

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**Overview of the Annual Performance Report Development:**

The Republic of Palau's (ROP's) FFY 2010 Annual Performance Report (APR) development process began with the receipt of OSEP's June 3, 2010 Determination Letter. A copy of the June 2010 Determination Letter was given to ROP's Special Education Advisory Council (SEAC) members, ROP's "broad" stakeholder group for the APR/SPP development. The June 2010 Determination Letter indicated that ROP "met requirements" of the IDEA Part B Program based on ROP's FFY 2008 APR/SPP and other relevant ROP reported data and information. The June 2010 Determination Letter and Response Table reinforced ROP's priorities for program improvement and reporting, which included training and technical assistance activities related to each indicator measure.

The Special Education Core Team, comprised of the Special Education Coordinator, Specialists/ Consulting Resource Teachers (CRTs), Data Manager, and Early Childhood staff, continued monthly meetings to discuss the status of all improvement activities and what can be done to support cluster teams carry out specific indicator activities, which included implementing training activities with parents, principals, teachers, and related service providers at different times of the year beginning summer 2010. Parent workshops focused on Least Restrictive Environment (LRE) and the new Individualized Education Program (IEP) forms with particular focus on LRE. Training activities for principals, teachers, and related service providers were implemented to address various improvement activities across several indicators involving educators and support staff, which included presentations and workshops conducted by special education staff at the ROP Annual Educational Convention in July 2010 and August 2011.

In September 2010, OSEP conducted an on-site monitoring/verification visit to ROP. The purpose of the visit was to review the effectiveness of ROP's systems for general supervision, collection of ROP's data, and fiscal management, as well as ROP's systems for improving child and family outcomes and protecting child and family rights. OSEP's January 31, 2011 letter provided ROP with its results of the September 2010 on-site monitoring/verification visit. On April 29, 2011, ROP responded to OSEP's required actions described in the January 2011 visit results letter. OSEP's June 20, 2011 Determination Letter listed the OSEP analysis and required actions from ROP's April 2011 response. Of the three systems reviewed, one area of the fiscal management system required further action, which was documented as completed in OSEP's November 21, 2011 letter to ROP. A copy of the June 2011 Determination Letter was provided to SEAC.

The FFY 2010 APR development incorporated a review of the effectiveness of the improvement activity priorities implemented based on the SPP, OSEP's June 3, 2010 and June 20, 2011 Determination Letters, and the results of OSEP's September 2010 on-site verification visit. The Special Education Core Team began bi-weekly meetings in August 2011 to review the status of data collected and other related activities and to continue to review the status of work completed 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 for fiscal year 2011-2012.

The following Special Education Core Team working sessions with Guam CEDDERS and SEAC were held as part of the FFY 2010 APR development:

- August 16-18, 2011: Guam CEDDERS provided on-site technical support for the review of collected FFY 2010 data. A plan with the Special Education Core Team was formulated at the end of Guam CEDDERS' on-site visit to prepare for a follow-up working session in September 2011.
- September 12-15, 2011: Guam CEDDERS provided on-site technical support for the review of the tasks completed from the August 2011 APR development plan. During the visit, Guam CEDDERS facilitated the review of OSEP's FFY 2009 trend data and upcoming OSEP Continuous Improvement Visits (CIV) with the Special Education Core Team. The CIV results component led to a review of the effectiveness of prioritized improvement activities for improving performance and results. Using the December 2009 "Evaluating SPP/APR Improvement

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Activities” resource, the Special Education Core Team reviewed the relevance of evaluation within the context of improvement planning and strategic systems thinking. The current SPP improvement activities were reviewed based on the categories or types of improvement activities initially presented by Washington State in August 2008, which supported the overall design, implementation, and evaluation of the SPP, the blueprint for systems improvement. With support from Guam CEDDERS, the SPP/APR leads worked on categorizing all improvement activities, as well as reviewing the activity description to reflect a SMART (Specific, Measurable, Achievable, Relevant, and Timed) activity that would likely positively impact performance and results. This evaluation process, along with OSEP’s trend data and upcoming CIV, was reviewed during the SEAC meeting the evening of September 14, 2011. As a result, a November 2011 SEAC meeting was scheduled to review the re-design of the SPP improvement activities. The Special Education Core Team updated the August 2011 APR development plan to reflect SEAC’s next steps for reviewing the APR draft, inclusive of the re-design of the SPP improvement activities.

- November 16-19, 2011: Guam CEDDERS provided on-site technical support for the review of the tasks in the APR development plan, updated in September 2011. On November 16, 2011, a SEAC meeting was held to review ROP’s APR trend data through FFY 2010 and the re-design of the SPP improvement activities. As a result, a follow-up SEAC meeting to review the draft APR, inclusive of prioritized improvement activities and requested “drill-down” data, was scheduled for January 2012.
- January 9-13, 2012: Guam CEDDERS provided on-site technical support for the review of the tasks in the APR development plan, updated in November 2011. On January 12, 2012, a SEAC meeting was held for members to provide input on the draft FFY 2010 APR. The SEAC members provided suggestions or recommendations for prioritizing improvement activities, which have been incorporated into the final FFY 2010 APR.
- February 1, 2012: Final FFY 2010 APR submitted to OSEP.

Based on the evaluation process conducted for reviewing the effectiveness of improvement activities, ROP has updated, re-organized, and revised the format of the improvement activities to ensure close alignment with the indicator measures and a system approach for effecting critical changes for improved results.

In the Discussion Section of each Indicator, implementation progress is described 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 Revisions Section of each Indicator, the improvement activities have been re-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 first year utilizing

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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; Ray Miner and Miles Kawatachi, both independent consultants, and Special Education Directors and staffs 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 Disability Commission, Omekesang (advocacy non-profit organization), Palau Community College, SEAC, and various private organizations. Your support is and will always be greatly appreciated by the ROP Special Education Program staff, students, and families. Kom Kmal Mesulang (Thank you)!

**PUBLIC DISSEMINATION PLAN**

As required, ROP will report annually to the public on the progress and/or slippage in meeting the 'measurable and rigorous targets' found in the SPP, which includes the performance on the targets in the SPP. For the FFY 2010 (2010-2011) APR, ROP will implement the following public dissemination:

- By March 1, 2012, the APR, will be posted on the ROP MOE website: [www.palaumoe.net](http://www.palaumoe.net) (click "Ministry," then select "Special Education").
- By March 1, 2012, a copy of the APR will be provided to SEAC members and Ministry of Education (MOE) Management Team.
- By March 1, 2012, the local media (radio & newspaper) will be informed of the availability of the APR.
- By June 30, 2012, upon completion of the OSEP April 2012 clarification week and receipt of OSEP's 2012 Determination Letter, the updated APR, complete SPP, and OSEP Letter will be posted on the ROP MOE website: [www.palaumoe.net](http://www.palaumoe.net) (click "Ministry," then select "Special Education"), with a copy to SEAC members and Ministry of Education (MOE) Management Team.

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**Overview of the Annual Performance Report Development:**

Refer to page 1 of this APR for development description.

**Monitoring Priority: FAPE in the LRE**

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

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

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

FFY	Measurable and Rigorous Target
<b>2010 (2010-2011)</b>	<b>As per OSEP's instruction, FFY 2010 required reporting is the state's examination of data for the year before the reporting year (e.g. for the FFY 2010 APR, use data from 2009-2010). Therefore, for Indicator 1, the target and actual data for FFY 2010 will be the FFY 2009 data.</b>
<b>2009 (2009-2010)</b>	<b>45% of youth with IEPs graduate from high school with a regular diploma.</b>

**Actual Target Data for FFY 2010 (2010-2011): As per OSEP's instruction, Actual Target Data will be the actual data from FFY 2009 (2009-2010):**

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.

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 maintained a similar percentage from FFY 2006 to FFY 2008, with a decrease in percentage in FFY 2009 by 16% compared to FFY 2008. For students without disabilities, the percentage of graduates increased in FFY 2008, but dropped by 17% in FFY 2009. For students with disabilities, the graduation rates have been significantly lower in the last 3 years when compared to all students and students without disabilities.

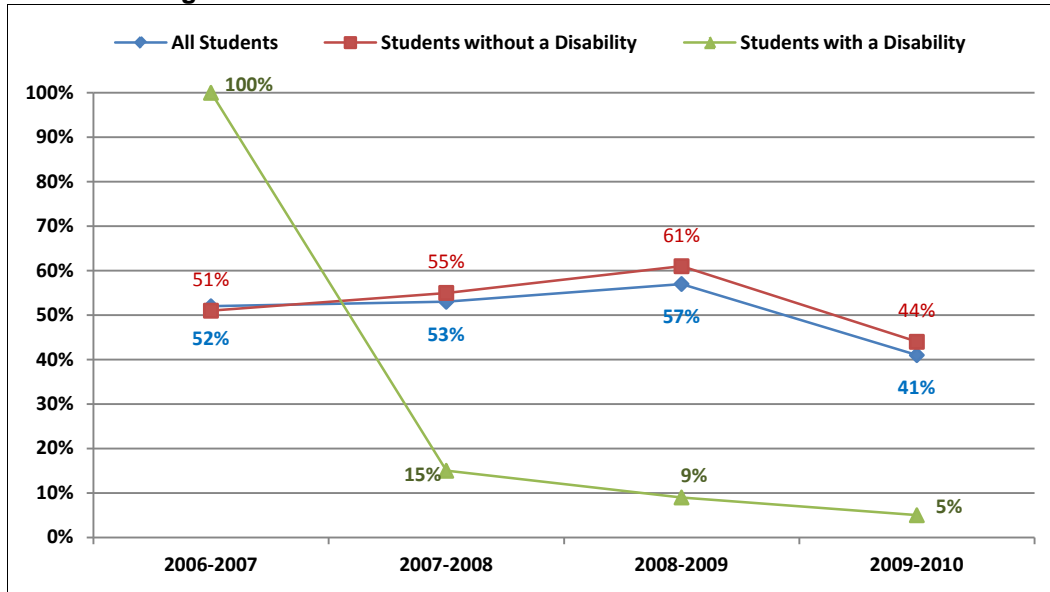
**Table 1: Graduation Rate over the Past Four Years**

Description	<b>2006-2007 (Cohort 2003)</b>	<b>2007-2008 (Cohort 2004)</b>	<b>2008-2009 (Cohort 2005)</b>	<b>2009-2010 (Cohort 2006)</b>
<b>Total high school graduation rate for all students</b>	52% (143/275)	53% (119/224)	57% (147/260)	41% (120/293)
<b>Graduation rate for students without a disability</b>	51% (140/272)	55% (117/211)	61% (145/238)	44% (119/273)
<b>Graduation rate for students with a disability</b>	100% (3/3)	15% (2/13)	9% (2/22)	5% (1/20)

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It should be noted that the students with disabilities Cohort 2006 number used as the denominator for FFY 2009 was two students less from the previous year. 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 2006 – FFY 2009**



Numbers used for the Percentage Calculations:

-Total number of all youth graduated in SY: 2009-2010	=	120
-Total Number of all youth enrolled in SY: 2006-2007	=	293
-Percent of all youth graduating in 2009-2010	=	41%
* $120/293 \times 100 = 41\%$		
-Total of all youth without a disability graduated in SY: 2009-2010	=	119
-Total of all youth without a disability enrolled in SY: 2006-2007	=	273
-Percent of all youth without a disability graduating in 2009-2010	=	44%
* $119/273 \times 100 = 44\%$		
-Total of all youth with IEPs graduated in SY: 2009-2010	=	1
-Total of all youth with IEPs enrolled in SY: 2006-2007	=	20
-Percent of youth with a disability graduating in SY: 2009-2010	=	5%
* $01/20 \times 100 = 5\%$		

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010 (2010-2011):**

As per OSEP’s instructions, for this APR, ROP reports FFY 2009 (2009-2010) data and compares it to ROP FFY 2009 (2009-2010) target.

**Progress and Slippage**

ROP did not meet target.

Actual data for SY 2009-2010 demonstrated slippage in the percentage of youth with IEPs graduating with a regular diploma from 9% (2/22) in FFY 2008 to 5% (1/20) in FFY 2009. ROP’s target for FFY 2009 was set at 45%. The graduation number of 1 is consistent with what was reported in the 618 Exit Data for FFY 2009. As noted in previous APRs, ROP’s small numbers can change the percentage dramatically.

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Further, as noted earlier, MOE's cohort calculation does not account for adjustments for repeaters, dropouts, withdrawals, and transfers. The number of youth with IEPs who graduated in FFY 2009 was 1 less than the number reported for FFY 2008. In addition, the total number in the Cohort group decreased from 22 for FFY 2008 to 20 for FFY 2009.

During school year 2006-2007, the total freshmen enrollment was two hundred seventy three (273); of which, twenty (20) were students with disabilities. Out of the 20 students with disabilities, only one graduated with a regular high school diploma at the end of school year 2009-2010. Over the span of the 4-year cohort period, the 19 students who did not graduate in 2009-2010 included three (3) repeaters, one (1) who exited the program, four (4) who transferred out, three (3) who moved out of the country, one (1) who dropped out due to medical reasons, three (3) who dropped out, 1 enrolled in adult education, and 3 became fully employed due to family financial constraints.

As reported in the FFY 2006 APR, there are two options for graduation of students with disabilities: Regular high school diploma and an IEP diploma. Regular high school diploma will be considered a 'regular' diploma 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, the local college. Currently, the college does not accept students' graduating from high school with a certificate or IEP diploma 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 year 2009-2010, the high school CRT with assistance from the elementary CRTs continued to conduct trainings for high school & elementary special education teachers, old and new, on how to complete the 4 STEP PROCESS, accommodations, writing goals and objectives, and compiling IEPs based on the requirements. 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. If a student has excessive absences, a parent conference is held to determine the reasons for the absenteeism. During that meeting, other supports may be provided to the student, such as counseling, tutoring, or home visits.

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, to identify appropriate supports to help them remain in school. In addition, ROP continues to participate in regional activities for professional development to ensure that teachers support the students' individual needs so they can meet the requirements of graduating with regular diploma.

**OSEP's June 2011 Response Table**

OSEP looks forward to ROP's data demonstrating improvement in performance in the FFY 2010 APR, due February 1, 2012.

**Status of Improvement Activities**

The following activities are numbered based on the numbering in the last revised SPP submitted in April 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

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**Activity #2:** Update Palau High School Handbook to reflect any changes.  
Progress: In August 2010, the overall MOE handbook was disseminated to all schools. Palau High School, the only high school in ROP, still has yet to review the existing MOE handbook before making any changes for the purpose of consistency.

Status of #2: **Revised:** Justification: Removed "Ongoing" in the SPP Timeline because it is too vague and therefore it was revised to annually through FFY 2012.

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

Progress: Through the OSEP-funded GSEG PACIFIC Project administered by the University of Guam CEDDERS, ROP special education personnel, curriculum specialists, general education teachers, and school administrators participated in regional events. In July 2010, the PACIFIC Project focused on the development of appropriate alternate assessment based on alternate academic achievement standards (AA-AAS) as a component of ROP's assessment system. An early intervention/early childhood strand was added to the series of regional events providing an opportunity for MOE personnel to address the educational needs of young children with disabilities in preparation for their educational support needs as they move on to the elementary-level.

On November 22-24, 2010, the Secondary CRT, Elementary CRTs, and Chief of Curriculum and Instruction conducted trainings on unpacking the general education curriculum and objective, how to develop a lesson plan using the 4-step process and providing accommodations based on student's needs. Aside from the 4-step process and accommodation training, the Secondary CRT conducted training on IEP/LRE at the school level in June 2011, as well as beginning of July 2011. Furthermore, the Secondary CRT made it a part of the procedure to review the special education teacher's 4-step process at the end of each quarter to ensure that teachers are accessing the general education standards and curriculum, as well as providing needed accommodations to help students meet the necessary requirements for credits.

During the July 2010 ROP Annual Educational Convention, the special education CRTs conducted presentations and workshops on the IEP Process, Secondary Transition, LRE, and teaching strategies, such as the 4-Step Process. Participation in this annual convention is required for all school principals and teachers.

In November 2010 and May 2011, under GSEG PACIFIC Project, Guam CEDDERS conducted an on-site visit to the ROP after the regional institute to provide technical support to the Palau team. During these visits, training was conducted by Guam CEDDERS for the CRT's and Related Service Assistants on various AT and communication devices provided through the GSEG PACIFIC Project.

Status of #4: **Revised:** Justification: Removed "Ongoing" in the SPP Timeline because it is too vague and therefore it was revised to beginning of each school year.

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

Progress: In school year 2009-2010, one student participated in GEAR UP at Palau High School and eight students participated in the Talent Search Program. In FFY 2010, 4 students attended GEAR UP tutoring program.

Status of #7: **Revised:** Justification: Removed "Ongoing" in the SPP Timeline because it is not definite and therefore it was changed to beginning of school year through 2012.

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

Progress: High school teachers continually monitored students' absenteeism with both forms during school year 2009-2010 and 2010-2011. The elementary school teacher also used the Special Education Weekly Activity Form to collect data for IEP students' attendance and to encourage them to remain in school.

Status of #8: **Revised:** Justification: Activity #8 is being revised because the use of the Counseling referral forms and Special Education Weekly Activity Form is already part of our system at the high school but we need to update the collection of data to encourage students to remain in school. Also, the SPP Timeline was revised to weekly instead of "Ongoing" because it is too vague.

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

Progress: The SE 7C-Student Notice of Meeting Form was used by the high school and elementary schools to invite students who are 14 and above to attend their IEP/ITP meeting during FFY 2009 and FFY 2010.

Status of #9: **Deleted:** Justification: This activity was deleted because SE 7C Form (Student Invitation to Meeting) is already part of our system and is being used to invite students to attend their IEP team meeting.

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**Activity #10:** Conduct an orientation for all students with disabilities to provide information on the do's and don'ts in regards to criminal acts as stated in Palau National Code.

Progress: During FFY 2010, the Palau High School CRT conducted an orientation to all students with disabilities on criminal acts as stated in Palau National Code.

Status of #10: **Deleted:** Justification: This activity has been deleted because it is similar to Indicator 14, Activity #2.

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**Activity #11:** Provide additional supports to ensure students with disabilities participate in the Senior College Prep Program at Palau High School. (Refer to Indicator 14, Activity #4)

Progress: Students with disabilities participated in the Senior College Prep Program in FFY 2010.

Status of #11: **Deleted:** Justification: This has been deleted because it is similar to Indicator 14 Activity #4.

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**Activity # 12:** Collaborate with Work Investment Act (WIA) representative to ensure that students with disabilities have the opportunity to work during the summer based on their work interest. (Refer to Indicator 14, Activity #5)

Progress: During FFY 2010, high school CRT collaborated with WIA and as a result some students were able to work during the summer. However, for those who did not participate is because parents failed to bring them to the interview as required by WIA.

Status of #12: **Deleted:** Justification: This activity is similar to Indicator 14, Activity #5, therefore it is being deleted.

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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011-2012:**

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes “continuing, revised, and new” improvement activities prioritized for this Indicator. Justification for “revised, completed, or deleted” improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, “new activities,” with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all prioritized improvement activities. Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

As discussed in the APR Overview Section, ROP has revised the improvement activities organization and numbering system to include the category or type of improvement activity following Washington State’s format. It should be noted that not all Indicators utilized every category of improvement as there might not have been a need for that Indicator. 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

<b>Activity #</b>	<b>Improvement Category</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
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	<b>Revised</b> (Reported as Activity #2 in Discussion Section)
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	<b>Revised</b> (Reported as Activity #4 in Discussion Section)
1.3	C: Build systems and infrastructures of technical assistance and support	Explore the GEAR UP and other programs and tutoring services available at the high school and encourage students with disabilities to participate.	Beginning of each school year through FFY 2012.	Secondary CRT Sp Ed Teacher Counselors	<b>Revised</b> (Reported as Activity #7 in Discussion Section)
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	<b>Revised</b> (Reported as Activity #8 in Discussion Section)
1.5	D: Provide technical assistance /training/ professional	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	Beginning of school year through FFY 2012.	Special Ed Coordinator, TA Provider, and CRT.	<b>NEW Activity</b>

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Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
	development	requirements of graduating with a high school regular diploma.  <u>Justification:</u> This activity is important because we have to empower our students, parents, and teachers to be active members in their IEP team meetings to expand their horizons.			

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**Overview of the Annual Performance Report Development:**

Refer to page 1 of this APR for development description.

**Monitoring Priority: FAPE in the LRE**

**Indicator 2: Percent of youth with IEPs dropping out of high school.**

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

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

FFY	Measurable and Rigorous Target
2010 (2010-2011)	As per OSEP's instruction, FFY 2010 required reporting is the state/entity examination of data for the year before the reporting year (e.g. for the FFY 2010 APR, use data from 2009-2010). Therefore, for Indicator 2, the target and actual data for FFY 2010 will be the FFY 2009 data.
2009 (2009-2010)	Only 7% of youth with IEPs will drop out of high school.

**Actual Target Data for FFY 2010 (2010-2011): As per OSEP's instruction, Actual Target Data will be the actual data from FFY 2009 (2009-2010):**

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 2, the drop-out rates for all students and students without disabilities decreased by 1% from FFY 2008 to FFY 2009, while students with disabilities decreased by 8% from FFY 2008 to FFY 2009.

**Table 2: Drop Out Rate Trend Data**

Description	2006-2007	2007-2008	2008-2009	2009-2010
<b>Total High School Students</b>	4% (32/810)	8% (70/851)	3% (28/850)	2% (18/784)
<b>High School Students without Disabilities</b>	3% (27/779)	8% (65/819)	3% (21/812)	2% (14/745)
<b>High School Students with Disabilities</b>	12% (5/43)	16% (5/32)	18% (7/38)	10% (4/39)

Numbers used for the percentage calculations:

- Total number of all youth dropped out in SY 2009-2010 = 18
- Total Number of all youth enrolled in SY 2009-2010 = 784
- Percent of all youth who dropped out in 2009-2010 = 2%  
\*18/784 x 100 = 2%
  
- Total youth without a disability who dropped out in SY 2009-2010 = 14
- Total of youth without a disability enrolled in SY 2009-2010 = 745
- Percent of all youth without a disability who dropped out in 2009-2010 = 2%

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- \*14/745 x 100 = 2%
- Total of all youth with IEPs who dropped out in SY 2009-2010 = 4
- Total of all youth with IEPs enrolled in SY 2009-2010 = 39
- Percent of youth with a disability who dropped out in SY: 2009-2010 = 10%
- \*04/39 x 100 =10%

Table 3 reports the data compiled from the Special Education Weekly Activity form for youth with IEPs. As shown, the number of youth with IEPs who dropped out has decreased by almost half from the previous year from 7 in FFY 2008 to 4 in FFY 2009. More importantly, the enrollment of youth with IEPs in the high school has seen a steady increase in the last 3 years, indicating that youth with IEPs are staying in school.

**Table 3: Special Education Weekly Activity Form**

School Year	# Students with Disabilities in High School	# Remained in School	# Drop-out
2007-2008	32	27	5
2008-2009	38	31	7
2009-2010	39	35	4

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010 (2010-2011):**

**As per OSEP’s instructions, for this APR, ROP reports FFY 2009 (2009-2010) data and compared it to ROP’s FFY 2009 (2009-2010) target.**

**Progress/Slippage  
ROP did not meet target.**

The high school dropout rate of youth with IEPs of 10% (4/39) for FFY 2009 represents a significant decrease in the drop-out rate from 18% (7/38) in FFY 2008, which demonstrates progress in performance from FFY 2008 to FFY 2009. This can possibly be attributed to the weekly follow-up done by the Consulting Resource Teachers (CRTs).

During school years 2009-2010 and 2010-2011, Palau High School special education teachers completed the Special Education Weekly Activity Form and submitted regularly to their CRT for immediate follow up by the IEP team. The process was put into good use which resulted in lower absences for students with disabilities. With the implementation of this form, teachers were able to track students who have excessive absences and conduct a parental conference with parent, student, and school counselor to provide necessary support to improve student’s participation in school. Furthermore, when parent fails to meet with the team, teachers usually conduct a home visit to talk to both the parent and student to convince the student to return back to school. Despite ROP’s determination to ensure that all students remain in school, there is that small fraction that prefers alternative schooling and/or employment.

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 to 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 special education data form to 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

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support our students with disabilities remain in school and meet the requirement of graduating with a regular diploma.

**OSEP's June 2011 Response Table**

OSEP looks forward to ROP's data demonstrating improvement in performance in the FFY 2010 APR, due February 1, 2012.

**Status of Improvement Activities**

The following activities are numbered based on the numbering in the last revised SPP submitted in April 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

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

Progress: Palau High School and elementary teachers continued to collect students' absenteeism with the Special Education Weekly Activity Form during FFY 2010.

Status of #1: **Deleted:** Justification: This activity is deleted because it is already part of our Special Education Data System (SEDS) standard operating procedures.

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

Progress: During FFY 2009 & 2010, teachers used the Special Education Weekly Activity form to monitor student absenteeism and IEP meetings were held to discuss student issues and identify options for staying in school. If needed, home visits are conducted to address the issues for not attending school. The Special Education Data Form was also used to document meeting proceedings.

Status of #2: **Deleted:** Justification: Deleted this activity because it is already part of the ROP Special Education Data system (SEDS).

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

Progress: Special education core team including the special education coordinator met to review improvement activities, in addition the assigned lead person to the indicator/s review them as well.

Status of #4: **Deleted:** Justification: Deleted this activity because it is already part of our SPP/APR review system with established standard operating procedures to review improvement activities.

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**Activity #6:** CRTs will provide “school level” consultation on the implementation of Weekly Activity Form.

Progress: During FFY 2009 and 2010, CRTs consulted with their teachers on how to use the Weekly Activity Form during school visits and/or through phone calls with the village school teachers when needed.

Status of #6: **Deleted:** Justification: This activity is being deleted because it is already part of our SEDS standard operating procedures.

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**Activity #7:** CRTs will provide “school level” consultation on the implementation of the Transition Guideline process and procedures to ensure proper implementation.

Progress: During FFY 2010, CRTs consulted with their respective school principals, special education teachers, and general education teachers on the roles and responsibilities of both the exiting and receiving teams when attending the transition meetings of students who are transitioning from elementary to high school. At the same time, during the initial part of the meeting, the roles and responsibilities of each team is discussed by the chairperson so that all participants would know how to participate.

Status of #7: **Revised:** Justification: The existing principals have been trained before and therefore our focus will be on the new incoming school administrators and teachers.

---

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

Progress: During FFY 2010, the new SE 7C (Student Invitation to Meetings) form was used to invite students 14 and above to participate in their IEP/ITP meetings.

Status of #8: **Deleted:** Justification: This activity is deleted because it is already part of our standard operating procedures and system.

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**Activity #9:** Share checklist developed by the National Secondary Transition Technical Center (NSTTAC) and other secondary transition resources with elementary CRTs and special education teachers.

Progress: Resources were shared with the elementary CRTs and teacher, especially since the elementary grades extend up to 8<sup>th</sup> grade and transition to high school.

Status of #9: **Revised:** Justification: It is important that the school administrators and staff are trained to develop ITPs that meet the requirements of NSTTAC Indicator 13 checklist. This is intended to help with better planning for supports to keep the students in school – to prevent the potential for drop-outs.

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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011- 2012:**

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes “continuing, revised, and new” improvement activities prioritized for this Indicator. Justification for “revised, completed, or deleted” improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, “new activities,” with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all

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prioritized improvement activities. Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

As discussed in the APR Overview Section, ROP has revised the improvement activities organization and numbering system to include the category or type of improvement activity following Washington State's format. It should be noted that not all Indicators utilized every category of improvement as there might not have been a need for that Indicator. 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

<b>Activity #</b>	<b>Improvement Category</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
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	<b>Revised</b> (Reported as Activity #7 in Discussion Section)
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	<b>Revised</b> (Reported as Activity #9 in discussion Section)

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**Overview of the Annual Performance Report Development:**

Refer to page 1 of this APR for development description.

**Monitoring Priority: FAPE in the LRE**

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

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

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

**Measurement:**

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

FFY	Measurable and Rigorous Target
2010 (2010-2011)	<p><b>A. Does not apply to ROP.</b></p> <p><b>B. Increase participation of IEP students to 93% for both reading and math.</b></p> <p><b>C. Overall Performance of IEP students in Statewide Assessment in <u>Math</u> will increase to 28% proficiency.</b>  <b>Overall Performance of IEP students in Statewide Assessment in <u>Reading</u> will increase to 43% proficiency.</b></p>

**Actual Target Data for FFY 2010 (2010-2011):**

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, 2010-2011 data, shown below in Tables 4-7, students with IEPs participate in ROP's statewide assessment, the Palau Achievement Test (PAT) and an alternate assessment based on alternate academic achievement standards (AA-AAS), in math and reading.

**Measurement A:** Does not apply to ROP.

**Measurement B:** Participation Rate based on 618 reported data.

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



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**Table 4: 618 Table 6: Statewide Math Assessment Participation for SY 2010-2011**

2009-2010 Palau Achievement Test		3B. Participation: Math Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
a.	Children with IEPs	7	17	10	13	47	
b.	Regular assessment with NO accommodations	2	10	3	4	19	40.4%
c.	Regular assessment with accommodations	3	3	6	6	18	38.3%
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	2	4	1	3	10	21.3%
g.	Overall: [(b+c+d+e+f divided by a)]	100% (7/7)	100% (17/17)	100% (10/10)	100% (13/13)	47	<b>100%</b>
Children with IEP included in "a" but not included in the other subcategories:							
Account for any children with IEPs that were not participants in the narrative		0	0	0	0		

\*HS: High school grade used for this calculation is not identified as the cell size (13) is less than the minimum 'n' established for purpose of confidentiality.

**Table 5: 618 Table 6: Statewide Reading Assessment Participation for SY 2010-2011**

2009-2010 Palau Achievement Test		3B. Participation: Reading Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
a.	Children with IEPs	7	17	10	13	47	
b.	Regular assessment with NO accommodations	2	10	3	4	19	40.4%
c.	Regular assessment with accommodations	3	3	6	6	18	38.3%
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	2	4	1	3	10	21.3%
g.	Overall: [(b+c+d+e+f divided by a)]	100% (7/7)	100% (17/17)	100% (10/10)	100% (13/13)	47	<b>100%</b>
Children with IEP included in "a" but not included in the other subcategories:							
Account for any children with IEPs that were not participants in the narrative		0	0	0	2		

\*HS: High school grade used for this calculation is not identified as the cell size (13) is less than the minimum 'n' established for purpose of confidentiality.

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**Measurement C:** Proficiency Rate based on 618 reported data.

**3C. Overall Performance of IEP Students in Statewide Assessment in Math is 17.4%.**

**3C. Overall Performance of IEP Students in Statewide Assessment in Reading is 19.6%.**

**Table 6: 618 Table 6 Statewide Assessment Math Proficiency for SY 2010-2011**

2009-2010 Palau Achievement Test (Full Academic Year)		3C. Proficiency: Math Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
a.	Children with IEPs	6	17	10	13	46	
b.	Proficient or above in Regular assessment with NO accommodations	0	0	0	0	0	0%
c.	Proficient or above in Regular assessment with accommodations	0	0	0	0	0	0%
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	Alternate Assessment against modified standards	ROP does not have an alternate assessment (AA) that tests children against modified standards.					
f.	Proficient or above in AA against alternate academic achievement standards	2	4	1	1	8	17.4%
g.	Overall: [(b+c+d+e+f divided by a)]	33% (2/6)	24% (4/17)	10% (1/10)	8% (1/13)	8	17.4%

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

**Table 7: 618 Table 6: Statewide Assessment Reading Proficiency for SY 2010-2011**

2008-2009 Palau Achievement Test (Full Academic Year)		3C. Proficiency: Reading Assessment					
		Grade 4	Grade 6	Grade 8	Grade HS*	TOTAL	
						#	%
a.	Children with IEPs	6	17	10	13	46	
b.	Proficient or above in Regular assessment with NO accommodations	0	0	0	0	0	0%
c.	Proficient or above in Regular assessment with accommodations	1	1	0	0	2	4.4%
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	2	3	1	1	7	15.2%
g.	Overall: [(b+c+d+e+f divided by a)]	50% (3/6)	24% (4/17)	10% (1/10)	8% (1/13)	9	19.6%

\*HS: High school grade used for this calculation is not identified as the cell size (13) is less than the minimum 'n' established for purpose of confidentiality.

**Public Reporting Requirement for Assessment Data.** As instructed, ROP is required to provide the URL (electronic link) to the location where ROP publicly reports on assessments for students with disabilities with the same frequency and in the same detail as it reports on the assessment of nondisabled students, pursuant to 34 CFR 300.160(f). ROP reports that MOE does not publicly report assessment data for nondisabled students. ROP provides participation and performance data of students with

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disabilities through the APR, which is posted on the MOE website under Special Education: [www.palaumoe.net](http://www.palaumoe.net) (Click "Ministry," then select "Special Education").

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010 (2010-2011):**

**Progress/Slippage**

**3B: Participation – ROP Met Target.**

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

**Participation:** The total number of students who participated in the statewide assessment was 47, representing 100% in Math and 100% in Reading of students with IEPs in the statewide assessment (PAT and AA-AAS). ROP met its expected target of 93% for FFY 2010.

**Performance:** As noted earlier, ROP does not report ESEA data. Although the Ministry of Education (MOE) has adopted the scoring categories found in ESEA, they are applied somewhat differently in ROP for scoring purposes. ROP, Ministry of Education has recently revised its performance levels as Beginning, Developing, Proficient and Advance after updating the Palau Achievement Test. In ROP, the '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. The result for FFY 2010 is 17.4%, which shows an increase of 4.9% from 12.5% in FFY 2009. As a result, ROP did not meet target for FFY 2010 by 10.6%. None of the students who participated with and without accommodations met the proficient level in math.

Based on the FFY 2010 reading proficiency data, ROP did not meet its target of 43%. The performance of 19.6% showed an increase by 7.1% from 12.5% in FFY 2009 and 23.4% shy from FFY2010 target. Two students who participated in the PAT with accommodations and seven (7) AA-AAS were proficient in reading.

Through OSEP-funded regional grants administered by the University of Guam CEDDERS, ROP participated in the Pacific Assessment Consortium Implementing Fully Innovative Change (PACIFIC) Project in Guam from July 14-16, 2010. The regional activities involved the use of "Observation Tools" designed to observe and improve instruction, alternative/augmentative communication (AAC) strategies, instructional strategies on how to remove student barriers and the use of "Boardmaker" software to provide access to the general curriculum. Consequently, through ROP's effort, Guam CEDDERS provided an on-site workshop on Communication Disorders on April 13-14, 2011. The participants increased their knowledge and skills on strategies for working with students with communication problems. This also gave them the opportunity to address the needs of children served and for overall program development.

In May 2011, ROP participated as a PAC6 member of the National Center and State Collaborative (NCSC) Project Management Meeting. This 3-day meeting provided an awareness of the OSEP-funded NCSC project and support ROP's commitment to students with disabilities have the "college and career" readiness skills. These and other national, regional, and on-site activities related to "accessing the general curriculum" have and will continue to assist ROP in making certain that our teachers become equipped to assist students with disabilities meet their highest potential when learning the content areas.

In addition to off-site and on-site training provided by the PACIFIC Project, CRTs continued to assist their respective teachers by conducting school visits to work with special and general education teachers on the development and identification of appropriate accommodations to support student participation and performance on classroom instruction and statewide assessment. Even though the CRTs have provided assistance to teachers on the 4-step process, some teachers are still experiencing issues with developing and implementing the 4-step process to improve academic instruction. As a result, CRTs have identified

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those who need extra assistance and will work with them to improve their skills to promote better students' outcome.

ROP understands the need to improve the statewide assessment results for students with disabilities and therefore will continue to participate in regional and on-site activities related to accessing the general curriculum. Furthermore, special education teachers and CRTs will be monitoring the accommodations provided to ensure that they support students improve performance in classroom instruction and statewide assessment likewise.

**OSEP's June 2011 Response Table**

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 2010 APR due February 1, 2012.

**Status of Improvement Activities**

The following activities are numbered based on the numbering in the last revised SPP submitted in April 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

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

Progress: During school year 2010-2011, Special Education Data Manager provided the list to Research and Evaluation Division.

Status of #2: **Revised:** Justification: This activity is being revised because it is already part of our SEDS Protocol Manual and therefore we want to gear our focus more on the monitoring of students' accommodation to better meet their needs to improve participation and performance in content learning. The SPP timeline of "ongoing" was changed to quarterly because it is not definite. The SPP Resources has also been changed to be the special education teacher and CRT because they work closely with the students.

---

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

Progress: CRTs worked with their respective schools and teachers in school year 2010-2011 on how to complete the 4-Step Process to access general curriculum as well as how to implement and gather appropriate data for scoring.

Status of #3: **Deleted:** Justification: This activity is deleted because we are already accessing the general curriculum standards and have aligned the IEPs to the learning targets.

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

Progress: The special education program continues to work with the MOE curriculum specialists to revise the existing PLDs.

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Status of #5: **Revised:** Justification: ROP rewrote this activity to update the Performance Level Descriptors (PLDs) for core subject areas due to the revised MOE curriculum Framework. The SPP timeline of '2007 and Ongoing' was changed to April 2011 through FFY 2012.

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

Progress: During school year 2009-2010 and 2010-2011, CRTs in the elementary and high school level worked with their respective school teachers and IEP team in completing the 4 step process for students participating in AA-AAS. The same process was used with existing students who are accessing general instruction with the same age peers.

Status of #6: **Revised:** Justification: Added "incoming new teachers" to ensure that all teachers are trained on the 4-step process to improve student performance.

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

Progress: The AA-AAS and Accommodations Guidelines have been completed. In FFY 2010, all AA-AAS participants were accessing the general education standards like their same age peers.

Status of #8: **Deleted:** Justification: The alignment of the AA-AAS to ROP's grade level content standards have been completed.

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

Progress: Through OSEP-funded regional grants administered by University of Guam, CEDDERS ROP participated in Pacific Assessment Consortium Implementing Fully Innovative Change (PACIFIC) Project in Guam from July 14-16, 2010. The regional activities involved the use of National Assessment Tool, "Observation Tool" to observe and improve instruction, alternative augmentative communication (AAC) strategies, and other instructional strategies on how to remove student barriers. From this training, participants experienced the use of the 'Boardmaker' software to support students with significant cognitive disabilities when accessing the general instruction. Consequently, through ROP's effort, Guam CEDDERS provided on-site workshop on Communication Disorder on April 13-14, 2011. The participants increased their knowledge and skills on strategies for working with students with communication problems.

In FFY 2010, CRTs provided school level assistance to teachers on how to compile the 4-step process, identify appropriate accommodations based on individual child unique needs, and to make sure everything is aligned with the standards. The activities were extended to the months of May and June 2011, where each CRT provided their respective teachers workshops on the content of accessing the general curriculum, including individual support to existing teachers and the newly hired ones. These workshops addressed other teachers' need, which each CRT identified during the school year with a notion for better results and to be in compliance with IDEA requirements.

Status of #11: **Revised:** Justification: Revised this activity to focus our training on new teachers because it is important that they learn this process to help students with disabilities

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access the general education standards. SPP timeline was changed from ‘Spring 2006 and Ongoing’ to beginning of the school year through FFY 2012.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011-2012:**

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes “continuing, revised, and new” improvement activities prioritized for this Indicator. Justification for “revised, completed, or deleted” improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, “new activities,” with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all prioritized improvement activities. Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

As discussed in the APR Overview Section, ROP has revised the improvement activities organization and numbering system to include the category or type of improvement activity following Washington State’s format. It should be noted that not all Indicators utilized every category of improvement as there might not have been a need for that Indicator. 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

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	<b>Revised</b> (Reported as Activity #2 in Discussion Section)
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	<b>Revised</b> (Reported as Activity #5 in Discussion Section)
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	<b>Revised</b> (Reported as Activity #6 in Discussion Section)
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	<b>Revised</b> (Reported as Activity #11 in Discussion Section)

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**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
<b>2010 (2010-2011)</b>	<b>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 2010 APR, use data from 2009-2010). Therefore, for Indicator 4, the target and actual data for FFY 2010 will be the FFY 2009 data.</b>
<b>2009 (2009-2010)</b>	<b>A. Maintain suspension and expulsion rate of 0% significant discrepancy. B. Not applicable to ROP.</b>

**Actual Target Data for FFY 2010 (2010-2011): As per OSEP's instruction, Actual Target Data will be the actual data from FFY 2009 (2009-2010):**

As shown in Table 8, FFY 2009 is the second year that ROP is reporting suspension/expulsion greater than 10 days for students with disabilities, representing .67% (1/150) of students with IEPs.

**Table 8: Number of Suspensions and Expulsions**

School Year	Description	Total students	Total % of suspension or expulsion
<b>2007-2008</b>	Students with disabilities	178	0%
<b>2007-2008</b>	Students w/o disabilities	2736 (public schools)	2%

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School Year	Description	Total students	Total % of suspension or expulsion
<b>2008-2009</b>	Students with disabilities	154	1.29%
<b>2008-2009</b>	Students w/o disabilities	2650 (public schools)	1.8%
<b>2009-2010</b>	Students with disabilities	150	.67%
<b>2009-2010</b>	Students w/o disabilities	2,446 (public schools)	.98%

Data Source for Students with Disabilities: IDEA 618 Data Table 1 for 3-21 Child Count and Table 5, Discipline Report.

Total # Enrolled and Long-Term Suspensions:

Description	SY 2007-2008	SY 2008-2009	SY 2009-2010
Public high school enrollment	851	850	784
Elementary school enrollment	2,063	1,954	1,812
High school suspension/expulsion	37	28	18
Elem school suspension/expulsion	15	22	7

In FFY 2009, there were 2,596 high school and elementary school students; of which, 150 were students with disabilities. The total number of students without disabilities was therefore 2,446. The total number of high school and elementary school long-term suspensions (greater than 10 days)/expulsions was 25; of which, 1 was for a student with a disability. Using these numbers, the percentages for the comparison between students without disabilities and students with disabilities are as follows:

Percentage calculations:

Students with disabilities:  $1/150 \times 100 = .67\%$   
 Students without disabilities:  $24/2,446 \times 100 = .98\%$

**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” :  $a-b = .67\% - .98\% = -.31\%$   
 $a-b/b = .67\% - .98\% = -.31\% / .98\% = -.32\%$

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010 (2010-2011):**

**Progress/Slippage**  
**ROP Met Target.**

For FFY 2009, based on the “significant discrepancy” definition, **ROP does not show a significant discrepancy** between students with disabilities and students without disabilities suspended/expelled for greater than 10 days in the enrolled school year and therefore met the 0% significant discrepancy target.

ROP is a unitary State Education Agency/Local Education Agency that directly administers services in all public schools in the Republic. There are no school districts in ROP. Therefore, there are no school



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districts to report or compare for this indicator. ROP provides data for the system as a whole and have set targets for the system after reviewing data between students with disabilities and students without disabilities.

In FFY 2009, 1 student with a disability was suspended greater than 10 days in the school year, as reported in the 618 Discipline Data Table. This is the second year ROP is reporting long-term suspension/expulsion data for students with an IEP. This provided an opportunity to use the revised ROP's policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral supports, and procedural safeguards to ensure compliance with 34 CFR §300.170(b).

ROP now has a new Special Education Data System (SEDS) that accounts for all students with disabilities, including suspension/expulsion data. ROP will continue to implement the required policies and procedures including the use of the Special Education Weekly Activity form to account for student attendance. If it becomes necessary, the IEP team will use the Functional Behavior Assessment (FBA) to develop Behavior Intervention Plans to help students improve positive behaviors and to acquire better academic results. ROP will continue to seek assistance through other agencies and Guam CEDDERS to improve special education staff understanding of the identification of problem behaviors and strategies that are based on best practices and to help students remain in school and meet the requirements for graduating with a regular diploma.

**OSEP's June 2011 Response Table**

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 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

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

Progress: During FFY 2010, the Special Education Weekly Activity Data were submitted by each school to CRTs then to Data Manager to input into the SEDS.

Status of #1: **Revised:** Justification: The language of this activity was changed to align with the existing SEDs protocol. The SPP timeline was also changed to weekly because it is important that the special education program receive a weekly report to identify suspension/expulsion early to provide immediate follow up.

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

Progress: During FFY 2009 and 2010, IEP teams used the Functional Behavior Assessment (FBA) to develop Behavior Intervention Plan for IEP student who had behavior problems.

Status of #2: **Revised:** Justification: The language was changed to use the FBA to collect data because the information is helpful when developing, reviewing, and revising Behavior

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Intervention Plans. The SPP timeline was changed from "Summer 2008" to beginning of the school year.

---

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

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

Status of #3: **Revised:** Justification: The activity was re-worded to make it clear. The SPP timeline was changed from "ongoing" to annually because it is not definite.

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

Progress: In FFY 2009 and 2010, CRTs worked with IEP teams to develop, review and revise IEPs including Behavior Intervention Plans (BIP).

Status of #4: **Revised:** Justification: We changed the SPP timeline of "Ongoing" to annually because the "ongoing" is not definite.

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

Progress: CRTs and special education teachers monitored students' BIPs during school year 2009-2010 and 2010-2011.

Status of #5: **Revised:** Justification: Changed the language of this activity to meet the "Stranger's Test" and timeline to beginning of the school year because "Ongoing" is not definite as to when the activity is to be implemented.

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**Activity #6:** Review targets and activities annually.

Progress: Special education core team met monthly to review each indicator's targets and improvement activities in FFY 2009 and 2010.

Status of #6: **Deleted:** Justification: Deleted this activity because it is part of our system to review the activities when Special Education Core Team meets on a monthly-basis.

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

Progress: In FFY 2010, the CRT's continued to support the teachers at their respective schools on how to complete the form appropriately for submission to their CRTs.

Status of #8: **Deleted:** Justification: This activity is being deleted because it is similar to an activity in indicator 2.

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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011-2012:**

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes “continuing, revised, and new” improvement activities prioritized for this Indicator. Justification for “revised, completed, or deleted” improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, “new activities,” with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all prioritized improvement activities. Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

As discussed in the APR Overview Section, ROP has revised the improvement activities organization and numbering system to include the category or type of improvement activity following Washington State’s format. It should be noted that not all Indicators utilized every category of improvement as there might not have been a need for that Indicator. 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

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	<b>Revised</b> (Reported as Activity #1 in Discussion Section)
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	<b>Revised</b> (Reported as Activity #2 in Discussion Section)
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	<b>Revised</b> (Reported as Activity #3 in Discussion Section)
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	<b>Revised</b> (Reported as Activity #4 in Discussion Section)
4.5	B: Improve Systems Administration and Monitoring	CRTs, Early childhood staff, general education teachers will monitor students’ behavior intervention plans for IEP team to make necessary changes if needed, to ensure improvement of students’ positive behaviors.	Beginning school year through FFY 2012	CRTs and Special Ed Teachers	<b>Revised</b> (Reported as Activity #5 in Discussion Section)

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**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
2010 (2010-2011)	<ul style="list-style-type: none"> <li>A. Children ages 6-21 with IEPs were served inside the regular class 80% or more of the day will increase to 40%.</li> <li>B. Children ages 6-21 with IEPs were served inside the regular class less than 40% of the day will remain at 13%.</li> <li>C. Children ages 6-21 with IEPs served in separate schools, residential facilities, or homebound/hospitals placements will decrease to 2%.</li> </ul>

**Actual Target Data for FFY 2010 (2010-2011):**

For FFY 2010, ROP reports the following data for each Indicator Measurement, which is consistent with the 618 reported data for December 1, 2010:

Number used for percentage calculations: Total Number of students with IEP age 6-21 is 155.

- Measurement A:**  $52/155 \times 100 = 34\%$
- Measurement B:**  $27/155 \times 100 = 17\%$
- Measurement C:**  $4/155 \times 100 = 3\%$

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

Table 9 displays trend data from FFY 2007 - FFY 2010 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 3% from 31% in FFY 2007 to 34% in FFY 2010. Also, the percentage for Measurement B has increased by 5% from 12% in FFY 2007 to 17% in FFY 2010 for students with IEPs "inside the regular class less than 40% of the day." For students with IEPs in separate schools or in the home, ROP has been able to maintain the same percentage at 3% over the years, with the exception of FFY 2009 when it decreased to 2%.

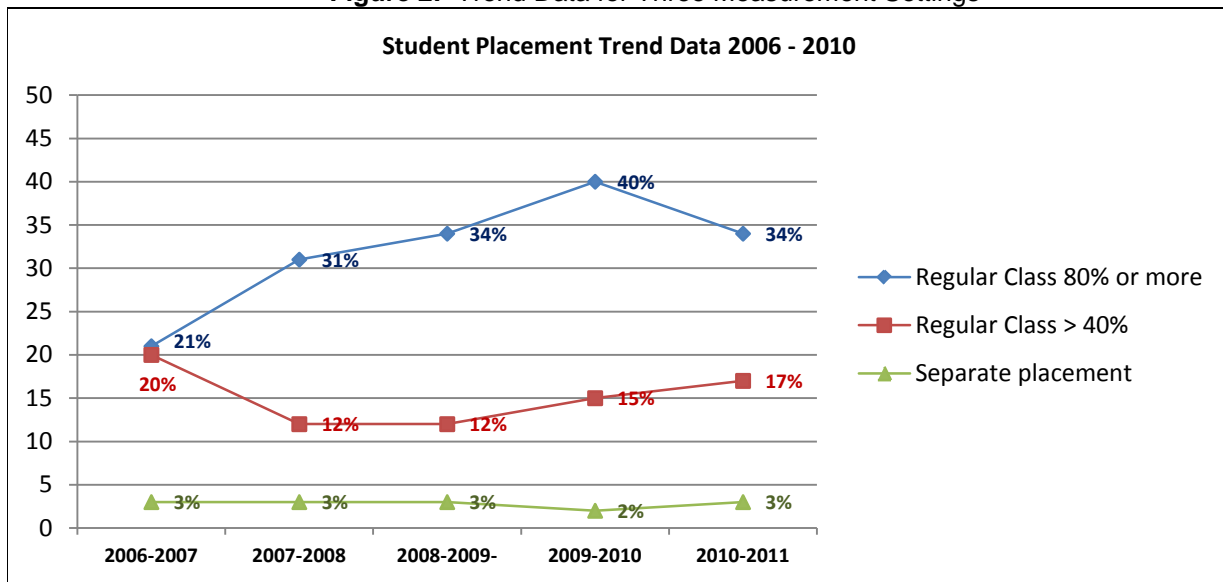
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**Table 9: Percentage/Number for the Three Measurement Settings**

Year	Measurement A Inside the regular class 80% or more of the day	Measurement B Inside regular class less than 40% of the day	Measurement C In separate schools, residential facilities, or homebound/hospital placements
2007-2008	31% (55/178)	12% (22/178)	3% (5/178)
2008-2009	34% (53/154)	12% (19/154)	3% (5/154)
2009-2010	40% (55/137)	15% (21/137)	2% (3/137)
2010-2011	34% (52/155)	17% (27/155)	3% (4/155)

Figure 2 is a graphic representation of the trend data displayed in Table 9.

**Figure 2: Trend Data for Three Measurement Settings**



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010 (2010-2011):**

**Progress/Slippage**

**Measurement A Target:** % inside the regular class 80% or more of the day will increase to 40%. ROP did not meet target for Measurement A.

ROP reported 34% (52/155) of students with IEPs served inside the regular classroom 80% or more of the day. This demonstrates slippage from the previous year of 40% (55/137). ROP did not meet target for the FFY 2010 target of 40%. Table 9 shows that ROP continues to see progress from FFY 2006 to FFY 2009. Figure 2 graphically displays the progress over the last 4 years. In FFY 2010, there was a decrease of 6% compared to FFY 2009. There was also an increase of population of 18 students as compared to FFY 2009, which were placed in other LRE continuum. Placements for students in special education are determined based on each student's individual needs. A review of the FFY 2010 data shows that many students were determined to need two or more periods of pullout for resource room assistance, most frequently for reading and math. Pullout for two periods represents approximately 25% of a typical student's school day.

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The progress for Indicator 5A at 34% (52/155) in FFY 2010 is 12% less than 46% (72/155) reported for students with IEPs "inside the regular class 40%-79% of day" that represent the majority of special education students, as noted in ROP's IDEA 618 data submission. The 12% difference represents 20 students with IEPs. Due to our small population, a slight increase in numbers can affect the percentage.

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

ROP reported 17% (27/155) of students with IEPs served inside the regular class less than 40% of the day. This represents slippage from last year's reporting of 15% (21/137). The ROP has provided training to parents, school administrators and both special education and general education teachers on IEP and LRE in Summer 2011 with a notion to help the school IEP teams determine students with disabilities placement based on the LRE continuum.

**Measurement C Target:** *% served in separate schools, residential facilities, or homebound/hospital placements will decrease to 2%.*  
ROP did not meet target for Measurement C.

ROP's children with IEPs served in separate schools/residential facilities/homebound/hospital placements represented 3% (4/155), 1% more than previous year's reporting. This placement option has been consistently reported at 3% in previous years until FFY 2009. However, the number of students with IEPs has been 5 or less for the past 4 years.

In September 2010, the Office of Special Education Programs (OSEP) conducted a verification visit to the Republic of Palau. OSEP analyzed the critical elements under the general supervision system and identified that Critical Element #1: Identification of Noncompliance on the Least Restrictive Environment was noncompliant. ROP did not issue findings of noncompliance related to least restrictive environments at 34 CFR §300.114, as required by 34 CFR §300.120. The result of the student file review indicated that 5 student files were found to be in noncompliance and therefore needed justification of LRE. OSEP required ROP to correct specific student noncompliance as soon as possible but no later than April 28, 2011. Therefore, each school IEP team including the parent reconvened to review and revise each student's IEP and to determine placement based on the LRE continuum with appropriate justification. The IEP data were submitted to the special education office. The corrections were noted in ROP's April 2011 response to OSEP's January 31, 2011 Verification Visit Letter.

In addition, OSEP's January 31, 2011 Verification Visit Letter, OSEP required ROP to provide a written assurance that it will provide training to staff on the LRE requirements in 34 CFR§ 300.114 (which incorporates 34 CFR 300.115 - 300.120), and IEP content requirements in 34 CFR § 300.320 (a) (4) and (5), that emphasizes that special classes, separate schooling and/or removal of children with disabilities from the regular educational environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The written assurance was sent to OSEP in April 2011.

Based on the required action, ROP contracted Guam CEDDERS to provide on-site technical assistance to CRTs and early childhood staff on the IEP process and LRE determination. They also facilitated afternoon sessions with school principals regarding LRE provisions in February 2011. As a result, IEP/LRE trainings at the school level, including Head Start, began in May 2011 and will continue on a regular basis. The participants were trained and exposed to the IDEA requirements on the provision of IEP and LRE. The outcome of the training was to ensure an increased understanding on the required components of a legally binding IEP, as well as components of a present level of academic achievement and functional performance and annual goals. Participants were given hands-on experience on how to write measureable and observable post-secondary goals of employment, education, training, and independent living skills (if appropriate), writing present level of academic achievement and functional performance, and annual goals. In addition, participants were given a helpful formula on how to write

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post-secondary goals and annual goals to determine placements of students with disabilities using the LRE continuum. The trainings provided significant information to help the IEP team develop, review, and revise IEPs and determine appropriate placements for students with disabilities, as compared to the previous years. This empowers school administrators and teachers in their effort to meet IDEA requirements in developing reviewing, and revising legally binding IEPs, as well as determining appropriate placements based on the LRE continuum. This activity was facilitated by the CRTs and Early Childhood staff and will be held annually for the schools and programs.

ROP continues to participate in regional and on-site activities related to “accessing the general curriculum” through OSEP-funded regional grants administered by University of Guam, CEDDERS. CRTs will continue to provide assistance to IEP teams, general and special education teachers, on how to assist students in accessing general education content areas and experience success both academically and socially. CRTs will also provide one-on-one teacher assistance, if necessary. Furthermore, ROP will be monitoring and evaluating accommodations/modifications to ensure that they are provided to students to assure better results.

ROP did not meet Indicator 5 targets, which led to SEAC requesting the special education program to provide a breakdown of student placements by school during their November 2011 meeting. During their January 12, 2012 meeting, the LRE breakdown was made available for their review. The data showed that 2 schools did not meet the target of 40% for this reporting period. SEAC therefore recommended a Needs Assessment be developed and implemented for the schools that showed the lower percentage which led to the making of the new activity #5.3.

**OSEP’s June 2011 Response Table**

OSEP appreciates ROP’s efforts to improve performance and looks forward to ROP’s data demonstrating improvement in performance in the FFY 2010 APR, due February 1, 2012.

**Status of Improvement Activities**

The following activities are numbered based on the numbering in the last revised SPP submitted in April 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of “completed, continuing, revised, or deleted” is indicated for each activity based on the progress noted for this reporting year. Justification is provided for “completed, revised, or deleted” activities. Completed and deleted activities from previous APRs are not discussed in this APR.

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

Progress: During FFY 2010 teachers continued to meet with the parents to discuss individual child’s progress at the end of each quarter.

Status of #3: **Deleted:** Justification: This activity is being deleted because it is already part of our system that we meet with each parent of an IEP student on a quarterly-basis or anytime if needed.

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

Progress: During FFY 2010 CRTs conducted school-level training to school administrators, special and general education teachers with involvement of other school staff on IEP/LRE. The training focused on the IDEA requirements of contents of an IEP and determination of LRE based on the LRE continuum. The trainings were very thorough and participants demonstrate their understanding by going through the whole

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process of developing, revising and reviewing IEP and determining placement of student with disabilities by using IEP form SE 8A and Placement form SE 13. As a result, each school IEP teams are documenting IEPs and placements based on the requirements. In support of the ROP, Ministry of Education to improve results of all students including students with significant cognitive disabilities, an on-site training was conducted in April 13-14, 2011 for special education staff on Communicator Disorder. This effort allows for better implementation of accommodating students in content learning.

In July 12-16, 2011, through OSEP-funded GSEG PACIFIC Project administered by the University of Guam CEDDERS hosted a regional event which brought together local cadres that consist of a school team that include school administrator, general/special education teachers, and parent, curriculum specialists, special education coordinator, early childhood teachers, media specialists to continue the focus of capacity building for effecting meaningful changes in curriculum, instruction, and assessment for students with significant cognitive disabilities. The regional activities included an early intervention/early childhood strand that addressed communication intervention for students with complex communication needs. These activities provided new insights to the local cadres including the early childhood teachers when accommodating students with disabilities in accessing the content areas.

In addition, the resource room teachers continued to monitor the students' progress by working with general education teachers. CRTs provided training to their respective schools on the use of 4 STEP Process strategy to help student with disabilities access general curriculum. At the same time provided individual teacher's training to the new teachers on board by showing them how the 4 STEP Process is developed to ensure that student's barriers are accommodated appropriately. ROP will be implementing a new activity for indicator 3 to monitor accommodation/modification to make certain that accommodations are provided accordingly and identify needed changes to influence better results of students' performances.

Status of #5: **Revised:** Justification: This activity was revised to provide school level & Head Start centers training to empower them with the knowledge and skills for how to develop, review, and revise IEPs that meet the IDEA requirements. The SPP timeline and resources were changed to annually and to include Head Start Director and Principals to ensure staff participation.

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

Progress: For FFY 2010, the special education core team and lead person to the specific indicators reviewed the improvement activities.

Status of #7: **Deleted:** Justification: This activity is deleted because it is already part of our standard operating procedures and system.

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

Progress: Regional and on-site training activities were conducted in April and July 2011, as reported under Activity #5. CRTs also provided school level consultation for special education teachers and IEP team at their respective schools in compiling the 4 STEP PROCESS to assist students with disabilities access general curriculum.

Status of #10: **Continuing.**

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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011-2012:**

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes “continuing, revised, and new” improvement activities prioritized for this Indicator. Justification for “revised, completed, or deleted” improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, “new activities,” with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all prioritized improvement activities. Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

As discussed in the APR Overview Section, ROP has revised the improvement activities organization and numbering system to include the category or type of improvement activity following Washington State’s format. It should be noted that not all Indicators utilized every category of improvement as there might not have been a need for that Indicator. 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

<b>Activity #</b>	<b>Improvement Category</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
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	<b>Revised</b> (Reported as Activity #5 in Discussion Section)
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	<b>Continuing</b> (Reported as Activity #11 in Discussion Section)
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.  <u>Justification:</u> To focus training and TA on targeted schools that did not meet the target set for this indicator for Measurement 5A.	By June 2012 (needs assessment, with initial implementation in 2012-2013)	SEAC, CRTs, School Administrators, TA Provider	<b>New Activity</b>

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**Overview of the Annual Performance Report Development:**

Refer to page 1 of this APR for development description.

**Monitoring Priority: FAPE in the LRE**

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

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

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

**Measurement:**

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

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

**As per OSEP's instructions,  
Indicator 6 reporting is not required in the FFY 2009 APR, due February 1, 2012.**

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**Overview of the Annual Performance Report Development:**

Refer to page 1 of this APR for developmental description.

**Monitoring Priority: FAPE in the LRE**

**Indicator 7: Percent of preschool children with IEPs who demonstrate improved:**

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

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

**Measurement:**

Outcomes:

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

Progress categories for A, B and C:

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

Summary Statements for Each of the Three Outcomes (use for FFY 2010-2011 reporting):

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

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

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

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

**Target Data and Actual Target Data for FFY 2010 (2010-2011):**

As shown in the Table 1, ROP met the targets of 100% for Summary Statements 1 and 2 for Outcomes A, B, and C. For this reporting period, there were 5 preschoolers that had both measurements (entry and exit) for this reporting period.

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Table 1: Targets and Actual Data for Preschool Children Exiting in FFY 2010-2011

Summary Statements	Targets FFY 2010 (% of children)	Actual FFY 2010 (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	<b>100%</b>	<b>100%</b>
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	<b>100%</b>	<b>80%</b>
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>		
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	<b>100%</b>	<b>100%</b>
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	<b>100%</b>	<b>80%</b>
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>		
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	<b>100%</b>	<b>66.7%</b>
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	<b>100%</b>	<b>60%</b>

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

Table 2: Performance Data for Preschool Children Exiting FFY 2010-2011

Summary Statements	% of children
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>	
1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	Taken from Table 3: $\frac{(c + d)}{(a+b+c+d)} \times 100$ $2+1/3 \times 100 = \mathbf{100\%}$
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	Taken from Table 3 $\frac{(d + e)}{(a+b+c+d+e)} \times 100$ $2+2/5 \times 100 = \mathbf{80\%}$
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>	
1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	Taken from Table 3 $\frac{(c + d)}{(a+b+c+d)} \times 100$ $1+2/3 \times 100 = \mathbf{100\%}$
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program	Taken from Table 3 $\frac{(d + e)}{(a+b+c+d+e)} \times 100$

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	$2+2/5 \times 100 =$ <b>80%</b>
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>	
1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	Taken from Table 3 $(c + d) / (a+b+c+d) \times 100$  $1+1/3 \times 100 =$ <b>66.7%</b>
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program	Taken from Table 3 $(d + e) / (a+b+c+d+e) \times 100$  $1+2/5 \times 100 =$ <b>60%</b>

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:**

**Progress/Slippage**

**Outcome A: Positive social-emotional skills (including social relationships), Summary Statement 1 Measure:** *Percent of preschool children who entered the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.* ROP met the Target for Outcome A, Summary Statement 1.

ROP reported 100% (3/3) of preschoolers who substantially increased their rate of growth by the time they exited the program. ROP met the target for FFY 2010. Table 3 displays progress data for this measure.

**Outcome A: Positive social-emotional skills (including social relationships), Summary Statement 2 Measure:** *Percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.* ROP did not meet the Target for Outcome A, Summary Statement 2.

ROP reported 80% (4/5) of preschoolers who were functioning within age expectations in positive social emotional skills by the time they exited the program. ROP did not meet the target for FFY 2010. Table 3 displays progress data for this measure.

**Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy), Summary Statement 1 Measure:** *Percent of preschool children who entered the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.* ROP met the Target for Outcome B, Summary Statement 1.

ROP reported 100% (3/3) of preschoolers who substantially increased their rate of growth by the time they exited the program. ROP met the target for FFY 2010. Table 3 displays progress data for this measure.

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

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ROP reported 80% (4/5) of preschoolers who were functioning within age expectations in acquisition and use of knowledge and skills by the time they exited the program. ROP did not meet the set target of 100% for FFY 2010. Table 3 displays progress data for this measure. Ongoing professional development strategies to support the area of language acquisition for preschoolers and techniques for modifying the curriculum for preschoolers is an area the ECSE will be addressing this coming year.

**Outcome C: Use of appropriate behaviors to meet their needs, Summary Statement 1 Measure:** *Percent of preschool children who entered the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.* ROP did not meet the Target for Outcome C, Summary Statement 1.

ROP reported 66.7% (2/3) of preschoolers who substantially increased their rate of growth by the time they exited the program. ROP did not meet the target for FFY 2010. Table 3 displays progress data for this measure.

**Outcome C: Use of appropriate behaviors to meet their needs, Summary Statement 2 Measure:** *Percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.* ROP did not meet the Target for Outcome C, Summary Statement 2.

ROP reported 60% (3/5) of preschoolers who were functioning within age expectations in the use of appropriate behaviors to meet their needs by the time they exited the program. ROP did not meet the set target of 100% for FFY 2010. Table 3 displays progress data for this measure. ROP has identified the need for continued staff development for teachers on strategies and techniques to modify and adapt materials and equipment to ensure greater access of preschoolers with disabilities in early childhood settings this coming year.

ROP Early Childhood Special Education (ECSE) Program

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

In May 2011, the Special Education Coordinator and newly hired ECSE teacher attended a 4-day training entitled: "*Pacific TA Meeting: Quality Practices in Early Intervention and Preschool Programs*" sponsored by NECTAC. The purpose of the training was to provide information and skill-building activities to support staff in implementing quality practices as well as measuring child outcomes to assist the Pacific jurisdictions in making program improvements and yielding better results for young children with disabilities and their families. This training provided updated information on how to conduct authentic assessments and process for rating children using the ECO processes for collecting information on the 3 global outcomes. Additional training on the collection, analysis, and data reporting on the Early Childhood Outcomes (ECO) was provided by Guam CEDDERS for the two new early childhood specialists recently hired by ROP.

ROP continues to review and if needed, modify the procedures the following process for collecting entry and exit data for those preschoolers with disabilities:

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

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

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

The ROP ECSE Program continues to refine the preschool outcome measurement procedures to ensure continuity of the process and practice and to ensure data collected is valid and reliable.

**Progress Data for Preschool Children FFY 2010**

The following Table below 2010-2011 progress data for the five (5) preschoolers that exited the program, including the number and percentage of preschoolers in the five progress categories in three early childhood outcomes (A, B and C):

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

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

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	0	0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0	0%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	1	20%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	2	40%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	2	40%
Total	N=5	100%

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<b>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of 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	1	20%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	2	40%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	2	40%
<b>Total</b>	N=5	100%
<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	0	0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1	20%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	1	20%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1	20%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	2	40%
<b>Total</b>	N=5	100%

As indicated in the table above, there was a decrease of the number of preschoolers (5) that exited for this reported period compared to the 9 preschoolers that exited 2009-2010. Ongoing training will continue with early childhood teachers to ensure consistency of determining the rating in the COSEF. Since this is the 3<sup>rd</sup> year for reporting exit data and given the small number size of "5," caution should be taken in trying to interpret and project performance of preschoolers exiting the program.

In comparison with National Data taken from NCRRC-WRRC Cross-Regional Summit Presentation, November 2011, the ROP Early Childhood Special Education Program is displayed in Figures 1 and 2.

Figure 1 shows for Summary Statement 1, the percent of preschoolers who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. For Outcome A and B, ROP was performing at 100% above the national percentage for Outcome A at 78.8% and 77.1% for Outcome B. For Outcome C, ROP performed slightly lower (66.7%) than the national performance for this outcome at 77.3%. Continued training on the ECO procedures are needed since there were two (2) new Early Childhood Special Education Teachers and Head Start teachers to ensure consistency in the process.



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Figure 1: Comparison with National Data for Summary Statement 1

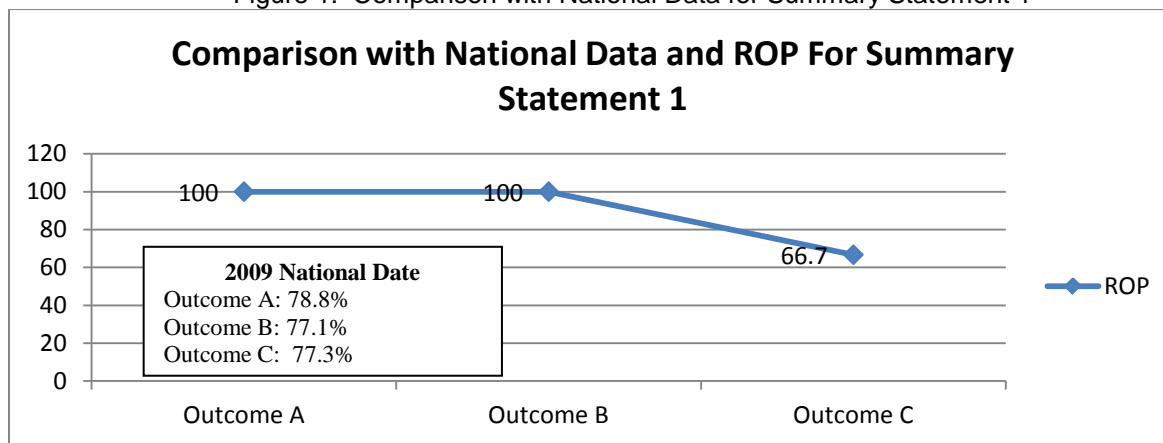
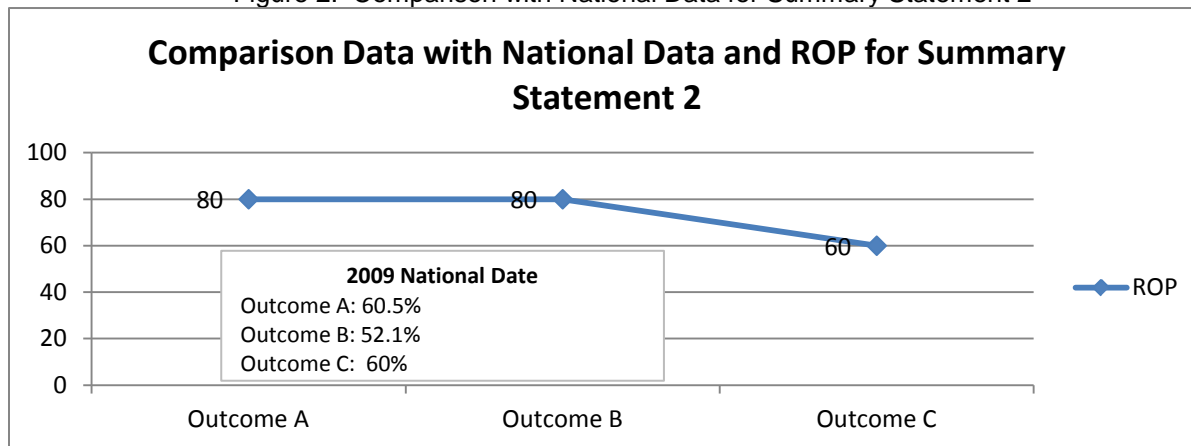


Figure 2 shows for the comparison of ROP data and National data for summary statement 2, the percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program. For Outcomes A and B, ROP was performing 80% above the national percentage for Outcome A and Outcome B. For Outcome C, ROP performed slightly lower (60%) than the national performance at 65%. ROP uses the Creative Curriculum continuum to monitor children’s progress at least 3 times a year and is used as one of the sources used to determine the rating of each child at entry and exit. ROP is committed to continuing training on strategies to promote the overall development of young children with disabilities as well as, strategies for modifying and adapting the instruction, materials, and environment to meet the needs of children.

Figure 2: Comparison with National Data for Summary Statement 2



For ensuring that accuracy and The Data Manager monitors and tracks the entry and exit data for preschoolers with IEPs as beginning January 2011 is now part of the new Special Education Data System (SEDS) protocol. The SEDs protocol includes procedures to ensure that all preschoolers with IEPS have a completed entry COSF which is submitted to the Data Manager 45 days after the initial IEP. For preschoolers that exit the program, the exit COSF is submitted for preschoolers transitioning to 1<sup>st</sup> grade in June of each year or prior to leaving the island. This data is reviewed by the Data Manager and Special Education Coordinator to ensure accuracy of the data. The Special Education Coordinator and Data Manager will continue to monitor and tweak the SEDs as needed.

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**OSEP's June 2010 Response Table**

OSEP appreciates the ROP's efforts to improve performance and looks forward to ROP's data demonstrating improvement in performance in the FFY 2010 APR, due February 1, 2012. ROP must report progress data and actual target data for FFY 2010 with the FFY 2010 APR.

**Status of Improvement Activities**

The following activities are numbered based on the numbering in the last revised SPP submitted in April 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

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**Activity #2:** 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 COSEF.

Progress: ECSE staff attended the training in Honolulu, Hawaii in May 2011. The training was on using Authentic Assessment, Focus on family involvement and family outcomes for data improvement, and also ensuring quality of Child and Family Outcomes data and using that data for improvement. ECSE staff also attended the Incredible Years in Guam, May 2011. The training was on improvement of parent-child interaction, increase parent social support and problem solving, and also improvement on teacher-parent partnership.

Status of #2: **Continuing.**

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

Progress: This activity is deleted because it has been done.

Status of #3: **Deleted:** Justification: This activity is part of the ROP Preschool Early Childhood Outcomes System manual and therefore is not be included in the MOU with Head Start. Information on completing the COSEF is completed with the teachers and ECSP specialist.

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

Progress: This activity is deleted because it's part of the ECO procedures.

Status of #6: **Deleted:** Justification: This activity is part of the ROP Preschool Early Childhood Outcomes System procedures and is currently a practice by staff.

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**Activity #7:** To conduct annual training for Head Start teachers, staff, and parents on the Early Childhood Outcomes Measurement procedures.

Progress: In June 2011, ECSE teacher conducted training in a joint training with Head Start Program on the Early Childhood Outcomes procedures, data collection, analysis, and reporting.

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Status of #7: **Revised:** Justification: Yearly review for current and newly hired staff on the ECO procedures would ensure continuity of the process.

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

Progress: Special Education Sign Language Teachers will continue to conduct training in sign language for Head Start Teachers, and parents. In April 2011 an off-island Consultant provided onsite support and technical assistance with service providers and parents with children with communication or language disorders.

Status of #9: **Continuing.**

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

Progress: Training will continue to be conducted annually for teachers and new teachers annually to educate new parents and teachers to ensure that the services provided best fits the child's needs.

Status of #10: **Continuing.**

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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011-2012:**

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes "continuing, revised, and new" improvement activities prioritized for this Indicator. Justification for "revised, completed, or deleted" improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, "new activities," with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all prioritized improvement activities. Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

As discussed in the APR Overview Section, ROP has revised the improvement activities organization and numbering system to include the category or type of improvement activity following Washington State's format. It should be noted that not all Indicators utilized every category of improvement as there might not have been a need for that Indicator. 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

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<b>Activity #</b>	<b>Improvement Category</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
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 COSEF.	Summers and through 2012	Special Education Coordinator, Head Start Director, TA Provider	<b>Continuing</b> (Reported as Activity #2 in Discussion Section)
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	<b>Continuing</b> (Reported as Activity #7 in Discussion Section)
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	<b>Continuing</b> (Reported as Activity #10 in Discussion Section)
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	<b>Continuing</b> (Reported as Activity #9 in Discussion Section)
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	<b>Continuing</b> (Reported as Activity #10 in Discussion Section)
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.  <u>Justification:</u> To provide the skills to parents and teachers on strategies to promote the overall development of their children.	Annually through FFY 2012	Head Start Disability Service Manager , Head Start Teachers, Parents and Guam CEDDERS	<b>New Activity</b>

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Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
7.7	D: Provide technical assistance /training/ professional development	<p>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.</p> <p><u>Justification:</u> Training on social emotional development of young children is critical and foundation for all other areas of a child to develop, therefore, will training for parents and teachers will be conducted annually.</p>	Annually Through FFY 2012	Head Start Disability Service Manager, Head Start Teachers, Parents and Guam CEDDERS	<b>New Activity</b>

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**Overview of the Annual Performance Report Development:**

Refer to page 1 of this APR for development description.

<b>Monitoring Priority: FAPE in the LRE</b>
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**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))

<b>Measurement:</b> 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.
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**PRESCHOOL (ages 3-5)**

FFY	Measurable and Rigorous Target
<b>2010 (2010-2011)</b>	<b>96% of parents will report that the program facilitated parent involvement as a means of improving services and results for preschoolers with disabilities.</b>

**ELEMENTARY AND SECONDARY (6-21)**

FFY	Measurable and Rigorous Target
<b>2010 (2010-2011)</b>	<b>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).</b>

**Actual Target Data for 2009-2010:**

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

**PRESCHOOL (ages 3-5)**

For preschoolers with IEPs, the results of the Belau Preschool Family Outcome Survey show **87.5%** 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
8	8	8

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

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**Survey Questions and Results**

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

**75% (6/8)** of the parents indicated that the Head Start/ECSE program provided good to excellent\* help so that they could help their child learn.

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

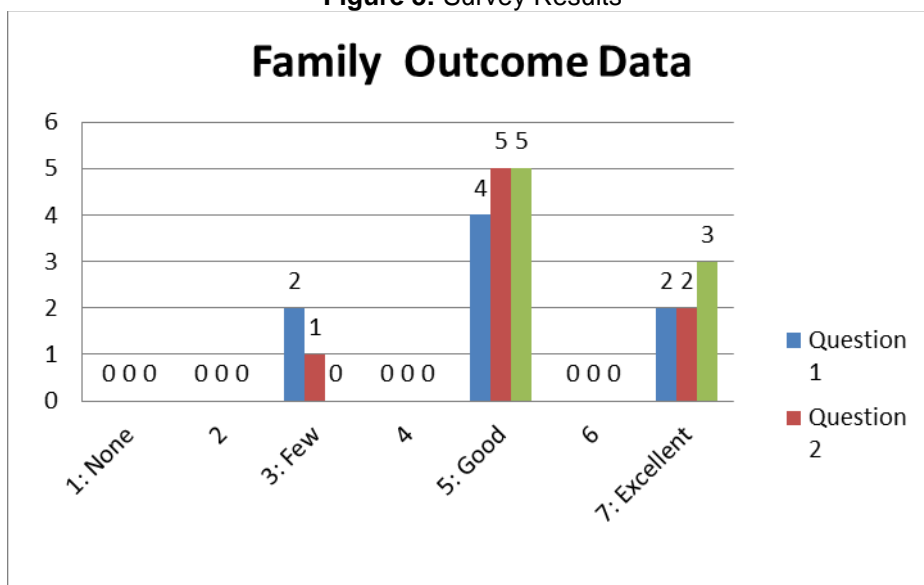
**87.5% (7/8)** of the parents indicated that the Head Start/ECSE program provided good to excellent\* encouragement to be actively involved in their child’s education at school.

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

**100% (8/8)** of the parents indicated that the Head Start/ECSE program did a good to excellent\* job of including them as full partners in making decisions about their child’s education.

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

**Figure 3: Survey Results**



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

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

- a. Total number of items response = 24
- b. Total number of responses indicating good to excellent = 21

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**Calculation – b/a (21/24) x 100**

**= 87.5%**

**Data Collection Methods**

Preschool Family Outcome Survey

Data on Early Childhood Family Outcomes were collected using the Belau Preschool Family Outcome Survey. Surveys were distributed to all parents of preschool children (ages 3-5) receiving services during 2010-2011 school year and all 8 surveys were completed and returned to the Special Education Office (100% return rate).

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

Surveys were numbered and placed in envelopes so that parents would feel comfortable completing it and it would ensure that the surveys remained anonymous. Eight (8) surveys were distributed and collected from parents of children (ages 3-5) receiving services during the 2010-2011 school year.

**ELEMENTARY AND SECONDARY (6-21)**

Part B Special Education Survey Report for FFY 2010:

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 2010**

Percent at or above Indicator 8 standard of a rating of 4.5 and above:	<b>40/92 = 43%</b>		
Number of Valid Responses:	92		
Mean Measure:	4.57	Measurement SD	.70

**Data Collection Methods**

Elementary and Secondary Survey

In FFY 2010, between October through December 2010, surveys were distributed to parents of all 139 elementary and secondary students with IEPs. The first section of the NCSEAM Part B Family Survey, “Schools Efforts to Partner with Parents” (25 questions) was selected for collecting information from parents of children aged 6-21 in ROP. Ninety-two (92) surveys were collected and were analyzed by Guam CEDDERS. Of the 139 students aged 6-21 that were provided a survey, 92 surveys from parents of elementary and high school students with IEPs responded to the survey with a return rate of 66% (92/139). This is a significant increase from last reporting period of 53%. The reason for the increase in the number of surveys returned may be the result of follow-up calls made by the Special Education Coordinator and Consulting Resource Teachers (CRTs) encouraging the school principals and teachers to have parents return the surveys back to the school. In addition, this is the second year that the parent



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survey was translated into Palauan which may have contributed to the increase in the percentage of parents completing the surveys.

The analysis involved adding the scores for each item for each individual survey and determining the mean. The individual surveys that had a mean of 4.5 and above were considered to have met that standard **that the schools facilitated parent involvement as a means of improving services and results for children with disabilities. This resulted in 43% (40/92) 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:	82.6% (76/92) Elementary	17.4% (16/92) High School
Child's age in years:	Ages 6-11: 41.3% (38/92) Ages 18-21: 8.7% (8/92)	Ages 12-17: 50% (46/92)
Age at first referral:	Birth through 2: 4.3% (4/92) Ages 6-11: 63% (58/92)	Preschool (3-5): 22.8% (21/92) Ages 12-17: 9.8% (9/92)
Race/Ethnicity:	White: 1.1% (1/92) No response: 4.3% (4/92)	Asian or Pacific Islander: 94.6% (87/92)

Primary Disability:

Autism	1.1%	(1/92)
Other Health Impairment	4.3%	(4/92)
Specific Learning Disability	77.2%	(71/92)
Speech or Language Disability	4.3%	(4/92)
Deafness	3.3%	(3/92)
Developmental Delay	1.1%	(1/92)
Hearing Impairment	1.1%	(1/92)
Multiple Disabilities	3.3%	(3/92)
Orthopedic Impairment	1.1%	(1/92)
No response	3.3%	(3/92)

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010 (2010-2011)**

**Progress/Slippage**

**PRE-SCHOOL (3-5)**

ROP did not meet the Target.

The results of the Belau Preschool Family Outcome Survey show that **87.5%** 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 2010 target of **96%**.

Comparing the number of parents that marked a 1 to 4 rating for this reporting period, as indicated in Figure 1, shows that there were only 3 parents that rated a number 3 compared to the 6 parents that was

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reported last school year. Also, indicated earlier in this report, there was a significant drop in the number of students for school year 2010-2011 and 38% (3/8) of the preschool parents were new to the program. The ECSE specialists conducted parent training in June 2011.

Caution: Small number size of ECSE students was due to students who exited the program because they no longer needed ECSE services. ECSE and Head Start staffs are continuing to jointly implement Child Find.

**ELEMENTARY AND SECONDARY (6-21)**

ROP did not meet the Target.

The results of the Palau Parent Survey, was interpreted by Guam CEDDERS and based on a response of 92 surveys, shows that for 2010-2011, **43% (40/92)** of ROP's parents responding are at or above the indicator standard set by the NCSEAM pilot study that is used to determine the "percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities."

During the Special Education Advisory Council (SEAC) meeting held in January 2011, 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 newly 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's June 2011 Response Table**

OSEP appreciates ROP's efforts to improve performance and look forward to ROP's data demonstrating improvement in performance in the FFY 2010 APR due February 1, 2012.

**Status of Improvement Activities**

The following activities are numbered based on the numbering in the last revised SPP submitted in April 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

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**PRE-SCHOOL (3-5)**

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**Activity #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: This activity was merged with activity #5. Timeline was inserted to as an indication of when the activity should be conducted.

Status of #1: **Revised.** Justification: This activity is merged with Activity #5 because both activities are done collectively Timeline was inserted also to indicate when the activity should be done.

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**Activity #2:** Training for ECSE staff on data collection, analysis, and reporting on family outcome as needed.

Progress: ECSE staff attended the training in Honolulu, Hawaii in May 2011. The training was on using Authentic Assessment, Focus on family involvement and family outcomes

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for data improvement, and also ensuring quality of Child and Family Outcomes data and using that data for improvement. ECSE staff also attended the Incredible Years in Guam, May 2011. The training was on improvement of parent-child interaction, increase parent social support and problem solving, and also improvement on teacher-parent partnership.

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

Status of #2: **Continuing.**

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

Progress: This activity is merged with activity #1.

Status of #5: **Deleted:** Justification: This activity is embedded into Activity 1.

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

Progress: Survey results were reviewed, plans were made and training was conducted in June 2011 for the reporting of APR 2010. Timeline: Annual thru FFY 2012

Status of #8: **Revised:** Justification: This activity was revised to indicate that it is done annually to ensure that both ECSE and Head Start staffs continue working in collaboration to address those low rating questions.

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**Activity #9:** The ECSE and the Head Start Program will jointly conduct parent trainings annually. Timeline: Summer thru FFY 2012.

Progress: Parent training was conducted by Early Childhood program for parents of preschoolers with disabilities. Parents who were not in attendance at the training will be provided the information of the training and also the contact numbers for Special Education Office if they should need more information.

Status of #9: **Revised:** Justification: This activity is revised to be held annually.

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

Progress: ECSE staff met the Special Education Coordinator in August to discuss the survey's low rating for questions #1 & #2 and identify possible topics of training for families.

Status of #10: **Deleted:** Justification: This activity is part of the standard procedures for the ECSE program.

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**ELEMENTARY AND SECONDARY (6-21)**

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

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

Status of #1: **Continuing.**

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

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

Status of #2: **Continuing.**

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**Activity #3:** SpEd Coordinator requests authority to arrange trainings with school principals.

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

Status of #3: **Continuing.**

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

Progress: Special Education staff conducts annual training on topics that promote improvements of special education services for students with disabilities in schools. For FFY 2009 a training on Dispute and Resolution aligned with MOE Handbook policies on Student Conduct and Discipline for general education.

Status of #4: **Continuing.**

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

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

Status of #6: **Continuing.**

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**Revisions, with Justification, to Proposed Target / Improvement Activities/ Timelines/ Resources for FFY 2011: (2011-2012)**

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes “continuing, revised, and new” improvement activities prioritized for this Indicator. Justification for “revised, completed, or deleted” improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, “new activities,” with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all prioritized improvement activities. Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

As discussed in the APR Overview Section, ROP has revised the improvement activities organization and numbering system to include the category or type of improvement activity following Washington State’s format. It should be noted that not all Indicators utilized every category of improvement as there might not have been a need for that Indicator. 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

**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 Manger	<b>Revised</b> (Reported as Activity #1 in Discussion Section)
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	<b>Continuing</b> (Reported in Activity #2 in Discussion Section)
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	<b>Revised</b> (Reported in Activity #8 in Discussion Section)
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	<b>Revised</b> (Reported in Activity #9 in Discussion Section)

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**ELEMENTARY AND SECONDARY (6-21)**

<b>Activity #</b>	<b>Improvement Category</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
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.	<b>Continuing</b> (Reported in Activity #1 in Discussion Section)
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.	<b>Continuing</b> (Reported in Activity #2 in Discussion Section)
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	<b>Continuing</b> (Reported in Activity #3 in Discussion Section)
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 the parent surveys.	May-June-July 2008 and going as needed through FFY: 2012.	Child Find/Parent Team, CRTs or others to be determine.	<b>Continuing</b> (Reported in Activity #4 in Discussion Section)
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	<b>Continuing</b> (Reported in Activity #5 in Discussion Section)

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**Overview of the Annual Performance Report Development:**

Refer to page 1 of this APR for development description.

**Monitoring Priority: Disproportionality**

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

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

**Measurement:**

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

Include State's definition of "disproportionate representation."

**This Indicator measure is not applicable to ROP.**

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**Overview of the Annual Performance Report Development:**

Refer to page 1 of this APR for development description.

**Monitoring Priority: Disproportionality**

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

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

**Measurement:**

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

Include State's definition of "disproportionate representation."

**This Indicator measure is not applicable to ROP.**



**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**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**

**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
<b>2010 (2010-2011)</b>	<b>100% of children with parental consent received for initial evaluation will be evaluated within 60 days.</b>

**Actual Target Data for FFY 2010 (2010-2011):**

As shown in Table 13, ROP reports 100% (17/17) compliance with the 60-day timeline. Seventeen (17) parental consents were received in FFY 2010 and all 17 evaluations were completed within 60 days from receipt of parental consent..

**Table 13: Number and percent of children whose evaluation were completed within 60-day timeline for FFY 2010 (2010-2011)**

Measurement (a) # of children for whom parental consent to evaluate was received.	Measurement (b) # of children whose evaluations were completed within 60 days.	Total Number and Percent Percent = [(b) divided by (a) times 100.
<b>17</b>	<b>17</b>	<b>100%</b>

**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, 2010-June 30, 2011. This database was established specifically for tracking the timeline requirement for Indicator 11, and in early 2010, was merged to the new database, “Special Education Data System (SEDS).”

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010 (2010-2011):**

**ROP Met the Target ROP demonstrated continued compliance with 100% (17/17) compliance for Indicator 11.**

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

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For this reporting period, there were 17 initial evaluations completed. This was a decrease from the 29 initial evaluations completed in the previous reporting year, FFY2010. The reason for this decrease is the result of 6 parents that refused to sign consent for evaluation and 3 parents who revoked their consent before the evaluation took place. The 3 consents that were revoked before the evaluation took place were due to 2 students moving off-island and 1 parent deciding the child is showing progress and a referral for special education services is not needed at this time.

The six parents that refused the services were due to the following: Two (2) parents thought that special education could fund and/or pay for medical treatment and four (4) parents felt their child needed more time in Head Start and that a referral was not needed at the time.

ROP recognizes the decrease of its child count and therefore continues to focus its effort on child identification as an ongoing challenge that needs to be addressed. ROP has identified and recognized that it must prioritize continued assessment of each monitored school's identification rate and practices to ensure the implementation of child find activities at the school-level. This priority has been identified as a system issue that needs on-going attention.

After discussion of reasons parents refused to consent or revoked consent before evaluation took place, including during the January 2011 SEAC meeting, it was determined that this can be related to: 1) New staff at both special education, early childhood and head start program that needed additional training to support and provide service to parents regarding referral of children, and 2) Awareness of protocol and referral procedures, evaluation and provision of special education for preschoolers. ROP, therefore, has included additional improvement activities for this Indicator to address the child identification priority.

In addition ROP continues to conduct special education awareness activities to parents, teachers, related service staff, principals and the general public during PTA meetings and other appropriate events at each school and state. Special Education Program is collaborating more with Palau Parent Empowerment (PPE), Head Start, Public Health and other organizations to promote more awareness of special education program and partner agencies that provides services to children/youth who might have special needs.

**OSEP's June 2011 Response Table**

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

**Status of Improvement Activities**

The following activities are numbered based on the numbering in the last revised SPP submitted in April 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

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

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

Status of #1: **Continuing.**

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

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

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

Status of #2: **Continuing.**

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

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

Status of #3: **Continuing.**

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

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

Status of #4: **Continuing.**

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

Progress: School calendar 10-11 was reviewed and memo sent out to all schools as a reminder to ensure that the 60-day timeline will be closely tracked during scheduled school activities or breaks as initial evaluations are being scheduled or conducted.

Status of #5: **Continuing.**

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

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

Status of #6: **Continuing.**

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**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011-2012:**

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes “continuing, revised, and new” improvement activities prioritized for this Indicator. Justification for “revised, completed, or deleted” improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, “new activities,” with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all prioritized improvement activities. Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

As discussed in the APR Overview Section, ROP has revised the improvement activities organization and numbering system to include the category or type of improvement activity following Washington State’s format. It should be noted that not all Indicators utilized every category of improvement as there might not have been a need for that Indicator. 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

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.	<b>Continuing</b> (Reported in Activity #1 in Discussion Section)
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.	<b>Continuing</b> (Reported in Activity #2 in Discussion Section)
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	<b>Continuing</b> (Reported in Activity #3 in Discussion Section)
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	<b>Continuing</b> (Reported in Activity #4 in Discussion Section)

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<b>Activity #</b>	<b>Improvement Category</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
11.5	E: Clarify /examine/develop 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.	<b>Continuing</b> (Reported in Activity #5 in Discussion Section)
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 Principles, CRTs, Related Services Providers and Teachers.	<b>Continuing</b> (Reported in Activity #6 in Discussion Section)
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.  <u>Justification:</u> There is a continued need work closely with other agencies to support public awareness of special education services.	Annual through 2012	Coord., SEAC, and community partners	<b>New Activity</b>
11.8	D. Provide Technical Assistance/Training/Professional 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.  <u>Justification:</u> ECSEP previous policies were reviewed, updated and included with what is now the "Palau Special Education Procedural Handbook." Updated training is needed for Head Start Teachers.	Annually through 2012	BOEA, Head Start Director, Sped Coordinator, Guam CEDDERS CRT's Early Childhood Staff	<b>New Activity</b>

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**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**

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

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

**Measurement:**

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

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

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

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

IDEA Part B State Annual Performance Report (APR) for 2010-2011

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

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.

Table with 2 columns: FFY (2010-2011) and Measurable and Rigorous Target (100% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals...)

Actual Target Data for FFY 2010 (2010-2011):

As indicated in Table 1 there were 31 students aged 16 and above with an IEP. ROP gladly reports that all 31 youths with IEPs (or 100%) have documented coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet their postsecondary goals.

Table 1: Percent of Youth aged 16 and above with IEPs that includes secondary transition goals

Table with 2 columns: a. # of youth with IEPs aged 16 and above with an IEP that includes appropriate secondary measurable postsecondary goals... (a = 31) and b. Number of youth with IEPs 16 and above (b = 31)

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

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
$(a/b) \times 100$ $31/31 \times 100 = 100\%$

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010 (2010-2011):**

ROP Met Target. ROP demonstrates 100% (31/31) for this reporting period, which represents progress from ROP's FFY 2009 baseline performance of 98% (43/44).

There were 31 youths with disabilities aged 16 and above during this reporting period. All 31 youths had active IEPs that included the eight secondary transition elements for compliance with Indicator 13 following the NSTTAC checklist. Of the 31 youths, 5 were from two elementary schools and 26 were from Palau High School.

There was evidence that all the secondary transition requirements, including inviting students to the IEP Team meeting where transition services are discussed, and inviting a representative of the Workforce Investment Act (WIA), adult agency, to the IEP Team meeting with the prior consent of the parent or student who has reached the age of maturity. ROP is pleased to report that it met requirement this reporting year with all 31 students having the required secondary transition requirements.

Most of the Improvement Activities dealt with how to ensure that students who are 16 and above have active IEPs that include coordinated, measurable annual goals and transition services that will enable the students to meet postsecondary goals. Improvement Activities number 6, 7, 8, and 9 relate to students having current IEPs and transition plans. Consequently, ROP developed policies and procedures through the Special Education Data System (SEDS). SEDS has in place off-site and on-site monitoring to review and verify compliance with the secondary transition requirements. These procedures in place helps ensure that the program meets requirements for ensuring that all students 16 years and above have IEPs that include 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.

**Correction of FFY 2009 Findings of Noncompliance:**

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 98%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	<b>2</b>
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>2</b>
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

**Specific actions ROP took to verify the correction of findings of noncompliance identified in FFY 2009 for Indicator 13:**



**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

Two (2) findings were issued related to the secondary transition requirements: One (1) from the Indicator APR data, which reflected 98% (43/44) performance in FFY 2009 for Indicator 13, and the other from the on-site focused monitoring visit conducted at Palau High School in FFY 2009. The individual findings were for appropriate documentation of the invitation to an adult agency and appropriate documentation of the invitation to the student.

Actions Taken for Verification of Correction: For both instances of noncompliance, the data review through SEDS and individual file reviews were conducted to ensure consistency with OSEP memorandum 09-20 for verifying correction (individual correction and additional data review demonstrating 100% compliance), which is demonstrated through the FFY 2010 Indicator 13 reported performance of 100% compliance. Further, the procedural manual was updated in September 2010, including the secondary transition requirements of the IEP, with training provided to all school personnel from the elementary and high schools.

To ensure that Special Education teachers, general education teachers, and principals understand the new requirements for indicator 13 and transition services for students who are 16 years old and above with disabilities, the Secondary CRT conducted an IEP and transition services training including the Indicator 13 NSTTAC checklist during the Ministry of Education Convention held in July 2010. The convention is an annual event to ensure that all teachers are informed of this requirement. The training conducted during the August 2011 convention emphasized the secondary transition requirements in the IEP and LRE determination.

The Secondary CRT also conducted mini workshops at Palau High School on IEP/LRE for certain academic areas, such as vocational education teachers, academic teachers, and others, to educate general education teachers about their crucial participation and roles within the IEP meetings so that they can fully participate and understand what is going on during the IEP meetings and be able to take an active part in the IEP and LRE determination.

Aside from the trainings on the secondary transition requirements, a meeting was held with the Executive Director of Workforce Investment Act (WIA) to request assistance in sending a representative from WIA to attend IEP meetings of students who are 16 years old and above to provide their input and recommendations about available job and educational training. As result of this meeting, WIA is committed to sending a representative to the IEP meetings. Furthermore, based on the IEP requirement for inviting participating agencies, such as WIA, the Secondary CRT will include WIA adult agency representatives in the IEP/LRE training to get a better understanding of their roles within the IEP meeting as well as to know how to help assist students with special needs to seek for job training opportunities, noted as an Indicator 14 Improvement Activity.

**OSEP's June 2011 Response Table**

OSEP appreciates ROP's efforts and looks forward to reviewing in the FFY 2010 APR, due February 1, 2012, ROP's data demonstrating that it is in compliance with the secondary transition requirements in 34 CFR §§300.320(b) and 300.321(b). Because ROP reported less than 100% compliance for FFY 2009, ROP must report on the status of correction of noncompliance reflected in the data ROP reported for this indicator. If ROP does not report 100% compliance in the FFY 2010 APR, ROP must review its improvement activities and revise them, if necessary.

When reporting on the correction of noncompliance reflected in the FFY 2009 data ROP reported for this indicator, ROP must report, in its FFY 2010 APR, that it: (1) is correctly implementing 34 CFR §§300.320(b) and 300.321(b) (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 2010 APR, ROP must describe the specific actions that were taken to verify the correction.

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**ROP's Response to Additional Information Required by OSEP's June 2011 Response Table**

Refer to Discussion section of this Indicator.

**Status of Improvement Activities**

The following activities are numbered based on the numbering in the last revised SPP submitted in April 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

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**Activity #1:** All students 16 and above at high school or elementary would have an ITP that is coordinated, measurable and that will reasonably enable students to meet post-secondary goals that meet the requirements asked for by the checklist.

Progress: This activity was completed in 2008-2009 reporting.

Status of #1 **Completed.**

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**Activity #2:** Share checklist developed by National Secondary Transition Technical Center with Elementary CRTs.

Progress: During the school year 2009 to 2010 High School CRT conducted trainings to all special education teachers about the National Secondary Transition Center checklist during the Education Convention in June 2009 and also in July 2010. High School CRT also trained all the CRTs and as such each district CRT will be responsible to train their own new incoming teachers to be aware of the checklist and how to use it during IEP/transition meetings.

Status of #2 **Revised:** Justification: This activity was also revised to clarify person responsible for conducting the training and also when the training should take place. The training on the checklist developed by the National Secondary Transition Center will focus on the new incoming teachers unless new checklist is developed and therefore, the training will be conducted as needed to improve data collection.

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**Activity #3:** Create Transition Coordinator position to coordinate transition planning from Early childhood to elementary to high school and from high school to post-secondary employment, education and independent living and to follow-up dropped out students.

Progress: This activity was deleted in 2008 APR reporting

Status of #3 **Deleted:** Justification: This activity is no longer a need and therefore deleted.

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**Activity #4:** CRTs need training on the new checklist and how to develop ITPs that meet the requirements of IDEA.

Progress: This activity was completed on April 06-08, 2009. High School CRT conducted the training during the Education Convention in July 2010 to all Special Education teachers and CRTs.

Status of #4 **Completed.** Justification: This activity was completed.

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**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

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**Activity #5:** Receive in-depth training on how to utilize forms and conduct effective transition planning (by 2009-2010 school year)

Progress: This activity was completed. High School CRT conducted trainings on IEP and transition planning on 1/11/09-1/16/09.

Status of #5 **Completed:** Justification: This activity was completed training was held.

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**Activity #6:** Immediately include ITPs for students as they transition to high school if they are 16 and over.

Progress: This activity was deleted because it has become part of the Special Education Data System (SEDS) Procedure.

Status of #6 **Deleted:** Justification: This activity is part of the standard operating procedure and therefore is deleted.

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**Activity #7:** During the school year a regular schedule of meetings will be established for teachers and the CRT to do regular follow-up on IEP files, including transition activities, for completeness and implementation of program plans.

Progress: This activity was deleted this reporting period because of the implementation of Special Education Data System (SEDS) which includes an off-site and on-site monitoring to review and verify to determine level of compliance in four areas: Initial Evaluation, IEP Review, Re-evaluation, and Secondary Transition.

Status of #7 **Deleted:** Justification: This activity is no longer needed since the establishment of SEDS.

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**Activity #8:** Dissemination of Secondary Transition Report of youths who are about to turn 16.

Deleted This activity was also deleted because it has become part of the Special Education Data System (SEDS) Procedure.

Status of #8 **Deleted:** Justification: This activity is part of the standard operating procedures and therefore no longer needed.

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**Activity #9:** Consult with data manager regularly to ensure that all youths IEPs and transition plans are conducted on a timely basis annually.

Progress: This activity was also deleted because it has become part of the Special Education Data System (SEDS) Procedure. The Data Manager prints out special education roster every month to inform CRTs of IEP/transition plans deadlines.

Status of #9 **Deleted:** Justification: This activity is part of the standard operating procedures for SEDS and therefore is no longer needed.

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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011-2012:**

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes “continuing, revised, and new” improvement activities prioritized for this Indicator. Justification for “revised, completed, or deleted” improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, “new activities,” with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all prioritized improvement activities. Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

As discussed in the APR Overview Section, ROP has revised the improvement activities organization and numbering system to include the category or type of improvement activity following Washington State’s format. It should be noted that not all Indicators utilized every category of improvement as there might not have been a need for that Indicator. 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

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	<b>Revised</b> (Reported in Activity #2 in Discussion Section)
13.2	D: Provide technical assistance /training/ professional development	<p>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.</p> <p><u>Justification:</u> Secondary CRT needs to provide professional development/training to Palau High School administrator, regular education teachers, counselors, and staffs on IEP and LRE to enhance teachers and others about their crucial roles during IEP meetings; to gain understanding in order to provide necessary services to students with disabilities based on their needs.</p>	Fall 2011 and follow up in summer 2012	SpEd Coordinator and Secondary CRT	<b>New Activity</b>
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	<b>New Activity</b>

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
		<p><u>Justification:</u> To improve transition plan services secondary CRT needs to provide observation and monitoring to ensure that teachers are providing meaningful transition service instruction to student's based on their employment and educational goals to better prepare students for post-secondary education or employment after high school.</p>			
13.4	B: Improve systems administration and monitoring	<p>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.</p> <p><u>Justification:</u> To improve services, Secondary CRT needs to monitor effectiveness of trainings through workshop evaluation feedback, teacher's Instructional performance to improve services to students with disabilities.</p>	Beginning of School year 2011-2012	Palau High School Principal, and Secondary CRT	<b>New Activity</b>
13.5	D: Provide technical assistance /training/ professional development	<p>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.</p> <p><u>Justification:</u> Due to low enrollment into post-secondary education, new improvement activities were developed to help improve services for students with disability in the post-secondary education. As such, secondary CRT needs to provide training to other partner agencies such as WIA and Palau Community College to improve services.</p>	Summer 2012	Secondary CRT and Sped Coordinator	<b>New Activity</b>

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**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**

**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
<p><b>2010 (2010-2011)</b></p>	<ul style="list-style-type: none"> <li>A. <b>11%</b> of youth in higher education within one year of leaving high school.</li> <li>B. <b>56%</b> of youth in higher education or competitively employed within one year of leaving high school.</li> <li>C. <b>100%</b> 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.</li> </ul>

**Actual Target Data for FFY 2010 (2010-2011):**

Based on the IDEA 618 Table 4 Exit Data submitted for FFY 2009, ROP reported 5 students who exited secondary high school. Of the 5 who exited, **5** are considered leavers. These leavers include students who graduated, dropped-out, or received a certificate.

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**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.
- 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:  $A = a / \text{total respondents}$ :

$$A = 1/5 \text{ respondents} \times 100 = 20\%$$

- 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:  $B = (a+b) / \text{total respondents}$ :

$$B = (1 + 3) = 4/5 \text{ respondents} \times 100 = 80\%$$

- 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:  $C = (a+b+c+d) / \text{total respondents}$ :

$$C = 1+3+1+0 = 5 \text{ respondents}, 5/5 \times 100 = 100\%$$

**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.).

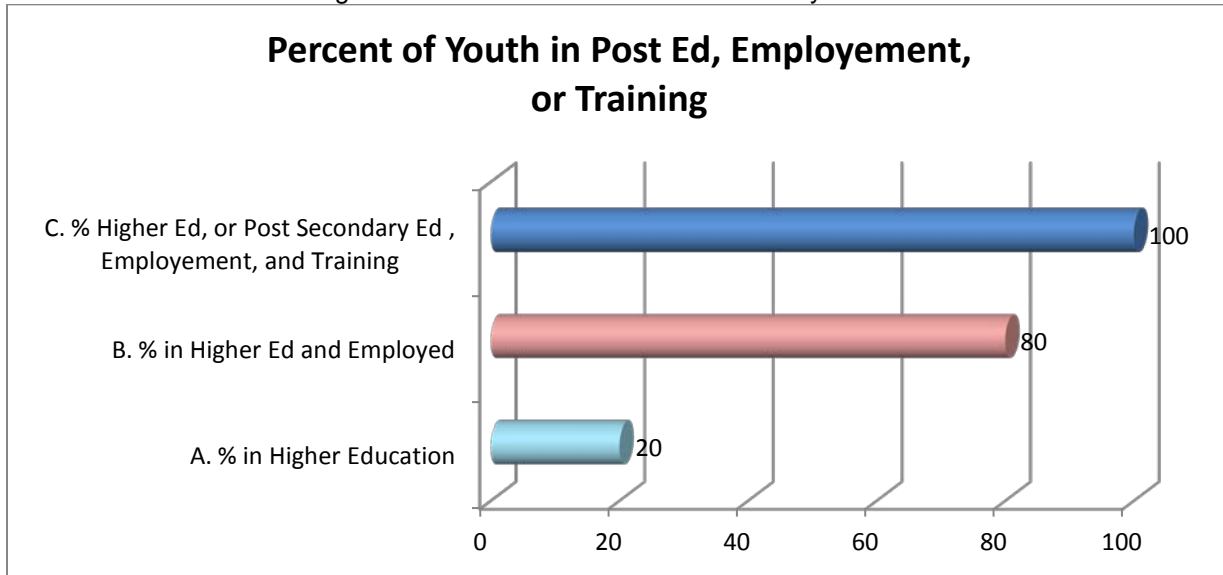
**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

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.

Figure 1: Percent of Youth After Secondary Education



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010 (2010-2011).**

Upon review and discussion of the data, there are specific improvement activities that will be 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 fill application forms for college, select schools, and how to take college entrance tests. In addition, the program also invites financial aid counselors, military recruiters, and Palau Scholarship representatives to talk to students regarding available supports and career options and opportunities for graduating seniors. Moreover, additional new activities recommended by SEAC members have been inputted as new activities to encourage students with disability to continue their education after high school at Palau Community College. Improvement Activity 14.7 focuses on aligning existing vocational courses from Palau High School with Palau Community College so that student with disability can continue on to post-secondary education in the same field of study. Improvement Activity 14.8 mainly focus on providing training to Palau Community College instructors and staffs as well as WIA to enhance their knowledge in regards to instruction and assistance to students with disabilities.



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In April of each school year, the Palau High School Counselors disseminated 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. Therefore, the Secondary CRT works together with the school counselors to assist in collecting these data prior to students graduating from high school. The survey demographic information included updated contact information such as the student's residence, telephone numbers (including cell numbers), and email addresses.

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

The CRT uses an exit form sheet to document students with disabilities who dropped or exited from the program and submits the information to the Data Manager to input into Special Education Data System (SEDS).

Data Collection: The Secondary CRT uses multiple methods to locate former students 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 schedules appointments with students or their family members to conduct the Post School Outcome Survey to find out what the students are doing a year after they graduated or left school.

**OSEP's June 2011 Response Table**

ROP must report actual target data for FFY 2010 with the FFY 2010 APR, due February 1, 2012.

**Status of Improvement Activities**

The following activities are numbered based on the numbering in the last revised SPP submitted in April 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

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**Activity #1:** Provide vocational options (fishing, local arts and crafts, music, etc.) through the use of our existing facility (Skill Center). Continue to work with special education teachers and regular education teachers for implementation of this activity.

Progress: Students with disabilities are continuing with their Community Base Instruction (CBI) where they visit various jobs in the private and government sectors based on their interest to gain knowledge and experience about their work interest. In addition, they will participate in an internship program when they are seniors to do practicum hours in respective job sites based on their work interest. Aside from the CBI, the students also participate in other vocational options were teachers teaches them local arts and crafts, fishing techniques, etc.

Status of #1: **Continuing.**

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**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

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**Activity #2:** Conduct an orientation for all students with disabilities to inform of the dos and don'ts in regards to criminal acts as stated in Palau National Code. CRT will continue working with high school counselors to ensure that students with disabilities will participate in the school orientation at the beginning of the school year and at the end of the school year.

Progress: Last school year 2010, new students with disabilities who transitioned from elementary to high school attended the beginning of the school year orientation. When conducting a transition meeting we made sure to input the orientation schedule into their action plan so that parents. During the orientation, the principal went over the discipline art of the high school handbook with the students. The Department of Public Safety also sent their representative to talk to the students about the dos and don'ts regarding criminal acts. After, the students tour around the campus to get oriented with various departments and classrooms as well as other facilities in the campus.

Status of #2: **Revised.** Justification: Needed to reword to clarification and to identify who is responsible for the activity.

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**Activity #3:** Provide on-site technical support to all sped and regular ed. teachers to use the Special Education Weekly Attendance Form to keep track of student attendance.

Progress: This activity was deleted this reporting period because it has become part of the Special Education Data System (SEDS) Procedure. Every week on Friday, Special Education teachers will submit weekly attendance to their respective CRTs; CRTs will review and submit to Data Manager to be inputted in the SEDS to keep track of attendance, suspension, and expulsion.

Status of #3: **Deleted.** Justification: This activity is being deleted because it is part of the SEDS procedures.

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**Activity #4:** Provide additional support to ensure students with disabilities participates in the Seniors College Prep Program at Palau High School.

Progress: High School CRT will continue working with high school counselors and teachers to ensure that graduating students with disabilities will participate in the Senior Prep Program. During the School year 2010, student with disability participated in the program; the same student went on to attend Palau Community College.

Status of #4: **Revised.** Justification: This Activity was revised to identify the person who will be responsible for the activity.

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**Activity #5:** Collaborate with Work Investment Act (WIA) representative to ensure that students with disabilities have the opportunity to work during the summer based on their work interest.

Progress: About 7 students receiving special education services were able to work under WIA during the summer. Some of the students were unable to work during the summer because of other family obligations.

Status of #5: **Revised.** Justification: This activity was revised so that Special Education teachers can work together to provide essential instructions to students with disabilities on how to explore vocational options based on their career interests.

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**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**Revisions, with justification, to Proposed Targets / Improvement Activities / Timelines Resources for 2011-2012:**

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes “continuing, revised, and new” improvement activities prioritized for this Indicator. Justification for “revised, completed, or deleted” improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, “new activities,” with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all prioritized improvement activities. Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

As discussed in the APR Overview Section, ROP has revised the improvement activities organization and numbering system to include the category or type of improvement activity following Washington State’s format. It should be noted that not all Indicators utilized every category of improvement as there might not have been a need for that Indicator. 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

<b>Activity #</b>	<b>Improvement Category</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
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	<b>Continuing</b> (Reported in Activity #1 in Discussion Section)
14.2	D: Provide technical assistance /training/ professional development	To prevent drop outs and suspensions, the High School will conduct an orientation at the beginning and at the end of each school year for all students with disabilities to inform them of the 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	<b>Revised</b> (Reported in Activity #2 in Discussion Section)
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	<b>Revised</b> (Reported in Activity #4 in Discussion Section)
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	<b>Revised</b> (Reported in Activity #4 in Discussion Section)
14.5	G: Collaboration Coordination	High 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	<b>New Activity</b>

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<b>Activity #</b>	<b>Improvement Category</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
		<p><u>Justification:</u> This activity is crucial to student with disability because it exposes students to different job opportunities in the community, thus helps them gain experience and exposure to adult life.</p>			
14.6	G: Collaboration Coordination	<p>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.</p> <p><u>Justification:</u> Secondary CRT needs to assist students with disabilities who have graduated from high school and needs employment because some of the time their parent or families cannot provide them with this support. As such, they need to be helped so that they can be employed and be contributing members in their family as well as the community.</p>	Beginning school year 2012 through 2013	Secondary CRT, WIA, and Sped Teachers	<b>New Activity</b>
14.7	F: Program Development	<p>Establish a system that would specify and identify requirements needed for student with disability to complete secondary education in preparation to post –secondary education.</p> <p><u>Justification:</u> This was recommended by Special Education Advisory Council (SEAC) to form a committee with existing members from Ministry of Education Management Team, Special Education Coordinator, Secondary CRT, Palau Community College Dean of Academics and Student Affairs to review Palau High School course requirements and align with PCC vocational Ed. requirements to provide opportunities for students with disabilities to attend post-secondary education.</p>	September 2011-2012 thru FFY 2012	Special Education Advisory Council, (SEAC) Members, Palau Community College, Ministry of Education, Management Team, Sped Coordinator, and Secondary CRT	<b>New Activity</b>
14.8	D: Provide technical assistance /training/ professional development	<p>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.</p> <p><u>Justification:</u> Secondary CRT needs to start providing training regarding IEP/Transition Plan/LRE to partner agencies to improve services to students with disabilities. More students with disabilities are now interested in going to post-secondary</p>	Beginning of School year 2011 to 2012	Sped. Coordinator, Secondary CRT, WIA Executive Director, PCC Dean of Academic and Student Affair	<b>New Activity</b>

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Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
		education and as such Palau Community College staff, instructors as well as WIA staff need to be trained on how to provide assistance and services to help students be able to attend Post-secondary education.			

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**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**

**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
<b>2010 (2010-2011)</b>	<b>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.</b>

**Actual Target Data for FFY 2010 (2010-2011):**

As per OSEP's instructions, ROP used the Part B Indicator 15 Worksheet in the FFY 2010 APR:

PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of School/Program Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(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
<b>4A. Percent of districts identified as having a significant</b>	Monitoring Activities: Self-Assessment/APR,	0	0	0

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Indicator/Indicator Clusters	General Supervision System Components	# of School/Program Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	1	1	1
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	2 (On-Site Focused Monitoring)	2	2
	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. 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/APR, Data Review, Desk Audit, On-Site Visits, or Other	Not Applicable to ROP.		
	Dispute Resolution: Complaints, Hearings	Not Applicable to ROP.		
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/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	Not Applicable to ROP.		
	Dispute Resolution: Complaints, Hearings	Not Applicable to ROP.		
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/APR, Data Review, Desk Audit, On-Site Visits, or Other	2 (On-Site Focused Monitoring/APR)	2	2
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: • Child Identification: 34 CFR §300.111(a)(1) • Confidentiality: 34 CFR §99.31(a)(1)(ii)	Monitoring Activities: Self-Assessment/APR, Data Review, Desk Audit, On-Site Visits, or Other	3 (On-Site Focused Monitoring)	4	4
	Dispute Resolution: Complaints, Hearings	0	0	0
<b>Sum the numbers down Column a and Column b</b>			<b>9</b>	<b>9</b>
<b>Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.</b>			<b>100% (9/9)</b>	

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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. For FFY 2010, ROP, a unitary system, demonstrated correction of noncompliance for the FFY 2009 findings of noncompliance identified through 3 main sources:

1. **APR Data:** As a “system” review of APR data, this annual data review is taken from the special education data system for the compliance indicators at the end of each fiscal year:
  - a. For FFY 2009 noncompliance findings issued, Indicator 13 reported 98% (43/44) substantial compliance with the secondary transition requirements, specifically in meeting the required documentation for the invitation to an adult agency requirement.
  
2. **School/Program Visits:** On-site focused monitoring visits were conducted for seven (7) schools/programs, consistent with ROP’s Continuous Improvement Focused Monitoring System (CIFMS). The Special Education Program conducts school monitoring visits on a 3-year cycle, as outlined in the CIFMS updated in September 2010. These visits review all IDEA procedural requirements for compliance:
  - a. For FFY 2009 noncompliance findings issued, 5 of the 7 schools/programs monitored were issued a total of 7 findings. The 7 specific regulatory noncompliance were assigned to the following indicators, as displayed in the Indicator 15 worksheet:
    - i. Indicator 5: Two (2) findings for the IEP related requirement - §300.320(a)(4)
    - ii. Indicator 13: One (1) finding for invitation to student - 300.321(b).
    - iii. Other: Three findings for Child Identification - §300.111(a)(1); one (1) finding for Confidentiality - §99.31(a)(1)(ii)

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

3. **Dispute Resolution System:** As a “system,” ROP has in place the procedures for receiving and addressing complaints, hearing requests, and mediation requests.
  - a. For FFY 2009 noncompliance findings issued, there 2 written complaints received, with timely responses, as noted in the FFY 2009 APR for Indicator 16. One (1) compliant resulted in an IDEA violation specific to the implementation of discipline procedures.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010 (2010-2011):**

**Progress/Slippage**

ROP Met Target. ROP demonstrated continued compliance with 100% (9/9) compliance for Indicator 15. ROP does not have any outstanding previous or longstanding identified noncompliance.

**Timely Correction of FFY 2009 Findings of Noncompliance (corrected within one year from identification of the noncompliance):**

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010) (Sum of Column a on the Indicator B15 Worksheet)	<b>9</b>
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	<b>9</b>



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3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>
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**Verification of Correction for findings of noncompliance reported in the FFY 2010 APR (either timely or subsequent):**

Consistent with OSEP Memo 09-02, ROP was able to demonstrate compliance with the FFY 2009 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 the correction of findings of noncompliance identified in FFY 2009:**

ROP verified timely correction of the FFY 2009 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 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. For the individual written complaint, documentation of the individual correction was reviewed to verify correction.

Consistent with OSEP Memo 09-02, verification of correct implementation of the specific regulatory requirements was through a review of additional data related to the requirement identified as a noncompliance area in the written notification of findings 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, as well as the timeline for correction of the individual noncompliance from the written complaint. Upon verification of correction, a written notification of verified correction was issued to the individual school/program monitored. By Indicators, the following specific action steps were taken to verify timely correction:

- **Indicator 4:** One (1) finding was issued due to a written complaint received, as reported in Indicator 16 in FFY 2009. The investigation resulted in the school's failure to follow the discipline procedures, including manifestation determination.  
Actions Taken for Verification of Correction: The correction of this individual complaint was the completion of discipline procedures for this individual student documented in the IEP. Further, the procedural manual was updated in September 2010, including the discipline procedures, with training provided to all school personnel, including the school of the written complaint.
- **Indicator 5:** Two (2) findings were issued related to the procedural requirements for IEP and LRE determination from the on-site focused monitoring visits. The 2 on-site monitoring findings were specific to the individual IEP not clearly specifying the special education services to be provided (§300.320(a)(4)) at the 2 schools monitored.  
Actions Taken for Verification of Correction: The correction of the 2 on-site visit findings included the correction of the individual instances of noncompliance and a review of additional data, through file reviews, demonstrating 100% compliance with the regulatory requirement for those 2 schools monitored. Further, the procedural manual was updated in September 2010, including updates to the IEP and LRE determination forms, with training provided to all school personnel.
- **Indicator 13:** Two (2) findings were issued related to the secondary transition requirements: One (1) from Indicator 13 APR data and the other from the on-site focused monitoring visit. The individual findings were for appropriate documentation of the invitation to an adult agency and appropriate documentation of the invitation to the student.

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Actions Taken for Verification of Correction: For both instances of noncompliance, the data review through SEDS and individual file reviews were conducted to ensure consistency with OSEP memorandum 09-20 for verifying correction (individual correction and additional data review demonstrating 100% compliance). Further, the procedural manual was updated in September 2010, including the secondary transition requirements of the IEP, with training provided to all school personnel from the elementary and high schools, as discussed in Indicator 13.

- Other: A total of 4 findings were issued; of which, 3 were related to Child Identification (34 CFR §300.111(a)(1)) and 1 was related to Confidentiality (34 CFR 99.31(a)(1)(ii)).

Actions Taken for Verification of Correction: For the Child Identification, evidence of the school-level child identification procedures in place, including training provided to all school staff, was reviewed for verified correction. For the Confidentiality noncompliance, a follow-up school visit was conducted to review the related confidentiality procedures in place for the IEP files.

**ROP Special Education General Supervision System**

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

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

Related to the identification and correction of noncompliance, the OSEP January 31, 2011 Verification Visit Letter required ROP to assure training to staff on the LRE requirements and IEP components for LRE determination and the implementation of the off-site data review for monitoring. The letter further indicated that the general supervision component for identifying and correcting noncompliance was not fully implemented. As required, ROP responded on April 29, 2011 assuring training of the LRE and IEP components for LRE determination has been and will continue to be provided in all schools. ROP also reported that the first bi-annual off-site data review for monitoring was conducted in December 2010. The results of the verified correction of findings issued through the December 2010 off-site data review will be reported in the FFY 2011 APR.

OSEP's June 20, 2011 Determination Letter indicated that based on ROP's April 29, 2011 response, no further action was required for the identification and verification of correction requirements of ROP's general supervision system.

**Additional Information Required by OSEP's June 2011 Response Table**

Indicator 15: OSEP appreciates ROP's efforts in timely correcting findings of noncompliance identified in FFY 2008.

In reporting on correction of findings of noncompliance identified in FFY 2009 in the FFY 2010 APR, due February 1, 2012, ROP must report that it: (1) is correctly implementing the specific regulatory

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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 Memo 09-02. In the FFY 2010 APR, ROP must describe the specific actions that were taken to verify the correction. In addition, in reporting on Indicator 15 in the FFY 2010 APR, ROP must use the Indicator 15 Worksheet.

In responding to Indicator 13 in the FFY 2010 APR, ROP must report on correction of the noncompliance described in this table under that indicator.

Verification Issues: Based on ROP's April 29, 2011 Response to OSEP's January 31, 2011 Verification Visit Letter, a fiscal system issue was identified as needing to be address:

- Fiscal Systems Critical Element 1 Timely Obligation and Liquidation of Funds. Further action required: Within 30 days of the date of the Response Table, ROP is required to submit a revised *Ministry of Finance Standard Operating Procedures for the Timely Obligation and Liquidation of Federal Grant Awards* that reflects the requirements in 34 CFR §76.709.

**ROP's Response to Additional Information Required by OSEP's June 2011 Response Table**

Indicator 15: ROP provides the additional information required in the discussion above and within Indicator 13. Further, ROP used the Indicator 15 worksheet to display ROP's actual target data for FFY 2010.

Verification Issues: ROP responded to OSEP's June 20, 2011 Determination Letter requirement for the fiscal system issue. With consultation provided by ROP's OSEP State Contact, ROP submitted the required revisions to the procedures for timely obligation and liquidation of Federal grant awards (34 CFR §76.709). OSEP's November 21, 2011 letter to ROP indicated that this verification issue was completed with no further action required.

**Status of Improvement Activities**

The following activities are numbered based on the numbering in the last revised SPP submitted in April 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

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**Activity #1:** Identify and contract a third party monitor for next cycle of monitoring.

Progress: For FFY 2009 and 2010, Guam CEDDERS received the RFP award to work with ROP on the implementation of the monitoring procedures updated in September 2010, which included on-site focused monitoring procedures, off-site monitoring data review, and dispute resolution system review.

Status of #1: **Continuing.**

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

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

Status of #2: **Continuing.**

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

Progress: The September 2010 updates to the CIFMS incorporate the implementation of the 3-year cycle of on-site monitoring, which continued in FFY 2010. With the procedures in place, this activity is considered completed because the requirement is outlined in the September 2010 CIFMS updates.

Status of #3: **Completed.** Justification: This process is outlined in the CIFMS updates and therefore is completed.

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

Progress: The September 2010 updates to the CIFMS incorporate the implementation of transmitting the monitoring reports to the schools, which continued in FFY 2010. With the procedures in place, this activity has been deleted because the requirement is outlined in the September 2010 CIFMS updates.

Status of #4: **Deleted.** Justification: ROP currently has this as part of their standard operating procedures and therefore is being deleted.

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

Progress: CRTs received copies of the school monitoring reports for the school visits, as well as the off-site monitoring results. The CRTs connected with the school principals to assist with the corrective action plans, as needed.

Status of #5: **Revised.** Justification: This was revised to include the special education coordinator and local monitor in the review of monitoring reports with respective CRTs instead of special education staff to be more specific and clear.

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

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

Status of #6: **Deleted.** Justification: This activity has therefore been deleted because the requirement is outlined in the September 2010 CIFMS updates

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

Progress: The September 2010 CIFMS updates are the revised monitoring procedures and forms. OSEP reviewed these updates as part of its on-site verification visit conducted in September 2010. This activity is therefore completed since the September 2010 CIFMS updates comply with IDEA 2004.

Status of #12: **Completed.** Justification: This activity was completed.

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**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

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

Progress: The implementation of the monitoring practices and activities continued in FFY 2010 and is reflected in the September 2010 updates to the CIFMS, which includes the requirements for compliance.

Status of #13: **Deleted:** Justification: This activity is therefore deleted because the September 2010 CIFMS updates address the requirements for monitoring IDEA compliance for improved results.

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

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

Status of #14: **Continuing.**

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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011-2012:** This is a compliance target therefore targets will not be adjusted.

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes "continuing, revised, and new" improvement activities prioritized for this Indicator. Justification for "revised, completed, or deleted" improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, "new activities," with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all prioritized improvement activities. Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

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- (A) Improve Data Collection and Reporting
- (B) Improve Systems Administration and Monitoring
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- (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

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<b>Activity #</b>	<b>Improvement Category</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
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	<b>Continuing</b> (Reported in Activity #1 in Discussion Section)
15.2	B: Improve systems administration and monitoring	Review and update monitoring forms and procedures, as needed (annually).	Annually through 2012	SpEd Coordinator, Local Monitor, Third Party Monitor	<b>Continuing</b> (Reported in Activity #2 in Discussion Section)
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 2012	SpEd Coordinator, Data Manager, CRTs.	<b>Revised</b> (Reported in Activity #5 in Discussion Section)
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 2012	Coordinator & Staff	<b>Continuing</b> (Reported in Activity #14 in Discussion Section)

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**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**

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

**Measurement:**

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

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2010 (2010-2011)</b>	<b>100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to particular complaint.</b>

**Actual Target Data for 2010 (2010-2011):**

ROP did not receive any written complaints for 2010-2011 as reported in IDEA 618 Table 7.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010 (2010-2011):**

There were no written complaints received for 2010-2011.

**OSEP's June 2011 Response Table**

OSEP appreciates ROP's efforts in achieving compliance with the timely compliant resolution requirement in 34 CFR 300.12.

**Status of Improvement Activities**

The following activities are numbered based on the numbering in the last revised SPP submitted in April 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

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

Progress: Consultation was provided by outside TA providers from various sources with the program coordinator. The coordinator then shared the information with the Core Team during monthly and special meetings. ROP continues to contract with Guam CEDDERS to provide on-site facilitation of working sessions with the special education core team resulted in the updates to the procedural safeguards completed in August 2010. A copy of the updated procedural safeguards was provided to OSEP in

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

preparation for the on-site verification/monitoring visit conducted at the end of September 2010.

Status of #1: **Continuing.**

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

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

Status of #2: **Continuing.**

---

**Activity #3:** Follow-up training with parents and principals will be conducted by school areas.

Progress: The awareness of the procedural safeguards continues to be one of the core topics of training to parents, principals, teachers, and related service providers. The annual educational convention, parent training, and school-level technical support have been conducted to increase the understanding the procedural safeguards.

Status of #3: **Merged:** Justification: This activity was merged with Activity #2 since they address the same issue, have the same timeline and resources.

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

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

Status of #4: **Continuing.**

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

Progress: Part of ROP standard operating procedures.

Status of #5: **Deleted:** Justification: This activity is part of the ROP standard operating procedure and therefore is deleted.

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

There is a system in place.

Status of #6: **Completed.** Justification: This is part of ROPs standard operating procedures.

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**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

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

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

Status of #7: **Continuing.**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011-2012:** This is a compliance target therefore targets will not be adjusted.

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes “continuing, revised, and new” improvement activities prioritized for this Indicator. Justification for “revised, completed, or deleted” improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, “new activities,” with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all prioritized improvement activities. Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

As discussed in the APR Overview Section, ROP has revised the improvement activities organization and numbering system to include the category or type of improvement activity following Washington State’s format. It should be noted that not all Indicators utilized every category of improvement as there might not have been a need for that Indicator. 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

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
16.1	D: Provide technical assistance /training/ professional development	TA provider to conduct training for SpEd Coordinator, CRTs, and others on IDEA procedural safeguards requirements.	March 2006 on-going through FFY 2012	TA provider	<b>Continuing</b> (Reported in Activity #1 in Discussion Section)
16.2	D: Provide technical assistance /training/ professional development	Conduct training with parents and principals on procedural safeguards	April - May 2008 on-going through FFY 2012	SpEd Coordinator, TA Provider, CRTs	<b>Continuing</b> (Reported in Activity #2 in Discussion Section)
16.3	A: Improve data collection and reporting.	Maintain and report out the number of complaints received and their status on a monthly basis.	Continuing through FFY 2012	Data Manager	<b>Continuing</b> (Reported in Activity #4 in Discussion Section)
16.4	D: Provide technical assistance /training/ professional development	Conduct refresher training for new and existing staff on tracking forms for complaints and due process requests.	April 2009 through FFY 2012	SpEd Coordinator, CRTs, Data Manager	<b>Continuing</b> (Reported in Activity #7 in Discussion Section)

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**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**

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

**Measurement:**

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

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

**Actual Target Data for FFY 2010 (2010-2011):**

ROP did not receive due process hearing requests in 20010-2011, as reflected in IDEA 618 Table 7.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010 (2010-2011):**

**OSEP's June 2011 Response Table**

OSEP looks forward to reviewing the ROP's data in the FFY 2010 APR, due February 1, 2012.

**Status of Improvement Activities**

The following activities are numbered based on the numbering in the last revised SPP submitted in April 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR

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

Progress: The list has been updated. There is only one trained hearing officer. Program may recruit additional hearing officers locally or within the Pacific Jurisdiction that may be contracted when needed.

Status of #2      **Continuing.**

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

Progress: ROP may participate in the Hearing Officer refresher training to be held spring 2012 on Guam.

Status of #3      **Continuing.**

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**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011 - 2012:** This is a compliance target therefore targets will not be adjusted.

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes “continuing, revised, and new” improvement activities prioritized for this Indicator. Justification for “revised, completed, or deleted” improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, “new activities,” with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all prioritized improvement activities Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

As discussed in the APR Overview Section, ROP has revised the improvement activities organization and numbering system to include the category or type of improvement activity following Washington State’s format. It should be noted that not all Indicators utilized every category of improvement as there might not have been a need for that Indicator. 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

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
17.1	B: Improve systems administration and monitoring	Review the list of hearing officers and update annually as needed.	2006 through FFY 2012	SpEd Coordinator, Minister of Education.	<b>Continuing</b> (Reported in Activity #2 in Discussion Section)
17.2	D: Provide technical assistance /training/ professional development	Hearing officers will receive training as needed by attending other HO trainings offered in the Pacific or on the mainland.	On-going as needed through FFY 2012	SpEd Coordinator, Consultant	<b>Continuing</b> (Reported in Activity #3 in Discussion Section)

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**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**

**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.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2010 (2010-2011)</b>	<b>Targets will be set once required baseline data available (10 or greater).</b>

**Actual Target Data for FFY 201 (2010-2011):**

ROP did not receive hearing requests in 2010-2011, as reflected in IDEA 618 Table 7.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010 (2010-2011):**

**OSEP's June 2011 Response Table**

OSEP looks forward to reviewing the ROP's data in the FFY 2010 APR, due February 1, 2012.

**Status of Improvement Activities**

The following activities are numbered based on the numbering in the last revised SPP submitted in April 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

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**Activity # 2:** Revised Activity: Train staff on approved due process and dispute resolution procedures.

Progress: TA provider conducted on-site visits and provided a review of the due process procedures with Special Education Core Team. As a result of training held in August 2010, updates were completed to the Parents Rights to align with OSEP Model Form. The Special Education Rights of Parents in Palau (procedural safeguards) was printed in August 2010. Dissemination to parents began the same month. Due process procedures continue to be part of meetings, trainings, awareness activities and discussions regarding special education and related issues for individuals with disabilities.

Status of #2 **Revised:** Justification: Prior activity was not clear on the kind of training and timeline.

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**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011-2012:**

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes “continuing, revised, and new” improvement activities prioritized for this Indicator. Justification for “revised, completed, or deleted” improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, “new activities,” with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all prioritized improvement activities. Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

As discussed in the APR Overview Section, ROP has revised the improvement activities organization and numbering system to include the category or type of improvement activity following Washington State’s format. It should be noted that not all Indicators utilized every category of improvement as there might not have been a need for that Indicator. The improvement activity categories include:

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- (E) Clarify/Examine/Develop Policies and Procedures
- (F) Program Development
- (G) Collaboration and Coordination
- (H) Evaluation
- (I) Increase/Adjust FTE

<b>Activity #</b>	<b>Improvement Category</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
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	<b>Revised</b> (Reported in Activity #2 in Discussion Section)

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**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**

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

**Measurement:**

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

FFY	Measurable and Rigorous Target
2009 (2010-2011)	Target will be set once required baseline data available (10 or greater).

**Actual Target Data for FFY 2010 (2010-2011):**

ROP did not receive requests for hearing/mediations in 2010-2011, as reflected in the IDEA 618 Table 7.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010 (2010-2011):**

**OSEP's June 2011 Response Table**

OSEP looks forward to reviewing the ROP's data in the FFY 2010 APR, due February 1, 2012.

**Status of Improvement Activities**

The following activities are numbered based on the numbering in the last revised SPP submitted in April 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

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

Progress: The list of mediators is updated by the special education coordinator annually. ROP has identified a consultant to conduct mediation training to be held in the summer.

Status of #3     **Continuing.**

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

Progress: ROP will continue to provide training on how to administer request for complaints, mediations and due process hearing requests for program data manager, CRTs, and coordinator.

Status of #5     **Continuing.**

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**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011-2012:**

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes “continuing, revised, and new” improvement activities prioritized for this Indicator. Justification for “revised, completed, or deleted” improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, “new activities,” with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all prioritized improvement activities. Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

As discussed in the APR Overview Section, ROP has revised the improvement activities organization and numbering system to include the category or type of improvement activity following Washington State’s format. It should be noted that not all Indicators utilized every category of improvement as there might not have been a need for that Indicator. The improvement activity categories include:

- (A) Improve Data Collection and Reporting
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- (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

<b>Activity #</b>	<b>Improvement Category</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
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	<b>Continuing</b> (Reported in Activity #3 in Discussion Section)
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	<b>Continuing</b> (Reported in Activity #5 in Discussion Section)

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**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**

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

**Measurement:**

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

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

FFY	Measurable and Rigorous Target
2010 (2010-2011)	100% ROP reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

**Actual Target Data for FFY 2010 (2010-2011):**

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

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



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618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/2/11	1	1	1	1	4
Table 2 - Personnel Due Date: 11/2/11	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/2/11	1	1	1	1	4
Table 4 - Exiting Due Date: 11/2/11	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/2/11	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 12/15/11	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/2/11	1	1	1	N/A	3
Table 8 - MOE/CEIS Due Date: 5/1/11	1	N/A	N/A	N/A	1
				<b>Subtotal</b>	22
<b>618 Score Calculation</b>			<b>Grand Total (Subtotal X 2.045)=</b>		45

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

\* Note any cell marked as N/A will decrease the denominator by 1 for APR and 2.045 for 618

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010 (2010-2011):**

**Progress/Slippage**

ROP Met Target.

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

ROP assures that reported data for 618, State Performance Plan, and Annual Performance Report are timely and accurate because there are procedures in place to collect, address, and report in accordance to the timeline required. Special Education data received from the IEPs are inputted into the Special Education Data System (SEDS), with monthly school data printouts given to their assigned CRTs for verification. Every two months, a school data printout is given to the school principals to verify the accuracy of their school's data in SEDS. These review processes with the CRTs and the school principals ensure that the data in SEDS reflect the information in the IEPs.

APR Data: The primary data sources for the APR come from the SEDS and the Ministry of Education (MOE) Student Information System (SIS). The preschool outcomes data are inputted and managed

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

through the ECO excel program. The data for the parent surveys and post-school outcomes surveys are organized with the completed individual survey forms. To ensure accuracy of the data, manual verification of the data from the data systems are conducted. For example, Indicator 5 LRE data are from the completed IEP forms submitted to the Special Education Office. The data manager is the only person responsible for inputting the data into SEDS, which minimizes the potential for data entry errors.

**Section 618 Data Submissions:** All 618 data tables were submitted timely, as required. The accuracy of the data submitted is verified meticulously through student file reviews by CRTs and the Data Manager. The data for Table 1: Child Count, Table 3: Environment, Table 4: Exiting, Table 5: Discipline, and Table 7: Dispute Resolution are all managed through the SEDS. The related documents, such as the IEP and the Special Education Weekly Activity Form, are forwarded to the Data Manager for review and input into the SEDS.

Data for Table 2: Personnel, Table 6: Assessment, and Table 8: MOE/CEIS are managed by the Special Education Office with verification and reconciliation of the data with the MOE SIS.

The MOE SIS has been upgraded to allow for data collection to be executed at the school sites. Responsibility for data entry into the SIS has transferred to schools after the Division of Research and Evaluation and MOE information technology section provided extensive trainings to school staff. The Division of Research and Evaluation still maintains its role in monitoring data collection, providing technical support, managing the SIS, and generating reports. There has been improvement in timeliness and overall data quality as school data entry personnel gain more experience working with the SIS. The ROP can assure that all its data collections are meticulously verified via this system. The Special Education Program continues to work in collaboration with the Division of Research and Evaluation staff to make sure that all data collected is verified and accurate.

The Special Education program looks forward to working with MOE's main office to include more data fields on information of students with disabilities that may be accessible to other programs within the Ministry and others that support the education of students with disabilities. An activity that is underway is to link student assessment data to the student information field in the SIS so that student performance reports could be automatically disaggregated by gender, student status, by teacher, and etc.

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

**OSEP Monitoring/Verification Visit, September 2010**

During OSEP's visit to ROP in September 2010, the effectiveness of ROP's data system was reviewed for validity and reliability in reporting required IDEA 618 and APR data. Based on the January 31, 2011 OSEP Verification Visit Letter, OSEP indicated that ROP had procedures reasonably designed to verify that the data collected and reported reflect actual practice and performance. OSEP did not require additional actions for ROP's data system review.

**OSEP's June 2011 Response Table**

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

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

**Status of Improvement Activities**

The following activities are numbered based on the numbering in the last revised SPP submitted in April 2011. It is understood that the numbering sequence might have changed because of approved changes made in previous APRs. A status of "completed, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

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

Progress: The Special Education Program has been working with MOE staff on SIS to improve the quality of school and student data. Current status - SIS is continually being upgraded to include other data fields on information of students with disabilities including linkages to student assessment data. This will improve the reporting of student achievement through enhanced disaggregation of student assessment data.

Status of #1: **Continuing.**

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

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

Status of #2: **Continuing.**

---

**Activity #3:** Provide trainings as needed to school data entry personnel to ensure accuracy and reliability of data being input on special education students.

Progress: The special education program continues to provide information needed for certain activities on students with an IEP. MOE's ongoing activity is to conduct training to appropriate staff in line with any changes and improvements to the SIS.

Status of #3: **Revised:** Justification: The Division of Research and Evaluation has assigned specific school-level personnel to be responsible for school data entry. The activity will therefore be specific to targeting the designated school data entry personnel.

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

Progress: This is an ongoing process. As MOE SIS continues to improve and expand its capacity to include more data, the Special Education Data System (SEDS) is in place and operational. The SEDS data dictionary has been updated and distributed to all school principals and CRTs.

Status of #4: **Continuing.**

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**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

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

Progress: TA providers from Guam CEDDERS, regular conference calls with OSEP staff, WRRRC and other TA providers provided the information and support for ROP to continue to work on SPP/APR activities.

Status of #5: **Continuing.**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011 - 2012:** This is a compliance target therefore targets will not be adjusted.

With the improvement activity status noted in the Discussion Section of this Indicator, the following table includes “continuing, revised, and new” improvement activities prioritized for this Indicator. Justification for “revised, completed, or deleted” improvement activities has been provided in the Discussion Section under the Status of Improvement Activities. If any, “new activities,” with justification, will be added to the table. This reporting year represents the first year ROP is utilizing the revised format displaying all prioritized improvement activities. Upon approval from OSEP, the April 2011 complete SPP will be updated to reflect the changes in the improvement activity priorities and format for all Indicators.

As discussed in the APR Overview Section, ROP has revised the improvement activities organization and numbering system to include the category or type of improvement activity following Washington State’s format. It should be noted that not all Indicators utilized every category of improvement as there might not have been a need for that Indicator. 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

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
20.1	F. Program Development	Continue to collaborate with MOE staff to implement SIS.	Ongoing through FFY 2012	Sped and general education data personnel, sped coordinator, CRTs and DRE Chief	<b>Continuing</b> (Reported in Activity #1 in Discussion Section)
20.2	A. Improve Data Collection and Reporting	Verify data for students with IEPs entered at the school site.	Ongoing through FFY 2012 and based on new established timeline	Sped and general education data personnel, CRTs	<b>Continuing</b> (Reported in Activity #2 in Discussion Section)
20.3	D. Provide Technical Assistance/ Training/ Professional	Provide training as needed to the designated school data entry personnel to ensure accuracy and reliability of data being input on students with IEPs.	Ongoing through FFY 2012 and based on new established	Sped and general education data personnel, sped coordinator,	<b>Revised</b> (Reported in Activity #3 in Discussion Section)

**IDEA Part B State Annual Performance Report (APR) for 2010-2011**

<b>Activity #</b>	<b>Improvement Category</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Status</b>
	Development		timeline	DRE Chief	
20.4	H. Evaluation	Review improvement activities annually and design training as needed.	Ongoing 2006 through FFY 2012	Sped and general education data personnel, sped coordinator & DRE Chief	<b>Continuing</b> (Reported in Activity #4 in Discussion Section)
20.5	G. Collaboration and Coordination	Maintain regular contact with OSEP staff and other TA providers to set up an annual process for revising the SPP/APR in a timely and accurate manner.	Ongoing 2006 through FFY 2012	Sped and general education data personnel, sped coordinator, OSEP staff and consultants	<b>Continuing</b> (Reported in Activity #5 in Discussion Section)