

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development

The Republic of Palau (ROP) FFY 2012 Annual Performance Report (APR) development process began with the receipt of OSEP's July 1, 2013 Determination Letter for ROP's FFY 2011 APR. A copy of the Determination Letter was given to ROP's Special Education Advisory Council (SEAC) members, ROP's "broad" stakeholder group for the APR development. The Determination Letter indicated that ROP "met requirements" of the IDEA Part B Program based on ROP's FFY 2011 APR and other relevant ROP reported data and information. The Determination Letter and Response Table reinforced ROP's priorities for program improvement and reporting which included training and technical assistance activities for each State Performance Plan (SPP) indicator measure.

The Special Education Core Team, comprised of the Special Education Coordinator, Specialists/ Consulting Resource Teachers (CRTs), Data Manager, and Early Childhood staff held monthly meetings to discuss the status of all improvement activities and what can be done to support cluster teams carry out specific SPP indicator activities, which included implementing training activities with parents, principals, teachers, and related service providers at different times of the year beginning summer of 2012. Parent workshops focused on Parents Rights, State Complaints, Parent Roles and Responsibilities in the Special Education Process with particular attention on Free Appropriate Public Education, FAPE, ROP Public Law 3-9, that declares the responsibility of the national government to provide full educational opportunities and necessary related services to each child with a disability, and the Individualized Education Program (IEP). Training activities for principals, teachers, and related service providers were implemented to address various improvement activities across several SPP indicators involving educators and support staff, which included presentations and workshops conducted by special education staff at the ROP Annual Educational Convention in July 2012 and July 2013. In addition, the Special Education Coordinator presented at Quarterly Forums on various topics on special education and OSEP's Results Driven Accountability (RDA), SPP Indicators and IDEA 618 Data, which included the Ministry of Education (MOE) Management Team, principals, program coordinators and specialists from Division of Curriculum and Instruction.

The FFY 2012 APR development incorporated a review of the effectiveness of the improvement activity priorities implemented based on the SPP, OSEP's July 1, 2013 Determination Letter, and the on-going focus on priorities from the September 2010 OSEP on-site verification visit. The Special Education Core Team reviewed the status of data collected and other related activities in preparation for the APR work with Guam CEDDERS. Guam CEDDERS was awarded the contract to work with the MOE, Special Education Program.

The following Special Education Core Team working sessions, training activities, and SEAC meetings were held as part of ROP's FFY 2012 APR development:

- October 15-18, 2013: Guam CEDDERS conducted an on-site technical assistance visit to work with the Special Education Core Team on the ROP FFY 2012 APR development and to start discussing the new SPP, with particular focus on OSEP's RDA, with Special Education Advisory Council (SEAC).
- October 29-November 1, 2013: A ROP team attended the 2013 Western Regional Resource Center (WRRRC) Regional Leadership Forum. This forum provided opportunities for program directors/coordinators and key leadership staff to:
 - Share promising practices and engage in meaningful dialogue with colleagues within the western regions;
 - Gain information on topical areas related to fiscal accountability, dispute resolution, data collection and analysis, and result-driven improvement activities;
 - Review the latest evidence-based research on improving educational outcomes for students with disabilities;
 - Share strategies for designing and implementing the new SPP/APR, including the State Systemic Improvement Plan (SSIP); and

IDEA Part B State Annual Performance Report (APR) for FFY 2012

- Explore effective leadership practices for system change.
- November 25-27, 2013: Guam CEDDERS conducted an on-site technical assistance visit to work with the Special Education Core Team to:
 - Update the early childhood identification and transition procedures;
 - Compile data and information needed for ROP's FFY 2012 APR indicators, and start a draft of the APR;
 - Identify "next step" for analyzing the FFY 2012 APR indicator data and information and preparation needed for the new IDEA SPP for FFY 2013-2018.
- December 16-20, 2013: Guam CEDDERS conducted an on-site technical assistance visit to continue the FFY 2012 APR development work with the Special Education Core Team, which included meeting with SEAC to review the APR data and information and to provide an overview of the proposed new IDEA SPP for FFY 2013-2018.
- January 2014: Guam CEDDERS continued providing off-site consultation to the ROP Special Education Core Team in finalizing the FFY 2012 APR for submission to OSEP no later than February 3, 2014.

OSEP Memorandum 14-2, October 2013

OSEP provided additional instructions in an effort to reduce reporting burden. In Memorandum 14-2, OSEP provided options for consideration in the FFY 2012 APR development. ROP is reporting the following options chosen:

- Indicator 2: ROP chooses to use the same data source and measurement used in the FFY 2010 APR. ROP submits the required Indicator 2 data and information in this APR.
- Indicator 20: ROP chooses to wait for OSEP's calculation of ROP's compliance with Indicator 20 requirements. As communicated by OSEP during the November 2013 TA call, states/entities will have an opportunity to respond to OSEP's Indicator 20 calculation during "clarification" period anticipated in April/May 2014.
- Improvement Activities: ROP chooses to keep the same format for its improvement activities under each indicator as in previous years, instead of creating one set of improvement activities for the APR referenced to each indicator.

With OSEP's additional instructions in Memorandum 14-2, October 2013, **ROP's Part B FFY 2012 APR includes actual target data and required discussion for 14 of the 20 SPP Indicators: 1, 2, 3, 4, 5, 6, 7, 8, 11, 13, 14, 15, 18, and 19.** The 6 SPP Indicators not in this APR include: Indicators 9, 10, and 12, which are not applicable to ROP; Indicators 16 and 17, which have been deleted by OSEP effective FFY 2011; and Indicator 20, which ROP has included the measurement description in this APR noting that it is awaiting OSEP's calculation for ROP to respond to, if needed.

As indicated earlier, ROP will continue to utilize the same Improvement Activity format by individual indicators for this APR submission. Consistent with OSEP Memorandum 14-2, the Discussion Section of each indicator will describe the implementation progress for the current improvement activities, which include the status of each improvement activity: Completed, continuing, revised, or deleted. For those improvement activities identified as completed, revised, or deleted, a justification is provided in this section. In the Revisions Section of each Indicator, the improvement activities have been organized to include identifying the category or type of improvement activity, following Washington State's format. The improvement activities are organized by areas of priority for improvement with the "status" of each improvement activity. The improvement activity categories include:

- (A) Improve Data Collection and Reporting
- (B) Improve Systems Administration and Monitoring
- (C) Build Systems and Infrastructures of Technical Assistance and Support

IDEA Part B State Annual Performance Report (APR) for FFY 2012

- (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 third year utilizing the revised format displaying all prioritized improvement activities. It should be noted that not all indicators utilized every category of improvement as there might not have been a need for that Indicator.

ROP wishes to recognize the support of Dr. Rich Steffan, OSEP State Contact, who retired in December 2013, and welcomes Genee Norbert, as ROP's OSEP State Contact. ROP appreciates OSEP's continued support and commitment to ROP's children with disabilities and their families. In addition, ROP wishes to acknowledge the technical support received from John English, Director, Jim Leinen, Education Specialist, and other staff at WRRRC; Christina Kazprzak from ECTAC; Dr. Heidi San Nicolas, June De Leon and colleagues from University of Guam CEDDERS; The EdFacts Partner Support Center Team; Steve Spencer from San Diego State University; Miles Kawatachi, Independent Consultant; and Special Education Directors and staff across the Pacific. Regular on-site visits, emails, phone calls, and other means of communication have provided ROP with the critical technical assistance and support throughout the APR development process. Further, ROP wishes to acknowledge the local support from agencies, organizations, and committees that have assisted the Special Education Program to improve services, namely the National and State Government Offices, Ministry of Finance, Ministry of Health Services, Head Start from the Palau Community Action Agency, the Palau Parent Empowered, the Palau Disability Commission, Omekesang (advocacy non-profit organization), Palau Community College, SEAC, and various private organizations. Your support is and will always be greatly appreciated by the ROP Special Education Program staff, students, and families. Kom Kmal Mesulang (Thank You Very Much)!

Public Dissemination Plan

ROP has posted its complete revised SPP, which includes any revisions to the SPP based on the FFY 2011 APR submission in 2013, on the following ROP MOE website: www.palaumoe.net (click "Ministry," then select "Special Education").

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 2012 (2012-2013) APR, ROP will implement the following public dissemination activities:

- By March 30, 2014, ROP's FFY 2012 Part B APR will be posted on the ROP MOE website: www.palaumoe.net (click "Ministry," then select "Special Education").
- By March 30, 2014, a copy of ROP's FFY 2012 Part B APR will be provided to the SEAC members and Ministry of Education (MOE) Management Team.
- By March 30, 2014, the local media (radio & newspaper) will be informed of the availability of ROP's FFY 2012 Part B APR.
- By June 30, 2014, upon receipt of OSEP's Determination Letter, ROP's FFY 2012 Part B APR, the complete revised SPP, and OSEP's Determination Letter will be posted on the ROP MOE website: www.palaumoe.net (click "Ministry," then select "Special Education"), with a copy provided to the SEAC members and MOE Management Team.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

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

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

Measurement: States must report using the adjusted cohort graduation rate required under the ESEA.

FFY	Measurable and Rigorous Target
2012 (2012-2013)	As per OSEP’s instruction, FFY 2012 required reporting is the state’s examination of data for the year before the reporting year (e.g. for the FFY 2012 APR, use data from 2011-2012). Therefore, for Indicator 1, the target and actual data for FFY 2012 will be the FFY 2011 data.
2011 (2011-2012)	25% of youth with IEPs graduate from high school with a regular diploma.

Actual Target Data for FFY 2012 (2012-2013): As per OSEP’s instruction, Actual Target Data will be the actual data from FFY 2011 (2011-2012):

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

Graduation rate measurement for youth with Individualized Education Programs (IEPs) is the same measurement as for all youth. ROP uses a ‘cohort’ calculation for determining graduation rate. At present, this calculation has no adjustment for repeaters, dropouts, withdrawals, and transfers. The MOE continues to use a cohort system to determine graduation rate for all students. Although no longer required, ROP has chosen to continue to compare the graduation rate for students with IEPs with the graduation rate for all students and students without IEPs.

As shown in Table 1, the cohort graduation rate for all students and students without disabilities has decreased from 57% (147/260) for all students and 61% (145/238) for students without disabilities in 2008-2009 to 47% (135/289 and 130/277) for both groups in 2011-2012. For students with disabilities, however, the trend shows an increase in graduation rate from 9% (2/22) in 2008-2009 to 42% (5/12) in 2011-2012.

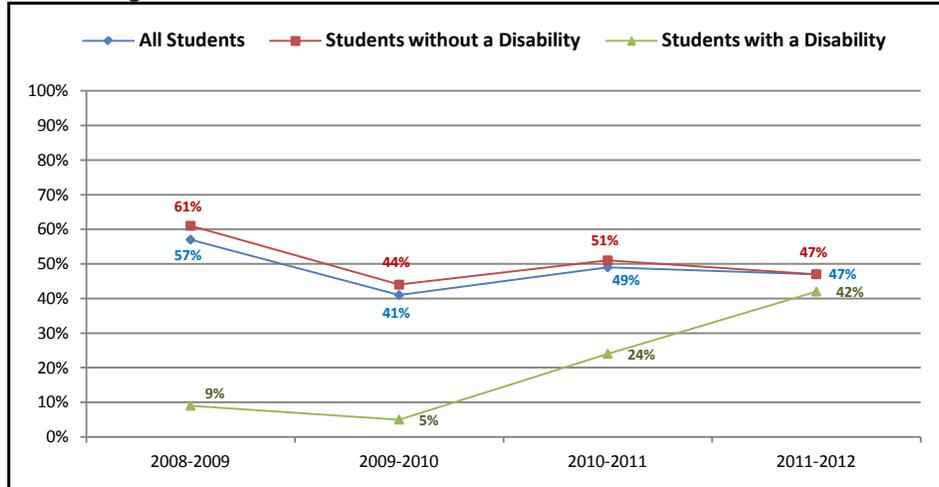
Table 1: Graduation Rate over the Past Four Years

Description	2008-2009 (Cohort 2005)	2009-2010 (Cohort 2006)	2010-2011 (Cohort 2007)	2011-2012 (Cohort 2008)
Total high school graduation rate for all students	57% (147/260)	41% (120/293)	49% 163/331	47% 135/289
Graduation rate for students without a disability	61% (145/238)	44% (119/273)	51% 157/306	47% 130/277
Graduation rate for students with a disability	9% (2/22)	5% (1/20)	24% 6/25	42% 5/12

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Figure 1 provides a graphic representation of the trend data displayed in Table 1. As shown, the graduation rate for students without disabilities closely aligns with the graduation rate for all students, with the graduation rate for students with disabilities increasing in the last three years to slightly below the graduation rates for all students and students without disabilities in FFY 2011.

Figure 1: Cohort Graduation Rate Trend: FFY 2008 – FFY 2011



Numbers used for the Percentage Calculations:

- Total number of all youth graduated in SY: 2011-2012 = 135
- Total Number of all youth enrolled in SY: 2008-2009 = 289
- Percent of all youth graduating in 2011-2012 = 47%
- *135/289 x 100 = 47%
- Total of all youth without a disability graduated in SY: 2011-2012 = 130
- Total of all youth without a disability enrolled in SY: 2008-2009 = 277
- Percent of all youth without a disability graduating in 2011-2012 = 47%
- *130/277 x 100 = 47%
- Total of all youth with IEPs graduated in SY: 2011-2012 = 5
- Total of all youth with IEPs enrolled in SY: 2008-2009 = 12
- Percent of youth with a disability graduating in SY: 2011-2012 = 42%
- *5/12 x 100 = 42%

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012 (2012-2013):

As per OSEP’s instructions, for this APR, ROP reports FFY 2011 (2011-2012) data and compares it to ROP FFY 2011 (2011-2012) target.

Target/Progress/Slippage

ROP met its target of 25%. ROP’s FFY 2011 performance of 42% (5/12) graduation rate for youth with IEPs represents progress from previous year’s reporting of 24% (6/25). The number of youth with IEPs graduating with a high school diploma is consistent with what was reported in the 618 Exit Data for FFY 2011.

There are two options for students with disabilities to graduate: Regular high school diploma and an IEP diploma/certificate. Regular high school diploma is 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, consistent with the credit and course requirements for all high school students. An IEP diploma/certificate is a diploma/certificate awarded to

IDEA Part B State Annual Performance Report (APR) for FFY 2012

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 option for students with disabilities receiving an IEP diploma/certificate will likely change in the future because it limits graduates with disabilities from earning post-secondary education credits for degree programs.

OSEP Memorandum 14-2, October 2013:

OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2012 APR, States:

- 1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2012; and b) results indicators where the State has met its FFY 2012 target.

For Indicator 1, ROP exceeded its target and therefore is not required to provide an explanation of progress or slippage and a discussion on improvement activities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2013-2014:

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Although FFY 2012 represents the last reporting year of the FFY 2005-2012 SPP, ROP will continue to report on the status of each improvement activity, including the continuation, if appropriate, of the improvement activity in FFY 2013.

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

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

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

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

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

FFY 2010 Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

FFY 2012 NEW Measurement: States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator. **Data Source:** Same data as used for reporting to the Department under IDEA section 618.

OSEP Memorandum 14-2, October 2013

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

Based on OSEP Memorandum 14-2, **ROP has chosen to utilize the same data source and measurement used in its FFY 2010 APR for its FFY 2012 Indicator 2 reporting.** The following sections therefore are based on the FFY 2010 APR Indicator 2 measurement guidance:

FFY	Measurable and Rigorous Target
2012 (2012-2013)	As per OSEP’s instruction, FFY 2012 required reporting is the state’s examination of data for the year before the reporting year (e.g. for the FFY 2012 APR, use data from 2011-2012). Therefore, for Indicator 2, the target and actual data for FFY 2012 will be the FFY 2011 data.
2011 (2011-2012)	Only 5%of youth with IEPs will drop out of high school.

Actual Target Data for FFY 2012 (2012-2013): As per OSEP’s instruction, Actual Target Data will be the actual data from FFY 2011 (2011-2012):

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 of students with IEPs with the drop-out rate of all students and students without IEPs. As shown in Table 1, the drop-out rates for students without disabilities remained the same from FFY 2010 to FFY 2011, but for students with disabilities, the percentage increased from 12% (5/42) in FFY 2010 to 20% (8/41) in FFY 2011. This increase represented three additional dropouts from 5 in FFY 2010 to 8 in FFY 2011. It should be noted that the fluctuation in percentage from year to year for students with disabilities is due to ROP’s small population. As shown in Table 1, over the years, ROP has seen a slight increase in the enrollment of students with disabilities in high school from 32 in 2008-2009 to 41 in 2011-2012, compared to the decreasing enrollment of students without disabilities in high school from 819 in 2008-2009 to 642 in 2011-2012.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Table 1: Drop Out Rate Trend Data

Description	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total High School Students	8% (70/851)	3% (28/850)	2% (18/784)	3% (19/742)	3% (18/683)
High School Students without Disabilities	8% (65/819)	3% (21/812)	2% (14/745)	2% (14/700)	2% (10/642)
High School Students with Disabilities	16% (5/32)	18% (7/38)	10% (4/39)	12% (5/42)	20% (8/41)

Numbers used for the percentage calculations:

- Total number of all youth dropped out in SY 2011-2012 = 18
- Total Number of all youth enrolled in SY 2011-2012 = 683
- Percent of all youth who dropped out in 2011-2012 = 3%
*18/683 x 100 = 3%

- Total youth without a disability who dropped out in SY 2011-2012 = 10
- Total of youth without a disability enrolled in SY 2011-2012 = 642
- Percent of all youth without a disability who dropped out in 2011-2012 = 2%
*10/642 x 100 = 2%

- Total of all youth with IEPs who dropped out in SY 2011-2012 = 8
- Total of all youth with IEPs enrolled in SY 2011-2012 = 41
- Percent of youth with a disability who dropped out in SY 2011-2012 = 20%
*08/41 x 100 = 20%

Data Source: The drop-out data reported for this indicator for students with disabilities was taken from the IDEA 618 Exit data for FFY 2011. There was a total of 9 drop-outs reported for the 618 Exit data: 8 from high school and 1 from an elementary school. ROP’s elementary schools include grades 1-8, which represent the school level prior to high school. Therefore, for Indicator 2, 8 drop-outs were reported for students with disabilities because they were enrolled in high school prior to dropping out. The drop-out data for students without disabilities and enrollment data for all students in high school were taken from the ROP Ministry of Education Research and Evaluation Division.

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012 (2012-2013):

As per OSEP’s instructions, for this APR, ROP reports FFY 2011 (2011-2012) data and compared it to ROP’s FFY 2011(2011-2012) target.

Target/Progress/Slippage

ROP did not meet target. In FFY 2011, the high school dropout rate for youth with IEPs was 20% (8/41), which represents slippage from previous year’s reporting of 12% (5/42). Although the total number of drop-outs increased by 3, ROP’s small numbers in the numerator and denominator significantly affect the calculation. ROP continues to work to address the educational needs of high school students with IEPs to keep them in school.

Palau High School special education teachers continue to utilize the Special Education Weekly Activity Form and submit the completed form regularly to their CRT for immediate follow up by the IEP team. Teachers and CRT track student absenteeism and conduct parental conferences and home visits for those with excessive absences. During parent conferences, the team discusses options to try to keep the student in school. At high school, tutoring services in the general education as well as specialized instructions are provided to students with disabilities to meet their specific need to enable them to graduate with a regular diploma, as per Indicator 1. This process remains in place and CRTs will

IDEA Part B State Annual Performance Report (APR) for FFY 2012

continue to work with teachers to meticulously report students with excessive absences and conduct home visits to convince parent/student to return back to school.

ROP understands that the ultimate goal is to ensure that students with and without disabilities continue to remain in school to meet the requirements of graduating with a regular diploma. The Ministry of Education (MOE) understands that the dropout rate increased this school year. Therefore, due to increasing number of dropouts, the MOE together with the Ministry of Health and Ministry of Justice put their efforts together and created a group called the "Youth Group Service" program. The purpose of this group is first to strengthen Families and Family Health. Second, help parents learn how to support their kids to stay in school and keep out of trouble. In addition, the group also works together to ensure that all kids who are of age are in school according to ROP's mandated compulsory education for all children between the ages of 6-17, or until graduation from high school RPPL 5-2§7. The group also works together to make sure that those students who are expelled, have dropped out, or are suspended return back to school and remain in school. Palau High School also took some initiative to address the cases of lateness, absences, and apathy, truancy, withdrawal, suspension and drop-out. To address these issues, Palau High School came up with a school improvement plan: Step 1: School Leadership Team serves or identify personnel to serve as public relation emissary; Step 2: Arrange for interagency – parent and community meetings to address issues; and Step 3: Publicize findings and results through various media outlets. These are just some of the initiatives that the Youth Group Service and Palau High School staff implemented to combat drop out issues.

Status of Improvement Activities

The following provides a description of progress made for each improvement activity, with a status of "complete, continuing, revised, or deleted" indicated for each activity based on the progress noted for this reporting year. Justification is provided for "revised or deleted" activities.

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

Progress: In FFY 2010 and 2011, all students who transitioned to high school used the Transition Guideline process and procedures. Through this experience, the new teachers, school administrators and parents were able to actually participate and internalize the process as they were part of it. Head Start children who transitioned to elementary also used the same process and new teachers, school administrators and parents were involved in the activities as well. Most transition meetings conducted at the high school were initiated and completed by the high school staff.

Status of 2.1: **Continuing.**

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

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

Status of 2.2: **Continuing.**

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013-2014:

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Although FFY 2012 represents the last reporting year of the FFY 2005-2012 SPP, ROP will continue to report on the status of each improvement activity, including the continuation, if appropriate, of the improvement activity in FFY 2013.

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

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

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

A. (Choose either A.1 or A.2)

A.1 AYP percent = [(# of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size)] times 100.

A.2 AMO percent = [# of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AMO targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size)] times 100.

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

C. Proficiency rate percent = (([# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

FFY	Measurable and Rigorous Target
2012 (2012-2013)	<p>A. Does not apply to ROP.</p> <p>B. Increase participation of IEP students to <u>95%</u> for both reading and math.</p> <p>C. Overall Performance of IEP students in Statewide Assessment in <u>Math</u> will increase to <u>28%</u> proficiency. Overall Performance of IEP students in Statewide Assessment in <u>Reading</u> will increase to <u>43%</u> proficiency.</p>

Actual Target Data for FFY 2012 (2012-2013):

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, 2012-2013 data, shown below in Tables 1-4, students with IEPs participate in ROP’s statewide assessment, the Palau Achievement Test (PAT) and an alternate assessment based on alternate academic achievement standards (AA-AAS), in math and reading.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Measurement A: Does not apply to ROP.

Measurement B: Participation Rate based on 618 reported data.

3B. Overall Participation of IEP Students in the Statewide Assessment is 95% for Math and 92% for Reading.

Table 1: 618 Table 6: Statewide Math Assessment Participation for SY 2012-2013

2012-2013 Palau Achievement Test (PAT)		3B. Participation: Math Assessment				TOTAL	
		Grade 4	Grade 6	Grade 8	Grade 10*	#	%
a.	Children with IEPs	13	6	11	7	37	
b.	Regular assessment with NO accommodations	1	2	1	0	4	10.8%
c.	Regular assessment with accommodations	10	2	7	6	25	67.6%
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	IEPs in alternate assessment against modified standards	ROP does not have an alternate assessment (AA) that tests children against modified standards.					
f.	AA against alternate academic achievement standards	1	2	3	0	6	16.2%
g.	Overall: [(b+c+d+e+f divided by a) x 100	92% (12/13)	100% (6/6)	100% (11/11)	86% (6/7)	35	94.6%= 95%
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		1	0	0	1	2	5.4%

*Represents assessment data for one high school grade (10th grade), consistent with the high school grade used in previous years for Indicator 3. NOTE: For the EDFacts 618 assessment data submission in December 2013, the data reported under High School included both 10th grade and 12th grade data.

Table 2: 618 Table 6: Statewide Reading Assessment Participation for SY 2012-2013

2012-2013 Palau Achievement Test (PAT)		3B. Participation: Reading Assessment				TOTAL	
		Grade 4	Grade 6	Grade 8	Grade 10*	#	%
a.	Children with IEPs	13	6	11	7	37	
b.	Regular assessment with NO accommodations	1	2	1	0	4	10.8%
c.	Regular assessment with accommodations	10	2	7	6	25	67.6%
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	Alternate Assessment against modified standards	ROP does not have an alternate assessment (AA) that tests children against modified standards.					
f.	AA against alternate academic achievement standards	1	2	2	0	5	13.5%
g.	Overall: [(b+c+d+e+f divided by a) x 100	92% (12/13)	100% (6/6)	91% (10/11)	86% (6/7)	34	91.9%= 92%
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		1	0	1	1	3	8.1%

*Represents assessment data for one high school grade (10th grade), consistent with the high school grade used in previous years for Indicator 3. NOTE: For the EDFacts 618 assessment data submission in December 2013, the data reported under High School included both 10th grade and 12th grade data.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

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

3C. Overall Performance of IEP Students in Statewide Assessment in Math is 17.1%.

3C. Overall Performance of IEP Students in Statewide Assessment in Reading is 32.4%.

Table 3: 618 Table 6: Statewide Assessment Math Proficiency for SY 2012-2013

2012-2013 Palau Achievement Test (PAT)		3C. Proficiency: Math Assessment					
		Grade 4	Grade 6	Grade 8	Grade 10	TOTAL	
		#		%			
a.	Children with IEPs	12	6	11	6	35	
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	1	2	3	0	6	17.1%
g.	Overall: [(b+c+d+e+f) divided by a] x 100	8% (1/12)	33% (2/6)	27% (3/11)	0% (0/6)	6	17.1%

Table 4: 618 Table 6: Statewide Assessment Reading Proficiency for SY 2012-2013

2012-2013 Palau Achievement Test (PAT)		3C. Proficiency: Reading Assessment					
		Grade 4	Grade 6	Grade 8	Grade 10	TOTAL	
		#		%			
a.	Children with IEPs	12	6	10	6	34	
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	4	1	1	0	6	17.7%
d.	AA against grade-level achievement standards	ROP does not have an alternate assessment (AA) that tests children against grade-level achievement standards.					
e.	Alternate Assessment against modified standards	ROP does not have an alternate assessment (AA) that tests children against modified standards.					
f.	Proficient or above in AA against alternate academic achievement standards	1	2	2	0	5	14.7%
g.	Overall: [(b+c+d+e+f) divided by a] x 100	42% (5/12)	50% (3/6)	30% (3/10)	0% (0/6)	11	32.4%

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

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012 (2012-2013):

Target/Progress/Slippage

3B: Participation – ROP met the target for participation in Math, but not in Reading.

3C: Proficiency – ROP did not meet the target for Math and Reading.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Participation: The total number of students with IEPs in the tested grades was 37, with 95% (35/37) in Math and 92% (34/37) in Reading participation rate for students with IEPs in the statewide assessment (PAT and AA-AAS). Students who did not participate were absent during the time of the assessment. ROP met its expected target of 95% for Math and just 3% below the target for Reading. Both Math and Reading participation rates demonstrated progress from previous year's reporting of 76.2% (32/42) in Math and 88.1% (37/42) in Reading in FFY 2011.

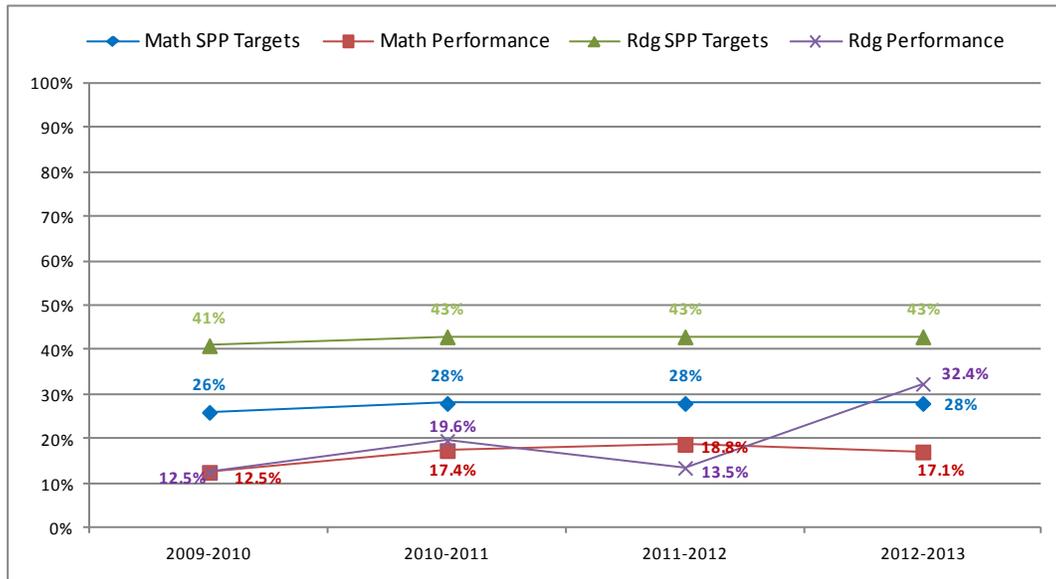
Proficiency: As noted earlier, ROP does not report ESEA data. Although the Ministry of Education (MOE) has adopted the scoring categories found in ESEA, they are applied somewhat differently in ROP for scoring purposes. MOE has recently revised its performance levels to Beginning, Developing, Proficient and Advance after updating the Palau Achievement Test. In ROP, 'Developing' has replaced the 'Basic' category and it is a proficient and/or passing grade.

Based on the IDEA 618 Table 6 data presented in the Actual Target Data section for Math proficiency, ROP did not meet its target of 28% for Math by 10.9%. The result for FFY 2012 is 17.1% (6/35), which represents slippage from previous year's percentage of 18.8% (6/32) in FFY 2011. None of the students who participated with or without accommodations met the proficient level in Math; however, six students who participated in the AA-AAS met the proficient level.

Based on the FFY 2012 Reading Proficiency data, ROP did not meet its target of 43%. The performance of 32.4% (11/34) showed progress by 18.9% from 13.5% (5/37) in FFY 2011 to 32.4% (11/34). Six students who took the PAT test with accommodations were at Proficient level and five students who took the alternate assessment were at the proficient level in Reading.

Over the last 3 years, ROP has not met its targets for proficiency. As shown in Graph 1, ROP has been performing below its expected performance in proficiency, however, for Reading, there appears to be an increase towards the proficiency target from FFY 2009 with 12.5% to 32.4% in FFY 2012. For Math, the drop in the proficiency percentage was evident from FFY 2011 to FFY 2012.

Graph 1: Proficiency Rates for Students with Disabilities for FFY 2009 – FFY 2012



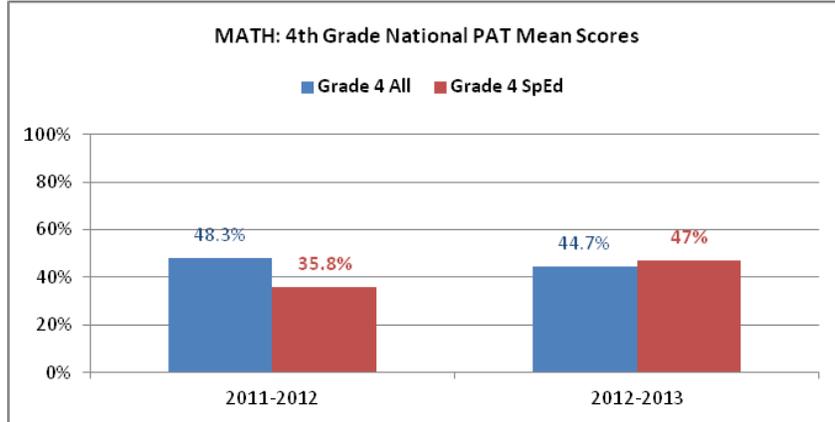
IDEA Part B State Annual Performance Report (APR) for FFY 2012

ROP understands the need to improve statewide assessment results for students with disabilities, which means improving the curricula and instructional strategies utilized for ensuring students are learning the content. Prioritized improvement activities have incorporated considerations for the general curriculum and how all students, including students with disabilities, are accessing the content expectations.

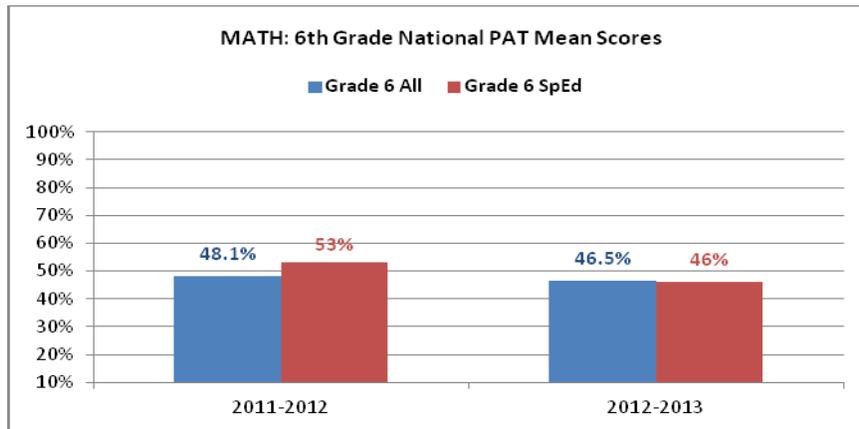
ROP Ministry of Education (MOE) has made some revisions to the content standards. In FFY 2010, MOE adopted Singapore Math and focused on 4th to 6th grade. In FFY 2012-2013, 7th to 8th grades were added and it is likely to move up to the higher grade levels. This was a significant change to the existing strategy accustomed to the students and teachers. Even though MOE did extensive workshops for both general and special education teachers to improve their knowledge and skills, this alteration to the teaching strategies impacted the outcomes of both students with and without disabilities.

As shown in Graphs 2-4 below, in FFY 2012, the Math mean score for students with disabilities was higher than all students, with the exception of grade 6. From year to year (2011-2012 to 2012-2013), students with disabilities showed progress, with the exception of grade 6. Overall, the gap between all students and students with disabilities decreased in 2012-2013 compared to the gap in 2011-2012.

Graph 2: 4th Grade Math PAT Mean Scores: 2011-2012 & 2012-2013

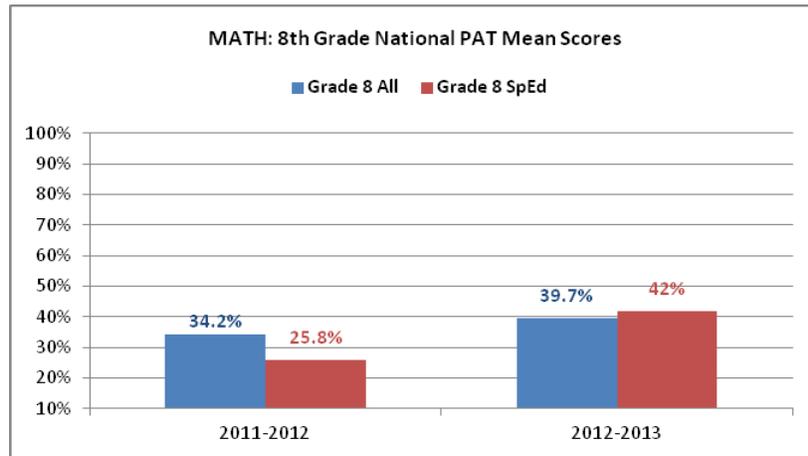


Graph 3: 6th Grade Math PAT Mean Scores: 2011-2012 & 2012-2013



IDEA Part B State Annual Performance Report (APR) for FFY 2012

Graph 4: 8th Grade Math PAT Mean Scores: 2011-2012 & 2012-2013



ROP meticulously continues school-level assistance and training to teachers, school administrators and parents with a notion to improve outcomes for student with disabilities. These concerted efforts continue to be done in partnership with the general education curriculum specialists and trainers to impact the training provided to all teachers and school administrators.

In February 2013, a Palau team consisting of school principals, specialists from Division of Curriculum and Instruction, the special education coordinator and CRTs attended a 5-day training session on *Thinking Through Collaboration: A Guide for Educator Effectiveness* conducted by the Regional Resource Center Program (RRCP) trainers. This training provided an intensive training program designed for education teams of general educators and special educators to build knowledge and skills for collaborating and using a decision-making process for ensuring educational success for all students. As a result of the five-day engagement, the Palau team made plans to 1) Support implementation of Thinking Through Collaboration (TTC) strategies for improving educational results for all students; and 2) Develop and implement a plan to train other educators on the use of the TTC strategies. The team has met several times and is now in the process of collecting data from a pilot school to address needs of teachers and related services providers and make plans for trainings to meet those needs. In the meantime, the Special Education Program continues conversation with Guam CEDDERS and the Western Regional Resource Center (WRRRC) for technical assistance and training support for ROP's LRE initiative and OSEP's IDEA RDA.

From March 2013 to June 2013, MOE specialists started an intensive training regarding unpacking the curriculum standards for all special education CRTs and special education teachers in all content areas. These trainings were initiated to help the special education teachers to be able to understand and comprehend the curriculum standard so that when they do lesson plans with general education teachers they would be able to align the goals and objectives in the IEP to the curriculum standards and to provide useful accommodations based on the student's needs.

To further assist students with disabilities, the Pacific Assessment Consortium (PAC6) PACIFIC Project administered by Guam CEDDERS, in collaboration with the National Center and State Collaborative (NCSC), facilitated regional training events and on-site follow-up visits to assist ROP with examining the implications of incorporating "college and career ready" standards into the curriculum, instruction, and assessment framework for students with significant cognitive disabilities requiring an alternate assessment based on alternate achievement standards (AA-AAS).

During the week of July 9-13, 2012, Guam CEDDERS in partnership with NCSC, facilitated follow-up regional training activities on Guam for the PAC6 Cadres. ROP participated in the follow-up training for Cadres 1 and 2 that provided training to the Cadres to further their roles as local technical support for

IDEA Part B State Annual Performance Report (APR) for FFY 2012

improving academic instruction for students participating in the AA-AAS and implementing the NAAC-PAC6 Student/Program Observation Tools. ROP also participated in the regional training on "Communication Supports for Instruction and Assessment" to examine the implications of implementing a "Communication Triage" in the instruction and assessment of students with significant cognitive disabilities requiring an AA-AAS. The training provided participants with the knowledge and skills for identifying appropriate communication supports, and facilitating access to the general curriculum through integrated environments for improving literacy outcomes.

In November 2012, Guam CEDDERS conducted an on-site visit to assist ROP Special Education Program with the development of a public awareness local video clip on the integration of students with significant cognitive disabilities in general education schools and classes for academic instruction. The 8-minute video clip, entitled "*Give Them A Chance: A Mother's Story About Letting Go And Expecting More*," highlighted a mom's perspectives on ROP's special education services for her son over the years and how having her son attend his neighborhood school provided opportunities for academic instruction, which was beyond her original educational expectations for her son. This video clip has been utilized during public awareness activities in ROP, as well as throughout the Pacific region.

In December 2012, a ROP leadership team, comprised of the MOE Directors, Chiefs, and Special Education Coordinator, participated in the PACIFIC Project Leadership Team meeting on December 7-8, 2012, to review ROP's outcomes and identify next steps for continuing the PAC6 Journey in support of critical changes to curriculum, instruction, and assessment for students with significant cognitive disabilities requiring an AA-AAS. Guam CEDDERS PACIFIC Project staff and the NCSC Project Director facilitated the 2-day leadership meeting comprised of ROP and other regional education leadership teams. ROP's video clip, "*Give Them A Chance: A Mother's Story About Letting Go And Expecting More*," was featured during the meeting for all leaders to hear a parent perspective about high expectations and academic instruction for students with significant cognitive disabilities. The mom featured in the video clip also attended the leadership meeting as a member of the ROP team.

During FFY 2012-2013, CRTs continued their annual training with their respective teachers during the summer of 2013 and the Education Convention on the 4-STEP Process and the use of Universal Design for Learning, which supports the identification of appropriate accommodations to ensure participation of particular students with disabilities in content learning.

In September 2013, an off-island Speech Pathologist conducted an on-site visit to address the Integration of communication/speech related services within school and home routines. During this visit, the Speech Pathologist provided consultation to communication staff, provided training sessions for teachers of children requiring an alternative/augmentative communication system (ACS) and conducted an informal session with parents of children requiring ACS. In September 2013, an off-island consultant in the area of vision education also conducted training on how to conduct an informal hearing and vision test for students with disabilities. In November 19-22, 2013 Dr. Flores from Guam CEDDERS conducted an on-site visit to address the initial evaluation instruments for identification of students with disabilities. During this visit, CRTs, preschool staff and communication staff were trained on administering appropriate assessments for determining eligibility.

Status of Improvement Activities

The following provides a description of progress made for each improvement activity, with a status of "complete, continuing, revised, or deleted" indicated for each activity based on the progress noted for this reporting year. Justification is provided for "revised or deleted" activities.

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

Progress: CRTs collected the accommodation checklists from their respective teachers to review and assess whether there is a need to change student's accommodations.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

There were some students who needed their accommodations changed and therefore during IEP meetings, CRTs made suggestions for a change in student's accommodations based on their needs.

Status of 3.1: **Continuing.**

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

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

Status of 3.2: **Continuing.**

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

Progress: During school year 2012-2013, CRTs from both Elementary and High School continued to work with their teachers on how to complete the 4-STEP Process strategy Forms to ensure that they are completed and that appropriate data will be collected for scoring. They were also making continuous phone calls and on-site visits to work with teachers to ensure that the teachers are equipped to move forward with the instruction and data collection. In June and July 2013, all special education teachers had their annual workshops with their respective CRTs. The CRTs went through the 4-STEP Process and IEP forms. Teachers were asked to fill the 4 step process and IEP forms for one of their students while CRTs provided coaching assistance for additional practice.

Status of 3.3: **Continuing.**

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

Progress: During school year 2012-2013, CRTs continued to work with their respective teachers on at least a quarterly-basis, including on-site visits, in order for them to provide appropriate supports and services for student with disabilities. The activities included an orientation with new special education teachers on the state assessment system. CRTs also conducted the same training during the MOE Convention in summer 2013.

Status of 3.4: **Continuing.**

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2013-2014:

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Although FFY 2012 represents the last reporting year of the FFY 2005-2012 SPP, ROP will continue to report on the status of each improvement activity, including the continuation, if appropriate, of the improvement activity in FFY 2013.

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

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
3.1	A: Improve data collection and reporting	CRTs and Special Education Teachers will monitor students' accommodations to ensure that they receive them during instruction and assessment as stated in their IEPs.	Quarterly Through FFY 2012	CRTs and special education teachers	Continuing

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
3.2	E: Clarify / examine/ develop policies and procedures	Update the Performance Level Descriptors (PLDs) for core subject areas.	April 2011 through FFY 2012	SpEd Coordinator Director of Curriculum & Instruction/ MOE Specialist CRTs	Continuing
3.3	B: Improve systems administration and monitoring	CRTs will continue to work on portfolio documents with existing and new incoming teachers to make certain that they are complete with appropriate data for scoring.	Beginning of school year and quarterly through FFY 2012	Principals and CRTs	Continuing
3.4	D: Provide technical assistance /training/ professional development	CRTs will provide orientation to new Sped teachers on PAT and AA-AAS by conducting mini sessions at each respective school.	Beginning of school year through FFY 2012	Principals and CRTs	Continuing

IDEA Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (2012-2013)	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 2012 APR, use data from 2011-2012). Therefore, for Indicator 4, the target and actual data for FFY 2012 will be the FFY 2011 data.
2011 (2011-2012)	A. Maintain suspension and expulsion rate of 0% significant discrepancy. B. Not applicable to ROP.

Actual Target Data for FFY 2012(2012-2013): As per OSEP's instruction, Actual Target Data will be the actual data from FFY 2011 (2011-2012):

As shown in Table 1, for FFY 2011, ROP reports suspension/expulsion greater than 10 days for students with disabilities at 0% (0/123) and 1.4% (32/2,294) for students without disabilities.

Table 1: Number of Suspensions and Expulsions

School Year	Description	Total # of students enrolled	Total # of students suspended/expelled >10 days	Total %
2010-2011	Students with Disabilities	155	2	1.2%
2010-2011	Students w/o Disabilities	2,355 (Public Schools)	19	.8%
2011-2012	Students with Disabilities	123	0	0
2011-2012	Students w/o Disabilities	2,294 (Public Schools)	32	1.4%

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

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Table 2: FFY 2011: Total # Enrolled and Long-Term Suspensions:

Description	Total # in SY 2010-2011	Total # in High School & Elementary	Total # in SY 2011-2012	Total # in high School & Elementary
Public high school enrollment	742	2,510	683	2,417
Elementary school enrollment	1,768		1,734	
High school suspension/expulsion	15	21	20	32
Elem school suspension/expulsion	6		12	

As shown in Table 2, in FFY 2011, there were 2,417 high school and elementary school students; of which, 123 were students with disabilities. The total number of students without disabilities was therefore 2,294. The total number of high school and elementary school long-term suspensions (greater than 10 days)/expulsions was 32; none of the students with disabilities were suspended and/or expelled for more than 10 days. Using these numbers, the percentages for the comparison between students without disabilities and students with disabilities are as follows:

Percentage calculations:

- (a) Students with disabilities: $0/123 \times 100 = 0\%$
 (b) Students without disabilities: $32/2,294 \times 100 = 1.4\%$

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”: $a-b = 0\% - 1.4\% = -1.4\%$
 $a-b/b = 0\% - 1.4\% = -1.4\%/1.4\% = -1\%$

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012 (2012-2013):

As per OSEP’s instructions, for this APR, ROP reports FFY 2011 (2011-2012) data and compares it to ROP’s FFY 2011 (2011-2012) target.

Target/Progress/Slippage

ROP’s met its target of 0% significant discrepancy, which remains unchanged from previous year’s reporting.

Based on ROP’s definition of significant discrepancy, a significant discrepancy is evident when the relative difference exceeds .5. As shown in the calculation in the Actual Target Data section, the relative difference was at -1%. Therefore, ROP did not show a relative difference that exceeded .5.

OSEP Memorandum 14-2, October 2013:

OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2012 APR, States:

- 1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2012; and b) results indicators where the State has met its FFY 2012 target.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

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

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2013-2014:

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Although FFY 2012 represents the last reporting year of the FFY 2005-2012 SPP, ROP will continue to report on the status of each improvement activity, including the continuation, if appropriate, of the improvement activity in FFY 2013.

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

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

IDEA Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (2012-2013)	<ul style="list-style-type: none"> A. Children ages 6-21 with IEPs were served inside the regular class 80% or more of the day will increase to 40%. B. Children ages 6-21 with IEPs were served inside the regular class less than 40% of the day will remain at 13%. C. Children ages 6-21 with IEPs served in separate schools, residential facilities, or homebound/hospitals placements will decrease to 2%.

Actual Target Data for FFY 2012 (2012-2013):

For FFY 2012, ROP reports the following data for each Indicator 5 Measurement, which is consistent with the 618 reported environments data for December 1, 2012: Number used for percentage calculations: Total Number of students with IEP age 6-21 was 110.

- Measurement A:** 60/110 x 100 = 55%
- Measurement B:** 8/110 x 100 = 7%
- Measurement C:** 0/110 x 100 = 0%

Data Source: LRE data used for this indicator was taken from the 618 Environment Data, Table 3 on December 1, 2012.

Table 1 displays trend data from FFY 2008 - FFY 2012 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 21% from 34% in FFY 2008 to 55% in FFY 2012. The percentage for Measurement B reported a decrease by 5% from 12% in FFY 2008 to 7% in FFY 2012 for students with IEPs "inside the regular class less than 40% of the day." For Measurement C, ROP reported a decrease from 3% in FFY 2008 to 0% in FFY 2012.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Table 1: Percentage/Number for the Three Measurement Settings

Year	Measurement A Inside the regular class 80% or more of the day	Measurement B Inside regular class less than 40% of the day	Measurement C In separate schools, residential facilities, or homebound/hospital placements
2008-2009	34% (53/154)	12% (19/154)	3% (5/154)
2009-2010	40% (55/137)	15% (21/137)	2% (3/137)
2010-2011	34% (52/155)	17% (27/155)	3% (4/155)
2011-2012	41% 51/123	12% 15/123	.8% 1/123
2012-2013	55% 60/110	7% 8/110	0% 0/110

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012 (2012-2013):

Target/Progress/Slippage

Measurement A Target: % inside the regular class 80% or more of the day will increase to 40%.

ROP met its target for Measurement A with 55% (60/110), representing progress from previous year's performance of 41% (51/123)).

Measurement B Target: % inside the regular class less than 40% of the day will remain at 13%.

ROP met its target for Measurement B with 7% (8/110), representing progress from previous year's performance of 12% (15/123).

Measurement C Target: % served in separate schools, residential facilities, or homebound/hospital placements will decrease to 2%.

ROP met its target for Measurement C with 0% (0/110), representing progress from previous year's performance of .8% (1/123).

OSEP Memorandum 14-2, October 2013:

OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2012 APR, States:

- 1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2012; and b) results indicators where the State has met its FFY 2012 target.

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

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2013-2014:

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Although FFY 2012 represents the last reporting year of the FFY 2005-2012 SPP, ROP will continue to report on the status of each improvement activity, including the continuation, if appropriate, of the improvement activity in FFY 2013.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

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

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

IDEA Part B State Annual Performance Report (APR) for FFY 2012

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.

Data Source:

Data collected under IDEA section 618.

FFY	Measurable and Rigorous Target
2012 (2012-2013)	A. 100% of children aged 3 through 5 with IEPs will be attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program B. 0% children aged 3 through 5 with IEPs will be attending a separate special education class, separate school or residential facility

Actual Target Data for FFY 2012 (2012-2013):

Table 1 displays the FFY 2012 data for this indicator measurement. The data were taken from the IDEA 618 data reported in Table 3, Environments, for children with IEPs age 3-5. As shown in Table 1, 89% (8/9) of preschoolers with an IEP were attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. The regular early childhood program was the Head Start Program.

Table 1: FFY 2012 Indicator 6 Performance Data

Indicator 6 Measurement	(a)	(b)	(c)	(d)
	Total # of Children Ages 3-5 with an IEP	618 Table 3 December 1, 2012*	Total # in (b) reported for each Indicator 6 Measurement	% c/a x 100
A.	9	(A1) + (B1)	8 + 0	89% (8/9 x 100)
B.		(C1) + (C2) + (C3)	0 + 0 + 0	0% (0/9 x 100)

*Data Source: Per OSEP, required sections in the 618 Table 3, Environments, December 1, 2012, for reporting Indicator 6 data.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012 (2012-2013):

Target/Progress/Slippage

Indicator 6A: ROP did not meet its target of 100%. In FFY 2012, ROP reported 89% (8/9), representing slippage from last year's reporting of 100% (4/4).

Indicator 6B: ROP met its target of 0%. In FFY 2012, ROP reported 0% (0/9), representing the same percentage as last year's reporting of 0% (0/4).

On December 1, 2012, there were 9 preschoolers with an IEP receiving early childhood special education and related services. Eight of the 9 preschoolers with an IEP were enrolled in Head Start Centers, representing 89% (8/9) for Indicator 6, Measurement A. For Indicator 6, Measurement B, there were no preschoolers with an IEP receiving special education and related services in separate special education class, separate school or residential facility. The one preschooler with an IEP not reported in Indicator 6 was receiving services in the home, pursuant to that preschooler's IEP.

For this reporting period, the Special Education and Head Start programs worked closely in providing training for teachers and to ensure teachers have the knowledge and skills in working with preschoolers with disabilities in their classes. In addition, parent training sessions were offered to Head Start program parents, including parents of preschoolers with an IEP. Training activities that occurred within the reporting period have been incorporated into the Status of Improvement Activities.

Status of Improvement Activities

The following provides a description of progress made for each improvement activity, with a status of "complete, continuing, revised, or deleted" indicated for each activity based on the progress noted for this reporting year. Justification is provided for "revised or deleted" activities.

Activity #6.1: In collaboration with the Head Start Program, the Special Education Program will facilitate training for parents, Head Start, Teachers, Teacher Aides, and other Head Start Staff on child development and developmentally appropriate practices, with an emphasis on including preschoolers with disabilities in regular early childhood programs

Progress: The following trainings were held:

- In July 2012, Special Education Consulting Resource Teachers (CRTs) conducted training on LRE during the annual Ministry of Education Convention and an invitation was extended to the Head Start Program to participate. Head Start teachers and supervisors were in attendance.
- In August 2012, Head Start TA provider Arlene Cura and Elaine Eclavea from Guam CEDDERS facilitated a training consisting of Head Start Teachers, teacher aides, Center Coordinators, Family Service Workers, Special Education CRTs, and Early Childhood Special Education (ECSE) teachers. The Head Start Center for Inclusion (HSCI) framework was presented and strategies for supporting preschoolers with special needs.
- In October 2012, the Palau Parents Empowerment (PPE) conducted a parent training on early teaching practices where parents were informed that learning doesn't only take place in school, but can start as early as when the child is still at home.
- In February 2013, Head Start Health Service Area conducted a parent training with the following panelists and topics: 1) Child Abuse & Neglects; 2) Children with Special Needs; 3) Gardening; 4) Mental Wellness; and 5) Effects of Lead.
- In April 2013 and September 2013, training on "*Techniques in Working with Children with Communication Disorders*" was held for ECSE teachers and services providers.
- In April 2013, a parent training was conducted by the Head Start Health Service Area on the following topics and panelists: a) Immunization for Childhood Diseases; b) Oral

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Health / Dental Care; c) Non-Communicable Disease; d) Nutrition (Portion Size); and e) Eating right and planning meals.

Status of 6.1: **Continuing.**

Activity #6.2: Development and Implementation of a Focus of Concerns for At-Risk Children process for Preschoolers in the Head Start Program.

Progress: In August 2012, Head Start TA Specialist and SpEd TA provider from Guam CEDDERS facilitated a training to develop a standard operating procedures (SOP) for referring children enrolled in Head Start that are suspected of having a disability. Participants reviewed the process of completing a “Child Assessment Form” and should teachers identify “area of concern,” teachers must complete a “Child Study Team: Intervention Plan” and monitor the child’s progress. As a result of this training, an “Early Childhood Child Study Team (CST) Referral Procedures” was developed in partnership with Head Start and Special Education Program. The procedures outline the protocol and steps of a CST in supporting the educational needs of a child and to provide ideas and support on how to address his/her challenges. In October and November, Special Education staff conducted training on the new Child Study Team process for Head Start staff and parents. In September 2013, Head Start Health Service Area conducted training on Emotional Behavioral Management.

Status of 6.2: **Continuing.**

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2013-2014:

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Although FFY 2012 represents the last reporting year of the FFY 2005-2012 SPP, ROP will continue to report on the status of each improvement activity, including the continuation, if appropriate, of the improvement activity in FFY 2013.

The following table is an update on the status of the improvement activities for Indicator 6:

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
6.1	D: Provide Technical Assistance/ Training/ Professional Development	In collaboration with the Head Start Program, the Special Education Program will facilitate training for parents, Head Start, Teachers, Teacher Aides, and other Head Start Staff on child development and developmentally appropriate practices, with an emphasis on including preschoolers with disabilities in regular early childhood programs.	FFY 2012	SpEd Coordinator, CRTs, ECSE Teachers, Head Start Disability Service Manager, Guam CEDDERS	Continuing
6.2	E: Clarity/ Examine/ Develop Policies and Procedures	Development and Implementation of a Focus of Concerns for At-Risk Children process for Preschoolers in the Head Start Program.	FFY 2012	SpEd Coordinator, CRTs, ECSE Teachers, Head Start Disability Service Manager, Guam CEDDERS	Continuing

IDEA Part B State Annual Performance Report (APR) for FFY 2012

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

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.

Measurable and Rigorous Targets and Actual Target Data for FFY 2012 (2012-2013):

As shown in Table 1, Republic of Palau (ROP) met its targets of 100% for Summary Statements 1 for Outcomes A and B, and C. ROP did not meet its target of 100% for Outcomes A, B, and C Summary Statement 2.

For this reporting period, there were a total of three (3) preschoolers with an IEP who exited the preschool program. All three preschoolers received more than six months of early childhood special education services and had both measurements (entry and exit) for this reporting period, as reported in Table 1.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Table 1: Targets and Actual Data for Preschool Children Exiting in FFY 2012-2013

Summary Statements	Targets FFY 2012 (% of children)	Actual FFY 2012 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	100%	100% (3/3)
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	100%	67% (2/3)
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	100%	100% (3/3)
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	100%	67% (2/3)
Outcome C: Use of appropriate behaviors to meet their needs		
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	100%	100% (3/3)
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	100%	67% (2/3)

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

Table 2: Performance Data for Preschool Children Exiting FFY 2012-2013

Summary Statements	% of children
Outcome A: Positive social-emotional skills (including social relationships)	
1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	Taken from Table 3: $(c + d) / (a+b+c+d) \times 100$ $1+1/0+0+1+1 \times 100 = 2/2 = 100\%$
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	Taken from Table 3 $(d + e) / (a+b+c+d+e) \times 100$ $1+1/0+0+1+1+1 \times 100 = 2/3 = 67\%$
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	Taken from Table 3: $(c + d) / (a+b+c+d) \times 100$ $1+1/0+0+1+1 \times 100 = 2/2 = 100\%$
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program	Taken from Table 3: $(d + e) / (a+b+c+d+e) \times 100$ $1+1/0+0+1+1+1 \times 100 = 2/3 = 67\%$

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Outcome C: Use of appropriate behaviors to meet their needs	
1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	Taken from Table 3: $\frac{(c + d)}{(a+b+c+d)} \times 100$ $1+1/0+0+1+1 \times 100 = 2/2 = 100\%$
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program	Taken from Table 3: $\frac{(d + e)}{(a+b+c+d+e)} \times 100$ $1+1/0+0+1+1+1 \times 100 = 2/3 = 67\%$

FFY 2012 Progress Data for Preschool Children

Table 3 provides the progress data for the 3 preschoolers that exited the program in FFY 2012, which includes the number and percentage in the five (5) progress categories in three (3) early childhood outcomes (A, B and C):

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

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	0	0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0	0%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	1	33.3%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1	33.3%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1	33.3%
Total	N=3	100%
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of children who did not improve functioning	0	0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0	0%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	1	33.3%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1	33.3%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1	33.3%
Total	N=3	100%
C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	0	0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0	0%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	1	33.3%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1	33.3%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1	33.3%
Total	N=3	100%

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Discussion of Improvement Activities and Explanation of Progress or Slippage if the State did not meet its target that occurred for FFY 2012 (2012-2013):

For this reporting period, there were nine (9) preschoolers receiving early childhood special education services. Three (3) of the 9 preschoolers participated in the ECO measures the 6 remaining preschoolers will continue receiving ECSE services.

Target/Progress/Slippage

The following describes the Outcome measures as shown in the Actual Target Data section:

Outcome Measure A Positive social-emotional skills (including social relationships), Summary Statement 1 Target: 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 reported 100% (2/2) of preschoolers who substantially increased their rate of growth by the time they exited the program. ROP met target for FFY 2012-2013.

Outcome Measurement A: Positive social-emotional skills (including social relationships), Summary Statement 2 Target: Percent of preschool children who were functioning within age expectations in Outcome A by the time they turn 6 years of age or exited the program. ROP reported 67% (2/3) of preschoolers showed functioning within the age expectations in acquisition and use of knowledge and skills by the time they turned exited the program. Therefore, ROP did not meet its target of 100% for FFY 2012-2013.

Outcome Measure B Acquisition and use of knowledge and skills (including early language/communication and early literacy), Summary Statement 1 Target: 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 reported 100% (2/2) of preschoolers who substantially increased their rate of growth by the time they exited the program. ROP met the target for FFY 2012.

Outcome Measure B Acquisition and use of knowledge and skills (including early language/communication and early literacy) Summary Statement 2 Target: Percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. ROP reported 67% (2/3) 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 2012.

Outcome Measure C Use of appropriate behaviors to meet their needs, Summary Statement 1 Target: 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 reported 100% (2/2) of preschoolers who substantially increased their rate of growth by the time they exited the program. ROP met the target for FFY 2012.

Outcome Measure C: Use of appropriate behaviors to meet their needs, Summary Statement 2 Target: Percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. ROP reported 67% (2/3) 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 2012.

In July, the ECSE and Head Start Staff reviewed and revised the ECO measurement system procedures and made modification to the COS forms to add the "bucket list" concept that provides a description of a child's functioning compared to age appropriate skills. The revisions clearly describe the updated process.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

ROP will continue to provide ongoing professional development strategies to support improved outcomes of preschoolers and techniques to be used in the modifications of the preschool curriculum. For this reporting period, specific training was held for Head Start Teachers, supervisors, and coordinators on integrating the outcome measures into the IEP process. In addition, 57 Head Start staff attended a 2 – day training on specific topics including 1) the Special Education Procedures, 2) IEP Basic, and 3) Curriculum Adaptation and Modification. In July, the ECSP staff revised the Early Childhood Outcome Measurement System Procedures and will implement the changes during FFY 2012.

OSEP FFY 2011 APR Response Table: Results Data Summary Notes, July 2013

Indicator 7 Required Actions: ROP must report progress data and actual target data for FFY 2012 in the FFY 2012 APR.

ROP's Response to OSEP's Required Actions: Required progress data and actual target data for FFY 2012 have been incorporated into the Actual Target Data section of this Indicator.

Status on Improvement Activities:

A status of "complete, continuing, revised, or deleted" is indicated for each activity based on the progress noted for this reporting year. Justification is provided for "completed, revised, or deleted" activities. Completed and deleted activities from previous APRs are not discussed in this APR.

Activity #7.1: 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 Child Outcomes Summary (COS).

Progress: In September 2012, TA provider from Guam CEDDERS provided training on the administration and scoring of used assessment tools to increase the proficiency and capacity of ECSE teachers and other Special Education staff. Training was also on the interpretation of assessment results that can be used for COS ratings.

Status of 7.1: **Continuing.**

Activity #7.2: To conduct annual training for Head Start teachers, staff, and parents on the Early Childhood Outcomes Measurement procedures.

Progress: In July, Head Start TA Specialist and Supervisors, ECSE, and Special Education staff attended a 2-day training facilitated by Guam CEDDERS on "Integrating Early Childhood Outcomes into the IEP Process."

Status of 7.2: **Continuing.**

Activity #7.4: In collaboration with Head Start and Maternal Child Health Program, to conduct training for providers and parents on strategies that promote early literacy, language and communication.

Progress: ECSE staff is part of the ROP's Early Childhood Comprehensive System project. Community outreach activities were held throughout the year on child development and services available for young children.

Status of 7.4: **Continuing.**

Activity #7.5: 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.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Progress: In August 2012, Head Start TA Specialist and SpEd. TA provider from Guam CEDDERS provided a joint training for ECSE teachers and Head Start teachers and staff on the Head Start Center for Inclusion (HSCI) Framework for Teaching Preschoolers with Special Needs. This 2-day workshop included the following topics: 1) the Special Education Procedures, 2) IEP Basic, and 3) Curriculum Adaptation and Modification.

Status of 7.5: **Continuing.**

Activity #7.6: 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.

Progress: In December, training on the Primary Coach model was provided to ECSE. In February 2013, Head Start Health Service Area conducted a parents training on the following topics. 1) Child Abuse and Neglects; 2) Children with Special Needs; 3) Gardening; 4) Mental Wellness; and 5) Effects of Lead.

Status of 7.6: **Continuing.**

Activity #7.7: In collaboration with Head Start, conduct training for parents and teachers on social emotional development for young children using the Center for Social Emotional Foundations for Early Learning (CSEFEL).

Progress: In September 2013, Head Start Health Service Area conducted training on Emotional Behavioral Management.

Status of 7.7: **Continuing.**

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013-2014:

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Although FFY 2012 represents the last reporting year of the FFY 2005-2012 SPP, ROP will continue to report on the status of each improvement activity, including the continuation, if appropriate, of the improvement activity in FFY 2013.

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

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
7.1.	D: Provide technical assistance /training/ professional development	Train ECSE and Head Start Teachers and /or Service Providers as needed to improve their skills on how to administer and score the Creative Curriculum for more accurate and reliable assessment results as a data source for the COSF.	Summers and through 2012	Special Education Coordinator, Head Start Director, TA Provider	Continuing
7.2	D: Provide technical assistance /training/ professional development	To conduct annual training for Head Start teachers, staff, and parents on the Early Childhood Outcomes Measurement procedures.	Annual through FFY 2012	Head Start Disability Service Manager, Head Start Teachers, Parents	Continuing

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
7.4	D: Provide technical assistance /training/ professional development	In collaboration with Head Start and Maternal Child Health Program, conduct training for providers and parents on strategies that promote early literacy, language and communication.	Annual through FFY 2012	Head Start Disability Service Manager, Head Start Teachers, Parents	Continuing
7.5	D: Provide technical assistance /training/ professional development	Provide training for parents and providers on strategies for modifying or adapting the environment, instruction, and materials to enhance the overall development and inclusion of young children with disabilities in school or community settings.	Annually through FFY 2012	Head Start Disability Service Manager, Head Start Teachers, Parents and Guam CEDDERS	Continuing
7.6	D: Provide technical assistance /training/ professional development	ECSE will provide training and ongoing support (mentoring and coaching) to parents and Head Start Teachers, Teacher Aides, and other support staff on strategies to enhance the overall development and inclusion of young children with disabilities in school or Community setting.	Annually through FFY 2012	Head Start Disability Service Manager, Head Start Teachers, Parents and Guam CEDDERS	Continuing
7.7	D: Provide technical assistance /training/ professional development	In collaboration with Head Start, conduct training for parents and teachers on social emotional development of young children using the Center for Social Emotional Foundations for Early Literacy.	Annually Through FFY 2012	Head Start Disability Service Manager, Head Start Teachers, Parents and Guam CEDDERS	Continuing

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: FAPE in the LRE

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

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

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

PRESCHOOL (ages 3-5)

FFY	Measurable and Rigorous Target
2012 (2012-2013)	96% of parents will report that the program facilitated parent involvement as a means of improving services and results for preschoolers with disabilities.

ELEMENTARY AND SECONDARY (6-21)

FFY	Measurable and Rigorous Target
2012 (2012-2013)	47.41% of parents will report that the schools facilitated parent involvement as a means of improving services and results for children with disabilities (based on the NCSEAM Family Survey standard).

Actual Target Data for FFY 2012 (2012-2013):

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 **100%** (27/27 responses) of parents indicated that the school/program facilitated parent involvement as a means of improving services and results for children with disabilities. For this reporting period Palau, exceeded the target of 96% with a performance of 100%.

Early Childhood (children aged 3-5)

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

All surveys were completed and returned (100%) to the Special Education Office, with the results representative of the families in the preschool program.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

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?

100% (9/9) of the parents indicated that the Head Start/ECSE program provided good to excellent* help so that they could help their child learn.

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

100% (9/9) of the parents indicated that the Head Start/ECSE program provided good to excellent* encouragement to be actively involved in their child's education at school.

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

100% (9/9) of the parents indicated that the Head Start/ECSE program did a good to excellent* job of including them as full partners in making decisions about their child's education.

*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 | = 27 |
| b. Total number of responses indicating good to excellent | = 27 |

Calculation – $b/a (27/27) \times 100$ = 100%

Data Collection Methods

Preschool Family Outcome Survey

In April 2013, the Belau Preschool Family Outcome Survey was distributed to all parents of preschool children (ages 3-5) receiving services during 2012-2013 school year and all 9 surveys were completed and returned to the Special Education Office with a return rate of 9/9 or (100%) return rate. Of the 9 surveys, eight were preschoolers enrolled in Head Start and one received services at the home.

The surveys were disseminated by the Belau Head Start Program - Family Service Workers to reach parents of children with disabilities (ages 3-5) enrolled in Head Start Centers. The Head Start Family Service Workers distributed and collected surveys from parents of their respective centers, under the supervision of the Head Start Disability Service Personnel who submitted the completed surveys to the Early Childhood Special Education (ECSE) Program. A special education staff disseminated a survey to the parent of the preschooler with an IEP receiving 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.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

ELEMENTARY AND SECONDARY (6-21)

The analysis of the completed parent surveys 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 42% (39/93) of the parents reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities.**

Part B Special Education Survey Report for FFY 2012:

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 2012

Percent at or above Indicator 8 standard of a rating of 4.5 and above:	39/93= 42%
Number of Valid Responses:	93
Mean Measure:	4.55
Measurement SD	.74

Data Collection Methods

Elementary and Secondary Survey

In March 25, 2013, 117 surveys were distributed to parents of 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-three (93) surveys were collected and were analyzed by Guam CEDDERS. Of the 117 students aged 6-21 that were provided a survey, 93 surveys were returned with a response rate of 79% (93/117), an increase from last reporting period by 3% from 76% (90/118) in FFY 2011. 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, the parent survey was translated into Palauan which may have contributed to the increase in the percentage of parents completing the surveys.

Representation of Respondents:

Grade level:	71% (66/93) Elementary	29% (27/93) High School
Child’s age in years:	Ages 6-11: 28% (26/93)	Ages 12-17: 52.7% (49/93)
	Ages 18-21: 18.3% (17/93)	Age > 21: 1.1% (1/93)
Age at first referral:	Birth through 2: 4.3% (4/93)	Preschool (3-5): 17.2% (16/93)
	Ages 6-11: 71% (66/93)	Ages 12-17: 7.5% (7/93)
Race/Ethnicity:	Asian or Pacific Islander:	98.9% (92/93)
	American Indian or Alaskan native:	1.1% (1/93)

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Primary Disability:

Autism	0%	(0/90)
Other Health Impairment	2.2%	(2/93)
Specific Learning Disability	78.5%	(73/93)
Speech or Language Disability	4.3%	(4/93)
Deafness	2.2%	(2/93)
Hearing Impairment	0%	(0/93)
Multiple Disabilities	4.3%	(4/93)
Emotional Disturbance	2.2%	(2/93)
Developmentally Delayed	1.1%	(1/93)
Intellectual Disabilities	1.1%	(1/93)
Traumatic Brain Injury	4.3%	(4/93)

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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage, if the State did not meet its target, that occurred for FFY 2012 (2012-2013):

Target/Progress/Slippage

PRE-SCHOOL (3-5)

ROP met the Target and demonstrated progress from previous year's reporting.

The results of the Early Childhood Family Outcome Survey shows that all nine parents (9/9 = 100%) responded and indicated that the school/program facilitated parent involvement as a means of improving services and results for children with disabilities. The ECSE program has a strong positive collaboration with the Belau Head Start Program and parents are well informed of the ECSE services. This is evident by the high percentage (100%) of parents that perceive the program facilitated parent involvement as a means of improving services and result for their children with disabilities.

ELEMENTARY AND SECONDARY (6-21)

ROP did not meet the Target, with slippage from previous year's reporting.

The results of the Palau Parent Survey, interpreted by Guam CEDDERS and based on a response of 93 surveys, show that for 2012-2013, **42% (39/93)** 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 December 2013, members were provided copies of the survey results by each survey item to review. This provided additional information for identifying potential priorities of need for families. The Council shared a concern involving the return rate of parent surveys, particularly for the central elementary schools and Palau High School. The program discussed strategies to increase return rate for this reporting period. For this reporting period, 72 out the 93 surveys were from schools in the central region of the island

Status of Improvement Activities

The following provides a description of progress made for each improvement activity, with a status of "complete, continuing, revised, or deleted" indicated for each activity based on the progress noted for this reporting year. Justification is provided for "revised or deleted" activities.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

PRE-SCHOOL (3-5)

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

Progress: ECSE staff met with the Special Education Coordinator in May 2013 to review data collected from the Belau Preschool Family Outcome Survey and identified possible training and topics for the annual ECSE parent training to include topics on FAPE, Least Restrictive Environments, and the IEP process.

Status of 8.1: **Continuing.**

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

Progress: Ongoing technical assistance and support was provided the Special Education and Data Coordinators by Guam CEDDERS to assist Palau in analyzing family outcome data for this indicator.

Status of 8.2: **Continuing.**

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

Progress: Survey results were reviewed by ECSE and Head Start Disability Staff at a meeting held in May 2013.

Status of 8.3: **Continuing.**

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

Progress: Training was done in May 1, 2013 with 28 parents in attendance to discuss FAPE and to discuss the early childhood outcomes.

Status of 8.4: **Continuing.**

ELEMENTARY AND SECONDARY (6-21)

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

Progress: Parents surveys were distributed nation-wide on March 25, 2013. Collection of completed surveys began from April to June 2013. Surveys were returned to schools or sent directly to special education main office.

Status of 8.5: **Continuing.**

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

Progress: Based on feedback from the parent survey results, the following training was held in May 2013 with the focus on "Free Public Appropriate Education". The session described the Definition, Statement of Purpose, and Required Component. Special focus

IDEA Part B State Annual Performance Report (APR) for FFY 2012

on Palau Public Law 3-9 – Obligation of Republic of Palau's national government obligation and responsibility to provide full educational opportunities and necessary related services to each child with disability. Training team also covered the IEP form item by item and addressed parent's questions or related concerns.

Status of 8.6: **Continuing.**

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

Progress: In March 25, 2013, authority was obtained from Chief, Division of School Management, for school principals to support parent training sessions on the topics listed in the progress description for Activity #8.6. Six 3-4 hour parent training sessions were held in May 2013 in collaboration with Palau Parent Empowered (PPE), a parent organization for parents of children with disabilities. The school principals invited their parents of children with an IEP to participate in the parent trainings. Letters were sent follow up by telephone calls to remind them.

It should be noted that the same topics covered in the parent training sessions were also presented during the Annual Education Convention held in July 2013 with principals, teachers, and related service providers in attendance.

Status of 8.7: **Continuing.**

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

Progress: Topics for parent's trainings as stated under Activity #8.7 were shared with principals, teachers and related service providers at the Annual Education convention in July 2013. Topics of trainings were:

- Individualized Education Plan & Least Restrictive Environment
- Special Education Process and Procedures focusing on IEP & LRE
- Four Step Process & Accommodations
- Making decisions about Accommodations for Reading and Math
- Four Step Process, Strategies to access General Ed. Curriculum
- IEP and Transition Requirements
- Trainings during 2013 Education Convention
- Teaching students with IEP's in general ed. settings
- FAPE
- Special Education in Private Schools

Status of 8.8: **Continuing.**

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

Progress: Special education staff provided other options, such as phone interview, one-on-one interview, or home visits, for parents who request for additional assistance in completing the survey. In April and June 2013, the surveys were collected, with most of the surveys being the Palauan version of the form. For those parents who were not able to read, they were assisted by a family member, school staff (not the special education teacher), or the Special Education Coordinator. Any questions or need for clarification were addressed through telephone. In June 2013, the Special Education Office contacted

IDEA Part B State Annual Performance Report (APR) for FFY 2012

the parents who submitted incomplete surveys. With assistance, all incomplete surveys were completed.

Status of 8.9: **Continuing.**

Revisions, with Justification, to Proposed Target / Improvement Activities / Timelines / Resources for 2013-2014:

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Although FFY 2012 represents the last reporting year of the FFY 2005-2012 SPP, ROP will continue to report on the status of each improvement activity, including the continuation, if appropriate, of the improvement activity in FFY 2013.

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

PRE-SCHOOL (3-5)

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
8.1	B: Improve Systems Administration and Monitoring	Belau Preschool Family Outcome Survey will be reviewed and low rating areas identified will be used as topics to be discussed during the annual ECSE parent training.	Every Summer through FFY 2012	Head Start Disability Service Manager, Head Start Family Workers and SpEd Data Manger	Continuing
8.2	B: Improve Data collection and Reporting	Training for ECSE staff on data collection, analysis, and reporting on family outcome as needed.	Annually as needed	Special Education, Sped Data Coordinator, CRTs, and, TA Provider	Continuing
8.3	G: Collaboration and Coordination	The ECSE staff meets with Head Start staff to address the concerns of parents as reflected in lower ratings of survey question.	Annually through 2012	Special Education, Head Start Director, CRTs, and, Guam CEDDERS	Continuing
8.4	D: Provide technical assistance /training/ professional development	ECSE and the Head Start Program will jointly conduct parent trainings annually.	Annually and through FFY 2012	Special Education and Head Start Programs	Continuing

ELEMENTARY AND SECONDARY (6-21)

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
8.5	B: Improve system administration and monitoring	Conduct annual NCSEAM Survey with parents of children/youth (6-21) with special needs.	Annually Through FFY 2012	SpEd Coordinator Principals SpEd Teacher & Central Office Staff.	Continuing

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
8.6	D: Provide technical assistance /training/ professional development	Topics for training will change to reflect current needs of parents to improve and promote involvement in the education of their children with special needs.	Annually Through FFY 2012	Child Find/Parent Involvement Team, Sp. Ed. Program to provide Transportation, materials etc.	Continuing
8.7	C: Build systems and infrastructures of technical assistance and support	Sp. Ed. Coordinator request authority to arrange trainings with school principals.	Aug. 2007 and on-going as needed through FFY 2012.	SpEd Coordinator	Continuing
8.8	D: Provide technical assistance /training/ professional development	General Education Teachers/Principals training to facilitate parents who cannot Read or who otherwise need help completing parent surveys, understanding special education procedures and other educational needs.	May-June-July 2008 and going as needed through FFY: 2012.	Child Find/Parent Team, CRTs or others to be determine.	Continuing
8.9	D: Provide technical assistance /training/ professional development	Investigate options to provide more neutral assistance to parents who cannot read or who otherwise need help completing the parent surveys.	February 2009 Through FFY 2012	SpEd Coordinator	Continuing

IDEA Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (2012-2013)	100% of children with parental consent received for initial evaluation will be evaluated within 60 days.

Actual Target Data for FFY 2012 (2012-2013):

As shown in Table 1, ROP reports 100% (5/5) compliance with the 60-day timeline. Five parental consents were received in FFY 2012 and all five initial evaluations were completed within 60 days from receipt of parental consent. ROP does not have a state-established timeline different from the IDEA 60-day timeline for initial evaluations.

Table 1: # and % of children whose evaluation were completed within 60-day timeline for FFY 2012

Measurement (a) # of children for whom parental consent to evaluate was received.	Measurement (b) # of children whose evaluations were completed within 60 days.	% Indicator 11 Compliance Percent = [(b) divided by (a) times 100]
5	5	5/5 x 100 = 100%

Data Source: The evaluation data was taken from the database system of all children for whom a parental consent to evaluate was received for the report year July 1, 2012-June 30, 2013. This database was established specifically for tracking the timeline requirement for Indicator 11 within the Special Education Data System (SEDS).

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

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012 (2012-2013):

Target/Progress/Slippage

ROP Met Target. ROP demonstrates 100% (5/5) compliance for this reporting period, which remained the same 100% compliance from FFY 2011 for Indicator 11.

ROP reports that there was no FFY 2011 findings of noncompliance related to the timely initial evaluation requirements in 34 CFR §300.301(c)(1), as reported in Indicator 15 of this APR.

OSEP Memorandum 14-2, October 2013:

OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2012 APR, States:

- 1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2012; and b) results indicators where the State has met its FFY 2012 target.

For Indicator 11, ROP met 100% compliance and therefore is not required to provide an explanation of progress or slippage and a discussion on improvement activities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2013-2014: This is a compliance indicator therefore targets will not be adjusted.

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Although FFY 2012 represents the last reporting year of the FFY 2005-2012 SPP, ROP will continue to report on the status of each improvement activity, including the continuation, if appropriate, of the improvement activity in FFY 2013.

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

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
11.1	H: Evaluation	Quarterly review of collected data to monitor and report on timeliness and to further plan on ways for improvement.	Annually through 2012	SpEd office, data staff, Indicator Team (CFPI) and CRTs.	Completed
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.	Completed
11.3	D: Provide technical assistance /training/ professional development	Provide individual parent/guardian in-service relating to purpose of the in School Focus of Concerns process and follow up activities.	Annually through 2012	School Child Study Team	Continuing
11.4	B. Improve systems administration and monitoring	Invite parent/s to join in School Child Study Team as issues on child's education and discussed and team decisions are made to refer child to SpEd. Evaluation or concerns are addressed before giving consent for evaluation.	Annually through 2012	School Child Study Team	Completed

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
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.	Continuing
11.6	E: Clarify examine/ develop policies and procedures	Early Intervention Procedures for students at risk in the general education classroom are the "In School Focus of Concern" process implemented at the schools/programs.	Annual through 2012	All Principals, CRTs, Related Services Providers and Teachers.	Continuing
11.7	G: Collaboration and Coordination	In collaboration with partner agencies/organizations, develop an events calendar for implementing public awareness activities to build community awareness about special education services.	Annual through 2012	Coord., SEAC, and community partners	Continuing
11.8	D. Provide Technical Assistance/ 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.	Annually through 2012	BOEA, Head Start Director, Sped Coordinator, Guam CEDDERS CRT's Early Childhood Staff	Continuing

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

FFY	Measurable and Rigorous Target
2012 (2012-2013)	100% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also is evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Actual Target Data for FFY 2012 (2012-2013):

As indicated in Table 1 there were 33 students aged 16 and above with an IEP, based on the Special Education Data System (SEDS) for the reporting period. ROP gladly reports that all 33 youths with IEPs aged 16 and above with an IEP had the required secondary transition requirements for Indicator 13 documented in their IEP.

Table 1: FFY 2012 Percent of Youth aged 16 and above with an IEP that includes Indicator 13 Secondary Transition requirements:

<p>a. # of youth with IEPs aged 16 and above with an IEP that included appropriate secondary appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, with evidence that the student was invited to the IEP Team meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</p> <p align="center">a = 33 (28 high school; 5 elementary)</p>	<p>b. Number of youth with IEPs 16 and above</p> <p align="center">b = 33</p>
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IDEA Part B State Annual Performance Report (APR) for FFY 2012

<p>c. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, with evidence that the student was invited to the IEP Team meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</p>
<p style="text-align: center;">$c = (a/b) \times 100$ 33/33 x 100 = 100%</p>

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012 (2012-2013):

Target/Progress/Slippage

ROP Met Target. ROP demonstrates 100% (33/33) compliance for this reporting period, which remained the same 100% compliance from FFY 2011 for Indicator 13.

OSEP Memorandum 14-2, October 2013

OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2012 APR, States:

- 1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2012; and b) results indicators where the State has met its FFY 2012 target.

For Indicator 13, ROP met 100% compliance and therefore is not required to provide an explanation of progress or slippage and a discussion on improvement activities.

Correction of FFY 2011 Findings of Noncompliance:

In FFY 2011, ROP reported 100% compliance for Indicator 13 based on the Special Education Data System (SEDS). As reported in this APR for Indicator 15, in FFY 2011, one school, Palau High School, received a *Written Notification of Findings* for one individual instance of noncompliance with the secondary transition requirements in the IEP. This finding was made as a result of the off-site data review monitoring conducted in December 2011. It was acknowledged that at the time of the off-site data review, the IEP in question met the secondary transition requirements, but the completion date was after the youth with an IEP turned 16 years of age.

Verification of Correction for FFY 2011 Findings of Noncompliance (either timely or subsequent):

Verification of correction for the noncompliance identified at Palau High School was completed before the end of the FFY 2011 reporting period. The child-specific noncompliance and subsequent data were verified as timely corrected through the SEDS and file reviews. In addition, as noted in Indicator 15 of this APR, the June 2012 off-site data review monitoring resulted in no findings of noncompliance issued related to secondary transition requirements. Therefore, with Palau High School's verified correction for the one individual instance of noncompliance and additional data for meeting 100% of the secondary transition requirements in the IEPs, ROP reported 100% compliance for Indicator 13 in FFY 2011. As indicated earlier, Indicator 13 data are taken from the SEDS for the reporting period based on current IEP data for all youth with an IEP aged 16 and older.

Describe specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2011:

The required correction of the one noncompliance finding related to Indicator 13 included correction of the individual instance of noncompliance and a review of additional data, through file reviews and subsequent data from the SEDS demonstrating 100% compliance with the regulatory requirement. Consistent with ROP's monitoring procedures, the written notification of the noncompliance findings specified the requirements for correcting the individual instance, as well as the review of subsequent data demonstrating 100% compliance with the regulatory requirement. As mentioned earlier,

IDEA Part B State Annual Performance Report (APR) for FFY 2012

for the noncompliance finding related to the secondary transition requirements in the IEP, it was noted that the individual instance was completed, but late. Verified correction for the secondary transition requirements in the IEP was through a review of subsequent data from SEDS and file reviews specified in the written notification of the noncompliance findings.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2013-2014: This is a compliance indicator therefore targets will not be adjusted.

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Although FFY 2012 represents the last reporting year of the FFY 2005-2012 SPP, ROP will continue to report on the status of each improvement activity, including the continuation, if appropriate, of the improvement activity in FFY 2013.

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

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

IDEA Part B State Annual Performance Report (APR) for FFY 2012

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 align="center">2012 (2012-2013)</p>	<ul style="list-style-type: none"> A. 11.25% of youth in higher education within one year of leaving high school. B. 56.25% of youth in higher education or competitively employed within one year of leaving high school. C. 100% of youth in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Actual Target Data for FFY 2012 (2012-2013):

Based on the IDEA 618 Table 4 Exit Data submitted for FFY 2011, ROP reported a total of 14 students with IEPs who exited school: Five students graduated with a high school diploma and nine students dropped out. The nine students with an IEP that dropped out included one student at an elementary school. ROP's elementary schools include grades 1-8, which represent the school level prior to high school.

For the purpose of gathering the post-school outcomes data for students with IEPs who left high school, ROP reports that 13 students with IEPs that exited high school in 2011-2012 were high school "leavers" and tracked at the end of school year 2012-2013. Of the 13 leavers, ROP was able to contact all 13 to

IDEA Part B State Annual Performance Report (APR) for FFY 2012

complete the Post-School Outcomes Survey, which represented a 100% (13/13) response rate. The survey results were therefore, representative of the 2011-2012 leavers reported in the IDEA 618 Exit Data.

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

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

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

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

Definitions:

The following definitions are specific to the ROP’s Part B Indicator 14:

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.

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.

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

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

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

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

Calculations:

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

IDEA Part B State Annual Performance Report (APR) for FFY 2012

- a. **4** =number of leavers enrolled in higher education within one year of leaving high school.
- b. **4** =number of leavers competitively employed with one year of leaving high school (but not enrolled in higher education).
- c. **0** =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. **2** =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).
- e. **3** =number of leavers considered “not engaged” (not accounted for in a, b, c, or d).

- 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: $A = a / \text{total respondents} = 4/13 \text{ respondents} \times 100 = 31\%$
For Measurement A, ROP exceeded the target of 11% performing at 31% (4/13).

- B. Percent enrolled in higher education (a) or competitively employed (b) within one year of leaving high school = # of youth who are no longer in secondary school, and had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school.

Calculation: $B = (a+b) / \text{total respondents} = (4+4) = 8/13 \text{ respondents} \times 100 = 62\%$
For Measurement B, ROP met the target of 56% performing at 62% (8/13).

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

Calculation: $C = (a+b+c+d) / \text{total respondents} = (4+4+0+2) = 10/13 \times 100 = 77\%$
For Measurement C, ROP reported 77% (10/13) and did not meet the target of 100%.

Discussion of Improvement Activities Completed and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012 (2012-2013):

Target/Progress/Slippage

Measurement A: ROP exceeded the target of 11% performing at 31% (4/13) and remained the same percentage as last year’s reporting of 31% (4/13).

Measurement B: ROP exceeded the target of 56% performing at 62% (8/13) and demonstrated slippage from last year’s percentage of 77% (10/13).

Measurement C: ROP did not meet the target of 100% performing at 79% (10/13) and demonstrated slippage from last year’s percentage of 85% (11/13).

As mentioned earlier, the 13 high school “leavers” used for Indicator 14 included five graduates with a high school diploma and eight drop-outs. Based on the survey results, four of the five high school graduates went to college, while the one remaining graduate was in some other employment. Of the eight drop-outs, four were in a competitive employment setting, one was in some other employment, and three were at home with their family.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

The Secondary CRT continues to facilitate annual trainings on IEP/LRE for Palau High School's academic and Career Technical Education (CTE) program teachers, emphasizing the benefits of collaboration between general education and special education teachers. The trainings also highlight the correlation between CTE classes and Transition Service Plan of the IEP that helps students make better career choices and prepare students with experiences and skill sets essential for successful employment.

In addition, the Palau High School Counselors continues to provide all graduating seniors, including seniors with disabilities, a Senior College Prep program that targets increasing the number of students with and without disabilities enrolled in post-secondary education. Included are Parent Workshops designed to help parents learn ways they can aid their child through the college enrollment process. Towards the end of the school year, the Palau High School Counselors continue to disseminate exit data surveys to all graduating seniors to account for all students' future plans – whether they plan on furthering their education in a post-secondary school or obtaining employment.

During the summer of 2012, Secondary CRT conducted professional development training to concerned service providers at Palau Community College (PCC) and Workforce Investment Act (WIA). This training helped broaden the knowledge of PCC instructors on ways to work with students with disabilities, such as instructional adaptations, accommodations, and assistive technologies. This also helped WIA understand how they can better accommodate and facilitate educational trainings or employment opportunities for students with disabilities.

An initiative called the *Youth Group Service* provides interventions to students who are truant, were suspended or expelled, or have dropped out of school. Members of ROP's Ministry of Education, Ministry of Justice, and Ministry of Health make up this coalition. The goal is to strengthen families and family health to ensure that youths return back to school and remain in school. The efforts of this initiative aid in the improvement of postsecondary outcomes.

Status of Improvement Activities

The following provides a description of progress made for each improvement activity, with a status of "complete, continuing, revised, or deleted" indicated for each activity based on the progress noted for this reporting year. Justification is provided for "revised or deleted" activities.

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

Progress: Students were taught the local arts and crafts of weaving baskets and playful ornaments, and making broomsticks. Trips to the Belau National Museum and Old Age Center expanded their skills on various local arts and weaving techniques.

Students learned how to farm vegetables, cultivate the soil, and harvest crops. The students also learned about planting seasons, stages of plant growth, and nutritional values of different vegetables. A field trip to the floral and herbal garden at Palau Pacific Resort enhanced their learning on gardening.

Palau Community College's Cooperative Research and Extension's (PCC-CRE), Food Technology program and the Expanded Food Nutrition & Education Program (EFNEP) conducted a ten-day cooking course for students with disabilities, in addition to their basic cooking lessons. Students learned to make dishes and desserts out of local ingredients only.

Status of 14.1: **Continuing.**

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

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Progress: New students with disabilities who transitioned from elementary to high school in the beginning of the school year attended an orientation with their parents. During the orientation, school rules, expected student conduct, school system procedures, course requirements, and available support services such as clubs, tutoring, and guidance counseling were discussed. In addition, similar discussions occurred during the transition meetings (elementary to high school) of students with a disability.

Monthly assemblies are also conducted throughout the school year to remind all students about the importance of education, good citizenship, and good work ethics. Various community members and officials were invited as guest speakers and students from each grade level shared their views and experiences that could motivate students to do well and stay in school.

Status of 14.2: **Continuing.**

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

Progress: The Senior College Prep Program was provided to all senior students. Parent workshops were also provided to teach parents ways to help support their kids with enrollment process. Students with disabilities who were in their senior year attended with their parents.

Status of 14.3: **Continuing.**

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

Progress: Students with disabilities continued to receive Community-Based Instruction (CBI). Field trips to various job sites in the private and government sectors enhanced students' learning on their career interests. During each visit, students received a tour from an agency representative and gained valuable knowledge and experience as they witness and tried out some of the tasks performed at each job site.

Special Education Teachers continued to provide support and assistance to students with disabilities and their teachers in the Career Technical Education (CTE) program. The CTE program offers different vocational classes designed to help students make better career choices and to prepare students with the experiences and skills sets essential for successful employment.

Status of 14.4: **Continuing.**

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

Progress: The Secondary CRT worked with WIA Representative to have students placed for summer employment based on their career interest. There were 20 students, including 3 students who graduated from high school, who were placed in government and private sectors under WIA and the Summer Work Experience Program (SWEP) program under College Access Challenge Grant (CACG) for the summer of 2012.

Status of 14.5: **Continuing.**

IDEA Part B State Annual Performance Report (APR) for FFY 2012

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

Progress: The Secondary CRT continued to work with WIA to find jobs for students with disabilities. Of the 5 graduating students, only 3 students were interested in working under WIA/SWEP and were placed in job sites, and the other 2 students went to college. After working under WIA, 1 student was hired by the company and enrolled into college, the other student went to college, and 1 got into some other employment. Of the 9 dropouts, 4 obtained employment on their own, 1 continued to further his education, 1 was into some other employment.

In December 2012, CACG provided training for PHS's CTE Teachers, Counselors, and Principal, Secondary CRT, and Business Owners. The training was on Occupational Career Ladders Based on Career Readiness Skill Levels and was conducted by Elaine Crowley. Participants learned how to access the WIN website for different programs on basic skills that students need to learn for various career types. Participants also learned how to access basic career readiness skills for each grade level and assess students to their placement among the Bronze, Silver, and Gold categories. This helped improve student's placement and employment training.

Status of 14.6: **Continuing.**

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

Progress: Students with disabilities continued to take general education courses to earn credits. Students must earn 27 credits to graduate with a high school diploma and a CTE program certificate. Although PCC (the only local college) was able to accept students with disabilities who were given a certificate of completion, financial aid was not available for any student, with or without disabilities, who did not have a regular high school diploma or equivalent (GED diploma, Adult High School diploma).

Training on Accommodating and Teaching Students with Special Needs was provided in July 2012 by the CRTs and MOE English Specialist. Target audiences were General Education teachers and Special Education teachers. Participants learned more about inclusive practices, identifying learning barriers, choosing the right accommodations, and using the 4-Step Process to promote access to, and participation and performance results in the General Curriculum and Classroom.

In August 2012, a Parent Awareness Training was provided by Palau Parents Empowerment. All parents of students in the Special Education program were invited. Parents got to learn about the history of Federal Regulation regarding the Special Education Program, why it was important to integrate students with disabilities into the General Education classroom, and Special Education procedures.

Status of 14.7: **Continuing.**

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

Progress: The Secondary CRT provided training to Palau Community College and WIA on IEP/LRE and Sign Language during the summer of 2012. The workshop enhanced

IDEA Part B State Annual Performance Report (APR) for FFY 2012

participants' understanding of the IEP and ways instructors can accommodate students with disabilities. Sign language training was provided to help instructors accommodate hearing impaired/deaf students enrolled at PCC. The workshop also helped WIA representatives better understand how their program can benefit students with disabilities more through provisions of employment opportunities and education/training assistance.

Status of 14.8: **Continuing.**

Revisions, with justification, to Proposed Targets / Improvement Activities / Timelines Resources for 2013-2014:

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Although FFY 2012 represents the last reporting year of the FFY 2005-2012 SPP, ROP will continue to report on the status of each improvement activity, including the continuation, if appropriate, of the improvement activity in FFY 2013.

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

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
14.1	G:Collaboration/Coordination	Provide vocational options (fishing, local arts and crafts, music, etc.)	At least annually through FFY 2012	Secondary CRT, Special Ed. Teachers, Regular Ed. Teachers	Continuing
14.2	D: Provide technical assistance /training/ professional development	To prevent drop-outs and suspensions, the High School Counselors will conduct an orientation at the beginning and at the end of each school year for all students with disabilities to inform them of the dos and don'ts in regards to criminal acts as stated in Palau National Code.	Begin June 2008 and ongoing through FFY 2012	Palau High School Principal, Counselors CRT, and Special Ed. Teachers	Continuing
14.3	G:Collaboration/Coordination	Secondary CRT will collaborate with high school counselors during the orientation of school senior college prep program to encourage participation of students with disabilities.	September 2011-2012 thru FFY 2012	Secondary Principal, CRT, Counselors and Sped Teachers	Continuing
14.4	F: Program Development	Resource room teachers will help students explore vocational options based on their career interests and provide basic skills training.	At least quarterly through FFY 2012	Secondary CRT and Sped Teachers	Continuing
14.5	G:Collaboration/Coordination	High school CRT will collaborate with representative from Work Investment Act to enroll students with disabilities to work during the summer based on their interest.	Summer thru 2012	Secondary CRT, WIA, and Sped Teachers	Continuing

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
14.6	G:Collaboration/Coordination	Secondary CRT will provide assistance to students with disabilities who are interested in seeking employment after high school to be given the opportunity to be placed under WIA job training based on their interest to learn essential skills in order to become a permanent worker in the private sectors or government sectors.	Beginning school year 2012 through 2013	Secondary CRT, WIA, and Sped Teachers	Continuing
14.7	F: Program Development	Establish a system that would specify and identify requirements needed for student with disability to complete secondary education in preparation to post –secondary education.	September 2011-2012 through FFY 2012	Special Education Advisory Council (SEAC), Palau Community College, Ministry of Education, Management Team, Sped Coordinator, and Secondary CRT	Continuing
14.8	D: Provide technical assistance /training/ professional development	Secondary CRT will provide training to WIA and Palau Community College staff regarding IEP and transition services plan to develop a better understanding of their roles within the IEP meetings.	Beginning of School year 2011 to 2012	Sped. Coordinator, Secondary CRT, WIA Executive Director, PCC Dean of Academic and Student Affairs	Continuing

IDEA Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (2012-2013)	100% of ROP's general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

Actual Target Data for FFY 2012 (2012-2013):

As per OSEP's instructions, ROP used the Part B Indicator 15 Worksheet in this FFY 2012 APR:

PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of School/Program Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school. 14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Monitoring Activities: Self-Assessment/APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities	Monitoring Activities: Self-Assessment/APR, Data Review, Desk Audit, On-Site Visits, or	0	0	0

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Indicator/Indicator Clusters	General Supervision System Components	# of School/Program Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
for greater than 10 days in a school year.	Other			
	Dispute Resolution: Complaints, Hearings	0	0	0
5. Percent of children with IEPs aged 6 through 21-educational placements. 6. Percent of preschool children aged 3 through 5-early childhood placement.	Monitoring Activities: Self-Assessment/APR, Data Review, Desk Audit, On-Site Visits, or Other	4 (4 Schools from Off-Site)	7	7
	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	1 (1 School from Off-Site)	1	1
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
Sum the numbers down Column a and Column b			8	8
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			100% (8/8)	

IDEA Part B State Annual Performance Report (APR) for FFY 2012

As listed in column 3 of the Indicator 15 worksheet, findings were issued to the “school or program” where children with IEPs receive their special education and related services, with the type of data review source utilized to make the findings of noncompliance. In FFY 2012, ROP, a unitary system, demonstrated verified correction of noncompliance for the FFY 2011 findings of noncompliance identified through 4 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 compliance Indicators 11 and 13 at the end of each fiscal year:
 - a. For FFY 2011, there was no noncompliance findings issued based on the compliance requirements for the Indicator measurements of the APR.
2. School/Program Visits: In FFY 2011, on-site focused monitoring visits were conducted for six schools/programs, consistent with ROP’s Continuous Improvement Focused Monitoring System (CIFMS). The Special Education Program conducts school monitoring visits on a 3-year cycle, as outlined in the CIFMS, updated in September 2010. These visits review all IDEA procedural requirements for compliance, which resulted in:
 - a. There was no noncompliance findings issued to the six schools/programs that received on-site focused monitoring visits.
 - b. The focus of the on-site monitoring visits for FFY 2011 was on child identification, as in the previous year. The priority to assess each monitored school’s identification rate and practices for ensuring the implementation of child find activities at the school-level was identified as a system issue based on the review of percentage of children with IEPs served over the years. The identification rate at the six schools ranged from 2% to 16%, as compared to the overall ROP identification rate of approximately 5%. Through interviews with school principals and/or staff and document reviews, it was evident that the schools had in place procedures for child identification through the development and implementation of a Child Study Team process, such as the “Focus of Concern” procedures.
3. Off-Site Data Review Monitoring: As described in ROP’s CIFMS, off-site data review monitoring is conducted bi-annually in December and June of each reporting period. There are four regulatory requirements reviewed for compliance through the review of the data collected in the Special Education Data System (SEDS): Initial evaluation timeline, re-evaluation timeline, annual IEP review timeline, and documentation of secondary transition requirements in the IEP. The off-site data review monitoring resulted in:
 - a. December 2011: This off-site data review resulted in 12% or 2 of the 17 public schools and Head Start Program issued a total of 3 noncompliance findings for the annual IEP review timeline and a total of 1 noncompliance finding for secondary transition requirements in the IEP. These noncompliance findings were assigned to Indicators 5 and 13 of the Indicator 15 worksheet.
 - b. June 2012: This off-site data review resulted in 12% or 2 of the 17 public schools and Head Start Program issued a total of 4 noncompliance findings for annual IEP review timeline. These noncompliance findings were assigned to Indicator 5 of the Indicator 15 worksheet.
4. Dispute Resolution System: As a “system,” ROP has in place procedures for receiving and addressing complaints, hearing requests, and mediation requests.
 - a. In FFY 2011, there were no formal written complaints or due process requests, as indicated in the submitted 618 Table 7 for the reporting period.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Timely Correction of FFY 2011 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012) (Sum of Column a on the Indicator B15 Worksheet)	8
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the school/program of the finding) (Sum of Column b on the Indicator B15 Worksheet)	8
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Verification of Correction for FFY 2011 Findings of Noncompliance (either timely or subsequent):

Consistent with OSEP Memo 09-02, ROP was able to demonstrate compliance with the FFY 2011 identified noncompliance by ensuring that the schools: (1) are correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on updated data; and (2) have corrected each individual case of noncompliance.

Specific actions ROP took to verify correction of noncompliance findings identified in FFY 2011:

ROP verified timely correction of the FFY 2011 findings of noncompliance through a review of evidence submitted to the special education office for input into the Special Education Data System (SEDS) and individual file reviews. For each finding of noncompliance, the school/program monitoring report for on-site and off-site monitoring included specific required corrective action with required evidence for demonstrating individual correction. The required evidence included a timeline for submitting required documentation of the individual correction to the special education office.

Consistent with OSEP Memo 09-02, verification of correct implementation of the specific regulatory requirements was through a review of additional data related to the requirement identified as the noncompliance area/s in the written notification of findings in the school monitoring reports. Verification of correction was monitored by the Consulting Resource Teachers (CRTs) assigned to the monitored schools. The CRTs supported the schools in providing the appropriate documentation within the one-year timeframe from the written finding of noncompliance for the individual instance of noncompliance and the required subsequent data demonstrating 100% compliance with the specific regulatory requirement. Upon verification of correction, a written notification of verified correction was issued to the individual school/program monitored. As shown in the Indicator 15 worksheet, all eight noncompliance findings were accounted for under Indicators 5 and 13. The following specific action steps were taken to verify timely correction of the eight noncompliance findings in FFY 2011:

- Indicator 5: Seven noncompliance findings were issued related to the procedural timeline requirements for the annual IEP review. All seven IEP Reviews were conducted, but beyond the annual timeline requirement.
- Indicator 13: One noncompliance finding was issued related to secondary transition requirements in the IEP. The post-secondary goals and required secondary transition requirements were developed in the IEP however it was done after the student's 16th birthday.

Actions Taken for Verification of Correction: The required correction of the seven noncompliance findings related to Indicator 5 and the one noncompliance finding related to Indicator 13 included correction of the individual instances of noncompliance and a review of additional data, through file reviews and subsequent data from the SEDS, demonstrating 100% compliance with the regulatory requirement. Consistent with ROP's CIFMS, the written notification of the noncompliance findings specified the requirements for correcting the individual instances, as well as the review of subsequent data demonstrating 100% compliance with the regulatory requirement. For the noncompliance findings related

IDEA Part B State Annual Performance Report (APR) for FFY 2012

to the annual IEP timeline and secondary transition requirements in the IEP, it was noted that the individual instances were completed, but late. The verified correction for these annual IEP timeline noncompliance findings and secondary transition requirements in the IEP was through a review of subsequent data from SEDS and file reviews specified in the written notification of the noncompliance findings.

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012 (2012-2013):

Target/Progress/Slippage

ROP Met Target. ROP demonstrated continued compliance with 100% (8/8) compliance for Indicator 15. ROP does not have any outstanding previous or longstanding identified noncompliance.

OSEP FFY 2011 APR Response Table: Compliance Data Summary Notes, July 2013

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

ROP's Response to OSEP's Required Actions: Refer to Actual Target Data section for the Indicator 15 Worksheet and discussion on ROP's actions taken to verify correction of findings of noncompliance identified in FFY 2011.

OSEP Memorandum 14-2, October 2013:

OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2012 APR, States:

- 1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2012; and b) results indicators where the State has met its FFY 2012 target.

For Indicator 15, ROP met 100% compliance and therefore is not required to provide an explanation of progress or slippage and a discussion on improvement activities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2013-2014: This is a compliance indicator therefore targets will not be adjusted.

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Although FFY 2012 represents the last reporting year of the FFY 2005-2012 SPP, ROP will continue to report on the status of each improvement activity, including the continuation, if appropriate, of the improvement activity in FFY 2013.

IDEA Part B State Annual Performance Report (APR) for FFY 2012

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

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

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

FFY	Measurable and Rigorous Target
2012 (2012-2013)	Targets will be set once required baseline data available (10 or greater).

Actual Target Data for FFY 2012 (2012-2013):

ROP did not receive hearing requests in 2012-2013, as reflected in IDEA 618 Table 7.

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012 (2012-2013):

Target/Progress/Slippage

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

OSEP Memorandum 14-2, October 2013:

OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2012 APR, States:

- 1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2012; and b) results indicators where the State has met its FFY 2012 target.

For Indicator 18, ROP did not change its performance therefore is not required to provide an explanation of progress or slippage and a discussion on improvement activities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2013-2014:

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Although FFY 2012 represents the last reporting year of the FFY 2005-2012 SPP, ROP will continue to report on the status of each improvement activity, including the continuation, if appropriate, of the improvement activity in FFY 2013.

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

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

IDEA Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (2012-2013)	Target will be set once required baseline data available (10 or greater).

Actual Target Data for FFY 2012 (2012-2013):

ROP did not receive requests for mediations in 2012-2013, as reflected in the IDEA 618 Table 7.

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012 (2012-2013):

Target/Progress/Slippage

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

OSEP Memorandum 14-2, October 2013:

OSEP provided additional instructions in an effort to reduce reporting burden. For the FFY 2012 APR, States:

- 1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2012; and b) results indicators where the State has met its FFY 2012 target.

For Indicator 19, ROP did not change its performance therefore is not required to provide an explanation of progress or slippage and a discussion of improvement activities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2013-2014:

As discussed on page 2 of this APR, the improvement activities are organized by areas of priority needs for improvement described as Improvement Categories with the activity descriptions, timelines, and resources. Although FFY 2012 represents the last reporting year of the FFY 2005-2012 SPP, ROP will continue to report on the status of each improvement activity, including the continuation, if appropriate, of the improvement activity in FFY 2013.

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

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

IDEA Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development:

Refer to page 1 of this APR for development description.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

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

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

FFY	Measurable and Rigorous Target
2012 (2012-2013)	100% State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Actual Target Data for FFY 2012 (2012-2013):

As indicated in the Overview Section of this APR, ROP chooses to wait for OSEP's calculation of ROP's compliance with Indicator 20 requirements. As communicated by OSEP during the November 2013 TA call, states/entities will have an opportunity to respond to OSEP's Indicator 20 calculation during "clarification" period anticipated in April/May 2014.