

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

Respectfully Submits

**The Republic of Palau  
IDEA Part B  
STATE PERFORMANCE PLAN (SPP)  
Federal Fiscal Years FFY 2005 – 2010  
(February 1, 2010 Revision)  
for  
The Special Education Program**

**Submitted on February 1, 2010**

TO:

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**Overview of Palau's State Performance Plan Development**

**Palau's Public Education System – Background**

The Republic of Palau is a small island nation of under 20,000 citizens, located in the Western Pacific region of Micronesia. A former Trust Territory of the United States, Palau attained independent status from the U.S. as a freely associated state (FAS) in 1994. Following a three-year phase out, Federal support for special education through IDEA Part B formula funds, 619 preschool funds, and Part C early childhood funds ended in 1997. From 1997 through 2005, special education services in Palau were funded through a series of three grants under the Special Education Program for Pacific Entities (SEPPIE) program. Beginning in July 2005 under IDEA 2004, funding for special education at the same fixed annual amount was returned to Part B formula funding.

Palau's Special Education Program is located within the Ministry of Education under the Director of Education who is under the Minister of Education of the Republic of Palau. The Ministry of Education, including its Special Education Program, is a unitary agency functioning as a State Education Agency (SEA) and Local Education Agency (LEA) combined. It supports all special education services in Palau, both directly (public schools) and indirectly (private schools).

**Organization and Structure of the Special Education Program**

Special Education services are administered by a Coordinator and four Consulting Resource Teachers (CRTs) located in a central office complex along with Early Childhood staff, and various other administrative and support staff.

Technical assistance and support to Palau's elementary schools is organized into three regions with an itinerant CRT from the central office assigned to each. CRTs oversee special education services in their region schools, coordinate eligibility determinations, IEP meetings, and re-evaluations and provide training and support to both general and special education staff. A fourth CRT is assigned to Palau's only public high school and private high schools and has similar responsibilities.

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Although Palau receives no Part C or 619 funds, it does operate an Early Childhood program that serves children with disabilities birth to five. Services for pre-school children (3-5) are provided primarily in Head Start schools, through an interagency agreement, with support from special education.

**State Performance Plan Development and Stakeholder Input**

**February 1, 2010 Revisions to the SPP**

The Republic of Palau's (ROP's) FFY 2008 State Performance Plan (SPP) preparation process began in June 2009 with the Special Education Core Team 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 and the "Preschool Early Childhood Measurement" procedures that have been put in place to follow up on activities regarding early childhood special education for preschoolers with disabilities in ROP.

A copy of OSEP's determination letter was given to the ROP Special Education Advisory Council (SEAC) members. The Core Team moved into implementing training with parents, principals, teachers, and related service providers. Parent workshops took place on June 9 & 11, 2009 on topics such as Palau's Preschool Outcomes Measurement System, special education procedures, developmental milestones, and behavior tips. Eleven parents attended the sessions.

With technical assistance and support by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS), a 5-day training held on July 20 – 24, 2009 for Head Start Teachers, Coordinators, Managers, and Early Childhood Special Education Specialist. The training entitled: "*Strategies for Collecting Early Childhood Outcomes Using the Creative Curriculum for Preschoolers*" was focused on planning, implementing, and evaluating the use of the Creative Curriculum Developmental Continuum Assessment Tool Kit as one of the tools used in the Palau Preschool Outcome Measurement System Procedures. Fourteen providers attended this training.

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On August 17-19, 2009, three members of the Core Team (program coordinator, an elementary special education specialist/ Consulting Resource Teachers, and an early childhood staff) also met with OSEP staff (Richard Steffan) and a contracted consultant from the University of Oregon Technical Assistance and Consulting Services/Western Region Resource Center's (TACS/WRRC) Jim Leinen at the OSEP Leadership Conference to discuss various APR /SPP issues and strategies. In addition, Guam CEDDERS and the National Early Childhood Outcomes (ECO) Center provided guidance of how ROP will report Indicator 7 – *Percent of preschool children with IEPs who demonstrated 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*” with the small number size of preschoolers exiting the program.

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.

On September 28 – 30, 2009, Guam CEDDERS provided onsite technical assistance and facilitated stakeholder input on the SPP Indicator 7. A brief overview was provided using the Early Childhood Outcome presentation entitled: “*ECO Suggestions on Indicators C3 and B7*”. The providers reviewed and discussed progress data for the past three years and baseline data for Child Outcomes A, B, and C.

On December 9-10, 2009, the team met with Ms. DeLeon from 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 send to Ms. DeLeon for review and placing onto the main APR template.

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On December 21, 2009 our SEAC met with the program coordinator for updated information on 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, and on January 21, 2010, the ROP SEAC convened to review the draft APR with proposed revisions. During the SEAC meeting, stakeholder input was gathered for setting targets for Indicator 7 and other revisions. As a result, follow-up work continued by email and phone communication with Guam CEDDERS. A final draft was completed and reviewed again by the Core Team and submitted electronically to OSEP on February 1, 2010.

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)!

### **Public Dissemination Plan**

As per OSEPs instruction, a complete copy of the revised SPP, inclusive of the newly established targets for indicator 7 is posted on the ROP Ministry of Education website: [www.palaumoe.net](http://www.palaumoe.net) (click "Ministry," then select "Special Education").

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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) SPP, ROP will implement the following public dissemination no later than May 31, 2010:

- Copies of the SPP Overview and Indicator 7: Early Childhood Outcomes will be provided to SEAC members and MOE management team.
- Local media (radio and newspaper) will be informed of the availability of the revised SPP.

**February 1, 2009 Revisions to the SPP**

Palau's FFY 2007 Annual Performance Report (APR) preparation process began with a two day working meeting of the Palau APR Team on May 12-13, 2008 to review progress with APR improvement activities. At this meeting plans were also made to conduct a series of trainings for principals, teachers, related services providers and parents at the Annual Education Conference held July 29-31, 2008. Numerous improvement activities across several indicators involving staff and parent training were consolidated to take advantage of the mandatory attendance of all school personnel at this annual conference. Parents were also invited and in attendance.

In June 2008, the Special Education Core Team met to review the Office of Special Education Program's (OSEP) determination letter with particular attention to and discussion of Indicator 11 issues (60-day timeline for eligibility determination). In August, 2008 the Core Team also met with OSEP staff (Richard Steffan, Judy Gregorian, Lucille Sleger and Debra Jennings) and our consultant from the University of Oregon Technical Assistance and Consulting Services/Western Region Resource Center's (TACS/WRRC) (Jim Leinen) at the National Accountability Conference to discuss various APR issues and strategies. This was followed by APR team meetings in September to review status of data collection and other needs for the APR, and again in October to review status of work completed and preparations for onsite APR work with Mr. Leinen of TACS/WRRC in November.

On November 5-7, 2008, the Coordinator and a Consulting Resource Teacher (CRT) attended a training "Thinking through Improvement –Tools and Strategies to Guide



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Improvement Efforts” co-sponsored by Guam Center for Excellence in Developmental Disabilities Education, Research and Service (CEDDERS) and WRRC with Jennifer LaPointe of the North Central Regional Resource Center. From November 10-21, 2008 Palau staff and the APR team worked intensively on the APR with Mr. Leinen. A draft APR with proposed revisions was reviewed with our Special Education Advisory Committee (SEAC) during this visit. Follow-up work continued by email and phone communication with our staff, Mr. Leinen and other staff from the WRRC, through November and December. On December 22, 2008 a second draft of the APR was reviewed with our SEAC. New targets for Indicator 3 and other revisions were approved.

From January 12-15, 2009 the APR team and high school staff attended an Indicator 13 training and APR clinic in Guam, sponsored by the WRRC with consultant Sara Doutre. APR work continued throughout this working meeting. A final draft was completed and reviewed the week of January 26<sup>th</sup> and submitted electronically to OSEP by February 2, 2009. Palau wishes to also acknowledge the ongoing support of our OSEP contact, Richard Steffan throughout this process, through monthly calls and other supports and communications. Following the 2/2/09 submission of the APR, revisions and changes detailed in the APR and in SPP Indicator 7 were incorporated into this revised version of our SPP.

**July 1, 2008 Revisions to the SPP**

In April of 2008 Palau was given the opportunity to submit clarifications to its FFY 2006 (2006-07) APR submission previously submitted on February 1, 2008. As a result of that process several changes were made to that document and submitted on April 14, 2008. These changes were accepted by the US Office of Special Education Programs as noted in Palau’s annual ‘determinations’ letter received from the US Department of Education in June 2008. As a result of the feedback received, Palau has made some additional revisions to indicator 3 of this document.

**February 1, 2008 Revisions to the SPP**

Palau’s 2008 revision process began with a one day working meeting in Washington, DC on August 7, 2007 with assistance from OSEP staff, support from our consultant with the

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University of Oregon Technical Assistance and Consulting Services (TACS), and also additional support from the Western Regional Resource Center (WRRRC). Working teams from the last APR cycle were reactivated to complete the work and a timeline was developed for completion of the required sections by the February 1, 2008 submission date. Palau staff continued working on the documents upon their return with support from TACS, OSEP staff, the WRRRC, NECTAC and University of Guam CEDDERS. During the first two weeks in November 2007, TACS staff and Palau's 3<sup>rd</sup> party monitor were onsite to continue work on the documents. Additional assistance was provided through regularly scheduled teleconferences with Palau's OSEP contact, Rich Steffan and through offsite support from TACS/WRRRC, NECTAC and CEDDERS. On January 24, 2008, the Special Education Advisory Committee, reviewed final drafts of both the SPP and the APR, targets and revised activities were approved, and suggested changes were completed. Both reports were submitted to OSEP by the February 1, 2008 deadline. These reports will be put on the MOE website and copies made available for public distribution at various public sites in Palau.

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

During the first two weeks in October 2006 a consultant from TACS/WRRRC was onsite in Palau and held several meetings with staff and stakeholders to begin the process of revising the SPP and developing the APR. Work teams for the various indicators were formed and work began on revisions. During the second week in October, Ms. Debra Jennings from OSEP visited Palau to conduct a Verification Visit and during this visit met with each of the work teams to review Palau's progress with improvement activities identified in the 2005 SPP and to discuss possible revisions and additions to the Plan. Additional technical assistance was provided by Ms. Jennings through a series of follow-up phone conferences in November and December following the verification visit.

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

### **Public Dissemination and Reporting**

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

### **December 1, 2005 SPP Submission**

With technical assistance from the University of Oregon, the University of Guam, NECTAC and OSEP staff, Palau began the SPP development process by organizing a steering committee of staff, parents, consumers and representatives from other agencies to develop the plan.

Initially, a team consisting of the special education coordinator, 3 CRTs, a high school teacher, early childhood staff, a parent and the special education data manager attended the OSEP Summer Institute in August in Washington, DC, and a Pacific Region SPP training the following week in Eugene, OR sponsored by the WRRC, NECTAC and OSEP. At this second meeting working teams were formed and leads assigned to work on selected SPP indicators. A timeline was also developed for completing the project.

Upon return to Palau a series of steering committee meetings were conducted (9/8, 9/22, 10/21, 10/22), with onsite TA from TACS/WRRC at the two October meetings. In between these meetings work teams continued their work on their assigned indicators. Data

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managers from the Ministry of Education and the Special Education Office provided FFY2004-2005 data directly to the teams for their compilation and consideration when setting targets.

For two weeks in October, staff and stakeholders worked intensely with TACS/WRRC consultants onsite in Palau. The October 22 meeting involved a presentation of the work to date to the Special Education Advisory Committee and collection of additional input on SPP targets. Staff from the University of Oregon TACS, then pulled together a working draft of the entire document that was again reviewed by the steering committee. From this process a final document was developed and sent to OSEP by the deadline date of December 2, 2005.

**Public Dissemination and Reporting**

Palau will provide copies of the SPP to Special Education Advisory Committee members, public school principals, and hard copies will be made available at various public sites throughout Palau. The SPP will be posted on the Palau Ministry of Education Web site for public viewing. Presentations about the SPP will be made at school building meetings by the CRTs. The Special Education Coordinator will report annually to the SEAC and to the public on the progress in meeting Palau’s measurable and rigorous targets as specified in this document and in future annual performance reports.

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**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.

**Overview of Issue/Description of System or Process:**

Students in Palau need to complete 25 credits in regular education to receive a regular Diploma. Students with an IEP must meet the same requirements in order to receive the same Diploma. Students can also receive an Individualized Education Diploma if they complete 25 credits and complete the requirements of their IEP. As of the FFY 2006-07 school year, only students who graduate with a regular diploma are counted for this indicator.

Over the period of several years when this cohort system was put into place, some federally funded programs were targeted for Palau High School. The purpose of these programs was to increase the graduation as well as decrease the dropout rate. The programs are 1) Mentoring Program, 2) 21<sup>st</sup> Century, and 3) Talent Search (a Palau Community College program).

1) The Mentoring Program serves students at risk of dropping out. Teachers are required to submit weekly monitoring of student grades to the school counselors for review. Names of those at risk are then submitted to the Mentoring teachers to teach the students until they pass the course.

2) 21<sup>st</sup> Century tutoring program helps students with their assignments only.

3) The Talent Search program serves students of low-income families from elementary to high school level. The main objective is to help encourage students not to drop out of school. Program provides tutoring, counseling (for parents and students), and prepares students for postsecondary education.

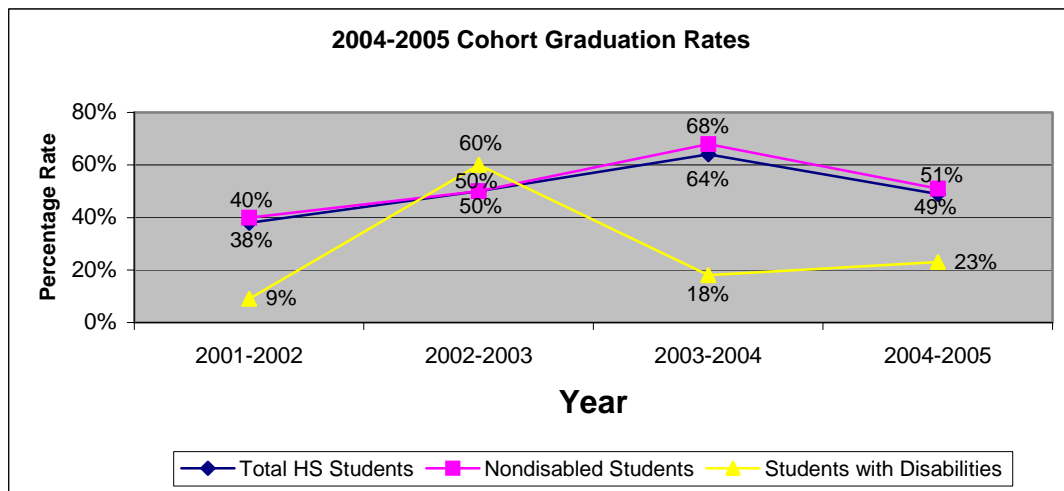
The last two programs above phased out at the end of school year 2004-2005; however, the Mentoring Program continues. A new 'GEAR UP' program, which is federally funded, is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. It will focus on improving academic achievements, increasing high school graduation rate, post secondary enrollment, and increasing students and parents' knowledge of postsecondary education options, preparation, and financing for 7<sup>th</sup> to 12<sup>th</sup> graders. The Special Education Program will collaborate with Ministry of Education and the high school to ensure that special education students benefit from this new program.

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Baseline Data for FFY 2004 (2004-2005):

Table FAPE1: Graduation Rate over the past four years.

DISCRIPTION	2001-2002 (Cohort 1998)	2002-2003 (Cohort 1999)	2003-2004 (Cohort 2000)	2004-2005 (Cohort 2001)
Total High School graduation rate for all youth	38% (102)	50%(118)	64% (146)	49% (141/285)
Students without a disability	40%(101)	50%(115)	68%(143)	51% (136/264)
Students with a disability	9% (1)*	60% (3)	18% (3)	23% (5/21)



Numbers used for the Percentage Calculations:

- Total of all youth graduated in SY: 2004-2005 = 141
- Total of all youth enrolled in SY: 2001-2002 = 285  
 $*141/285 \times 100 = 49\%$
- Total of all youth without a disability enrolled in SY 2001-2002 = 264  
 $*136/264 \times 100 = 51\%$
- Total of all youth with IEPs graduated in SY 2004-2005 = 05
- Total of all youth with IEPs enrolled in SY 2001-2002 = 21  
 $*05/21 \times 100 = 23\%$

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**Discussion of Baseline Data:**

Palau uses a cohort method for calculating graduation rate. For FFY 2004-2005, the number of students with IEPs who graduated was five. This represents 23% of those students who entered high school as freshman in 2001-2002. This compares to a graduation rate of 49% of all youth using the same calculation. The numbers of students with IEPs is very small so that the graduation percentage can vary greatly as indicated in the graph above.

The Table FAPE 1 shows the trend in graduation rate for all youth, students without a disability and students with a disability. The High School graduation rate for all youth declined from SY 2003-2004 (Cohort 2000) due mainly to the increased drop out of students. However, the percentage of students with disabilities graduating from 2003-2004 to 2004-2005 increased from 18% to 23%: a slight increase.

The graduation rate shown of 60% for the 2002-03 school year may not be a reliable figure as there was not a good understanding of the calculation method at that time. The figures for the last few years are more reliable and if we ignore 2002-03, we have an increasing graduation trend for students with disabilities since 2001-02. We believe that this is a more accurate reflection of our progress. The long-term goal for Palau is to bring the graduation rate of students with IEPs up, to be comparable with the rate of all youth graduating.

A significant issue affecting the graduation rates for all students in Palau is that there is only one public high school located in Koror with no dormitory. It is very difficult for students from other islands and villages farther away to find living arrangements near the school to be able to attend. Many do find places to stay with relatives but their living arrangement is usually faced with difficulties, mainly due to economic reasons, particularly for student with disabilities who have a hard time adjusting to being away from their families and their villages. This is a problem for many students and it has a big impact on our drop out and graduation rates.

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	25% of youth with IEPs graduate from high school with a regular diploma.
<b>2006</b> (2006-2007)	30% of youth with IEPs graduate from high school with a regular diploma.
<b>2007</b> (2007-2008)	35% of youth with IEPs graduate from high school with a regular diploma.
<b>2008</b> (2008-2009)	40% of youth with IEPs graduate from high school with a regular diploma.
<b>2009</b> (2009-2010)	45% of youth with IEPs graduate from high school with a regular diploma.
<b>2010</b> (2010-2011)	50% of youth with IEPs graduate from high school with a regular diploma.

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**Improvement Activities/Timelines/Resources:**

Improvement activities were realigned in FFY 2008 for consistency.

No.	Improvement Activities	Timeline	Resources	Status
1.	Convene a workgroup to reconsider the definition of graduation with a regular diploma.	April 2007	Chief of School Mgt. Chief, Curriculum & Instruction High School Principal High School CRT Sp Ed Coordinator	Completed APR-FFY06 Deleted APR FFY08
2.	Update Palau High School's Handbook to reflect any changes.	Ongoing through 2010	Principal & High School staff Parents High School CRT	Continuing APR-FFY08.
3.	Hire one additional special education teacher in the high school to assist students in the general classes.	Ongoing through 2010	Sp Ed Coordinator	Deleted APR-FFY07
4.	Provide general education teachers training on how to teach students on IEPs especially on the provision of more accommodations to students in the general education classes.	August 2008	Teachers Sp Ed Coordinator TA Providers High School CRT	Continuing APR-FFY08 Merged with activity #8
5.	Create living environments to allow out-of-area (Koror) students to complete high school.	June 2006 and ongoing	Minister, MOE Director. MOE Management Team Principal Sp Ed Coordinator High School CRT Counselors	Deleted APR-FFY05



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No.	Improvement Activities	Timeline	Resources	Status
6.	Continue after school mentoring program and encourage students with disabilities to take advantage of the program.	Ongoing	Principal Sp Ed Teachers Regular Ed Teacher Volunteers High School CRT	Deleted APR-FFY05
7.	<p>Explore the GEAR UP and other programs and tutoring services available at the high school and encourage students with disabilities to participate.</p> <p><u>Revised:</u> Explore a GEAR UP Opportunities available in the high school and encourage students with disabilities to participate in the program.</p>	Ongoing through 2010	High School CRT Sped teachers (new insert)	Revised APR-FFY08
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 Weekly Activity Form and the high school Counseling Referral Form to help ensure that students remain in school.	Ongoing through 2010	High School CRT Sp Ed Teachers Counselors	Continuing New activity APR-FFY07
9.	Use the established form to invite all students to fully participate in their IEP/ITP meeting.	Ongoing through 2010	Principal Counselors Sp Ed Teachers CRTs	New Activity for FFY 2008.

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**Monitoring Priority: FAPE in the LRE**

**Indicator 2:** Percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

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

**Overview of Issue/Description of System or Process:**

The drop out rate for all youth including youth with disabilities is calculated by looking at the number of the students who drop out in grades 9-12 during a given year divided by the total high school enrollment in grades 9-12. The dropout rate for students with IEPs is calculated by looking at the number who dropped out in grades 9-12 in a given year divided by the total number of IEP students in grades 9-12. All youth in Palau dropping out of high school are students with issues of attendance, academic, behavioral problems, use of illegal substances, felonies, living accommodations, personal problems, medical problems and transfer to other schools.

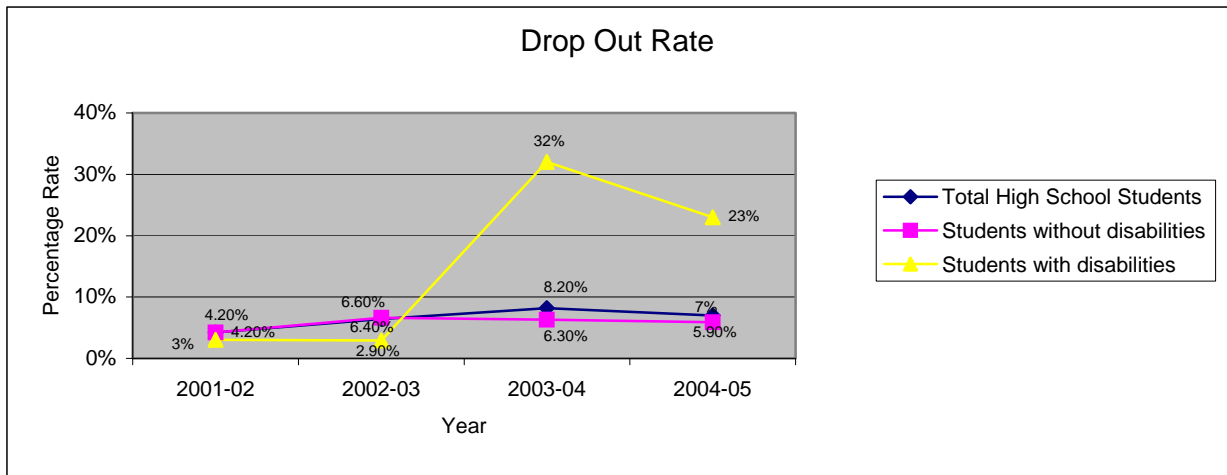
**Baseline Data for FFY 2004 (2004-2005):**

Table FAPE 2 describes the annual dropout rate.

**Table FAPE 2: DROPOUT RATE**

Description	2001-2002	2002-2003	2003-2004	2004-2005
<b>Total High School Students</b>	4.2%(29)	6.4%(51)	8.2%(64)	7% (55/797)
<b>Students without disabilities</b>	4.2%(28)	6.6%(50)	6.3% (47)	6% (45/754)
<b>Students with a disability</b>	3%(1)	2.9%(1)	32%(17)	23% (10/43)

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Numbers used for percentage calculations:

- Total of all youth dropped out in SY2004-2005 = 55
- Total high school students in SY2004-2005 = 797
- \* $55/797 \times 100 = 7\%$
- Total IEPs students dropped out in SY 2004-2005 = 10
- Total IEPs students in SY 2004-2005 = 43
- \* $10/43 \times 100 = 23\%$
- Total of all students without disabilities dropped out in SY 2004-2005 = 45
- Total of all students without disabilities in SY 2004-2005 = 754
- \* $45/754 \times 100 = 5.9\%$

**Discussion of Baseline Data:**

The baseline of drop out rate for students with disabilities for FFY 2004-2005 is 23%. This compares to a dropout rate of 7% for all students. Because the numbers of IEP students are so small, the percentages can vary greatly from year to year.

Only 5% of the total high school students have IEPs. Some students transfer out and do not let the teachers know so they are counted as dropouts. Others leave school to get jobs because it is more attractive than be in school. Still others who committed offenses in school (such as use of illegal substance, fighting and behavioral problems) left school to avoid facing the consequence; therefore, they were considered dropout. Also the data collection system that tracks students with IEPs has improved over the years. Now the data system is more accurate and tracks all of the students who drop out.

In order to attend High School, students who live outside of Koror or on other islands may have to move to Koror where the high school is located, because of the distance and poor road conditions for travel. Students who reside in villages often choose to drop out of high school as a result of difficulties with living arrangements in Koror. This is a problem for all village students, but particularly more with IEP students.

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FFY	Measurable and Rigorous Targets
<b>2005</b> (2005-2006)	Only 20% of youth with IEPs will drop out of high school
<b>2006</b> (2006-2007)	Only 17% of youth with IEPs will drop out of high school
<b>2007</b> (2007-2008)	Only 14% of youth with IEPs will drop out of high school
<b>2008</b> (2008-2009)	Only 10% of youth with IEPs will drop out of high school
<b>2009</b> (2009-2010)	Only 7% of youth with IEPs will drop out of high school
<b>2010</b> (2010-2011)	Only 5% of youth with IEPs will drop out of high school.

**Improvement Activities/Timelines/Resources:**

Improvement activities were realigned in FFY 2008 for consistency.

No.	Improvement Activities	Timeline	Resources	Status
1.	Special Education Teachers will continue to use the Special Education weekly Activity Form to keep track of students' absenteeism and submit to CRT for immediate follow-up.  <u>Revised:</u> To continue to implement the Special Education Weekly Activity Form to keep track of IEP students' attendance.	Ongoing through 2011	High School Principal High School CRT	Continuing Revised: APR-FFY 2006
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.	Ongoing through 2011	Principals School Child-Study Team CRTs Sped Teachers	Continuing Revised APR-FF08
3.	Establish a better transition of student exiting elementary to high school to increase the number of students with disabilities who enroll in the	May 2008	Principals Student Study Team CRTs Sp Ed teachers	Completed APR-FFY07

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No.	Improvement Activities	Timeline	Resources	Status
	high school.			
4.	Review improvement activities annually and continue those that increase retention rate, and identify others as needed.	2006-2010	Sp Ed Coordinator SEAC members High School CRT	Continuing
5.	Distribute the Transition Guideline to the school principals once it is completed.	August 2008	Sp Ed Coordinator CRTs	Completed APR- FFY07
6.	Conduct a workshop for new special education staff on how to use the Special Education Weekly Activity Form appropriately to better monitor students' absenteeism.	June 2009	CRTs	Continuing
7.	Conduct a workshop for school principals, CRTs, and special education teacher on the process and procedures of the new Transition Guideline.	June 2009	CRTs	Continuing APR-FFY08
8.	Use the established form to invite all students to fully participate in their IEP/ITP team meeting.	Ongoing	Principal Counselors Sp Ed Teachers CRTs	New Activity for 2009-2010.

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**Monitoring Priority: FAPE in the LRE**

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

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

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

**Measurement:**

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

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

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

**Overview of Issue/Description of System or Process:**

The Republic of Palau, as a Freely Associated State, does not participate in, nor is it bound by the requirements of the United States *No Child Left Behind Act* (NCLB). As a result, Palau does not calculate annual yearly progress (AYP) for its schools and therefore is not required to respond to part 3A of this indicator. Palau does, however, report annually on parts 3B (participation) and 3C (proficiency) of students with disabilities on its annual assessment (the Palau Achievement Test [PAT]) as required by the US Office of Special Education Programs (OSEP), although it does not publicly report this same information for students without disabilities.

Beginning with the FFY 2006 school year, as required by the OSEP FFY 2005 response table, data for special education students in Palau is broken out by participation and proficiency in both reading and math using the categories of:

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**Unscorable**  
**Developing**  
**Basic**  
**Proficient**  
**Advanced**

Although Palau is not bound by NCLB, the MOE has voluntarily adapted the scoring categories found in NCLB to determine 'proficiency rates' for students. These categories are applied somewhat differently in Palau for scoring purposes than as defined in NCLB. Unlike under NCLB, the 'Basic' category and above is considered a proficient/passing grade in Palau.

The Palau Achievement Test is administered to all students in grades 4,6,8,10,12 in April every year. Students with disabilities are given the test with or without accommodations as determined in their IEPs. Those students who cannot participate in the standard PAT, participate in an Alternate Assessment based on alternate achievement standards through a four step process that is portfolio based. The same scoring categories described above are also used in scoring students who participate in the alternate assessment.

Due to the changes required by OSEP as a result of their analysis of Palau's FFY 2005 APR, it was necessary to compute new baseline data for participation and proficiency levels of students with disabilities for FFY 2006 and to establish new targets for part 3C of this indicator. Additional changes to Palau's targets for indicator 3C proficiency were required by OSEP as a result of their review Palau's FFY 2006 submission. These changes are reflected in the data that follow.

**Baseline Data for FFY 2006 (2006-2007)**

3A. Percent = # of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.

Baseline data: **NOT APPLICABLE.**

Palau is not required to report assessment results under NCLB and does not collect these data.

3B: ROP actual data based on targets for 2006-2007. (refer to participation tables below)

(a) ROP overall participation in PAT, including AA-AAS: 86% (63/73) in Math and 90% (66/73) in Reading.

(b) ROP overall participation in an AA-AAS: 20% (15/73) for both Math and Reading. It should be noted that based on the IEPs, the 15 students who took the AA-AAS represented 100% of those students with IEPs requiring an AA-AAS.

2006-2007 Palau Achievement Test	3B. PARTICIPATION: MATH Assessment					
	Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
					#	%

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a.	Children with IEPs	19	24	23	7	73	
b.	Regular assess with NO accommodations	1 (5%)	3 (13%)	0	2 (29%)	6	8%
c.	Regular assess with accommodations	14 (74%)	15 (63%)	13 (57%)	0	42	58%
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	AA against alternate achievement standards	1 (5%)	6 (24%)	7 (30%)	1 (14%)	15	21%
Overall: [(b+c+d+e) divided by a]		16 (84%)	24 (100%)	20 (87%)	3 (43%)	63	86%
Children with IEPs included in "a" but not included in the other subcategories:							
Absent		3	0	3	4	10	
Other (list reasons)		0	0	0	0	0	

\*HS: High School grade used for this calculation is not identified as the cell size (7) is less than the minimum 'n' established for purposes of confidentiality.

2006-2007 Palau Achievement Test		3B. PARTICIPATION: READING Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
a.	Children with IEPs	19	24	23	7	73	
b.	Regular assess with NO accommodations	1 (5%)	3 (13%)	0	2 (29%)	6	8%
c.	Regular assess with accommodations	15 (79%)	15 (63%)	15 (65%)	0	45	62%
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	AA against alternate achievement standards	1 (5%)	6 (24%)	7 (30%)	1 (14%)	15	21%



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Overall: [(b+c+d+e) divided by a]	17 (89%)	24 (100%)	22 (95%)	3 (43%)	66	90%
Children with IEPs included in "a" but not included in the other subcategories:						
Absent	2	0	1	4	7	
Other (list reasons)	0	0	0	0	0	

\*HS: High School grade used for this calculation is not identified as the cell size (7) is less than the minimum 'n' established for purposes of confidentiality.

**New Baseline Data for FFY 2007 (2007-2008):**

3C: NOTE: New Baseline Data for Proficiency for 2007-08 (refer to proficiency tables below)

**3C Overall Percentage** = [(b + c + d + e) divided by (a)].

**Math (0+2+0+8)46 or 10/46 X 100 = 22%**

**Reading (2+7+0+8)46 or 17/46 x 100 = 37%**

2007-2008 Palau Achievement Test		3C. Proficiency: Math Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
a.	Children with IEPs	15	13	14	4	46	
b.	Proficient or above in regular assess with NO accommodations	0	0	0	0	0	0
c.	Proficient or above in regular assess with accommodations	0	0	2 (14%)	0	2	4%
d.	Proficient or above in AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	Proficient or above in AA against alternate achievement standards	2 (13%)	3 (23%)	1 (7%)	2 (50%)	8	17%
	Unscorable AA-AAS	0	1 (8%)	1 (7%)	0	2	4%

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Overall: [(b+c+d+e) divided by a]	2 (13%)	3 (23%)	3 (21%)	2 (50%)	10	22%
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\* HS: High school grade used for this calculation is not identified as the cell size (7) is less than the minimum 'n' established for purposes of confidentiality.

2007-2008 Palau Achievement Test		3C. Proficiency: Reading Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
a.	Children with IEPs	15	13	14	4	46	
b.	Proficient or above in regular assess with NO accommodations	1 (7%)	1 (8%)	0	0	2	4%
c.	Proficient or above in regular assess with accommodations	1 (7%)	1 (8%)	5 (36%)	0	7	15%
d.	Proficient or above in AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	Proficient or above in AA against alternate achievement standards	2 (13%)	3 (23%)	1 (7%)	2 (50%)	8	17%
	<b>Unscorable AA-AAS</b>	<b>0</b>	<b>1 (8%)</b>	<b>1 (7%)</b>	<b>0</b>	<b>2</b>	<b>4%</b>
Overall: [(b+c+d+e) divided by a]		4 (27%)	5 (38%)	6 (43%)	2 (50%)	17	37%

\* HS: High school grade used for this calculation is not identified as the cell size (7) is less than the minimum 'n' established for purposes of confidentiality.

**Discussion of Baseline Data:**

**3A.** Not Applicable in Palau.

**3B. Participation.** For school year, 2006-2007, there were a total of 73 students in grades assessed who were supposed to participate in Statewide Assessment. 58 out of the 73

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students participated in the Palau Achievement Test (PAT), with and without accommodation, and 15 students participated in the PAT 4 STEP Process alternate assessment.

Math Portion of Test: There were 48 of 58 students who participated in Math test with and without accommodations, while 15 participated in the alternate for a total of 86% (63/73). The other (10) students were absent on the day of testing. Our 'participation' target was exceeded by 4% when compared with the projected target of 82%.

Reading Portion of Test: For Reading, 51 students participated with and without accommodation, 15 in the alternate and 7 were absent the day of testing. Our 'participation' target was exceeded by 8% (90%) when compared with the projected target (82%).

The PAT test with and without accommodation is administered in a 3 days period and two content areas were covered each day. To ensure participation, CRTs and the Data Manager tracked down students ahead of time. Special Education teachers also assisted to make sure that students participated.

Alternate Assessment: all 15 identified students participated in the alternate Assessment Process this year (100%)

**Performance.** Palau has changed the way it scores these assessments which does not allow for valid comparisons with the original baseline data. For this reporting period we are providing proficiency scores for Reading and Math based on a revised scoring system adopted by the MOE. Palau is changing its targets to more accurately reflect its revised proficiency scoring and new baseline data.

The performance of students with IEPs in Math who participated in Statewide Assessment did not meet proficiency level. However in Reading, the data show that there are 2 students who met 'basic', 4 students who met 'proficiency' level and 1 student whose score was 'advanced'; a total of 7 students who were identified as meeting "proficiency" levels. Ministry of Education now categorizes scores as follows:

- Unscorable
- Developing
- Basic
- Proficient
- Advanced

Please note that the Republic of Palau receives no Title I funds and is not bound by the reporting requirements of the No Child Left Behind Act (NCLB). Although the MOE has adopted the scoring categories found in NCLB, they are defined and applied differently in Palau for scoring purposes. In Palau, the 'Basic' category is considered a proficient/passing grade. With our small population, Palau can have difficulty meeting its targets because slight change in numbers can result in a dramatic change of percentage.

Palau's revised targets for 3 C overall proficiency in reading and math were set with input from the Special Education Advisor Council.

**New Baseline Data for FFY 2007 (2007-2008)**

3C: NOTE: New Baseline Data for Proficiency for 2007-08 (refer to proficiency tables below)

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**3C Overall Percentage** = [(b + c + d + e) divided by (a)].

**Math (0+2+0+8)46 or 10/46 X 100 = 22%**

**Reading (2+7+0+8)46 or 17/46 x 100 = 37%**

Palau wishes to clarify that targets for overall proficiency for math and reading were not set for FFY 2007 due to the fact that by the time the Special Education Advisory Council (SEAC) met to review and approve new targets, the SEAC had already seen the FFY 2007 data for Indicator 3C at a previous meeting. Both special education staff and the SEAC felt that it would not be proper or appropriate to set targets for FFY 2007 already knowing the results. Therefore, in an effort to be both honest and objective, it was decided to use the FFY 2007 data as baseline and a 2% per year growth rate for overall proficiency for both math and reading was approved by the SEAC on December 22, 2008 for FFY 2008, 2009, and 2010. Since significant progress had been made in overall proficiency for both reading and math in FFY2007, this has in fact resulted in more rigorous targets than would have been the case had targets been set using the FFY 2006 data as baseline. Palau believes that given the circumstances, this was the most appropriate action to take.

<b>FFY</b>	<b>Measurable and Rigorous Targets 3 B Participation of IEP Students in the PAT</b>
<b>2006</b> (2006-2007)	Increase participation of IEP students to 82% for both reading and math
<b>2007</b> (2007-2008)	Increase participation of IEP students to 85% for both reading and math
<b>2008</b> (2008-2009)	Increase participation of IEP students to 88% for both reading and math
<b>2009</b> (2009-2010)	Increase participation of IEP students to 90% for both reading and math
<b>2010</b> (2010-2011)	Increase participation of IEP students to 93% for both reading and math

<b>FFY</b>	<b>Measurable and Rigorous Targets 3 C Overall Performance of IEP Students in Statewide Assessments: Math</b>
<b>2007</b> (2007-2008)	New Baseline year for revised targets based on overall percentage for Math (baseline 22%)
<b>2008</b> (2008-2009)	Overall Performance of IEP Students in Statewide Assessment in

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	Math will increase to 24% proficiency
<b>2009</b> (2009-2010)	Overall Performance of IEP Students in Statewide Assessment in Math will increase to 26% proficiency
<b>2010</b> (2010-2011)	Overall Performance of IEP Students in Statewide Assessment in Math will increase to 28% proficiency

<b>FFY</b>	<b>Measurable and Rigorous Targets</b> <b>3 C Overall Performance of IEP Students in Statewide Assessments: Reading</b>
<b>2007</b> (2007-2008)	New Baseline year for revised targets based on overall percentage for Reading (baseline 37%)
<b>2008</b> (2008-2009)	Overall Performance of IEP Students in Statewide Assessment in Reading will increase to 39% proficiency
<b>2009</b> (2009-2010)	Overall Performance of IEP Students in Statewide Assessment in Reading will increase to 41% proficiency
<b>2010</b> (2010-2011)	Overall Performance of IEP Students in Statewide Assessment in Reading will increase to 43% proficiency

**Improvement Activities/Timelines/Resources:**

Improvement activities were realigned in FFY 2008 for consistency.

3 B & C: Participation and Performance of children with IEPs and those who enrolled for a full academic year scoring at or above proficient in the assessment.

No.	Improvement Activities	Timeline	Resources	Status
1.	Collaborate with Ministry of Education's Research and Evaluation Division to identify accommodations and modifications to be used by students with IEPs during the	Annually through 2010-11	Director, Ministry of Education (MOE) Sp Ed Coordinator Research &	Completed APR-FFY06

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No.	Improvement Activities	Timeline	Resources	Status
	test.		Evaluation, MOE CRT's (Elementary. & High School)	
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.	Ongoing	Sp Ed Data Manager CRTs	Continuing
3.	CRTs will meet with Resource Teachers to review IEPs and align them with learning targets when and if necessary.	Summer 2007 and through 20-2011	Chief Curriculum & Instruction CRTs MOE Specialists Consultant (TBA)	Continuing
4.	Revisit Accommodations Guideline developed in October 2007 and revise as necessary.	Fall 2007 and through 2010-11 as needed	Chief Curriculum & instruction CRTs MOE Specialists	Completed APR-FFY 07
5.	Develop Performance Level Descriptors (PLDs) for other core subject areas.	2007 and Ongoing	Chief Curriculum & instruction CRTs MOE Specialists	Continuing
6.	Sp Ed resource teachers will meet with CRTs (Elem. & H.S) to review portfolio's documents for all students involve in Alternate Assessment.	Annually through 2010-2011	Sp Ed Coordinator Principal Elementary & Secondary CRTs Sp Ed Resource Teachers	Continuing
7.	Establish policy & procedures with MOE Research & Evaluation staff for the grading of alternate assessment portfolios.	By end of SY 2005-2006	Sp Ed Coordinator Director, MOE Principal Elementary and Secondary CRTs Research &	Completed APR-FFY07 Deleted APR FFY08

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No.	Improvement Activities	Timeline	Resources	Status
			Evaluation Staff, MOE	
8.	Align current Palau grade level standards with alternate assessment portfolio process.	By beginning of SY 2007-08 and Ongoing as needed	Chief, Curriculum & Instruction Elementary & Secondary CRTs MOE, Specialists	Continuing
9.	Collaborate with the Ministry of Education data management system on getting special education students data related to participation and performance in statewide assessment.	Ongoing	Ministry of Education, Sp Ed Coordinator Sp Ed Data Manager	Completed APR-FFY08
10.	Meet with responsible MOE staff to identify needed assessment data and provide procedures for generating needed reports by APR timelines established.	By June 2006	Ministry of Education PAT staff Special Education Coordinator Gen Ed and SPED data managers Chief MOE Research & Evaluation	Completed APR-FFY08
11.	Provide training annually for all teachers on participation in the statewide assessment (PAT and Alternate Assessment). Conduct mini-training sessions at each individual school as needed.	Spring 2006 and Ongoing through 2011	Sp Ed Coordinator Elementary & Secondary CRTs Consultant as identified	Continuing

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**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))

**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.”

**Overview of Issue/Description of System or Process:**

Palau is a unitary SEA/LEA that directly administers services in all public schools in the Republic. There are no school districts in Palau. Therefore, there are no school districts to report or compare for this indicator.

Republic of Palau’s elementary and high school has developed their own school handbook on rules and regulations. However, each school, including the high school, deals with suspension and expulsion differently. Koror Elementary, which is the largest elementary school in Palau, does not expel but does suspend as stated in their handbook. Others suspend and or expel based on the severity of the offense. The most number of days in suspension is 5. Expulsions are usually given in cases that are of extreme circumstance, for example, smoking marijuana, felonies, drinking alcoholic beverages or use of illegal drugs. If a student is expelled from school, that student will not be back for the entire school year but has an option to transfer to a private school. However, these particular students also have an option to return to public school the following year.



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**Baseline Data for FFY 2004 (2004-2005):**

A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by number of districts in the State time 100.

NOT APPLICABLE. Palau is a unitary SEA/LEA and has no school districts to compare for this indicator.

B. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by number of districts in the State time 100.

NOT APPLICABLE. Palau has no school districts to compare for this indicator.

For Palau public schools as a whole:

Students with disabilities suspended or expelled from public school was at a rate of 0% in FFY 2004-2005.

Students without disabilities suspended or expelled from public school was at a rate of 1.5 % in FFY 2004-2005.

**Table FAPE 4:** Indicates number of suspensions and expulsion for SY: 2004-2005

Description	Total Students	Total % of Suspensions or Expulsions
Students with a disability	170	0 %
Students without a disability	3108 (Public Schools)	48 = 1.5 %

Numbers used for percentages calculations:

- Public High School enrollment – 797
- Elementary school enrollment - 2,444
- High School suspension/expulsion – 15
- Elem. School suspension/expulsion -33

**Discussion of Baseline Data:**

Palau is a unitary SEA/LEA that directly administers services in all public schools in the Republic. There are no school districts in Palau. Therefore, there are no school districts to report or compare for this indicator.

Palau can report, however, that there have not been any suspensions or expulsions of students with IEPs during this reporting period. This rate of 0% has been maintained for the past four years, according to 618 data submitted. This is probably due to the very small number of students served. Staff work closely with all IEP students, therefore it is unlikely

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there would be a suspension or expulsion. Students can also be referred to Behavioral Health when needed. The total number of public school students is 3241 in school year 2004-2005. Of this population, only 170(5.2%) are students with IEPs.

During SY 2004-05, a training was conducted on positive behavior interventions for special and general education teachers, staff and parents by a consultant from the University of Oregon. A follow-up visit by this consultant was planned but has been postponed due to other priorities. Further training in behavioral interventions remains a priority for the special education program.

The School Health Program in Palau High School campus is a great support for all youth including IEP students. This is a federally funded program that provides services to students by decreasing dropout and supporting retention while improving academic performance for those at risk of failing. It provides assistance with behavioral, social, and family issues, a safe and confidential environment, and other problems. This program also provides the opportunity for students to discuss problems and receive assistance. Palau Special Education will continue to collaborate with this program to assure that students with disabilities benefit from its services.

FFY	Measurable and Rigorous Targets
<b>2005</b> (2005-2006)	Maintain suspension and expulsion rate of 0%.
<b>2006</b> (2006-2007)	Maintain suspension and expulsion rate of 0%.
<b>2007</b> (2007-2008)	Maintain suspension and expulsion rate of 0%.
<b>2008</b> (2008-2009)	Maintain suspension and expulsion rate of 0%.
<b>2009</b> (2009-2010)	Maintain suspension and expulsion rate of 0%.
<b>2010</b> (2010-2011)	Maintain suspension and expulsion rate of 0%.

**Improvement Activities/Timelines/Resources:**

Improvement activities were realigned in FFY 2008 for consistency.

No.	Improvement Activities	Timeline	Resources	Status
1.	Collect data on any activity related to IEP students regarding suspensions and expulsions and submit to special education office	At beginning of school year through 2011	Collect data on any activity related to IEP students regarding suspensions and	Continuing

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No.	Improvement Activities	Timeline	Resources	Status
	when they occur for school IEP team's immediate follow-up.		expulsions and submit to special education office when they occur for school IEP team's immediate follow-up.	
2.	Identification and acquisition of appropriate testing instruments for assessing students with behavior problems.	Summer 2008	Sp Ed Coordinator Guam CEDDERS and WRRC	Continuing
3.	All school principals and school personnel, parents, and or guardians will be made aware of suspension and expulsion regulations for students with disabilities.	Ongoing	Sp Ed Coordinator Principals CRTs Resource Teachers	Continuing
4.	Conduct training for general and special educators related to the identification, assessment, and strategies for working with students with emotional disabilities, and develop behavioral intervention plans.	July 2007 and Ongoing	Sp Ed Coordinator Head Start Director TA Provider CRTs	Continuing
5.	CRTs, Early Childhood staff and general and special education teachers 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.	Ongoing through 2011	Head Start Service Managers Schools IEP Team	Continuing
6.	Review targets and activities annually.	2006-2011	Sp Ed Coordinator CRTs SEAC	Continuing

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No.	Improvement Activities	Timeline	Resources	Status
7.	<p>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.</p>	December 2008	<p>CRTs Resource Teacher Sp Ed Data Manager</p>	Completed APR-FFY08
8.	<p>A workshop on the use of the newly created form will be conducted for public elementary and high school staff.</p>	Ongoing	CRTs	Continuing

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**Monitoring Priority: FAPE in the LRE**

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

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

**Overview of Issue/Description of System or Process:**

This calculation of how/where a student spends their day uses data as reported in the 618 state reported data. The number of hours the student with an IEP receives services (special education and related services) outside of the regular classroom is divided by the total number of hours in the school day (including lunch, recess and study periods).

**Baseline Data for FFY 2004 (2004-2005)**

- A. Removed from regular class less than 21% of the day is 47
- B. Removed from regular class greater than 60% of the day is 25
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.
  - 1. public separate school is 7
  - 2. homebound is 1

**Table FAPE 5:** Indicates the total number of students each in the three settings  
Placement Information for Special Education Students

Year/Placement	<21% Outside General Education Classroom	>60% outside general education classroom	Public Separate Schools, & Homebound
2004-2005	28%	15%	5%

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	(47/170)	(25/170)	(8/170)
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Numbers used for percentages calculations:

Total number of students' with disabilities in SY: 2004-2005 is 170.

- A.  $47/170 \times 100 = 28\%$
- B.  $25/170 \times 100 = 15\%$
- C.  $8/170 \times 100 = 5\%$

**Discussion of Baseline Data:**

The baseline data indicate that for 2004-05, 28% of students with disabilities spend less than 21% of their day outside of the general education classroom. 15% of the students spend more than 60% of their day outside of the general education classroom. Most IEP students (53%) actually fall in between these two categories and are in general education classrooms between 40% and 80% of the day. Most of these students are pulled out one to three periods for additional assistance in English, math or Palauan but are in general education settings the rest of the day.

5% spend most of their day in public separate school or homebound. There are the most severely disabled students who receive services in a special class at the special education central complex. Palau has no private, residential, or hospital placements.

Proposed Targets for 5A: <21% outside regular classroom

FFY	Measurable and Rigorous Targets
<b>2005</b> (2005-2006)	<21% outside General Education Classroom will increase to 30%
<b>2006</b> (2006-2007)	<21% outside General Education Classroom will increase to 32%
<b>2007</b> (2007-2008)	<21% outside General Education Classroom will increase to 34%
<b>2008</b> (2008-2009)	<21% outside General Education Classroom will increase to 36%
<b>2009</b> (2009-2010)	<21% outside General Education Classroom will increase to 38%
<b>2010</b> (2010-2011)	<21% outside General Education Classroom will increase to 40%

Proposed Targets for 5B: >60% outside regular classroom

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<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	>60% outside regular class will remain at 15%
<b>2006</b> (2006-2007)	>60% outside regular class will decrease to 14%
<b>2007</b> (2007-2008)	>60% outside regular class will remain at 14%
<b>2008</b> (2008-2009)	>60% outside regular class will remain at 14%
<b>2009</b> (2009-2010)	>60% outside regular class will decrease to 13%
<b>2010</b> (2010-2011)	>60% outside regular class will remain at 13%

Proposed Targets 5C: Public separate school and homebound.

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	Public separate placement will remain in 5%.
<b>2006</b> (2006-2007)	Public separate placement will remain in 5%.
<b>2007</b> (2007-2008)	Public separate placement will decrease to 4%.
<b>2008</b> (2008-2009)	Public separate placement will decrease to 3%.
<b>2009</b> (2009-2010)	Public separate placement will remain at 3%.
<b>2010</b> (2010-2011)	Public separate placement will decrease to 2%.

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**Improvement Activities/Timelines/Resources:**

Improvement activities were re-aligned FFY 2008 for consistency.

No.	Improvement Activities	Timeline	Resources	Status
1.	Special education coordinator will draft a memorandum to MOE Director requesting his support for teacher's training on inclusive practices.	January 2006	Sp Ed Coordinator	Deleted APR-FFY05
2.	Conduct training for CRTs on assessment and evaluation of student to identify and determine proper disabilities and placements.	April 2006	Sp Ed Coordinator CRTs TA Provider	Completed APR-FFY07 Merged with Activity #7 (5A) from APR 05
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.	August 2007 Ongoing	School principals Regular ed. teachers Special ed. teachers Parents	Continuing
4.	Special ed. program will hire additional teachers as itinerant to accommodate increased number of students in large schools.	August 2007 Ongoing	Ministry of Education Special Education Coordinator Elementary & Secondary CRTs General Educators Consultants	Deleted APR FFY 07
5.	Provide training to general, special education teachers and parents related to determining appropriate services, classroom accommodations, supports for school personnel, and placement in least restrictive environment.	August 2007	Ministry of Education Special Education Coordinator Elementary & Secondary CRTs General Educators Consultants	Continuing Merged #6 (5B) with Activity #5(5A) from APR FFY05



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No.	Improvement Activities	Timeline	Resources	Status
6.	Review and adjust rigorous and measurable target annually.	2006 – 2011	Special Education Coordinator TA Provider CRTs	Deleted APR FFY05
7.	Review activities and continue training on inclusive practices.  <u>Revised:</u> Review activities and continue training on inclusive practices, as needed.	2006 – 2011	Special Education Coordinator TA Provider CRTs	Continuing Merged with Activity #6 (5B) from APR FFY05 Revised APR FFY08
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.	As needed	Sp Ed Coordinator CRTs Early Childhood Staff Consultant	Completed Revised APR FFY08 Revised APR FFY07 Merged 5B (Activity #2) & 5C (Activity #1) from APR FFY05
9.	Solicit support from MOE to assist on additional classroom spaces appropriate to accommodate resource room spaces for increasing enrollment in large school.	Ongoing through 2011 as needed	Minister of MOE Director of MOE Special Education Coordinator School Principals	Completed APR FFY07
10.	CRTs will train special ed. and general ed. teachers on accommodations and modifications for students with disabilities at their respective schools.	July 2010 and as needed	Schools Principals Sped Coordinator CRTs	New Improvement Activity for FFY 2008

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**Monitoring Priority: FAPE in the LRE**

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

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

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

**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.

**Overview of Issue/Description of System or Process:**

IFSPs were used as IEPs for preschool children who received special education and related services. The program is currently undergoing a transition to IEPs for preschool children based on the revised Early Childhood Service Policy and Procedure Manual. This manual is being finalized with technical assistance from NECTAC through Guam CEDDERS.

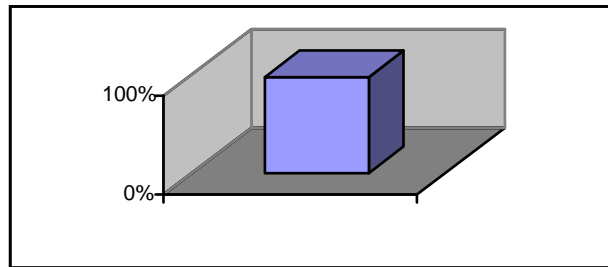
December 1, 2004 Child Count for children served aged 3-5 years was 13. Most preschool children, aged 3-5 years, who received special education and related services, were placed in Head Start Centers (8 children). Attending Head Start Centers was encouraged because they provide settings with typically developing peers. Preschool children, who were not enrolled in Head Start due to parents' wishes, received special education and related services at home (5 children). A total of 13 children were served as of December 1, 2004.

**Baseline Data for FFY 2004:**

The baseline for this indicator is taken from data collected December 1, 2004 for the 2004-05 school year. For this school year, 100% of preschool children with IEPs (13 served) received special education and related services in a setting with typically developing peers. This included Head Start and home settings. This was an increase of 23% from FFY 2003.

**Figure 1:** Percent of preschool children with IEPs who received special education and related services in Head Start or home settings with typically developing peers.

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**Discussion of Baseline Data:**

The Baseline data reflects that more children with IEPs are being included in settings with typically developing peers. Staff would like to encourage more families to enroll in Head Start and decrease the number served at home. This would encourage readiness for elementary school.

**Table 1:** # of children with IEPs who receives special education and related services in setting with typically developing peers.

Year	Early Childhood Setting	Part-time Early Childhood/Part-time Early Childhood Special Education Setting	Home
2003-2004	-----	6	2
2004-2005	-----	8	5

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	100% of children with IEPs aged 3-5 will be served in settings with typically developing peers (at home or in Head Start)
<b>2006</b> (2006-2007)	100% of children with IEPs aged 3-5 will be served in settings with typically developing peers (at home or in Head Start)
<b>2007</b> (2007-2008)	100% of children with IEPs aged 3-5 will be served in settings with typically developing peers (at home or in Head Start)
<b>2008</b> (2008-2009)	100% of children with IEPs aged 3-5 will be served in settings with typically developing peers (at home or in Head Start)
<b>2009</b>	100% of children with IEPs aged 3-5 will be served in Head Start sites with

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(2009-2010)	typically developing peers
<b>2010</b> (2010-2011)	100% of children with IEPs aged 3-5 will be served in Head Start sites with typically developing peers

**Improvement Activities/Timelines/Resources:**

No.	Improvement Activities	Timeline	Resources	Status
1.	Provide trainings for parents on SpEd and Head Start programs.	Summer 2007 & continue thereafter through 2010. Review training annually during APR development.	Special Education Coordinator, Head Start Coordinator & Off-island TA providers (e.g., NECTAC & etc.)	
2.	Empower the families with information about the program in Head Start and Spec. Ed for children with IEPs to prepare them for school readiness.	Ongoing through 2010. Review training annually during APR development.	Special Ed. Early Childhood & Head Start Personnel	

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**Monitoring Priority: FAPE in the LRE**

**Indicator 7:** Percent of preschool children 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.

**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 =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

**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

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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.

**Overview of Issue/Description of System or Process:**

The system or process remains the same as last year however, the following provides an update on the pending activities that are necessary for implementation.

From OSEP FFY 2005 Response Table:

We did not report on the criteria for defining “Comparable to same as peers” in last year’s revised SPP.

We are correcting this by stating: The Special Education Program is using the Creative Curriculum and the Developmental Continuum for Ages 3-5 to assess child progress. Research indicates the continuum provides information that has adequate measurement properties. Factor analysis results show construct validity and norm tables have been constructed using a nationally representative sample of same age three to five year old peers. The Special Education Program also references the ECO Child Outcomes Summary Form (COSF) for this indicator and the criteria for defining “comparable to same-aged peers” is defined as a 6 or 7 on the seven point scale.

We reported in last year’s revised SPP: Special Education Program will acquire the necessary materials for Special Education Early Childhood staff to administer and analyze the results of the “Creative Curriculum Developmental Continuum” for children with IEPs in home settings.

This activity is not completed due to difficulties with procuring the necessary Creative Curriculum materials through our procurement process. According to the Sp. Ed. Accounting Personnel, the purchase request was initiated during the last administration which was under the attention and authority of Mr. Evans Imetengel. Since that time the requirements and regulations for Palau’s purchase process became stricter, and the request didn’t meet one of the procurement requirement levels. We were required to provide three quotations for such purchase requests. We couldn’t find two other companies that would sell the same items or equivalent items. He brought this to the attention of Mr. Imetengel who was the program manager. He told Accounting Personnel that he had sent email communications to program consultants outside of the island to

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request them to help us with two other quotations. Mr. Imetengel never got back to the Accounting personnel with additional information. Accounting Personnel tried to base the purchase request on sole source but this didn't work, as he didn't have any signs of efforts that he actually checked with other companies.

This issue will be resolved by obtaining quotes from other primary assessment vendors such as the AEPS with Paul Brookes Publishing and the Brigance IED II from Curriculum Associates who also have on-line systems for collecting and reporting data. These quotations can then be submitted to the Accounting office and the appropriate vendor selected.

**Progress Data for FFY 2006 (2006-2007):**

The following tables below show the progress data for children who exited during the 2006-07 reporting period, who had both entry and exit data and had participated in the Palau Special Education Preschool Services for at least one year.

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of Children</b>	<b>% of Children</b>
a. Percent of preschool children who did not improve functioning.	1/7	14%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	0/7	0%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it.	2/7	29%
d. Percent of preschool children who improve functioning to reach a level comparable to same-aged peers	1/7	14%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	3/7	43%
<b>Total</b>	<b>N=7</b>	<b>100%</b>

<b>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>	<b>Number of Children</b>	<b>% of Children</b>
a. Percent of preschool children who did not improve functioning	1/7	14%

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b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	3/7	43%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	0/7	0%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	0/7	0%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	3/7	43%
<b>Total</b>	<b>N=7</b>	<b>100%</b>

<b>C. Use of appropriate behaviors to meet their needs</b>	<b>Number of Children</b>	<b>% of Children</b>
a. Percent of preschool children did not improve functioning	1/7	14%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0/7	0%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1/7	14%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2/7	29%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	3/7	43%
<b>Total</b>	<b>N=7</b>	<b>100%</b>

**Discussion of Progress Data:**

As of May 2007, exit data were collected for seven (7) children with IEPs who received services and exited in 2006-2007. These children received early childhood services for at least one year. The tables show the progress children made while in Preschool Special Education by comparing the children's functioning level at exit to their entry data collected last year.



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

As indicated in the table for this child outcome, under category **a. 14%** or one child out of seven did not improve functioning. The rest of the preschoolers fall under category **b. 0%** (0), **c. 29%** (2), **d. 14%** (1), and **e. 43%** (3) which shows that they either maintained or improved functioning at or nearer to a level comparable to same-aged peers.

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

As indicated in the table for this child outcome, under category **a. 14%** or one child out of seven that did not improve functioning. The rest of the preschoolers fall under category **b. 43%** (3), **c. 0%** (0), **d. 0%** (0), and **e. 43%** (3) which shows that six out of seven either maintained a level comparable to same-aged peers or improved functioning but not sufficient to move nearer to same-aged peers.

C. Use of appropriate behaviors to meet their needs

As indicated in the table for this child outcome, under category **a. 14%** or one child out of seven did not improve functioning.. The rest of the preschoolers fall under category **b. 0%** (0), **c. 14%** (1), **d. 29%** (2), and **e. 43%** (3) indicating six out of seven either maintained or improved functioning at or nearer to a level comparable to same-aged peers.

Although progress data was available on 7 children this year, the proportions of children in the progress categories may not be representative of children participating in the program. The length of time the children in the report participated in ECSE services was approximately 1 year, and most of the children in this data set entered ECSE as late four or five year-olds. The children who have entry data who entered the ECSE program near age three are still participating in the program. (They will not have exit data until next year or the following year.)

**Progress Data for FFY 2007 (2007-2008):**

The following tables below show the progress data for children who exited during the 2007-2008 reporting period, who had both entry and exit data and had participated in the Palau Special Education Preschool Services for at least one year.

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of Children</b>	<b>% of Children</b>
a. Percent of preschool children who did not improve functioning.	0	0%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	0	0%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it.	2	67%
d. Percent of preschool children who improve functioning to reach a level comparable to same-aged peers	1	33%

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e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	0	0%
Total	N=3	100%

<b>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>	<b>Number of Children</b>	<b>% of Children</b>
a. Percent of preschool children who did not improve functioning	0	0%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1	33%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2	67%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	0	0%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	0	0%
Total	N=3	100%

<b>C. Use of appropriate behaviors to meet their needs</b>	<b>Number of Children</b>	<b>% of Children</b>
a. Percent of preschool children did not improve functioning	0	0%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1	33%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	0	0%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2	67%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	0	0%
Total	N=3	100%

**Discussion of Baseline Data**

Since Summer 2007, exit data was collected for three children with IEPs who participated in the exit data collection for 2007-2008. These children received early childhood services for at least one year. The tables show the progress children made while in preschool special education by comparing the children’s functioning level at exit to their entry data collected 1-2 years ago.

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

As indicated in the table for this child outcome, under category **a. 0%**, **b. 0%**, **c. 67% (2)**, **d. 33% (1)** and **e. 0%**. The data shows that all preschoolers who exited the program either improved functioning to a level nearer to same-aged peers but did not reach it (2) or reached a level comparable to same-aged peers (1).

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

As indicated in the table for this child outcome, under category **a. 0%**, **b. 33%** (1), **c. 67%** (2), **d. 0%**, and **e. 0%**. The data shows that all preschoolers who exited the program either improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers (1) or to a level nearer to same-aged peers but did not reach it (2).

**C. Use of appropriate behaviors to meet their needs.**

As indicated in the table for this child outcome, under category **a. 0%**, **b. 33%** (1), **c. 0%**, **d. 67%** (2) and **e. 0%**. The data shows that all preschoolers who exited the program either improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers (1) or reach a level comparable to same-aged peers (2).

Although progress data was available on three children this year, the proportions of children in the progress categories may not be representative of children participating in the program. The length of time the children in the report participated in ECSE services was approximately 2 years, and most of the children in entered ECSE as late four or five year-olds. The children who have entry data who entered the ECSE program near age three are still participating in the program. (They will not have exit data until next year or the following year.)

**Measurable and Rigorous Targets:**

Targets will be set in 2010.

**Improvement Activities/Timelines/Resources:**

Improvement Activities were realigned in FFY 2008 for consistency.

**New or Revised Improvement Activities for 2008-2009:**

<b>Improvement Activities</b>	<b>Timeline</b>	<b>Resources</b>	<b>Status</b>
Train ECSE and Head Start teachers and/or service providers to improve their skills on how to administer and score the Creative Curriculum for more accurate and reliable assessment results as a data source for the COSF.	Summer 2009	Special Education Coordinator, Head Start Director, TA Provider	Merged with Improvement Activity 2: <u>Continuing FFY 2008</u>
Purchase necessary Creative Curriculum subscription for use by ECSE staff.	Fall 2008	Special Education Coordinator, Guam CEDDERS	Merged with Improvement Activity 5: <u>Completed</u>
Conduct meeting to complete Child Outcome Summary Forms closest to the date of entry or exit from the program.	Ongoing through 2011	Head Start Disability Service Manager Head Start	Merged with Improvement Activity 6: <u>Continuing FFY 2008</u>

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Improvement Activities	Timeline	Resources	Status
		Teacher Parents	
Conduct training for Head Start teachers, staff and parents on the procedure to complete the Child Outcome Summary Form.	Every summer	Special Education Coordinator, Head Start Director, Head Start Disability Service Manager, TA Provider	Merged with Improvement Activity 7: <u>Continuing FFY 2008</u>

**Submitted: February 1, 2010**

**Overview of Issue/Description of System or Process: FFY 2008-2009**

The Early Childhood Special Education (ECSE) Program provides services in home or community settings to children ages 3 to 5 by the Head Start center, through a Memorandum of Understanding (MOU) with the Head Start Program. Since 2005, Special Education Program developed Palau’s Preschool Outcome Measurement System Procedural Manual that is used to guide outcome assessment and measurement practices for gathering child outcome data for the following 3 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.

This system or procedures describe who would be included in the measurement, what assessment/measurement tool(s) would be used, who would conduct the assessments, and how the data would be compiled and analyzed.

With technical assistance from the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS), a follow-up training on the procedures was held in July 2009 with ECSE staff, Head Start teachers, Managers and coordinators in attendance. During this session, Guam CEDDERS provided information from the Early Childhood Outcomes (ECO) Center on collecting, analyzing, and reporting child outcomes. Furthermore, the team reviewed the following process for collecting entry and exit data for those preschoolers with disabilities:

- 1) Preschoolers with IEPs must be in the program at least 1 year to be eligible to participate in the early childhood outcome measures.
- 2) Following the completion of the initial IEP, the ECSE Team (parents, teachers, and related service providers) will have up to 45 days to complete the Child Outcomes Summary Entry Form (COSEF) (Measurement 1) using the Creative Curriculum and

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other sources of information such as parent interview/input, teacher or provider observations, other assessment information, etc. The ECO 7-point rating scale is used to complete the COSEF.

- 3) Children entering the program in the months of June – August will have entry data (Measurement 1) completed within the first quarter of the school year. Entry and Exit Outcome Data will be gathered and discussed by the child’s Team during regular Head Start/ECSE progress report meetings.
- 4) By April of each year, all children transitioning to first grade will meet with the Child’s Team to discuss progress made on all three outcomes and gather exit data (Measurement 2). The ECSE Team completes the Child Outcomes Summary Exit Form (COSEF) with input from parents, related service personnel (if appropriate) and other ECSE Team members that work with this child. Based on all the data collected, the child’s team will determine the overall rating of the child based on the COSEF using the ECO 7-point rating scale. The ECO 7-point rating scale provides a degree or level of performance. Those preschoolers that are rated a 6 or 7 on the ECO 7-point rating scale are those children whose level of performance is “comparable to same aged peers” and those preschoolers that are rated a 1, 2, 3, 4, or 5 are not performing “at age appropriate levels compared to their same age peers”.
- 5) The ECSE teacher inputs the data into the ECO Excel Program. The ECSE teacher generates an exit report on the results of exit data (Measurement 2) for the Special Education Coordinator to review and ensure that the data is accurate and reflects what was written in the COSEF. Furthermore, the ECSE teachers and Head Start Program Managers review the outcome data annually and make recommendations for improvement activities for the following year.

The Palau ECSE Program continues to refine the preschool outcome measurement procedures to ensure continuity of the process and practice and to ensure data collected is valid and reliable. In July 2009, working sessions were held to review and revise the Preschool Outcome Measurement System Procedural Manual. The following were recommended changes to the procedures: 1) Timelines for completing the COSEF was changed from April to May; and 2) A new Section E was added to include the following: 1) ECO 7-Point Rating Scale; 2) Use of Assistive Technology; Reaching Consensus in Rating; and Tips for Including Parents. Updates to the Child Outcome Summary Forms (Entry and Exit) were completed to align with the ECO 7-point rating definition scale.

**Progress Data for FFY 2008-2009:**

The 2008-2009 progress data in tables 1, 2 & 3 shows data for the three preschoolers that exited the program, including the number and percentage of preschoolers in the five progress categories in three early childhood outcomes (A, B and C):

- a. Preschool children who did not improve functioning.
- b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.
- c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it.
- d. Preschool children who improved functioning to reach a level comparable to same-aged peers.
- e. Preschool children who maintained functioning at a level comparable to same-aged peers.

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**Table 1: Outcome A Progress Category**

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	0	0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0	0%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	0	0%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	2	66.7%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1	33.3%
<b>Total</b>	<b>N = 3</b>	<b>100%</b>

**Table 2: Outcome B Progress Category**

<b>C. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	0	0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0	0%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	0	0%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	2	66.7%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1	33.3%
<b>Total</b>	<b>N = 3</b>	<b>100%</b>

**Table 3: Outcome C Progress Category**

<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	0	0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0	0%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	0	0%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1	33.3%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	2	66.7%
<b>Total</b>	<b>N = 3</b>	<b>100%</b>

The Palau ECSE Team used the [ECO Summary Statements Calculator](#) to generate the baseline for Summary Statements 1 and 2. Data were taken from the Progress Categories in Tables 1, 2, & 3 above.

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Baseline Data for Preschool Children Exiting FFY 2008-2009

Summary Statements	% of children
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>	
1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	Taken from Table 1 $\frac{(c + d)}{(a+b+c+d)} \times 100$  $0+2/2 \times 100 = \mathbf{100\%}$
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	Taken from Table 1 $\frac{(d + e)}{(a+b+c+d+e)} \times 100$  $2+1/3 \times 100 = \mathbf{100\%}$
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>	
1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	Taken from Table 2 $\frac{(c + d)}{(a+b+c+d)} \times 100$  $0+2/2 \times 100 = \mathbf{100\%}$
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program	Taken from Table 2 $\frac{(d + e)}{(a+b+c+d+e)} \times 100$  $2+1/3 \times 100 = \mathbf{100\%}$
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>	
1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	Taken from Table 3 $\frac{(c + d)}{(a+b+c+d)} \times 100$  $0+1/1 \times 100 = \mathbf{100\%}$
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program	Taken from Table 3 $\frac{(d + e)}{(a+b+c+d+e)} \times 100$  $1+2/3 \times 100 = \mathbf{100\%}$

**Discussion of Baseline Data:**

As indicated in the table, the baseline data for each outcome for summary statement 1 and 2 is at 100% for each outcome indicator. However, because of the low number of preschoolers

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Exiting the program, caution should be noted, as the percentages do not provide a good measure or baseline for this indicator. On September 28 – 30, 2009, Guam CEDDERS provided onsite technical assistance and facilitated stakeholder input and provided an overview using the Early Childhood Outcome presentation entitled: “ECO Suggestions on Indicators C3 and B7”. The providers reviewed and discussed progress data for the past three years and baseline data for Child Outcomes A, B, and C. The stakeholders acknowledged the issue of the small numbers that was reported for this indicator and reviewed the outcome summary statements data 1 and 2 of preschoolers exiting the program for the following reporting periods: 2006-2007, 2007-2008, and 2008-2009. This trend data was used by the stakeholders to determine the proposed targets for this indicator, however, after further clarification from OSEP it was required that ROP use the data for this reporting period as the baseline for this indicator.

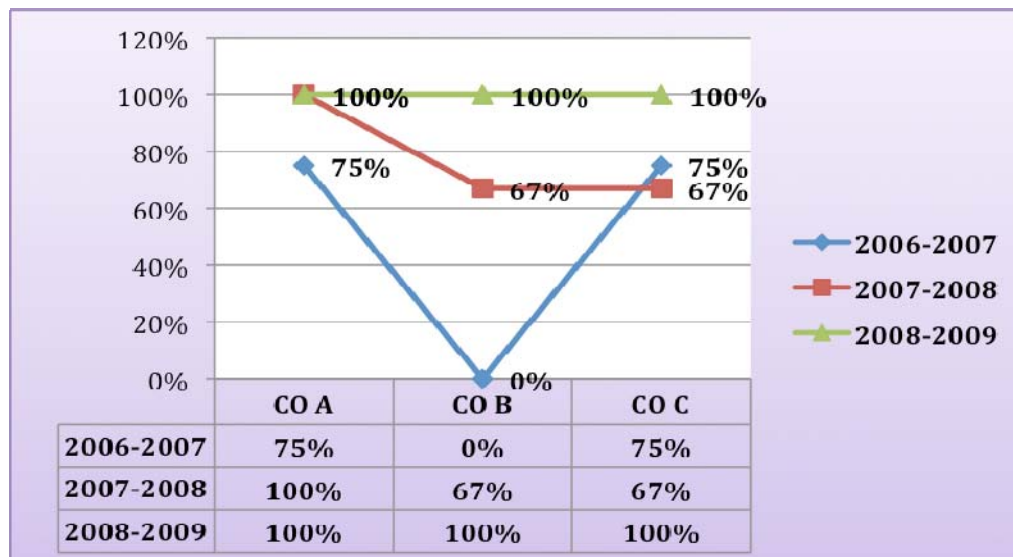
**Summary Statement 1:**

As indicated in Graph 1, for the past 3 years there were 13 preschoolers that exited the preschool program: 2006-2007 there were 7 preschoolers, 2007-2008 there were 3 preschoolers, and 2008-2009 there were 3 preschoolers.

Furthermore, the graph indicates the percent of preschoolers who substantially increased their rate of growth by the time they exited the program indicate the following:

- Child Outcome A: Positive Social-Emotional - For 2 consecutive years, Palau reported 100%.
- Child Outcome B: Acquisition of Knowledge and Skills - There was an increase in the percentage from 0% in '06-'07 to 67% for '07-'08, and 100% for '08-'09.
- Child Outcome C: Use of Appropriate Behaviors: The data shows a fluctuation of percentage over the past three years from 75% for '06-'07, 67% for '07-'08, and 100% for this reporting period.

**Graph 1: Summary Statement 1 of the percent of preschoolers who substantially increased their rate of growth by the time they exit the program.**





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Stakeholders discussed the following reasons for the results of each outcome data:

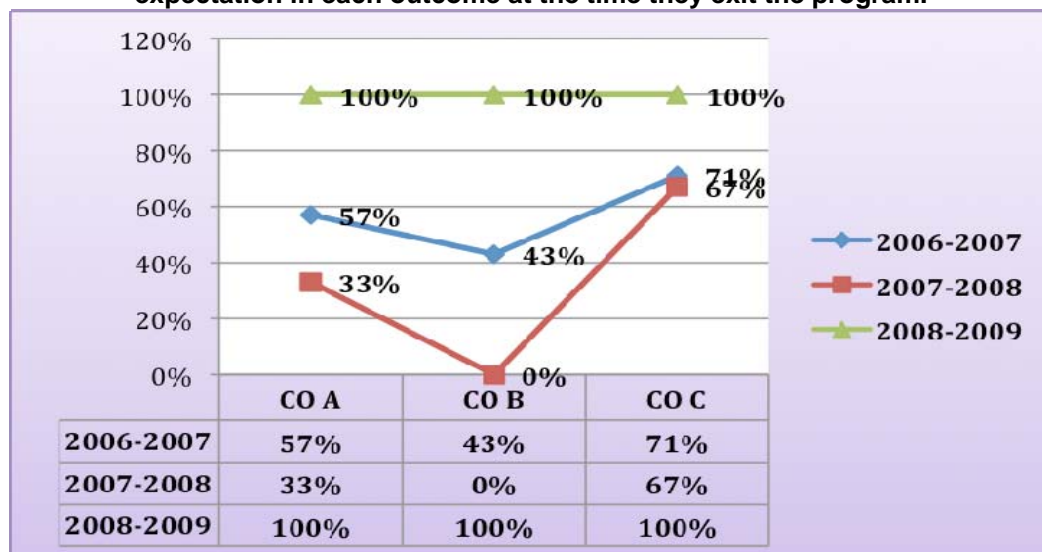
- Child Outcome A: Positive Social-Emotional Skills - There is a lack of teachers' and parents' understanding of the importance of social-emotional development. This is a new concept for families and therefore professional development is recommended in this area.
- Child Outcome B: Acquisition of Knowledge and Skills - There is a lack of understanding and strategies for promoting early literacy. Further training on strategies to support early literacy, communication, and early language skills is recommended.
- Child Outcome C: Use of Appropriate Behavior - There is a lack of understanding and strategies that families could implement to support their children at home. Focus on professional development is needed on strategies to accommodate the unique needs of preschoolers in Head Start and home environments.

**Summary Statement 2:**

As indicated in Graph 2, the percent of preschoolers who were functioning within age expectation in each outcome by the time they exit the program indicate the following:

- Child Outcome A: Positive Social and Emotional and Child Outcome B: Acquisition of Knowledge and Skills, shows a fluctuation of percentage over the past three years.
- Child Outcome B: Acquisition of Knowledge and Skills, shows a fluctuation of percentage over the past three years.
- Child Outcome C: Use of Appropriate Behaviors - More than half of the preschoolers were performing at age level expected for reporting periods '07-'08 and '08-'09.

**Graph 2: Summary Statement 2: The percent of preschoolers who were functioning within age expectation in each outcome at the time they exit the program.**



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Stakeholders discussed the following reasons that may have attributed to the results of each outcome data:

- Child Outcome A: Positive Social-Emotional Skills - The majority of the children for SY '08-'09 had mild disabilities and therefore positive social emotional skills may not have been an issue. However, there is lack of teacher and parent understanding of the importance of social emotional development. This is a new concept for families and therefore professional development is recommended in this area.
- Child Outcome B: Acquisition of Knowledge and Skills: There is a lack of understanding and skills in this outcome. Training on the strategies for promoting early literacy, communication, and early language skills is needed for families and providers.
- Child Outcome C: Use of Appropriate Behavior - The families are supportive and reinforced their children's skills at home. However, ongoing training is needed on strategies to support the child's needs in home and in school settings.

The Special Education Coordinator and Early Childhood Special Education teacher reviewed the child outcome summary data and meets with the Head Start Managers to review the data. Annual training is held on the preschool outcomes measurement procedures to ensure continuity of how child outcome data is collected and reported.

**Measurable and Rigorous Target:**

ROP followed the required OSEP steps for determining baseline data and targets for this indicator. However, caution should be noted given the small number size of "3" that participated in the exit outcome measures. ROP will continue to reassess the need to re-determine targets on a year to year basis.

Based on stakeholder input, the following are targets for preschool children exiting in FFY 2009 (2009-2010) and FFY 2010 (2010-2011) and Reported in Feb 2011 and Feb 2012.

Summary Statements	Targets FFY 2009 (% of children)	Targets FFY 2010 (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>		
1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	100%	100%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	100%	100%
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>		
1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	100%	100%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	100%	100%

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<b>Outcome C: Use of appropriate behaviors to meet their needs</b>		
1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	<b>100%</b>	<b>100%</b>
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	<b>100%</b>	<b>100%</b>

**Improvement Activities/Timelines/Resources: FFY 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 in the previous SPPs. A status of “completed, continuing, revised, or deleted” is indicated for each activity based on the progress noted for the reporting year. Completed and deleted activities from previous SPPs are not discussed in this SPP.

**Activity #1:** Special Ed. Early Childhood staff, Head Start staff/teachers, and parents will meet to clarify and improve the process of inserting assessment results in the IEP.

Deleted This activity is no longer necessary for we have developed our Child Outcome Measurement System guidelines and there is a range of assessment used to collect data.

**Activity #2:** Train ECSE and Head Start Teachers and /or Service Providers to improve their skills on how to administer and score the Creative Curriculum for more accurate and reliable assessment results as a data source for the COSEF.

Continuing In July 2009, training on the Creative Curriculum was held for Head Start and Special Education Early Childhood providers. Training on Creative Curriculum is conducted on an annual basis at the beginning of each school year.

**Activity #3:** A statement on sharing of data (e.g., child outcome, & etc) will be inserted in the Memorandum of Understanding (MOU) between Special Education and Head Start Program.

Continuing This Memorandum of Understanding between Special Education and Head Start Program is revised annually.

**Activity #4:** Special Ed. Early Childhood staff will assess all children with IEPs who were not placed in Head Start Program to collect either their entry or exit data.

Deleted This activity is not necessary for it is embedded in the Child Outcome Measurement System Guideline.

**Activity #5:** Purchase necessary Creative Curriculum subscription for use by ECSE Staff.

Completed Materials were purchased and used in the training.

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**Activity #6:** Conduct meetings to complete the COSEF closest to the date of entry or exit from the program.

Continuing Meetings will continue to be held for preschoolers with disabilities that enter or exit the program.

**Activity #7:** Conduct training for Head Start teachers, staff, and parents on the procedures for completing the COSEF.

Continuing In June 2009, training was held with 11 parents in attendance. Annual training will be conducted for parents and teachers on the Preschool Outcome measurement System.

**New Improvement Activities**

With input from the stakeholders, the following are recommended professional development training/ activities targeted to support parents, teachers and related service providers. Given the status noted for the improvement activities in the Discussion section of the SPP, revisions, with justification, to the SPP improvement activities as follows:

**Activity # 8:** In collaboration with Head Start, conduct training for parents and teachers on social emotional development of young children using the Center for Social Emotional Foundations for Early Learning (CESFEL).

Justification: New Activity. Social emotional development lays the foundation for a child's overall growth and development. Training for parents and providers in this area is critical and supports positive outcomes for young children.

**Activity #9:** In collaboration with Head Start and Maternal Child Health Program, conduct training for providers and parents on strategies that promote early literacy, language, and communication.

Justification: New Activity. Early literacy is a fairly new concept here in Palau. The more information and awareness that are provided to parents and providers on early language, communication, and literacy will enhance the overall development of young children.

**Activity #10:** Provide training for parents and providers on strategies for modifying or adapting the environment, instruction, and materials to enhance the overall development and inclusion of young children with disabilities in school or community settings.

Justification: New Activity. Teachers and parents need strategies that are inclusive and allow for participation of children with disabilities in activities or settings that are appropriate for that child and family.

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**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.

**Overview of Issue/Description of System or Process:**

The Survey was conducted in villages and islands for all elementary schools. A team of special education staff traveled, following a set schedule, to each area where a school was located and the surveys were completed. The Team facilitator read and translated each item so that parents would understand what was being asked. Then parents would mark their response. There were times when meetings were postponed due to weather or availability of transportation or community activities. The team had to travel to areas to survey in the evenings. The team did not get to do surveys of parents with children at the high school level as time ran out for the period covered by the report. This means that our results are not truly representative of elementary and secondary parents. We present our results here but understand that they make look very different next year when the parents of high school students are included.

**Elementary and Secondary Survey**

The NCSEAM Part B Family survey was selected for collecting information from parents of children 6-21. 70 surveys were collected and sent to Mainland US to be scored in October 2006. These results were from a census of 181 students aged 6-21.

**Early Childhood Family Outcome Survey**

Data for Early Childhood surveys were collected using the Belau Preschool Family Outcome Survey, a modification of the ECO Family Survey, developed with assistance from NECTAC through the University of Guam CEDDERS program (Elaine Eclavea).

This survey was conducted with support from Belau Head Start Program to reach parents of children with disabilities (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. The Special Education Data Manager conducted the surveys for parents of children with disabilities (3-5) who were not enrolled in any preschool setting but received Special Education services at home.

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Surveys were numbered and placed in envelopes so that parents would feel comfortable completing them for they would be anonymous. A copy of this modified survey is attached. Seventeen (17) surveys were distributed and collected from parents of children (3-5) receiving services during the 2005-06 school year.

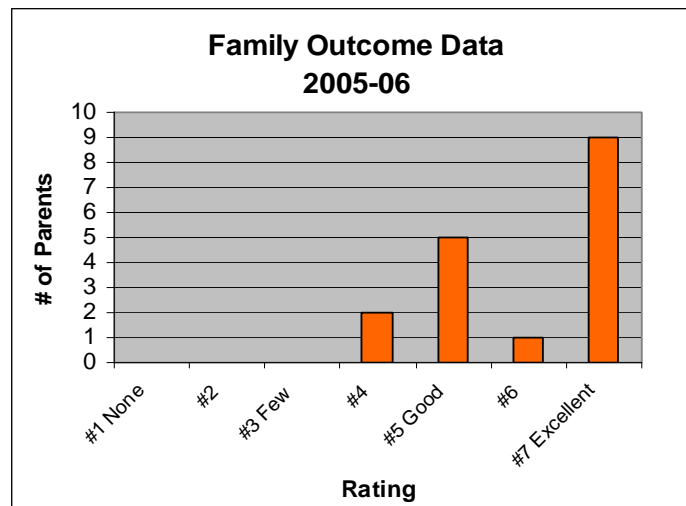
**Baseline Data for FFY 2005 (2005-2006)**

**Early Childhood (children aged 3-5):**

# of Parents	# of Surveys Distributed	# of Complete Surveys Returned	# of Surveys Not Returned
17	17	17	0

**The Belau Preschool Family Outcome Survey consisted of the following questions (3):**

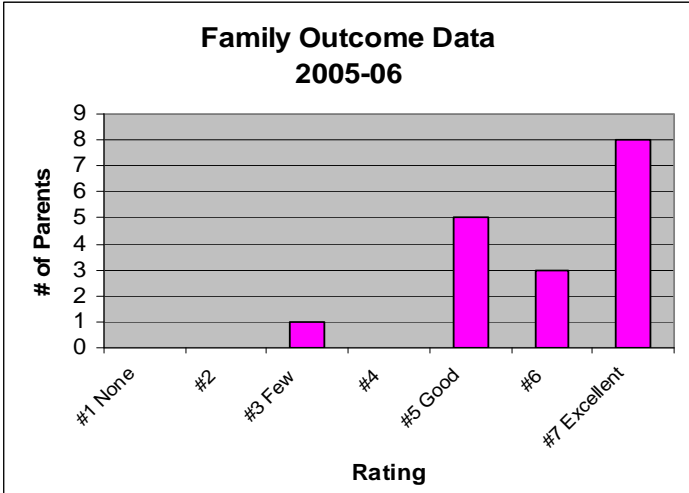
- To what extent has your child’s Head Start and Early Childhood Special Education Program helped you know how to help your child learn?**
  - 15 or 88% of the parents indicated that the Head Start/Early Childhood Special Education Program provided good to excellent help so that they can help their child learn.
  - 2 or 12% of the parents indicated that the Head/Early Childhood Special Education Program had done a few things to help us know how to help our child.



- 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?**

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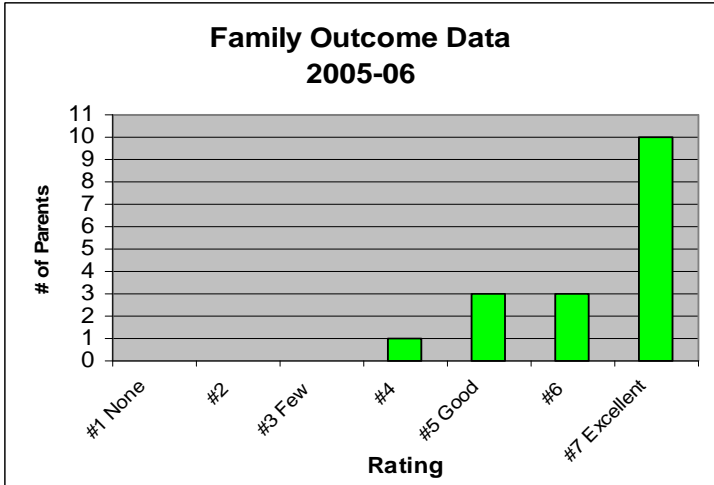
- 16 or 94% of the parents indicated that Head Start/Early Childhood Special Education Program provided good to excellent encouragement for us to be actively involved in our child’s education at school.
- 1 or 6% of the parents indicated that Head Start/Early Childhood Special Education Program had done a few things to encourage us to be actively involved in our 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?

- 16 or 94% of the parents indicated that Head Start/Early Childhood Special Education Program has done a good to excellent job of including us as full partners in making decisions about our child’s education.
- 1 or 6% of the parents indicated that Head Start/Early Childhood Special Education Program has done a few things to include us as full partners in making decisions about our child’s education.



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**Elementary and Secondary (grades 1-12):**

**Statistical Summary  
REPUBLIC OF PALAU**

**PART B Special Education Parent Survey Report For Data Collected in 2006**

**SPP/APR 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.

**Standard:** **A .95 likelihood of a response of “agree,” “strongly agree” or “very strongly agree” with the item on the NCSEAM survey’s Partnership Efforts scale: “The school explains what options parents have if they disagree with a decision of the school.”**

ALL PART B (STANDARD METHOD)

Percent at or above indicator 8 standard: 36% (SE of the mean = 4.9%)			
Number of Valid Responses:	97	Measurement reliability:	.85-.91
Mean Measure:	586	Measurement SD:	104

EXTERNAL BENCHMARK: ALL PART B (6 US states, 2005 NCSEAM PILOT STUDY)

Percent at or above indicator 8 standard: 17% (SE of the mean = 0.7%)			
Number of Valid Responses:	2,705	Measurement reliability:	0.94
Mean Measure:	481	Measurement SD:	135

**Discussion of Baseline Data:**

**Early Childhood:** The seventeen (17) surveys disseminated were all completed and returned to the Special Ed. Office (100% return rate). Based on the results of the Belau Preschool Family Outcome Survey, **88%** of the parents surveyed indicated that the school/program facilitated parent involvement as a means of improving services and results for children with disabilities while **12%** indicated that the school/ program did not facilitate parent involvement as a means of improving services and results for children with disabilities.

**Elementary and Secondary:** 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 6-21 in Palau (see attachment #?). 97 surveys were collected and sent to Mainland US to be scored by Avatar International in October 2007. These 97 collected surveys were from a census of 181 students aged 6-21, and this year included surveys from parents of high school students in addition to parents of elementary students. This high return rate (54%) yielded results that were representative of our population of special education students and parents in Palau.

The results of the Palau Parent Survey, as interpreted by Avatar International and based on a response of 97 surveys, shows that for 2006-2007 36% of Palau parents responding are at or above the indicator standard set by the NCSEAM pilot study that is used to determine the



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“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 (43%) and with our target of 45.65% for FY 2006, this represents slippage. Palau’s results, however, are still considerably above the average of 17% found in the NCSEAM pilot study 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 569.6 last year, to 586.41 for 2006. This indicates that some families are very positive about their involvement but that there is broader disagreement than indicated last year.

Some part of this slippage is explained by the inclusion of returns from parents of high school students in addition to elementary this year. If we look at these groups separately, satisfaction is at 38.1% for elementary and 16.7% for secondary. Still our results show an overall drop from last year. This may be in part also explained by the extended medical absence of the special education Coordinator last year, which affected many aspects of our program and services.

We will work with consultants from the University of Oregon to better understand these results. One consideration will be to look at the results by school, and other ways to look at the results, to see if there are any patterns that may help us in directing our improvement efforts.

Also, now that we have a truly representative response set, we have decided to reset our targets so that our targets are more representative of our entire parent population.

**TARGETS**

PRE-SCHOOL (3-5)

FFY	Measurable and Rigorous Targets
<b>2006 (2006-2007)</b>	<b>88% of parents</b> will report that the program facilitated parent involvement as a means of improving services and results for preschoolers with disabilities.
<b>2007 (2007-2008)</b>	<b>90% of parents</b> will report that the program facilitated parent involvement as a means of improving services and results for preschoolers with disabilities.
<b>2008 (2008-2009)</b>	<b>92% of parents</b> will report that the program facilitated parent involvement as a means of improving services and results for preschoolers with disabilities.
<b>2009 (2009-2010)</b>	<b>94% of parents</b> will report that the program facilitated parent involvement as a means of improving services and results for preschoolers with disabilities.
<b>2010 (2010-2011)</b>	<b>96% of parents</b> will report that the program facilitated parent involvement as a means of improving services and results for preschoolers with disabilities.

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ELEMENTARY AND SECONDARY

Using the calculator developed by NCSEAM to set targets for this indicator, the following new targets were identified for Palau:

**New Targets**

<b>From Calculator:</b>	<b>Baseline</b>	<b>Difference</b>	<b>2010</b>
	<b>36 %</b>	<b>11.41</b>	<b>47.41</b>

Difference 2006 and 2010:	11.41	2.8525
Annual difference (5 years)	2.85	

Baseline 2006	36
Year 1 (FFY 2007)	38.85
Year 2 (FFY 2008)	41.71
Year 3 (FFY 2009)	44.56
Year 4 (FFY 2010)	47.41

<b>FFY</b>	<b>Measurable and Rigorous Targets (Elementary and Secondary)</b>
<b>2006 (2006-2007)</b>	<b>New baseline based on a representative response set 36%</b>
<b>2007 (2007-2008)</b>	<b>38.85 % of parents</b> will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (based on the NCSEAM Family Survey standard)
<b>2008 (2008-2009)</b>	<b>41.71 % of parents</b> will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (based on the NCSEAM Family Survey standard)
<b>2009 (2009-2010)</b>	<b>44.56 % of parents</b> will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (based on the NCSEAM Family Survey standard)
<b>2010 (2010-2011)</b>	<b>47.41 % of parents</b> will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (based on the NCSEAM Family Survey standard)

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**Improvement Activities/Timelines/Resources: PRE-SCHOOL**

Improvement activities were realigned in FFY 2008 for consistency.

No.	Improvement Activities	Timeline	Resources	Status
1.	Belau Preschool Family Outcome Survey will be conducted to all parents of children with special needs (3-5)	May – June 2007 and continue thereafter	Head Start Disability Service Manager, Head Start Family Service Workers and Special Ed. Data Manager	Continuing
2.	Training on family outcome data analysis.  <u>Revised:</u> 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.	Annually	Special Ed. Coordinator, Guam CEDDERS, NECTAC	Continuing Revised in SPP 2008 (timeline) and merged Improvement Activity 5.
3.	Training on roles and responsibilities of parents/guardians of children with special needs (3-5).	June – July 2007	Child Find Parent Involvement Team, Special Ed Coordinator & CRTs	Completed APR 2006
4.	Teachers and Service Providers Training on roles & responsibilities on supporting children with special needs (3-5) and their families.	August 2007 and ongoing as needed through 2010	Special Ed. Coordinator	Completed APR 2008
5.	Review results of parent surveys and identify activities annually.	2006-2011	Child Find/Parent Involvement Team & Head Start Staff	Continuing
6.	Conduct parent training to improve their understanding and participation in IEP development and implementation.	June – July 2008	Special Ed. Coordinator, Child Find/Parent Involvement Team and CRT	Completed APR 2007
7.	Conduct training on practices to promote partnership between parents and teachers	Summer 2008	Special Ed. Coordinator, Head Start	Completed APR 2007

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No.	Improvement Activities	Timeline	Resources	Status
	to better meet the needs of students with IEPs.		Director, CRTs, TA Provider (e.g., NECTAC, Guam CEDDERS)	
8.	The ECSE staff meets with Head Start staff to address the concerns of parents as reflected in lower ratings of survey question #2.	Ongoing as needed	Special Ed. Coordinator, Head Start Director & Guam CEDDERS	Continuing Revised (timeline) APR 2008
9.	The ECSE and Head Start Program will jointly conduct parent training and provided a schedule of the trainings will be disseminated to parents.  Revised timeline to be conducted annually.	Annually	Special Education and Head Start Programs	Continuing Revised APR 2008
10.	ECSE staff will report the findings of the ECSE survey to the Special Education Coordinator	Every June Annually through 2010	ECSE staff and Sped Coordinator	Continuing

**Improvement Activities/Timelines/Resources: ELEMENTARY/SECONDARY**

Improvement activities were realigned in FFY 2008 for consistency.

No.	Improvement Activities	Timeline	Resources	Status
1.	Conduct annual NCSEAM survey with parents of children/youth (6-21) with special needs	Annually through 2010	SpEd Coordinator, Principals, - SpEd Teachers & Central Office Staff	Continuing
2.	Parent Training to all villages and islands on their roles and responsibilities as parents/guardians of children with special needs.  <u>Revised in APR 06:</u> Parent Training on current needs of parents for	Annually through 2010	Child Find Parent Involvement Team -Special Ed. Program to provide transportation, materials such as Procedural	Continuing  Revised APR 06 and 07

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No.	Improvement Activities	Timeline	Resources	Status
	<p>improving and promoting their involvement in the education of their children with special needs. Training: Referral Process</p> <p><u>Revised in APR 07:</u> 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.</p>		Safeguard booklets, Sp. Ed. forms etc.	
3.	Special Education Coordinator request authority to arrange trainings with school principals.	Aug 2007 and on going as needed through 2010	Special Ed. Coordinator	Continuing
4.	Teachers/Principals Training to facilitate parent involvement as a means of improving services for children with disabilities.	May – June-July 2008 and ongoing as needed through 2010	Child Find/Parent Involvement Team. -CRT's or others to be determine.	Continuing
5.	Review results of Parent Surveys and identify activities annually.	2006-2011	Child Find/Parent Involvement TACS Consultant Guam CEDDERS	Merged with Improvement Activity 2.
6.	Investigate options to provide more neutral assistance to parents who cannot read or who otherwise need help completing the parent surveys.	February 2009	Coordinator	Continuing

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**Monitoring Priority: Disproportionality**

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

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

**Measurement:**

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

Include State’s definition of “disproportionate representation.”

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and underrepresentation) of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008 reporting period, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

**Overview of Issue/Description of System or Process:**

The issue of inappropriate identification of certain racial/ethnic groups in special education, such as students who are black or Hispanic, is an important issue in the United States. This is not an issue in Palau, as all of our children served in the public school system, with only a very few exceptions, are “Asian/Pacific Islander”. The number of students in public schools who might be classified in one of the other three Federal categories, is so small that the number will likely never be statistically significant.

In addition, Palau has no districts, as it is a unitary SEA so there are no districts to compare for this indicator. While data can be reported for the public school system as a whole, the potential number of students with IEPs who are not “Asian/Pacific Islander” will continue to be very small, or none, as shown by our annual 618 data submitted to OSEP, and not statistically significant.

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Palau will however consult with TA providers from various agencies to see if we can identify a very simple method of determining Disproportionality in the future that might have some relevance for us.

We would also like to ask OSEP for a determination whether indicators 9 and 10 might be considered to be 'not applicable' for Palau. This seems to make sense given the way Disproportionality is defined and reported annually to OSEP.

It has been determined by OSEP that for the reasons stated above, this indicator does not apply to Palau.

Baseline Data for FFY 2004 (2004-2005):

To be determined

**Discussion of Baseline Data:**

To be determined

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	N/A
<b>2006</b> (2006-2007)	N/A
<b>2007</b> (2007-2008)	N/A
<b>2008</b> (2008-2009)	N/A
<b>2009</b> (2009-2010)	N/A
<b>2010</b> (2010-2011)	N/A

**Improvement Activities/Timelines/Resources:**

Not applicable

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**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.”

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and under representation) of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

**Overview of Issue/Description of System or Process:**

The issue of inappropriate identification of certain racial/ethnic groups in special education, such as students who are black or Hispanic, is an important issue in the United States. This is not an issue in Palau, as all of the children served in the public school system, with only a very few exceptions, are “Asian/Pacific Islander”. The number of students in our public schools who might be classified in one of the other three Federal categories, is so small that the number will never be statistically significant.

In addition, Palau has no districts, as it is a unitary SEA so there are no districts to compare for this indicator. While data can be reported for the public school system as a whole, the potential number of students who are not “Asian/Pacific Islander” will continue to be very small, or none, as shown by our annual 618 data submitted to OSEP and not statistically significant.

Palau will however consult with TA providers from various agencies to see if we can identify a very simple method of determining Disproportionality in the future that might have some relevance for us.



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We would also like to ask OSEP for a determination if indicators 9 and 10 might be considered to be 'not applicable' for Palau. This seems to make sense given the way Disproportionality is defined and reported annually to OSEP.

**It has been determined by OSEP, that for the reasons stated above, this indicator does not apply to Palau**

**Baseline Data for FFY 2004 (2004-2005): N/A**

**Discussion of Baseline Data: N/A**

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	N/A
<b>2006</b> (2006-2007)	N/A
<b>2007</b> (2007-2008)	N/A
<b>2008</b> (2008-2009)	N/A
<b>2009</b> (2009-2010)	N/A
<b>2010</b> (2010-2011)	N/A

**Improvement Activities/Timelines/Resources:**

Not applicable

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**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.

**Overview of Issue/Description of System or Process:**

Usage of a tracking form created to collect data on timely evaluation began in September 2005. All CRT’s and Related Service Staffs were informed of this form and its purpose. Copies of the form were made and put with other special education forms in main office. Forms were used during the school year. Upon completion of each form, it was turned in to the data person in Special Education for entry into data system. In August 2006, data’s were submitted to CFPI (Child Find/Parent Involvement) cluster team for completion of SPP.

Changes made by OSEP to this indicator has been reviewed. Data collected have been looked at again, calculated and put in this report to reflect changes made.

Form used to collect data has been revised to reflect changes made on indicator. Copies will be made and placed at Special Ed. main office. CRT’s and other staffs shall be informed of the purpose and use of this form.

**Baseline Data for FFY 2004 (2004-2005):**

**16 (67%)** of the students referred were evaluated within 60 days (State established timeline).

**1** student completed evaluation within 60 days but was found not eligible.

**25** days was the range beyond timeline when evaluations were completed for the remaining 9 students.

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**Discussion of Baseline Data:**

There were a total of 24 cases referred. 16 evaluations were completed within 60 days timeline. One was completed within timeline but was found not eligible. 8 were delayed. Although evaluations were conducted and completed, they went beyond 60 days timeline due to the following reasons:

-Bad weather and rough seas caused delays in completing the evaluations.

-Students not showing up for scheduled evaluation dates. This was due to the following reasons: Cultural activities that all members of families are involved in, health issues and school absenteeism.

We recognize that this is a compliance indicator and have planned activities to try and improve out results for this indicator

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	100% of children with parental consent to evaluate, are evaluated within 60 days.
<b>2006 (2006-2007)</b>	100% of children with parental consent to evaluate, are evaluated within 60 days.
<b>2007 (2007-2008)</b>	100% of children with parental consent to evaluate, are evaluated within 60 days.
<b>2008 (2008-2009)</b>	100% of children with parental consent to evaluate, are evaluated within 60 days.
<b>2009 (2009-2010)</b>	100% of children with parental consent to evaluate, are evaluated within 60 days.
<b>2010 (2010-2011)</b>	100% of children with parental consent to evaluate, are evaluated within 60 days.

**Improvement Activities/Timelines/Resources:**

Improvement activities were realigned FFY 2008 for consistency.

No.	Improvement Activities	Timeline	Resources	Status
1.	Quarterly review of collected data to monitor and report on timeliness and to further plan on ways for improvement.	Annually	Special Ed. Office: data staff, CFPI Team and CRT's	Continuing
2.	Review System being put into	Annually	Special Ed.	Continuing

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No.	Improvement Activities	Timeline	Resources	Status
	place and adjust activities.		Office: data staff, CFPI Team and CRT's	
3.	<p>Provide individual parent/guardian in-service relating to purpose of pre-referral process and follow up activities.</p> <p><u>Revised:</u> Provide individual parent/guardian in-service relating to purpose of the In School Focus of Concerns process and follow up activities.</p>	Annually	School Child Study Team	Revised FFY 2008
4.	Invite parent to join in School Child Study Team as issues on child's education are discussed and team decisions are made to refer child to Special Ed. for evaluation or concerns are addressed before giving consent for evaluation.	Annually through 2010	School Child Study Team	Continuing
5.	Review school calendar and identify months that involve school activities or breaks that would last a week or more. Special ed. activities involving parent consent, evaluation, and meeting to determine eligibility would be schedule before or after these identified periods in certain months. A memo will be sent out to all principals, CRT's, related services providers to inform them. Issue of timeline of 60 days will be one of the target areas of training for both parents and principals next year.	Annually following receipt of monitoring reports	All Principals, CRT's, Related Service Providers and teachers	Continuing

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No.	Improvement Activities	Timeline	Resources	Status
6.	Change pre-referral process for Early Intervening Services.  Revised: Change pre-referral process for In School Focus of Concerns	Annually	SpEd Coordinator EI Staff Consultant	Revised FFY 2008

NEW REVISED FORM FOR COLLECTING DATA FOR THIS INDICATOR:

**SPECIAL EDUCATION PROGRAM**  
**Data Collection Form**

Timeline of 60 days begins when parents/guardians-sign SE-4 (consent for evaluation) to the time when assessment committee meets to address results of evaluations. This marks completion of evaluations.

Child/Student: \_\_\_\_\_

School/Program	Gender	Grade	Date of Parental Consent Signed	Date Assessment Committee meet	# of days it took to complete evaluations

Reasons for Delay:


\_\_\_\_\_  
Person completing form

\_\_\_\_\_  
Title/Position

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**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

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

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

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- 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.

**Overview of Issue/Description of System or Process:**

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

**Baseline Data for FFY 2004 (2004-2005):**

Not applicable.

**Discussion of Baseline Data:**

Not applicable.

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<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005</b> (2005-2006)	Not applicable (see overview above)
<b>2006</b> (2006-2007)	Not applicable (see overview above)
<b>2007</b> (2007-2008)	Not applicable (see overview above)
<b>2008</b> (2008-2009)	Not applicable (see overview above)
<b>2009</b> (2009-2010)	Not applicable (see overview above)
<b>2010</b> (2010-2011)	Not applicable (see overview above)

**Improvement Activities/Timelines/Resources:**

Not applicable.

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**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.

**Overview of Issue/Description of System or Process:**

Most of Palau's students with IEPs who are 16 and above are students at Palau High School, the only public high school in Palau, which serves students in grades 9-12. Some IEP students are held back for various reasons so that some students 16 and over are still in elementary school programs. All IEP students at the high school, 16 and above, have Individual Transition Plans (ITPS) developed as part of the IEP process. An ITP is not always developed for students who are still in elementary schools as it has not been part of the regular procedures there. Staff now understand this issue and have been working to correct this in the future.

Special education staff, using the Indicator 13 checklist developed by the National Secondary Transition Technical Assistance Center for this indicator, did the review of files. Palau will be using this checklist to help plan future activities and improvements related to this indicator.

**Baseline Data for FFY 2004 (2004-2005):**

Number of students aged 16 and above with an IEP = 47



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Number of students aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goal = 23  
 Calculation: 23/47 = 49%

**Discussion of Baseline Data:**

There were **47** files reviewed for both high school and elementary school students who were 16 or above. There were **7** students who were 16 and over who were still in the elementary school and **40** in the high school. These students were active students during SY: 2005-2006. Of the **47** files reviewed only **23** or **49%** had IEPs that includes coordinated, measurable, annual IEP goals and an Individualized Transition Plan (**ITP**) that we felt met the items on the checklist. The others only stated that they were following the curriculum set forth by CD1 and CD11 classes (these are Career Development classes taken by all high school students). Therefore, any instruction, community experience, and employment/post secondary school/adult living activities followed the schedule and curriculum set forth in these classes.

On some of the ITPs we did not necessarily meet the interest of the individual child. Public high school block scheduling does not allow any free periods for other scheduling *i.e.* Community Base Instruction other than the core requirements for graduation, especially for part-time resource and fully mainstreamed students. Some of the students' interests and expectations are also so high that it would require graduating with diploma and continuing on to post secondary education, which exceeds the capabilities of some individual students based on their present level of performance and/or medical reasons. Now that we have had the opportunity to look at the checklist, we feel that we can now better develop these ITPs to meet the requirements that are asked for.

FFY	Measurable and Rigorous Target
<b>2006 (2006-2007)</b>	100% of all youth with disabilities aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.
<b>2007 (2007-2008)</b>	100% of all youth with disabilities aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.
<b>2008 (2008-2009)</b>	100% of all youth with disabilities aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.
<b>2009</b>	100% of all youth with disabilities aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services

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<b>(2009-2010)</b>	that will reasonably enable the student to meet post-secondary goals.
<b>2010 (2010-2011)</b>	100% of all youth with disabilities aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.

**Improvement Activities/Timelines/Resources:**

Improvement activities were realigned in FFY 2008 for consistency.

<b>No.</b>	<b>Improvement Activities</b>	<b>Timeline</b>	<b>Resources</b>	<b>Status</b>
1.	1. All students 16 and above at high school or elementary would have an ITP that is coordinated, measurable and that will reasonably enable students to meet post-secondary goals that meet the requirements asked for by the checklist.	Ongoing as needed through 2011	High School Principal, CRT, Special Ed. Teachers, Study Team	Completed in 2008-2009 reporting
2.	Share checklist developed by National Secondary Transition Technical Center with Elementary CRTs.	February 2007 & ongoing as needed	High School CRT	Continuing
3.	Create Transition Coordinator position to coordinate transition planning from Early Childhood to elementary, from elementary to high school and from high school to post secondary employment, education and independent living and to follow-up dropped out students.	On-going until position is filled	Sped. Coordinator and SEAC	Deleted in 2008 APR reporting.
4.	CRTs need training on the new checklist and how to develop ITPs that meet the requirements of IDEA.	Ongoing until training is conducted	Sped. Coordinator, TA providers (TACS)	Completed on April 06-08, 2009.
5.	Receive in-depth training on how to utilize forms and conduct effective transition	2009-2010 School Year	High School Study Team CRTs	Completed on 1/11/09-1/16/09

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No.	Improvement Activities	Timeline	Resources	Status
	planning (by 2009-2010 school year).			
6.	Immediately include ITPs for students as they transition to high school if they are 16 and over.	Annually at the beginning of the school year	High School Study Team	Continuing
7.	During the school year a regular schedule of meetings will be established for teachers and the CRT to do regular follow-up on IEP files, including transition activities, for completeness and implementation of program plans.	Quarterly through FFY 2010	High School CRT Teachers	Continuing

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**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.

**Overview of Issue/Description of System or Process:**

The following process was used to follow-up with students who had been identified as graduating, aging out or dropping out during the 2005-2006 school year, and will continue to be used in the future. Due to the small population in Palau and the small number of special education leavers, Palau conducted a census of all high school leavers for baseline data.

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Identification: The High School CRT got the list of students who graduated, aged out or dropped out during the 2005-2006 school year from our Data Manager.

Data collection: High school staff followed-up with the students who graduated from high school, aged out or dropped out during FFY: 2005-2006 by contacting them, their families, their school counselors, and also using school records, hospital records, and information from other state offices. Once former students were located, staff set an appointment with them and conducted the follow-up survey of what they were doing, a year after they left school.

**Baseline Data for FFY 2005 (2005-2006):**

3 students graduated with regular diploma

3 students dropped out

6 = Total number of students who graduated/aged out/dropped out

Of the six students identified as leavers in FFY 2005, 5 students were followed up one year after leaving high school. One student could not be included in the follow-up survey because he moved out of the country and could not be located. As a result of our follow-up efforts two students were persuaded to return to high school after dropping out.

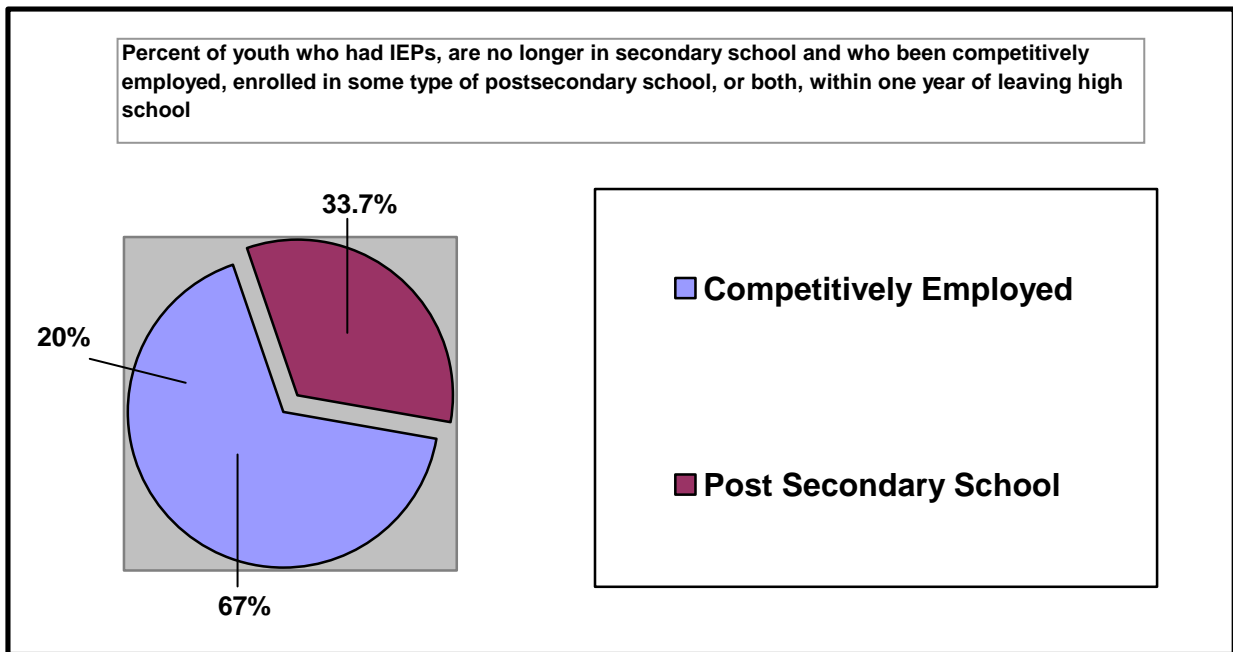
Calculation:

2 (**students working full time**) divided by 5 (total number of students who graduated, aged out or dropped out who were surveyed) times 100 = **40%**

1 (student enrolled **full time at a post secondary school**) divided by 5 (total number of students who graduated and dropped out) times 100 = **20%**

For FFY 2006, 60% of the youth who had IEPs, and are no longer in secondary school, are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. The data collected this year and in the future will be used to address SPP/APR reporting, to monitor services that are being provided, for program planning and improvements, and linking exiting students to adult and employment services available in the Republic.

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**From FFY 2005 OSEP Response Table**

Issue: The ROP did not include a definition of competitive employment or post-secondary school as required in the instructions for this indicator. The ROP must submit this information in the FFY 2006 APR, due February 1, 2008.

Response: The ROP overlooked this requirement in developing the SPP for 2005-06. We are submitting the following definitions for competitive employment and post-secondary school as required.

**Definitions**

**Competitive Employment:** means work (i) in the competitive labor market that is performed on a full-time basis consisting of 35 hours or more per week in an integrated setting; (ii) for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level benefits paid by the employer for the same or similar work performed by individuals who are not disabled including military service; (iii) working 30 hrs a week by contributing to the greater economic welfare of a family business or income source (e.g., helping to construct rooms for rental purposes, working in a family business such as a store/laundromat, catering services, gardening, fishing, arts and crafts), or by providing 30 hours or more per week caring for children or elderly family members to allow other family members to conduct family business activities.

**Post-secondary school:** means a student who is enrolled at a community college, four year post-secondary institution or vocational school on a full-time or part time basis leading to a degree, credential or other type of certificate of completion. Example for Palau would include: .

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- attending Palau Community College or other post secondary institution (either two year or four year colleges outside of Palau) full-time earning 12 credit hours each semester or part-time earning less than 12 credit hours,
- enrollment at Palau Community College vocational training or any vocational training school outside of Palau on a full-time basis earning 12 credit hours each semester or part-time earning less than 12 credit hours,
- enrollment in another institution that provides an equivalent curriculum to high school on a full time basis earning 5 credit hours each semester leading to an equivalent to a high school diploma. (a student enrolled in college preparatory courses is required to complete at least 14 credits in order to receive an equivalent to high school diploma). A student enrolled in a vocational course is required to complete at least 11 credits in order to receive an equivalent to high school diploma.

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	Since this is a new indicator, no report required.
<b>2006 (2006-2007)</b>	Baseline year: baseline = 60%
<b>2007 (2007-2008)</b>	83% of youth who had IEPs who dropped out or graduated from high school will be enrolled in a postsecondary education, will be employed, or returned to high school or an institution equivalent to high school curriculum.
<b>2008 (2008-2009)</b>	85% of youth who had IEPs who dropped out or graduated from high school will be enrolled in a postsecondary education, will be employed, or returned to high school or an institution equivalent to high school curriculum
<b>2009 (2009-2010)</b>	87% of youth who had IEPs who dropped out or graduated from high school will be enrolled in a postsecondary education, will be employed, or returned to high school or an institution equivalent to high school curriculum
<b>2010 (2010-2011)</b>	89% of youth who had IEPs who dropped out or graduated from high school will be enrolled in a postsecondary education, will be employed, or returned to high school or an institution equivalent to high school curriculum

**Improvement Activities/Timelines/Resources:**

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No.	Improvement Activities	Timeline	Resources	Status
1	Provide vocational training options (fishing, local crafts, music, etc) through the use of our existing facility (Skills Center) by the resource teachers. In addition, teachers will teach students the basic skills in cooking, baking and other household chores. Explore additional activities to add to the existing vocational skills.	Ongoing through 2010	CRT, Resource Teachers, Skills Center staff	
2	To prevent drop outs and suspensions, the High School will conduct an orientation at the beginning and at the end of each school year for all students with disabilities to inform them of the <b>dos and don'ts</b> in regards to criminal acts as stated in Palau National Code.	Begin June 2008 and ongoing	High School Principal, CRT, Resource Teachers, Counselors and social workers.	
3	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 when student's absences rise.	Ongoing through 2011	High School Principal High School CRT Resource Teachers	



IDEA Part B State Performance Plan (SPP) for 2005-2010

**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).

**Overview of Issue/Description of System or Process:**

Palau is a unitary SEA/LEA and as such operates as one district. Monitoring findings presented here are for the public school system as a whole. Given that the Ministry of Education directly administers all special education services in its schools an external monitor is used to ensure objectivity. Palau contracts with this external third party monitor to do site visits to the schools. It takes three years to complete the cycle of visiting all schools. This contract is renewed at the end of each monitoring cycle and there have been delays during the current RFP and contracting process. The last full monitoring cycle was completed in 2003-2004 for all the schools. The new three year monitoring cycle will begin again during this SY 2005-2006 and will take three years again to complete the full cycle.

As a result of these monitoring activities, school principals requested assistance in developing a format for corrective action plans for them to use that would be uniform. Several of the school principals were new and needed additional assistance regarding the Special Education Services requirements. As a result, we asked for assistance of our 3<sup>rd</sup> party monitor to develop a format and conduct training for the Principals and Special Education Consulting Resource Teachers (CRTs) in its use. Because of the consultant's travel between Palau and Hawaii, it took us more time to complete and address those needs for the principals. As a result, monitoring activities for 2004-05 were postponed to complete this process.

As noted in the March 2005 APR, Special Education has completed the following proposed activities related to monitoring: School principals and other personnel were trained on a new format for developing the Corrective Action Plans (now called School Improvement Plans) and other related requirements and monitoring procedures.

As a result of the training, Improvement Plans have been developed by the school principals in consultation with the Consulting Resource Teachers (CRTs) from Special Education

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central office. Currently we have received 8 of the 11 required plans from the 2003-04 cycle. The other three are to be finalized by 12/05. These were required based on the results of the monitoring findings of the public schools in 2003-2004. The CRTs are continuing to provide follow up and assistance based on the school's identified needs in their plans. In total, there are 20 programs to be monitored including, 17 public schools (16 elementary, 1 high school), 2 private elementary schools and 1 early childhood program).

**Baseline Data for FFY 2004 (2004-2005):**

Since this indicator was changed by OSEP following last year's SPP submission, we are including here the converted baseline data for this indicator that replaces the data that follow:

**Indicator 15 Data from 2004 SPP**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance: **5**
- b. # of corrections completed as soon as possible but in no case later than one year from identification: **3**

Percent = [(b) divided by (a)] times 100. = **60%**

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

**The following data as now obsolete but are being left in the plan so that readers can see what was originally submitted in our State performance Plan for 2004. 15C findings are now integrated into a revised reporting template that includes all findings of noncompliance. The new template is now being used in the FFY 2006 APR and in future annual performance reports.**

No monitoring was conducted during the FFY 2004-2005. **Baseline data presented is based on the schools monitored in FFY 2003-2004.**

<u>Number of schools Monitored</u>	<u>Corrective Action required</u>	<u>School Improvement Plans Required</u>	<u>School Improvement Plans submitted</u>
<b><u>13</u></b> (all elementary)	<b><u>0</u></b>	<b><u>11</u></b>	<b><u>8</u></b>

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Table for #15 A

Monitoring Priority: Effective General Supervision Part B		
Indicator	Measurement Calculation	Explanation
<p>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.</p> <p>A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:</p> <p>a. # of findings of noncompliance made related to monitoring priority areas and indicators.</p> <p>b. # of corrections completed as soon as possible but in no case later than one year from identification.</p> <p>Percent = b divided by a times 100.</p>	<p>See attached Calculation Chart for specifications of data included here</p> <p>a = 0</p> <p>b = 0</p> <p><math>b/a = 0/0 = x \times 100 = NA</math></p>	<p><u>No non-compliance findings</u> were identified in the monitoring reports of the 11 schools monitored. "Areas in need of improvement", however, were identified in each of the 11 schools. Several of these areas were identified as systemic issues and were addressed at that level (see discussion of baseline data).</p>

Compilation Table

Indicator	Monitoring Mechanism	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr	% Corrected w/in 1 yr
1. Percent of youth with IEPs graduating from high school with a regular diploma	On-site Visit	0	0	0	0	NA
	Data Review	See Ind. #1		0	NA	NA
	Other: Specify	NA		NA	NA	NA
2. Percent of youth with IEPs dropping out of high school	On-site Visit	0		NA	NA	NA
	Data Review	See Ind. #2		See Ind. #2	See Ind. #2	See Ind. #2
	Other: Specify	NA		NA	NA	NA
3. Participation and performance of children with disabilities on statewide	On-site Visit	11		NA	NA	NA
	Data Review	See Ind. #3		See Ind. #3	See Ind. #3	See Ind. #3
	Other: Systemic	11	0	5 See Ind.	0 See Ind.	0% See Ind.

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Indicator	Monitoring Mechanism	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr	% Corrected w/in 1 yr
assessments				#3	#3	#3
4. Rates of suspension and expulsion	On-site Visit	11	0	0	0	NA
	Data Review	See Ind. #4		See Ind. #4	See Ind. #4	See Ind. #4
	Other: Specify	NA		NA	NA	NA
5. Percent of children with IEPs aged 6 through 21 – educational placements	On-site Visit	11	0	0	0	NA
	Data Review	See Ind. #5		0	0	NA
	Other: Specify	NA		0	0	NA
6. Percent of preschool children who received special education and related services in settings with typically developing peers	On-site Visit	0	0	0	0	NA
	Data Review	See Ind. #6		0	0	NA
	Other: Specify	NA		0	0	NA
7. Percent of preschool children with IEPs who demonstrated improved outcomes <b>NEW INDICATOR NO DATA 2004-05</b>	On-site Visit					
	Data Review					
	Other: Specify					
8. Percent of parents with a child receiving special education services who report that schools facilitated parents involvement <b>NEW INDICATOR NO DATA 2004-05</b>	On-site Visit					
	Data Review					
	Other: Specify					

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Indicator	Monitoring Mechanism	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr	% Corrected w/in 1 yr
9. & 10. Percent of districts with disproportionate representation of racial and ethnic groups in special education  <b>NEW INDICATOR NO DATA 2004-05</b>	On-site Visit					
	Data Review					
	Other: Specify					
11. Percent of children with parental consent to evaluate, evaluated within State established timelines  <b>NEW INDICATOR NO DATA 2004-05</b>	On-site Visit					
	Data Review					
	Other: Specify					
12. Percent of children referred by Part C prior to age 3 have an IEP developed and implemented by their third birthday	On-site Visit	NA	NA	NA	NA	NA
	Data Review	NA	NA	NA	NA	NA
	Other: Specify	NA	NA	NA	NA	NA
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  <b>NEW INDICATOR NO DATA 2004-05</b>	On-site Visit					
	Data Review					
	Other: Specify					

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Indicator	Monitoring Mechanism	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr	% Corrected w/in 1 yr
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  <b>NEW INDICATOR NO DATA 2004-05</b>	On-site Visit					
	Data Review					
	Other: Specify					
<b>TOTALS</b>	SUM COLUMNS A AND B			0	0	

Table for #15B

Monitoring Priority: Effective General Supervision Part B		
Indicator	Measurement Calculation	Explanation
<p>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.</p> <p>B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:</p> <p>a. # of findings of noncompliance made related to such areas.</p> <p>b. # of corrections completed as soon as possible but in no case later than one year from identification.</p> <p>Percent = b divided by a times 100.</p>	<p>a = 5</p> <p>b = 3</p> <p><math>3/5 = .60 \times 100 = 60\%</math></p>	<p>Areas of systemic concern identified across multiple reports:</p> <ol style="list-style-type: none"> <li>proper identification and documentation of eligibility (particularly LD) - 6 of 11 schools</li> <li>behavioral intervention plans for students who need them – 10 of 11 schools</li> <li>lack of updated procedural safeguards/parent rights – 6 of 11 schools</li> <li>documentation that 3 year re-evaluations have been done – 4 of the 11 schools</li> <li>lack of participation in the PAT or in alternate assessment – 5 of 11 schools</li> </ol> <p>These issues were or are being addressed systemically</p>

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**Discussion of Baseline Data:**

Palau completed a full monitoring cycle of its schools during 2003-04. No schools were monitored during the 2004-05 school year while a new contract was being negotiated for a third party monitor. During this time, Special Education was working with the schools on training principals and staff on developing their School Improvement Plans using a new revised format.

No corrective actions (for non-compliance items) were identified in the reports of the 13 schools monitored during FFY 2003-2004. However, all 13 schools were found to have areas "in need of improvement" and 11 were required to submit a School Improvement Plan. Since two of the schools are private, only the 11 public schools needed to submit plans. The two private schools are schools where limited services are provided to parentally placed children only.

Some of the areas in need of improvement (that existed in many of the schools) rose to the level of systemic issues. Since Palau is a unitary system, it is not surprising that unmet needs are similar across many schools. This partly explains why individual schools were not cited for immediate corrective actions. Systemic issues identified included the following:

Areas of systemic concern identified across multiple reports:

1. proper identification and documentation of eligibility determination (particularly LD) - 6 of 11 schools
2. no behavioral intervention plans for students who need them – 10 of 11 schools
3. lack of updated procedural safeguards/parent rights for parents – 6 of 11 schools
4. no documentation that 3 year re-evaluations have been done – 4 of the 11 schools
5. lack of participation in the PAT or in alternate assessment – 5 of 11 schools

These issues were addressed as follows:

1. eligibility determination: (SY 2004-05) A consultant was contracted to develop a procedures manual for Special Education with revised forms and procedures for eligibility determination that now include all the disability categories identified in the IDEA. The new manual is to be finalized and printed for use during SY 2005-06. A training for school principals is planned for Summer 2005.
2. behavioral intervention plans: A consultant provided training and consultation services to general special education teachers, parents and staff on behavioral intervention and management in 2003. A follow-up visit was postponed due to a focus on APR and SPP work and other training activities.
3. updated procedural safeguards: (SY 2004-05) The procedural safeguards handbook was updated, translated, printed and distributed to all schools.
4. re-evaluations: Re-evaluations were being conducted but not properly documented. Revised policies for documentation are in process.
5. participation in assessment: Ongoing work with school principals is in place to increase participation. An alternate assessment portfolio process has been developed through technical assistance, staff have been trained in its implementation and portfolios are being created. A scoring process is in development.

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With the implementation of the next monitoring cycle, the timelines have been made clear and activities will be completed within one year of identification.

**Targets (15 a & b)**

FFY	Measurable and Rigorous Target (15 a & b)
<b>2005</b> (2005-2006)	<b>In 100% of the schools monitored</b> , where non-compliance is found, non-compliance is corrected within one year of identification.
<b>2006</b> (2006-2007)	<b>In 100% of the schools monitored</b> , where non-compliance is found, non-compliance is corrected within one year of identification
<b>2007</b> (2007-2008)	<b>In 100% of the schools monitored</b> , where non-compliance is found, non-compliance is corrected within one year of identification
<b>2008</b> (2008-2009)	<b>In 100% of the schools monitored</b> , where non-compliance is found, non-compliance is corrected within one year of identification
<b>2009</b> (2009-2010)	<b>In 100% of the schools monitored</b> , where non-compliance is found, non-compliance is corrected within one year of identification
<b>2010</b> (2010-2011)	<b>In 100% of the schools monitored</b> , where non-compliance is found, non-compliance is corrected within one year of identification

**Table for #15 C**

Monitoring Priority: Effective General Supervision Part B		
Indicator	Measurement Calculation	Explanation
Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification: a. # of agencies in which noncompliance was identified through other mechanisms. b. # of findings of noncompliance made. c. # of corrections completed as soon as possible but in no case later than one year from identification.	See attached Calculation Chart for specifications of data included here  a = 0 b = 0	<u>No non-compliance findings</u> were identified through other mechanisms (complaints, due process hearings, mediations, etc.) Palau had three complaints during the year that were either resolved or found not to be IDEA related.



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<p>Percent = c divided by b times 100.                  For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.</p>	<p>c = 0                  c/b = 0/0                  x 100 = NA</p>	
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**Discussion of Baseline Data (15 c):**

Palau identified no additional noncompliance issues through complaints, mediations, etc., as noted in the chart above. Only 3 complaints were received, all resolved informally. No mediations or due process hearing were requested.

**Targets (15 c)**

**(These targets no longer apply as of FFY 2006 (2006-7 school year))**

<b>FFY</b>	<b>Measurable and Rigorous Target (15 c)</b>
<b>2005</b> (2005-2006)	<b>100% of</b> any noncompliance identified through other mechanisms (complaints, mediations, etc.) will be corrected within one year of identification
<b>2006</b> (2006-2007)	<b>100% of</b> any noncompliance identified through other mechanisms (complaints, mediations, etc.) will be corrected within one year of identification
<b>2007</b> (2007-2008)	<b>100% of</b> any noncompliance identified through other mechanisms (complaints, mediations, etc.) will be corrected within one year of identification
<b>2008</b> (2008-2009)	<b>100% of</b> any noncompliance identified through other mechanisms (complaints, mediations, etc.) will be corrected within one year of identification
<b>2009</b> (2009-2010)	<b>100% of</b> any noncompliance identified through other mechanisms (complaints, mediations, etc.) will be corrected within one year of identification

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<p><b>2010</b> (2010-2011)</p>	<p><b>100% of</b> any noncompliance identified through other mechanisms (complaints, mediations, etc.) will be corrected within one year of identification</p>
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**Improvement Activities/Timelines/Resources:**

Improvement activities were realigned FFY 2008 for consistency.

No.	Improvement Activities	Timeline	Resources	Status
1.	Identify and contract a third party monitor for next cycle of monitoring	By March	San Diego University Private Consultants	Continuing
2.	Update monitoring forms and Procedures.	Annually	Sped Staff	Continuing
3.	Begin 3-Year Cycle of on-site monitoring with a third of the schools.	Three year cycle	San Diego University Private Consultants Sped Staff/ Coordinator	Continuing
4.	Submit monitoring reports to school principals.	Annually through 2010	School Principals Sped Staff	Continuing
5.	Review monitoring reports with CRTs and special education staff to identify the school implementation needs to address.	Annually following receipt of monitoring reports	Sped Staff  Sped Coordinator Data manger	Continuing
6.	Develop School Improvement Plans based on current monitoring report within two months of giving reports to principals.	Annually	School Principals Sped Staff	Continuing

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No.	Improvement Activities	Timeline	Resources	Status
7.	Principals report to the Coordinator of how they are progressing on their improvement activities.	Quarterly	Sped Staff	Merged into Improvement Activity 8. (FFY 2005)
8.	Coordinator establishes monthly meetings with CRT's to review school improvement plan activities to be sure they are in track.	Monthly	Sped Staff	Continuing
9.	Create a log book to track on the implementation activities reported by the CRTs and Principals.	As needed	Sped Staff	Merged with Improvement Activity 6.
10.	Attend selected school PTS meetings quarterly (selected school with greater improvement needs)	Quarterly	Sped Coordinator	Deleted There are additional measures to identify and correct program issues.
11.	Modify the school improvement plan template to include a column for indicating the progress on the activities (date completed and verified).	FFY 2006	Sped Staff Consultant	Completed FFY 2007
12.	Update monitoring forms and procedures to comply with IDEA 2004. Update monitoring forms and procedures to comply with IDEA 2004.	Annually, As needed	Sped Staff Guam CEDDERS	Continuing
13.	Continue monitoring practices and activities that ensure compliance with federal	Annually	School Principals Sped Staff/ Coordinator	Continuing

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No.	Improvement Activities	Timeline	Resources	Status
	requirements.			
14.	Review monthly all new complaints, mediations and due process hearing issues to identify potential issues of noncompliance.	Monthly Ongoing through 2010	Sped Coordinator/ Staff	Continuing

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**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.

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

**Measurement:**

Percent =  $\frac{\text{Percent} = [(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100.}{}$

**Overview of Issue/Description of System or Process:**

Parents may submit complaints by speaking with school personnel, CRTs or by calling the special education office. All complaints by parents are accepted regardless of whether they are written, verbal or by phone. This procedure ensures that parent complaints are received and addressed without requiring a written process that is difficult for many parents in Palau who are not English proficient. All complaints are compiled/written in a log book/data base by a Data Manager at the special education central office that include the dates of complaints and dates resolved. The logbook/data base is reviewed monthly by central office staff to ensure timely resolution of the complaints is addressed.

**Baseline Data for FFY 2004 (2004-2005):**

Three complaints were received by special education in 2004-05. All were resolved in 60 days.

$3/3 \times 100\% = 100\%$

**Discussion of Baseline Data:**

Only 3 complaints (all oral) were received during 2003-04. All were resolved within the 60 day timeline. See attachment 1.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of complaints will be resolved within 60 day timeframe.
2006 (2006-2007)	100% of complaints will be resolved within 60 day timeframe

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<b>2007</b> (2007-2008)	100% of complaints will be resolved within 60 day timeframe
<b>2008</b> (2008-2009)	100% of complaints will be resolved within 60 day timeframe
<b>2009</b> (2009-2010)	100% of complaints will be resolved within 60 day timeframe
<b>2010</b> (2010-2011)	100% of complaints will be resolved within 60 day timeframe

**Improvement Activities/Timelines/Resources:**

Improvement activities were realigned in FFY 2008 for consistency.

<b>No.</b>	<b>Improvement Activities</b>	<b>Timeline</b>	<b>Resources</b>	<b>Status</b>
1.	Conduct training for Sped Coordinator, CRTs, and others on new IDEA procedural safeguards requirements.	March 2006	Consultant	Continuing
2.	Conduct trainings with parents and principals on procedural safeguards	April - May. 2008	Sped Coordinator TA provider, CRTs	Continuing
3	Follow-up training with parents and principals will be conducted by school areas.	April – May 2008		Continuing
4.	Maintain and report out number of complaints received and their status on a monthly basis.	Monthly Reports Ongoing	Data manager	Continuing
5.	Review procedures annually and adjust activities as needed.	2006-2011	Sped Coordinator, CRTs	Continuing
6.	Review tracking forms and procedures for complaints, mediations and due process hearing requests.	Annually	Data Manager Consultant, U of Oregon	Continuing
7.	Conduct refresher training for new and existing staff in April 2009.	April 2009	Consultant, U of Oregon	Continuing

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**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.

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

**Measurement:**

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

**Overview of Issue/Description of System or Process:**

No one has ever asked for a due process hearing in Palau. Complaints or concerns have been resolved through other more informal procedures. Formal legal proceedings are typically not a part of Pacific island cultures in Micronesia. Therefore, we have not conducted any due process hearings. We are in the process of compiling a list of trained special education hearing officers from CNMI. If a due process hearing should be requested, we will contact them as needed.

A due process hearing procedure and mechanism has been developed and is under review for its adoption. CNMI Hearing Officers have been arranged to provide due process hearings in a timely manner if request is received. Due to lack of well-trained Lawyers on the Island on IDEA and Special Education Program policies, the arrangement with Hearing Officers in CNMI will provide a mechanism for our needs until such time we establish and train our hearing officers locally. We are revising our procedural safeguard policy on due process hearings that will include the mechanism to establish the procedures for the qualifications and memberships of the Hearing Officers and Mediators.

The revised policy will be developed and implemented before the next reporting schedule.

**Baseline Data for FFY 2004 (2004-2005):**

No due process requested during this period.

**Discussion of Baseline Data:**

See above.

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

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<b>2006</b> (2006-2007)	<b>100% of</b> due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2007</b> (2007-2008)	<b>100% of</b> due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party
<b>2008</b> (2008-2009)	<b>100% of</b> due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party
<b>2009</b> (2009-2010)	<b>100%</b> due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party
<b>2010</b> (2010-2011)	<b>100% of</b> due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party

**Improvement Activities/Timelines/Resources:**

Improvement activities were realigned FFY 2008 for consistency.

<b>No.</b>	<b>Improvement Activities</b>	<b>Timeline</b>	<b>Resources</b>	<b>Status</b>
1.	Update procedures for hearing officers and due process hearings.	May 2008	Spec coordinator, TA provider	Completed in May 2008
2.	Review the list of Hearings Officers and update annually	2006-2011	Spec Coordinator, Minister of Education	Continuing Merged Improvement Activity 4
3.	Hearing officers will receive training as needed by attending other HO trainings offered in the Pacific or on the mainland.	Ongoing as Needed	Sped Coordinator Consultant	Continuing
4.	Review the list of hearing offices and update annually as needed.	2006-2011	Sped Coordinator	Continuing



IDEA Part B State Performance Plan (SPP) for 2005-2010

No.	Improvement Activities	Timeline	Resources	Status
5.	Identify process for coordination of procedural safeguards activities.	Sped Staff	Sped Staff	Completed
6.	Designate and establish administrative staff for due process.	Sped Staff	Sped Staff	Deleted Merge with Improvement Activity 5.
7.	Conduct hearing officer training in Palau	Hearing Officers	Consultant	Merge with Improvement Activity 3.  Training as needed by attending other hearing officer training offered in the Pacific and on the mainland.

IDEA Part B State Performance Plan (SPP) for 2005-2010

**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.

**Overview of Issue/Description of System or Process:**

To date there has never been a due process hearing request related to special education in Palau..

Palau has drafted procedures for resolution sessions should that become necessary and those procedures are awaiting final approval before adoption. Should one or more resolution sessions be needed, this will be reported by our CRTs to the data manager who will record and track the results of these sessions in a log similar to the one created for complaints.

Updated procedures will be added to our eligibility documents, as well as they are revised in 2007.

**Baseline Data for FFY 2004 (2004-2005):**

There were no requests for due process hearings received in FFY 2005 so there were no opportunities for resolution sessions.

**Discussion of Baseline Data:** Will be provided in February 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Target to be set when the number of resolution sessions exceeds ten, per OSEP guidance
2006 (2006-2007)	Target to be set when the number of resolution sessions exceeds ten, per OSEP guidance
2007 (2007-2008)	Target to be set when the number of resolution sessions exceeds ten, per OSEP guidance
2008 (2008-2009)	Target to be set when the number of resolution sessions exceeds ten, per OSEP guidance

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<b>2009</b> (2009-2010)	Target to be set when the number of resolution sessions exceeds ten, per OSEP guidance
<b>2010</b> (2010-2011)	Target to be set when the number of resolution sessions exceeds ten, per OSEP guidance

**Improvement Activities/Timelines/Resources:**

Improvement activities were realigned in FFY 2008 for consistency.

<b>No.</b>	<b>Improvement Activities</b>	<b>Timeline</b>	<b>Resources</b>	<b>Status</b>
1.	Finalize due process procedures including procedures for the conduct of resolution sessions.	May 2008	SPED Coordinator MOE Minister Consultant	Completed
2.	Train staff in approved procedures.	Ongoing	Consultant	Continuing

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**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.

**Overview of Issue/Description of System or Process:**

No mediation requests received or conducted during 2004 - 2005. Issues that may arise are usually dealt with in a more informal process by having the school study team, consulting resource teachers and parents discuss the issues for understanding and resolution.

Palau is investigating options for an updated training of mediators, possibly with CADRE or a private consultant. This may be a joint activity of several of the Pacific jurisdictions.

**Baseline Data for FFY 2004 (2004-2005):**

No request for mediations were received or conducted during the reporting period.

**Discussion of Baseline Data:**

No targets will be set for this indicator until a minimum of 10 mediations are conducted in a given year, per OSEP guidance.

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	No targets will be set until a minimum of ten mediations are reached in a given baseline year
<b>2006</b> (2006-2007)	No targets will be set until a minimum of ten mediations are reached in a given baseline year
<b>2007</b> (2007-2008)	No targets will be set until a minimum of ten mediations are reached in a given baseline year
<b>2008</b>	No targets will be set until a minimum of ten mediations are reached in a

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(2008-2009)	given baseline year
<b>2009</b> (2009-2010)	No targets will be set until a minimum of ten mediations are reached in a given baseline year
<b>2010</b> (2010-2011)	No targets will be set until a minimum of ten mediations are reached in a given baseline year

**Improvement Activities/Timelines/Resources:**

Improvement activities were realigned FFY 2008 for consistency.

No.	Improvement Activities	Timeline	Resources	Status
1.	Secure interim arrangement with mediators from either Guam or CNMI to be available should mediation be requested.	January 2006	SpEd Coordinator	Deleted APR-FFY05
2.	Update policies and procedures for qualifications and appointment of the mediators.	Ongoing as needed	SpEd Coordinator, TA providers, Minister and Director of MOE	Continuing Revised APR-FFY08
3.	Conduct training and update the list of Mediators.	Ongoing as needed	SpEd Coordinator & TA providers, Minister and Director of MOE	Continuing Merged with activity #4 Revised APR-FFY08
4.	Train staff person to process complaints, mediations, and due process hearing requests  <u>Revised:</u> Update list of mediators with locally trained people, and provide training for the mediators, as needed.	Ongoing as needed	SpEd Coordinator, Consultants	Continuing Revised FFY 2008

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**Monitoring Priority: Effective General Supervision Part B / General Supervision**

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

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

**Measurement:**

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

- a. Submitted on or before due dates (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.
- c. States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment B).

**Overview of Issue/Description of System or Process:**

The Palau Ministry of Education (MOE) has been trying to find a Data System that suits its reporting needs for many years. A new Data System called Student Information System (SIS) has been created to meet these needs. It is a web based data system that enables all public schools to link into the website and enter their data. This system utilizes the MOE data that includes Special Education data.

A Special Education Data Dictionary that lists all Special Education Data Fields has been incorporated into this new system. This Data Dictionary was developed with technical assistance from the University of Guam Center for Excellence in Developmental Disabilities Education, Research and Service (Guam CEDDERS) through funding from the National Early Childhood Technical Assistance Center (NECTAC).

Initial training on the use of the SIS was completed during the summer 2005. All of the trained Palau Central School's secretaries pilot tested the system. They will be entering the actual data into the SIS when it is put into place beginning the second quarter of this year (November 2005). This will, of course, include all of the required data fields for students with IEPs in the public schools.

In the meantime, Special Education data has been maintained using the Excel application. A program called "Soe's Add-Ins" with all these data will be entered into the new MOESIS for generating data for reporting needs. When the MOESIS is up and running, the Special Education managers will be able to verify the data input from the school sites. During the coming year, it is anticipated that many glitches will need to be worked out. Special Education data tracking systems will continue as currently functioning so that reports can be generated in a timely and accurate manner.

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**Baseline Data for FFY 2004 (2004-2005):**

All 618 Data reports were submitted prior to the annual due dates. Exiting, discipline, and personnel data have been submitted to Westat in October 2005.

The first State Performance Plan reflects accurate calculations as required and the setting of annual targets.

The Annual Performance Reports for FFY2002-2003 and FFY 2003-2004 were both submitted with accurate annual and trend data to OSEP. These were submitted within the required timeline.

**Discussion of Baseline Data:**

See above

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	<b>100%</b> of State reported data (618 data and State Performance Plan and Annual Performance Report) are timely and accurate.
<b>2006</b> (2006-2007)	<b>100%</b> of State reported data (618 data and State Performance Plan and Annual Performance Report) are timely and accurate.
<b>2007</b> (2007-2008)	<b>100%</b> of State reported data (618 data and State Performance Plan and Annual Performance Report) are timely and accurate.
<b>2008</b> (2008-2009)	<b>100%</b> of State reported data (618 data and State Performance Plan and Annual Performance Report) are timely and accurate.
<b>2009</b> (2009-2010)	<b>100%</b> of State reported data (618 data and State Performance Plan and Annual Performance Report) are timely and accurate.
<b>2010</b> (2010-2011)	<b>100%</b> of State reported data (618 data and State Performance Plan and Annual Performance Report) are timely and accurate.

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**Improvement Activities/Timelines/Resources:**

Improvement activities were realigned FFY 2008 for consistency.

<b>No.</b>	<b>Improvement Activities</b>	<b>Timeline</b>	<b>Resources</b>	<b>Status</b>
1.	Continue to work with MOE staff to implement the MOESIS system	Ongoing	SPED and General Education data managers, SpEd Coordinator, CRTs	Continuing
2.	Verify data for special education students entered at the school sites	Ongoing	SPED and General Education data managers, CRTs	Continuing
3.	Provide training as needed to school secretaries to ensure reliability of data being inputted on SPED students	Ongoing	SPED and General Education data managers, SPED Coordinator, MOE Director	Continuing
4.	Review the improvement activities annually and design training as needed	Ongoing 2006-2011	SPED and General Education data managers, SPED Coordinator, MOE Director	Continuing
6.	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	Ongoing 2006-2011	SPED and General Education data managers, SPED Coordinator, OSEP staff and Consultants	Continuing