

Republic of Palau
Ministry of Education, Special Education Program

Respectfully Submits

The Republic of Palau
IDEA PART B
ANNUAL PERFORMANCE REPORT (APR)
Federal Fiscal Year (FFY) 2009: July 1, 2009 – June 30, 2010
for
The Special Education Program

Submitted on February 1, 2011

To:

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Overview of the Annual Performance Report Development:

The Republic of Palau's (ROP's) FFY 2009 Annual Performance Report (APR) preparation process began in June 2010 with the Special Education Core Team, comprised of the Special Education Coordinator, Specialists/Consulting Resource Teachers (CRTs), Data Manager, and Early Childhood staff, meeting to review the Office of Special Education Program's (OSEP) Determination Letter dated June 3, 2010. Meticulous attention to and discussion on all indicator improvement activities with specific attention to indicators 13 and 14, inclusive of other concerns expressed whether ROP met target or not on both compliance and performance indicators. The Core team discussed and made a decision early on to meet on a monthly basis. At these meetings, SPP/APR was the core topic of discussion, status of all improvement activities and what can be done to support cluster teams carry out specific indicator activities.

A copy of OSEP's June 3, 2010 Determination Letter was given to ROP's Special Education Advisory Council (SEAC) members, ROP's "broad" stakeholder group for the APR/SPP development. The June 2010 Determination Letter indicated that ROP "meets requirements" of the IDEA Part B Program based on ROP's FFY 2008 APR/SPP and other relevant ROP reported data and information.

The Core Team continued the implementation of training activities with parents, principals, teachers, and related service providers at different times of the year beginning summer 2010. Parent workshops held focused on Dispute Resolution and the MOE handbook on Student Conduct and Discipline. Training activities for principals, teachers, and related service providers were implemented to address various improvement activities across several indicators involving educators and support staff, which included the ROP Annual Educational Convention in July 2010. The Special Education Program Coordinator and Consulting Resource Teachers (CRTs) conducted the following trainings at the convention for principals, teachers, and other school staffs of both public and private schools including Head Start Program: The IEP Process, Special Education Data System (SEDS), AA-AAS and Accommodations, Time & Effort Certification Process, Special Education Procedures/Forms, Special Education Dispute Resolution, MOE Handbook-Student Conduct and Discipline, Individualized Transition Plan (ITP), and Child Outcome Procedures for Pre-School.

ROP SPP/APR development continued to be the main topic of ROP's monthly conference call with OSEP's Dr. Richard Steffan, WRRC's Jim Leinen, and other supporting individuals from other programs. Additional conference calls were set up with Dr. Steffan in preparation for OSEP's on-site verification/monitoring visit to ROP the last week of September 2010. Ongoing communication through phone calls, emails, and fax was practiced for the team to seek technical assistance from other consultants or professionals from Western Regional Resource Center (WRRC), University of Guam Center for Excellence on Developmental Disabilities Education, Research and Service (Guam CEDDERS), National Early Childhood Technical Assistance Center (NECTAC), and Special Education Directors from other Pacific entities.

The Core team began bi-weekly meetings in September 2010 to review status of data collected and other related activities and to continue to review status of work completed to prepare for on-site APR work with Guam CEDDERS. Guam CEDDERS recently was awarded the contract to work with the Ministry of Education, Special Education Program for fiscal year 2010-2011.

On November 29-30, 2010, the team met with June De Leon from Guam CEDDERS to review collected data. A plan was formulated at the end of this meeting for each indicator team to work on individual indicators and to send drafts to Guam CEDDERS for review and to incorporate into the main APR template.

During the week of January 10, 2011, Guam CEDDERS provided on-site technical support for the Core Team's review of the draft FFY 2009 APR/SPP. On January 12 & 13, SEAC met with the Program Coordinator, Core team, and Guam CEDDERS TA providers for updated information on the status of the

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APR/SPP indicator performance, other program activities, and related issues. The SEAC members provided input on ROP's FFY 2009 performance and improvement activities. In addition, SEAC members provided input on the 2 extension year targets and improvement activities, as instructed by OSEP.

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. Kom Kmal Mesulang (Thank you)!

PUBLIC DISSEMINATION PLAN

As required, ROP will report annually to the public on the progress and/or slippage in meeting the 'measurable and rigorous targets' found in the SPP, which includes the performance on the targets in the SPP. For the FFY 2009 (2009-2010) APR, ROP will implement the following public dissemination:

- By March 1, 2011, the APR will be posted on the ROP MOE website: www.palaumoe.net (click "Ministry," then select "Special Education").
- By March 1, 2011, a copy of the APR will be provided to SEAC members and Ministry of Education (MOE) Management Team.
- By March 1, 2011, the local media (radio & newspaper) will be informed of the availability of the APR.
- By June 15, 2011, upon completion of the OSEP April 2011 clarification week and receipt of OSEP's 2011 Determination Letter, the updated APR and OSEP Letter will be posted on the ROP MOE website: www.palaumoe.net (click "Ministry," then select "Special Education"), with a copy to SEAC members and Ministry of Education (MOE) Management Team.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

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

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

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

FFY	Measurable and Rigorous Target
2009 (2009-2010)	As per OSEP’s instruction, FFY 2009 required reporting is the state’s examination of data for the year before the reporting year (e.g. for the FFY 2009 APR, use data from 2008-2009). Therefore, for Indicator 1, the target and actual data for FFY 2009 will be the FFY 2008 data.
2008 (2008-2009)	40% of youth with IEPs graduate from high school with a regular diploma.

Actual Target Data for FFY 2009 (2009-2010): As per OSEP’s instruction, Actual Target Data will be the actual data from FFY 2008 (2008-2009):

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

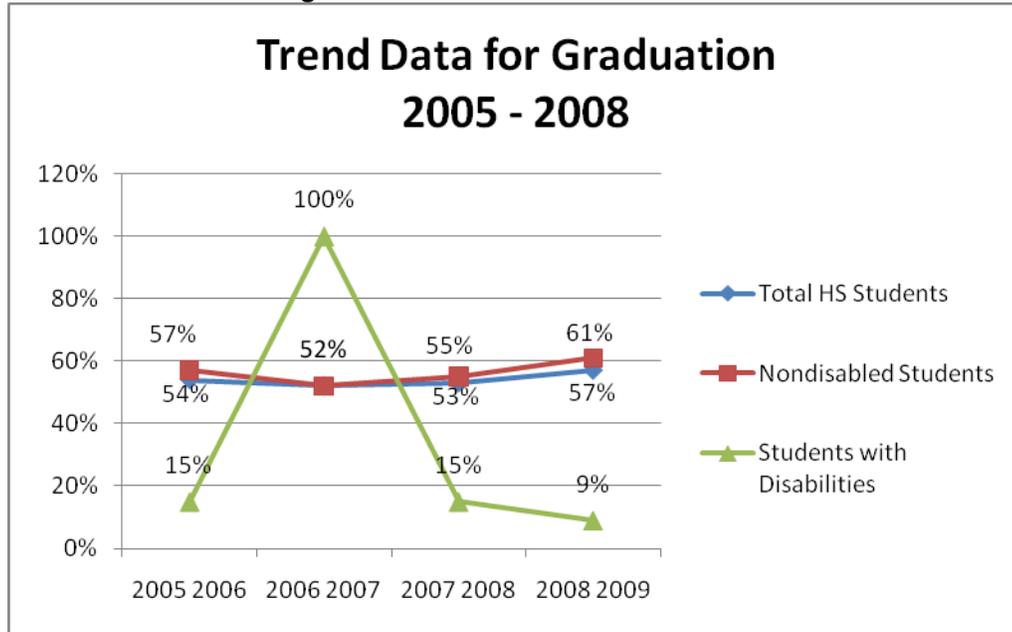
Measurement for youth with Individualized Education Programs (IEPs) is the same measurement as for all youth. ROP uses a ‘cohort’ calculation for determining graduation rate. At present, this calculation has no adjustment for repeaters, dropouts, withdrawals, and transfers. The MOE continues to use a cohort system to determine graduation rate for all students. Although no longer required, ROP has chosen to continue to compare the graduation rate for students with IEPs with the graduation rate for all students and students without IEPs. As shown in Table 1, the cohort graduation rate for all students and students without disabilities have maintained a similar percentage from FFY 2004 to FFY 2007, with a slight increase in percentage in FFY 2008 for students without disabilities. For students with disabilities however the percentage increased dramatically in FFY 2006 then dropped in FFY 2007 and FFY 2008. The FFY 2007 performance of 15% (2/13) was the same percentage as in FFY 2005 but in FFY 2008, there was a decrease of 6% from FFY 2007. It should be noted that the students with disabilities Cohort 2005 number used as the denominator for FFY 2008 was significantly different from the previous year. Figure 1 provides a graphic representation of the trend data displayed in Table 1.

Table 1: Graduation Rate over the Past Four Years

Description	2005-2006 (Cohort 2002)	2006-2007 (Cohort 2003)	2007-2008 (Cohort 2004)	2008-2009 (Cohort 2005)
Total high school graduation rate for all students	54% (141/262)	52% (143/275)	53% (119/224)	57% (147/260)
Graduation rate for students without a disability	57% (138/241)	52% (140/272)	55% (117/211)	61% (145/238)
Graduation rate for students with a disability	15% (3/21)	100% (3/3)	15% (2/13)	9% (2/22)

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Figure 1: Cohort Graduation Rate Trend



Numbers used for the Percentage Calculations:

-Total number of all youth graduated in SY: 2008-2009	=	147
-Total Number of all youth enrolled in SY: 2005-2006	=	260
-Percent of all youth graduating in 2008-2009	=	57%
*147/260 x 100 = 57%		
-Total of all youth without a disability graduated in SY: 2008-2009	=	145
-Total of all youth without a disability enrolled in SY: 2005-2006	=	238
-Percent of all youth without a disability graduating in 2008-2009	=	61%
*145/238 x 100 = 61%		
-Total of all youth with IEPs graduated in SY: 2008-2009	=	2
-Total of all youth with IEPs enrolled in SY: 2005-2006	=	22
-Percent of youth with a disability graduating in SY: 2008-2009	=	9%
*02/22 x 100 = 9%		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009 (2009-2010):

As per OSEP’s instructions, for this APR, ROP reports FFY 2008 (2008-2009) data and compares it to ROP FFY 2008 (2008-2009) target. FFY 2009 actual data and information are provided as additional information for this indicator.

Progress and Slippage

ROP did not meet target.

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

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number as FFY 2007. However, the total number in the Cohort group increased from 13 for FFY 2007 to 22 for FFY 2008, which resulted in a decrease in the FFY 2008 percentage.

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

During SY 2008-2009, the high school CRT conducted training for parents and students to empower them to fully participate in IEP meetings, including the development of Individualized Transition Plan. The special education teachers also continued to use both Counseling Referral Form and Special Education Weekly Activity form for School Student Study Team to convene and identify the students' problems and take necessary steps to accommodate their needs and most of all to help them stay in school. The high school team used this process to track students who have excessive absence to do home visit and as a result two students were convinced to return to school.

ROP continues to participate in regional and on-site activities related to "accessing the general curriculum" through OSEP-funded regional grants administered by University of Guam CEDDERS. During the month of September 2009, ROP contracted Guam CEDDERS to conduct an on-site training for school administrators, general and special education teachers, and Ministry of Education Specialists on inclusive practices and accommodations. The focus was to support planning, implementation, and evaluation of the effectiveness of inclusive practices for students with disabilities to access the general curriculum. This is ROP's effort to meet the requirement of highly qualified teachers. All these activities have been prioritized with a notion that ROP will continue to assist students with disabilities to remain in school and be able to meet high school requirements for a regular diploma.

Additional Data: FFY 2009 (2009-2010)

Actual data for SY 2009-2010 showed a decrease in the percentage of youth with IEPs graduating with a regular diploma from 9% (2/22) in FFY 2008 to 5% (1/20) in FFY 2009. ROP's target for FFY 2009 was set at 45%. The graduation number of 1 is consistent with what was reported in the 618 Exit Data for FFY 2009. As noted earlier, ROP's small numbers can change the percentage dramatically. Further, as noted earlier, MOE's cohort calculation does not account for adjustments for repeaters, dropouts, withdrawals, and transfers.

ROP will continue to implement the existing special education weekly activity form to account for all kids who are on the verge of dropping out, to find them appropriate support to help them remain in school. In addition, ROP continues to participate in regional activities for professional development to ensure that teachers support students individuals needs so they can meet the requirements of graduating with regular diploma.

Additional Information Required by OSEP's June 2010 Response Table

OSEP looks forward to the ROP's data demonstrating improvement in performance in the FFY 2009 APR, due February 1, 2011.

Status of Improvement Activities

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

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

Continuing Progress: In June 2008, Palau High School team which consisted of school counselors and staff drafted the school handbook. During FFY 2009, the overall MOE handbook was updated then finalized in August 2010 and distributed to the schools.

Activity #4: Provide general education teacher training on how to teach students on IEPs especially on the provision of more accommodations to students in the general education classes.

Continuing Progress: In June 2009, CRTs conducted training to special and general education teachers on the use of 4 STEP Process strategy to help student with disabilities access general curriculum. During school year 2009-2010, each school IEP team meticulously identified the appropriate accommodations for individual student initial and/or revised IEP for each respective school. For the new teachers on board, respective CRT had individual training with the school IEP team to show them how the 4 STEP Process is developed to ensure that student's barriers are accommodated. Therefore, during instruction and assessment the examiner knows what type of accommodation is needed for each student. On October 2009, CRTs attended a workshop conducted by MOE English Specialist to unpack curriculum standards and learning targets. Best practices classroom activities were practiced by the participants.

Through the OSEP-funded GSEG PACIFIC Project administered by the University of Guam CEDDERS, ROP special education personnel, curriculum specialists, general education teachers, and school administrators participated in regional events held in July 2009 and February 2010 on Guam. The July 2009 regional events were held in conjunction with the annual Pacific Educators Conference. Both the July 2009 and February 2010 PACIFIC Project regional events continued the focus on developing a cadre of local technical support for supporting students with significant cognitive disabilities access the general curriculum. Best practices classroom strategies, including the use of Universal Design for Learning (UDL), were reviewed, which support the development and implementation of an alternate assessment based on alternate academic achievement standards (AA-AAS) for these students.

Through the OSEP-funded Pacific CIMAP Project administered by the University of Guam CEDDERS, ROP special education personnel, curriculum specialists, school administrators and technology specialists participated in the regional Braille training held in July 2009 in Pohnpei, FSM, and the regional low vision training in December 2009 on Guam. The training activities provided hands-on training on the use of technology for accessing and creating educational materials in accessible formats, which provides the supports for students with print disabilities to access the general curriculum. As part of the training, ROP received a set of the equipment, software, tools, and devices for supporting students with print disabilities (Blind, Low Vision, Physical Disabilities, and Reading Disabilities).

In addition to the resource room teachers continuing to monitor the students' progress through their general education teachers and CRTs working with respective schools, an on-site inclusive practices and accommodations training designed for general and special education teachers was conducted by Guam CEDDERS in September 2009. Best practices classroom strategies, including Universal Design (UDL), and Depth of Knowledge (DOK) were also reviewed to support the planning, implementation and evaluation of the effectiveness of inclusive practices for student with disabilities. The September 2009 training was completed through the Republic of Palau's effort to meet the federal requirement of highly qualified teachers.

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

Continuing Progress: In school year 2009-2010, one student participated in GEAR UP at Palau High School and eight students participated in the Talent Search Program.

Activity #8: The high school CRT and resource teachers will work closely with Palau High School counselors to closely monitor student absenteeism using both the Special Education Weekly Activity Form and high school Counseling Referral Form to help ensure that students remain in school.

Continuing Progress: High school teachers continually monitored students' absenteeism with both forms during school year 2009-2010. The special education Weekly Activity Form was extended to elementary teacher to collect data for IEP student to make sure that they will continue to remain in school.

Activity #9: Use the established form to invite all students to fully participate in their IEP/ITP meeting.

Continuing Progress: The Student Notice of Meeting Form was used to invite students to attend their IEP/ITP meeting during FFY 2009. The form was updated in October 2010 to align with the revisions to the procedural handbook and forms.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011:

New improvement activities, with justification, to the SPP improvement activities are provided below. In addition, as per OSEP's instructions, with stakeholder, ROP included the 2 extension year targets through FFY 2012, with continuation of relevant improvement activities, in the complete revised SPP.

Activity #10: New Activity: Conduct an orientation for all students with disabilities to provide information on the do's and don'ts in regards to criminal acts as stated in Palau National Code. (refer to Indicator 14, Activity # 2)
Timeline: Beginning and End of school year through 2012
Resources: PHS principal, CRT, Resource Teachers, counselors and Social worker.

Justification: Students with disabilities need to be informed of the school regulations and policies in order to avoid dropping out of school and to meet graduation requirements.

Activity #11: New Activity: Provide additional supports to ensure students with disabilities participate in the Senior College Prep Program at Palau High School. (see Indicator 14, Activity #4)
Timeline: September 2011- 2012
Resources: CRT, Resource Teachers and Skill Center Staff

Justification: This activity is beneficial for high school students including students with disabilities for them to have a greater chance to meet the graduation requirements and to continue Post- Secondary Education of their choice.

Activity #12: New Activity: Collaborate with Work Investment Act (WIA) representative to ensure that students with disabilities have the opportunity to work during the summer based on their work interest. (Refer to Indicator 14, Activity #5)
Timeline: Summer 2011 through 2012
Resources: WIA Representative, CRT, and Special Education Teachers

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Justification: It is important to collaborate with WIA to support student with disabilities to gain knowledge and experience to support their decisions for the future livelihood endeavor.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with 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.

FFY	Measurable and Rigorous Target
2009 (2009-2010)	As per OSEP's instruction, FFY 2009 required reporting is the state/entity examination of data for the year before the reporting year (e.g. for the FFY 2009 APR, use data from 2008-2009). Therefore, for Indicator 2, the target and actual data for FFY 2009 will be the FFY 2008 data.
2008 (2008-2009)	Only 10% of youth with IEPs will drop out of high school.

Actual Target Data for FFY 2009 (2009-2010): As per OSEP's instruction, Actual Target Data will be the actual data from FFY 2008 (2008-2009):

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

ROP uses the school year enrollment calculation for determining drop-out rate. Although no longer required, ROP has chosen to continue to compare the drop-out rate for students with IEPs with the drop-out rate for all students and students without IEPs. As shown in Table 2, the drop-out rates for all students decreased by 5% and students without disabilities decreased by 5% from 2007-2008 to 2008-2009. For students with disabilities the percentage slightly increased by 2% from 2007-2008 to 2008-2009. Table 3 reports the data compiled from the Special Education Weekly Activity form for youth with IEPs.

Table 2: Drop Out Rate Trend Data

Description	2005-2006	2006-2007	2007-2008	2008-2009
Total High School Students	12% (95/812)	4% (32/810)	8% (70/851)	3% 28/850
High School Students without Disabilities	12% (92/775)	3% (27/779)	8% (65/819)	3% 21/812
High School Students with Disabilities	8% (3/37)	12% (5/43)	16% (5/32)	18% (7/38)

Numbers used for the percentage calculations:

- Total number of all youth dropped out in SY 2008-2009 = 28
 - Total Number of all youth enrolled in SY 2008-2009 = 850
 - Percent of all youth who dropped out in 2008-2009 = 3%
- *28/850 x 100 = 3%

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- Total youth without a disability who dropped out in SY 2008-2009 = 21
- Total of youth without a disability enrolled in SY 2008-2009 = 812
- Percent of all youth without a disability who dropped out in 2008-2009 = 3%
 $*21/812 \times 100 = 2\%$
- Total of all youth with IEPs who dropped out in SY 2008-2009 = 7
- Total of all youth with IEPs enrolled in SY 2008-2009 = 38
- Percent of youth with a disability who dropped out in SY: 2008-2009 = 18%
 $*07/38 \times 100 = 18\%$

Table 3: Special Education Weekly Activity Form

School Year	#Students with Disabilities in High School	#Remained in School	#Drop-out
2006-2007	43	38	5
2007-2008	32	27	5
2008-2009	38	31	7

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009 (2009-2010):

As per OSEP’s instructions, for this APR, ROP reports FFY 2008 (2008-2009) data and compared it to ROP’s FFY 2008 (2008-2009) target. FFY 2009 actual data and information are provided as additional information for this Indicator.

Progress/Slippage

ROP did not meet target.

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

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

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

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Additional Data: FFY 2009 (2009-2010)

The actual data for school year 2009-2010 indicated that 6 students exited the program out of 39 students' population. Of the 6 students who exited, 4 (10%) dropped out, 1 no longer need special education services, and 1 graduated with a regular diploma. The high school dropout of 10% (4/39) for FFY 2009 represents a significant decrease in drop-out rate from 18% (7/38) in FFY 2008. This can possibly be attributed to the weekly follow-up done by the Consulting Resource Teachers (CRT).

During school year 2009-2010, special education teachers completed the Special Education Weekly Activity Form and submitted regularly to their CRT for immediate follow up by the IEP team. The process was put into good use which resulted in a lower absence for students with disabilities. With the implementation of this form, teachers were able to track students who have excessive absences and conduct a parental conference with parent, student, and school counselor to provide necessary support to improve student's participation in school. Furthermore, when parent fails to meet with the team, teachers usually conduct home visit to talk to both the parent and student to convince them to go back to school using the special education data form to compile meeting documentation. Despite our determination to ensure that all students remain in school there is that small fraction that prefers alternative schooling and/or employment. Moreover, ROP understands that the ultimate goal is to ensure that students with disabilities continue to remain in school and to meet the requirements of graduating with regular diploma. With that, it is crucial that the implementation of the special education weekly activity form and special education data form continue and may be revised as necessary to meet the needs of our students with disabilities.

ROP will continue to implement the use of the Special Education Weekly Activity Form and Special Education Data Form with assistance from high school counselors to ensure that we continue to support our students with disabilities to remain in school and meet the requirement of graduating with a regular diploma.

Additional Information Required by OSEP's June 2010 Response Table

OSEP looks forward to the ROP's data demonstrating improvement in performance in the FFY 2009 APR.

Status of Improvement Activities

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

Activity #1: Continue to implement the Special Education Weekly Activity Form to keep track of IEP students' attendance.

Continuing Progress: Form was completed in APR FFY 2006, with continuing implementation on the use of the form.

Activity #2: Follow-up immediately with students and their families on the verge of dropping out or who have dropped out and explore options for staying in school.

Continuing Progress: The Transition guide was completed in June 2008. Teachers used the Special Education Weekly Activity form to monitor student absenteeism and held meetings to discuss student issues during FFY 2009.

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

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- Continuing Progress: Special education coordinator worked with special education program core team monthly to review improvement activities in FFY 2009.
- Activity #6:** Conduct a workshop for new special education staff on how to use the Special Education Weekly Activity Form appropriately to better monitor student's absenteeism.
- Revised Progress: As a result of the December 2008 workshop on the process for how to complete the Weekly Activity form, CRTs provided consultation at their respective schools during FFY 2009.
- Activity #7:** Conduct a workshop for school principals, CRTs, and special education teachers on process and procedures of the new Transition Guideline.
- Revised Progress: Workshop for high school and elementary CRTs was conducted separately in December 2008 to allow them to conduct mini workshops at their respective schools in preparation for Transition meetings for students who exited in May 2009. As a result, students were transitioned from elementary to high school using the Transition Guideline process and procedures in summer 2009. Another workshop was conducted in July 2010 during the Education Convention. This was a convenient time to train teachers and school administrators because the attendance was mandatory. As a result, all students who transitioned to high school in June 2010 used the same process and procedures as stated in Transition Guideline.
- Activity #8:** Use the established form (Student Notice of Meeting Form) to invite all students 14 years old and older to fully participate in their IEP/ITP team meeting.
- Continuing Progress: The form was implemented during the school year and updated in November 2010 to align with the revisions to the procedural handbook and forms.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011:

Given the status noted for the improvement activities in the Discussion section for this Indicator, revisions, with justification, to the SPP improvement activities are provided below. In addition, as per OSEP's instructions, with stakeholder, ROP included the 2 extension year targets through FFY 2012, with continuation of relevant improvement activities, in the complete revised SPP.

- Activity #6:** CRTs will provide school level consultation on the implementation of Special Education Weekly Activity Form.
- Justification: Revised Activity: Instead of conducting a workshop, which was done in December 2008, this activity will be revised to having the CRTs provide "school-level" consultation on the implementation of the forms.
- Activity #7:** CRTs will provide "school-level" consultation on the implementation of Transition Guideline process and procedures to ensure proper implementation.
- Justification: Revised Activity: Instead of conducting a workshop, which was done in December 2008, this activity will be revised to having the CRTs provide "school-level" consultation on the implementation of the guidelines. In addition, the revisions to the procedural handbook include all the secondary transition requirements for documentation. Therefore, providing school-level support will ensure implementation of the requirements.

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Activity #9: New Activity: Share checklist developed by the National Secondary Transition Technical Center (NSTTAC) and other secondary transition resources with elementary CRTs and special education teachers. (consistent with Indicator 13 Improvement Activity #2)
Timeline: At least quarterly through FFY 2012
Resources: High School CRT, NSTTAC, National Post-School Outcomes Center

Justification: NSTTAC checklist and other secondary transition resources must be shared with elementary teachers to provide guidance when planning appropriate transition services for students who are 16 and over to meet requirements. This will assist with appropriate transition planning for students with IEPs to stay in school.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

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

- A. Percent of 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)].

FFY	Measurable and Rigorous Target
2009 (2009-2010)	<p>A. Does not apply to ROP.</p> <p>B. Increase participation of IEP students to 90% for both reading and math.</p> <p>C. Overall Performance of IEP students in Statewide Assessment in <u>Math</u> will increase to 26% proficiency. Overall Performance of IEP students in Statewide Assessment in <u>Reading</u> will increase to 41% proficiency.</p>

Actual Target Data for FFY 2009 (2009-2010):

ROP does not report ESEA Title 1 data. However, ROP can report that current students in ROP with and without disabilities in grades 4, 6, 8, 10, and 12 are required to participate in the statewide assessment. Only one high school grade is reported however for the purpose of this indicator. As reported in the 618 Table 6, 2009-2010 data, shown below in Tables 4-7, students with IEPs participate in ROP's statewide assessment, the Palau Achievement Test (PAT) and an alternate assessment based on alternate academic achievement standards (AA-AAAS), in math and reading.

Measurement A: Does not apply to ROP.

Measurement B: Participation Rate based on 618 reported data.

3B. Overall Participation of IEP Students in Statewide Assessment is 100% for Math and 95.7% for Reading.

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Table 4: 618 Table 6: Statewide Math Assessment Participation for SY 2009-2010

2009-2010 Palau Achievement Test		3B. Participation: Math Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
a.	Children with IEPs	11	18	12	6	47	
b.	Regular assessment with NO accommodations	0	5	3	3	11	23.4%
c.	Regular assessment with accommodations	11	11	5	1	28	59.6%
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	IEPs in alternate assessment against modified standards	ROP does not have an alternate assessment (AA) that tests children against modified standards.					
f.	AA against alternate academic achievement standards	0	2	4	2	8	17%
g.	Overall: [(b+c+d+e+f divided by a)]	100% (11/11)	100% (18/18)	100% (12/12)	100% (6/6)	47	100%
Children with IEP included in "a" but not included in the other subcategories:							
Account for any children with IEPs that were not participants in the narrative		0	0	0	0		

*HS: High school grade used for this calculation is not identified as the cell size (6) is less than the minimum 'n' established for purpose of confidentiality.

Table 5: 618 Table 6: Statewide Reading Assessment Participation for SY 2009-2010

2009-2010 Palau Achievement Test		3B. Participation: Reading Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
a.	Children with IEPs	11	18	12	6	47	
b.	Regular assessment with NO accommodations	0	5	3	3	11	23.4%
c.	Regular assessment with accommodations	11	11	5	1	28	59.6%
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	Alternate Assessment against modified standards	ROP does not have an alternate assessment (AA) that tests children against modified standards.					
f.	AA against alternate academic achievement standards	0	2	4	0	6	12.7%
g.	Overall: [(b+c+d+e+f divided by a)]	100% (11/11)	100% (18/18)	100% (12/12)	67% (4/6)	45	95.7%
Children with IEP included in "a" but not included in the other subcategories:							
Account for any children with IEPs that were not participants in the narrative		0	0	0	2		

*HS: High school grade used for this calculation is not identified as the cell size (6) is less than the minimum 'n' established for purpose of confidentiality.

Measurement C: Proficiency Rate based on 618 reported data.

3C. Overall Performance of IEP Students in Statewide Assessment in Math is 12.5%.

3C. Overall Performance of IEP Students in Statewide Assessment in Reading is 12.5%.

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Table 6: 618 Table 6 Statewide Assessment Math Proficiency for SY 2009-2010

2009-2010 Palau Achievement Test (Full Academic Year)		3C. Proficiency: Math Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
a.	Children with IEPs	9	13	12	6	40	
b.	Proficient or above in Regular assessment with NO accommodations	0	0	0	0	0	0
c.	Proficient or above in Regular assessment with accommodations	0	0	0	0	0	0
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	Alternate Assessment against modified standards	ROP does not have an alternate assessment (AA) that tests children against modified standards.					
f.	Proficient or above in AA against alternate academic achievement standards	0	0	3	2	5	12.5%
g.	Overall: [(b+c+d+e+f divided by a)]	0	0	25% (3/12)	33% (2/6)	5	12.5%

*HS: High school grade used for this calculation is not identified as the cell size (6) is less than the minimum 'n' established for purpose of confidentiality.

Table 7: 618 Table 6: Statewide Assessment Reading Proficiency for SY 2009-2010

2008-2009 Palau Achievement Test (Full Academic Year)		3C. Proficiency: Reading Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
a.	Children with IEPs	9	13	12	6	40	
b.	Proficient or above in Regular assessment with NO accommodations	0	0	0	0	0	0
c.	Proficient or above in Regular assessment with accommodations	1	1	0	0	2	5%
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	Alternate Assessment against modified standards	ROP does not have an alternate assessment (AA) that tests children against modified standards.					
f.	Proficient or above in AA against alternate academic achievement standards	0	0	3	0	3	7.5%
g.	Overall: [(b+c+d+e+f divided by a)]	11% (1/9)	8% (1/13)	25% (3/12)	0	5	12.5%

*HS: High school grade used for this calculation is not identified as the cell size (6) is less than the minimum 'n' established for purpose of confidentiality.

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

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009 (2009-2010):

Progress/Slippage

3B: Participation - ROP Met Target

3C: Proficiency – ROP Did Not Meet Target for Math and Reading

Participation. The total number of students who participated in the statewide assessment was 47, representing 100% in Math and 95.7% in Reading of students with IEPs who participated in the statewide assessment (PAT and AA-AAS). The latter is a result of 2 students not participating in the reading test. Despite the difference in percentages, ROP met its expected target of 90% for FFY 2009.

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

Based on 618 Table 6 data presented above for Math proficiency, ROP did not meet its target of 26% for Math. The result for FFY 2009 is 12.5% which shows a decrease of 18.4% from FFY 2008 of 30.9%. As a result, ROP did not meet target for FFY 2009 by 13.5%. None of the students who participated with and without accommodations met the proficiency level. The ROP anticipated better performance but the result indicated otherwise. This is because Ministry of Education (MOE) needed to revisit its curriculum framework and revised it as it has been 10 years since inception. Consequently, during the middle of school year 2008-2009 the MOE revised the curriculum framework and piloted the framework in school year 2009-2010 with the notion to continue the revision when necessary. The revisions were also to connect with ever changing society needs economically and socially. As a result, training on the new standards and learning targets was conducted by MOE Chief of Curriculum and Instruction with Special Education CRTs and teachers as participants. Participants were involved in unpacking the standard and learning targets and reviewed best practices and strategies to support students with disabilities become successful when accessing the general curriculum content areas.

Based on the FFY 2009 reading proficiency data, ROP did not meet its target of 41%. The performance of 12.5% showed a decrease by 63.6% from 76.1% in FFY 2008 and 28.5% shy from FFY2009 target. The declining result of the data was possibly due to the new changes in the curriculum framework. Special education teachers needed further training to enhance their knowledge and skills teaching the newly implemented standards. This could also apply to the general education teachers. It should also be noted that with ROP’s small population, slight changes in numbers can reflect a drastic change in percentages. As a result, data will likely fluctuate.

ROP continues to participate in regional and on-site activities related to “accessing the general curriculum” through OSEP-funded regional grants administered by University of Guam CEDDERS. In particular, the OSEP-funded PACIFIC Project provides technical support to ROP in the development and implementation of an alternate assessment based on alternate academic achievement standards (AA-AAS), which supports the changes needed in curriculum, instruction, and assessment for students with significant cognitive disabilities. Through participation in the regional institutes, ROP has established the ROP Leadership Assessment Team and ROP Jurisdiction Implementation Team in which several members serve as the local “cadre” in support of building local capacity for the full implementation of an AA-AAS. ROP also wishes to note that it will continue to plan, implement, and collect data to ensure that **all** children with disabilities will have full participation in the statewide assessment (PAT & AA-AAS).

Additional Information Required by OSEP’s June 3, 2010 Response Table

OSEP appreciates the ROP’s efforts to improve performance.

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Status of Improvement Activities

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

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

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

Continuing Progress: During school year 2009-2010, Special Education Data Manager provided the list to Research and Evaluation so students were able to participate in the statewide assessment with and without appropriate accommodation as stated in their IEPs.

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

Continuing Progress: CRTs worked with their respective schools and teachers in school year 2009-2010 on how to complete the 4-Step Process to access general curriculum as well as how to implement and gather appropriate data for scoring. But due to new revised curriculum frameworks and most CRTs being new to the program the evidence indicated that additional training is needed to help improve results.

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

Continuing Not Completed: Palau Ministry of Education revisited and revised its Curriculum Framework that was last updated 10 years ago. The revision was conducted during the middle of school year 2008-2009. Then it was piloted the following school year of 2009-2010. The revision is known to continue with feedback from stakeholders and training was initiated to enhance teachers' understanding of the standards. As a result, it was difficult for each core subject specialist to work with the special education program to complete this activity.

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

Continuing Progress: During school years 2008-2009 and 2009-2010, each area CRT in the elementary and high school level worked with their IEP teams. They also developed general education lesson plans and identified barriers for student with significant cognitive disabilities on each part of the lesson plan, then identified appropriate accommodations and modifications. The workshop was also conducted by CRTs in June 2010 to support teachers on the 4-Step Process.

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

Continuing Progress: During FFY 2009, the special education teachers used the appropriate standards and learning targets for each grade level to access the general curriculum. This activity will continue to ensure that the portfolio process will align with any revisions to the standards.

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

Continuing Progress: In FFY 2009, CRTs and IEP team did this activity for individual student initial and/or revised IEP for each respective school annually. For the new teachers on board, each CRT had individual training with the school IEP team to show them how the 4-Step Process is developed to ensure that student's barriers are accommodated. Therefore, during instruction and assessment the teacher or examiner knows what type of accommodation each IEP student needs to participate in classroom activities.

Through the OSEP-funded GSEG PACIFIC Project administered by the University of Guam CEDDERS, ROP special education personnel, curriculum specialists, general education teachers, and school administrators participated in regional events held in July 2009 and February 2010 on Guam. A follow up on site visit was conducted by Guam CEDDERS to provide technical support to finalize the Teachers Guide. The regional events and on-site follow-up activities focused on developing a cadre of local technical support for supporting students with significant disabilities access the general curriculum. Best practices classroom strategies, including the use of Universal Design for Learning (UDL), were reviewed, which support the development and implementation of an alternate assessment based on alternate academic achievement standards (AA-AAS) for these students.

Through the OSEP-funded Pacific CIMAP Project administered by the University of Guam CEDDERS, ROP special education personnel, curriculum specialists, and technology specialists participated in the regional training held in July 2009 in Pohnpei, FSM and December 2009 on Guam. The training activities provided hands-on training on the use of technology for accessing and creating educational materials in accessible formats. As part of the training, ROP received a set of the equipment, software, tools, and devices for supporting students with print disabilities (Blind, Low Vision, Physical Disabilities, and Reading Disabilities).

In addition to the resource room teachers continuing to monitor the students' progress through their general education teachers and CRTs working with respective schools, an on-site training on accommodations designed for general education teachers was conducted by Guam CEDDERS in September 2009. The participants were school administrators, general and special education teachers, and Ministry of education specialist. Best practices, classroom strategies, including Universal Design (UDL), and Depth of Knowledge (DOK) were also reviewed to support the development and implementation of AA-AAS. This was completed through the Republic of Palau's effort to meet the federal requirement of highly qualified staff.

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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011:

No revisions to improvement activities for this Indicator. As per OSEP's instructions, with stakeholder input, ROP included the 2 extension year targets through FFY 2012, with the continuation of relevant improvement activities, in the complete revised SPP.

IDEA Part B State Annual Performance Report (APR) for 2009-2010

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

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

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

Measurement:

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

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
2009 (2009-2010)	As per OSEP's instruction, required reporting is the state's examination of data for the year before the reporting year (e.g. for the FFY 2009 APR, use data from 2008-2009). Therefore, for Indicator 4, the target and actual data for FFY 2009 will be the FFY 2008 data.
2008 (2008-2009)	A. Maintain suspension and expulsion rate of 0% significant discrepancy. B. Not applicable to ROP.

Actual Target Data for FFY 2009 (2009-2010): As per OSEP's instruction, Actual Target Data will be the actual data from FFY 2008 (2008-2009):

As shown in Table 8, FFY 2008 is the first year that ROP is reporting suspension/expulsion greater than 10 days for students with disabilities, representing 1.29% (2/154) of students with IEPs.

Table 8: Number of Suspensions and Expulsions

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

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School Year	Description	Total students	Total % of suspension or expulsion
2007-2008	Students w/o disabilities	2736 (public school)	2%
2008-2009	Students with disabilities	154*	1.29%
2008-2009	Students w/o disabilities	2650 (public school)	1.8%

*Based on IDEA 618 Data Table 1 for 3-21 Child Count, December 1, 2009 and Table 5, Discipline Report

Numbers used for the percentage calculations for all students:

Description	SY 2006-2007	SY 2007-2008	SY 2008-2009
Public high school enrollment	810	851	850
Elementary school enrollment	2,135	2,063	1954
High school suspension/expulsion	13	37	28
Elementary school suspension/expulsion	17	15	22

Percentage calculations:

Students with disabilities: $2/154 \times 100 = 1.29\%$
 Students without disabilities: $48/2,650 \times 100 = 1.8\%$

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

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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009 (2009-2010):

As per OSEP’s instructions, for this APR, ROP will report FFY 2008 (2008-2009) data and compare it to ROP’s FFY 2008 (2008-2009) target. FFY 2009 actual data and information are provided as additional information for this Indicator.

Progress/Slippage
ROP Met Target.

For FFY 2008, based on the “significant discrepancy” definition, ROP does not show a significant discrepancy between students with disabilities and students without disabilities suspended/expelled for greater than 10 days in the enrolled school year and therefore met the 0% significant discrepancy target.

ROP reported that there were no suspensions or expulsions greater than 10 days for students with disabilities for the past 4 years, based on the 618 data submitted. During FFY 2008, however, there were 2 students suspended/expelled greater than 10 days in the school year.

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

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

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

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

Additional Data: FFY 2009 (2009-2010)

For FFY 2009 there was one IEP student expelled, as reported in the 618 Discipline Data submitted in November 2009. This is the second year ROP is reporting expulsion data for students with an IEP which provided an opportunity to use the revised ROP's policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with 34 CFR §300.170(b). As a result, special education policies and procedures including Procedural Safeguard (Parents Rights) which follows the OSEP Model Form were revised. IEP meeting was held with the school administrators, general and special education staff regarding the one particular student to ensure compliance with the procedural safeguards. Based on ROP's significant discrepancy definition, the one student with an IEP reported does not result in a "significant discrepancy" between students with disabilities and students without disabilities suspended or expelled for greater than 10 days.

ROP now has a new Special Education Data System (SEDS) that accounts for all students with disabilities including suspension or expulsion. ROP will continue to work following the required policies and procedures and SEDS system to improve results for student with disabilities.

Additional Information Required by OSEP's June 2010 Response Table

OSEP appreciates the ROP's efforts to improve performance.

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Status of Improvement Activities

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

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

Continuing Progress: Data were collected and submitted to Data Manager in FFY 2008 and 2009.

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

Continuing Progress: For 2009-2010 school year, Guam CEDDERS continued the on-site training on “Conducting Behavioral Assessments and Developing Behavior Intervention Plans.” The CRTs and teachers learned how to identify the Antecedent, Behavior and Consequence (ABC) by observing student in different settings as well as how to complete a Functional Behavior Assessment Checklist. They learned to identify specific misbehavior, recording systems, types of reinforcement (positive and negative) and how to develop a behavior intervention plan. During school year 2009-2010, CRTs and IEP team continued to implement information obtained from the training to develop behavior intervention program for student with behavior problems.

Activity #3: All school principals and school personnel, parents, and or guardians will be made aware of suspension and expulsion regulations for students with disabilities.

Continuing Progress: During school year 2008 and 2009 school teams including parents were informed of the suspension and expulsion of students with disabilities. The Parent training was also conducted by the special education coordinator in April and May 2010 and the focused on dispute resolution and student code of conduct.

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

Revised Progress: Training was completed in February 2009. IEP team which includes the general and special education teachers for each respective schools were involved in the process of developing the behavior intervention plans for students who needed BIP’s. Teachers monitored the students’ progress of the plan to see if it meets the unique needs of the child.

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

Continuing Progress: Teachers monitored students’ behavior intervention plans during school year 2009-2010.

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Activity #6: Review targets and activities annually.

Continuing Progress: Special education core team met monthly to review each indicator's targets and improvement activities for FFY 2008 and 2009.

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

Revised Progress: The CRT's continued to support the teachers at their respective schools on how to complete the form appropriately for submission to their CRTs for FFY 2008 and 2009.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011:

Given the status noted for the improvement activities in the Discussion section for this Indicator, revisions, with justification, to the SPP improvement activities are provided below. In addition, as per OSEP's instructions, with stakeholder, ROP included the 2 extension year targets through FFY 2012, with continuation of relevant improvement activities, in the complete revised SPP.

Activity #4: Conduct training for CRTs, general and special educators, and other service providers to identify problem behaviors and appropriate strategies in working with students with emotional disabilities and develops behavioral intervention plans.

Justification: Revised Activity: This activity is being revised to focus training for CRTs and related staff to support their respective school IEP team on how to identify problem behavior and develop appropriate BIP to help student progress both academically and behaviorally.

Activity #8: CRTs will continue to support their respective schools teachers on how to complete Special Education Weekly Activity Forms and submit to CRT regularly.

Justification: Revised Activity: This activity is being revised for CRTs to support their respective school special education teachers on how to complete the Special Education Weekly Activity Form and submit to CRTs regularly.

IDEA Part B State Annual Performance Report (APR) for 2009-2010

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
2009 (2009-2010)	<ul style="list-style-type: none"> A. Children ages 6-21 with IEPs were served inside the regular class 80% or more of the day will increase to 38%. B. Children ages 6-21 with IEPs were served inside the regular class less than 40% of the day will decrease to 13%. C. Children ages 6-21 with IEPs served in separate schools, residential facilities, or homebound/hospitals placements will remain at 3%.

Actual Target Data for FFY 2009 (2009-2010):

For FFY 2009, ROP reports the following data for each Indicator Measurement, which is consistent with the 618 reported data for December 1, 2009:

Number used for percentage calculations: Total Number of students with IEP age 6-21 is 137:

Measurement A: $55/137 \times 100 = 40\%$

Measurement B: $21/137 \times 100 = 15\%$

Measurement C: $3/137 \times 100 = 2\%$

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

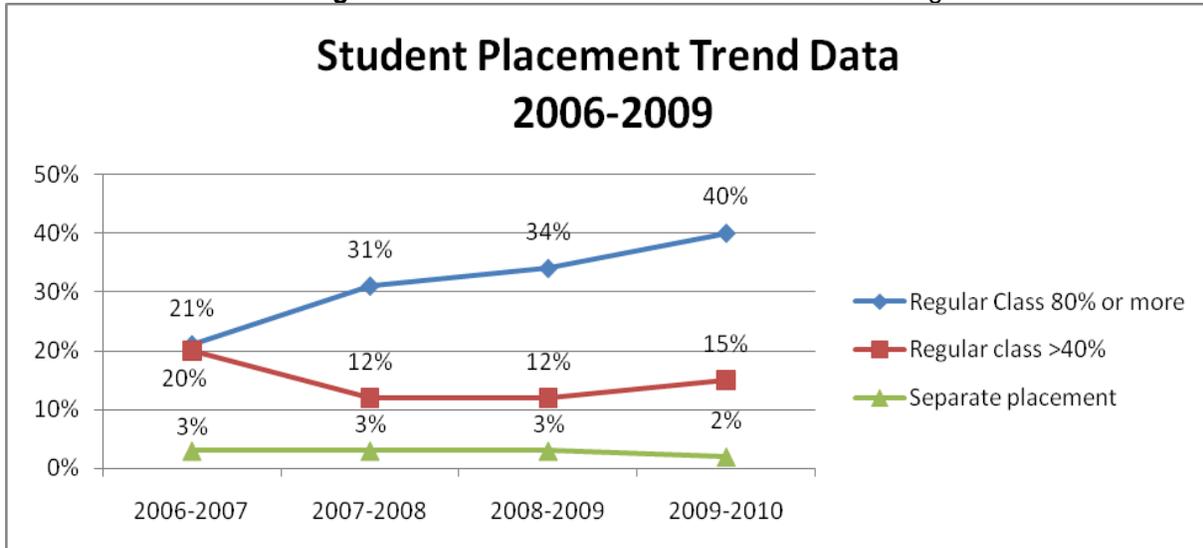
Table 9 displays trend data from FFY 2006 - FFY 2009 for the three Measurement Settings. As shown, ROP has increased the percentage of students with IEPs "inside the regular class 80% or more of the day" (Measurement A) by 19% from 21% in FFY 2006 to 40% in FFY 2009. Also, the percentage for Measurement B has decreased by 5% from 20% in FFY 2006 to 15% in FFY 2009 for students with IEPs "inside the regular class less than 40% of the day." For students with IEPs in separate schools or in the home, ROP has been able to maintain the same percentage at 3% from FFY 2006 to FFY 2008, with a decrease to 2% in FFY 2009. Figure 2 is a graphic representation of the trend data displayed in Table 9.

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Table 9: Percentage/Number for the Three Measurement Settings

Year	Measurement A Inside the regular class 80% or more of the day	Measurement B Inside regular class less than 40% of the day	Measurement C In separate schools, residential facilities, or homebound/hospital placements
2006-2007	21% (40/193)	20% (38/193)	3% (6/193)
2007-2008	31% (55/178)	12% (22/178)	3% (5/178)
2008-2009	34% (53/154)	12% (19/154)	3% (5/154)
2009-2010	40% (55/137)	15% (21/137)	2% (3/137)

Figure 2: Trend Data for Three Measurement Settings



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009 (2009-2010):

Progress/Slippage

Measurement A Target: % inside the regular class 80% or more of the day will increase to 38%. ROP met target for Measurement A.

ROP reported 40% (55/137) of students with IEPs served inside the regular classroom 80% or more of the day. This demonstrates progress from the previous year of 34%. ROP met target for the FFY 2009 target. Table 9 shows that ROP continues to see progress. Figure 2 graphically displays the progress over the last 4 years. Placements for students in special education are determined based on each student’s individual needs. A review of the FFY 2009 data show that many students were determined to need two or more periods of pullout for resource room assistance, most frequently for reading and math. Pullout for two periods represents approximately 25% of a typical student’s school day. The progress for Indicator 5A at 40% in FFY 2009 is now close to the 42% (58/137) reported students with IEPs “inside the regular class 40%-79% of day” that represent the majority of special education students, as noted in ROP’s IDEA 618 data submission.

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Measurement B Target: *% inside the regular class less than 40% of the day will decrease to 13%.*
ROP did not meet target for Measurement B.

ROP reported 15% (21/137) of students with IEPs served inside the regular class less than 40% of the day. This represents a 3% increase from last year's, but a decrease of 5% from the reported 20% for FFY 2006. The increase in percentage is due to the decrease in percentage for Measurement 5C. Two students with IEPs previously served in separate schools were served in the high school and counted under Measurement 5B. Although the percentage for 5B increased, as shown in Table 9, the total number of students with IEPs decreased since FFY 2006 from 38 students with IEPs that reporting year to 21 students with IEPs reported in FFY 2009.

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

ROP's children with IEPs served in separate schools/residential facilities/homebound/hospital placements represented 2% (3/137), 1% less than previous year's reporting. This placement option has been consistently reported at 3% in previous years until this reporting year, FFY 2009. As noted under the Discussion for Measurement 5B, the decrease in numbers for Measurement 5C increased the numbers reported under Measurement 5B.

ROP continues to participate in regional and on-site activities related to "accessing the general curriculum" through OSEP-funded regional grants administered by University of Guam CEDDERS. In addition, during the month of September 2009, Guam CEDDERS conducted an on-site training for school administrators, general and special education teachers, and Ministry of Education Specialists on how to accommodate students in the general education classroom. This training focus was then prioritized for school-level training in June 2010 conducted by the CRTs. All these activities, described under Status of Improvement Activities #5 and #10 below, have been prioritized with a notion that ROP will continue to support school staff to assist students with disabilities succeed in the least restrictive environment. This can be seen in the reported decrease in percentage for Measurement 5C.

In addition, ROP has noted a decrease in the total number of school-age children with IEPs from 193 in FFY 2006 to 137 for this reporting period. This potential systemic issue was raised in ROP's monitoring system, which resulted in the focus area for the on-site focused monitoring in FFY 2008 and FFY 2009 to be child identification. The priority to assess each monitored school's identification rate and practices for ensuring the implementation of child find activities at the school-level was identified as a system issue based on the review of percentage of children with IEPs served over the years. In FFY 2008, the on-site monitoring of 6 schools/programs resulted in 3 findings of noncompliance in the area of child identification issued to 3 schools, as noted in Indicator 15.

Additional Information Required by OSEP's June 2010 Response Table

OSEP appreciates the ROP's efforts to improve performance and looks forward to ROP's data demonstrating improvement in performance in the FFY 2009 APR.

Status of Improvement Activities

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

A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Activities with "revised or deleted" status will also be listed, with justification, in the Revisions section of the Indicator. Completed and deleted activities from previous

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APRs are not discussed in this APR. If any, "new" activities will be listed in the Revision section of this Indicator.

Activity #3: Special Ed. Teachers and Regular Ed. Teachers have to collaborate with parents to discuss and identify possible improvements on academic status on quarterly basis.

Continuing Progress: Special education teachers met with parents quarterly to discuss their child's progress and find ways to increase performances both academically and behaviorally (if needed) in school year 2009-2010.

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

Continuing Progress: CRTs conducted training to special and general education teachers on the use of 4 STEP Process strategy to help student with disabilities access general curriculum. During school year 2009-2010, each school IEP team meticulously identified the appropriate accommodations for individual student initial and/or revised IEP for each respective school. For the new teachers on board, respective CRT had individual training with the school IEP team to show them how the 4 STEP Process is developed to ensure that student's barriers are accommodated. Therefore, during instruction and assessment the examiner knows what type of accommodation is needed for each student. In October 2009, CRTs attended a workshop conducted by MOE English Specialist to unpack curriculum standards and learning targets. Best practices classroom activities were practiced by the participants.

Through the OSEP-funded GSEG PACIFIC Project administered by the University of Guam CEDDERS, ROP special education personnel, curriculum specialists, general education teachers, and school administrators participated in regional events held in July 2009 and February 2010 on Guam. The July 2009 regional events continued the focus on developing a cadre of local technical support for supporting students with significant cognitive disabilities access the general curriculum. Best practices classroom strategies, including the use of Universal Design for Learning (UDL), were reviewed, which support the development and implementation of an alternate assessment based on alternate academic achievement standards (AA-AAS) for these students.

Through the OSEP-funded Pacific CIMAP Project administered by the University of Guam CEDDERS, ROP special education personnel, curriculum specialists, school administrators and technology specialists participated in the regional institute held in July 2009 in Pohnpei, FSM, and December 2009 on Guam. The training activities provided hands-on training on the use of technology for accessing and creating educational materials in accessible formats. As part of the training, ROP received a set of the equipment, software, tools, and devices for supporting students with print disabilities (Blind, Low Vision, Physical Disabilities, and Reading Disabilities).

In addition to the resource room teachers continuing to monitor the students' progress through their general education teachers and CRTs working with respective schools, an on-site Inclusive Practices and accommodations training designed for general and special education teachers was conducted by Guam CEDDERS in September 2009. Best practices classroom strategies, including Universal Design (UDL), and Depth of Knowledge (DOK) were also reviewed to support the planning, implementing and evaluating effectiveness of inclusive practices for student with disabilities. The September 2009 training was completed through the Republic of Palau's effort to meet the federal requirement of highly qualified teachers.

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

Continuing Progress: For FFY 2009, the special education team was led by the coordinator to review the improvement activities and input data. At the same time, inclusive practices training was conducted by Guam CEDDERS in September 2009.

Activity #10: CRT's will train special ed. and general ed. teachers on accommodations and modifications for students with disabilities at their respective schools.

Continuing Progress: Regional and on-site training activities were conducted in FFY 2009 that included CRTs and teachers, as reported under Activity 5. In June 2010, the CRT's worked with their respective school special education teachers and general education teachers on the use of 4 STEP PROCESS strategies to identify appropriate accommodations/modifications for individual students to access general curriculum.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011:

No revisions to improvement activities for this Indicator. As per OSEP's instructions, with stakeholder input, ROP included the 2 extension year targets through FFY 2012, with the continuation of relevant improvement activities, in the complete revised SPP.

IDEA Part B State Annual Performance Report (APR) for 2009-2010

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

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

**As per OSEP's instructions,
Indicator 6 reporting is not required in the FFY 2009 APR, due February 1, 2011.**

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for developmental description.

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.

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

Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

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

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

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

Measurement for Summary Statement 1: Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

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

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

Target Data and Actual Target Data for FFY 2009 (2009-2010):

As shown in the Table 10, ROP met the targets of 100% for Summary Statements 1 and 2 for Outcomes A, B, and C. For this reporting period, there were 9 preschoolers that had both measurements (entry and exit) for this reporting period.

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Table 10: Targets and Actual Data for Preschool Children Exiting in FFY 2009 (2009-2010)

Summary Statements	Targets FFY 2009 (% of children)	Actual FFY 2009 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	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%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	100%	100%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	100%	67%
Outcome C: Use of appropriate behaviors to meet their needs		
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	100%	100%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	100%	67%

The Palau ECSE Team used the [ECO Summary Statements Calculator](#) to generate the percentage for Summary Statements 1 and 2 for the three outcomes as indicated in Table 11.

Table 11: Performance Data for Preschool Children Exiting FFY 2009-2010

Summary Statements	% of children
Outcome A: Positive social-emotional skills (including social relationships)	
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 3: $(c + d) / (a+b+c+d) \times 100$ $0+6/6 \times 100 = 100\%$
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 3 $(d + e) / (a+b+c+d+e) \times 100$ $6+3/9 \times 100 = 100\%$
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
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 3 $(c + d) / (a+b+c+d) \times 100$ $3+4/7 \times 100 = 100\%$
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 3 $(d + e) / (a+b+c+d+e) \times 100$ $4+2/9 \times 100 = 67\%$

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Outcome C: Use of appropriate behaviors to meet their needs	
1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	Taken from Table 3 $\frac{(c + d)}{(a+b+c+d)} \times 100$ $3+3/6 \times 100 = \mathbf{100\%}$
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 $\frac{(d + e)}{(a+b+c+d+e)} \times 100$ $3+3/9 \times 100 = \mathbf{67\%}$

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

Progress/Slippage

Outcome Measure A Positive social-emotional skills (including social relationships), Summary Statement 1 Target: % of preschool children who entered the preschool 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. ROP met the Target for Outcome A, Summary Statement 1.

ROP reported 100% (6/6) of preschoolers who substantially increased their rate of growth by the time they exited the program. ROP met the target for FFY 2009. Table 3 displays progress data for this measure.

Outcome Measure A Positive social-emotional skills (including social relationships), Summary Statement 2 Target: % percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. ROP met the Target for Outcome A, Summary Statement 2.

ROP reported 100% (9/9) of preschoolers who were functioning within age expectations in positive social emotional skills by the time they exited the program. ROP met the target for FFY 2009. Table 3 displays progress data for this measure.

Outcome Measure B Acquisition and use of knowledge and skills (including early language/communication and early literacy), Summary Statement 1 Target: % of preschool children who entered the preschool 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. ROP met the Target for Outcome B, Summary Statement 1.

ROP reported 100% (7/7) of preschoolers who substantially increased their rate of growth by the time they exited the program. ROP met the target for FFY 2009. Table 3 displays progress data for this measure.

Outcome Measure B Acquisition and use of knowledge and skills (including early language/communication and early literacy) Summary Statement 2 Target: % percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. ROP did not meet the Target for Outcome B, Summary Statement 2.

ROP reported 67% (6/9) of preschoolers who were functioning within age expectations in acquisition and use of knowledge and skills by the time they exited the program. ROP did not meet the set target of 100% for FFY 2009. Table 3 displays progress data for this measure. Ongoing professional development strategies to support the area of language acquisition for preschoolers and techniques for modifying the curriculum for preschoolers is an area the ECSE will be addressing this coming year.

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Outcome Measure C Use of appropriate behaviors to meet their needs, Summary Statement 1

Target: % of preschool children who entered the preschool 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. ROP met the Target for Outcome C, Summary Statement 1.

ROP reported 100% (6/6) of preschoolers who substantially increased their rate of growth by the time they exited the program. ROP met the target for FFY 2009. Table 3 displays progress data for this measure.

Outcome Measure C: Use of appropriate behaviors to meet their needs, Summary Statement 2

Target: % percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. ROP did not meet the Target for Outcome C, Summary Statement 2.

ROP reported 67% (6/9) of preschoolers who were functioning within age expectations in the use of appropriate behaviors to meet their needs by the time they exited the program. ROP did not meet the set target of 100% for FFY 2009. Table 3 displays progress data for this measure. Professional development strategies and techniques to modify and adapt materials and equipment to ensure greater access of preschoolers with disabilities is an area the ECSE will be addressing this coming year.

Palau Early Childhood Special Education (ECSE) Program

The 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 three outcomes measures.

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 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"

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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. As indicated in last APR, working sessions were held in July 2009 to review and revise the Preschool Outcome Measurement System Procedural Manual.

Progress Data for Preschool Children FFY 2009

Table 12 shows 2009-2010 progress data for the nine 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.

Table 12: Progress Data and Percent of Children in the Five Measurement Categories

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
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	6	66.7%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	3	33.3%
Total	N=9	100%
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of children who did not improve functioning	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	3	33.3%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	4	44.5%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	2	22.2%
Total	N=9	100%

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C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
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	3	33.3%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	3	33.3%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	3	33.3%
Total	N=9	100%

As indicated in the table, there was an increased of the number of preschoolers (9) that exited for this reported period compared to the 3 preschoolers that exited 2008-2009. Ongoing training will continue with early childhood teachers to ensure consistency of determining the rating in the COSFE. Since this is the 2nd year for reporting exit data and given the small number size of “9,” caution should be taken in trying to interpret and project performance of preschoolers exiting the program. ROP will continue to reassess the need to re-determine targets on a year to year basis.

For ensuring that accuracy and The Data Manager monitors and tracks the entry and exit data for preschoolers with IEPs as beginning January 2010 is now part of the new Special Education Data System (SEDS) protocol. The SEDs protocol includes procedures to ensure that all preschoolers with IEPs have a completed entry COSF which is submitted to the Data Manager 45 days after the initial IEP. For preschoolers that exit the program, the exit COSF is submitted for preschoolers transitioning to 1st grade in June of each year or prior to leaving the island. This data is reviewed by the Data Manager and Special Education Coordinator to ensure accuracy of the data. The Special Education Coordinator and Data Manager will continue to monitor and tweak the SEDs as needed.

Additional Information Required by OSEP’s June 2010 Response Table

OSEP appreciates the ROP’s must report progress data and actual target data for FFY 2009 with the FFY 2009 APR.

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 the previous SPPs are not discussed in this SPP.

Activity #1: Special Education 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 assessments 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.

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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 Education 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.

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 2010, training was held with 22 participants in attendance. In July 2010 a joint training was conducted by Head Start and ECSE with support from Special Ed. Specialists/CRTs on strategies for improving partnership, inclusive practices/challenges, transition, extended school year, child outcome procedure and behavior for teachers and related service providers to accommodate teachers who couldn't participate in the previous training. Annual training will be conducted for parents and teachers on the Preschool Outcome measurement System.

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 (CSEFEL).

Completed Palau Head Start sponsored a 2-day CSEFEL Cluster training on September 2009.

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.

Partially Completed Special Ed. speech provider attended a training on speech/language in Guam on July 2010.

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.

Completed Training on Inclusion and Accommodations for students with disabilities was held on September 2009 by Guam CEDDERS TA providers. On December 2009 a vision specialist met with parents, teachers and children/youth with vision impairment.

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EC teacher attended Pacific CIMAP Regional Braille Training on July 2009 and Low Vision Training on December 2009.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011:

No revisions to improvement activities for this Indicator. As per OSEP's instructions, with stakeholder input, ROP included the 2 extension year targets through FFY 2012, with the continuation of relevant improvement activities, in the complete revised SPP.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

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

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

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

PRESCHOOL (ages 3-5)

FFY	Measurable and Rigorous Target
2009 (2009-2010)	94% of parents will report that the program facilitated parent involvement as a means of improving services and results for preschoolers with disabilities.

ELEMENTARY AND SECONDARY (6-21)

FFY	Measurable and Rigorous Target
2009 (2009-2010)	44.56% of parents will report that the schools facilitated parent involvement as a means of improving services and results for children with disabilities (based on the NCSEAM Family Survey standard).

Actual Target Data for 2009-2010:

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

PRESCHOOL (ages 3-5)

The results of the Belau Preschool Family Outcome Survey show **88.9%** of parents indicated that the school/program facilitated parent involvement as a means of improving services and results for children with disabilities. For this reporting period Palau, did not meet its target of 94%.

Early Childhood (children aged 3-5)

# of Parents	# of Surveys Distributed	# of Completed Surveys Returned
18	18	18

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

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Survey Questions and Results

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

88.9% of the parents indicated that the Head Start/ECSE program provided good to excellent* help so that they could help their child learn.

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

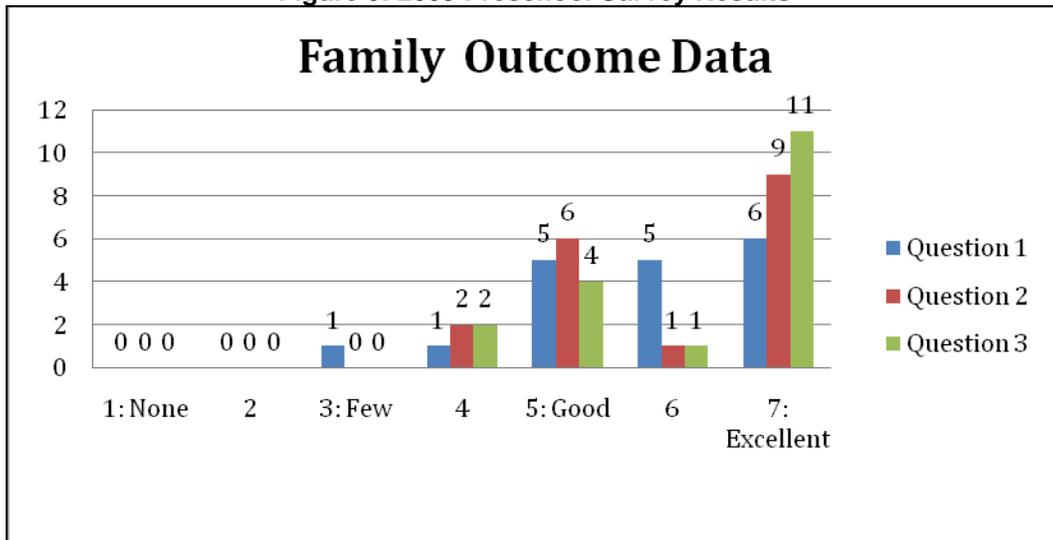
88.9% of the parents indicated that the Head Start/ECSE program provided good to excellent* encouragement to be actively involved in their child's education at school.

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

88.9% of the parents indicated that the Head Start/ECSE program did a good to excellent* job of including them as full partners in making decisions about their child's education.

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

Figure 3: 2009 Preschool Survey Results



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

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

- a. Total number of items response = 54
- b. Total number of responses indicating good to excellent = 48

Calculation – $b/a (48/54) \times 100$ = 88.9%

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ELEMENTARY AND SECONDARY (6-21)

Part B Special Education Survey Report for FFY 2008:

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

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

ROP RESULTS

ALL PART B (STANDARD METHOD) FFY 2008

Percent at or above Indicator 8 standard of a rating of 4.5 and above:		56%
Number of Valid Responses:	85	
Mean Measure:	4.67	Measurement SD .86

Data Collection Methods

Preschool Family Outcome Survey

Data on Early Childhood Family Outcomes were collected using the Belau Preschool Family Outcome Survey. Surveys were distributed to all parents of preschool children (ages 3-5) receiving services during 2009-2010 school year and all 18 surveys were completed and returned to the Special Education Office (100% return rate).

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

Surveys were numbered and place in envelopes so that parents would feel comfortable completing them for they would be anonymous. Eighteen (18) surveys were distributed and collected from parents of children (ages 3-5) receiving services during the 2009-2010 school year.

Elementary and Secondary Survey

In FFY 2009, between October through December 2009, surveys were distributed to parents of all 161 elementary and secondary students with IEPs. The first section of the NCSEAM Part B Family Survey, “Schools Efforts to Partner with Parents” (25 questions) was selected for collecting information from parents of children aged 6-21 in ROP. Eighty-five (85) surveys were collected and were analyzed by Guam CEDDERS. Of the 161 students aged 6-21 that were provided a survey, 85 surveys from parents of elementary and high school students with IEPs responded to the survey with a return rate of 53%. This is a significant increase from last reporting period of 42%. The reason for the increase in the number of surveys returned may be the result of follow-up calls made by the Special Education Coordinator and Consulting Resource Teachers (CRTs) encouraging the school principals and teachers to have parents return the surveys back to the school. In addition, this is the first year that the parent survey was translated into Palauan which may have contributed to the increase in the percentage of parents completing the surveys.

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The analysis involved adding the scores for each item for each individual survey and determining the mean. The individual surveys that had a mean of 4.5 and above were considered to have met that standard **that the schools facilitated parent involvement as a means of improving services and results for children with disabilities. This resulted in 56% of the parents reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities.**

Representation of respondents:

Grade level:	72.9% Elementary	27.1% High School	
Child's age in years:	Ages 6-11: 34.1%	Ages 12-17: 62.4%	Ages 18-21: 3.5%
Age at first referral:	Birth through 2: 4.7%	Preschool (3-5): 14.1%	Ages 6-11: 72.9%
	Ages 12-17: 8.2%		
Race/Ethnicity:	White: 1.2%	Asian or Pacific Islander: 97.6%	
	Multi-racial: 1.2%		

Primary Disability:

Autism	2.4%
Other Health Impairment	2.4%
Specific Learning Disability	67.1%
Speech or Language Disability	4.7%
Visual Impairment including Blindness	1.2%
Deafness	1.2%
Developmental Delay	1.2%
Hearing Impairment	1.2%
Intellectual Disability (mental retardation)	4.7%
Multiple Disabilities	12.9%
Orthopedic Impairment	1.2%

ROP reports that the respondents are representative of the children with IEPs served. In reviewing the surveys that were returned, the data summary represents all public elementary and secondary schools. As expected, with the majority of surveys returned from the elementary schools, all ages were represented in the results. Further, by disability, the majority represented was SLD, which was expected based on ROP's reported 618 Child Count.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009 (2009-2010)

Progress/Slippage

PRE-SCHOOL (3-5)

ROP did not meet the Target.

The results of the Belau Preschool Family Outcome Survey show that **88.9%** of parents responding indicated that the school/program facilitated parent involvement as a means of improving services and results for children with disabilities. Therefore, this year's preschool family outcome data signifies that the program did not meet the 2009 target of **94%**.

For this reporting period, there is a slight increase of .7 and .6 percent for survey questions 1 and 2. For question 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...", there was a slippage of 5.2%.

On June 24, 2010, two parents attended a parent workshop on topics such as Palau's Preschool Outcomes Measurement System, special education, transition, extended school year, IEP development and behavior (FBA & BIP). To ensure that parents have access to training throughout the year, a

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schedule of all training will be disseminated to parents and contact information of whom to call should parents like more information.

ELEMENTARY AND SECONDARY (6-21)

ROP met Target.

The results of the Palau Parent Survey, was interpreted by Guam CEDDERS and based on a response of 85 surveys, shows that for 2009-2010, 53% of ROP's parents responding are at or above the indicator standard set by the NCSEAM pilot study that is used to determine the "percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities."

During the Special Education Advisory Council (SEAC) meeting held on January 2011, members were provided copies of the survey results by each survey items to review. This provided addition information to identify potential priorities of need for families. In fact, the Coordinator from the newly US DOE funded Parent Community Resource Center grant wanted to review the specific summary results so that she could make available resources to assist families in the areas of need based on the survey results.

Additional Information Required by OSEP's June 2010 Response Table

OSEP looks forward to the ROP's data demonstrating improvement in performance in the FFY 2009 APR.

Status of Improvement Activities

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

PRE-SCHOOL (3-5)

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

Continuing Progress: Surveys were conducted for all parents of children (ages 3-5) with disabilities between May and June 2010.

Activity #2: Training on family outcome data analysis.

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

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

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

Completed Progress: Training was conducted on June 2010 for parents and teachers by ECSE and Head Start staff with support from Special Ed. Specialist/CRTs. The focus was on Early Childhood Child Outcome Procedure, IEP development process, transition, extended school year and behavior to improve their understanding and participation in their children's educational activities. Training was jointly conducted by Head Start and ECSE with support from Special Ed. Specialists/CRTs on June 2010 that focused on improving

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partnership, inclusive practices/challenges, transition, extended school year and behavior for teachers and related service providers.

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

Continuing Progress: ECSE & Head Start staff met on June 2010 and parent training was conducted in June 2010.

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

Continuing Progress: Survey results were reviewed, plans were made and training was conducted in June 2010 for the reporting of APR 2009.

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

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

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

Continuing Progress: ECSE staff met the Special Education Coordinator in June 2010 to discuss the survey's low rating for question #2 and identify possible topics of training for families.

ELEMENTARY AND SECONDARY (6-21)

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

Continuing Progress: In October 2009, the NCSEAM surveys were disseminated to parents of all 161 students who received special education.

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

Continuing Progress: For FFY 2009, a parents training was conducted on Dispute Resolution and MOE Handbook on Student Conduct and Discipline in general education.

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

Continuing Progress: Special Education Coordinator and staff will continue to provide training on special education to school principals, teachers and related service providers as part of the Annual Education Convention. For FFY 2009 a training on Dispute and Resolution aligned with MOE Handbook policies on Student Conduct and Discipline for general education.

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

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

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FFY 2009 a training on Dispute and Resolution aligned with MOE Handbook policies on Student Conduct and Discipline for general education.

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

Continuing Progress: Special education will provide other options such as, phone interview, one on one interview, or home visits for parents who request for additional assistance in completing the survey. FFY 2009 most of the surveys were completed due to the Palauan version of the form. For those parents who are not able to read were assisted by a school staff other than special education teacher or a family member who is able to assist. Any questions or need of clarification were addressed through telephone.

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

No revisions to improvement activities for this Indicator. As per OSEP's instructions, with stakeholder input, ROP included the 2 extension year targets through FFY 2012, with the continuation of relevant improvement activities, in the complete revised SPP.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Disproportionality

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

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

Measurement:

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

Include State's definition of "disproportionate representation."

This Indicator measure is not applicable to ROP.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Disproportionality

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

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

Measurement:

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

Include State's definition of "disproportionate representation."

This Indicator measure is not applicable to ROP.

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

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

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

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

FFY	Measurable and Rigorous Target
2009 (2009-2010)	100% of children with parental consent received for initial evaluation will be evaluated within 60 days.

Actual Target Data for FFY 2009 (2009-2010):

As show in Table 13, ROP reports 100% (29/29) compliance with the 60-day timeline. Twenty-nine (29) parental consents were received in FFY 2009 and all 29 evaluations were completed within 60 days from receipt of parental consent.

Table 13: Number and percent of children whose evaluations were completed within the 60-day timeline for FFY 2009 (2009-2010)

Measurement (a) # of children for whom parental consent to evaluate was received.	Measurement (b) # of children whose evaluations were completed within 60 days	Total Number and Percent Percent = [(b) divided by (a)] times 100
29	29	29/29 x 100 = 100%

Data Source: The evaluation data was taken from the database system of all children for whom a parental consent to evaluate was received for the report year July 1, 2009 to June 30, 2010. This database was established specifically for tracking the timeline requirement for Indicator 11 but in early 2010 was merged to the new database, “Special Education Data System (SEDS).”

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009 (2009-2010):

Progress/Slippage

ROP Met the Target. ROP demonstrated continued compliance with 100% (29/29) compliance for Indicator 11.

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The continued compliance in this area can be attributed to the special education coordinator reviewing Indicator 11 data on a monthly basis using the tracking sheet, and then beginning January 2010, the Special Education Data System (SEDS) master list for all parental consent received. As a result of the monthly review, the special education coordinator would inform the Consulting Resource Teacher (CRT) assigned to the school/program to follow-up to ensure that the 60-day timeline is met.

In addition, the compliance of 29 initial evaluations completed represents an increase of 21% from the previous year's total number of 24 initial evaluations completed. This increase can be credited to the focus area of child identification during the FFY 2008 and FFY 2009 on-site focused monitoring school visits. The priority to assess each monitored school's identification rate and practices for ensuring the implementation of child find activities at the school-level was identified as a system issue. As reported in Indicator 15 of this APR, 3 findings of noncompliance in the area of child identification were issued to 3 schools in FFY 2008.

Additional Information Required by OSEP's June 2010 Response Table

OSEP appreciates the ROP's efforts in achieving compliance with the timely initial evaluation requirements in 34 CFR §300.301(c)(1).

Status of Improvement Activities

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

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

Continuing Progress: Since the CRT's and Early Childhood staff lead are aware of all evaluation activities, they track the process of all initial evaluations regarding the 60-day timeline. They also report new admissions to the data manager. Indicator 11 team reviewed the Special Education Data System (SEDS) of new entries and checked student files to verify that this indicator is being met accordingly.

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

Continuing Progress: Special Education Data System (SEDS) for off-site monitoring was established in January 2010. Data on this indicator were inputted into the system and reviewed by the special education coordinator and Indicator 11 team.

Activity #3: Provide parent/guardian in-service relating to purpose of In School Focus of Concern process and follow-up activities (Annually).

Continuing Progress: The Special Education Program continues to meet and share information on "In School Focus of Concern" for students who are at risk of failure in general education classrooms to parents, teachers, and the principal during school PTA meetings.

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

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Continuing Progress: Parents are required team members of the school teams including the "In School Focus of Concern." Parents are invited to School Child Study Team meetings to join in the discussion of their child's needs in education and address their questions or concerns.

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

Continuing Progress: School calendar 09-10 was reviewed and memo sent out on March 10, 2010 to all schools as a reminder to ensure that the 60-day timeline will be closely tracked during scheduled school activities or breaks as initial evaluations are being scheduled or conducted.

Activity #6: Early intervention procedures for students at risk in the general education classroom are the "In School Focus of Concern" process.

Continuing Progress: The Special Education Program continues to work with schools to build awareness on the intervention procedures and its implementation.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011:

No revisions to improvement activities for this Indicator. As per OSEP's instructions, with stakeholder input, ROP included the 2 extension year targets of 100% through FFY 2012, with the continuation of relevant improvement activities, in the complete revised SPP.

IDEA Part B State Annual Performance Report (APR) for 2009-2010

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

Measurement:

- a. # of children who have been served in Part C and referred to Part B (LEA notified pursuant to IDEA section 637(a)(9)(A) for Part B eligibility determination.)
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

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

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

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

IDEA Part B State Annual Performance Report (APR) for 2009-2010

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

New Measurement Requirement.

As per OSEP's instructions, Indicator 13 is included in ROP's SPP due February 1, 2011.

IDEA Part B State Annual Performance Report (APR) for 2009-2010

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

Measurement:

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

New Measurement Requirement.

As per OSEP's instructions, Indicator 14 is included in ROP's SPP due February 1, 2011.

IDEA Part B State Annual Performance Report (APR) for 2009-2010

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

Percent of noncompliance corrected within one year of identification:

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

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

FFY	Measurable and Rigorous Target
2009 (2009-2010)	100% of ROP's general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

Actual Target Data for FFY 2009 (2009-2010):

As per OSEP's instructions, ROP used the Part B Indicator 15 Worksheet in the FFY 2009 APR:

PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of School/Program Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school. 14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and	Monitoring Activities: Self-Assessment/ Local APR, Data Review,	0	0	0

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Indicator/Indicator Clusters	General Supervision System Components	# of School/Program Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
expulsions of children with disabilities for greater than 10 days in a school year.	Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	0	0	0
5. Percent of children with IEPs aged 6 through 21-educational placements. 6. Percent of preschool children aged 3 through 5-early childhood placement.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3 (On-Site Focused Monitoring)	3	3
	Dispute Resolution: Complaints, Hearings	0	0	0
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	Not Applicable to ROP.		
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	Not Applicable to ROP.		
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	Not Applicable to ROP.		
	Dispute Resolution: Complaints, Hearings	Not Applicable to ROP.		
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: • Child Identification: 34 CFR §300.111(a)(1)	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3 (On-Site Focused Monitoring)	3	3
	Dispute Resolution: Complaints, Hearings	0	0	0
Sum the numbers down Column a and Column b			6	6
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			100% (6/6)	

IDEA Part B State Annual Performance Report (APR) for 2009-2010

As listed in column 3 of the Indicator 15 worksheet, findings were issued to the “school or program” where children with IEPs receive their special education and related services, with the type of data review source utilized to make the findings of noncompliance. For FFY 2009, ROP, a unitary system, demonstrated correction of noncompliance through 3 main sources of FFY 2008 data review:

1. **APR Data:** As a “system” review of APR data, this annual data review is taken from the special education data system for the compliance indicators at the end of each fiscal year:
 - a. For FFY 2008 noncompliance findings issued, all APR indicator performance did not reflect procedural noncompliance. It should be noted that the FFY 2008 data for Indicator 13, a compliance indicator, was reported as updated data for the FFY 2007 identified noncompliance.
2. **School/Program Visits:** On-site focused monitoring visits were conducted for six (6) schools/programs, consistent with ROP’s Continuous Improvement Focused Monitoring System (CIFMS). The Special Education Program conducts school monitoring visits on a 3-year cycle, as outlined in the CIFMS updated in September 2010. These visits review all IDEA procedural requirements for compliance:
 - a. For FFY 2008 noncompliance findings issued, 5 of the 6 schools/programs monitored were issued a total of 6 findings. The 6 specific regulatory noncompliance were assigned to the following indicators, as displayed in the Indicator 15 worksheet:
 - i. Indicator 5: Three findings for related requirement §300.320(a)(4) and §300.321.
 - ii. Other: Three findings for Child Identification §300.111(a)(1).

As noted in Indicators 5 and 11, the focus of the on-site monitoring visits for FFY 2008 and FFY 2009 was on child identification. The priority to assess each monitored school’s identification rate and practices for ensuring the implementation of child find activities at the school-level was identified as a system issue based on the review of percentage of children with IEPs served over the years. This FFY 2008 focus resulted in 3 findings of noncompliance in the area of child identification issued to 3 schools in FFY 2008.

3. **Dispute Resolution System:** As a “system,” ROP has in place the procedures for receiving and addressing complaints, hearing requests, and mediation requests.
 - a. For FFY 2008 noncompliance findings issued, there were no reported complaints, hearing requests, and mediation requests, as noted in the FFY 2008 APR for Indicators 16-19.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009 (2009-2010):

Progress/Slippage

ROP Met Target. ROP demonstrated continued compliance with 100% (6/6) compliance for Indicator 15. ROP does not have any outstanding previous or longstanding identified noncompliance.

Timely Correction of FFY 2008 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009) (Sum of Column a on the Indicator B15 Worksheet)	6
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	6
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

IDEA Part B State Annual Performance Report (APR) for 2009-2010

Verification of Correction for findings of noncompliance reported in the FFY 2009 APR (either timely or subsequent):

Consistent with OSEP Memo 09-02, ROP was able to demonstrate compliance with the FFY 2008 identified noncompliance by ensuring that the schools:

(1) are correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on updated data; and (2) have corrected each individual case of noncompliance.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008 (including any revisions to general supervision procedures, technical assistance provided and/or any enforcement actions that were taken):

ROP verified timely correction of the FFY 2008 findings of noncompliance through a review of evidence submitted to the special education office for input into the Special Education Data System (SEDS). For each finding of noncompliance, the school/program monitoring report included specific required corrective action with required evidence for demonstrating individual correction. The required evidence included a timeline for submitting required documentation of the individual correction to the special education office. Consistent with OSEP Memo 09-02, verification of correct implementation of the specific regulatory requirements was through a review of additional data related to the requirement identified as a noncompliance area in the written notification of findings. Verification of correction was monitored by the Consulting Resource Teachers (CRTs) assigned to the monitored schools. The CRTs supported the schools in providing the appropriate documentation within the one-year timeframe from the written finding of noncompliance. Upon verification of correction, a written notification of verified correction was issued to the individual school/program.

ROP Special Education General Supervision System

Demonstration of accountability measures under IDEA is seen through a system of general supervision; in particular, comprehensive monitoring of the implementation of IDEA in ROP, with a focus on improving results for children and youth with disabilities. In FFY 2009, ROP committed resources to updating the Continuous Improvement Focused Monitoring System (CIFMS) to incorporate on-site and off-site monitoring activities and to provide written guidance for the identification and correction of noncompliance requirements, consistent with OSEP Memo 09-02. With technical support from Guam CEDDERS, the revisions to the written procedures for the CIFMS were completed in September 2010, which reflected the practices that had been initiated in FFY 2008. A copy of the September 2010 updates to the CIFMS was provided to OSEP during the on-site verification/monitoring visit conducted at the end of September 2010.

In addition to the revisions to the CIFMS, ROP committed resources to updating the procedural safeguards (parent rights) and procedural handbook and forms. Through a contract with Guam CEDDERS, on-site facilitation of working sessions with the special education core team resulted in the updates completed in August 2010. A copy of the updated procedural safeguards and procedural handbook was provided to OSEP in preparation for the on-site verification/monitoring visit conducted at the end of September 2010.

Additional Information Required by OSEP's June 2010 Response Table

OSEP appreciates the ROP's efforts in timely correcting noncompliance identified in FFY 2007. In reporting on correction of noncompliance in the FFY 2009 APR, the ROP must report that it verified that each school or program with noncompliance identified in FFY 2008: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or the ROP data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the ROP, consistent with OSEP Memo 09-02. In the FFY 2009 APR, the ROP must describe the specific actions that were taken to verify the correction. In addition, in reporting on Indicator 15 in the FFY 2009 APR, the ROP must use the Indicator 15 worksheet.

IDEA Part B State Annual Performance Report (APR) for 2009-2010

ROP's Response to Additional Information Required by OSEP's June 2010 Response Table

ROP provides the additional information required in the discussion above. Further, ROP used the Indicator 15 worksheet to display ROP's actual target data for FFY 2009.

Status of Improvement Activities

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

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

Continuing Progress: For FFY 2009, Guam CEDDERS was contracted to work with ROP to update the monitoring procedures to include on-site focused monitoring procedures, off-site monitoring data review, and dispute resolution system review.

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

Continuing Progress: With technical support from Guam CEDDERS and participation in the Pacific General Supervision (GS) Academy sponsored by the WRRC on Guam, ROP updated the Continuous Improvement Focused Monitoring System (CIFMS) in September 2010. A copy of the September 2010 updates to the CIFMS was provided to OSEP during the on-site verification/monitoring visit conducted at the end of September 2010.

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

Continuing Progress: The implementation of the 3-year cycle of on-site monitoring continued in FFY 2009 and is reflected in the September 2010 updates to the CIFMS.

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

Continuing Progress: The implementation of the transmission of monitoring reports to school principals continued in FFY 2009 and is reflected in the September 2010 updates to the CIFMS.

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

Continuing Progress: Consulting Resource Teachers (CRTs) and related service staff received copies of the school monitoring reports for the six school/program visits conducted in FFY 2008 and the seven school visits conducted in FFY 2009. The CRTs connected with the school principals to assist with the corrective action plans, as needed.

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

Deleted Progress: The September 2010 updates to the CIFMS includes a section on addressing systemic issues through program improvement and development of focus areas and a section on enforcement actions (incentives and sanctions) These updates were identified as the needed follow-up incorporated into the integrated monitoring activities of on-site and off-site procedures.

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

Continuing Progress: Completed in September 2010 with the revised monitoring procedures and forms.

Activity #13: Continue monitoring practices and activities that ensure compliance with federal requirements (through FFY 2012).

Continuing Progress: The implementation of the monitoring practices and activities continued in FFY 2009 and is reflected in the September 2010 updates to the CIFMS.

Activity #14: Review monthly all new complaints, mediations and due process hearing issues to identify potential issues of noncompliance (ongoing through FFY 2012).

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

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011: This is a compliance target therefore targets will not be adjusted.

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

Justification: Deleted Activity: ROP is deleting this activity to be consistent with the September 2010 updates to the CIFMS.

As per OSEP's instructions, with stakeholder input, ROP included the 2 extension year targets of 100% through FFY 2012, with the continuation of relevant improvement activities, in the complete revised SPP.

IDEA Part B State Annual Performance Report (APR) for 2009-2010

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

Measurement:

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

FFY	Measurable and Rigorous Target
2009 (2009-2010)	100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to particular complaint.

Actual Target Data for 2009 (2009-2010):

ROP received 2 signed written complaints for 2009-2010 and met the 60-day timeline requirement, as reported in the IDEA 618 Table 7.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009 (2009-2010):

Progress/Slippage

ROP Met Target. ROP demonstrated compliance with 100% (2/2) compliance for Indicator 16.

The signed written complaints received in FFY 2009 represents the first time ROP in the SPP reporting timeframe that ROP had to implement the procedures for addressing signed written complaints. The dispute resolution system procedures have been in place. The special education program reviewed the procedures to ensure effective implementation of the system. In addition, through a contract with Guam CEDDERS, on-site facilitation of working sessions with the special education core team resulted in the updates to the procedural safeguards and procedural handbook and forms were completed in August 2010. These updated documents were provided to OSEP in preparation for the on-site verification/monitoring visit conducted at the end of September 2010.

Additional Information Required by OSEP’s June 2010 Response Table

OSEP looks forward to reviewing the ROP’s data in the FFY 2009 APR.

Status of Improvement Activities

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

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

Continuing Progress: Consultation was provided by outside TA providers from various sources with the program coordinator. The coordinator then shared the information with the Core Team during monthly and special meetings. In addition, through a contract with Guam CEDDERS, on-site facilitation of working sessions with the special education core team resulted in the updates to the procedural safeguards completed in August 2010. A copy of the updated procedural safeguards was provided to OSEP in preparation for the on-site verification/monitoring visit conducted at the end of September 2010.

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

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

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

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

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

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

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

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

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

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

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011: This is a compliance target therefore targets will not be adjusted.

No revisions to improvement activities for this Indicator. As per OSEP's instructions, with stakeholder input, ROP included the 2 extension year targets of 100% through FFY 2012, with the continuation of relevant improvement activities, in the complete revised SPP.

IDEA Part B State Annual Performance Report (APR) for 2009-2010

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

Measurement:

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

FFY	Measurable and Rigorous Target
2009 (2009-2010)	100% Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Actual Target Data for FFY 2009 (2009-2010):

ROP did not receive due process hearing requests in 2009-2010, as reflected in IDEA 618 Table 7.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009 (2009-2010):

Additional Information Required by OSEP’s June 2010 Response Table

OSEP looks forward to reviewing the ROP’s data in the FFY 2009 APR.

Status of Improvement Activities

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

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

Continuing Progress: The list has been updated.

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

Continuing Two hearing officers attended training on Saipan, CNMI on February 16-18, 2010. The training was conducted by Gail ImObersteg, Esq., Special Education Law Associates. The outcome of the training was that the hearing officer candidates will:

- Possess knowledge of, and the ability to understand, the provisions of IDEA, Federal and State regulations pertaining to IDEA, and legal interpretations of IDEA by Federal and State courts;
- Possess the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice; and

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- Possess the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011: This is a compliance target therefore targets will not be adjusted.

No revisions to improvement activities for this Indicator. As per OSEP's instructions, with stakeholder input, ROP included the 2 extension year targets of 100% through FFY 2012, with the continuation of relevant improvement activities, in the complete revised SPP.

IDEA Part B State Annual Performance Report (APR) for 2009-2010

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

Measurement:

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

FFY	Measurable and Rigorous Target
2009 (2009-2010)	Targets will be set once required baseline data available (10 or greater).

Actual Target Data for FFY 2009 (2009-2010):

ROP did not receive hearing requests in 2009-2010, as reflected in IDEA 618 Table 7.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009 (2009-2010):

Additional Information Required by OSEP’s June 2010 Response Table

OSEP looks forward to reviewing the ROP’s data in the FFY 2009 APR.

Status of Improvement Activities

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

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

Continuing Progress: TA provider conducted on-site visits and provided a review of the due process procedures with Special Education Core Team. As a result of training, updates were completed to the Parents Rights to align with OSEP Model Form. The Special Education Rights of Parents in Palau (procedural safeguards) was printed in August 2010. Dissemination to parents began the same month.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011:

No revisions to improvement activities for this Indicator. As per OSEP’s instructions, continuation of relevant improvement activities through FFY 2012 has been included in the complete revised SPP. ROP is not able to set targets for the 2 SPP extension years until baseline is available for this Indicator (10 or greater).

IDEA Part B State Annual Performance Report (APR) for 2009-2010

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

Measurement:

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

FFY	Measurable and Rigorous Target
2009 (2009-2010)	Target will be set once required baseline data available (10 or greater).

Actual Target Data for FFY 2009 (2009-2010):

ROP did not receive requests for hearing/mediations in 2009-2010, as reflected in the IDEA 618 Table 7.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009 (2009-2010):

Additional Information Required by OSEP’s June 2010 Response Table

OSEP looks forward to reviewing the ROP’s data in the FFY 2009 APR.

Status of Improvement Activities

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

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

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

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

Continuing Contracted consultants have been providing on-site TA to update special education handbook, monitoring guidelines, and special education rights of parents in Palau. Through this process the program data manager, CRTs, and coordinator who receives and monitor complaints, mediations and due process hearing requests continue to receive on-going training on how to administer such requests.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011:

IDEA Part B State Annual Performance Report (APR) for 2009-2010

No revisions to improvement activities for this Indicator. As per OSEP's instructions, continuation of relevant improvement activities through FFY 2012 has been included in the complete revised SPP. ROP is not able to set targets for the 2 SPP extension years until baseline is available for this Indicator (10 or greater).

IDEA Part B State Annual Performance Report (APR) for 2009-2010

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

Measurement:

Percent = State reported data, including 618 data and annual performance reports, are

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

FFY	Measurable and Rigorous Target
2009 (2009-2010)	100% ROP reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Actual Target Data for 2009 (2009-2010):

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

SPP/APR Data - Indicator 20			
APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	N/A	N/A	0
3B	1	1	2
3C	1	1	2
4A	1	1	2
4B	N/A	N/A	0
5	1	1	2
7	1	1	2
8	1	1	2
9	N/A	N/A	0
10	N/A	N/A	0
11	1	1	2
12	N/A	N/A	0
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
Subtotal			30
APR Score Calculation		Timely Submission Points - If the FFY2009 APR was submitted on time, place the number 5 in the cell on the right.	5
		Grand Total - (Sum of subtotal and Timely Submission Points) =	35

IDEA Part B State Annual Performance Report (APR) for 2009-2010

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/10	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/10	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/1/10	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/10	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/1/10	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 2/1/11	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/1/10	1	1	1	N/A	3
				Subtotal	21
618 Score Calculation			Grand Total (Subtotal X 2.143)=		45

Indicator #20 Calculation	
A. APR Grand Total	35
B. 618 Grand Total	45
C. APR Grand Total (A) + 618 Grand Total (B) =	80
Total N/A in APR	10
Total N/A in 618	0
Base	80
D. Subtotal (C divided by Base*) =	1.000
E. Indicator Score (Subtotal D x 100) =	100.00

* Note any cell marked as N/A will decrease the denominator by 1 for APR and 2.143 for 618

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009 (2009-2010):

Progress/Slippage

ROP Met Target.

ROP reports submitting timely and accurate data on the SPP and APR indicators and all 618 Data demonstrating **100%** (80/80) compliance with Indicator 20 requirements. It is understood that Indicators 3A, 4B, 9, 10, and 12 do not apply to ROP.

Section 618 Data submissions: All 618 exiting, discipline and personnel data were submitted to Westat in November 2010. All data are verified meticulously through student file reviews by CRTs and the Data Manager. All 618 Data required for the February 2010 data submission were also timely and accurate, and submitted on time to Westat.

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

IDEA Part B State Annual Performance Report (APR) for 2009-2010

Now that SIS is up and running, ROP can assure that all its data collections are meticulously verified via this system. The Special Education Program will continue to work with the Division of Research and Evaluation staffs to make sure that all data collected are verified and accurate. Although SIS is still being updated to include other elements to make it fully operable, the program looks forward to working with MOE's main office to include more information of students with disabilities that may be accessible to other programs within the Ministry and others that support the education of students with disabilities.

In the meantime, special education data have been maintained using Excel. When the Special Education Data System (SEDS) was put in place in January 2010, this further improved the collection and validity of student IEP and special education related data. Collection and updates of student data were either on daily, weekly, or monthly basis. This process has dramatically improved the review of student data in the main office. It provided the means for a data system to allow for reporting and reviewing updated special education data on a regular basis by the special education coordinator, school administrators, and Consulting Resource Teachers (CRTs). Further, the revised monitoring system has access to updated accurate data for conducting on-site and off-site data reviews for identifying and verifying correction of noncompliance.

Additional Information Required by OSEP's June 2009 Response Table

OSEP appreciates the ROP's efforts in achieving compliance with the timely and accurate data reporting requirement in IDEA sections 616 and 618 and 34 CFR §§76.720 and 300.601(b). In reporting on Indicator 20 in the FFY 2009 APR, the ROP must use the Indicator 20 Data Rubric.

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

As indicated in the Actual Target Data section, ROP used the Indicator 20 Data Rubric as instructed.

Status of Improvement Activities

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

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

Continuing Progress: The Special Education Program has been working with SIS to improve the quality of school and student data. SIS has been populated and is up and running. This is an ongoing activity to improve and streamline the generation of results for various uses by MOE as well as special education reports. Current status - SIS is still being updated to include other elements to make it fully operational. This will support programs in need of data being collected each school year.

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

Continuing Progress: All data for students with IEPs are carefully verified at the school sites before they are entered into the system. MOE's Division of Research and Evaluation helps verify data and has been very helpful with data collection, verification and interpretation. General and special education teachers continued to work with the secretaries who input the data to make sure that students with IEPs are appropriately identified and entered into the system. This is an ongoing process.

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

IDEA Part B State Annual Performance Report (APR) for 2009-2010

Continuing Progress: As MOE SIS is under the process of including other elements that will require input of special education data. The special education program has provided information needed for certain activities on students with IEP. MOE's ongoing activity will be to train appropriate staff, following any changes and improvements to the system.

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

Continuing Progress: This is an ongoing process. As MOE SIS continues to improve and expand its capacity to include more data, the Special Education Program with TA from Guam CEDDERS established the Special Education Data System (SEDS) in January 2010. A 2-day half-day working session was conducted for all school principals and special education CRTs in May 2010 on the use of the SEDS data for off-site data reviews.

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

Continuing Progress: TA providers from Guam CEDDERS, regular conference calls with OSEP staff, WRRC and other TA providers provided the information and support for ROP to continue to work on SPP/APR activities but especially in preparation for OSEP's on-site verification/monitoring visit in September 2010.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011: This is a compliance indicator therefore targets will not be adjusted.

No revisions to improvement activities for this Indicator. As per OSEP's instructions, with stakeholder input, ROP included the 2 extension year targets of 100% through FFY 2012, with the continuation of relevant improvement activities, in the complete revised SPP.