDARY (6-21)

FFY	Measurable and Rigorous Target
2008 (2008-2009)	41.71% of parents will report that the schools facilitated parent involvement as a means of improving services and results for children with disabilities (based on the NCSEAM Family Survey standard).

Actual Target Data for 2008-2009:

The surveys conducted for the preschool, elementary, and secondary levels remained the same as previous reporting years. Therefore, as per OSEP's instructions, the surveys are not submitted with this APR.

PRESCHOOL (ages 3-5)

The results of the Belau Preschool Family Outcome Survey show **88.2%** of parents indicated that the school/program facilitated parent involvement as a means of improving services and results for children with disabilities. For this reporting period Palau, did not meet its target of 92%.

Early Childhood (children aged 3-5)

# of Parents	# of Surveys Distributed	# of Completed Surveys Returned
17	17	17

Since 100% of the surveys were completed and returned to the Special Education Office, the results are representative of the families in the preschool program.

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Survey Questions and Results

1. To what extent has your child's Head Start and Early Childhood Special Education Program helped you know how to help your child learn?

88.2% of the parents indicated that the Head Start/ECSE program provided good to excellent* help so that they could help their child learn.

2. To what extent has your child's Head Start and Early Childhood Special Education Program encouraged you to be actively involved in your child's education at the Head Start Center, home, or community settings?

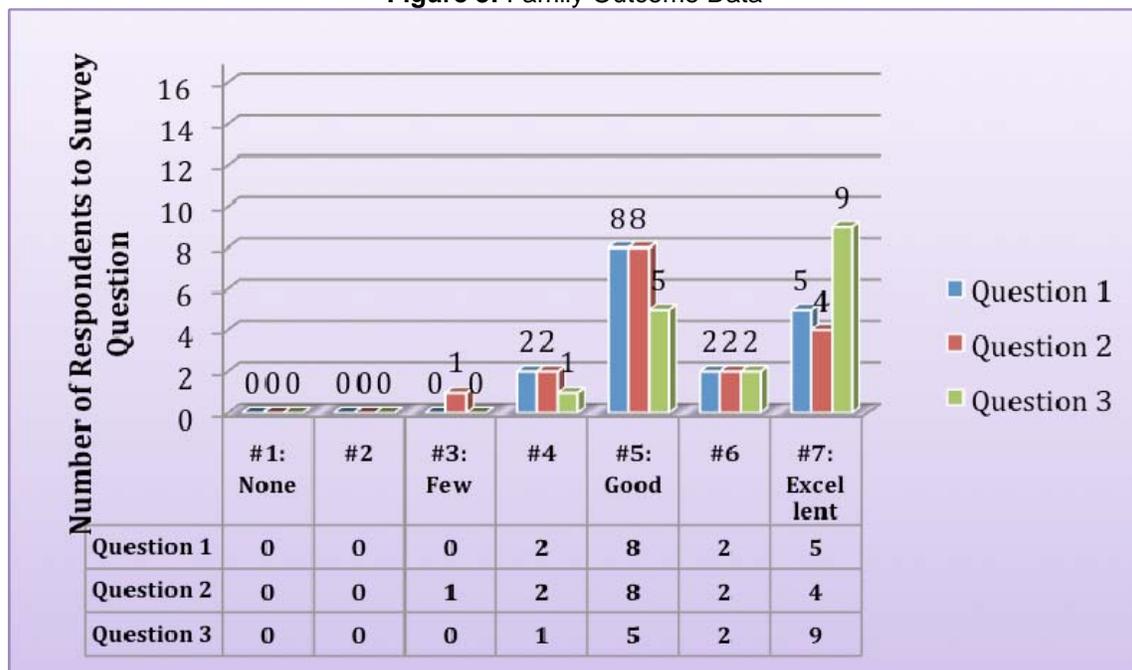
82.3% of the parents indicated that the Head Start/ECSE program provided good to excellent* encouragement to be actively involved in their child's education at school.

3. To what extent has your child's Head Start and Early Childhood Special Education Program included you as a full partner in making decisions about your child's education?

94.1% of the parents indicated that the Head Start/ECSE program did a good to excellent* job of including them as full partners in making decisions about their child's education.

Figure 3 displays the total number of parents who responded to each survey question based on the 7 point rating scale, ranging from 1-None to 7-Excellent.

Figure 3: Family Outcome Data



**Good to Excellent: Parents who gave ratings of 5, 6 or 7 on the 7 point scale*

Calculation Good to Excellent. Parents who gave ratings of 5, 6 or 7 on the 7 point scale are considered to be responding that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Averaging the number of items across the total number of responses of 5, 6, or 7 gives the following results:

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- a. Total number of items response = 51
- b. Total number of responses indicating good to excellent = 45

Calculation – b/a (45/51) x 100 = 88.2%

ELEMENTARY AND SECONDARY (6-21)

Part B Special Education Survey Report for FFY 2008:

Standard: A .95 likelihood of a response of “agree,” “strongly agree” or very strongly agree” with the following items on the National Center for Special Education Accountability Monitoring (NCSEAM) Survey’s Partnership Efforts scale.

“The school explains what options parents have if they disagree with a decision of the school.”

ROP RESULTS

ALL PART B (STANDARD METHOD) FFY 2008

Percent at or above Indicator 8 standard: 39% (SE of the mean = 6.0%)

Number of Valid Responses:	66	Measurement reliability:	.83-0.87
Mean Measure:	613	Measurement SD	107

Data Collection Methods

Preschool Family Outcome Survey

Data on Early Childhood Family Outcomes were collected using the Belau Preschool Family Outcome Survey. Surveys were distributed to all parents of preschool children (ages 3-5) receiving services during 2008-2009 school year and all 17 surveys were completed and returned to the Special Education Office (100% return rate).

This survey was conducted with support from the Belau Head Start Program to reach parents of children with disabilities (ages 3-5) enrolled in Head Start Centers. Head Start Family Service Workers distributed and collected surveys from parents of their respective centers, under the supervision of the Head Start Disability Service Manager who submitted the completed surveys back to the Early Childhood Special Education Program. A special education staff person not connected with the Early Childhood Program conducted the surveys for parents of children with disabilities (ages 3-5) who were not enrolled in any preschool setting but received Special Education services at home.

Surveys were numbered and placed in envelopes so that parents would feel comfortable completing them for they would be anonymous. Seventeen (17) surveys were distributed and collected from parents of children (ages 3-5) receiving services during the 2008-2009 school year.

Elementary and Secondary Survey

In FFY 2008, surveys were distributed to parents of all 158 elementary and secondary students with IEPs. The first section of the NCSEAM Part B Family Survey, “*Schools Efforts to Partner with Parents*” (25 questions) was selected for collecting information from parents of children aged 6-21 in ROP. Sixty-Six surveys were collected and sent to the mainland U.S. to be scored by Avatar International in October 2009. These 66 surveys were from a census of 158 students aged 6-21, from parents of elementary and high school students with IEPs. The return rate (42%) yielded results that were representative of our population of special education students and parents, as described by Avatar International: “given the size of the population of families receiving special education services, and the number of families from whom completed surveys were received, there is a 95% likelihood that the true value of the result is 13.2% less or more.”

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008 (2008-2009)

Progress/Slippage

PRE-SCHOOL (3-5)

ROP did not meet the Target.

The results of the Belau Preschool Family Outcome Survey show that **88.2%** of parents responding indicated that the school/program facilitated parent involvement as a means of improving services and results for children with disabilities. Therefore, this year's preschool family outcome data signifies that the program did not meet the 2008 target of **92%**.

In comparison with last year's data, there were more parents of preschoolers with disabilities receiving special education services than what was reported last year (13 parents FFY 2007 to 17 parents FFY 2008). Furthermore, of the 17 parents there were 9 parents that were new to the program and may not be familiar to the services and supports that the program provided. As a result of this comparison, these could be considered as the major factors for not meeting the FFY 2008 target. Therefore, our program will continue to collaborate with Head Start and work closely with parents to strengthen the partnership and involvement in their children's education.

On June 9th and 11th 2009, eleven parents attended a parent workshop on topics such as Palau's Preschool Outcomes Measurement System, special education, developmental milestone, and behavior tips. To ensure that parents have access to training throughout the year, a schedule of all training will be disseminated to parents and contact information of whom to call should parents like more information.

ELEMENTARY AND SECONDARY (6-21)

ROP did not meet the Target.

The results of the Palau Parent Survey, as interpreted by Avatar International and based on a response of 66 surveys, shows that for 2008-2009 **39%** of ROP's parents responding are at or above the indicator standard set by the NCSEAM pilot study that is used to determine 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."

When compared with last year's score (44%) and with ROP's target of 41.71% for FY 2008, this represents slippage from last year. Palau's results are also considerably above the average of 17% found in the NCSEAM pilot study, upon which this survey is standardized, and in general show continuing positive views of the program's efforts to facilitate parent involvement. In fact the mean score this year went up from 586 in 2006 to 613 for 2008. This indicates that families are generally quite positive about their involvement. However the decrease in the standard deviation (107) compared to last year (116), suggests that there is a closer range of experiences among parents than last year.

With the actual data decreasing from 44% in FFY in 2007 to 39% in FFY 2008, with the return rate increasing from 32% (57/178) in FFY 2007 to 42% (66/158), ROP took an extra step to ensure parents understand of the survey items. In September 2009, ROP translated the parent survey in Palauan to provide the opportunity for more parents with English as a second language to participate in the parent survey in their native language. Furthermore, other options will be available to parents to call if assistance is needed to complete the survey through a phone interview or face-to-face interview.

In addition, ROP offered parent workshops on June 9th and 11th 2009, on topics such as, parent 's rights, preschool outcome measurement system, Individualized Education Program/Individualized Transition Plan" focused on ensuring implementation of appropriate services for students with disabilities, developing goals and objectives at high school level, and skills and strategies for parents on how best to support child and youth in learning.

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Status of Improvement Activities

The following activities are numbered based on the numbering in the SPP. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of “completed, continuing, revised, or deleted” is indicated for each activity based on the progress noted for this reporting year. Completed and deleted activities from previous APRs are not discussed in this APR. If any, “new” activities will be listed in the Revision section of this Indicator.

PRE-SCHOOL (3-5)

Activity #1: Belau Preschool Family Outcome Survey will be conducted to all parents of children with special needs (3-5).

Continuing Progress: Surveys were conducted for all parents of children (ages 3-5) with disabilities between June and July 2009.

Activity #2: Training on family outcome data analysis.

Continuing Progress: Guam CEDDERS helped ECSE staff to review and analyze family outcome data during an onsite visit on September 2009. Staff was also trained on how to use data for program improvement (EIA = Evidence Inference Action).

Continue training with technical assistance from Guam CEDDERS to assist Palau in analyzing family outcome data for this indicator.

Activity #3: Teachers and Service Providers Training on roles & Responsibilities on supporting children with special needs (ages 3-5) and their families.

Completed Progress: Training was conducted by Guam CEDDERS on July 2009. This training focused on Creative Curriculum Assessment including data management design to assist teachers plan and reach preschoolers with disabilities and to support families in continuing their children’s learning at home.

Activity #5: Review results of parent surveys and identify activities annually.

Continuing Progress: ECSE & Head Start staff met on December 2008 and parent training was conducted in June 2009.

Activity #8: The ECSE staff meets with Head Start staff to address the concerns of parents as reflected in lower ratings of survey question #2.

Continuing Progress: Survey results were reviewed, plans were made and training was conducted in June 2009 for the reporting of APR 2008.

Activity #9: The ECSE and the Head Start Program will jointly conduct parent training. Timeline: Summer 2009.

Revised Progress: In this reporting period, parent trainings were offered for preschoolers with disabilities. For parents who did not attend the training, training information will be provided with contact number if they would like more information.

Activity #10: ECSE staff will report the findings of the ECSE survey to the Special Education Coordinator.

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Continuing Progress: ECSE staff met the Special Education Coordinator in June 2009 to discuss the survey's low rating for question #2 and identify possible topics of training for families.

ELEMENTARY AND SECONDARY (6-21)

Activity #1: Conduct annual NCSEAM survey with parents of children/youth (6-21) with special needs

Continuing Progress: In September 2009, the NCSEAM survey was translated into Palauan with input from parents. Surveys will be disseminated annually to parents of students with IEPs.

Activity #2: Review results of parent survey and conduct parent training on current needs of parents for improving and promoting their involvement in the education of their children with special needs.

Continuing Progress: Based on results of the parent survey, topics for training will change to reflect current needs of parents to improve and promote involvement in the education of their children with special needs.

Activity #3: Sp Ed Coordinator requests authority to arrange trainings with school principals.

Continuing Progress: Special Education Coordinator and staff will continue to provide training on special education to school principals, teachers, and related service providers as part of the Annual Education Convention.

Activity #4: Teachers/Principals Training to facilitate parent involvement as a means of improving services for children with disabilities.

Continuing Progress: Special Education staff conducts annual training on topics that promote improvements of special education services for students with disabilities in schools.

Activity #6 Investigate options to provide more neutral assistance to parents who cannot read or who otherwise need help completing the parent survey.

Continuing Progress: Special education will provide other options such as, phone interview, one on one interview, or home visits for parents who request for additional assistance in completing the survey.

Revisions, with Justification, to Proposed Target / Improvement Activities/ Timelines/ Resources for FFY 2009-2010:

Given the status noted for the improvement activities in the Discussion section for this Indicator, revisions, with justification, to the SPP improvement activities as follows:

PRE-SCHOOL (3-5)

Activity #9: The ECSE and the Head Start Program will jointly conduct parent training and provided a schedule of the trainings will be disseminated to parents. Timeline: Summer 2009

Justification: Revised Activity: This activity is revised to be as an annual activity to provide additional access for parents to become familiar with the services and trainings available to help them be more involved in their child's program.

IDEA Part B State Annual Performance Report (APR) for 2008-2009

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

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

Measurement:

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

Include State's definition of "disproportionate representation."

This Indicator measure is not applicable to ROP.

IDEA Part B State Annual Performance Report (APR) for 2008-2009

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Disproportionality

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

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

Measurement:

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

Include State's definition of "disproportionate representation."

This Indicator measure is not applicable to ROP.

IDEA Part B State Annual Performance Report (APR) for 2008-2009

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

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
2008-2009	100% of children with parental consent received for initial evaluation will be evaluated within 60 days.

Actual Target Data for FFY 2008 (2008-2009):

As show in Table 10, ROP reports 100% (24/24) compliance with the 60-day timeline. Twenty-four (24) parental consents were received in FFY 2008 and all 24 evaluations were completed within 60 days from receipt of parental consent.

Table 10: Number and percent of children whose evaluations were completed within the 60-day timeline for FFY 2008:

Measurement (a) # of children for whom parental consent to evaluate was received.	Measurement (b) # of children whose evaluations were completed within 60 days	Total Number and Percent Percent = [(b) divided by (a)] times 100
24	24	24/24 x 100 100%

Data Source: The evaluation data was taken from the database system of all children for whom a parental consent to evaluate was received for the report year July 1, 2008 to June 30, 2009. This database was established specifically for tracking the timeline requirement for Indicator 11.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008 (2008-2009):

Progress/Slippage

ROP Met the Target.

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Significant progress was reported in FFY 2008 with 100% (24/24) compliance compared to 85% (11/13) in FFY 2007. In 2007 APR, there were a total of 13 students whose parents consented to evaluation and were evaluated. However, 2 of them did not meet the 60-day timeline. Both overdue evaluations were due to late speech evaluations in the pre-school program, one in the first half of the year and one in the second half of the year.

For 2008-2009, the APR team after its meeting to review the determination letter from Office of Special Education in June 2009 convened immediately to review actions that caused the two noncompliance of this indicator. Related service providers in the area of speech, physiotherapy, occupational therapy, sign language etc... were invited to participate in this meeting. Regulation that addressed this indicator and improvement activities were revisited. The team added minimal steps for extra attention on activities regarding initial evaluations. One example would be, review of weekly submission of Request for Related Service/Staff Participation Form to monitor initial evaluations and meeting participation. Specific instructions were affirmed at the meeting to all service providers who conduct or manage cases involving initial evaluations to make sure that completed forms are reviewed and initialed by the program coordinator before transmitting to the appropriate staff. Consultant Resource Teachers (CRTs) on a monthly basis continued to remind principals, teachers, and related service providers to track the timelines of evaluation activities, with particular attention to certain months of the year: Holiday break in December to January, Palau Education Awareness period in March or designated month, Statewide Quarterly Assessment, last week of each quarter, and Annual Assessment period in either April or May of each School Year. The main office of the Ministry of Education kept the Special Education Office informed of any changes that would alter schedule of school main activities during the course of each school year.

Parents and Guardians of referred children or youth were also informed and reminded of the 60-day timeline requirement. They supported this activity by making sure their children were available at scheduled time of evaluation and attended meetings for eligibility determination.

For this year (2008-2009) the special education coordinator on many occasions informally inquired status of initial evaluations in process, particularly in preschool area. This helped to remind evaluators to keep track of the timeline. CRT's and Preschool service providers who conducted evaluations also worked rigorously to make sure that the assessments they performed and those of related service providers met the 60 days timeline.

Month after month, as the team reviewed data submitted, ROP found that the practice was working and that evaluation activities continue to meet the timeline. By the end of SY: 08-09 the program had 24 initial evaluations conducted. All met the timeline of 60 days (days ranging from 0-56). ROP MET TARGET!

Additional Information Required by OSEP's June 1, 2009 Response Table

ROP reported that noncompliance identified in FFY 2006 with the timely initial evaluations requirements in 34 CFR §300.301(c)(1) was corrected. ROP must demonstrate, in the FFY 2008 APR due February 1, 2010, that the ROP is in compliance with the requirements in 34 CFR §300.301(c)(1), including correction of the noncompliance the ROP reported under this indicator in the FFY 2007 APR.

ROP must report, in its FFY 2008 APR due February 1, 2010, that it has verified that for the noncompliance it reported under this indicator in the FFY 2007 APR, the ROP: (1) is correctly implementing the specific regulatory requirements; and (2) has completed the initial evaluation, although late, unless the child is no longer within the jurisdiction of the program, consistent with OSEP Memorandum 09-02 (OSEP Memo 09-02). If the ROP is unable to demonstrate compliance in the FFY 2008 APR, the ROP must review its improvement activities and revise them, if necessary, to ensure compliance.

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ROP's Response to Additional Information Required by OSEP's June 1, 2009 Response Table

ROP reports verified correction for the noncompliance identified in the FFY 2007 APR for Indicator 11. As noted earlier, in the 2007 APR, there were a total of 13 students whose parents consented to evaluation and were evaluated. However, 2 of them did not meet the 60-day timeline. Both overdue evaluations were due to late speech evaluations in the preschool program, one in the first half of the year and one in the second half of the year.

Table 11: Correction of FFY 2007 Noncompliance

FFY Report Period	(a) # of Evals Over Timeline	(b) # of Evals Completed	(c) # of Valid Delays (Exceptional Circumstances)	Percent & Total Number (Percent =b+c/a x 100)
2007	2	2	0	100% (2/2)

As noted in the FFY 2007 APR and displayed in Table 11, the 2 overdue evaluations were completed. Further, in the first half of FFY 2008, one initial evaluation was conducted in the early childhood program involving a speech assessment. That evaluation, with eligibility determination, was completed within 60 days. In addition, the 100% compliance reported for FFY 2008 included all evaluations during the FFY 2008 requiring speech assessments completed within the 60-day timeline.

Consistent with OSEP Memorandum 09-02, ROP therefore demonstrates compliance with the FFY 2007 identified noncompliance through:

- (1) correctly implementing the specific regulatory requirements related to the 60-day timeline, as demonstrated through the review of additional data in FFY 2008 showing 100% compliance with the requirements; and
- (2) completion of the initial evaluation, although late, of the 2 preschool program parent consents received in FFY 2007 that did not meet the 60-day timeline for evaluation completed.

Status of Improvement Activities

The following activities are numbered based on the numbering in the SPP. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Activities with "revised or deleted" status will also be listed, with justification, in the Revisions section of the Indicator. Completed and deleted activities from previous APRs are not discussed in this APR. If any, "new" activities will be listed in the Revision section of this Indicator.

Activity #1: Quarterly review of collected data to monitor and report on timeliness and further plan on ways for improvement (ongoing).

Continuing Progress: Special Education team reviewed request for related services/staff participation form when submitted to monitor initial evaluations and meeting participation. Oral and telephone reminders of 60-day timeline to everyone were done consistently, sometimes day to day when initial evaluations were in process, particularly in area of related services. Request form also became a reminder form where the program coordinator must review, initial, number before it goes to respective evaluator. CRT's and leading Pre-school staff took steps to monitor and track related service providers involved in initial evaluations.

Activity #2: Review system being put into place and will adjust activities annually.

Continuing Progress: As with FFY 2007, system was continually monitored and involved reminding special education staff of the use of the form, the 60-day timeline and requesting other agencies that also evaluate, to adhere to the timeline.

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Activity #3: Provide individual parent/guardian in-service relating to purpose of Early Intervening Service (EIS) process and follow-up activities (ongoing).

Revised Progress: Based on the monitoring activities conducted in FFY 2008, this process went through another revision and name was changed again to *In School Focus of Concern* to identify and provide support to students at risk of failure in general education. Airai, Ngiwal, Kayangel, Angaur, Ngaraard, Melekeok, GB Harris, Meyuns, Aimeliik, all have undergone a training or have been involved in a meeting on the topic of *In School Focus of Concern* for students at risk of failure in general education. Most of these schools are implementing this practice for Child Find and possible referral to special education.

Activity #4: Invite parents to join in School Child Study Team meetings as issues on their child's education are discussed and team decisions are made to refer their child to special education for evaluation. Parent's questions or concerns are addressed before asking consent for initial evaluation (ongoing).

Continuing Progress: Parents were invited to initial School Child Study Team meeting to join in the discussion of their child's needs in education and address their questions or concerns.

Activity #5: Review school calendar and identify months that involve school activities or breaks that would last a week or more. Special education activities involving parent consent, evaluation and meetings to determine eligibility would be scheduled before or after these identified periods in certain months. A memo will be sent out to all principals, CRTs and related service providers to inform them. The issue of the 60-day timeline will be one of the target areas of training for both parents and principals next year.

Continuing Progress: Memo was issued in April 2008. Review of school calendar will be done annually to ensure the 60-day timeline are closely tracked during the scheduled school activities or breaks.

Activity #6: Change pre-referral process for EIS. A draft was sent to the Chief of Curriculum and Instruction for review and next steps for action in May 15, 2008.

Revised Progress: Based on the monitoring activities conducted in FFY 2008, this process went through another revision and name was changed again to *In School Focus of Concern* to identify and provide support to students at risk of failure in general education.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2010: This is a compliance indicator therefore targets will not be adjusted.

Given the status noted for the improvement activities in the Discussion section for this Indicator, revisions, with justification, to the SPP improvement activities as follows:

Activity #3: Provide individual parent/guardian in-service relating to purpose of Early Intervening Service (EIS) process and follow-up activities (ongoing).

Justification: Revised Activity: Based on the monitoring activities conducted in FFY 2008, this process has been changed from EIS to *In School Focus of Concern*.

Activity #6: Change pre-referral process for EIS. A draft was sent to the Chief of Curriculum and Instruction for review and next steps for action in May 15, 2008.

Justification: Revised Activity: Based on the monitoring activities conducted in FFY 2008, this process has been changed from EIS to *In School Focus of Concern*.

IDEA Part B State Annual Performance Report (APR) for 2008-2009

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

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 (LEA notified pursuant to IDEA section 637(a)(9)(A) 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.
- e. # of children who were referred to 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.

This Indicator measure is not applicable to ROP. ROP does not receive Part C funding.

IDEA Part B State Annual Performance Report (APR) for 2008-2009

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

FFY	Measurable and Rigorous Target
2008 (2008-2009)	Reporting Not Required.

ROP provides the following information and data to address the noncompliance identified in the FFY 2007 APR for this Indicator, as required by OSEP:

Table 12: Correction of FFY 2007 APR Noncompliance

FFY Report Period	(a) # of IEPs without Secondary Transition Requirements	(b) # of IEPs Completed with Secondary Transition Requirements	(c) # of IEPs Not Completed Due to Youth with IEP Exiting	Percent & Total Number (Percent =b+c/a x 100)
2007	19	19	0	100% (19/19)

As displayed in Table 12, the 19 individual IEPs without the secondary transition requirements based on the FFY 2007 Indicator measure were 100% (19/19) corrected in FFY 2007, as reported in the FFY 2007 APR.

During the 2007 APR reporting, there were 25 IEP files reviewed for students age 16 and above at Palau High School and Elementary schools. Nineteen of these IEP files from Palau High School did not have coordinated, measurable, annual IEP goals and transition services, as required for Indicator 13. In the

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April 2009 Clarification for the FFY 2007 APR, ROP reported that the 19 students whose IEPs did not include the required Indicator 13 secondary transition requirements in their IEPs were corrected. ROP conducted the required IEP meetings to develop their IEP and transition plan based on their needs, preferences, and interests.

Verified correction was made possible through the new monitoring procedures, any noncompliance identified through the APR process, Indicator 15, being subject to annual focused verification monitoring by the Ministry of Education through the special education central office. For FFY 2008 special education central office staff closely monitored all student IEP files for students turning 16 to assure that transition planning was done in a timely manner and that transition plans were renewed annually as part of the IEP process and revised as needed. Furthermore, part of the monitoring process focused on immediate action to include IEP and transition planning for new students as they transitioned from elementary to Palau High School if they were 16 and over. The CRT and teachers established a regular follow-up review on student files as well as IEPs and transition plans to ensure that students who were 16 and over have coordinated and measurable IEP and transition plan, as required by Indicator 13. As a result of the monitoring procedures, ROP reports that, in FFY 2008, 100% (34/34) of the Palau High school students with IEPs age 16 and older had in place an IEP with the required secondary transition requirements following the requirements for FFY 2007 Indicator 13.

Consistent with OSEP Memorandum 09-02, ROP therefore demonstrates compliance with the FFY 2007 identified noncompliance through:

- (1) correctly implementing the specific regulatory requirements related to the FFY 2007 Indicator 13 Secondary Transition requirements, as demonstrated through the review of additional data in FFY 2008 showing 100% compliance with the specific FFY 2007 Indicator 13 requirements; and
- (2) completion of the individual IEPs with the secondary transition requirements, as reported in the FFY 2007 APR (April 2009 Clarification).

Additional Information Required by OSEP's June 1, 2009 Response Table

The ROP reported that noncompliance identified in FFY 2006 with the secondary transition requirements in 34 CFR §300.320(b) was corrected in a timely manner. OSEP appreciates the ROP's efforts in achieving compliance with 34 CFR §300.320(b). The ROP is not required to report on this indicator in the FFY 2008 APR, due February 1, 2010.

ROP's Response to Additional Information Required by OSEP's June 1, 2009 Response Table

It is understood that ROP is not reporting Indicator 13 data for FFY 2008 following the FFY 2008 measurement requirement. The information provided above responds to the verified correction of the FFY 2007 identified noncompliance reported in Indicator 15.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

Measurement:

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

ROP is not required to report on this Indicator in the FFY 2008 APR, due February 1, 2010.

New Measurement Requirement.

As per OSEP's instructions, in the FFY 2009 submission due February 1, 2011, ROP needs to establish new baseline, targets and, as needed, improvement activities for this Indicator.

IDEA Part B State Annual Performance Report (APR) for 2008-2009

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
 - b. # of corrections completed as soon as possible but in no case later than one year from identification.
- Percent = [(b) divided by (a)] times 100.

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

FFY	Measurable and Rigorous Target
2008 (2008-2009)	100% of ROP's 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.

Actual Target Data for FFY 2008 (2008-2009):

As per OSEP's instructions, ROP used the Part B Indicator 15 Worksheet in the FFY 2008 APR:

PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of School/Program Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(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. 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 both, within one year of leaving high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and	Monitoring Activities: Self-Assessment/ Local APR, Data Review,	0	0	0

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Indicator/Indicator Clusters	General Supervision System Components	# of School/Program Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
expulsions of children with disabilities for greater than 10 days in a school year.	Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	0	0	0
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	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
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	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	Not Applicable to ROP.		
	Dispute Resolution: Complaints, Hearings	Not Applicable to ROP.		
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	1 (APR: Presch)	2	2
	Dispute Resolution: Complaints, Hearings	0	0	0
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	Not Applicable to ROP.		
	Dispute Resolution: Complaints, Hearings	Not Applicable to ROP.		
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1 (APR: Palau High)	19	19
	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	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
Sum the numbers down Column a and Column b			21	21
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			100% (21/21)	

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As reported in Indicator 15 worksheet, ROP reports 100% (21/21) compliance with verified timely correction of the FFY 2007 identified noncompliance. The correction of the identified noncompliance was discussed in the FFY 2007, with clarification provided in April 2009. However, the findings were not reported in the FFY 2007 Indicator 15 worksheet. ROP is therefore ensuring that demonstrated correction is reported for this reporting period.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008 (2008-2009):

Progress/Slippage

ROP Met Target.

ROP demonstrated significant progress with 100% (21/21) compliance in FFY 2008 from 88% in FFY 2007 for Indicator 15. The specific review of how ROP demonstrated verified correction is discussed in the related Indicators: Indicator 11 and 13. It is understood that the data provided in Indicator 13 addressed only the noncompliance identified in FFY 2007. ROP does not have any outstanding previous or long standing identified noncompliance.

As discussed in Indicators 11 and 13, ROP was able to demonstrate compliance with the FFY 2007 identified noncompliance by:

- (1) correcting all instances of noncompliance (including noncompliance identified through the ROP's monitoring system, ROP's data system, and by the Department); and
- (2) verifying that for the identified noncompliance, ROP is correctly implementing the specific regulatory requirements, consistent with OSEP Memo 09-02.

Since ROP is a unitary system, the Special Education Program contracts with 3rd party monitors who work with staff to collaboratively monitor ROP's schools and general supervision systems and provide an additional objective perspective in identifying any issues that may need attention across the special education program. In FFY 2007, it was understood that the monitoring system needed to be revised to reflect better alignment with the requirements for the identification and correction of noncompliance, including the specifics noted in OSEP's memorandum 09-02.

Following ROP's procurement requirements, the process for contracting the 3rd party monitors was initiated in FFY 2007, with the completion of the Request for Proposals (RFP) occurring in Fall 2008 with the acceptance of two off-island consultants, Dr. Steve Spencer from San Diego State University (SDSU) and Ray Miner from Miner Associates (formerly an OSEP staff).

With the RFP in process in FFY 2007, ROP continued to work closely with schools and programs to ensure compliance with the IDEA requirements. Given ROP's small population, the working relationship with the schools and programs provided for immediate attention to the compliance requirements. Awareness of the IDEA requirements, including OSEP memorandum 09-02, continued with the Ministry of Education (MOE) personnel, including the management team, school principals, and special education staff and teachers. This was done, as the RFP for the 3rd party monitors was in process, to ensure schools and programs attend to the regulatory requirements for providing special education and related services for children with disabilities. School-level or program-level issues or potential issues were addressed within 90 days of identifying the issue or potential issue. For example, the Consulting Resource Teachers (CRTs) monitored the timeline requirements to ensure compliance. As an annual IEP review date is due, the assigned CRT ensures the completion of the annual IEP review before the due date. Another example can be seen through the reporting of 100% compliance data for the 60-day timeline (Indicator 11) for FFY 2008.

A full description of Palau's revised monitoring procedures was submitted with the FFY 2006 APR. Additional detail may be found in that document. In December 2008, the newly contracted 3rd party monitor conducted an on-site visit. During the visit, additional changes to the monitoring procedures were

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completed with training provided to the identified local monitors. The training included conducting on-site focused monitoring visits to six schools following the 3-year cycle for on-site school monitoring visits.

Focused On-Site Monitoring Process

As part of the General Supervision requirements of IDEA and consistent with the Ministry of Education (MOE) Special Education Policy Manual which includes the Special Education Continuous Improvement Monitoring Procedures, the MOE conducts periodic Focused Monitoring of all schools and programs serving students with disabilities. In meeting the general supervision requirement of IDEA, the MOE has contracted with San Diego State University (SDSU) to provide technical assistance and monitoring services to support the MOE in meeting special education general supervision requirements. SDSU assisted the MOE in assuring that each school and the overall special education program is meeting the required special education mandates and fulfilling the requirements contained within the Special Education Policy Manual.

During the week of December 2008, Dr. Steve Spencer who was contracted through SDSU came down to monitor, review and make necessary changes to the Palau Special Education Policy Manual. In addition, Dr. Steve Spencer trained an onboard Special Education Staff to do school based monitoring. Monitoring procedures were defined and six schools to be monitored were identified. During Dr. Spencer's visit, two schools were monitored, Airai Elementary School and Ibobang Elementary School. ROP Special Education monitoring team participated in the visits with Dr. Spencer observing, learning, and taking notes of the actual monitoring procedures. SDSU subcontracted Ray Miner to monitor two schools in February 2009 with the aid of the ROP Monitoring Team. The last two schools in the same cycle were monitored in April 2009 by Palau trained SpEd Staff with the assistance of Ray Miner.

Schools to be monitored for School Year 2009-2010 have been identified. This time around, the ROP Special Education Program will conduct the monitoring using the trained monitoring staff with the Coordinator and the CRT assigned to the identified school. The monitoring started in September 2009. All identified schools have been monitored except for Public Secondary that has yet to be scheduled. For this monitoring cycle, there is a contract with the University of Guam CEDDERS to assist the Special Education Program verify the Monitoring Reports and any updates to the monitoring system.

Off-Site Data Review Monitoring Process

ROP has in place the focused on-site school monitoring process using a 3-year cycle. During a recent visit conducted by Guam CEDDERS, ROP discussed developing a comprehensive monitoring system for identifying and correcting noncompliance that included various sources to ensure that monitoring of programs and services is done on a regular basis or at least annually, and not just through a 3-year cycle of school visits. Beginning May 2010, ROP will pilot a biannual off-site data review using student data from the special education central office Excel database. The off-site data review will also incorporate the results of the on-site school monitoring visits as a source for verifying noncompliance identified and corrected. The IDEA related requirements for the biannual off-site data review will include:

- Completion of initial evaluation timeline requirement (Indicator 11)
- Completion of re-evaluation timeline requirement
- Annual IEP review timeline requirement
- Documentation of secondary transition requirements in the IEP (Indicator 13)

ROP's timeline for providing the off-site data review written notice of findings of noncompliance and the requirement for a corrective action plan will follow the same 2-week timeline and procedures as the on-site monitoring procedures. Demonstrated correction by the respective schools will follow the on-site monitoring process with specific regulatory citations requiring individual correction and verified correction as soon as possible but no later than one year of the written notice of findings of noncompliance. Depending on the regulatory citations, the local monitor shall require the school to provide evidence of immediate correction of all instances of the individual noncompliance. Demonstration of verified correction, which includes correctly implementing the specific regulations, will be through the completion

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of “actions” identified in the corrective action plan and a review of additional data showing 100% compliance.

Additional Information Required by OSEP’s June 1, 2009 Response Table

ROP must review its improvement activities and revise them, if appropriate, to ensure they will enable the ROP to provide data in the FFY 2008 APR, due February 1, 2010, demonstrating that the ROP timely corrected noncompliance it identified in FFY 2007 in accordance with 20 U.S.C. 1232d(b)(3)(E) and 34 CFR §§300.149 and 300.600(e) and OSEP Memo 09-02.

In reporting on correction of noncompliance, ROP must report that it has: (1) corrected all instances of noncompliance (including noncompliance identified through the ROP’s monitoring system, through the ROP’s data system and by the Department); and (2) verified that for identified noncompliance, the ROP is correctly implementing the specific regulatory requirements, consistent with OSEP Memo 09-02.

In addition, in responding to Indicator 11 in the FFY 2008 APR due February 1, 2010, the ROP must report on correction of the noncompliance described in this table under that indicator.

In reporting on Indicator 15 in the FFY 2008 APR, the ROP must use the Indicator 15 Worksheet.

ROP’s Response to Additional Information Required by OSEP’s June 1, 2009 Response Table

ROP provides the additional information required in the discussion above. Further, ROP used the Indicator 15 worksheet to display ROP’s actual target data for FFY 2008.

Status of Improvement Activities

The following activities are numbered based on the numbering in the SPP. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of “completed, continuing, revised, or deleted” is indicated for each activity based on the progress noted for this reporting year. Activities with “revised or deleted” status will also be listed, with justification, in the Revisions section of the Indicator. Completed and deleted activities from previous APRs are not discussed in this APR. If any, “new” activities will be listed in the Revision section of this Indicator.

Activity #1: Identify and contract a third party monitor for next cycle of monitoring (by March 2008).

Continuing Progress: Due to delays in getting clearance for the RFP for a new monitor through the Procurement Office at the Ministry of Finance, a new contract for the 3rd party monitor was not concluded until Fall 2008. In December 2008, the new external “monitor” consultants, Steve Spencer (San Diego State University) and Ray Miner (formerly of OSEP), conducted an on-site visit. As a result, the monitoring procedures and forms were revised, training to the assigned local monitor was completed, and six schools were monitored.

Activity #2: Review and update monitoring forms and procedures, as needed (annually).

Continuing Progress: With the “monitor” consultants conducting their visit in December 2008, the monitoring procedures and forms were revised and implemented with six schools.

Activity #3: Begin 3-Year Cycle of on-site monitoring with a third of the schools.

Continuing Progress: With the “monitor” consultants conducting their visit in December 2008, school monitoring visits were conducted for six schools, representing a third of the public schools in the MOE.

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Activity #4: Submit monitoring reports to school principals (annually through 2010).

Continuing Progress: Following the December 2008 revised monitoring procedures, school monitoring reports are submitted to school principals from the MOE Chief of School Management within 2 weeks of the on-site visit. In December 2008, on-site focused monitoring was conducted in six schools, with monitoring reports provided to these schools within 2 weeks of their visit.

Activity #5: Review monitoring reports with CRTs and special education staff to identify the school implementation needs to address (annually, following receipt of monitoring reports).

Continuing Progress: Consulting Resource Teachers (CRTs) and related service staff received copies of the school monitoring reports for the six school visits conducted in December 2008. The CRTs connected with the school principals to assist with the corrective action plans, as needed.

Activity #6: Develop School Improvement Plans based on current monitoring report within two months of giving reports to principals (annually).

Continuing Progress: Completed plans were transmitted by the MOE Chief of School Management to the schools monitored in December 2008.

Activity #12: Update monitoring forms and procedures to comply with IDEA 2004.

Continuing Progress: Completed in December 2008 with the revised monitoring procedures and forms. Will be updated in FFY 2009 to include the "off-site" data review forms and procedures.

Activity #13: Continue monitoring practices and activities that ensure compliance with federal requirements (2006-2011).

Continuing Progress: ROP has implemented the on-site focused monitoring process in December 2008 and expect to begin the off-site data review process in spring 2010. The off-site data review incorporated into ROP's monitoring system ensures the all schools are monitored each year, with focused or more thorough on-site school visits scheduled on a 3-Year cycle.

Activity #14: Review monthly all new complaints, mediations and due process hearing issues to identify potential issues of noncompliance (ongoing through 2010).

Continuing Progress: Any complaints or requests for due process are reviewed immediately for potential issues of noncompliance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2010: This is a compliance target therefore targets will not be adjusted.

No revisions to improvement activities for this Indicator.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

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, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

FFY	Measurable and Rigorous Target
2008-2009	100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to particular complaint.

Actual Target Data for FFY 2008 (2008-2009):

ROP did not receive any signed written complaints in 2008-2009.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008 (2008-2009):

Status of Improvement Activities

The following activities are numbered based on the numbering in the SPP. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of “completed, continuing, revised, or deleted” is indicated for each activity based on the progress noted for this reporting year. Activities with “revised or deleted” status will also be listed, with justification, in the Revisions section of the Indicator. Completed and deleted activities from previous APRs are not discussed in this APR. If any, “new” activities will be listed in the Revision section of this Indicator.

Activity #1: TA provider to conduct training for SpEd Coordinator, CRTs, and others on IDEA procedural safeguards requirements.

Continuing Progress: Consultation was provided by outside TA provider from various sources with the program coordinator. The coordinator then shared the information with the Core Team during monthly and special meetings.

Activity #2: Conduct training with parents and principals on procedural safeguards.

Continuing Progress: Procedural safeguard continues to be one of the core topics of training to parents, principals, teachers, and related service providers. Training conducted always cover parts of the procedural safeguard: Parent rights, roles and responsibilities, etc.

Activity #4: Maintain and report out the number of complaints received and their status on a monthly basis (ongoing).

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Continuing Progress: This is being done as part of the special education monthly reports submitted by staff to the Coordinator.

Activity #5: Review procedures annually and adjust activities as needed.

Continuing Progress: The procedures are currently working as planned. They will be revisited annually, as needed.

Activity #6: Update tracking forms and procedures for complaints, mediations and due process hearing requests (annually).

Continuing Progress: Current system for tracking complaints, mediations and due process requests is working as planned. No changes were made this year.

Activity #7 Conduct refresher training for new and existing staff on tracking forms for complaints and due process requests.

Continuing Progress: Activity was carried out during training of new staff or annual teacher work meetings at the end of the school year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2010: This is a compliance target therefore targets will not be adjusted.

No revisions to improvement activities for this Indicator.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

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

FFY	Measurable and Rigorous Target
2008 (2008-2009)	100% 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.

Actual Target Data for FFY 2008 (2008-2009):

ROP did not receive due process hearing requests in FFY 2008.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008 (2008-2009):

Status of Improvement Activities

The following activities are numbered based on the numbering in the SPP. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Activities with "revised or deleted" status will also be listed, with justification, in the Revisions section of the Indicator. Completed and deleted activities from previous APRs are not discussed in this APR. If any, "new" activities will be listed in the Revision section of this Indicator.

Activity #2: Review and update the list of hearing officers and mediators annually as needed.

Continuing Progress: The list has been updated.

Activity #3: Hearing officers and mediators will receive training as needed by attending other hearing officer training offered in the Pacific or in the U.S. mainland.

Continuing Progress: The Commonwealth of the Northern Mariana Islands (CNMI) Public School System is hosting a hearing officer training to be conducted by an off-island legal consultant in February 2010. CNMI has extended the invitation to ROP. ROP will be sending 2 hearing officers to the training.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2010: This is a compliance target therefore targets will not be adjusted.

No revisions to improvement activities for this Indicator.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

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
2008 (2008-2009)	Targets will be set once required baseline data available (10 or greater).

Actual Target Data for FFY 2008 (2008-2009):

ROP did not receive hearing requests in 2008-2009.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008 (2008-2009):

Status of Improvement Activities

The following activities are numbered based on the numbering in the SPP. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Activities with "revised or deleted" status will also be listed, with justification, in the Revisions section of the Indicator. Completed and deleted activities from previous APRs are not discussed in this APR. If any, "new" activities will be listed in the Revision section of this Indicator.

Activity #2: Train staff in approved due process procedures.

Continuing Progress: TA provider conducted on-site visits and provided a review of the due process procedures with the Special Education Core Team.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2010: This is a compliance target therefore targets will not be adjusted.

No revisions to improvement activities for this Indicator.

IDEA Part B State Annual Performance Report (APR) for 2008-2009

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

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
2008 (2008-2009)	Targets will be set once required baseline data available (10 or greater).

Actual Target Data for 2008-2009:

ROP did not receive requests for hearings or mediations in 2008-2009.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008 (2008-2009):

Status of Improvement Activities

The following activities are numbered based on the numbering in the SPP. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Activities with "revised or deleted" status will also be listed, with justification, in the Revisions section of the Indicator. Completed and deleted activities from previous APRs are not discussed in this APR. If any, "new" activities will be listed in the Revision section of this Indicator.

Activity #3: Update list of mediators with locally trained people, and provide training for the mediators, as needed.

Continuing Progress: The mediators list was updated by the special education coordinator on January 8, 2009. ROP is looking to collaborate with other Pacific entities to address this need.

Activity #5: Train staff person to administer complaints, mediations, and due process hearing requests.

Continuing Progress: ROP will communicate with the contracted consultants to inquire about possible activities to address this topic.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2010: This is a compliance target therefore targets will not be adjusted.

No revisions to improvement activities for this Indicator.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

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 and annual performance reports, are

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	100% ROP reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Actual Target Data for FFY 2008 (2008-2009):

ROP used OSEP's Data Rubric to determine the percentage of accurate and reliable data as the scoring rubric allows for systematic reporting.

SPP/APR Data - Indicator 20			
APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	N/A	N/A	0
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	N/A	N/A	0
10	N/A	N/A	0
11	1	1	2
12	N/A	N/A	0
13	N/A	N/A	0
14	N/A	N/A	0
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
Subtotal			26
APR Score Calculation		Timely Submission Points - If the FFY2008 APR was submitted on time, place the number 5 in the cell on the right.	5
		Grand Total - (Sum of subtotal and Timely Submission Points) =	31

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618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/09	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/09	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/1/09	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/09	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/1/09	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 2/1/10	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/1/09	1	1	1	N/A	3
				Subtotal	21
618 Score Calculation			Grand Total (Subtotal X1.857)=		39

Indicator #20 Calculation	
A. APR Grand Total	31
B. 618 Grand Total	39
C. APR Grand Total (A) + 618 Grand Total (B) =	70
Total N/A in APR	12
Total N/A in 618	7
Base	70
D. Subtotal (C divided by Base) =	70/70
E. Indicator Score (Subtotal D x 100) =	100% (70/70 x 100)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008 (2008-2009):

Progress/Slippage

ROP Met Target.

ROP reports submitting timely and accurate data on the SPP and APR indicators and all 618 Data demonstrating **100%** (70/70) compliance with Indicator 20 requirements. It is understood that Indicators 3A, 9, 10, and 12 do not apply to ROP, and Indicators 13 and 14 do not require reporting for FFY 2008. The rubric has therefore been adjusted to account for those Indicators not applicable to ROP.

Section 618 Data submissions: All 618 exiting, discipline and personnel data were submitted to Westat in October 2009, a month before their due date. All data are verified meticulously through student file reviews by CRTs and the Data Manager. All 618 Data required for the February 1 data submission were also timely and accurate, and submitted on time to Westat.

The MOE SIS has been a developing process for a long time. There have been 'add ins' into the system to make it more 'user friendly.' The SIS has already been populated and is up and running. This is an ongoing activity to improve and streamline the generation of results for various uses by the MOE and the Special Education Program. A consultant from outside has been coming to train MOE on the new data fields that have been added into the SIS.

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Now that SIS is up and running, ROP can assure that all its data collections are meticulously verified via this system. The Special Education Program will continue to work with the Division of Research and Evaluation staffs to make sure that all data collected are verified and accurate.

In the meantime, special education data have been maintained using Excel. A program called “Soe’s Add-Ins” with all these data will be entered into the SIS for generating data for reporting needs in the near future. As of January 2010, a comprehensive special education central database using the Excel program has been established to support the tracking and monitoring of IEP regulatory requirements, including timelines. In previous years, an Excel database system was created separately to address specific requirements, such as 60-day timeline (Indicator 11). This year, the separate special education database systems have been merged into one main database with standard operating procedures for submitting paperwork for each step in the special education process. The main database provides the means for a data system to allow for reporting and reviewing updated special education data on a regular basis by the special education coordinator, school administrators, and Consulting Resource Teachers (CRTs). Further, the revised monitoring system will have access to updated accurate data for conducting off-site data reviews for identifying and verifying correction of noncompliance.

Status of Improvement Activities

The following activities are numbered based on the numbering in the SPP. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of “completed, continuing, revised, or deleted” is indicated for each activity based on the progress noted for this reporting year. Activities with “revised or deleted” status will also be listed, with justification, in the Revisions section of the Indicator. Completed and deleted activities from previous APRs are not discussed in this APR. If any, “new” activities will be listed in the Revision section of this Indicator.

Activity #1: Continue to work with MOE staff to implement SIS.

Continuing Progress: The Special Education Program has been working with SIS to improve the quality of school and student data. SIS has been populated and is up and running. This is an ongoing activity to improve and streamline the generation of results for various uses by MOE as well as special education reports.

Activity #2: Verify data for special education students entered at the school sites.

Continuing Progress: All data for students with IEPs are meticulously verified at the school sites before they are entered into the system. MOE’s Division of Research and Evaluation helps verify data and has been very helpful with data collection, verification and interpretation. The 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 is an ongoing process.

Activity #3: Provide training as needed to school secretaries to ensure reliability of data being input on special education students.

Continuing Progress: The 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. The Special Education Data Manager has access to data entered, makes corrections as needed and works with the secretaries to ensure they understand corrections made. This is an ongoing process. There was training for the secretaries when we first launched SIS. Since then, the secretaries have been continuously informed of new fields added in the system. MOE’s ongoing activity will be to train the secretaries further, following any changes and improvements to the system.

Activity #4: Review the improvement activities annually and design training as needed.

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Continuing Progress: 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 training revolves around the improvement activities we proposed. This has been going on and will continue in the coming years. There has been training with an outside consultant to help understand new fields that have been added into SIS. The training will be ongoing to help us familiarize ourselves with all aspects of SIS. This is an ongoing process.

Activity #5: Maintain regular contact with OSEP staff and other TA providers to set up an annual process for revising the SPP/APR in a timely and accurate manner.

Continuing Progress: The Special Education Program makes regular contact with OSEP staff and other TA providers with and for any questions, suggestions and/or regulations. We have scheduled TA calls with our OSEP contact person to discuss the what, how, when, who and where we are in the SPP/APR process. With these calls, we ask questions on specific indicators we need help on, update our accomplishments, as well as receive any other suggestions and/or comments that would help the process of SPP/APR development be smoother and more accurate.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2010: This is a compliance indicator therefore targets will not be adjusted.

No revisions to improvement activities for this Indicator.