IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

Overview of the Annual Performance Report Development

The Republic of Palau (ROP) FFY 2011 Annual Performance Report (APR) development process began with the receipt of OSEP's June 27, 2012 Determination Letter for ROP's FFY 2010 APR. A copy of the Determination Letter was given to ROP's Special Education Advisory Council (SEAC) members, ROP's "broad" stakeholder group for the APR development. The Determination Letter indicated that ROP "met requirements" of the IDEA Part B Program based on ROP's FFY 2010 APR and other relevant ROP reported data and information. The Determination Letter and Response Table reinforced ROP's priorities for program improvement and reporting which included training and technical assistance activities for each State Performance Plan (SPP) indicator measure.

The Special Education Core Team, comprised of the Special Education Coordinator, Specialists/ Consulting Resource Teachers (CRTs), Data Manager, and Early Childhood staff held monthly meetings to discuss the status of all improvement activities and what can be done to support cluster teams carry out specific SPP indicator activities, which included implementing training activities with parents, principals, teachers, and related service providers at different times of the year beginning summer of 2011. Parent workshops focused on Parents Rights, State Complaints, Parent Roles and Responsibilities in the Special Education Process with particular attention on the Least Restrictive Environment and High School Diploma Requirements & Drop Out. Training activities for principals, teachers, and related service educators were implemented to address various improvement activities across several SPP indicators involving educators and support staff, which included presentations and workshops conducted by special education staff at the ROP Annual Educational Convention in August 2011 and July 2012.

The FFY 2011 APR development incorporated a review of the effectiveness of the improvement activity priorities implemented based on the SPP, OSEP's June 27, 2012 Determination Letter, and the on-going focus on priorities from the September 2010 OSEP on-site verification visit. The Special Education Core Team reviewed the status of data collected and other related activities in preparation for the on-site APR work with Guam CEDDERS. Guam CEDDERS was awarded the contract to work with the Ministry of Education, Special Education Program.

Among various initiatives, ROP continued to target efforts on the Least Restrictive Environment (LRE) provisions, as prioritized in Indicator 5. With technical assistance from Guam CEDDERS, the Special Education Core Team put an action plan together to conduct a school survey to selected schools that did not meet or improve towards ROP's SPP LRE targets for students with disabilities. Plans were introduced, discussed, and validated by the Special Education Advisory Council (SEAC). In June 2012, a school survey was conducted in the 3 central schools with all staff: school administrators, teachers, and support staff. Results were analyzed and shared first with the school administrators in September 2012 then with all school personnel in November 2012. ROP Special Education Program is collaborating with Guam CEDDERS and the Western Regional Resource Center (WRRC) for training activities to address the needs to address the LRE provisions for students with disabilities in the 3 targeted schools.

The following Special Education Core Team working sessions, training activities, and SEAC meetings were held as part of ROP's FFY 2011 APR development:

- <u>August 15-17, 2012</u>: Guam CEDDERS conducted an on-site technical assistance visit to co-facilitate the Head Start teacher training with Head Start Region 9 TA provider. As prioritized, the visit supported ROP's early childhood priorities for training reported under SPP Indicators 6 and 7. The visit included training on the special education process with Head Start Administrators and teachers and special education consulting resource teachers and early childhood teachers.

- <u>September 26-28, 2012</u>: Guam CEDDERS conducted an on-site visit to review data and information with the Special Education Core Team for the development of ROP's FFY 2011 APR. Guam CEDDERS also facilitated a meeting with SEAC to review OSEP's June 27, 2012 Determination Letter, OSEP's Results-Driven Accountability (RDA) priority, and OSEP's proposed

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changes to the FFY 2011 APR. The presentation on OSEP's RDA and FFY 2011 APR changes were from the August 2012 IDEA Leadership Conference. In addition, a meeting was conducted with the 3 school principals from the 3 targeted schools for the LRE Initiative to review the survey results and to plan for "next steps," including conducting a session with each school's teachers and staff regarding the survey results. The meeting discussion with the 3 school principals was also shared during the SEAC meeting.

- <u>November 12-14, 2012</u>: Guam CEDDERS conducted an on-site visit to review data and information with the Special Education Core Team for the development of ROP's FFY 2011 APR and to meet with the 3 targeted LRE Initiative school teachers and staff to review the survey results and gather additional feedback for next steps. An afternoon meeting was held for each of the 3 schools with all administrators, teachers and staff.

- <u>January 21-25, 2013</u>: Guam CEDDERS conducted an on-site visit to review data and information with the Special Education Core Team for the development of ROP's FFY 2011 APR. In addition, a meeting with the school principals from the 3 targeted LRE Initiative schools was conducted to review the feedback from the November 2012 school sessions. On January 24, 2013, Guam CEDDERS facilitated the ROP FFY 2011 APR and SPP presentation to SEAC. The presentation included a review of OSEP Memorandum 13-6 on the final changes to the FFY 2011 APR and SPP and ROP's data for each SPP Indicator, including the individual survey item results of the parent survey conducted for Indicator 8. The SEAC members provided input for Indicator 2 regarding the measurement change and Indicator 6 for the one-year target and improvement activities.

OSEP Memorandum 13-6, December 12, 2012

OSEP Memorandum 13-6 provided additional instructions for the development of the FFY 2011 APR. In the memorandum, OSEP provided options for consideration in the APR development. ROP is reporting the following options chosen:

- <u>Indicator 2</u>: ROP chooses to use the same data source and measurement used in the FFY 2010 APR. ROP submits the required Indicator 2 data and information in this APR.

- <u>Indicator 20</u>: ROP chooses to wait for OSEP's calculation of ROP's compliance with Indicator 20 requirements. As communicated by OSEP during the December 2012 TA call, states/entities will have an opportunity to respond to OSEP's Indicator 20 calculation during "clarification" period anticipated in April 2013.

- <u>Improvement Activities</u>: ROP chooses to keep the same format for its improvement activities under each indicator as in previous years, instead of creating one set of improvement activities for the APR referenced to each indicator.

With OSEP's additional instructions in Memorandum 13-6, **ROP's Part B FFY 2011 APR includes actual target data and required discussion for 13 of the 20 SPP Indicators: 1, 2, 3, 4, 5, 7, 8, 11, 13, 14, 15, 18, and 19.** The 7 SPP Indicators not in this APR include: Indicator 6, which is being submitted as a SPP; Indicators 9, 10, and 12, which have not been applicable to ROP; Indicators 16 and 17 have been deleted by OSEP effective FFY 2011; and for Indicator 20, the APR includes only the measurement description awaiting OSEP's calculation to provide ROP's response, if needed.

As indicated earlier, ROP will continue to utilize the same Improvement Activity format by individual indicators for this APR submission. Consistent with OSEP Memorandum 13-6, the <u>Discussion Section of each indicator</u> will describe the implementation progress for the current improvement activities, which include the status of each improvement activity: Completed, continuing, revised, or deleted. For those improvement activities identified as completed, revised, or deleted, a justification is provided in this section. In the <u>Revisions Section of each Indicator</u>, the improvement activities have been organized to include identifying the category or type of improvement activity, following Washington State's format. The

improvement activities are organized by areas of priority for improvement with the "status" of each improvement activity. The improvement activity categories include:

(A) Improve Data Collection and Reporting
(B) Improve Systems Administration and Monitoring
(C) Build Systems and Infrastructures of Technical Assistance and Support
(D) Provide Technical Assistance/Training/Professional Development
(E) Clarify/Examine/Develop Policies and Procedures
(F) Program Development
(G) Collaboration and Coordination
(H) Evaluation
(I) Increase/Adjust FTE

Improvement activities that have been noted to be completed or deleted in the Discussion Section with justification are not included in the Revisions Section. This reporting year serves as the second year utilizing the revised format displaying all prioritized improvement activities. It should be noted that not all indicators utilized every category of improvement as there might not have been a need for that Indicator.

ROP wishes to acknowledge the ongoing support by Dr. Rich 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, San Diego State University; Miles Kawatachi, Independent Consultant; and Special Education Directors and staff across the Pacific. 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 Finance, Ministry of Health Services, Head Start from the Palau Community Action Agency, the Palau Parent Empowered, 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 Very Much)!

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 2011 (2011-2012) APR, ROP will implement the following public dissemination activities:

- By March 30, 2013, ROP's FFY 2011 Part B APR will be posted on the ROP MOE website: www.palaumoe.net (click "Ministry," then select "Special Education").

- By March 30, 2013, a copy of ROP's FFY 2011 Part B APR will be provided to the SEAC members and Ministry of Education (MOE) Management Team.

- By March 30, 2013, the local media (radio & newspaper) will be informed of the availability of ROP's FFY 2011 Part B APR.

- By June 30, 2013, upon receipt of OSEP's Determination Letter, ROP's FFY 2011 Part B APR, the complete revised SPP, inclusive of Indicator 6, and OSEP's Determination Letter will be posted on the ROP MOE website: www.palaumoe.net (click "Ministry," then select "Special Education"), with a copy provided to the SEAC members and 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 adjusted cohort graduation rate required under the ESEA.

FFY	Measurable and Rigorous Target
2011 (2011-2012)	**As per OSEP's instruction, FFY 2011 required reporting is the state's examination of data for the year before the reporting year (e.g. for the FFY 2011 APR, use data from 2010-2011). Therefore, for Indicator 1, the target and actual data for FFY 2011 will be the FFY 2010 data.**
2010 (2010-2011)	**50% of youth with IEPs graduate from high school with a regular diploma.**

Actual Target Data for FFY 2011 (2011-2012): As per OSEP's instruction, Actual Target Data will be the actual data from FFY 2010 (2010-2011):

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 IDEA 618 Exit Table.

Graduation rate 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 has been fluctuating from FFY 2007 to FFY 2010, with an increase in percentage in FFY 2010 by 8% compared to FFY 2009. For students without disabilities, there was a similar pattern in the percentage fluctuating from FFY 2008 to FFY 2010, with an increase in FFY 2010 by 7% compared to FFY 2009. For students with disabilities, the graduation rates have been significantly lower in the last 4 years when compared to all students and students without disabilities. It should be noted however that the students with disabilities Cohort 2007 number used as the denominator for FFY 2010 was 5 students more than the previous year.

Table 1: Graduation Rate over the Past Four Years

Description	2007-2008 (Cohort 2004)	2008-2009 (Cohort 2005)	2009-2010 (Cohort 2006)	2010-2011 (Cohort 2007)
Total high school graduation rate for all students	53% (119/224)	57% (147/260)	41% (120/293)	49% 163/331
Graduation rate for students without a disability	55% (117/211)	61% (145/238)	44% (119/273)	51% 157/306
Graduation rate for students with a disability	15% (2/13)	9% (2/22)	5% (1/20)	24% 6/25

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Figure 1 provides a graphic representation of the trend data displayed in Table 1. As shown, the graduation rate for students without a disability closely aligns with the graduation rate for all students.

Figure 1: Cohort Graduation Rate Trend: FFY 2007 – FFY 2010
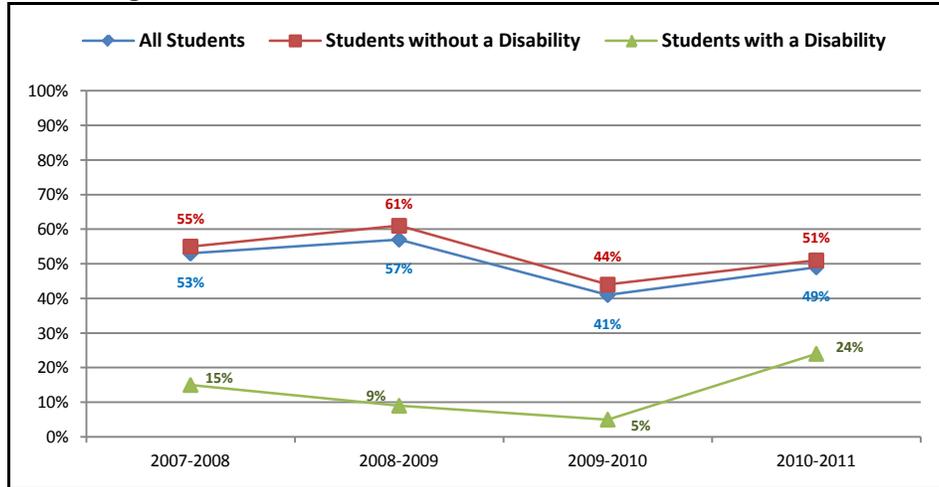
<u>Numbers used for the Percentage Calculations:</u>

-Total number of all youth graduated in SY: 2010-2011	=	163
-Total Number of all youth enrolled in SY: 2007-2008	=	331
-Percent of all youth graduating in 2010-2011	=	49%
*163/331 x 100 = 49%		
-Total of all youth without a disability graduated in SY: 2010-2011	=	157
-Total of all youth without a disability enrolled in SY: 2007-2008	=	306
-Percent of all youth without a disability graduating in 2010-2011	=	51%
*157/306 x 100 = 51%		
-Total of all youth with IEPs graduated in SY: 2010-2011	=	6
-Total of all youth with IEPs enrolled in SY: 2007-2008	=	25
-Percent of youth with a disability graduating in SY: 2010-2011	=	24%
*6/25 x 100 = 24%		

Discussion of Improvement Activities <u>and</u> Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2011 (2011-2012):

As per OSEP's instructions, for this APR, ROP reports FFY 2010 (2010-2011) data and compares it to ROP FFY 2010 (2010-2011) target.

Target/Progress/Slippage
ROP did not meet its target of 50%. ROP's FFY 2010 performance of 24% (6/25) graduation rate for youth with IEPs represents progress from previous year's reporting of 5% (1/20).

Actual data for SY 2010-2011 demonstrates progress in the percentage of youth with IEPs graduating with a regular diploma from 5% (1/20) in FFY 2009 to 24% (6/25) in FFY 2010. Of significance is the increase in the graduation number of 6 for youth with IEPs in FFY 2010 compared to 1 youth with an IEP in FFY 2009. The number of youth with IEPs graduating with a high school diploma is consistent with what was reported in the 618 Exit Data for FFY 2010. Further, as noted earlier, MOE's cohort calculation does not account for adjustments for repeaters, dropouts, withdrawals, and transfers.

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

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'regular' diploma for reporting performance for Indicator 1. Effective August 2010, a regular diploma is defined as completion of 27 credits and required high school courses and electives. An IEP diploma is a diploma awarded to students who successfully earned 27 credits and completed the requirements of their IEP. The reference to earning 27 credits is related to instructional time completed, i.e. one credit is earned for every class period for an entire year, or two class periods for one semester. The latter will likely change in the future because it will be helpful for the students to continue post-secondary school at Palau Community College (PCC), the local college. Currently, students graduating from high school with a certificate or IEP diploma are not able to earn post-secondary education credits for degree programs and that has become an issue. This issue is being address under Indicator 14, Improvement Activity 14.7, as one of the post-school outcomes priorities.

During school years 2010-2011 and 2011-2012, the high school CRT conducted extensive training with high school general and special education teachers on IEP and LRE. The training was extended to Palau Community College (PCC), local college and WIA to train teachers and other staff to ensure that student with disabilities can graduate from high school with a regular diploma and then continue their education in post-secondary school and/or employment/training. Guam CEDDERS staff and the high school CRT also provided on-site visits to observe students using the PAC6 observation tools and made individual students' recommendations to help students improve their participation and performance in the content learning. The high school CRT consequently provided individual teacher support on possible ways to help students succeed and by working with them on the compilation of the 4 step process and appropriate accommodations. Furthermore, high school special education teachers continued to use the Counseling Referral Form and submit student attendance weekly activity form to CRT for immediate follow-up on students to inform IEP team's decision making.

ROP will continue to implement the existing special education weekly activity form to account for all students who are on the verge of dropping out and to identify appropriate supports to help them remain in school. In addition, ROP continues to participate in regional activities for professional development and to provide coaching support for teachers to ensure that they meet students' individual needs which will lead to graduating with a regular diploma.

OSEP's FFY 2010 APR Response Table, June 2012
OSEP looks forward to ROP's data demonstrating improvement in performance in the FFY 2011 APR.

Status of Improvement Activities
The following activities are numbered based on the numbering in the last revised SPP submitted in April 2012. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

Activity #1.1: Update Palau High School's Handbook to reflect any changes to ensure alignment with IDEA.

Progress: During FFY 2011, high school and elementary CRTs met with the high school handbook committee consisting of vice principal and school counselors to review IDEA requirements on discipline of students with disabilities and made the addendum to the existing handbook.

Status of 1.1: **Continuing.**

Activity #1.2: Provide general education teachers training on how to teach students on IEPs especially on the provision of more accommodations to students in the general education classes.

Progress: In July 11-13, 2012, through the OSEP-funded GSEG PACIFIC Project administered by the University of Guam, a 1-day PAC6 Cadre follow-up training and a 3-day regional event were held on Guam. The PAC6 Cadre follow-up training built upon

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the work initiated in February 2009 that focused on three strands: (1) Scoring and Standard Setting; (2) Implementing with Integrity Validity Instruments; and (3) Developing Media Clips for Local Support. The 3-day regional training that followed was *Communication Supports for Instruction and Assessment.* The purpose was to bring together PAC6 Leadership Assessment Team (LAT), Cadre Members, and School Teams, including principals, general and special education teachers, and related service providers, to examine the implication of incorporating a "Communication Triage" into the instruction and assessment for students with significant cognitive disabilities requiring an AA-AAS. The outcome of these two trainings were very beneficial because it focused on capacity building for identifying appropriate communication systems and supports for students with significant cognitive disabilities that includes instructional/communication strategies for accessing the general curriculum through the use of universal design for learning. As a result of these trainings, CRT and related service providers continued to provide on-site school visits to work with teachers to help with the identifying and using appropriate communication systems to enhance student participation in classroom activities.

In support of ROP's efforts, Guam CEDDERS provided on-site visits to observe students at their respective classroom and met with school teams to share their recommendations on particular students observed of possible accommodations that would best assist the students' participation and performance in the classroom. The high school CRT also provided on-site assistance to both general and special education teachers on how to teach students by providing other techniques and accommodations that would help students achieve their individual goals.

Status of 1.2: **Continuing.**

Activity #1.3: Explore the GEAR UP and other programs and tutoring services available at the high school and encourage students with disabilities to participate.

Progress: In FFY 2011, 13 students were attending Talent Search Program. None of the students attended GEAR UP program because they chose to attend Talent Search. Within the last school year, GEAR UP gradually phased out. Aside from Talent Search Tutoring services, both special and general education teachers provided tutoring services after school hours.

Status of 1.3: **Revised:** Justification: Remove GEAR UP because this program has phased out.

Activity #1.4: The CRTs will submit the Special Education Weekly Activity Form to Data Manager weekly and reviewed quarterly with respective school CRT for program improvement.

Progress: During FFY 2011, high school teachers continually monitored students' absenteeism using the Special Education Weekly Activity Form and submitted the completed forms to the CRT and data manager. This helped tracked absenteeism of students with disabilities to ensure that IEP teams meet, if needed, to discuss options to encourage students to remain in school.

Status of 1.4: **Continuing.**

Activity #1.5: Provide a series of training sessions for Palau High School students, parents and teachers on the importance, roles and responsibilities for students attending their IEP meetings and meeting the requirements of graduating with a high school regular diploma.

Progress: During FFY 2011, a series of parent and teacher trainings on IEP and LRE were conducted. Parents and teachers from the different public elementary schools, one

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high school, and Head Start attended. Training topics included: Parent & Child's Rights with specific emphasis on Least Restrictive Environment (LRE); state complaints; parent's role in the special education process; requirements for high school diploma; and strategies for preventing drop-outs. On the other hand, students were being informed during IEP meetings of their crucial participation role in the decision making and determination of any changes in their IEPs.

Status of 1.5: **Revised:** <u>Justification</u>: Remove "students" because they are being informed of the importance of being part of their IEP meeting during each IEP meeting.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2012-2013:

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Progress of each activity is described in the Discussion section of this Indicator. The table below includes the status for each activity, with justification, if needed, for "revised, completed, or deleted" improvement activity. If any, "new activities," with justification, will be added to the list of improvement activities.

The following table is an update on the status of the improvement activities for Indicator 1:

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
1.1	B: Improve Systems Administration and Monitoring	Update Palau High School's Handbook to reflect any changes to ensure alignment with IDEA.	Annually through FFY 2012	Principal, High School Staff, Parents and CRT	**Continuing**
1.2	D. Provide technical assistance/ training/ professional development	Provide general education teachers training on how to teach students on IEPs especially on the provision of more accommodations to students in the general education classes.	Beginning of school year through FFY 2012	Teachers Sp Ed Coordinator TA Providers Secondary CRT	**Continuing**
1.3	C: Build systems and infrastructures of technical assistance and support	Explore other programs and tutoring services available at the high school and encourage students with disabilities to participate. Justification: Removed GEAR UP Program because the program phased out.	Beginning of each school year through FFY 2012.	Secondary CRT Sp Ed Teacher Counselors	**Revised**
1.4	B: Improve Systems Administration and Monitoring	The CRTs will submit the Special Education Weekly Activity Form to Data Manager weekly and reviewed quarterly with respective school CRT for program improvement.	Weekly thru FFY 2012	Secondary CRT Sp Ed Teacher Counselors	**Continuing**
1.5	D: Provide technical assistance /training/ professional development	Provide a series of training sessions for parents and teachers on the importance, roles and responsibilities for students attending their IEP meetings and meeting the requirements of graduating with a high school regular diploma. Justification: Removed 'students' because they can be informed of the importance of being part of their IEP meeting during each IEP meeting.	Beginning of school year through FFY 2012.	Special Ed Coordinator, TA Provider, and CRT.	**Revised**

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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))

FFY 2010 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 2011 NEW Measurement: States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator. **Data Source:** Same data as used for reporting to the Department under IDEA section 618.

OSEP Memorandum 13-6, APR Instructions, December 2012
OSEP provided additional instructions for Indicator 2. For the FFY 2011 APR, States may report using the data source and measurement included in the Part B Indicator Measurement Table that expires July 31, 2015, or the State may choose to report using the same data source and measurement that the State used for its FFY 2010 APR that was submitted on February 1, 2012.

Based on OSEP's December 2012 additional instructions, **ROP has chosen to utilize the same data source and measurement used in its FFY 2010 APR for its FFY 2011 Indicator 2 reporting**. The following sections therefore are based on the FFY 2010 APR Indicator 2 measurement guidance:

FFY	Measurable and Rigorous Target
2011 (2011-2012)	**As per OSEP's instruction, FFY 2011 required reporting is the state's examination of data for the year before the reporting year (e.g. for the FFY 2011 APR, use data from 2010-2011). Therefore, for Indicator 2, the target and actual data for FFY 2011 will be the FFY 2010 data.**
2010 (2010-2011)	**Only 5%of youth with IEPs will drop out of high school.**

Actual Target Data for FFY 2011 (2011-2012): As per OSEP's instruction, Actual Target Data will be the actual data from FFY 2010 (2010-2011):

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 reported IDEA 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 1, the drop-out rates for students without disabilities remained the same from FFY 2009 to FFY 2010, but for students with disabilities, the percentage increased slightly from 10% in FFY 2009 to 12% in FFY 2010. This slight increase represented one additional dropout from 4 in FFY 2009 to 5 in FFY 2010. It should be noted that the fluctuation in percentage from year to year for students with disabilities is due to ROP's small population. However, as shown in Table 1, over the years, ROP has seen a slight increase in enrollment of students with disabilities, compared to the decreasing enrollment of students without disabilities.

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Table 1: Drop Out Rate Trend Data

Description	2007-2008	2008-2009	2009-2010	2010-2011
Total High School Students	8% (70/851)	3% (28/850)	2% (18/784)	3% 19/742
High School Students without Disabilities	8% (65/819)	3% (21/812)	2% (14/745)	2% 14/700
High School Students with Disabilities	16% (5/32)	18% (7/38)	10% (4/39)	12% 5/42

<u>Numbers used for the percentage calculations:</u>

-Total number of all youth dropped out in SY 2010-2011 = 19
-Total Number of all youth enrolled in SY 2010-2011 = 742
-Percent of all youth who dropped out in 2010-2011 = 3%
   *19/742 x 100 = 3%

-Total youth without a disability who dropped out in SY 2010-2011 = 14
-Total of youth without a disability enrolled in SY 2010-2011 = 700
-Percent of all youth without a disability who dropped out in 2010-2011 = 2%
   *14/700 x 100 = 2%

-Total of all youth with IEPs who dropped out in SY 2010-2011 = 5
-Total of all youth with IEPs enrolled in SY 2010-2011 = 42
-Percent of youth with a disability who dropped out in SY 2010-2011 = 12%
   *05/42 x 100 =12%

Data Source: The drop-out data reported for this indicator for students with disabilities was taken from the IDEA 618 Exit data for FFY 2010. There was a total of 6 drop-outs reported for the 618 Exit data: 5 from high school and 1 from an elementary school. ROP's elementary schools include grades 1-8, which represent the school level prior to high school. Therefore, for Indicator 2, 5 drop-outs were reported for students with disabilities because they were enrolled in high school prior to dropping out. The drop-out data for students without disabilities and enrollment data for all students were taken from the ROP Ministry of Education Research and Evaluation Division.

Discussion of Improvement Activities <u>and</u> Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2011 (2011-2012):

As per OSEP's instructions, for this APR, ROP reports FFY 2010 (2010-2011) data and compared it to ROP's FFY 2010 (2010-2011) target.

<u>Target/Progress/Slippage</u>
ROP did not meet target.

In FFY 2010, the high school dropout rate for youth with IEPs was 12% (5/42), which represents slippage from previous year's reporting of 10% (4/39).

Palau High School special education teachers continue to utilize the Special Education Weekly Activity Form and would submit the completed form regularly to their CRT for immediate follow up by the IEP team. Teachers and CRT would track student absenteeism and conduct parental conferences and home visits for those who had excessive absences. During parental conference, the team would discuss options to try and keep the student in school. At the high school, tutoring services in general education as well as special education classes are provided to meet the specific need of individual students to support the idea of graduating with a regular diploma, as per Indicator 1. The process has been utilized accordingly, yet students still drop out of school.

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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. As such, the secondary CRT worked closely with the general and special education teachers to review student mid progress report, and if needed, would register students into tutoring services to get needed support and assistance to enable students to pass their classes or maintain a passing grade so that students do not repeat the same class. The level of support reduces the number of repeaters and helps students graduate within their selected time frame. In addition to these activities, the secondary CRT continues to oversee that special education teachers continue to use the special education weekly activity form and that the special education data form track absenteeism, tardiness, and suspension to provide necessary intervention to keep students in school. As a result, 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 continue to support our students with disabilities remain in school and meet the requirement of graduating with a regular diploma.

OSEP FFY 2010 APR Response Table, June 2012
OSEP looks forward to ROP's data demonstrating improvement in performance in the FFY 2011 APR.

Status of Improvement Activities
The following activities are numbered based on the numbering in the last revised SPP submitted in April 2012. A status of "<u>completed, continuing, revised, or deleted</u>" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

Activity #2.1: CRTs will provide "school level" consultation on the implementation of Transition Guideline process and procedures for new school administrators and teachers to ensure proper implementation.

Progress: In FFY 2010 and 2011 all students who transitioned to high school used the Transition Guideline process and procedures. Through this experience the new teachers, school administrators and parents were able to actually participate and internalize the process as they were part of it. Head Start children who transitioned to elementary also used the same process and new teachers, school administrators and parents were involved in the activities as well. In fact, most transition meetings conducted at the high school were initiated and completed by the high school staff without CRT assistance.

Status of 2.1: **Continuing.**

Activity #2.2: CRTs will train school administrators and staff on how to develop Transition Service Plans that meets the requirements of NSTTAC Indicator 13 checklist.

Progress: During FFY 2011 a total of 30 rigorous IEP and LRE trainings were conducted by CRTs for all public elementary schools and the high school. School administrators, special and general education teachers and other school staff participated in these trainings. Parent Training was also conducted inclusive of Head Start, elementary and high school parents. During the trainings, the participants covered how to write a legally binding IEP, including present level of academic and functional performance, annual goals, and post-secondary goals for employment, training/education and independent living skills. The NSTTAC Indicator 13 checklist was used during each student IEP meeting to confirm that the transition service plan met the requirements.

Status of 2.2: **Continuing.**

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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012-2013:

There are no proposals to revise Improvement Activities for this Indicator at this time.

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Progress of each activity is described in the Discussion section of this Indicator. The table below includes the status for each activity, with justification, if needed, for "revised, completed, or deleted" improvement activity. If any, "new activities," with justification, will be added to the list of improvement activities.

The following table is an update on the status of the improvement activities for Indicator 2:

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
2.1	D: Provide technical assistance /training/ professional development	CRTs will provide "school level" consultation on the implementation of Transition Guideline process and procedures for new school administrators and teachers to ensure proper implementation.	June 2009 through FFY 2012	Principal School Child-Study Team CRTs SpEd Teachers	**Continuing**
2.2	D: Provide technical assistance /training/ professional development	CRTs will train school administrators and staff on how to develop Transition Service Plans that meets the requirements of NSTTAC Indicator 13 checklist.	Quarterly through FFY 2012	Secondary CRT, NSTTAC, National Post-School Outcomes Center	**Continuing**

IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

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/AMO 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. (Choose either A.1 or A.2)
 	
    A.1 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.
 	
    A.2 AMO percent = [# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO 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 scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

FFY	Measurable and Rigorous Target
2011 (2011-2012)	**A. Does not apply to ROP.** **B. Increase participation of IEP students to <u>94%</u> for both reading and math.** **C. Overall Performance of IEP students in Statewide Assessment in <u>Math</u> will increase to <u>28%</u> proficiency.** **Overall Performance of IEP students in Statewide Assessment in <u>Reading</u> will increase to <u>43%</u> proficiency.**

Actual Target Data for FFY 2011 (2011-2012):

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 IDEA 618 Table 6, 2011-2012 data, shown below in Tables 1-4, 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-AAS), in math and reading.

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Measurement A: Does not apply to ROP.

Measurement B: Participation Rate based on 618 reported data.

3B. Overall Participation of IEP Students in the Statewide Assessment is 76.2% for Math and 88.1% for Reading.

Table 1: 618 Table 6: Statewide Math Assessment Participation for SY 2011-2012

	2011-2012 Palau Achievement Test (PAT)	3B. Participation: Math Assessment					
		Grade 4	Grade 6	Grade 8	Grade 10*	TOTAL #	%
a.	Children with IEPs	7	13	13	9	42	
b.	Regular assessment with NO accommodations	0	1	4	0	5	11.9%
c.	Regular assessment with accommodations	4	9	6	4	23	54.8%
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	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	1	0	2	1	4	9.5%
g.	Overall: [(b+c+d+e+f divided by a] x 100	71% 5/7	77% 10/13	92% 12/13	56% 5/9	32	**76.2%**
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		2	3	1	4	10	23.8%

*Represents assessment data for one high school grade (10th grade), consistent with the high school grade used in previous years for Indicator 3. NOTE: For the EDFacts 618 assessment data submission in December 2012, the data reported under High School included both 10th grade and 12th grade data.

Table 2: 618 Table 6: Statewide Reading Assessment Participation for SY 2011-2012

	2011-2012 Palau Achievement Test (PAT)	3B. Participation: Reading Assessment					
		Grade 4	Grade 6	Grade 8	Grade 10*	TOTAL #	%
a.	Children with IEPs	7	13	13	9	42	
b.	Regular assessment with NO accommodations	0	1	4	0	5	11.9%
c.	Regular assessment with accommodations	4	12	7	5	28	66.7%
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	Alternate Assessment against modified standards	ROP does not have an alternate assessment (AA) that tests children against modified standards.					
f.	AA against alternate academic achievement standards	1	0	2	1	4	9.5%
g.	Overall: [(b+c+d+e+f divided by a] x 100	71% 5/7	100% 13/13	100% 13/13	67% 6/9	37	**88.1%**
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		2	0	0	3	5	11.9%

*Represents assessment data for one high school grade (10th grade), consistent with the high school grade used in previous years for Indicator 3. NOTE: For the EDFacts 618 assessment data submission in December 2012, the data reported under High School included both 10th grade and 12th grade data.

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Measurement C: Proficiency Rate based on 618 reported data for IEP students who received a valid score and for whom a proficiency level was assigned.

3C. Overall Performance of IEP Students in Statewide Assessment in Math is 18.8%.
3C. Overall Performance of IEP Students in Statewide Assessment in Reading is 13.5%.

Table 3: 618 Table 6: Statewide Assessment Math Proficiency for SY 2011-2012

	2011-2012 Palau Achievement Test (PAT)	3C. Proficiency: Math Assessment					
		Grade 4	Grade 6	Grade 8	Grade 10	TOTAL #	%
a.	Children with IEPs	5	10	12	5	32	
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	4	0	0	4	12.5%
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	1	0	1	0	2	6.3%
g.	Overall: [(b+c+d+e+f) divided by a] x 100	20% 1/5	40% 4/10	8.3% 1/12	0% 0/5	6	**18.8%**

Table 4: 618 Table 6: Statewide Assessment Reading Proficiency for SY 2011-2012

	2011-2012 Palau Achievement Test (PAT)	3C. Proficiency: Reading Assessment					
		Grade 4	Grade 6	Grade 8	Grade 10	TOTAL #	%
a.	Children with IEPs	5	13	13	6	37	
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	2	0	0	2	5.4%
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	1	0	2	0	3	8.1%
g.	Overall: [(b+c+d+e+f) divided by a] x 100	20% 1/5	15% 2/13	15% 2/13	0% 0/6	5	**13.5%**

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, which is posted on the MOE website under Special Education: www.palaumoe.net (Click "Ministry," then select "Special Education").

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2011 (2011-2012):

Target/Progress/Slippage
3B: Participation – ROP Did Not Meet Target.
3C: Proficiency – ROP Did Not Meet Target for Math and Reading.

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Participation: The total number of students with IEPs in the tested grades was 42, with 76.2% in Math and 88.1% in Reading participation rate for students with IEPs in the statewide assessment (PAT and AA-AAS). ROP did not meet its expected target of 94% for FFY 2011. Students who did not participate were absent during the time of the assessment. This will be the first time ROP did not meet target for participation in statewide assessment.

Proficiency: 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. MOE has recently revised its performance levels to Beginning, Developing, Proficient and Advance after updating the Palau Achievement Test. In ROP, 'Developing' has replaced the 'Basic' category and it is a proficient and/or passing grade.

Based on the IDEA 618 Table 6 data presented in the Actual Target Data section for Math proficiency, ROP did not meet its target of 28% for Math by 9.2%. The result for FFY 2011 is 18.8%, which represents progress from previous year's percentage of 17.4% in FFY 2010. None of the students who participated without accommodations met the proficient level in math; however, 4 students who participated in the PAT with accommodations and 2 students who participated in the AA-AAS met the proficient level.

Based on the FFY 2011 reading proficiency data, ROP did not meet its target of 43%. The performance of 13.5% showed slippage by 6.1% from 19.6% in FFY 2010. Two students who participated in the PAT with accommodations and 3 taking the AA-AAS were proficient in reading.

Over the last 3 years, ROP has not met its targets for proficiency. As shown in Graph 1, ROP has been performing below its expected performance in proficiency, however, for Math, there appears to be an increase each year towards the proficiency target from 12.5% in FFY 2009 to 18.8% in FFY 2011. For Reading, there was a drop in the proficiency percentage from FFY 2010 to FFY 2011.

Graph 1: Proficiency Rates for Students with Disabilities for FFY 2009 – FFY 2011
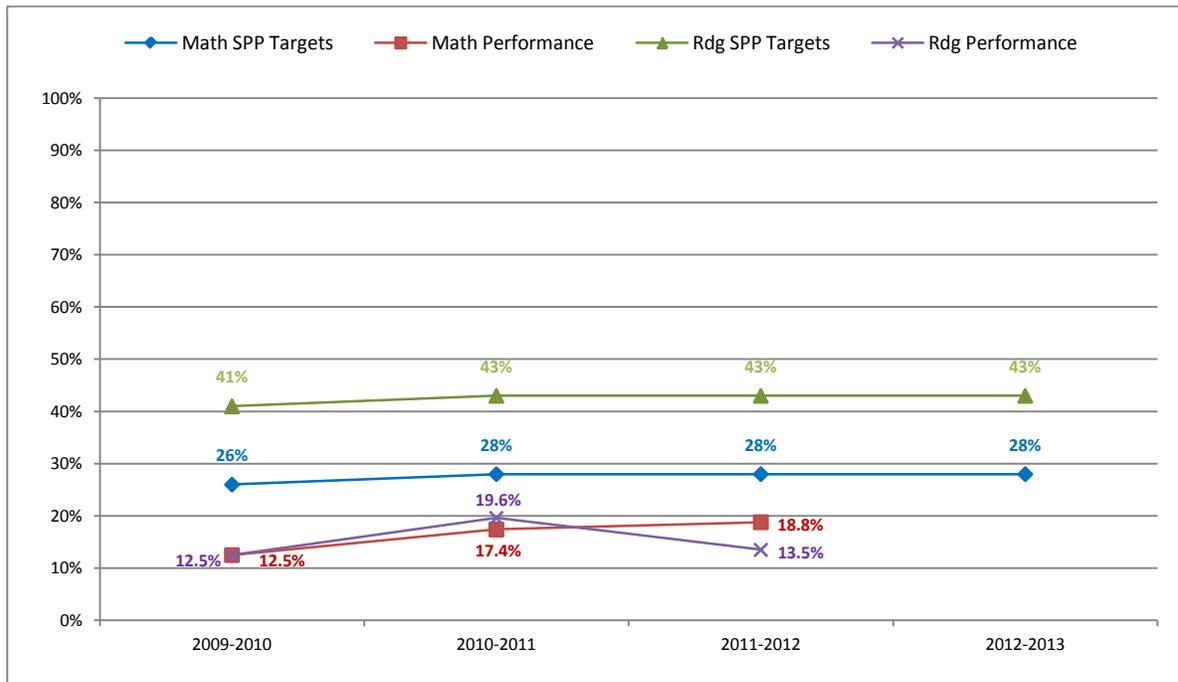
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A closer review of performance data was done to assess the gap in performance between all students and students with disabilities. Graphs 2 and 3 display the mean scores for Math and Reading between all students and students with disabilities in grades 4, 6, and 8. The mean scores represent those students who received a valid score on the Palau Achievement Test (PAT). The mean scores do not include those students with disabilities who took the alternate assessment based on alternate academic achievement standards. As shown, the mean score for students with disabilities was lower than all students, with the exception of grade 6 for Math. The average score for students with disabilities was 4.9% higher than all students in 6th grade for Math. By content area, the gap between all students and students with disabilities was more evident in grade 4, compared to the other grades for the same content area.

Graph 2: Math Comparison of PAT Mean Scores for Grades 4, 6, & 8
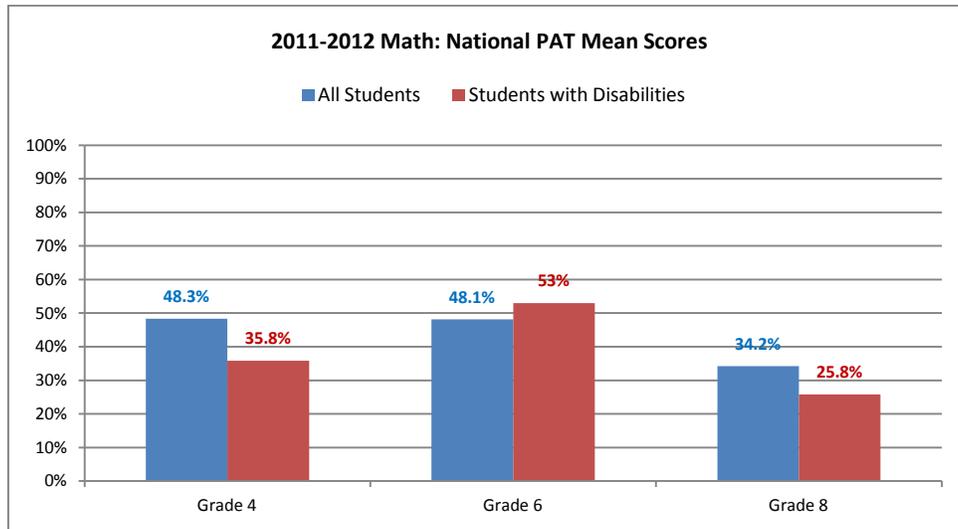
Graph 3: Reading Comparison of PAT Mean Scores for Grades 4, 6, & 8
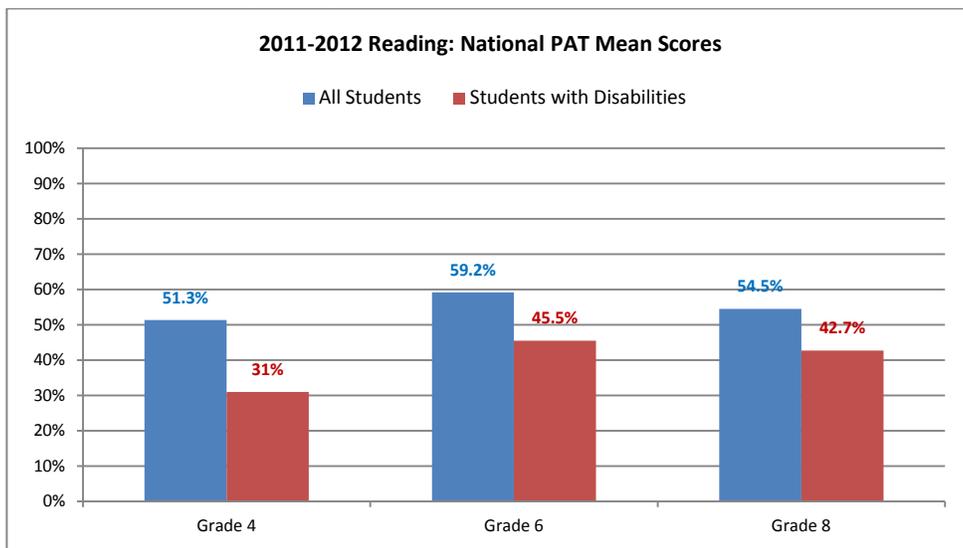
ROP understands the need to improve statewide assessment results for students with disabilities, which means improving the curricula and instructional strategies utilized for ensuring students are learning the content. Prioritized improvement activities have incorporated considerations for the general curriculum and how all students, including students with disabilities, are accessing the content expectations.

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ROP Ministry of Education (MOE) has made some revisions to the content standards. In FFY 2010, MOE adopted Singapore Math and focused on 1st-3rd grade. In FFY 2011, 4th to 6th grades were added and it is likely to move up to the higher grade levels. This was a significant change to the existing strategy accustomed to the students and teachers. Even though MOE did extensive workshops for both general and special education teachers to improve their knowledge and skills, this alteration to the teaching strategies impacted the outcomes of both students with and without disabilities. As shown in Graphs 2 and 3, the Math mean scores were lower than the Reading mean scores for all grades, with the exception of the mean scores for students with disabilities in grades 4 and 6, which were slightly higher in Reading compared to Math for this group.

ROP meticulously continues school-level assistance and training to teachers, school administrators and parents with a notion to improve outcomes for student with disabilities. These concerted efforts continue to be done in partnership with the general education curriculum specialists and trainers to impact the training provided to all teachers and school administrators. In addition, with assistance from related service providers on their support to teachers to improve special education services, and not functioning as a separate service, we are hopeful that we will see improvements.

During FFY 2011, CRTs continued their annual training with their respective teachers on the 4-STEP Process and the use of Universal Design for Learning, which supports the identification of appropriate accommodations to ensure participation of particular students with disabilities in content learning.

In September 2011, an off-island Speech Pathologist conducted an on-site visit to address the Integration of communication/speech related services within school and home routines. During this visit, the Speech Pathologist provided consultation to communication staff, provided training sessions for teachers of children requiring an alternative/augmentative communication system (ACS) and conducted an informal session with parents of children requiring ACS. During that same month, Guam CEDDERS conducted an on-site visit to address the initial evaluation instruments for identification of students with disabilities. During this visit, CRTs, preschool staff and communication staff were trained on administering appropriate assessments for determining eligibility. Actual testing instruments were used during this training. CRTs and Early Childhood staff were instructed to continue using these instruments to assess the new children with suspected disabilities. Discussions were also on areas of child-specific issues and assistance that would best meet individual student's needs for learning.

The OSEP-funded regional PACIFIC Project administered by Guam CEDDERS continued facilitation of regional events on Guam followed by an on-site visit in December 2011. The focus continued on building capacity for key personnel to serve as local supports for improving the academic instruction for students with significant cognitive disabilities through the identification and use of appropriate communication systems and supports. This focus continues to improve the teaching and learning dynamic for accessing the general curriculum.

In March 22-23, 2012, two related service providers attended the PACRIM two-day Pre-Conference on 'Shining the Light on Young Deaf, Hard of Hearing, and Deaf-Blind Children" in Honolulu, Hawaii. In addition, student specific workshops on Sign Language were provided by the sign language teacher to the respective Head Start Centers and Elementary schools to help teachers and parents improve communication skills and awareness of working with children who are deaf. In July 2012, the physical therapist trained a group of 80 participants including general education teachers, special education teachers, principals and other school staff on "Adapting Physical Education Classes to include students with Special Education Needs." This was the first time ROP provided this kind of training.

OSEP FFY 2010 APR Response Table, June 2012
3A. Not applicable.
3B. OSEP appreciates ROP's efforts to improve performance.
3C. OSEP looks forward to ROP's data demonstrating improvement in performance in the FFY 2011 APR.

IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

<u>Status of Improvement Activities</u>
The following activities are numbered based on the numbering in the revised SPP submitted in April 2012. A status of "<u>completed, continuing, revised, or deleted</u>" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

Activity #3.1: CRTs and Special Education Teachers will monitor students' accommodations to ensure that they receive them during instruction and assessment as stated in their IEPs. .

Progress: In February 2012, a Monitoring Accommodation Form was completed and approved by the Special Education coordinator. The copies of the form were provided to CRTs. CRTs then worked with their teachers on how to complete the form. The purpose of the form was to be used by the teachers to monitor students' accommodations as stated in their IEPs to measure if the accommodations are working or not. Within this form, special education teachers are to state the reason why they think the accommodations are working, and if not, what recommendation would best meet the need of the child during quarterly and Palau Achievement test and daily instructions. After completion of the form, each school must submit the completed Monitoring Accommodation Form of individual students to their respective CRT to review and the results will inform the IEP team to make changes, if needed.

In July 11-13, 2012, PAC6 Cadre Follow up 1-day training was conducted on Guam to build upon the work initiated in February 2009 that focused on three strands: (1) Scoring and Standard Setting; (2) Implementing with Integrity Validity Instruments; and (3) Developing Media Clips for Local Support. In conjunction with the Cadre follow-up session, a regional training on *Communication Supports for Instruction and Assessment* was held for entity teams. The purpose was to bring together PAC6 Leadership Assessment Team (LAT), Cadre Members and School Teams to examine the implications of incorporating a "Communication Triage" into instruction and assessment for students with significant cognitive disabilities requiring an AA-AAS. The outcome of these two trainings were very beneficial because it focused on capacity building for identifying appropriate communication systems and supports for students with significant cognitive disabilities that includes instructional/communication strategies for accessing the general curriculum through the use of universal design for learning. As a result of these trainings, CRTs and related service providers continued to provide on-site visits to work with teachers to help with the identification and use of communication systems to assist student participation in classroom activities.

Status of 3.1:   **Continuing.**

Activity #3.2: Update Performance Level Descriptors (PLDs) for core subject areas.

Progress: Plan was made but did not materialize due to time constraints.

Status of 3.2:   **Continuing.**

Activity #3.3: CRTs will continue to work on portfolio documents with existing and new incoming teachers' to make certain that they are complete with appropriate data for scoring.

Progress: During school year 2011-2012, CRTs from both Elementary and High School continued to work with their teachers oh how to complete the 4-STEP Process strategy Forms to ensure that they are complete and that appropriate data will be collected for scoring. They were also making continuous phone calls and on-site visits to work with teachers to ensure that the teachers are equipped to move forward with the instruction

and data collection. In May, June, and July 2012, all special education teachers had their annual workshops with their respective CRTs. The CRTs went through the 4-STEP Process. Teachers were able to have hands-on experience with the CRT creating scenarios where they have to use student data to complete the 4-STEP Process and instructional materials to access the general instruction. During these workshops, CRTs were able to assist them with other needs as reflected in the teachers' work.

In December 2011, as part of the GSEG PACIFIC Project, Guam CEDDERS conducted a follow-up on-site visit in support of the targeted students and to help with the compilation of the 4-STEP Process. Guam CEDDERS staff conducted school-site observations and made recommendations to both general and special education staff on what type of accommodation would be needed for the particular student observed. CRTs continued to help the teachers through school-level assistance to be sure that they have a common understanding of how to assist all students with disabilities access the general curriculum.

Status of 3.3: **Continuing.**

Activity #3.4: CRTs will provide orientation to new special education teachers on PAT and AA-AAS by conducting mini sessions at each respective school.

<u>Progress</u>: During FFY 2011 CRTs continued to work with their respective teachers on at least a quarterly-basis, including on-site visits, in order for them to provide appropriate supports and services for student with disabilities. The activities included an orientation with new special education teachers on the state assessment system.

Status of 3.4: **Continuing.**

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2012-2013:

There are no proposals to revise Improvement Activities for this Indicator at this time.

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Progress of each activity is described in the Discussion section of this Indicator. The table below includes the status for each activity, with justification, if needed, for "revised, completed, or deleted" improvement activity. If any, "new activities," with justification, will be added to the list of improvement activities.

The following table is an update on the status of the improvement activities for Indicator 3:

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
3.1	A: Improve data collection and reporting	CRTs and Special Education Teachers will monitor students' accommodations to ensure that they receive them during instruction and assessment as stated in their IEPs.	Quarterly Through FFY 2012	CRTs and special education teachers	**Continuing**
3.2	E: Clarify / examine/ develop policies and procedures	Update the Performance Level Descriptors (PLDs) for core subject areas.	April 2011 through FFY 2012	SpEd Coordinator Director of Curriculum & Instruction/ MOE Specialist CRTs	**Continuing**

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Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
3.3	B: Improve systems administration and monitoring	CRTs will continue to work on portfolio documents with existing and new incoming teachers to make certain that they are complete with appropriate data for scoring.	Beginning of school year and quarterly through FFY 2012	Principals and CRTs	**Continuing**
3.4	D: Provide technical assistance /training/ professional development	CRTs will provide orientation to new Sped teachers on PAT and AA-AAS by conducting mini sessions at each respective school.	Beginning of school year through FFY 2012	Principals and CRTs	**Continuing**

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Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:
  A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
  B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

Measurement:

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

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
2011 (2011-2012)	**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 2011 APR, use data from 2010-2011). Therefore, for Indicator 4, the target and actual data for FFY 2011 will be the FFY 2010 data.**
2010 (2010-2011)	**A. Maintain suspension and expulsion rate of 0% significant discrepancy.** **B. Not applicable to ROP.**

Actual Target Data for FFY 2011(2011-2012): As per OSEP's instruction, Actual Target Data will be the actual data from FFY 2010 (2010-2011):

As shown in Table 1, for FFY 2010, ROP reports suspension/expulsion greater than 10 days for students with disabilities at 1.2% (2/155) and .8% (19/2,355) for students without disabilities.

Table 1: Number of Suspensions and Expulsions

School Year	Description	Total # of students enrolled	Total # of students suspended/expelled >10 days	Total %
2010-2011	Students with Disabilities	155	2	1.2%
2010-2011	Students w/o Disabilities	2,355 (Public Schools)	19	.8%

Data Source for Students with Disabilities: IDEA 618 Data Table 1 for 3-21 Child Count and Table 5, Discipline Report.
Data Source for Students without Disabilities: ROP Ministry of Education, Research and Evaluation Division

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Table 2: FFY 2010: Total # Enrolled and Long-Term Suspensions:

Description	Total # in SY 2010-2011	Total # in High School & Elementary
Public high school enrollment	742	2,510
Elementary school enrollment	1,768	
High school suspension/expulsion	15	21
Elem school suspension/expulsion	6	

As shown in Table 2, In FFY 2010, there were 2,510 high school and elementary school students; of which, 155 were students with disabilities. The total number of students without disabilities was therefore 2,355. The total number of high school and elementary school long-term suspensions (greater than 10 days)/expulsions was 21; of which, 2 were students with disabilities. Using these numbers, the percentages for the comparison between students without disabilities and students with disabilities are as follows:

<u>Percentage calculations</u>:
(a) Students with disabilities: 2/155 x 100   = 1.2%
(b) Students without disabilities: 19/2,355 x 100   = .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).

Calculation for "significant discrepancy":   a-b   = 1.2% -.8% = .4%
                                              a-b/b = 1.2% -.8% = .4% / .8% = .5%

Discussion of Improvement Activities <u>and</u> Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2011 (2011-2012):

As per OSEP's instructions, **for this APR, ROP reports FFY 2010 (2010-2011) data and compares it to ROP's FFY 2010 (2010-2011) target.**

Target/Progress/Slippage
ROP's met its target of 0% significant discrepancy, which remains unchanged from previous year's reporting.

Based on ROP's definition of significant discrepancy, a significant discrepancy is evident when the relative difference exceeds .5. As shown in the calculation in the Actual Target Data section, the relative difference was at .5. Therefore, ROP did not show a relative difference that exceeded .5.

<u>OSEP FFY 2010 APR Response Table, June 2012</u>
OSEP appreciates ROP's efforts to improve performance.

<u>OSEP Memorandum 13-6, December 2012</u>
OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2011 APR, States:
1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the State meets its target.

2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2011; and b) results indicators where the State has met its FFY 2011 target.
3) May provide one set of improvement activities for the entire APR as long as the Improvement Activities are indexed back to reference the relevant indicators.

For Indicator 4, ROP met its target and therefore is not required to provide an explanation of progress or slippage and a discussion on improvement activities.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2012-2013:

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. The status for each activity is provided, with justification, if needed, for "revised, completed, or deleted" improvement activity. If any, "new activities," with justification, will be added to the list of improvement activities.

The following table displays the "status" of the improvement activities for Indicator 4:

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
4.1	A: Improve data collection and reporting	CRTs will collect and submit suspension data with the use of the Special Education Weekly Activity Form to the Data Manager, and if needed, notification will be provided to CRT for immediate follow-up with the school.	Weekly thru FFY 2012	Principal SpEd Teachers CRTs	**Continuing**
4.2	A: Improve data collection and reporting	Functional Behavior Assessment (FBA) will be used to collect data for IEP team to plan for Behavior Intervention plans for students who have behavior problems.	Beginning of school year through FFY 2012	CRTs and Special Education Teachers	**Continuing**
4.3	D: Provide Technical assistance /training/ professional development	All school principals, school personnel, parents and/or guardians will be informed of suspension/expulsion regulations and process and procedures of student with disabilities during IEP and/or PTA meetings.	Annually through FFY 2012	SpEd Coordinator CRTs	**Continuing**
4.4	D: Provide Technical assistance /training/ professional development	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 develop behavioral intervention plans.	Annually through 2012	TA Providers	**Continuing**
4.5	B: Improve Systems Administration and Monitoring	CRTs, Early childhood staff, general and special education teachers will monitor students' Behavior Intervention Plans (BIPs) for IEP team to make necessary changes if needed, to ensure improvement of students' positive behaviors. Justification: ROP revised this activity to include "special education teachers" in monitoring students' behavior. It is important for all teachers to be involved to ensure consistent implementation of the BIP.	Beginning school year through FFY 2012	CRTs and Special Ed Teachers	**Revised**

IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

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
2011 (2011-2012)	**A.** Children ages 6-21 with IEPs were served inside the regular class 80% or more of the day **will increase to 40%**. **B.** Children ages 6-21 with IEPs were served inside the regular class less than 40% of the day **will remain at 13%**. **C.** Children ages 6-21 with IEPs served in separate schools, residential facilities, or homebound/hospitals placements **will decrease to 2%**.

Actual Target Data for FFY 2011 (2011-2012):

For FFY 2011, ROP reports the following data for each Indicator 5 Measurement, which is consistent with the 618 reported environments data for December 1, 2011:

Number used for percentage calculations: Total Number of students with IEP age 6-21 was 123.

    Measurement A: 51/123 x 100 = 41%
    Measurement B: 15/123 x 100 = 12%
    Measurement C: 1/123 x 100 = .8%

Data Source: LRE data used for this indicator was taken from the 618 Environment Data Table 3 on December 1, 2011.

Table 1 displays trend data from FFY 2008 - FFY 2011 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 7% from 34% in FFY 2008 to 41% in FFY 2011. The percentage for Measurement B reported 12% in FFY 2008 and FFY 2011 for students with IEPs "inside the regular class less than 40% of the day." However, the percentage decreased by 5% from 17% in FFY 2010 to 12% in FFY 2011. For students with IEPs in separate schools or in the home, ROP has been able to maintain the same percentage at 3% over the years, with the exception of FFY 2009 when it decreased to 2%. For FFY 2011, the percentage was decreased by 2.2% from FFY 2010 at 3% to .8% in FFY 2011.

IDEA Part B State Annual Performance Report (APR) for FFY 2011

Table 1: 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
2008-2009	34% (53/154)	12% (19/154)	3% (5/154)
2009-2010	40% (55/137)	15% (21/137)	2% (3/137)
2010-2011	34% (52/155)	17% (27/155)	3% (4/155)
2011-2012	41% 51/123	12% 15/123	.8% 1/123

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2011 (2011-2012):

Target/Progress/Slippage
Measurement A Target: % *inside the regular class 80% or more of the day will increase to 40%.*
ROP met its target for Measurement A with 41% (51/123), representing progress from previous year's performance of 34% (52/155).

Measurement B Target: *% inside the regular class less than 40% of the day will remain at 13%.*
ROP met its target for Measurement B with 12% (15/123), representing progress from previous year's performance of 17% (27/155).

Measurement C Target: *% served in separate schools, residential facilities, or homebound/hospital placements will decrease to 2%.*
ROP met its target for Measurement C with .8% (1/123), representing progress from previous year's performance of 3% (4/155).

OSEP FFY 2010 APR Response Table, June 2012
OSEP appreciates ROP's efforts to improve performance and looks forward to ROP's data demonstrating improvement in performance in the FFY 2011 APR.

OSEP Memorandum 13-6, December 2012
OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2011 APR, States:
1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the State meets its target.
   2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2011; and b) results indicators where the State has met its FFY 2011 target.
   3) May provide one set of improvement activities for the entire APR as long as the Improvement Activities are indexed back to reference the relevant indicators.

For Indicator 5, ROP met its target and therefore is not required to provide an explanation of progress or slippage and a discussion on improvement activities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2012-2013:

There are no proposals to revise Improvement Activities for this Indicator at this time.

IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. The status for each activity is provided, with justification, if needed, for "revised, completed, or deleted" improvement activity. If any, "new activities," with justification, will be added to the list of improvement activities.

The following table displays the "status" of the improvement activities for Indicator 5:

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
5.1	D: Provide technical assistance /training/ professional development	CRTs and Early-Childhood staff will conduct training on IEP/LRE at their respective schools and Head Start Centers.	Annually through FFY 2012	SpEd Coordinator Principals CRTs Head Start Director EC Teachers	**Continuing**
5.2	D: Provide technical assistance /training/ professional development	CRTs will train special ed. and general ed. teachers on accommodations and modifications for students with disabilities at their respective schools.	July 2010 and as needed through FFY 2012	Principal CRTs	**Continuing**
5.3	D: Provide technical assistance /training/ professional development	Develop, implement, and evaluate a needs assessment and improvement plan in one targeted school in each District (total of 3 schools) to determine each school's technical assistance/ training/support needs for students with IEPs to access the general curriculum through participation in general education classes.	By June 2012 (needs assessment, with initial implementation in 2012-2013)	SEAC, CRTs, School Administrators, TA Provider	**Continuing**

IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

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.

<u>Summary Statements for Each of the Three Outcomes</u>
<u>Summary Statement 1</u>: Of those preschool children who entered or exited 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.
<u>Measurement for Summary Statement 1</u>: 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.
<u>Summary Statement 2</u>: 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.
<u>Measurement for Summary Statement 2</u>: 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 2011 (2011-2012):

As shown in Table 1, Republic of Palau (ROP) met its targets of 100% for Summary Statements 1 and 2 for Outcomes A and B, and Summary Statement 2 for Outcome C. ROP has determined that Summary Statement 1 for Outcome C is not applicable because of the progress data for the number of preschoolers with an IEP accounted for in this measurement.

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For this reporting period, there were a total of 4 preschoolers with an IEP who exited the preschool program. However, 3 out of the 4 preschoolers received special education services for less than 6 months, which means that they did not meet the criteria for this Indicator. Therefore, 1 preschooler had both measurements (entry and exit) for this reporting period, as reported in Table1.

Table 1: Targets and Actual Data for Preschool Children Exiting in FFY 2011-2012

Summary Statements	Targets FFY 2011 (% of children)	Actual FFY 2011 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those preschool children who entered or exited 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.	**100%**	**100%** (1/1)
2. The 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.	**100%**	**100%** (1/1)
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1. Of those preschool children who entered or exited 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.	**100%**	**100%** (1/1)
2. The 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.	**100%**	**100%** (1/1)
Outcome C: Use of appropriate behaviors to meet their needs		
1. Of those preschool children who entered or exited 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.	**100%**	**0%** (not applicable)
2. The 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.	**100%**	**100%** (1/1)

The ROP Early Childhood Special Education (ECSE) Team used the <u>Early Childhood Outcome (ECO) Summary Statements Calculator</u> to generate the percentage for Summary Statements 1 and 2 for the 3 outcomes as indicated in Table 2. The ROP ECSE Preschool Outcome Measurement System Procedural Manual is used to guide outcome assessment and measurement practices for gathering child outcome data for the 3 outcome measures.

Table 2: Performance Data for Preschool Children Exiting FFY 2011-2012

Summary Statements	% of children
Outcome A: Positive social-emotional skills (including social relationships)	
1. Of those preschool children who entered or exited 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.	Taken from Table 3: $(c + d) /$ $(a+b+c+d) \times 100$ $0+1/0+0+0+1 \times 100 =$ **100%**
2. The 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	Taken from Table 3 $(d + e) /$ $(a+b+c+d+e) \times 100$ $1+0/0+0+0+1+0 \times 100 =$ **100%**
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
1. Of those preschool children who entered or exited 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	Taken from Table 3 $(c + d) /$ $(a+b+c+d) \times 100$ $0+1/0+0+0+1 \times 100 =$ **100%**

IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

Summary Statements	% of children
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
2. The 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	Taken from Table 3 (d + e) / (a+b+c+d+e) x 100 1+0/0+0+0+1+0 x 100 = **100%**
Outcome C: Use of appropriate behaviors to meet their needs	
1. Of those preschool children who entered or exited 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	Taken from Table 3 (c + d) / (a+b+c+d) x 100 0+0/0+0+0+0 x 100 = **0%** **Not Applicable**
2. The 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	Taken from Table 3 (d + e) / (a+b+c+d+e) x 100 0+1/0+0+0+0+1 x 100 = **100%**

FFY 2011 Progress Data for Preschool Children

Table 3 provides the progress data for the 1 preschooler that exited the program in FFY 2011, which includes the number and percentage in the 5 progress categories in the 3 early childhood outcomes (A, B and C):

Table 3: Progress Data and Percent of Children in the Five Progress Categories

A. **Positive social-emotional skills (including social relationships):**	# 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	1	100%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	0	0%
Total	N=1	100%
B. **Acquisition and use of knowledge and skills (including early language/ communication and early literacy):**	# 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	1	100%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	0	0%
Total	N=1	100%
C. **Use of appropriate behaviors to meet their needs:**	# 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	0	0%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1	100%
Total	N=1	100%

IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

Discussion of Improvement Activities <u>and</u> Explanation of Progress or Slippage, if the State did not meet its target, that occurred for FFY 2011-2012:

<u>Target/Progress/Slippage</u>
As shown in the Actual Target Data section, **ROP met its targets for all Outcome Summary Statements**. It should be noted that Summary Statement 1 for Outcome C is at 0% because the 1 preschooler for this measurement rated an "e" in the progress data. Summary Statement 1 for each Outcome reports the rating of preschoolers in progress categories a, b, c, and d. The 1 preschooler being reported for this Indicator rated an "e" for Outcome C, which is not one of the measures for Summary Statement 1. Therefore, ROP considers Summary Statement 1 for Outcome C as "not applicable" for this Indicator based on the progress data for the 1 preschooler reported for this measurement.

<u>OSEP FFY 2010 APR Response Table, June 2012</u>
<u>OSEP Analysis/Next Steps:</u> OSEP appreciates ROP's efforts to improve performance and looks forward to the ROP's data demonstrating improvement in performance in the FFY 2011 APR. ROP must report progress data and actual target data for FFY 2011 with the FFY 2011 APR.

<u>OSEP Memorandum 13-6, December 2012</u>
OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2011 APR, States:
   1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the State meets its target.
   2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2011; and b) results indicators where the State has met its FFY 2011 target.
   3) May provide one set of improvement activities for the entire APR as long as the Improvement Activities are indexed back to reference the relevant indicators.

For Indicator 7, ROP met its targets and therefore is not required to provide an explanation of progress or slippage and a discussion on improvement activities.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2012-2013:

There are no proposals to revise Improvement Activities for this Indicator at this time.

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. The status for each activity is provided, with justification, if needed, for "revised, completed, or deleted" improvement activity. If any, "new activities," with justification, will be added to the list of improvement activities.

The following table is an update on the status of the improvement activities for Indicator 7:

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
7.1.	D: Provide technical assistance /training/ professional development	Train ECSE and Head Start Teachers and /or Service Providers as needed to improve their skills on how to administer and score the Creative Curriculum for more accurate and reliable assessment results as a data source for the COSF.	Summers and through 2012	Special Education Coordinator, Head Start Director, TA Provider	**Continuing**

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Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
7.2	D: Provide technical assistance /training/ professional development	To conduct annual training for Head Start teachers, staff, and parents on the Early Childhood Outcomes Measurement procedures.	Annual through FFY 2012	Head Start Disability Service Manager, Head Start Teachers, Parents	**Continuing**
7.3	D: Provide technical assistance /training/ professional development	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 Literacy.	Summers and through FFY 2012	Head Start Disability Service Manager , Head Start Teachers, Parents	**Continuing**
7.4	D: Provide technical assistance /training/ professional development	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.	Annual through FFY 2012	Head Start Disability Service Manager, Head Start Teachers, Parents	**Continuing**
7.5	D: Provide technical assistance /training/ professional development	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.	Annually through FFY 2012	Head Start Disability Service Manager , Head Start Teachers, Parents	**Continuing**
7.6	D: Provide technical assistance /training/ professional development	ECSE will provide training and ongoing support (mentoring and coaching) to parents and Head Start Teachers, Teacher Aides, and other support staff on strategies to enhance the overall development and inclusion of young children with disabilities in school or Community setting.	Annually through FFY 2012	Head Start Disability Service Manager, Head Start Teachers, Parents and Guam CEDDERS	**Continuing**
7.7	D: Provide technical assistance /training/ professional development	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 Literacy.	Annually Through FFY 2012	Head Start Disability Service Manager, Head Start Teachers, Parents and Guam CEDDERS	**Continuing**

IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

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
2011 (2011-2012)	**96% 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
2011 (2011-2012)	**47.41% 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 2011-2012:

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)

For preschoolers with IEPs, the results of the Belau Preschool Family Outcome Survey show **62.96%** (17/27 responses) 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 96%.

Early Childhood (children aged 3-5)

# of Parents	# of Surveys Distributed	# of Completed Surveys Returned
9	9	9

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

IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

<u>Survey Questions and Results</u>

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

   66.67% (6/9) of the parents indicated that the Head Start/ECSE program provided <u>good to excellent*</u> 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 <u>actively involved in your child's education at the Head Start Center, home, or community settings</u>?

   55.56% (5/9) of the parents indicated that the Head Start/ECSE program provided <u>good to excellent*</u> 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 <u>full partner in making decisions about your child's education</u>?

   66.66% (6/9) of the parents indicated that the Head Start/ECSE program did a <u>good to excellent*</u> 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 1: Survey Results

Good to Excellent: Parents who gave ratings of 5, 6 or 7 on the 7 point scale
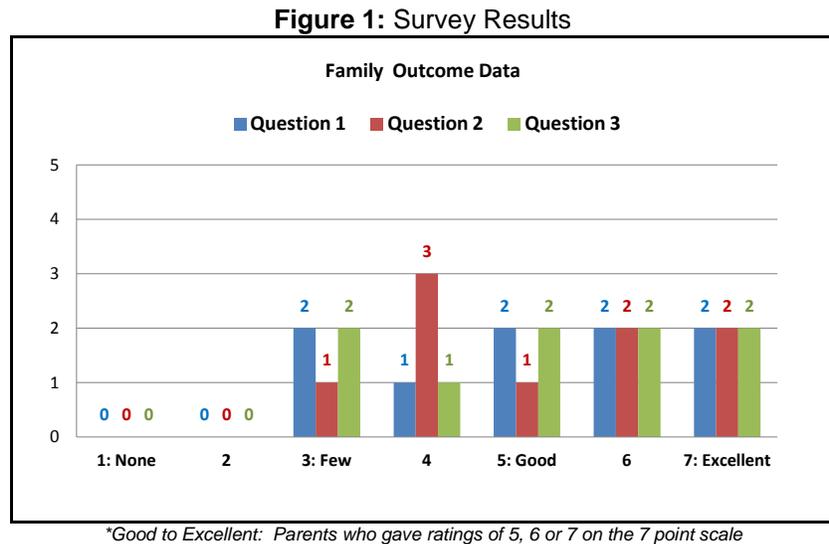
<u>Calculation Good to Excellent.</u> As shown in Figure 1, Parents who gave ratings of 5, 6 or 7 on the 7 point scale are considered to be responding that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Averaging the number of items across the total number of responses of 5, 6, or 7 gives the following results:

   a. Total number of items response   = 27
   b. Total number of responses indicating good to excellent   = 17

Calculation - b/a (17/27) x 100   = 62.96%

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Data Collection Methods

<u>Preschool Family Outcome Survey</u>
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 2011-2012 school year and all 9 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 Personnel who submitted the completed surveys back to the Early Childhood Special Education Program.

Surveys were numbered and placed in envelopes so that parents would feel comfortable completing it and it would ensure that the surveys remained anonymous. Nine (9) surveys were distributed and collected from parents of children (ages 3-5) receiving services during the 2011-2012 school year.

ELEMENTARY AND SECONDARY (6-21)

Part B Special Education Survey Report for FFY 2011:

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 2011

Percent at or above Indicator 8 standard of a rating of 4.5 and above:			**40/90= 44%**
Number of Valid Responses:	90		
Mean Measure:	4.56	Measurement SD	.67

Data Collection Methods

<u>Elementary and Secondary Survey</u>
In March 2012, the parent surveys were distributed to parents of all 118 elementary and secondary students with IEPs, with the collection of the completed surveys in April-June 2012. 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. Of the 118 students aged 6-21 that were provided a survey, 90 surveys from parents of elementary and high school students with IEPs responded to the survey with a return rate of 76% (90/118). This represents an increase in percentage from last reporting period of a 66% return rate. The reason ROP is reporting a high percentage 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 third year that parents were given the written Palauan and English versions of the survey.

The 90 surveys collected were analyzed by Guam CEDDERS. 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 the standard **that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The**

analysis resulted in 44% (40/90) 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: 65.6% (59/90) Elementary   33.3% (30/90) High School
         1.1% 1/90

Child's age in years: Ages 6-11: 27.8% (25/90)   Ages 12-17: 51.1% (46/90)
         Ages 18-21: 21.1% (19/90)

Age at first referral: Birth through 2: 5.6% (5/90)   Preschool (3-5): 17.7% (16/90)
         Ages 6-11: 66.7% (60/90)   Ages 12-17: 10% (9/90)

Race/Ethnicity: Asian or Pacific Islander: 98.9% (89/90)
         No response: 1.1% (1/90)

Primary Disability:

Autism	2.2%	(2/90)
Other Health Impairment	1.1%	(1/90)
Specific Learning Disability	76.6%	(69/90)
Speech or Language Disability	3.3%	(3/90)
Deafness	3.3%	(3/90)
Hearing Impairment	2.2%	(2/90)
Multiple Disabilities	8.9%	(8/90)
Emotional Disturbance	1.1%	(1/90)
No response	1.1%	(1/90)

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, if the State did not meet its target, that occurred for FFY 2011 (2011-2012)

Target/Progress/Slippage

PRE-SCHOOL (3-5):
ROP did not meet its target.

The result of the Belau Preschool Family Outcome Survey shows that **62.96%** (17/27) 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 2011 target of 96%.

Comparing the number of parents that marked a 1 to 4 rating for this reporting period, as indicated in Figure 3 shows that there were 2 parents that rated a number 3 compared to the 3 parents that was reported last year. As indicated in this report, there was a drop in the number of children for school year 2011-2012 and 55.5% of the preschool parents were new to the program. ECSE and Head Start staff continues to jointly implement Child Find.

IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

ELEMENTARY AND SECONDARY (6-21)
ROP did not meet the Target. ROP's FFY 2011 performance of 44% (40/90) represents progress from last year's 43% (40/92) performance.

The results of the Palau Parent Survey, interpreted by Guam CEDDERS and based on a response of 90 surveys, showed that for 2011-2012, **44%** (40/90) of ROP's parents that responded are at or above the indicator standard set by the NCSEAM pilot study that was 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 in January 2013, members were provided copies of the survey results by each survey item to review. This provided additional information for identifying potential priorities of need for families. In fact, the Coordinator from the USDOE-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.

OSEP FFY 2010 APR Response Table, June 2012
OSEP looks forward to ROP's data demonstrating improvement in performance in the FFY 2011 APR.

Status of Improvement Activities
The following activities are numbered based on the numbering in the last revised SPP submitted in April 2012. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "complete, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted' activities. Completed and deleted activities from previous APRs are not discussed in this APR.

PRE-SCHOOL (3-5)

Activity #8.1: Belau Preschool Family Outcome Survey will be reviewed and low rating areas identified will be used as topics to be discussed during the annual ECSE parent training.
Timeline: Every Summer through FFY 2012.

Progress: ECSE staff met with the Special Education Coordinator in February 2012 to review data collected from the Belau Preschool Family Outcome Survey and identified the low rating areas that will be used as topics for the annual ECSE parent training.

Status of 8.1: **Continuing.**

Activity #8.2: Training for ECSE staff on data collection, analysis, and reporting on family outcome as needed.

Progress: Training was facilitated by TA provider on March 23, 2012 from 8:30am - 4:00 p.m. Topic for training was "Supporting Young Children with Disabilities through the IEP Process." Training consisted of 59 people. Of the 59, 52 were head start teachers and teacher aids, 5 were head start center coordinators, and 2 ECSE teachers. Out of the 57 head start staff, 12 work with children with IEPs.

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

Status of 8.2: **Continuing.**

IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

Activity #8.3: The ECSE staff meets with Head Start staff annually to address the concerns of parents as reflected in lower ratings of survey question.

<u>Progress</u>: Survey results were reviewed by ECSE and Head Start Disability Staff at a meeting held in February 2012.

Status of 8.3: **Continuing.**

Activity #8.4: The ECSE and the Head Start Program will jointly conduct parent trainings annually.

<u>Progress</u>: In FFY 2011, parent trainings jointly conducted included:
- In March and April 2012, the Special Education Sign-Language Service Provider conducted 2-half day training sessions for Head Start teachers and staff on basic sign language in support of the related services provided for the preschoolers with disabilities.
- In June 2012, the ECSE teachers and Head Start Disability Service Area Coordinator conducted a joint training for preschool parents of children with IEPs on the Early Childhood Outcomes measurement system for SPP Indicator 7.
- The parent training sessions noted under "Progress" for Activities #8.6 and #8.7 were also attended by parents of children with IEPs attending the Head Start Program.

Status of 8.4: **Continuing.**

ELEMENTARY AND SECONDARY (6-21)

Activity #8.5: Conduct annual NCSEAM survey with parents of children/youth (6-21) with special needs

<u>Progress</u>: In March 2012, the NCSEAM surveys were disseminated to parents of all 118 students with an IEP. In April-June 2012, the surveys were collected for the annual reporting for Indicator 8.

Status of 8.5: **Continuing.**

Activity #8.6: Topics for training will change to reflect current needs of parents to improve and promote involvement in the education of their children with special needs,

<u>Progress</u>: Special Education Coordinator reviewed parent surveys and prioritized 5 topical areas for parent training sessions (refer to Activity #8.7 Progress), which included:
- Parents & Child's Rights with specific emphasis on Least Restrictive Environment (LRE).
- State Complaints
- Parents Roles in Special Education Process
- Requirements for high school diploma
- Dropping out of school

Status of 8.6: **Continuing.**

Activity #8.7: SpEd Coordinator requests authority to arrange trainings with school principals.

<u>Progress</u>: In April 2012, authority was obtained from Chief, Division of School Management, for school principals to support parent training sessions on the topics listed in the progress description for Activity #8.6. Five 3-hour parent training sessions were held in May and June 2012 in collaboration with Palau Parent Empowered (PPE), a

parent organization for parents of children with disabilities. The school principals invited their parents of children with an IEP to participate in the parent training sessions.

It should be noted that the same topics covered in the parent training sessions were also provided at the Annual Education Convention with principals, teachers, and related service providers in July 2012.

Status of 8.7: **Continuing.**

Activity #8.8: General Education Teachers/Principals training to facilitate training for parents who cannot read or who otherwise need help completing parent surveys, understanding special education procedures, and other related educational needs.

Progress: Topics for parent's trainings as stated under Activity #8.7 were shared with principals, teachers and related service providers at the Annual Education convention in July 2012.

Status of 8.8: **Revised:** Justification: This activity description was revised to include addressing other areas of need that may require supporting parents in the education of their children with special needs, instead of just supporting parents to complete the parent survey.

Activity #8.9: Investigate options to provide more neutral assistance to parents who cannot read or who otherwise need help completing the parent survey.

Progress: Special education provided other options, such as phone interview, one-on-one interview, or home visits, for parents who request for additional assistance in completing the survey. In April and June 2012, the surveys were collected, with most of the surveys being the Palauan version of the form. For those parents who were not able to read, they were assisted by a family member, school staff (not the special education teacher), or the Special Education Coordinator. Any questions or need for clarification were addressed through telephone. In June 2012, the Special Education Office contacted the parents who submitted incomplete surveys. With assistance, all incomplete surveys were completed.

Status of 8.9: **Continuing.**

Revisions, <u>with Justification,</u> to Proposed Target / Improvement Activities / Timelines / Resources for 2012-2013:

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Progress of each activity is described in the Discussion section of this Indicator. The table below includes the status for each activity, with justification, if needed, for "revised, completed, or deleted" improvement activity. If any, "new activities," with justification, will be added to the list of improvement activities.

The following tables provide an update on the status of the improvement activities for Indicator 8:

PRE-SCHOOL (3-5)

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
8.1	B: Improve Systems Administration and Monitoring	Belau Preschool Family Outcome Survey will be reviewed and low rating areas identified will be used as topics to be discussed during the annual ECSE parent training.	Every Summer through FFY 2012	Head Start Disability Service Manager, Head Start Family Workers and SpEd Data Manager	**Continuing**

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Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
8.2	B: Improve Data collection and Reporting	Training for ECSE staff on data collection, analysis, and reporting on family outcome as needed.	Annually as needed	Special Education, Sped Data Coordinator, CRTs, and, TA Provider	**Continuing**
8.3	G: Collaboration and Coordination	The ECSE staff meets with Head Start staff to address the concerns of parents as reflected in lower ratings of survey question.	Annually through 2012	Special Education, Head Start Director, CRTs, and, Guam CEDDERS	**Continuing**
8.4	D: Provide technical assistance /training/ professional development	ECSE and the Head Start Program will jointly conduct parent trainings annually.	Annually and through FFY 2012	Special Education and Head Start Programs	**Continuing**

ELEMENTARY AND SECONDARY (6-21)

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
8.5	B: Improve system administration and monitoring	Conduct annual NCSEAM Survey with parents of children/youth (6-21) with special needs.	Annually Through FFY 2012	SpEd Coordinator Principals SpEd Teacher Central Office Staff.	**Continuing**
8.6	D: Provide technical assistance /training/ professional development	Topics for training will change to reflect current needs of parents to improve and promote involvement in the education of their children with special needs.	Annually Through FFY 2012	Child Find/Parent Involvement Team, Sp. Ed. Program to provide Transportation, materials, etc.	**Continuing**
8.7	C: Build systems and infrastructures of technical assistance and support	Sp. Ed. Coordinator request authority to arrange trainings with school principals.	Aug. 2007 and on-going as needed through FFY 2012.	SpEd Coordinator	**Continuing**
8.8	D: Provide technical assistance /training/ professional development	General Education Teachers/Principals training to facilitate parents who cannot Read or who otherwise need help completing parent surveys, understanding special education procedures and other educational needs. Justification: The activity description was revised to include addressing other areas of need that may require supporting parents in the education of their children with special needs, instead of just supporting them to complete the survey.	May-June-July 2008 and going as needed through FFY: 2012.	Child Find/Parent Team, CRTs or others to be determine.	**Revised**
8.9	D: Provide technical assistance /training/ professional development	Investigate options to provide more neutral assistance to parents who cannot read or who otherwise need help completing the parent surveys.	February 2009 Through FFY 2012	SpEd Coordinator	**Continuing**

IDEA Part B State Annual Performance Report (APR) for FFY 2011

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

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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
2011 (2011-2012)	100% of children with parental consent received for initial evaluation will be evaluated within 60 days.

Actual Target Data for FFY 2011 (2011-2012):

As shown in Table 1, ROP reports 100% (22/22) compliance with the 60-day timeline. Twenty-two (22) parental consents were received in FFY 2011 and all 22 initial evaluations were completed within 60 days from receipt of parental consent. ROP does not have a state-established timeline different from the IDEA 60-day timeline for initial evaluations.

Table 1: # and % of children whose evaluation were completed within 60-day timeline for FFY 2011

Measurement (a) # of children for whom parental consent to evaluate was received.	Measurement (b) # of children whose evaluations were completed within 60 days.	% Indicator 11 Compliance Percent = [(b) divided by (a) times 100]
22	**22**	**22/22 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, 2011-June 30, 2012. This database was established specifically for tracking the timeline requirement for Indicator 11 within the Special Education Data System (SEDS).

Procedures to Collect Data: Following the Palau Special Education Procedural Handbook that aligns with the IDEA regulatory requirements, the Consulting Resource Teachers (CRTs) are responsible for documenting the initial evaluation process in the established special education forms. These completed forms are then transmitted to the Special Education Office for data input into the SEDS. The original completed forms are securely maintained at the child's school, while a copy of the completed forms is securely maintained in the Special Education Office.

IDEA Part B State Annual Performance Report (APR) for FFY 2011

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2011 (2011-2012):

Target/Progress/Slippage
ROP Met Target. ROP demonstrates 100% (22/22) compliance for this reporting period, which remained the same 100% compliance from FFY 2010 for Indicator 11.

OSEP FFY 2010 APR Response Table, June 2012
OSEP Analysis/Next Steps: OSEP appreciates ROP's efforts in achieving compliance with the timely initial evaluation requirements in 34 CFR §300.301(c)(1).

ROP reports that there was no FFY 2010 findings of noncompliance related to the timely initial evaluation requirements in 34 CFR §300.301(c)(1), as reported in Indicator 15 of this APR.

OSEP Memorandum 13-6, December 2012
OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2011 APR, States:
1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the State meets its target.
2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2011; and b) results indicators where the State has met its FFY 2011 target.
3) May provide one set of improvement activities for the entire APR as long as the Improvement Activities are indexed back to reference the relevant indicators.

For Indicator 11, ROP met its target and therefore is not required to provide an explanation of progress or slippage and a discussion on improvement activities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2012-2013: This is a compliance indicator therefore targets will not be adjusted.

There are no proposals to revise Improvement Activities for this Indicator at this time.

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. The status for each activity is provided, with justification, if needed, for "revised, completed, or deleted" improvement activity. If any, "new activities," with justification, will be added to the list of improvement activities.

The following table is an update on the status of the improvement activities for Indicator 11:

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
11.1	H: Evaluation	Quarterly review of collected data to monitor and report on timeliness and to further plan on ways for improvement	Annually through 2012	SpEd office, data staff, Indicator Team (CFPI) and CRTs.	**Continuing**
11.2	E: Clarify/ examine/ develop policies and procedures	Review system being put into place and adjust activities.	Annually through 2012	SpEd office, data staff, Indicator Team and Data Manager.	**Continuing**

IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
11.3	D: Provide technical assistance /training/ professional development	Provide individual parent/guardian in-service relating to purpose of the in School Focus of Concerns process and follow up activities.	Annually through 2012	School Child Study Team	**Continuing**
11.4	B. Improve systems administration and monitoring	Invite parent/s to join in School Child Study Team as issues on child's education and discussed and team decisions are made to refer child to SpEd. Evaluation or concerns are addressed before giving consent for evaluation.	Annually through 2012	School Child Study Team	**Continuing**
11.5	E: Clarify /examine/dev elop policies and procedures	Review school calendar and identify months that involve school activities or breaks that would last a week or more. Special ed. activities involving parent consent, evaluation and meeting to determine eligibility would be schedule before or after these identified periods in certain months. A memo will be sent out to all principals, CRTs, related service providers to inform them. Issue of timeline of 60 days will be one of the target areas of training for both parents and principals next year.	Annually through 2012	All Principals, CRTs, Related Service Providers and Teachers.	**Continuing**
11.6	E: Clarify examine/ develop policies and procedures	Early Intervention Procedures for students at risk in the general education classroom are the "In School Focus of Concern" process implemented at the schools/programs.	Annual through 2012	All Principals, CRTs, Related Services Providers and Teachers.	**Continuing**
11.7	G: Collaboration and Coordination	In collaboration with partner agencies/organizations, develop an events calendar for implementing public awareness activities to build community awareness about special education services.	Annual through 2012	Coord., SEAC, and community partners	**Continuing**
11.8	D. Provide Technical Assistance/Tra ining/Professio nal Development.	In collaboration with Head Start Program, Special Education will conduct training to teachers and other service providers on policies and procedures for referral, evaluation and special education of children who may have special needs.	Annually through 2012	BOEA, Head Start Director, Sped Coordinator, Guam CEDDERS CRT's Early Childhood Staff	**Continuing**

IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

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

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

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

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

FFY	Measurable and Rigorous Target
2011 (2011-2012)	100% 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 is 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.

Actual Target Data for FFY 2011 (2011-2012):

As indicated in Table 1 there were 36 students aged 16 and above with an IEP, based on the Special Education Data System (SEDS) for the reporting period. ROP gladly reports that all 36 youths with IEPs aged 16 and above with an IEP have the required secondary transition requirements for Indicator 13 documented in their IEP.

Table 1: FFY 2011 Percent of Youth aged 16 and above with an IEP that includes Indicator 13 Secondary Transition requirements:

a. # of youth with IEPs aged 16 and above with an IEP that included appropriate secondary appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, with evidence that the student was invited to the IEP Team meeting where transition services were 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.	b. Number of youth with IEPs 16 and above
a = **36**	b = **36**

IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

c.	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, with evidence that the student was invited to the IEP Team meeting where transition services were 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.

$$c = (a/b) \times 100$$
$$\mathbf{36/36 \times 100 = 100\%}$$

Discussion of Improvement Activities <u>and</u> Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2011 (2011-2012):

Target/Progress/Slippage
ROP Met Target. ROP demonstrates 100% (36/36) compliance for this reporting period, which remained the same 100% compliance from FFY 2010 for Indicator 13.

OSEP FFY 2010 APR Response Table, June 2012
<u>OSEP Analysis/Next Steps</u>: OSEP appreciates ROP's efforts in achieving compliance with the secondary transition requirements in 34 CFR §§300.320(b) and 300.321(b).

ROP reports that there was no FFY 2010 findings of noncompliance related to the secondary transition requirements in 34 CFR §§300.320(b) and 300.321(b), as reported in Indicator 15 of this APR.

OSEP Memorandum 13-6, December 2012
OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2011 APR, States:
1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the State meets its target.
2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2011; and b) results indicators where the State has met its FFY 2011 target.
3) May provide one set of improvement activities for the entire APR as long as the Improvement Activities are indexed back to reference the relevant indicators.

For Indicator 13, ROP met its target and therefore is not required to provide an explanation of progress or slippage and a discussion on improvement activities.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2012-2013: This is a compliance indicator therefore targets will not be adjusted.

There are no proposals to revise Improvement Activities for this Indicator at this time.

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. The status for each activity is provided, with justification, if needed, for "revised, completed, or deleted" improvement activity. If any, "new activities," with justification, will be added to the list of improvement activities.

The following table is an update on the status of the improvement activities for Indicator 13:

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
13.1	A: Improve data collection and reporting	Secondary CRT will provide training in their respective schools on the checklist developed by National Secondary Transition Technical Center when needed to improve data collection	At least quarterly through FFY 2012	CRTs	**Continuing**

IDEA Part B State Annual Performance Report (APR) for FFY 2011

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
13.2	D: Provide technical assistance /training/ professional development	Secondary CRT will conduct Training to Palau High School Regular Education teachers, school administrator, and staff regarding IEP/LRE, and Transition Plan forms and requirements to inform concerning members of their roles in the IEP.	Fall 2011 and follow up in summer 2012	SpEd Coordinator and Secondary CRT	**Continuing**
13.3	B: Improve systems administration and monitoring	Secondary CRT will monitor Special Education Teacher's instruction to make sure that teachers are implementing the transition service plans according to student's goals for Employment, Education, Training and Independent Living if needed.	Quarterly through FFY 2012	Palau High School Principal, Secondary CRT, and Sped Teachers	**Continuing**
13.4	B: Improve systems administration and monitoring	Secondary CRT will measure training effectiveness by conducting an evaluation after every training as well as review student's files, to ensure that required SE Forms, IEP/transition services, and the 4-step process; access to general education curriculum are filled out correctly and effectively, as well as observe teacher's instructional activities and provide immediate feedback if needed to improve services for students with disabilities.	Beginning of School year 2011-2012	Palau High School Principal, and Secondary CRT	**Continuing**
13.5	D: Provide technical assistance /training/ professional development	Secondary CRT will provide training to adult agencies and Palau Community College staff on IEP/LRE and transition service plan to develop a better understanding of their roles in an IEP meeting.	Summer 2012	Secondary CRT and Sped Coordinator	**Continuing**

IDEA Part B State Annual Performance Report (APR) for FFY 2011

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

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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.

FFY	Measurable and Rigorous Target
2011 (2011-2012)	A. **11%** of youth in higher education within one year of leaving high school. B. **56%** of youth in higher education or competitively employed within one year of leaving high school. C. **100%** of youth 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.

Actual Target Data for FFY 2011 (2011-2012):

Based on the IDEA 618 Table 4 Exit Data submitted for FFY 2010, ROP reported a total of 16 students with IEPs who exited school: 6 graduated with a high school diploma, 4 received a certificate, and 6 dropped out. Of the 6 students with IEPs who dropped out, 1 student was enrolled in an elementary school and 1 student returned to high school at the beginning of school year 2011-2012. ROP's elementary schools include grades 1-8, which represent the school level prior to high school.

For the purpose of gathering the post-school outcomes data for students with IEPs who left high school, ROP reports that 14 students with IEPs who exited high school in 2010-2011 were high school "leavers" and tracked at the end of school year 2011-2012. Of the 14 leavers, ROP was able to contact 13 to

complete the Post-School Outcomes Survey, which represented a 93% (14/15) respondent rate. The survey results were therefore representative of the 2010-2011 leavers reported in the IDEA 618 Exit Data.

Data Source: Following the special education procedures, the Consulting Resource Teachers (CRTs) provide the required documentation for students with IEPs who exit the program to the Data Manager for inputting the data into the Special Education Data System (SEDS).

At the end of each school year, the Secondary CRT receives the listing of students who graduated, aged out, or dropped out during the past school year from the following data sources:

Data Source	Kinds of Information
Sped Data Manager	618 Table 4
Palau High School Counselor	Graduation data
Palau High School Registrar	Withdrawal, Drop-out, and transfers

Data Collection: The Secondary CRT uses multiple methods to locate students with IEPs who left high school to include the following: 1) contacting them through email, 2) via phone, or 3) asking other family members. Updated student information is gathered from the High School Exit Survey that was conducted prior to the student graduating from high school. Upon locating the students who graduated from high school, aged out or dropped out the year prior, the CRT and staff schedule appointments with students or their family members to conduct the Post School Outcome Survey to find out what they did within the year after they graduated or left school.

Definitions:
The following definitions are specific to the State's Part B Indicator 14:

Competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Higher Education means youth have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term, at any time in the year since leaving high school.

Some Other Employment means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

Other postsecondary education or training means youth enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program).

Respondents are youth or their designated family member who answer the survey or interview questions.

Leavers are youth who left school by graduating with a regular or modified diploma, aging out, left school early (i.e., dropped out), or who were expected to return and did not.

Calculations:

The following descriptions are used for the actual number of leavers in each "mutually exclusive" category to determine the percentage for each indicator measurement:

    a. =number of leavers enrolled in higher education within one year of leaving high school.

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    b. =number of leavers competitively employed with one year of leaving high school (but not enrolled in higher education).

    c. =number of leavers enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed).

    d. =number of leavers in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

A. Percent enrolled in higher education (a) = (# 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.

    Calculation: A = a / total respondents: **4/13respondents x 100=31%**
    For Measurement A, ROP exceeded the target of 11% performing 31% (4/13).

B. Percent enrolled in higher education (a) or competitively employed (b) within one year of leaving high school = (# of youth who are no longer in secondary school, and 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.

    Calculation: B = (a+b) / total respondents: **(4+6) = 10/13 respondents x 100 = 77%**
    For Measurement B, ROP exceeded the target of 56% performing 77% (10/13).

C. Percent enrolled in higher education (a), or competitively employed (b), or in some other postsecondary education or training program (c), or in some other employment (d) = (# of youth who are no longer in secondary education, had IEPs in effect at the time they left school and were enrolled in higher education, or competitively employed, or in some other postsecondary education or training program, or in some other employment).

    Calculation: C = (a+b+c+d) / total respondents: **4+6+0+1= 11/13 x 100 = 85%**
    For Measurement C, ROP reported 85% (11/13) and did not meet the target of 100%.

Figure 1 is a visual representation of ROP's performance for Indicator 14A, 14B, and 14C. As expected the percentage increases with each measurement, with Measurement 14C representing 11 of the 13 leavers or 85%.

Figure 1: Percent of Youth After Secondary Education FFY 2011-2012
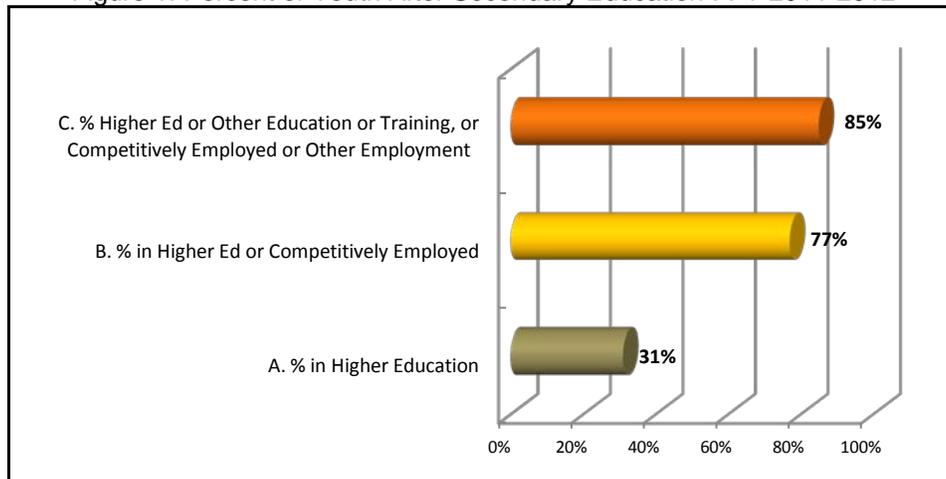
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Discussion of Improvement Activities Completed and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2011:

<u>Target/Progress/Slippage</u>
Measurement A: ROP exceeded the target of 11% performing at 31% (4/13), representing progress from last year's performance of 20% (1/5).
Measurement B: ROP exceeded the target of 56% performing 77% (10/13), representing slippage from last year's performance of 80% (4/5).
Measurement C: ROP reported 85% (11/13) and did not meet the target of 100%. This 85% performance represents slippage from last year's performance of 100% (5/5).

Upon review and discussion of the data, there are specific improvement activities that have been implemented to target increasing the number of students with disabilities who would enroll in post-secondary education. One of the improvement activities specifically targets enhancing higher education enrollment by providing additional support to Palau High School to ensure that all graduating seniors, including students with disabilities, participate in the Seniors College Prep Program. The Palau High School Counselors are responsible for the program. They invite all seniors to participate in the activities to help them learn how to complete application forms for college, select schools, and how to take college entrance tests. Due to the implementation of these improvement activities, the number of students with disabilities enrolled in post-secondary education increased during this reporting period as compared to last year. In FFY 2010, ROP reported 20% (1/5) of the leavers were in a post-secondary education program, while in FFY 2011, ROP reported 31% (4/13) in a post-secondary education program.

With the implementation of the new improvement activities, ROP continues to work together with other service providers to ensure that students with disabilities continue to seek higher education and/or employment/educational training. To provide support for service providers, the secondary CRT conducted professional development training to concerned service providers at Palau Community College (PCC) and Workforce Investment Act (WIA). This training helped broaden the PCC instructor's knowledge on how to help provide assistance and support to students with disabilities in terms of instructional adaptations, accommodations, and assistive technologies to help students in the classroom. It also helped WIA to understand the need to work closely with secondary CRT in providing educational training and/or employment to students with disabilities. In addition to providing training for PCC instructors and WIA, the Secondary CRT also facilitated a second training on IEP/LRE to Palau High School teachers stressing the important components and legal aspect of the IEP. During the training, the Secondary CRT stressed the crucial part of the LRE in regards to student's placement, which is in the general education classroom where students with disabilities can learn together with their same aged peers.

Additionally, the Secondary CRT also conducted training with Vocational Academic teachers on IEP/LRE and during the training the CRT stressed the importance of general education teachers to work together with special education teachers to plan out student's transition plan in the Career Development classes. This is important because the required course is designed to provide an opportunity for a career orientation aimed at helping students make better career decisions. It also teaches students on variety of sources to research information about careers; appropriate attitudes and behaviors essential for successful employment. This course is required for all freshmen, and during sophomore year students will take Career Development II where they are required to participate in job interviews, as well as visit different work sites to gain perspective of the career they are interested in. During their senior year, they are required to participate in a practicum of their career choice. These required courses in Career Development are related to the Transition Service Plan in the IEP. It is important that general education teachers work together with special education teachers so that students with disabilities can learn the essential skills for employment and education/training.

In April of each school year, the Palau High School Counselors disseminate exit data surveys to all graduating seniors to account for their future plans, whether they are going to further their education by enrolling in post-secondary schools or seek employment. The Secondary CRT works together with the school counselors to assist in collecting the data prior to students graduating from high school. The

survey demographic information includes updated contact information such as the student's residence, telephone numbers (including cell numbers), and email addresses.

ROP also took the initiative of conducting a follow up survey on the 5 leavers from FFY 2009 reported in the FFY 2010 APR for Indicator 14. During the FFY 2011 two-year follow up of the 5 students who left high school in FFY 2009, ROP found that the one student who enrolled in post-secondary school is still in school, full time; while the 3 students who dropped out of school and were competitively employed were still working in the same job and the other student who was reported in some other employment was employed full time at the Plantation Resort as a security guard. This 2-year follow-up indicates that the leavers are able to maintain their post-secondary education or employment upon leaving high school.

OSEP FFY 2010 APR Response Table, June 2012
OSEP appreciates ROP's efforts to improve performance.

Status of Improvement Activities
The following activities are numbered based on the numbering in the last revised SPP submitted in April 2012. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "<u>completed, continuing, revised, or deleted</u>" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

Activity #14.1: Provide vocational options (fishing, local arts and crafts, music, etc.)

> <u>Progress</u>: Teachers provided instructions on various arts and crafts. They taught students how to weave baskets, make broom from coconut fronds, make necklaces out of shells, and fixing fishing trap.

Status of 14.1: **Continuing.**

Activity #14.2: To prevent drop outs and suspensions, the High School Counselors conducts an orientation at the beginning and at the end of each school year for all students with disabilities to inform them of the "dos and don'ts" in regards to criminal acts as stated in Palau National Code.

> <u>Progress</u>: Last school year 2011-2012, new students with disabilities who transitioned from elementary to high school attended the beginning of the school year orientation with their parents. During the Orientation the school counselors went over the rules and regulations, school system procedures, focusing on the block scheduling, informing students of the available services at Palau High School like tutoring, after school programs, and career guidance. The School Counselors reviewed school requirements with the students as well as available programs like Career Academic Programs. In addition, Palau High School counselors conduct monthly assemblies in which public safety personnel are invited to talk to students about the rules and regulations regarding truancy, drugs, fighting in school campus, bringing dangerous weapons to school, etc. Occasionally, the presenter will conduct role play activities for students regarding the use of drugs and truancy.

Status of 14.2: **Continuing**

Activity #14.3: Secondary CRT will collaborate with high school counselors during the orientation of school senior college prep program to encourage participation of students with disabilities.

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<u>Progress</u>: The Secondary CRT called the high school counselors and special education teachers to remind them to include students with disabilities that are in their senior year to participate in the Senior Prep Program. The Senior Prep Program was conducted in early February 2012 and in September 2012. Students with disabilities who were in their senior year attended with their parents.

The first phase of the Senior Prep Program was conducted in February of 2012 by Palau High School counselors. During this phase, the counselors talked to the students on how to research different colleges they want to attend, how to apply for financial aid, scholarships locally and abroad, how to apply for work study programs, and how to fill out the school admission forms. The Palau Community College Financial Aid Director and Financial Aid counselor were also invited to talk to students on financial aid and admission requirements for PCC. Research projects were also assigned to the students by the counselors. The students had to research 3 colleges that they wanted to attend, complete all necessary admission forms, and financial aid forms for each college. The second phase of the college prep program, the counselors trained the students on how to take college entrance exams, gave them tips, and also administered a practice test to the students. Parent trainings were also facilitated by the counselors for parents to help support their kids in the college enrollment process. The counselors also discussed different topics about "college life" to the students. The counselors gave the students an orientation on the daily routines of college life, what dorm/apartment life is like, how to manage their time, the importance of doing their assignments, and how to budget their income to not spend on unnecessary items.

Status of 14.3: **Continuing.**

Activity #14.4: Resource room teachers will help students explore vocational options based on their career interests and provide basic skills training.

<u>Progress</u>: Students with disabilities are continuing with their Community-Based Instruction (CBI) visits at various job sites in the private and government sectors based on their work interest to gain knowledge and experience in regards to their career interest. In fact based on their career interest, teachers scheduled field trips to various job sites for the students to gain hands on perspective on various skills needed for the particular career of their choice. The work sites the students visited were the Belau National Hospital, Police Station, Fire station, Airport Immigration, Palau Pacific Resort, and Palau Post Office. In each work site, the students were assigned a company employee that took the students on a tour of the work place as well as showed the students some of the routine tasks that they do everyday. The Secondary CRT also invited the Palau Community College Cooperative Research and Extension Program on Food Technology to conduct two week training on how to cook simple and nutritious foods, the class was taught by Dr. Lydia Marero at the Skill Center building. During the graduation ceremony, Dr. Morero and the PCC President, Patrick Tellei awarded certificate to the students for participating in the 2 week training. As part of the graduation ceremony the students were also given an opportunity to demonstrate their cooking skills to their parents and the audience.

Aside from the CBI program, the students were required to take Career Development classes at Palau High School during their Freshman, sophomore, junior, and senior year. During their freshman year, students are enrolled in Career Development 1 class and will learn about life skills, how to take good care of themselves and their relationships with other people, and various virtues that build a good character. Students will learn essential skills on how to work in a group, how to work with other people, and how to be a productive member of society. In Career Development 2, students learned career

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survival skills, how to become a productive employee, and what to do to become an asset to the company or a business. During their junior year, students will choose an academic program that they want to study. The academic programs available are Tourism Industry, Construction, Business, Health Pathway, Agriculture, Liberal Arts, and Agriculture. It is during the student's junior year that they will participate in the mentoring program where they are placed at a worksite they are interested in for about a week to learn all about that particular job. During their senior year, students will participate in the practicum program where they are required to be at worksite from 1:00pm-3:30pm daily to learn the daily operations of the business and the skills needed for the job.

Status of 14.4: **Continuing.**

Activity #14.5: High school CRT will collaborate with representative from Work Investment Act to enroll students with disabilities to work during the summer based on their interest.

Progress: During summer of 2012, the Secondary CRT worked with WIA Representative to place students in various jobsites based on their career interest to work during the summer. Some of the employers were very supportive and agreed to have an employee show them around and train the students how to do the necessary work. There were about 20 students who worked during the summer under WIA and the College Access Challenge Grant (CACG).

Status of 14.5: **Continuing.**

Activity #14.6: Secondary CRT will provide assistance to students with disabilities who are interested in seeking employment after high school to be given the opportunity to be placed under WIA job training based on their interest to learn essential skills in order to become a permanent worker in the private sectors or government sectors.

Progress: The Secondary CRT worked with WIA to find jobs for those students who graduated in 2010-2011 and wanted to work. There were 10 students that wanted employment. The WIA and Secondary CRT were able to place the students at a job training site for 3 months while getting paid by WIA. After the 3 months of training the students were hired as a permanent employee. For those students who wanted to enroll into post-secondary school, the secondary CRT worked with Palau High School Counselors to process their application and financial aid to Palau Community College.

Status of 14.6: **Continuing.**

Activity #14.7: Establish a system that would specify and identify requirements needed for student with disability to complete secondary education in preparation to post –secondary education.

Progress: The Ministry of Education together with the Special Education Advisory Council formed a committee to review options in regards to students with disabilities graduating with an IEP diploma versus high school regular diploma. This issue became apparent when parents of students with disabilities whom their kids wanted to attend post-secondary education found it difficult for their children to apply for financial aid assistance. This determination is due to the fact that Palau Community College does not honor the IEP diploma because it does not meet the PCC requirements. Parents of the students with disabilities requested the Ministry of Education to review Palau High School current procedure and make necessary changes so that their children can be given the opportunity to enroll into post-secondary education and be qualified for financial aid assistance. Therefore, the committee met and reviewed existing Palau High School procedures; Palau Community College admission, financial aid procedures, and

requirements; and found out that in order for students with disabilities to be enrolled into post-secondary education, they would have to graduate with a regular diploma so that they can earn the required credits that are accepted at PCC. Palau High School needs to change their procedure in order for students to meet the PCC Admission and Financial Aid requirements. As a result, the committee made a recommendation to Palau Ministry of Education that all students with disabilities be awarded a regular high school diploma given that they meet specific course requirements at Palau High School. After, the committee made their final decision a letter was drafted to the chairman of the Special Education Advisory Council to request for a meeting to review the results of the committee's recommendation and for their approval. The recommendations are still pending for SEAC to meet and review before forwarding to the Minister of education for final approval.

Status of 14.7: **Continuing.**

Activity #14.8: Secondary CRT will provide training to WIA and Palau Community College staff regarding IEP and transition services plan to develop a better understanding of their roles within the IEP meetings.

Progress: The Secondary CRT provided training to Palau Community College and WIA on IEP/LRE and Sign Language on May 30-31, 2012 at Palau Community College conference room. There were about 32 participants, 30 of the participants were PCC instructors and 2 were WIA representatives. The purpose of the workshop is to enhance participant's knowledge, skills, and understanding of the required components of the Individualized Education Program (IEP). The purpose of conducting the sign language training is to prepare the instructors of how to provide assistance in the classroom to a student who is deaf or hard of hearing. The training was helpful for the instructors because there was a student who is deaf, a senior at Palau High School who wanted to enroll at PCC in the summer. As for the WIA representatives, it was useful for them to know how to help provide assistance in regards to employment and education/training.

Status of 14.8: **Continuing.**

Revisions, with justification, to Proposed Targets / Improvement Activities / Timelines Resources for 2012-2013:

There are no proposals to revise Improvement Activities for this Indicator at this time.

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Progress of each activity is described in the Discussion section of this Indicator. The table below includes the status for each activity, with justification, if needed, for "revised, completed, or deleted" improvement activity. If any, "new activities," with justification, will be added to the list of improvement activities.

The following table is an update on the status of the improvement activities for Indicator 14:

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
14.1	G: Collaboration Coordination	Provide vocational options (fishing, local arts and crafts, music, etc.)	At least annually through FFY 2012	Secondary CRT, Special Ed. Teachers, Regular Ed. Teachers	**Continuing**

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Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
14.2	D: Provide technical assistance /training/ professional development	To prevent drop-outs and suspensions, the High School Counselors will conduct an orientation at the beginning and at the end of each school year for all students with disabilities to inform them of the dos and don'ts in regards to criminal acts as stated in Palau National Code.	Begin June 2008 and ongoing through FFY 2012	Palau High School Principal, Counselors CRT, and Special Ed. Teachers	**Continuing**
14.3	G: Collaboration /Coordination	Secondary CRT will collaborate with high school counselors during the orientation of school senior college prep program to encourage participation of students with disabilities.	September 2011-2012 thru FFY 2012	Secondary Principal, CRT, Counselors and Sped Teachers	**Continuing**
14.4	F: Program Development	Resource room teachers will help students explore vocational options based on their career interests and provide basic skills training.	At least quarterly through FFY 2012	Secondary CRT and Sped Teachers	**Continuing**
14.5	G: Collaboration Coordination	High school CRT will collaborate with representative from Work Investment Act to enroll students with disabilities to work during the summer based on their interest.	Summer thru 2012	Secondary CRT, WIA, and Sped Teachers	**Continuing**
14.6	G: Collaboration Coordination	Secondary CRT will provide assistance to students with disabilities who are interested in seeking employment after high school to be given the opportunity to be placed under WIA job training based on their interest to learn essential skills in order to become a permanent worker in the private sectors or government sectors.	Beginning school year 2012 through 2013	Secondary CRT, WIA, and Sped Teachers	**Continuing**
14.7	F: Program Development	Establish a system that would specify and identify requirements needed for student with disability to complete secondary education in preparation to post –secondary education.	September 2011-2012 thru FFY 2012	Special Education Advisory Council (SEAC), Palau Community College, Ministry of Education, Management Team, Sped Coordinator, and Secondary CRT	**Continuing**
14.8	D: Provide technical assistance /training/ professional development	Secondary CRT will provide training to WIA and Palau Community College staff regarding IEP and transition services plan to develop a better understanding of their roles within the IEP meetings.	Beginning of School year 2011 to 2012	Sped. Coordinator, Secondary CRT, WIA Executive Director, PCC Dean of Academic and Student Affair	**Continuing**

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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 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
2011 (2011-2012)	**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 2011 (2011-2012):

As per OSEP's instructions, ROP used the Part B Indicator 15 Worksheet in the FFY 2011 APR:

PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of School/Program Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 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/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/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 expulsions of children with disabilities	Monitoring Activities: Self-Assessment/APR, Data Review, Desk Audit, On-Site Visits, or	0	0	0

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Indicator/Indicator Clusters	General Supervision System Components	# of School/Program Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
for greater than 10 days in a school year.	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/APR, Data Review, Desk Audit, On-Site Visits, or Other**	**8** (4 Schools from On-Site + 4 Schools from Off-Site)	**13**	**13**
	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/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/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/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/APR, Data Review, Desk Audit, On-Site Visits, or Other 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/APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
Sum the numbers down Column a and Column b			**13**	**13**
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			**100% (13/13)**	

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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. In FFY 2011, ROP, a unitary system, demonstrated verified correction of noncompliance for the FFY 2010 findings of noncompliance identified through 4 main sources:

1. <u>APR Data</u>: As a "system" review of APR data, this annual data review is taken from the special education data system for compliance Indicators 11 and 13 at the end of each fiscal year:

    a. For FFY 2010, there was no noncompliance findings issued based on the compliance requirements for the Indicator measurements of the APR.

2. <u>School/Program Visits</u>: In FFY 2010, on-site focused monitoring visits were conducted for five (5) 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, which resulted in:

    a. A total of 9 noncompliance findings were issued to 4 of the 5 schools/programs that received on-site focused monitoring visits. The 9 specific regulatory noncompliance findings were assigned to Indicator 5 of the Indicator 15 worksheet.

    b. The focus of the on-site monitoring visits for FFY 2010 was on child identification, as in the previous year. 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. For the FFY 2010 findings of noncompliance, there were no findings related to the child find requirements.

3. <u>Off-Site Data Review Monitoring</u>: FFY 2010 was the first year the off-site data review monitoring procedures were implemented, as described in ROP's CIFMS. The off-site data review monitoring is conducted bi-annually in December and June of each reporting period. There are four regulatory requirements reviewed for compliance through the review of the data collected in the Special Education Data System (SEDS): Initial evaluation timeline, re-evaluation timeline, annual IEP review timeline, and documentation of secondary transition requirements in the IEP. The off-site data review monitoring resulted in:

    a. <u>December 2010</u>: This off-site data review resulted in 24% or 4 of the 18 public schools and Head Start Program issued a total of 4 noncompliance findings for the annual IEP review timeline. These noncompliance findings were assigned to Indicator 5 of the Indicator 15 worksheet.

    b. <u>June 2011</u>: This off-site data review resulted in no findings of noncompliance issued for the four regulatory requirements.

4. <u>Dispute Resolution System</u>: As a "system," ROP has in place procedures for receiving and addressing complaints, hearing requests, and mediation requests.

    a. In FFY 2010, there were no formal written complaints or due process requests, as indicated in the FFY 2010 APR under Indicators 16 and 17.

Timely Correction of FFY 2010 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011) (Sum of Column a on the Indicator B15 Worksheet)	**13**
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the school/program of the finding) (Sum of	**13**

Column b on the Indicator B15 Worksheet)	
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	**0**

Verification of Correction for FFY 2010 Findings of Noncompliance (either timely or subsequent):
Consistent with OSEP Memo 09-02, ROP was able to demonstrate compliance with the FFY 2010 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.

Specific actions ROP took to verify correction of noncompliance findings identified in FFY 2010:
ROP verified timely correction of the FFY 2010 findings of noncompliance through a review of evidence submitted to the special education office for input into the Special Education Data System (SEDS) and individual file reviews. For each finding of noncompliance, the school/program monitoring report for on-site and off-site monitoring 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 the noncompliance area/s in the written notification of findings in the school monitoring reports. 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 for the individual instance of noncompliance and the required subsequent data demonstrating 100% compliance with the specific regulatory requirement. Upon verification of correction, a written notification of verified correction was issued to the individual school/program monitored. As shown in the Indicator 15 worksheet, all 13 noncompliance findings were accounted for under Indicator 5. The following specific action steps were taken to verify timely correction of the 13 noncompliance findings in FFY 2010:

- <u>Indicator 5</u>: Eight (8) noncompliance findings were issued related to the procedural timeline requirements for the annual IEP review. All 8 IEP Reviews were conducted, but beyond the annual timeline requirement. Four (4) noncompliance findings were issued related to the IEP having measurable annual goals. The annual goal statements were not written using measurable and observable terms. One (1) noncompliance finding was issued related to the placement determination. It was discovered that the 1 IEP did not have the required IEP placement forms.

  <u>Actions Taken for Verification of Correction</u>: The required correction of the 13 noncompliance findings included correction of the individual instances of noncompliance and a review of additional data, through file reviews and subsequent data from the SEDS, demonstrating 100% compliance with the regulatory requirement. Consistent with ROP's CIFMS, the written notification of the noncompliance findings specified the requirements for correcting the individual instances, as well as the review of subsequent data demonstrating 100% compliance with the regulatory requirement. For the noncompliance findings related to the annual IEP timeline, it was noted that the individual instances were completed, but late. The verified correction for these annual IEP timeline noncompliance findings was a review of subsequent data from SEDS specified in the written notification of the noncompliance findings.

Discussion of Improvement Activities <u>and</u> Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2011 (2011-2012):

Target/Progress/Slippage
ROP Met Target. ROP demonstrated continued compliance with 100% (13/13) compliance for Indicator 15. ROP does not have any outstanding previous or longstanding identified noncompliance.

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OSEP FFY 2010 APR Response Table, June 2012
OSEP appreciates ROP's efforts in timely correcting findings of noncompliance identified in FFY 2009. When reporting in the FFY 2011 APR on the correction of findings of noncompliance identified in FFY 2010, ROP must report that it: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within its jurisdiction, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02). In the FFY 2011 APR, ROP must describe the specific actions that were taken to verify the correction. In addition, in reporting on Indicator 15 in the FFY 2011 APR, ROP must use the Indicator 15 Worksheet.

ROP's Response: Refer to Actual Target Data section for the Indicator 15 Worksheet and discussion on ROP's actions taken to verify correction of findings of noncompliance identified in FFY 2010.

OSEP Memorandum 13-6, December 2012
OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2011 APR, States:
1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the State meets its target.
2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2011; and b) results indicators where the State has met its FFY 2011 target.
3) May provide one set of improvement activities for the entire APR as long as the Improvement Activities are indexed back to reference the relevant indicators.

For Indicator 15, ROP met its target and therefore is not required to provide an explanation of progress or slippage and a discussion on improvement activities.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2012-2013: This is a compliance indicator therefore targets will not be adjusted.

There are no proposals to revise Improvement Activities for this Indicator at this time.

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. The status for each activity is provided, with justification, if needed, for "revised, completed, or deleted" improvement activity. If any, "new activities," with justification, will be added to the list of improvement activities.

The following table is an update on the status of the improvement activities for Indicator 15:

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
15.1	B: Improve systems administration and monitoring	Identify and contract a third party monitor for next cycle of monitoring	Beginning March 2009 through FFY 2012	SpEd Coordinator, Ministry of Finance	**Continuing**
15.2	B: Improve systems administration and monitoring	Review and update monitoring forms and procedures, as needed (annually).	Annually through FFY 2012	SpEd Coordinator, Local Monitor, Third Party Monitor	**Continuing**
15.3	C: Build systems and infrastructures of technical assistance and support	Special Education Coordinator and Local Monitor will review monitoring report with respective CRT to better understand how best to support and provide technical assistance to school principals to address the improvement and corrective action requirements.	Monthly through FFY 2012	SpEd Coordinator, Data Manager, CRTs.	**Continuing**
15.4	B: Improve systems administration and monitoring	Review monthly all new complaints, mediations and due process hearing issues to identify potential issues of noncompliance.	Monthly through FFY 2012	Coordinator & Staff	**Continuing**

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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

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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
2011 (2011-2012)	**Targets will be set once required baseline data available (10 or greater).**

Actual Target Data for FFY 2011 (2011-2012):

ROP did not receive hearing requests in 2011-2012, as reflected in IDEA 618 Table 7.

Discussion of Improvement Activities <u>and</u> Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2011 (2011-2012):

Target/Progress/Slippage
ROP's performance remained the same from previous year's reporting of no formal hearing requests.

OSEP FFY 2010 APR Response Table, June 2012
OSEP looks forward to reviewing ROP's data in the FFY 2011 APR.

OSEP Memorandum 13-6, December 2012
OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2011 APR, States:
1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the State meets its target.
2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2011; and b) results indicators where the State has met its FFY 2011 target.
3) May provide one set of improvement activities for the entire APR as long as the Improvement Activities are indexed back to reference the relevant indicators.

For Indicator 18, ROP did not change its performance therefore is not required to provide an explanation of progress or slippage. In addition, although not required based on the baseline requirement for this indicator, ROP included an improvement activity for this indicator in FFY 2010.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2012-2013:

The following table is an update on the status of the improvement activity for Indicator 18:

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
18.1	D: Provide technical assistance /training/ professional development	Train staff on approved due process and dispute resolution procedures.	Annually through FFY 2012	Consultants, SpEd Coordinator, Data Manager, & CRTs	**Continuing**

IDEA Part B State Annual Performance Report (APR) for <u>FFY 2011</u>

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

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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
2011 (2011-2012)	**Target will be set once required baseline data available (10 or greater).**

Actual Target Data for FFY 2011 (2011-2012):

ROP did not receive requests for mediations in 2011-2012, as reflected in the IDEA 618 Table 7.

Discussion of Improvement Activities <u>and</u> Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2011 (2011-2012):

Target/Progress/Slippage
ROP's performance remained the same from previous year's reporting of no mediation requests.

OSEP FFY 2010 APR Response Table, June 2012
OSEP looks forward to reviewing ROP's data in the FFY 2011 APR.

OSEP Memorandum 13-6, December 2012
OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2011 APR, States:
1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the State meets its target.
2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2011; and b) results indicators where the State has met its FFY 2011 target.
3) May provide one set of improvement activities for the entire APR as long as the Improvement Activities are indexed back to reference the relevant indicators.

For Indicator 19, ROP did not change its performance therefore is not required to provide an explanation of progress or slippage. In addition, although not required based on the baseline requirement for this indicator, ROP included improvement activities for this indicator in FFY 2010.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2012-2013:

The following table is an update on the status of the improvement activity for Indicator 19:

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
19.1	D: Provide technical assistance /training/ professional development	Update list of mediators with locally trained people, and provide training for the mediators as needed.	Continuing as needed through FFY 2012	SpEd Coordinator & TA providers, Minister of Education and Director of BOEA	**Continuing**
19.2	D: Provide technical assistance /training/ professional development	Train staff person to administer complaints, mediations, and due process hearing requests.	Continuing as needed through FFY 2012	SpEd Coordinator Pacific Entity leads, Minister of Education and Director of BOEA	**Continuing**

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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

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

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

Measurement:
State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:
a. Submitted on or before due dates (first Wednesday in February for child count, including race and ethnicity; and educational environments; first Wednesday in November for exiting, discipline, personnel, and dispute resolution; December 15 for assessment; May 1 for Maintenance of Effort & Coordinated Early Intervening Services; and February 1 for Annual Performance Reports).
b. Accurate, including covering the correct year and following the correct measurement.

FFY	Measurable and Rigorous Target
2011 (2011-2012)	100% State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Actual Target Data for FFY 2011 (2011-2012):

As indicated in the Overview Section of this APR, ROP chooses to wait for OSEP's calculation of ROP's compliance with Indicator 20 requirements. As communicated by OSEP during the December 2012 TA call, states/entities will have an opportunity to respond to OSEP's Indicator 20 calculation during "clarification" period anticipated in April 2013.