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agencies, and FSM-HESA Deputy Secretary and Assistant Secretaries for Health and Education, memorandum to local public agencies and organizations (as listed in #3), advertisement in the local newspapers, and announcements on the local radio stations.

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

**Overview of the Annual Performance Report Development**

**Monitoring Priority: FAPE in the LRE**

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

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

**Measurement:**

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

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

As reported in the 2003 FSM Self Assessment Report, FSM-HESA has had difficulty with implementing a data system to accurately compile and report graduation data for comparing students with disabilities to students without disabilities. Public high schools do not consistently report graduation data.

Given the issues related to general education comparison data and the overall lack of consistent collection, compilation, and reporting of information for all students, during school year 2005-2006, FSM-HESA is implementing specific procedures for gathering consistent and accurate graduation data to calculate graduation rates. Through the U.S. Compact II provisions for increased accountability and with assistance from the Asian Development Bank, FSM-HESA is implementing the Education Management Information System (EMIS) to strengthen the education system in collecting, integrating, analyzing, disseminating, and reporting data and information on the education system in a consistent and uniform manner across the Nation, to include graduation rates.

With the implementation of the EMIS, FSM-HESA Special Education Program staff are working with the FSM-HESA Evaluation Specialist responsible for the EMIS to review the SPP requirements for comparison data for ensuring inclusion of consistent and accurate graduation data by the Local Education Agency (LEA) in Chuuk, Kosrae, Pohnpei, and Yap.

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

The Table below displays the FSM (National) total numbers and percentages for graduation data for school year 2004-2005 utilizing the senior enrollment calculation method for reporting graduation percentages of each LEA.

School Year	% Youth with and without IEPs Graduating with a Diploma in FSM					
	Youth without IEPs			Youth with IEPs		
	#Seniors	#Graduates	%Graduated	#Seniors	#Graduates	%Graduated
2004-2005	1463	1356	93%	45	32	71%

**Discussion of Baseline Data:**

As noted in previous Annual Performance Reports (APRs), consistent reporting of graduation data has not been available in the four LEAs. The summary Table below displays reported percentages by LEAs, with only two of the four LEAs reporting percentages for the two APR reporting periods:

% of Graduates with and without Disabilities			
Chuuk	Kosrae	Pohnpei	Yap

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Reporting Period	Without Disabilities	With Disabilities	Without Disabilities	With Disabilities	Without Disabilities	With Disabilities	Without Disabilities	With Disabilities
2002-2003	92%	N/A	N/A	N/A	93%	100%	90%	100%
2003-2004	N/A	N/A	100%	82%	100%	100%	100%	100%

N/A = Data Not Available

For school year 2004-2005, the FSM national data included LEA reported information on graduation for all four LEAs. All LEAs defined graduation to mean satisfactory completion of high school course credits: Chuuk = 22 credits; Kosrae = 18 credits (10<sup>th</sup>-12<sup>th</sup> grades); Pohnpei = 23 credits; and Yap = 20 credits. Kosrae accounted for credits in 10<sup>th</sup> – 12<sup>th</sup> grades, as compared to the other LEAs that included 9<sup>th</sup> – 12<sup>th</sup> grade credits for graduation. The calculation for graduation percentages utilized for this reporting period was based on senior enrollment and number of graduates at the end of the school year. The senior enrollment definition differed from LEA to LEA. Both Chuuk and Yap reported that the senior enrollment number was taken at the beginning of the school year. However, both LEAs were not able to report the actual date used as the official enrollment period. For Pohnpei and Kosrae, senior enrollment was updated throughout the year with the official enrollment period being the time of the requested report.

For youth with IEPs, the number of graduates with disabilities was consistent with the 618 reported “graduating with a diploma” data for 2004-2005. However, the LEA reported senior enrollment for youth with IEPs raised issues regarding the consistency in “grade” assignment for youth with IEPs. Participating stakeholders during the FSM National input session in November 2005, especially from Chuuk and Pohnpei, shared that the senior enrollment for youth with IEPs appear to be low considering the number of youth with disabilities, ages 17-21, reported in the 618 Child Count data for December 1<sup>st</sup> of that school year.

This reporting year represented the first year that FSM-HESA has been able to report numbers and percentages for each LEA: Chuuk, Kosrae, Pohnpei, and Yap. This can be attributed to the collaborative work initiated between general education and special education to review how youth with disabilities are accounted for within the overall education system. As noted earlier, however, there was not consistent reporting for graduation data from LEA to LEA, which raised concerns regarding the comparison ability of FSM for this reporting period.

A breakdown of the 2004-2005 LEA reported graduation data revealed that the graduation percentage for youth without disabilities was higher than the reported percentage for youth with IEPs, with the difference ranging from an 8% difference for Yap to a 36% difference for Chuuk. The Tables below display the graduation data for each LEA:

**CHUUK:**

School Year	% Youth with and without IEPs Graduating with a Diploma in Chuuk					
	Youth without IEPs			Youth with IEPs		
	#Seniors	#Graduates	%Graduated	#Seniors	#Graduates	%Graduated
2004-2005	540	467	86%	8	4	50%

**KOSRAE:**

School Year	% Youth with and without IEPs Graduating with a Diploma in Kosrae					
	Youth without IEPs			Youth with IEPs		
	#Seniors	#Graduates	%Graduated	#Seniors	#Graduates	%Graduated
2004-2005	198	190	96%	19	13	68%

**POHNPEI:**

School Year	% Youth with and without IEPs Graduating with a Diploma in Pohnpei					
	Youth without IEPs			Youth with IEPs		
	#Seniors	#Graduates	%Graduated	#Seniors	#Graduates	%Graduated
2004-2005						

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School Year	#Seniors	#Graduates	%Graduated	#Seniors	#Graduates	%Graduated
2004-2005	524	505	96%	9	7	78%

**YAP:**

School Year	% Youth with and without IEPs Graduating with a Diploma in Yap					
	Youth without IEPs			Youth with IEPs		
	#Seniors	#Graduates	%Graduated	#Seniors	#Graduates	%Graduated
2004-2005	201	194	97%	9	8	89%

Although concerns were raised regarding the LEA reported data for senior enrollment numbers for 2004-2005, with stakeholder input, it was agreed that school year 2004-2005 represented the first year FSM-HESA was able to report data for all four states. Therefore, the reported percentages represent FSM's baseline data. The annual targets established take into consideration the policy and procedural development and implementation needed between general education and special education, especially with the implementation of FSM-HESA's overall Education Management Information System (EMIS). There has been some discussion within general education regarding utilizing the "cohort" method for calculating graduation rates. As required for this indicator, FSM-HESA ensures that the calculation utilized for youth with IEPs will be the same as for all youths when determining graduation rates.

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	74% of youth with IEPs will have graduated from high school with a regular diploma, which represents working towards being comparable to the percent of youth without disabilities in the FSM graduating with a regular diploma.
<b>2006</b> (2006-2007)	75% of youth with IEPs will have graduated from high school with a regular diploma, which represents working towards being comparable to the percent of youth without disabilities in the FSM graduating with a regular diploma.
<b>2007</b> (2007-2008)	76% of youth with IEPs will have graduated from high school with a regular diploma, which represents working towards being comparable to the percent of youth without disabilities in the FSM graduating with a regular diploma.
<b>2008</b> (2008-2009)	77% of youth with IEPs will have graduated from high school with a regular diploma, which represents working towards being comparable to the percent of youth without disabilities in the FSM graduating with a regular diploma.
<b>2009</b> (2009-2010)	79% of youth with IEPs will have graduated from high school with a regular diploma, which represents working towards being comparable to the percent of youth without disabilities in the FSM graduating with a regular diploma.
<b>2010</b> (2010-2011)	81% of youth with IEPs will have graduated from high school with a regular diploma, which represents working towards being comparable to the percent of youth without disabilities in the FSM graduating with a regular diploma.

**Improvement Activities/Timelines/Resources:**

The improvement activities were realigned in FFY 2008 for consistency.

1. During school year 2005-2006, FSM-HESA to ensure consistency in "graduation with a diploma" definition, to include a review of the number of required credits, and procedures for grade assignments for enrollment data, in all LEAs for graduates with and without disabilities.
  - 1.1 Timeline: School year 2005-2006.
  - 1.2 Resources: Evaluation Specialist for EMIS.

**Status: COMPLETED**
2. Beginning school year 2005-2006, interface SPP graduation data requirements with EMIS and the special education Student Information Tracking System (SITS) for reporting accurate and timely data for all levels: School, LEA, and National, to include federal reporting for graduation data (exit data for special education).

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2.1 Timeline: Full implementation in 2005-2006 with annual upgrades and verification of accuracy in data collected through the LEA quarterly reports and annual FSM-HESA monitoring/verification visits.

2.2 Resources: **COMPLETED** Technical support from appropriate Institution of Higher Education (IHE) or other technical assistance provider for data system upgrades; FSM-HESA Evaluation Specialist for EMIS implementation.

**Status**:

3. Continue monitoring the collection of graduation comparison data through the LEA quarterly reports to FSM-HESA and the FSM-HESA on-site monitoring/verification visits, as scheduled during the school year.

3.1 Timeline: Quarterly for LEA reports. Annually for monitoring/verification visits, with report findings disseminated to all LEAs. Analysis of the reports will assist FSM-HESA with prioritizing nation-wide targeted improvement activities for subsequent years.

3.2 Resource: Technical support from appropriate IHE or technical assistance provider.

**Status**: **REVISED**

**New Improvement Activities as of FFY 2006**

4. Facilitate training for secondary general education and special education teachers on effective strategies for providing secondary students with disabilities access to the general curriculum.

Timeline: Annual

Resource: Annual FSM-HESA Teacher Conference and on-site FSM State LEA sponsored training, with consultation from University of Hawaii Center for Disability Studies (UH CDS)

**Status**: **CONTINUING**

5. Develop and implement a system for monitoring student progress in the general education program to support the completion of required credits, at each grade level, for graduation. Student progress data will assist each FSM State LEA provide appropriate intervention, as needed.

Timeline: Quarterly

Resource: FSM State LEA Special Education Program, with consultation from University of Hawaii Center for Disability Studies (UH CDS)

**Status**: **CONTINUING**



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

**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: FAPE in the LRE**

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

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

**Measurement:**

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

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

As reported in the 2003 FSM Self Assessment Report, FSM-HESA has had difficulty with implementing a data system to accurately compile and report drop-out data for comparing students with disabilities to students without disabilities. Public high schools do not consistently report drop-out data.

Given the issues related to general education comparison data and the overall lack of consistent collection, compilation, and reporting information for all students, during school year 2005-2006, FSM-HESA is implementing specific procedures for gathering consistent and accurate drop-out data to calculate drop-out rates. Through the U.S. Compact II provisions for increased accountability and with assistance from the Asian Development Bank, FSM-HESA is implementing the Education Management Information System (EMIS) to strengthen the education system in collecting, integrating, analyzing, disseminating, and reporting data and information on the education system in a consistent and uniform manner across the Nation, to include drop-out data.

With the implementation of the EMIS, FSM-HESA Special Education Program staff are working with the FSM-HESA Evaluation Specialist responsible for the EMIS to review the SPP requirements for comparison data for ensuring inclusion of consistent and accurate drop-out data by the Local Education Agency (LEA) in Chuuk, Kosrae, Pohnpei, and Yap.

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

For school year 2004-2005, the FSM national data includes LEA reported information on drop-outs for 9<sup>th</sup>-12<sup>th</sup> graders without disabilities. For students with disabilities, the 618 reported child count for youth ages 14-21 and exit data for drop-outs were used to create the percentages. The Table below displays the FSM National numbers and percentages for drop-out data.

School Year	% Youth with and without IEPs who Dropped Out in FSM					
	Youth <b>without</b> IEPs			Youth <b>with</b> IEPs		
	#9-12 <sup>th</sup> graders	#Drop-Outs	%Drop-Outs	#9-12 <sup>th</sup> Graders	#Drop-Outs	%Drop-Outs
2004-2005	7,298	603	8%	852	28	3%*

\*Chuuk State reported only the number of drop-outs from 12<sup>th</sup> grade.

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**Discussion of Baseline Data:**

As noted in previous Annual Performance Reports (APRs), consistent reporting of drop-out data has not been available in the four LEAs. The summary Table below displays reported percentages by LEAs, with three of the four LEAs reporting relevant data for the 2003-2004 APR reporting period:

Reporting Period	% of Dropouts with and without Disabilities							
	Chuuk		Kosrae		Pohnpei		Yap	
	Without Disabilities	With Disabilities	Without Disabilities	With Disabilities	Without Disabilities	With Disabilities	Without Disabilities	With Disabilities
2002-2003	8%	N/A	N/A	N/A	N/A	N/A	18%	1%
2003-2004	N/A	N/A	1%	18%	11%	2%	4%	3%

N/A = Data Not Available

Similarly noted in Indicator 1 regarding senior enrollment, there may be inconsistencies in LEA reported high school “grade” assignments for the enrollment of youth with IEPs in 9<sup>th</sup>-12<sup>th</sup> grades. Therefore, for calculating percentages of drop-outs for youth with IEPs, FSM-HESA utilized the 618 child count data, which accounted for the typical age of enrollment for grades 9<sup>th</sup> – 12<sup>th</sup>. As discussed during the November 2005 input session, caution would need to be made when comparing the percentages for youth without IEPs and youth with IEPs because of the enrollment numbers utilized. Also, Chuuk provided only the number of drop-outs for youth with IEPs who were in the 12<sup>th</sup> grade. However, with stakeholder input, it was agreed that the percentages shown in the Baseline Data section would represent FSM’s baseline for setting targets, with school year 2005-2006 focused on ensuring consistent definitions and accurate accounting for all drop-outs.

As shown in the Tables below, the breakdown of the 2004-2005 LEA reported drop-out data reveals that the percentage of youth with IEPs who dropped out was more than those without IEPs in Kosrae and Yap, as compared to Chuuk and Pohnpei where the percentage of youth with IEPs who dropped out was less than those without IEPs. However, as noted, Chuuk reported only drop-out numbers for seniors with IEPs. For Kosrae, a review of 9<sup>th</sup>-12<sup>th</sup> grade records at the school level verified the information for this reporting period. In fact, as a result of this SPP review, the FSM 618 Exit data submitted for 2004-2005 will be corrected to include Kosrae’s updated data for youth with IEPs who dropped out.

**CHUUK:**

School Year	% Youth with and without IEPs Who Dropped-Out in Chuuk					
	Youth without IEPs			Youth with IEPs		
	#9-12 <sup>th</sup> graders	#Drop-Outs	%Drop-Outs	#9-12 <sup>th</sup> Graders	#Drop-Outs	%Drop-Outs
2004-2005	3280	442	13%	435	4*	1%

\*Number represents drop-outs from 12<sup>th</sup> grade only

**KOSRAE:**

School Year	% Youth with and without IEPs Who Dropped-Out in Kosrae					
	Youth without IEPs			Youth with IEPs		
	#9-12 <sup>th</sup> graders	#Drop-Outs	%Drop-Outs	#9-12 <sup>th</sup> Graders	#Drop-Outs	%Drop-Outs
2004-2005	776	26	3%	114	17	15%

**POHNPEI:**

School Year	% Youth with and without IEPs Who Dropped-Out in Pohnpei					
	Youth without IEPs			Youth with IEPs		
	#9-12 <sup>th</sup> graders	#Drop-Outs	%Drop-Outs	#9-12 <sup>th</sup> Graders	#Drop-Outs	%Drop-Outs
2004-2005	2451	101	4%	248	2	1%

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**YAP:**

School Year	% Youth with and without IEPs Who Dropped-Out in Yap					
	Youth without IEPs			Youth with IEPs		
	#9-12 <sup>th</sup> graders	#Drop-Outs	%Drop-Outs	#9-12 <sup>th</sup> Graders	#Drop-Outs	%Drop-Outs
2004-2005	791	34	4%	55	5	9%

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	3% of youth with IEPs drop-out of high school, which represents working towards improved performance compared to the percent of all youth in FSM dropping out of high school.
<b>2006</b> (2006-2007)	3% of youth with IEPs drop-out of high school, which represents working towards improved performance compared to the percent of all youth in FSM dropping out of high school.
<b>2007</b> (2007-2008)	2.5% of youth with IEPs drop-out of high school, which represents working towards improved performance compared to the percent of all youth in FSM dropping out of high school.
<b>2008</b> (2008-2009)	2% of youth with IEPs drop-out of high school, which represents working towards improved performance compared to the percent of all youth in FSM dropping out of high school.
<b>2009</b> (2009-2010)	1% of youth with IEPs drop-out of high school, which represents working towards improved performance compared to the percent of all youth in FSM dropping out of high school.
<b>2010</b> (2010-2011)	0% of youth with IEPs drop-out of high school, which represents working towards improved performance compared to the percent of all youth in FSM dropping out of high school.

**Improvement Activities/Timelines/Resources:**

The improvement activities were realigned in FFY 2008 for consistency.

1. During school year 2005-2006, FSM-HESA to ensure consistency in drop-out definition in all four LEAs, including considerations for appropriate grade assignments, to include drop-outs with and without disabilities.
  - 1.1 Timeline: School year 2005-2006.
  - 2.2 Resources: Evaluation Specialist for EMIS.

**Status: CONTINUING**
  
2. Beginning school year 2005-2006, interface SPP drop-out data requirements with EMIS and the special education Student Information Tracking System (SITS) for reporting accurate and timely data for all levels: School, LEA, and National, to include federal reporting for drop-out data (exit data for special education).
  - 2.1 Timeline: Full implementation in 2005-2006 with annual upgrades and verification of accuracy in data collected through the LEA quarterly reports and annual FSM-HESA monitoring/verification visits.
  - 2.2 Resources: Technical support from appropriate Institution of Higher Education (IHE) or other technical assistance provider for data system upgrades; FSM-HESA Evaluation Specialist for EMIS implementation.

**Status: CONTINUING**
  
3. Continue monitoring the collection of drop-out comparison data through LEA quarterly reports to FSM-HESA and the FSM-HESA on-site monitoring/verification visits, as scheduled during the school year.
  - 3.1 Timeline: Quarterly for state reports, with targeted follow-up assistance, as needed, to LEAs to ensure the availability of comparison data for reporting, as well as to address programming issues that might have impacted the number of drop-outs for youth with IEPs. Annual monitoring

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visits to each LEA. Annually for monitoring/verification visits, with report findings disseminated to all LEAs. Analysis of the reports will assist FSM-HESA with prioritizing nation-wide targeted improvement activities for subsequent years.

3.2 Resource: Technical support from appropriate IHE or technical assistance provider for monitoring visits.

**Status: CONTINUING**

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**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: FAPE in the LRE**

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

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

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

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

**Measurement:**

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

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

FSM-HESA contracted the University of Guam CEDDERS to provide technical support for the development of a nation-wide accountability system for determining participation and performance of children with disabilities in the National Standardized Test (NST) and/or alternate assessment. The determination for participation in the NST and/or alternate assessment was included in the revisions to the Special Education Procedural Manual reviewed during the on-site Local Education Agency (LEA) training held in Chuuk, Pohnpei, and Kosrae between January – May 2004. Special Education personnel from the Yap LEA participated in the Kosrae training due to the devastation experienced by Yap from Typhoon Sudal in April 2004. Updates to the manual based on IDEA 2004 were completed in June 2005 with full implementation of all procedures, including participation determination, during school year 2005-2006.

In March 2004, University of Guam CEDDERS conducted a technical assistance visit to Pohnpei to work with the FSM-HESA Assessment Specialist responsible for facilitating the administration of the NST in each LEA. An Assessment Orientation Summit, held in December 2004, was designed for state representatives to review the specific procedures for administering the NST, to include providing appropriate accommodations as required by the IEP, and the implementation of an alternate assessment. The Summit resulted in the development of written assessment guidelines. The guidelines supported the

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IEP determination process, including procedures for identifying appropriate accommodations or modifications, and participation in an alternate assessment through the development of student portfolios.

The written assessment guidelines provide for the steps to ensure that students with disabilities participate in FSM's student accountability system, to include, as appropriate, participation in a portfolio-designed alternate assessment. With the guidelines completed in December 2004, it is anticipated that baseline participation data would be collected and compiled during the April/May 2005 NST week for all four LEAs. The analysis of performance of students with disabilities in the NST and/or alternate assessment will not be fully implemented until school year 2005-2006 for baseline data on performance.

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

**Measurement A: AYP requirement under NCLB** does not apply to FSM.

**Measurement B: Participation Rate**

The Table below shows the participation rate of students with disabilities for the two NST assessment areas of Language Arts and Math for 6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grades. The total participation rate of 43% represents students with disabilities in the grades assessed that had taken one or both of the assessment areas. As indicated in the breakdown by grades and assessment areas, some students with IEPs had taken one area, such as the math assessment and not the other area, the language arts assessment. Further, as noted, the Chuuk data represents the NST sampling process implemented based on the NST administration guidelines. Unlike the other FSM states that administered the test to the assigned grades in all schools, given Chuuk's geographic challenges, FSM-HESA developed a sampling system for administering the NST for that LEA. The sampling process takes into consideration the reliability and validity of the test results for reporting.

NST Lang. Art	FSM TOTAL # & %: 2004-2005 National Standardized Test (NST) Results for Participation					
	a. # in Grade	b. # NO Accommodations	c. # with Accommodations	d. # Alternate Assess – Grade Level Standards	e. # Alternate Assess – Alternate Standards	% b + c + d + e divided by a
Grade 6	83	47	2	0	0	59% (49/83)
Grade 8	93	32	0	0	0	34% (32/93)
Grade 10*	84	17	0	0	0	20% (17/84)
<b>NST Math</b>						
Grade 6	83	50	2	0	0	63% (52/83)
Grade 8	93	39	0	0	0	42% (39/93)
Grade 10*	84	21	0	0	0	25% (21/84)
<b>TOTAL #</b>	260	110 (one or both)	2 (both)	0	0	
<b>%</b>		42%	1%	0%	0%	43% (112/260)

\*Data does not include 10<sup>th</sup> grade enrollment number of students with disabilities from Chuuk's sampled schools. Chuuk did not report 10<sup>th</sup> graders with IEPs in the selected secondary schools.

**Measurement C: Proficiency Rate** – Not Available for 2004-2005

**Discussion of Baseline Data:**

School year 2004-2005 represents the first year FSM-HESA has been able to report participation data for students with disabilities. Previously, FSM's assessment system was not set up to account for students with disabilities taking the nation-wide assessment. Although the participation rate of 43% for FSM overall appears to be a low participation percentage, the procedural changes in the administration of the NST and the tracking of students with disabilities participating in the nation-wide assessment have improved demonstrating FSM-HESA's ability to account for all students in the National Standardized Test (NST) for grades 6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup>. It is anticipated that for school year 2005-2006, the administration of the NST and alternate assessment will increase the participation rate of students with disabilities in the tested grades. With stakeholder input, it was agreed that the 60% projected target for participation in

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school year 2005-2006 represents a significant increase that would allow for an analysis of student performance.

The Tables below show the participation breakdown by LEAs. As noted, given Chuuk's geographic challenges, FSM-HESA administers the NST in Chuuk using a sampling process, which accounts for appropriate representation of school size and performance for selected schools within and outside the lagoon area. For school year 2004-2005, of the 79 public elementary and secondary schools in Chuuk, 11 elementary schools, 3 junior high schools, and 1 high school were selected to participate in the NST. Of the selected elementary schools, 7 of the 11 elementary schools served students with IEPs; of which, 5 of the 7 elementary schools served students with IEPs in the tested grades. The other 2 elementary schools did not have students with IEPs in the tested grades, but reported serving students with IEPs in the lower grades. The selected secondary schools did not report students with IEPs in the 10<sup>th</sup> grade.

For Kosrae, Pohnpei, and Yap, the NST was administered in all schools for the tested grades, which included students with IEPs. The participation rate for school year 2004-2005 by LEAs ranged from 14% in Pohnpei to 100% in Chuuk.

**CHUUK:** NOTE: Results based on approved FSM-HESA NST sampling process.

<b>CHUUK TOTAL # &amp; %: 2004-2005 National Standardized Test (NST) Results for Participation</b>						
<b>NST Lang. Art</b>	a. # in Grade	b. # NO Accommodations	c. # with Accommodations	d. # Alternate Assess – Grade Level Standards	e. # Alternate Assess – Alternate Standards	% b + c + d + e divided by a
Grade 6	29	29	0	0	0	100%
Grade 8	20	20	0	0	0	100%
Grade 10*	0	0	0	0	0	0
<b>NST Math</b>						
Grade 6	29	29	0	0	0	100%
Grade 8	20	20	0	0	0	100%
Grade 10*	0	0	0	0	0	0
<b>TOTAL #</b>	49	49	0	0	0	
<b>%</b>		100%	0%	0%	0%	100% (49/49)

\*Data does not include 10<sup>th</sup> grade enrollment number of students with disabilities from Chuuk's sampled schools. Chuuk did not report 10<sup>th</sup> graders with IEPs in the selected secondary schools.

**KOSRAE:**

<b>KOSRAE TOTAL # &amp; %: 2004-2005 National Standardized Test (NST) Results for Participation</b>						
<b>NST Lang. Art</b>	a. # in Grade	b. # NO Accommodations	c. # with Accommodations	d. # Alternate Assess – Grade Level Standards	e. # Alternate Assess – Alternate Standards	% b + c + d + e divided by a
Grade 6	17	12	0	0	0	71% (12/17)
Grade 8	7	4	0	0	0	57% (4/7)
Grade 10	47	7	0	0	0	15% (7/47)
<b>NST Math</b>						
Grade 6	17	12	0	0	0	71% (12/17)
Grade 8	7	5	0	0	0	71% (5/7)
Grade 10	47	7	0	0	0	15% (7/47)
<b>TOTAL #</b>	71	24 (one or both)	0	0	0	
<b>%</b>		34%	0%	0%	0%	34% (24/71)

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**POHNPEI:**

NST Lang. Art	POHNPEI TOTAL # & %: 2004-2005 National Standardized Test (NST) Results for Participation					
	a. # in Grade	b. # NO Accommodations	c. # with Accommodations	d. # Alternate Assess – Grade Level Standards	e. # Alternate Assess – Alternate Standards	% b + c + d + e divided by a
Grade 6	26	0	0	0	0	0%
Grade 8	55	0	0	0	0	0%
Grade 10	27	2	0	0	0	7% (2/27)
<b>NST Math</b>						
Grade 6	26	3	0	0	0	12% (3/26)
Grade 8	55	6	0	0	0	11% (6/55)
Grade 10	27	6	0	0	0	22% (6/27)
<b>TOTAL #</b>	108	15 (one or both)	0	0	0	
<b>%</b>		14%	0%	0%	0%	14% (15/108)

**YAP:**

NST Lang. Art	YAP TOTAL # & %: 2004-2005 National Standardized Test (NST) Results for Participation					
	a. # in Grade	b. # NO Accommodations	c. # with Accommodations	d. # Alternate Assess – Grade Level Standards	e. # Alternate Assess – Alternate Standards	% b + c + d + e divided by a
Grade 6	11	6	2	0	0	73% (8/11)
Grade 8	11	8	0	0	0	73% (8/11)
Grade 10	10	8	0	0	0	80% (8/10)
<b>NST Math</b>						
Grade 6	11	6	2	0	0	73% (8/11)
Grade 8	11	8	0	0	0	73% (8/11)
Grade 10	10	8	0	0	0	80% (8/10)
<b>TOTAL #</b>	32	22	2	0	0	
<b>%</b>		69%	6%	0%	0%	75% (24/32)

**FAPE in the LRE: Statewide and Districtwide Assessment, OSEP Response Letter, September 22, 2005**

The OSEP letter, dated September 22, 2005, responded to the FFY 2003 Part B Annual Performance Report (APR), which included improvement strategies for addressing the participation and performance of children with disabilities in the FSM state-wide assessment, the National Standardized Test (NST) administered to 6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> graders. OSEP indicated acceptance of the strategies and required FSM-HESA to include data and analysis documenting progress toward compliance in the SPP, with a final report to OSEP, including data and analysis demonstrating compliance, no later than May 31, 2006.

The baseline data and discussion of baseline provided for Indicator 3 demonstrate FSM-HESA's efforts to meet the requirements for ensuring children with disabilities are included in the FSM National assessment system. As noted in the overview, the procedures for determining participation and implementing an alternate assessment have been completed with full implementation in school year 2005-2006. With stakeholder input, it was agreed that the 2005-2006 analysis of performance data for participating students with disabilities in tested grades would serve as baseline data for determining proficiency targets for subsequent years. However, to address the statutory requirements to include SPP targets for each Indicator subcomponent, FSM-HESA determined that it would be reasonable to project percentage of increases each year as the projected targets that align with the performance goals for all students in the tested grades. FSM-HESA has set an improvement goal for all students in the tested grades of at least a 1% increase each year in performance at the proficient or above level. It is understood that adjustments to the projected targets may be made as a result of compiling and analyzing actual performance data for



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students with disabilities in the tested grades for the April/May 2005 and April/May 2006 assessment periods, as well as changes to FSM-HESA's improvement goals for all students in the tested grades.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	Participation and performance of children with disabilities on statewide assessments: A. Not Applicable to FSM. B. <b>60%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. Proficiency rate <b>to be determined in 2005-2006</b> for children with IEPs in regular and alternate assessment who performed at the proficient or above level.
<b>2006 (2006-2007)</b>	Participation and performance of children with disabilities on statewide assessments: A. Not Applicable to FSM. B. <b>65%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. At least <b>1%</b> increase in proficiency rate from the 2005-2006 performance percentage for children with IEPs who performed at the proficient or above as measured by the regular assessment with no accommodations, regular assessment with accommodations, alternate assessment against grade level standards, and against alternate achievement standards.
<b>2007 (2007-2008)</b>	Participation and performance of children with disabilities on statewide assessments: A. Not Applicable to FSM. B. <b>70%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. At least <b>2%</b> increase in proficiency rate from the 2005-2006 performance percentage for children with IEPs who performed at the proficient or above as measured by the regular assessment with no accommodations, regular assessment with accommodations, alternate assessment against grade level standards, and against alternate achievement standards.
<b>2008 (2008-2009)</b>	Participation and performance of children with disabilities on statewide assessments: A. Not Applicable to FSM. B. <b>80%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. At least <b>3%</b> increase in proficiency rate from the 2005-2006 performance percentage for children with IEPs who performed at the proficient or above as measured by the regular assessment with no accommodations, regular assessment with accommodations, alternate assessment against grade level standards, and against alternate achievement standards.
<b>2009 (2009-2010)</b>	Participation and performance of children with disabilities on statewide assessments: A. Not Applicable to FSM. B. <b>90%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. At least <b>4%</b> increase in proficiency rate from the 2005-2006 performance percentage for children with IEPs who performed at the proficient or above as measured by the regular assessment with no accommodations, regular

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	assessment with accommodations, alternate assessment against grade level standards, and against alternate achievement standards.
<b>2010 (2010-2011)</b>	Participation and performance of children with disabilities on statewide assessments: A. Not Applicable to FSM. B. <b>100%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. At least <b>5%</b> increase in proficiency rate from the 2005-2006 performance percentage for children with IEPs who performed at the proficient or above as measured by the regular assessment with no accommodations, regular assessment with accommodations, alternate assessment against grade level standards, and against alternate achievement standards.

**Improvement Activities/Timelines/Resources:**

The improvement activities were realigned FFY 2008 for consistency.

1. Beginning school year 2005-2006, FSM-HESA to ensure full implementation of the special education procedures for determining participation in the nation-wide assessment system, as well as the alternate assessment for those students with disabilities who are not able to participate in the NST, to include follow-up training for special education and assessment personnel in each LEA.

1.1 Timeline: Beginning school year 2005-2006.

2.2 Resources: FSM-HESA Assessment Specialist for NST.

**Status: COMPLETED**

2. Beginning school year 2005-2006, interface SPP assessment data requirements with EMIS and the special education Student Information Tracking System (SITS) for reporting accurate and timely data for all levels: School, LEA, and National, to include federal reporting for assessment data.

2.1 Timeline: Full implementation in 2005-2006 with annual upgrades and verification of accuracy in data collected through the LEA quarterly reports and annual FSM-HESA monitoring/verification visits.

2.2 Resources: Technical support from appropriate Institution of Higher Education (IHE) or other technical assistance provider for data system upgrades; FSM-HESA Assessment Specialist for NST and Evaluation Specialist for EMIS implementation.

**Status: DELETED Refer to Indicator 20**

3. Continue monitoring the implementation of the special education procedures for participation rate, as well as proficiency rates, in the nation-wide assessment system in each LEA through the LEA quarterly reports to FSM-HESA and the FSM-HESA on-site monitoring/verification visits, as scheduled during the school year.

3.1 Timeline: Quarterly for LEA reports. Annual monitoring visits to each state. Analysis of the reports will assist FSM-HESA with prioritizing nation-wide targeted improvement activities for increasing participation and proficiency rates in subsequent years.

3.2 Resource: Technical support from appropriate IHE or technical assistance provider for monitoring visits.

**Status: DELETED merged with Improvement Activity 6**

**New Improvement Activities for FFY 2007:**

1. Full implementation of the special education procedures for determining “participation” in the state-wide assessment system, including an alternate assessment based on alternate achievement standards.

1.1 Timeline: Beginning 2006-2007 and annually during the IEP Reviews

1.2 Resource: FSM State LEA Special Education Program Specialists/Supervisors

**Status: CONTINUING**

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2. Pilot implementation of an alternate assessment based on alternate achievement standards for targeted Reading and Math skills for reporting accurate participation and performance data for students with significant cognitive disabilities who are not able to take the NST in the 2006-2007 school year.
  - 2.1 Timeline: March – May 2007 NST Testing Period
  - 2.2 Resource: GSEG PAC6 Project: January 2007 Assessment Institute and Follow-Up On-Site Visit facilitated by Guam CEDDERS, in collaboration with the National Center on Educational Outcomes (NCEO) and the Western Regional Resource Center (WRRC).  
**Status: CONTINUING**
  
3. The completion of a jurisdiction specific FSM plan utilizing a self-assessment process following the NCLB Peer Review Guidance, as adapted by the GSEG PAC6 Project.
  - 3.1 Timeline: April 2007
  - 3.2 Resource: GSEG PAC6 Project: January 2007 Assessment Institute and Follow-Up On-Site Visit facilitated by Guam CEDDERS, in collaboration with the National Center on Educational Outcomes (NCEO) and the Western Regional Resource Center (WRRC).  
**Status: CONTINUING**
  
4. Implementation of the jurisdiction specific FSM plan for re-designing/enhancing FSM's state-wide assessment system, including the determination and implementation of appropriate accommodations for the general assessment, the development of an alternate assessment based on alternate achievement standards, and the facilitation of on-site training for administrators, teachers, and parents in each FSM State LEA.
  - 4.1 Timeline: Pilot design January 2007, pilot test Spring 2007, generation of pilot data Summer 2007, operational 2007-2008, training beginning April 2007 and annually
  - 4.2 Resource: GSEG Pacific Assessment Consortium: FSM's Implementation Project facilitated by Guam CEDDERS, in collaboration with the National Center on Educational Outcomes (NCEO) and the Western Regional Resource Center (WRRC), and the FSM State LEA members on the FSM Leadership Assessment Team  
**Status: CONTINUING**
  
5. Beginning school year 2006-2007, interface SPP assessment data requirements with EMIS and the special education Student Information Tracking System (SITS) for reporting accurate and timely data for all levels: School, LEA, and National, to include federal reporting for assessment data.
  - 5.1 Timeline: Full implementation in 2006-2007 with annual upgrades and verification of accuracy in data collected through the LEA quarterly reports and annual FSM-HESA monitoring/verification visits.
  - 5.2 Resource: Technical support from appropriate Institution of Higher Education (IHE) or other technical assistance provider for data system upgrades; FSM-HESA Assessment Specialist for NST and Evaluation Specialist for EMIS implementation.  
**Status: CONTINUING**
  
6. Continue monitoring the implementation of the special education procedures for participation rate, as well as proficiency rates, in the nation-wide assessment system, including the provisions for appropriate accommodations and an alternate assessment based on alternate achievement standards, in each LEA through the LEA quarterly reports to FSM-HESA and the FSM-HESA on-site monitoring/verification visits, as scheduled during the school year.
  - 6.1 Timeline: Quarterly for LEA reports. Annual monitoring visits to each state. Analysis of the reports will assist FSM-HESA with prioritizing nation-wide targeted improvement activities for increasing participation and proficiency rates in subsequent years.
  - 6.2 Resource: Technical support from appropriate IHE or technical assistance provider for monitoring visit; GSEG PAC6 Implementation Project Evaluation Toolkit  
**Status: CONTINUING**

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**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

**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."

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

FSM-HESA has determined that the comparison requirement for suspension/expulsion will be to compare rates amongst the four FSM Local Education Agencies (LEAs): Chuuk, Kosrae, Pohnpei, and Yap. However, as the FSM-HESA Education Management Information System (EMIS) interface with the special education Student Information Tracking System (SITS) is fully implemented, attempts to gather similar data for students without disabilities will be done to assess long-term implications for the overall education system.

As required, the determination of "significant discrepancy" must be defined by the state/entity. As per OSEP's instructions, "discrepancy can be computed by either comparing rates for children with disabilities to rates for nondisabled within a district OR by comparing among LEAs for children with disabilities in the state." Since FSM-HESA has determined that comparison data will be amongst the four FSM Local Education Agencies (LEAs), the comparison among LEAs would be the method for determining "significant discrepancy" of suspension and expulsion rates.

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

**Measurement A: Suspension Data Greater than 10 Days by FSM Local Education Agencies (LEAs)**

**CHUUK:**

Child Count Reporting Period	Total # with IEPs*	Chuuk Reported 618 Suspension Data for the School Year					
		Single Suspensions > than 10 Days		Multiple Suspensions > than 10 Days		TOTAL # & %	
		#	% of Total	#	% of Total	#	% of Total
December 1, 2002	1053	3	.3%	15	1.4%	18	1.7%

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December 1, 2003	1035	0	0	0	0	0	0
December 1, 2004	1179	0	0	0	0	0	0

\*Child Count Total for Ages 3-21

**KOSRAE:**

Child Count Reporting Period	Total # with IEPs*	Kosrae Reported 618 Suspension Data for the School Year					
		Single Suspensions > than 10 Days		Multiple Suspensions > than 10 Days		TOTAL # & %	
		#	% of Total	#	% of Total	#	% of Total
December 1, 2002	391	6	1.5%	8	2%	14	3.5%
December 1, 2003	354	0	0	4	1.1%	4	1.1%
December 1, 2004	249	0	0	0	0	0	0

\*Child Count Total for Ages 3-21

**POHNPEI:**

Child Count Reporting Period	Total # with IEPs*	Pohnpei Reported 618 Suspension Data for the School Year					
		Single Suspensions > than 10 Days		Multiple Suspensions > than 10 Days		TOTAL # & %	
		#	% of Total	#	% of Total	#	% of Total
December 1, 2002	854	3	.4%	6	.7%	9	1.1%
December 1, 2003	906	0	0	0	0	0	0
December 1, 2004	843	0	0	0	0	0	0

\*Child Count Total for Ages 3-21

**YAP:**

Child Count Reporting Period	Total # with IEPs*	Yap Reported 618 Suspension Data for the School Year					
		Single Suspensions > than 10 Days		Multiple Suspensions > than 10 Days		TOTAL # & %	
		#	% of Total	#	% of Total	#	% of Total
December 1, 2002	284	0	0	4	1.4%	4	1.4%
December 1, 2003	286	0	0	4	1.4%	4	1.4%
December 1, 2004	169	0	0	0	0	0	0

\*Child Count Total for Ages 3-21

**Measurement B: By Race and Ethnicity** – The majority of the FSM children with disabilities reported under the “Asian/Pacific Islander” category. Measurement B does not apply to the FSM.

**Discussion of Baseline Data:**

At this time, with the baseline data for 2004-2005 for all four LEAs showing that NO children with IEPs were suspended for greater than 10 days for a single incident or multiple incidents, there wasn't a discrepancy between LEAs for special education. In fact, the FSM SPP review resulted in a correction to the 618 Discipline and Exit data for 2004-2005. Kosrae reported discipline data that was accounted for under “drop-outs.” It was therefore verified that Kosrae didn't have any suspensions greater than 10 days.

Given the 2004-2005 suspension/expulsion data, FSM-HESA determined that it would be reasonable to expect no significant discrepancy in rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year between the LEAs.

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	Rates of suspension and expulsion: A. 0% of districts/LEAs identified by FSM as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and B. Not Applicable to FSM.
<b>2006</b>	Rates of suspension and expulsion:

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<b>(2006-2007)</b>	A. <b>0%</b> of districts/LEAs identified by FSM as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and B. Not Applicable to FSM.
<b>2007 (2007-2008)</b>	Rates of suspension and expulsion: A. <b>0%</b> of districts/LEAs identified by FSM as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and B. Not Applicable to FSM.
<b>2008 (2008-2009)</b>	Rates of suspension and expulsion: A. <b>0%</b> of districts/LEAs identified by FSM as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and B. Not Applicable to FSM.
<b>2009 (2009-2010)</b>	Rates of suspension and expulsion: A. <b>0%</b> of districts/LEAs identified by FSM as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and B. Not Applicable to FSM.
<b>2010 (2010-2011)</b>	Rates of suspension and expulsion: A. <b>0%</b> of districts/LEAs identified by FSM as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and B. Not Applicable to FSM.

**Improvement Activities/Timelines/Resources:**

The Improvement Activities were aligned in FFY 2008 for consistency.

1. During school year 2005-2006, FSM-HESA to ensure consistency in “suspension/expulsion” definition in all four LEAs.
  - 1.1 Timeline: School year 2005-2006.
  - 2.2 Resources: FSM-HESA Evaluation Specialist for EMIS.

**Status: CONTINUING**
  
2. Beginning school year 2005-2006, interface SPP suspension/expulsion data requirements with EMIS and the special education Student Information Tracking System (SITS) for reporting accurate and timely data for all levels: School, LEA, and National, to include federal reporting for discipline data.
  - 1.1 Timeline: Full implementation in 2005-2006 with annual upgrades and verification of accuracy in data collected through the quarterly LEA reports and annual FSM-HESA monitoring/verification visits.
  - 2.2 Resources: Technical support from appropriate Institution of Higher Education (IHE) or other technical assistance provider for data system upgrades; FSM-HESA Evaluation Specialist for EMIS implementation.

**Status: CONTINUING**
  
3. Continue monitoring the implementation of the special education procedures for accounting for suspension/expulsion data through FSM LEA quarterly reports to FSM-HESA and the FSM-HESA on-site monitoring/verification visits, as scheduled during the school year.
  - 3.1 Timeline: Quarterly for LEA reports. Annual monitoring visits to each LEA. Analysis of the reports will assist FSM-HESA with prioritizing nation-wide targeted improvement activities for subsequent years.
  - 3.2 Resource: Technical support from appropriate IHE or technical assistance provider for monitoring visits.

**Status: CONTINUING**

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**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: FAPE in the LRE**

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

- 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.

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

The Least Restrictive Environment (LRE) determination in the special education process has always been in the Special Education Procedural Manual developed and revised over the years. In June 2005, the manual was updated to include, as appropriate, changes to the procedural requirements based on IDEA 2004 and the proposed regulations, as well as the FSM Public Law 14-08, which reinforces the LRE provisions of IDEA. The FSM P.L. 14-08 was enacted in June 2005. The update provided another opportunity to conduct specific training on the procedures for each Local Education Agency (LEA) in Chuuk, Kosrae, Pohnpei, and Yap scheduled for the beginning of school year 2005-2006. Accordingly, the revisions to the manual will be finalized upon final approval of the IDEA regulations.

The FSM-HESA monitoring system is designed to identify non-compliance in the area of ensuring the implementation of the LRE provisions of IDEA Part B requirements. The Child Record Review and Interviews conducted during the monitoring/verification visits provide for the specific review of documentation and understanding of procedures.

As noted in the FSM-HESA monitoring report for the December 2004 monitoring/verification visit conducted for Pohnpei, one of the monitoring findings was related to Pohnpei ensuring that services provided are based on the needs of the child with a disability and not availability of services. As a result, the revisions to the special education procedural manual in June 2005 provided another opportunity for training staff on the determination of appropriate services and the delivery of those individualized special education and related services in the least restrictive environment. A final report from Pohnpei describing actions taken to ensure appropriate delivery of services will be submitted to FSM-HESA as part of the Pohnpei's LEA quarterly report due by December 2005, which represents the one-year timeframe for correcting the identified non-compliance areas based on the one-site visit conducted in December 2004.

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

The following Table displays the FSM 618 reported data for placement taken on December 1, 2004. As shown, the majority of FSM's school-age students with IEPs, representing 97% of the total served, was removed from the general education program for less than 21% of the day.

**OSEP 618 LRE Placement Data**

Reporting Period	FSM Total # with IEPs	% Removed from Regular Class (ages 6 through 21)					
		Measurement A Less than 21%		Measurement B Greater than 60%		Measurement C Separate Schools, Residential, Homebound, Hospital Placements	
		#	% of Total	#	% of Total	#	% of Total
December 1, 2004	2163	2099	97%	0	0	64	3%

**Discussion of Baseline Data:**

Using the 618 reported LRE trend data, over the years, the majority of students with IEPs in the FSM has been included in general education programs for most of the day. As shown in the OSEP 618 LRE Placement Data Table below, overall, on December 1, 2002, 90% of the 6-21 age group participated in the general education program for most of the day, 96% in 2003, and 97% in 2004.

FSM-HESA ensures that special education and related services are provided in the least restrictive environment based on the individual needs of the child with a disability. The FSM Special Education Procedural Manual provides guidance to each state for identifying, referring, evaluating, determining eligibility, developing an IEP, determining placement, and documenting exiting procedures for each child with a disability. The FSM-HESA monitoring system is designed to identify non-compliance to include ensuring that each LEA follows the LRE provisions of the IDEA Part B requirements.

**OSEP 618 LRE Placement Data for FSM TOTAL**

Reporting Period	FSM Total # with IEPs	% Removed from Regular Class (ages 6 through 21)					
		Measurement A Less than 21%		Measurement B Greater than 60%		Measurement C Separate Schools, Residential, Homebound, Hospital Placements	
		#	% of Total	#	% of Total	#	% of Total
December 1, 2002	2040	1842	90%	65	3%	133	7%
December 1, 2003	2202	2121	96%	23	1%	58	3%
December 1, 2004	2163	2099	97%	0	0	64	3%

As mentioned in the 2003 Self-Assessment Report and Annual Performance Reports, FSM-HESA was "reinstated" to submit 618 data reports in 2002 through the IDEA Special Education Program for Pacific Island Entities (SEPIIE) funding provisions. At that time, each LEA had to restore the 618 definitions into the data system for collecting, compiling, and reporting accurate data. For the LRE Placement data by LEA, each LEA needed to review definitions for each placement based on the OSEP definitions. The following Tables show each LEA's 618 reported data for LRE Placement for school-age children with disabilities:

**OSEP 618 LRE Placement Data by FSM Local Education Agencies (LEAs):**

**CHUUK: 2002-2004: Number & Percentage of Students (Age 6-21) By Educational Environment**

		% Removed from Regular Class (ages 6 through 21)					
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Reporting Period	CHUUK Total # with IEPs	Measurement A Less than 21%		Measurement B Greater than 60%		Measurement C Separate Schools, Residential, Homebound, Hospital Placements	
		#	% of Total	#	% of Total	#	% of Total
		December 1, 2002	770	716	93%	0	0
December 1, 2003	867	867	100%	0	0	0	0
December 1, 2004	990	990	100%	0	0	0	0

**KOSRAE: 2002-2004: Number & Percentage of Students (Age 6-21) By Educational Environment**

Reporting Period	KOSRAE Total # with IEPs	% Removed from Regular Class (ages 6 through 21)					
		Measurement A Less than 21%		Measurement B Greater than 60%		Measurement C Separate Schools, Residential, Homebound, Hospital Placements	
		#	% of Total	#	% of Total	#	% of Total
December 1, 2002	232	203	88%	0	0	29	12%
December 1, 2003	311	295	95%	0	0	16	5%
December 1, 2004	222	198	89%	0	0	24	11%

**POHNPEI: 2002-2004: Number & Percentage of Students (Age 6-21) By Educational Environment**

Reporting Period	POHNPEI Total # with IEPs	% Removed from Regular Class (ages 6 through 21)					
		Measurement A Less than 21%		Measurement B Greater than 60%		Measurement C Separate Schools, Residential, Homebound, Hospital Placements	
		#	% of Total	#	% of Total	#	% of Total
December 1, 2002	822	746	91%	44	5%	32	4%
December 1, 2003	808	784	97%	0	0	24	3%
December 1, 2004	792	773	98%	0	0	19	2%

**YAP: 2002-2004: Number & Percentage of Students (Age 6-21) By Educational Environment**

Reporting Period	YAP Total # with IEPs	% Removed from Regular Class (ages 6 through 21)					
		Measurement A Less than 21%		Measurement B Greater than 60%		Measurement C Separate Schools, Residential, Homebound, Hospital Placements	
		#	% of Total	#	% of Total	#	% of Total
December 1, 2002	216	177	82%	21	10%	18	8%
December 1, 2003	216	175	81%	23	11%	18	8%
December 1, 2004	159	138	87%	0	0	21	13%

With input from stakeholders during the November 2005 input sessions, it was agreed that although FSM's educational environment data is above the U.S. national average, FSM would improve special education and related services provided for children with IEPs served primarily in separate schools or at home (Measurement C of this indicator). With discussion regarding how much improvement, the Measurable and Rigorous Targets for this 6-year SPP show an overall movement for children with IEPs served under the environments listed in Measurement C to other educational environments, to include the 21%-60% educational environment not reported as a measurement requirement for this indicator.

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	Based on the unique needs of each child with a disability, on December 1, 2005, the

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	percent of children with IEPs ages 6 through 21 served to include: A. <b>97%</b> Removed from regular class less than 21% of the day; B. <b>0%</b> Removed from regular class greater than 60% of the day; and C. <b>3%</b> Served in public or private separate schools, residential placements, or homebound or hospital placements.
<b>2006 (2006-2007)</b>	Based on the unique needs of each child with a disability, on December 1, 2006, the percent of children with IEPs ages 6 through 21 served to include: A. <b>97%</b> Removed from regular class less than 21% of the day; B. <b>.25%</b> Removed from regular class greater than 60% of the day; and C. <b>2.5%</b> Served in public or private separate schools, residential placements, or homebound or hospital placements.
<b>2007 (2007-2008)</b>	Based on the unique needs of each child with a disability, on December 1, 2007, the percent of children with IEPs ages 6 through 21 served to include: A. <b>97.25%</b> Removed from regular class less than 21% of the day; B. <b>.25%</b> Removed from regular class greater than 60% of the day; and C. <b>2.25%</b> Served in public or private separate schools, residential placements, or homebound or hospital placements.
<b>2008 (2008-2009)</b>	Based on the unique needs of each child with a disability, on December 1, 2008, the percent of children with IEPs ages 6 through 21 served to include: A. <b>97.50%</b> Removed from regular class less than 21% of the day; B. <b>.25%</b> Removed from regular class greater than 60% of the day; and C. <b>2%</b> Served in public or private separate schools, residential placements, or homebound or hospital placements.
<b>2009 (2009-2010)</b>	Based on the unique needs of each child with a disability, on December 1, 2009, the percent of children with IEPs ages 6 through 21 served to include: A. <b>97.75%</b> Removed from regular class less than 21% of the day; B. <b>.25%</b> Removed from regular class greater than 60% of the day; and C. <b>1.75%</b> Served in public or private separate schools, residential placements, or homebound or hospital placements.
<b>2010 (2010-2011)</b>	Based on the unique needs of each child with a disability, on December 1, 2010, the percent of children with IEPs ages 6 through 21 served to include: A. <b>98%</b> Removed from regular class less than 21% of the day; B. <b>.25%</b> Removed from regular class greater than 60% of the day; and C. <b>1.5%</b> Served in public or private separate schools, residential placements, or homebound or hospital placements.

**Improvement Activities/Timelines/Resources:**

The improvement activities were realigned FFY 2008 for consistency.

1. During school year 2005-2006, full implementation of the special education Student Information Tracking System (SITS) will provide for the collection and reporting of accurate and timely data for all levels: School, LEA, and National, to include federal reporting for School-Age LRE – Educational Environments

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1.1 Timeline: Full implementation in 2005-2006 with annual upgrades and verification of accuracy in data collected through the annual FSM-HESA monitoring/verification visits.

1.2 Resources: Technical support from appropriate Institution of Higher Education (IHE) or other technical assistance provider for data system upgrades.

**Status: CONTINUING**

2. Parent and staff training implemented for each LEA to ensure understanding of the June 2005 revisions to the Special Education Procedural Manual, to include a review of the LRE provisions, based on the IDEA 2004 and proposed regulations, as well as effective strategies for providing special education and related services in general education program environments.

2.1 Timeline: At least annually through the summer parent conference and beginning of the year staff training.

2.2 Resources: Each LEA special education program and parent organization.

**Status: CONTINUING**

3. Continue monitoring the provisions of LRE through the LEA quarterly reports and FSM-HESA on-site monitoring/verification visits, as scheduled during the school year.

3.1 Timeline: Quarterly for LEA reports. Annual monitoring visits to each LEA. Analysis of reports to assist FSM-HESA with prioritizing targeted improvement activities for subsequent years.

3.2 Resource: Technical support from appropriate IHE or technical assistance provider for monitoring visits.

**Status: CONTINUING**

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**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: FAPE in the LRE**

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

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

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

**Measurement:**

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

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

The Least Restrictive Environment (LRE) determination in the special education process has always been in the Special Education Procedural Manual developed and revised over the years. In June 2005, the manual was updated to include, as appropriate, changes to the procedural requirements based on IDEA 2004 and the proposed regulations, as well as the FSM Public Law 14-08, which reinforces the LRE provisions of IDEA. The FSM P.L. 14-08 was enacted in June 2005. The update provided another opportunity to conduct specific training on the procedures for each Local Education Agency (LEA) in Chuuk, Kosrae, Pohnpei, and Yap scheduled for the beginning of school year 2005-2006. Accordingly, the revisions to the manual will be finalized upon final approval of the IDEA regulations.

During school year 2004-2005, written guidelines for the FSM National Early Care and Education for Young Children with Special Needs and their Families were developed by FSM-HESA and early childhood representatives from the four FSM island state organizations and agencies that work with young children, to include the Local Education Agency (LEA) and Health Services. The purpose for the guidelines was to describe the specific steps of the special education process in relation to the collaborative relationship between Education and Health Services for young children with special needs. In the FSM, compulsory education begins at six years of age or first grade. Preschool services for young children with and without disabilities have been provided through the joint efforts of Head Start (now known as the Early Childhood Program under Education), the Education Preschool Initiative, and Health Services.

The FSM-HESA monitoring system is designed to identify non-compliance in the area of ensuring the implementation of the LRE provisions of IDEA Part B requirements. The Child Record Review and Interviews conducted during the monitoring/verification visits provide for the specific review of documentation and understanding of procedures. The monitoring review will consider the supports and services for preschoolers with special needs provided through the collaborative relationship between Education and Health Services.

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

The following Table displays the FSM 618 reported data for preschool settings taken on December 1, 2004. As shown, the majority of FSM's preschoolers with IEPs, representing 30% of the total served, was served in settings with typically developing peers.

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**OSEP 618 LRE Placement Data for Ages 3-5**

Reporting Period	FSM Total # with IEPs	% in Settings with Typically Developing Peers (3-5)						FSM Total	
		Early Childhood (EC) Setting		Home		Part-Time EC Setting & Part-Time EC/Special Education Setting		Settings with Typically Developing Peers	
		#	% of Total	#	% of Total	#	% of Total	#	%
December 1, 2004	277	57	21%	26	9%	0	0	83	30%

**Discussion of Baseline Data:**

Using the 618 reported LRE trend data, over the years, there has been a decrease in percentage of preschoolers with IEPs included in early childhood programs for typically developing peers or receiving services in the home. As shown in the OSEP 618 LRE Settings Data for Ages 3-5 Table below, overall, on December 1, 2002, 52% of the 3-5 age group received services in an early childhood program or at home, 56% in 2003, and 30% in 2004.

FSM-HESA ensures that special education and related services are provided in the least restrictive environment based on the individual needs of the child with a disability. The FSM Special Education Procedural Manual and the FSM Early Care and Education for Young Children with Special Needs and their Families provide guidance to each LEA for identifying, referring, evaluating, determining eligibility, developing an IEP, determining placement, and documenting exiting procedures. The FSM-HESA monitoring system is designed to identify non-compliance to include ensuring that each state follows the LRE provisions of the IDEA Part B requirements.

**OSEP 618 LRE Setting Data for Ages 3-5**

Reporting Period	FSM Total # with IEPs	% in Settings with Typically Developing Peers (3-5)						FSM Total	
		Early Childhood (EC) Setting		Home		Part-Time EC Setting & Part-Time EC/Special Education Setting		Settings with Typically Developing Peers	
		#	% of Total	#	% of Total	#	% of Total	#	%
December 1, 2002	442	136	31%	93	21%	0	0	229	52%
December 1, 2003	379	105	28%	105	28%	0	0	210	56%
December 1, 2004	277	57	21%	26	9%	0	0	83	30%

As mentioned in the 2003 Self-Assessment Report and Annual Performance Reports, FSM-HESA was “reinstated” to submit 618 data reports in 2002 through the IDEA Special Education Program for Pacific Island Entities (SEPIIE) funding provisions. At that time, each LEA had to restore the 618 definitions into the data system for collecting, compiling, and reporting accurate data. For the LRE Setting data by LEA, each LEA needed to review definitions for each setting based on the OSEP definitions. The following Tables show each LEA’s 618 reported data for LRE Settings for preschoolers with IEPs:

**OSEP 618 LRE Settings Data for Ages 3-5 by FSM Local Education Agencies (LEAs)**

**CHUUK: 2002-2004: OSEP 618 LRE Settings Data for Ages 3-5**

Reporting Period	CHUUK Total # with IEPs	% in Settings with Typically Developing Peers (3-5)						Chuuk Total	
		Early Childhood (EC) Setting		Home		Part-Time EC Setting & Part-Time EC/Special Education Setting		Settings with Typically Developing Peers	
		#	% of Total	#	% of Total	#	% of Total	#	%
December 1, 2002	283	71	25%	0	0	0	0	71	25%
December 1, 2003	168	0	0	0	0	0	0	0	0
December 1, 2004	189	0	0	0	0	0	0	0	0

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**KOSRAE: 2002-2004: OSEP 618 LRE Settings Data for Ages 3-5**

Reporting Period	KOSRAE Total # with IEPs	% in Settings with Typically Developing Peers (3-5)						Kosrae Total	
		Early Childhood (EC) Setting		Home		Part-Time EC Setting & Part-Time EC/Special Education Setting		Settings with Typically Developing Peers	
		#	% of Total	#	% of Total	#	% of Total	#	%
December 1, 2002	59	40	68%	18	30%	0	0	58	98%
December 1, 2003	43	35	81%	7	16%	0	0	42	97%
December 1, 2004	27	19	70%	3	11%	0	0	22	81%

**POHNPEI: 2002-2004: OSEP 618 LRE Settings Data for Ages 3-5**

Reporting Period	POHNPEI Total # with IEPs	% in Settings with Typically Developing Peers (3-5)						Pohnpei Total	
		Early Childhood (EC) Setting		Home		Part-Time EC Setting & Part-Time EC/Special Education Setting		Settings with Typically Developing Peers	
		#	% of Total	#	% of Total	#	% of Total	#	%
December 1, 2002	32	17	53%	15	47%	0	0	32	100%
December 1, 2003	98	62	63%	36	37%	0	0	98	100%
December 1, 2004	51	32	63%	19	37%	0	0	51	100%

**YAP: 2002-2004: OSEP 618 LRE Settings Data for Ages 3-5**

Reporting Period	YAP Total # with IEPs	% in Settings with Typically Developing Peers (3-5)						Yap Total	
		Early Childhood (EC) Setting		Home		Part-Time EC Setting & Part-Time EC/Special Education Setting		Settings with Typically Developing Peers	
		#	% of Total	#	% of Total	#	% of Total	#	%
December 1, 2002	68	8	12%	60	88%	0	0	68	100%
December 1, 2003	70	8	11%	62	89%	0	0	70	100%
December 1, 2004	10	6	60%	4	40%	0	0	10	100%

Given the decrease in percentage of preschoolers with IEPs served in settings with typically developing peers or at home, with stakeholder input during the November 2005 input sessions, it was agreed that, overall, FSM's Measurable and Rigorous Targets for the SPP should work towards meeting the U.S. National Average. It was further discussed that specific technical support needs to be targeted for Chuuk's LEA to increase services and supports in settings with typically developing peers. As shown in the 618 LRE Settings Data for each LEA, Chuuk is the only LEA that did not include preschoolers with IEPs in settings with typically developing peers. Chuuk's LEA provided special education and related services in special education preschool settings. However, given that the Head Start Program is now under Education, Chuuk has an opportunity to provide appropriate special education services in the LEA's Early Childhood Program.

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	Based on the unique needs of each preschooler with a disability, on December 1, 2005, <b>30%</b> of preschool children with IEPs will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education)

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	settings).
<b>2006 (2006-2007)</b>	Based on the unique needs of each preschooler with a disability, on December 1, 2006, <b>35%</b> of preschool children with IEPs will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
<b>2007 (2007-2008)</b>	Based on the unique needs of each preschooler with a disability, on December 1, 2007, <b>40%</b> of preschool children with IEPs will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
<b>2008 (2008-2009)</b>	Based on the unique needs of each preschooler with a disability, on December 1, 2008, <b>45%</b> of preschool children with IEPs will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
<b>2009 (2009-2010)</b>	Based on the unique needs of each preschooler with a disability, on December 1, 2009, <b>50%</b> of preschool children with IEPs will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
<b>2010 (2010-2011)</b>	Based on the unique needs of each preschooler with a disability, on December 1, 2010, <b>55%</b> of preschool children with IEPs will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

**Improvement Activities/Timelines/Resources:**

The improvement activities were realigned in FFY 2008 for consistency.

1. During school year 2005-2006, full implementation of the special education Student Information Tracking System (SITS) will provide for the collection and reporting of accurate and timely data for all levels: School, LEA, and National, to include federal reporting for Preschool LRE.
  - 1.1 Timeline: Full implementation in 2005-2006 with annual upgrades and verification of accuracy in data collected through the annual FSM-HESA monitoring/verification visits.
  - 1.2 Resources: Technical support from appropriate Institution of Higher Education (IHE) or other technical assistance provider for data system upgrades.

**Status: CONTINUING**
  
2. Parent and Staff training implemented for each LEA to ensure understanding of the June 2005 revisions to the Special Education Procedural Manual, to include a review of the LRE provisions, based on the IDEA 2004 and proposed regulations.
  - 2.1 Timeline: At least annually through the summer parent conference and beginning of the year staff training.
  - 2.2 Resources: Each LEA special education program and parent organization.

**Status: CONTINUING**
  
3. Targeted technical support for Chuuk LEA to address the LRE provisions, including training for parents and staff in Chuuk regarding effective inclusive strategies for preschoolers with IEPs.
  - 3.1 Timeline: School year 2005-2006.
  - 3.2 Resources: Chuuk LEA special education program and parent organization.

**Status: CONTINUING**
  
4. Continue monitoring the provisions of LRE in each state through the LEA quarterly reports and FSM-HESA on-site monitoring/verification visits, as scheduled during the school year.

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- 4.1 Timeline: Quarterly for LEA reports. Annual monitoring visits to each LEA. Analysis of reports to assist FSM-HESA with prioritizing targeted improvement activities for subsequent years.
- 4.2 Resource: Technical support from appropriate IHE or technical assistance provider for monitoring visits.

**Status: CONTINUING**



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**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: FAPE in the LRE**

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

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

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

**Measurement:**

Outcomes:

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

Progress categories for A, B and C:

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

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

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

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**Measurement for Summary Statement 1:**

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

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

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

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

**NEW INDICATOR.** The following design for gathering baseline data for this new indicator was taken from the guidance provided by the Early Childhood Outcomes (ECO) Center:

1. The FSM Early Childhood (EC) Leadership Team, comprised of the FSM-HESA Early Childhood Special Education Coordinator and representatives from the four Local Education Agencies (LEAs) of Chuuk, Kosrae, Pohnpei, and Yap, including the LEA Early Childhood Coordinators/Supervisors, Special Education Coordinators, Data Specialists, Parents, and the Maternal and Child Health & Children with Special Needs Coordinators, to develop the outcome measurement system for FSM, to include:
  - Policies and procedures to guide outcome assessment and measurement practices.
  - Provision of training and technical assistance supports to administrators and service providers in outcome data collection, reporting, and use of quality assurance and monitoring procedures to ensure the accuracy and completeness of the outcome data.
  - Data system elements for outcome data input and maintenance, and outcome data analysis functions.
2. In October 2005, the FSM EC Leadership Team met to review the “Early Childhood Outcomes Framework” and to gather input on a process for developing measurement strategies as part of the overall outcome measurement system to be implemented in each LEA, as follows:
  - Who will be included in the measurement, i.e. what population of children?

All preschoolers with IEPs who will be receiving special education services for at least 6 months.
  - What assessment/measurement tool(s) will be used?

In August 2005, FSM-HESA requested technical assistance from the National Early Childhood Technical Assistance Center (NECTAC) to review the *Micronesian Inventory of Development* (MID) and to provide an analysis of whether the MID will answer the preschool outcomes identified in SPP Indicator 7. The MID has been used as a developmental screener and to monitor progress of preschoolers in the Head Start Program throughout the Pacific Basin jurisdictions, to include FSM, which the Head Start Program now is known as the Early Childhood Program under the FSM LEAs. In response to this request, NECTAC facilitated a conference call in October 2005 with the Early Childhood Outcomes (ECO) Center consultants who conducted the MID review and representatives from the Pacific Island entities, to include the FSM. Based on the “crosswalk” analysis, the MID will be able to answer preschool outcome measures “B” and “C” of this indicator.

By December 2005, the FSM EC Leadership Team members from each LEA will review the preschool outcome measures required of this indicator and will gather input regarding the cultural relevancy of the preschool outcome measures and to translate the outcome measures into their primary language.

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In January 2006, the FSM EC Leadership will convene to review the results of the MID Crosswalk conducted by the ECO consultants and to reach an agreement as to what assessment/measurement tool(s) will be used. Items for consideration would be to expand the MID to respond to all 3 preschool outcome measures or to identify another assessment/measurement tool(s).

- Who will conduct the assessments?  
In January 2006, the FSM EC Leadership Team will develop procedures for conducting the assessments.
  - When will measurement occur?  
By January 2006, the FSM EC Leadership Team will develop procedures outlining specific steps of when preschoolers with IEPs will be assessed at “entry” and “exit” points while in the program.  
By May 2006, all preschoolers with IEPs who will be receiving at least 6 months of special education services will be assessed for “entry” data.
  - Who will report data to whom, in conducted what form, and how often?  
By January 2006, the FSM EC Leadership Team will outline specific timelines and guidance for how the outcomes data will be gathered and reported at the LEA level and retrieved by the FSM special education Student Information Tracking System (SITS).  
The LEA Special Education Data Clerk will input the data results for Child Outcomes 1, 2 and 3 into the FSM special Education Student Information Tracking System (SITS). FSM-HESA will collect, compile, analyze, and report findings as a system with information provided on a quarterly basis by the LEA, with aggregated data reviewed on an annual basis by June of each year for national analysis and reporting.
  - How will data be analyzed?  
By January 2006, the FSM EC Leadership Team will define how the results of the preschool outcome measures will be analyzed and reported at the LEA and FSM-HESA National levels to include the following:
    - a. Percentage of children who reach or maintained functioning at a level comparable to same-aged peers.
    - b. Percentage of children who improve functioning (not included in a).
    - c. Percentage of children who did not improve functioning.
3. The FSM EC Leadership Team to facilitate the implementation of the outcome measurement system in each LEA, to include:
- By March 2006, the FSM EC Early Childhood Outcome Measurement System requirements will be approved by the FSM-HESA Secretary and disseminated to the Directors of the LEAs.
  - By April 2006, FSM-HESA to facilitate training for LEAs on the FSM Early Childhood Outcomes Measurement System, which will include the procedures, timelines, and data collection process.
  - By April 2006, FSM-HESA to facilitate training for LEAs on the FSM Early Childhood Outcome Assessment tool.
  - By May 2006, all preschoolers with IEPs who will be receiving at least 6 months of special education services will be assessed using the FSM Early Childhood Outcome Assessment Tool.
  - By June 2006, LEA EC outcomes data will be inputted into the FSM special education Student Information Tracking System (SITS) by the LEA special education data clerk.
  - By June 2007, FSM-HESA will collect, compile, and report progress data on “entry” and “exit” outcomes data for improving services by specific LEA as well as for national analysis and reporting.

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**February 1, 2007**

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

Through technical assistance from the National Early Childhood Technical Assistance Center (NECTAC) and support from the University of Guam CEDDERS, the FSM HESA-Special Education Program developed the Early Childhood Outcomes Measurement System to assess, monitor, and report on the three child outcomes identified by OSEP. The three early childhood outcomes are:

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

In October 2005, a 2-day meeting was held with early childhood teams (ECT) from each FSM state. The composition of the ECT from each state included a Head Start representative, early childhood special education supervisors/coordinators, and related service assistants. The purpose of the meeting was to provide an overview of the three early childhood outcomes and to gather input on a process for collecting analyzing, and reporting child outcomes. In addition, the ECT reviewed the requirements for Part B Indicator 7 and clearly defined what is meant by each outcome. As a result of the meeting, the ECT developed next steps, which included scheduling meetings with early childhood staff when they return to their FSM state to review the three child outcomes, to ensure that these outcomes are culturally relevant, and to begin translation into their native languages.

In April 2006, a meeting was held at the Early Childhood Outcomes Conference in Albuquerque, New Mexico for the Pacific Entities, sponsored by NECTAC, to review the process for assessing child development that was culturally appropriate and culturally competent. As a result of the meeting, NECTAC shared the crosswalk that was done by the ECO staff on the 2002 Micronesian Inventory of Development (MID). As per the analysis, the 2002 MID responded to outcomes 2 and 3. However, additional items were needed for outcome 1. During this meeting, it was shared by FSM participants that there were different versions of the MID and that the latest update was completed in 2004 by Pohnpei State with additional subtests added. The MID is an assessment tool that is used to monitor progress of what children 3 to 5 years of age should know and be able to do.

In May 2006, the ECT representing each FSM State reviewed the 2004 version of the MID. The ECT reviewed each item carefully, revised several items to ensure that it was culturally appropriate for each FSM state, and completed an updated crosswalk with the new version of the document, currently referred to as the "Federated States of Micronesia Inventory of Development (FSM-ID)". The ECT agreed that the FSM-ID did in fact respond to all three outcomes and will be used as one source of information, along with parent observation/input, teacher observation, service provider reports and other assessment reports used in rating the performance of children. During this meeting, early childhood outcomes procedures were developed to ensure continuity and consistency of assessing and collecting child outcomes across all four FSM states.

As indicated in the FSM early childhood outcomes guidelines, there will be two measurement points of data collection. The first measurement point will be conducted upon entry into the program. The child's team (parents, teachers, and related service providers) will assess the child using the FSM-ID and other sources of information such as, parent interview/input, other assessment information, and teacher or provider observation, etc. Based on all the data collected, the child's team will determine the overall rating of the child based on the Early Childhood Outcomes (ECO) Child Outcome Summary Form (COSF) using the ECO 7-point rating scale. The second measurement point of data collection will occur at "exit" or prior to the child exiting the program for one of the following reasons: to transition to first grade; leaving island; or other exiting reasons. The child's team will complete the Child Outcome Exit Summary Form.

For the purpose of this reporting year 2005-2006, all preschoolers with IEPs who will have at least one year of special education early childhood services at "exit" from the program were identified to participate in the entry data collection.

In December 2006, an FSM Early Childhood Outcome Meeting was held to finalize the FSM-ID and to

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review a process for analyzing and reporting child outcomes. During this meeting, each FSM state verified the results of the early childhood outcomes report that was submitted to the FSM National. Furthermore, training was conducted on the ECO Tutor Excel Program and the FSM states inputted data into the *ECO Excel COSF to OSEP Calculator Analytic Program* that was tailored for each FSM state to monitor and track early childhood outcomes for each preschooler with an IEP.

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

As of June 2006, 51 early childhood outcomes entry data was compiled from each of the FSM States. As a result of the data collected, 51 preschool children with IEPs participated in the entry data collection for 2005-2006. As indicated in the FSM National Data below, for early childhood outcome 1, 57% or 29/51 of the preschoolers demonstrated skills or behaviors related to positive social emotional skills including social emotional skills appropriate to his or her age across a variety of settings and situations and 43% or 22/51 preschoolers demonstrated skills or behaviors at entry level below their same age peers. For early childhood outcome 2, 69% or 35/51 preschoolers demonstrated skills or behaviors related to acquiring and using knowledge and skills appropriate to his or her age across a variety of settings and situations, and 31% or 16/51 preschoolers demonstrated skills or behaviors related to acquiring and using knowledge and skills at entry level below their same age peers. For early childhood outcome 3, 67% or 34/51 preschoolers demonstrated skills or behaviors related to taking appropriate action to meet their needs appropriate to his or her age across a variety of settings and situations, and 33% or 17/51 preschoolers demonstrated skills or behaviors related to acquiring and using knowledge and skills at entry level below their same age peers.

**FSM NATIONAL DATA FOR 2005-2006**

Outcomes	Total=51 Assessed using the FSM-ID	
	% (#) Below Age	% (#) At Age
1. Positive Social-Emotional Skills	57% (29/51)	43% (22/51)
2. Acquisition and Use of Knowledge and Skills	69% (35/51)	31% (16/51)
3. Use of Appropriate Behaviors to Meet their Needs	67% (34/51)	33% (17/51)

The following Tables represent data by individual FSM States:

**CHUUK STATE**

Entry data for Preschool Outcomes, as of June 30, 2006

Outcomes	Total=9 Assessed using the FSM-ID*	
	% (#) Below Age	% (#) At Age
1. Positive Social-Emotional Skills	33% (3/9)	67% (6/9)
2. Acquisition and Use of Knowledge and Skills	89% (8/9)	11% (1/9)
3. Use of Appropriate Behaviors to Meet their Needs	22% (2/9)	78% (7/9)

\*Data verified by Chuuk State participants at the December 2006 Meeting.

**KOSRAE STATE**

Entry data for Preschool Outcomes, as of June 30, 2006

Outcomes	Total=8 Assessed using the FSM-ID**	
	% (#) Below Age	% (#) At Age
1. Positive Social-Emotional Skills	50% (4/8)	50% (4/8)
2. Acquisition and Use of Knowledge and Skills	63% (5/8)	37% (3/8)
3. Use of Appropriate Behaviors to Meet their Needs	75% (6/8)	25% (2/8)

\*\*Data verified by Kosrae State participants at the December 2006 Meeting.

**POHNPEI STATE**

Entry data for Preschool Outcomes, as of June 30, 2006

Outcomes	Total=28 Assessed using the FSM-ID***	
	% (#) Below Age	% (#) At Age
1. Positive Social-Emotional Skills	57% (16/28)	43% (12/28)
2. Acquisition and Use of Knowledge and Skills	61% (17/28)	39% (11/28)
3. Use of Appropriate Behaviors to Meet their Needs	71% (20/28)	29% (8/28)

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\*\*\*Data verified by Pohnpei State participants at the December 2006 Meeting.

**YAP STATE**

Entry data for Preschool Outcomes, as of June 30, 2006

Outcomes	Total=6 Assessed using the FSM-ID****	
	% (#) Below Age	% (#) At Age
1. Positive Social-Emotional Skills	100% (6/6)	0% (0/6)
2. Acquisition and Use of Knowledge and Skills	83% (5/6)	17% (1/6)
3. Use of Appropriate Behaviors to Meet their Needs	100% (6/6)	0% (0/6)

\*\*\*\*Data provided by Yap State participants at the December 2006 Meeting.

**February 1, 2008**

Through technical assistance and support from the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service, (Guam CEDDERS), the FSM National Department of Education (NDOE), Special Education Program (NSEP) developed procedures for the FSM Early Childhood (EC) Outcomes Measurement System in March of 2005. The EC Outcomes procedures provide guidance for how each preschooler with an IEP will be assessed using multiple sources to address the 3 child outcomes specified by OSEP. These outcomes are:

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

As described in the 2005-2006 FSM SPP, the FSM EC Outcomes procedures include two measurement points of data collection. The first measurement point is conducted upon entry into the program but no later than 45 days after the initial IEP meeting. The child's team (parents, teachers, and related service providers) assesses the child using the FSM-ID and other sources of information such as, parent interview/input, other assessment information, and teacher or provider observation, etc. Based on all the data collected, the child's team determines the overall rating of the child based on the Early Childhood Outcomes (ECO) Child Outcome Summary Form (COSF) using the ECO 7-point rating scale. The ECO 7 point rating scale provides the degree or level of performance from 1 to 7. Those preschoolers that are rated a 6 or 7 on the ECO 7 point rating scale are those children whose level of performance is "comparable to same aged peers" and those preschoolers that are rated a 1, 2, 3, 4, or 5 are not performing at age appropriate levels compared to their same age peers. The second measurement point of data collection occurs at "exit" or prior to the child exiting the program for one of the following reasons: to transition to first grade; leaving island; or other exiting reasons. The child's team completes the Child Outcome Exit Summary Form. Upon completing the COSF, the early childhood special education teacher or Related Service Assistant (RSA) submits a copy of the completed COSF to the Special Education Data Clerk who inputs the results into the ECO Excel *COSF Calculator Analytic Program*. The Special Education Coordinator from each FSM State reviews and verifies the results noted in the EC Outcome Data Report on a quarterly basis. The ECO Excel program provides information for the measurement categories (a, b, c, d, or e) for the 3 child outcomes for each child that has both an entry and exit measure. By July 30<sup>th</sup> of each year, the Special Education Coordinator from each FSM State electronically submits their EC Outcome Data Report to the FSM National Special Education Program (NSEP). Upon receipt of the ECO Outcome Report, the NSEP verifies the information and forwards a transmittal back to each FSM State acknowledging timely submission and accuracy of the EC Data report. During the annual National SPP/APR Meeting, the National EC Coordinator provides a written and verbal report on the results of the 3 Child Outcomes.

To ensure continuity of the procedures in each of the FSM States, an FSM National Early Childhood meeting was held in Chuuk State on December 18 – 21, 2006. The purpose of the meeting was to review the required procedures for collecting, analyzing, and reporting the three child outcomes identified by OSEP.

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Representatives from each State included the special education early childhood supervisor, early childhood/ preschool supervisor (former Head Start Coordinator), and the special education coordinator. Each state shared their experiences and challenges in assessing and collecting child outcomes. In addition, participants were introduced to the *ECO Excel COSF Calculator Analytic Program* that was tailored for each FSM state as a means for monitoring and tracking early childhood outcomes for each preschooler with an IEP.

Furthermore, participants reviewed each item in the FSM Inventory of Development (FSM ID) to ensure that the item was age and culturally appropriate. The FSM ID is a tool used to determine how preschoolers are performing across developmental domains for preschoolers 3 to 5 years of age. This FSM ID is used in all Early Childhood Program. Lastly, participants reviewed the procedures for scoring the FSM ID to ensure fidelity of procedures for collecting and documenting child progress.

In June 2007, an FSM National Early Childhood Outcome Meeting was held to review the FSM Inventory of Development (FSM ID) and Kit, the process and procedures for collecting, analyzing and reporting child outcomes. During this meeting, each FSM State verified the results of the early childhood outcomes data for entry and exit. Additional training was conducted on the ECO Tutor Excel Program and the FSM states inputted data into the *ECO Excel Program*.

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

Although this is NOT baseline data, the targets are not due until February 2010. For this reporting period, thirty-five preschoolers with IEPs had completed Child Outcome Summary Exit Form (measurement 2) prior to leaving the ECE program or turning 6 years of age for this reporting period. Although this NOT baseline data and targets are not due until February 2010, the following tables list the progress data of the 35 preschoolers with disabilities who exited the program as of June 30, 2007.

**FSM NATIONAL EXIT DATA FOR 2006-2007 (Total of 35 Preschoolers with IEPs Exited the Program)**

<b>Child Outcomes</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>Child Outcome 1:</b> Positive social-emotional skills (including social relationships)	14% (5/35)	20% (7/35)	17% (6/35)	20% (7/35)	29% (10/35)
<b>Child Outcome 2:</b> Acquisition and use of knowledge and skills (including early language / communication and early literacy)	11% (4/35)	20% (7/35)	26% (9/35)	26% (9/35)	17% (6/35)
<b>Child Outcome 3:</b> Use appropriate behaviors to meet their needs	20% (7/35)	9% (3/35)	25.5% (9/35)	25.5% (9/35)	20% (7/35)

The following data Tables represent the breakdown of the total **35** preschoolers with IEPs who exited the program by individual FSM States:

**CHUUK STATE**

Exit data for Preschool Outcomes, as of June 30, 2007 (Total of **6** preschoolers with IEPs Exited the Program)

<b>Child Outcomes</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>Child Outcome 1:</b> Positive social-emotional skills (including social relationships)	0%	0%	0%	50% (3/6)	50% (3/6)
<b>Child Outcome 2:</b> Acquisition and use of knowledge and skills (including early language / communication and early literacy)	0%	0%	0%	83% (5/6)	17% (1/6)
<b>Child Outcome 3:</b> Use appropriate behaviors to meet their needs	0%	16.5% (1/6)	0%	16.5% (1/6)	67% (4/6)

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**KOSRAE STATE**

Exit data for Preschool Outcomes, as of June 30, 2007 (Total of **9** preschoolers with IEPs Exited the Program)

<b>Child Outcomes</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>Child Outcome 1:</b> Positive social-emotional skills (including social relationships)	0%	12% (1/9)	0%	44% (4/9)	44% (4/9)
<b>Child Outcome 2:</b> Acquisition and use of knowledge and skills (including early language / communication and early literacy)	0%	12% (1/9)	22% (2/9)	44% (4/9)	22% (2/9)
<b>Child Outcome 3:</b> Use appropriate behaviors to meet their needs	12% (1/9)	0%	0%	66% (6/9)	22% (2/9)

**POHNPEI STATE**

Exit data for Preschool Outcomes, as of June 30, 2007 (Total of **16** preschoolers with IEPs Exited the Program)

<b>Child Outcomes</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>Child Outcome 1:</b> Positive social-emotional skills (including social relationships)	25% (4/16)	25% (4/16)	31% (5/16)	0%	19% (3/16)
<b>Child Outcome 2:</b> Acquisition and use of knowledge and skills (including early language / communication and early literacy)	19% (3/16)	31% (5/16)	31% (5/16)	0%	19% (3/16)
<b>Child Outcome 3:</b> Use appropriate behaviors to meet their needs	38% (6/16)	6% (1/16)	44% (7/16)	6% (1/16)	6% (1/16)

**YAP STATE**

Exit data for Preschool Outcomes, as of June 30, 2007 (Total of **4** preschoolers with IEPs Exited the Program)

<b>Child Outcomes</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>Child Outcome 1:</b> Positive social-emotional skills (including social relationships)	25% (1/4)	50% (2/4)	25% (1/4)	0%	0%
<b>Child Outcome 2:</b> Acquisition and use of knowledge and skills (including early language / communication and early literacy)	25% (1/4)	25% (1/4)	50% (2/4)	0%	0%
<b>Child Outcome 3:</b> Use appropriate behaviors to meet their needs	0%	25% (1/4)	50% (2/4)	25% (1/4)	0%

**Discussion of Baseline Data:**

Progress data reported in February 2010 will be considered baseline data. Thirty five preschoolers with IEP's participated in the FSM Early Childhood Outcomes Measurement System for this reporting period. As shown in the actual aggregate data for the FSM National Exit data, 49% or 17 out of 35 preschoolers reached or maintained functioning at a level comparable to same aged peers for positive social-emotional skills (including social relationships); 43% or 15 out of the 35 preschoolers reached or maintained functioning at a level comparable to same aged peers for acquisition and use of knowledge and skills (including early language/communication and early literacy); and 45.5% or 16 out of the 35 preschoolers reached or maintained functioning at a level comparable to same aged peers for uses appropriate behaviors to meet their needs.



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Chuuk did not indicate any child in Measurement “a”, whereas one child was indicated for Yap and two children for Kosrae. However, for Pohnpei State, there were between 3 to 6 children reported not showing progress in the three child outcome measures. Close monitoring and training for Pohnpei State is needed to clarify the procedures and how each team determines the level of improvement a child makes in each of the outcome measures.

Overall, approximately 62% of preschoolers with IEPs exiting early childhood special education services have demonstrated improvement in the three outcome measures. Collecting child outcomes and measuring performance of young children is a new concept in the FSM states. Yearly training is important to ensure continuity of procedures and strategies for improving the overall development of preschoolers with IEPs.

**February 1, 2009**

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

The FSM National Department of Education (NDOE), Special Education Program (NSEP) continues to use the early childhood outcomes guidance for how each preschooler with an IEP will be assessed using multiple sources to address the 3 child outcomes specified by OSEP.

These outcomes are:

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

As described in the 2005-2006 FSM SPP, the FSM EC Outcomes procedures include two measurement points of data collection. The first measurement point is conducted upon entry into the program but no later than 45 days after the initial IEP meeting. The child’s team (parents, teachers, and related service providers) assesses the child using the FSM-ID and other sources of information such as, parent interview/input, other assessment information, and teacher or provider observation, etc. Based on all the data collected, the child’s team determines the overall rating of the child based on the Early Childhood Outcomes (ECO) Child Outcome Summary Form (COSF) using the ECO 7-point rating scale. The second measurement point of data collection occurs at “exit” or prior to the child exiting the program for one of the following reasons: to transition to first grade; leaving island; or other exiting reasons. The child’s team completes the Child Outcome Exit Summary Form. Upon completing the COSF, the early childhood special education teacher or Related Service Assistant (RSA) submits a copy of the completed COSF to the Special Education Data Clerk who inputs the results into the ECO Excel *COSF Calculator Analytic Program*. The Special Education Coordinator from each FSM State reviews and verifies the results noted in the EC Outcome Data Report on a quarterly basis. The ECO Excel program provides information for the measurement categories (a, b, c, d, or e) for the 3 child outcomes for each child that has both an entry and exit measure. By July 30<sup>th</sup> of each year, the Special Education Coordinator from each FSM State electronically submits their EC Outcome Data Report to the FSM National Special Education Program (NSEP). Upon receipt of the ECO Outcome Report, the NSEP verifies the information and forwards a transmittal back to each FSM State acknowledging timely submission and accuracy of the EC Data report. During the annual National SPP/APR Meeting, the National EC Coordinator provides a written and verbal report on the results of the 3 Child Outcomes.

Representatives from each State included the special education early childhood supervisor, early childhood/ preschool supervisor (former Head Start Coordinator), and the special education coordinator. Each state shared their experiences and challenges in assessing and collecting child outcomes. In addition, participants were introduced to the *ECO Excel COSF Calculator Analytic Program* that was tailored for each FSM state as a means for monitoring and tracking early childhood outcomes for each preschooler with an IEP.

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In June 2007, an FSM National Early Childhood Outcome Meeting was held to review the FSM Inventory of Development (FSM ID) and Kit, the process and procedures for collecting, analyzing and reporting child outcomes. During this meeting, each FSM State verified the results of the early childhood outcomes data for entry and exit. Additional training was conducted on the ECO Tutor Excel Program and the FSM states inputted data into the *ECO Excel Program*.

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

Although this is NOT baseline data, the targets are not due until February 2010. For this reporting period, forty-three preschoolers with IEPs had completed Child Outcome Summary Exit Form (measurement 2) prior to leaving the ECE program or turning 6 years of age for this reporting period.

The 2007-2008 progress data provided in Tables 1, 2, and 3 shows of the 43preschoolers that existed the program, the number and percentage of preschoolers in the five measurement categories in the three early childhood outcome measures:

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

**FSM NATIONAL EXIT DATA FOR 2007-2008 (Total of 43 Preschoolers with IEPs Exited the Program)**

**Table 1: Measurement A: Positive social-emotional skills (including social relationships)**

<b>Positive social-emotional skills (including social relationships)</b>	<b># of Children</b>	<b>% of children</b>
a. Percent of preschool children who did not improve functioning	3/43	7%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	5/43	11.6%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	6/43	13.9%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	9/43	21%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	20/43	46.5%
<b>Total 43</b>		<b>100%</b>

**Table 2: Measurement B: Acquisition and use of knowledge and skills (including early language/ communication and early literacy)**

<b>Acquisition and use of knowledge and skills (including early language / communication and early literacy)</b>	<b>#of Children</b>	<b>% of children</b>
a. Percent of preschool children who did not improve functioning	5/43	12%
b. Percent of preschool children who improved	8/43	19%

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functioning but not sufficient to move nearer to functioning comparable to same-aged peers		
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	4/43	9%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	17/43	39%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	9/43	21%
<b>Total 43</b>		<b>100%</b>

**Table 3: Measurement C: Use of appropriate behaviors to meet their needs**

<b>Use of appropriate behaviors to meet their needs</b>	<b>#of Children</b>	<b>% of children</b>
a. Percent of preschool children who did not improve functioning	6/43	14%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	5/43	12%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	4/43	9%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	15/43	35%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	13/43	30%
<b>Total 43</b>		<b>100%</b>

The following data Tables represent the breakdown of the total **43** preschoolers with IEPs who exited the program by individual FSM States:

**CHUUK STATE**

Exit data for Preschool Outcomes, as of June 30, 2008 (Total of **17** preschoolers with IEPs Exited the Program)

<b>Child Outcomes</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>Child Outcome 1:</b> Positive social-emotional skills (including social relationships)	0	0	0	0	100% (17/17)
<b>Child Outcome 2:</b> Acquisition and use of knowledge and skills (including early language / communication and early literacy)	0	0	0	47% (8/17)	53% (9/17)
<b>Child Outcome 3:</b> Use appropriate behaviors to meet their needs	0	0	0	41% (7/17)	59% (10/17)

**KOSRAE STATE**

Exit data for Preschool Outcomes, as of June 30, 2008 (Total of **9** preschoolers with IEPs Exited the Program)

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<b>Child Outcomes</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>Child Outcome 1:</b> Positive social-emotional skills (including social relationships)	0	0	22% (2/9)	67% (6/9)	11% (1/9)
<b>Child Outcome 2:</b> Acquisition and use of knowledge and skills (including early language / communication and early literacy)	0	22% (2/9)	0	78% (7/9)	0
<b>Child Outcome 3:</b> Use appropriate behaviors to meet their needs	0	11% (1/9)	0	67% (6/9)	22% (2/9)

**POHNPEI STATE**

Exit data for Preschool Outcomes, as of June 30, 2008 (Total of **13** preschoolers with IEPs Exited the Program)

<b>Child Outcomes</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>Child Outcome 1:</b> Positive social-emotional skills (including social relationships)	23.1% (3/13)	31% (4/13)	15.3% (2/13)	15.3% (2/13)	15.3% (2/13)
<b>Child Outcome 2:</b> Acquisition and use of knowledge and skills (including early language / communication and early literacy)	38.5% (5/13)	23,1% (3/13)	23,1% (3/13)	15.3% (2/13)	0
<b>Child Outcome 3:</b> Use appropriate behaviors to meet their needs	46% (6/13)	15% (2/13)	23% (3/13)	8% (1/13)	8% (1/13)

**YAP STATE**

Exit data for Preschool Outcomes, as of June 30, 2008 (Total of **4** preschoolers with IEPs Exited the Program)

<b>Child Outcomes</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>Child Outcome 1:</b> Positive social-emotional skills (including social relationships)	0	25% (1/4)	50% (2/4)	25% (1/4)	0
<b>Child Outcome 2:</b> Acquisition and use of knowledge and skills (including early language / communication and early literacy)	0	75% (3/4)	25% (1/4)	0	0
<b>Child Outcome 3:</b> Use appropriate behaviors to meet their needs	0	50% (2/4)	25% (1/4)	25% (1/4)	0

**Discussion of Baseline Data:**

Progress data that will be reported in February 2010 will be considered baseline data. Forty-three preschoolers with IEP's participated in the FSM Early Childhood Outcomes Measurement System for this reporting period. As shown in the actual aggregate data for the FSM National Exit data, 98% or 42 out of 43 preschoolers reached or maintained functioning at a level comparable to same aged peers for positive social-emotional skills (including social relationships); 61% or 26 out of the 43 preschoolers reached or maintained functioning at a level comparable to same aged peers for acquisition and use of knowledge and skills (including early language/communication and early literacy); and 65% or 28 out of the 43 preschoolers reached or maintained functioning at a level comparable to same aged peers for uses appropriate behaviors to meet their needs.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005</b>	

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<b>(2005-2006)</b>	<b>New Indicator. "Entry" data provided in 2005-2006.</b>
<b>2006</b> <b>(2006-2007)</b>	<b>New Indicator. "Progress" data provided in 2006-2007.</b>
<b>2007</b> <b>(2007-2008)</b>	
<b>2008</b> <b>(2008-2009)</b>	
<b>2009</b> <b>(2009-2010)</b>	
<b>2010</b> <b>(2010-2011)</b>	

**February 1, 2010**

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

The FSM National Department of Education (NDOE), Special Education Program (NSEP) continues to use the early childhood outcomes guidance for how each preschooler with an IEP will be assessed using multiple sources to address the 3 child outcomes specified by OSEP.

These outcomes are:

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

As described in the 2005-2006 FSM State SPP, the FSM Early Childhood (EC) Outcomes procedures include two measurement points of data collection. The first measurement point is conducted upon entry into the program but no later than 45 days after the initial IEP meeting. The child's team (parents, teachers, and related service providers) assess the child using the Federated States of Micronesia Inventory of Development (FSM-ID) and other sources of information such as, parent interview/input, other assessment information, and teacher or service provider observation, etc. Based on all the data collected, the child's team determines the overall rating of the child's performance based on the Early Childhood Outcomes (ECO) Child Outcome Summary Form (COSF) using the ECO 7-point rating scale. The ECO 7-point rating scale provides a degree or level of performance. Those preschoolers that are rated a 6 or 7 on the ECO 7-point rating scale are those children whose level of performance is "comparable to same-aged peers" and those preschoolers that are rated a 1, 2, 3, 4, or 5 are not performing "at age appropriate levels compared to their same-age peers". The second measurement point of data collection occurs at "exit" or prior to the child exiting the program for one of the following reasons: to transition to first grade; turning six years of age; leaving island; or other exiting reasons. The child's team completes the COSF exit form. Upon completing the COSF, the early childhood special education teacher or Related Service Assistant (RSA) submits a copy of the completed COSF to the Special Education Data Clerk or Case Manager who inputs the results into the ECO Excel *COSF Calculator Analytic Program*. In addition, the ECO format provides the percent of preschoolers that entered below age expectation and who substantially increased their rate of growth at the time they exit the program (Summary Statement 1) and the percent of preschoolers who were functioning within age expectation by the time they exited the program (Summary Statement 2). There are no changes to the FSM EC Measurement Guidelines,

The Special Education Coordinator from each FSM State reviews, verifies, and submits the results noted in the EC Outcome Data Report on a quarterly basis to the NSEP. The ECO Excel program provides information for the measurement progress categories (a, b, c, d, or e) for the 3 child outcomes for each

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child that has both an entry and exit measure. By July 30<sup>th</sup> of each year, the Special Education Coordinator from each FSM State electronically submits their EC Outcome Data Report to NSEP. Upon receipt of the ECO Outcome Report, the NSEP verifies the information and forwards a transmittal back to each FSM State acknowledging timely submission and accuracy of the EC Data report. During the Annual National SPP/APR Meeting, the National EC Coordinator provides a written and verbal report on the results of the 3 Child Outcomes. NSEP will continue to refine the process to ensure accuracy of data collection and reporting of outcome data. On a quarterly basis, NSEP continues to work with the States to validate the outcome data reported by each States.

For this reporting period, sixty preschoolers with IEPs had completed Child Outcome Summary Exit Form (measurement 2) prior to exiting the program or turning 6 years of age for this reporting period.

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

Tables 1, 2, and 3 show the 2008-2009 progress data provided for the sixty (60) preschoolers that exited the program including, the number and percentage of preschoolers in the five progress categories in the three early childhood outcomes (A, B, and C):

- f. Preschool children who did not improved functioning.
- g. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.
- h. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it.
- i. Preschool children who improved functioning to reach a level compared to same-aged peers.
- j. Preschool children who maintained functioning at a level comparable to same-aged peers.

**Table 1: Outcome Progress Categories: Positive social-emotional skills (including social relationships)**

	CHUUK		KOSRAE		POHNPEI		YAP		TOTAL
	# of children	% of children	# of Children	% of children	# of children	% of children	# of children	% of children	
f. Percent of preschool children who did not improve functioning	0	0%	0	0%	0	0%	0	0%	0/0 = 0%
g. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0	0%	3	13%	6	35%	0	0%	9/60= 15%
h. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	0	0%	4	17%	8	47%	0	0%	12/60= 20%
i. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	8	44%	12	50%	2	12%	1	100%	23/60= 38.3%
j. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	10	56%	5	21%	1	6%	0	0%	16/60= 26.7%
<b>TOTAL</b>	<b>18</b>	<b>100%</b>	<b>24</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	

**Table 2: Outcome B Progress Categories: Acquisition and use of knowledge and skills (including early language / communication and early literacy)**

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	CHUUK		KOSRAE		POHNPEI		YAP		TOTAL
	# of children	% of children	# of children	% of children	# of children	% of children	# of children	% of children	
a. Percent of preschool children who did not improve functioning	0	0%	0	0%	1	6%	0	0%	1/60= 1.7%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0	0%	2	8%	6	35%	1	100%	9/60= 15%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	0	0%	4	17%	7	41%	0	0%	11/60= 18.3%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	10	56%	17	71%	2	12%	0	0%	29/60= 48.3%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	8	44%	1	4%	1	6%	0	0%	10/60= 16.7%
<b>TOTAL</b>	<b>18</b>	<b>100</b>	<b>24</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	

**Table 3: Outcome C Progress Categories: Use of appropriate behaviors to meet their needs**

	CHUUK		KOSRAE		POHNPEI		YAP		TOTAL
	# of children	% of children	# of children	% of children	# of children	% of children	# of children	% of children	
a. Percent of preschool children who did not improve functioning	0	0%	0	0%	0	0%	0	0%	0/60= 0%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0	0%	2	8%	4	23%	0	0%	6/60= 10%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	0	0%	3	13%	9	53%	1	100%	13/60= 21.7%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	9	50%	16	67%	2	12%	0	0%	27/60= 45%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	9	50%	3	13%	2	12%	0	0%	14/60= 23.3%
<b>TOTAL</b>	<b>18</b>	<b>100%</b>	<b>24</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	

FSM used the ECO Summary Statement Calculator to generate the baseline data for Summary Statements 1 and 2 for each outcome area. To determine the measurement for Summary Statements 1 and 2, data were taken from the Progress Categories in Tables 1, 2, and 3 above.

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**Baseline Data for Preschool Children Exiting 2008-2009**

Summary Statements	% of children
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>	
<b>Summary Statement 1:</b> 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.	Data Taken from Table 1: $(c + d) / (a+b+c+d)$ $12+23=35/44$ <b>79.5%</b>
<b>Summary Statement 2:</b> 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.	Data Taken from Table 1: $d + e /$ TOTAL $23+16=39/60$ <b>65%</b>
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>	
<b>Summary Statement 1:</b> 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.	Data Taken from Table 2: $(c + d) / (a+b+c+d)$ $11+29=40/50$ <b>80%</b>
<b>Summary Statement 2:</b> 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.	Data Taken from Table 2: $d + e /$ TOTAL $29+10=39/60$ <b>65%</b>
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>	
<b>Summary Statement 1:</b> 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.	Data Taken from Table 3: $(c + d) / (a+b+c+d)$ $13+27=40/46$ <b>87%</b>
<b>Summary Statement 2:</b> 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.	Data Taken from Table 3: $d + e /$ TOTAL $27+14=41/60$ <b>68.3%</b>

**Discussion of Baseline Data:**

For this report period, sixty (60) preschoolers with IEPs received Outcome exit data (Measurement 2) prior to exiting the ECE program or turning 6 years of age. The sixty preschoolers represents the following FSM State:

FSM State	# Preschoolers with IEP Exiting
Chuuk State	18
Kosrae State	24
Pohnpei State	17
Yap State	1
<b>Total 60</b>	



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Of the 137 preschoolers with IEPs indicated in the 618 child count, 60 preschoolers participated in early childhood measurement 2 because they either were going to move off island or will be exiting turning 6 years of age. Preschoolers with IEPs in the FSM States are provided early childhood special education services in home or early childhood centers.

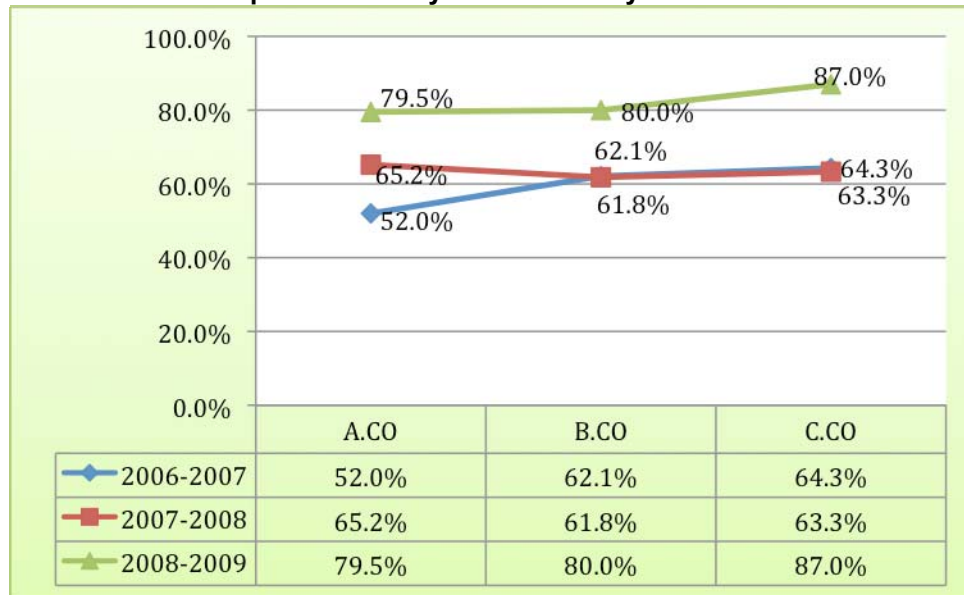
Graphs 1 and 2 provide a visual comparison of the average of each outcome for Summary Statement 1 and 2 reported in FFY 2006, 2007, and 2008 for the 3 Outcome Measures.

As indicated in the Graph 1, for Summary Statement 1, the percent of preschoolers who substantially increased their rate of growth by the time they turned 6 years of age or exit the program indicate the following:

- Outcome A: Social Emotional Skills indicate a significant increase from 52% for FFY for 2006-2007 to 79.5% for FFY 2008-2009;
- Outcome B: Acquisition of Skills indicate a consistent performance for FY 2006 through 2008 within the sixty percentages and a 19% increase for FFY 2008-2009; and
- Outcome C: Use of Appropriate Behavior received the highest percentage for FFY 2008-2009 at 87% compared to FFY 2006 at 64% and FFY 2007 at 64%.

The data for FFY 06-07 and 07-08 tend to be within the sixty percentages compared to the significant increase in performance for this reporting period. The reasons for the increase may be due to the increase of knowledge and skills of early childhood providers and special education staff on the early childhood outcomes.

**Graph 1: Summary Statement 1 by Outcomes**



Graph 2 provides a visual comparison of the average of each outcome for Summary Statement 2 reported in FFY 2006, 2007, and 2008 for the 3 Outcome Measures. The overall percentage is lower for each outcome compared to previous years.

As indicated in the graph below, for Summary Statement 2, the percent of preschoolers who were functioning within age expectations by the time they turned 6 years of age or exit the program indicate the following:

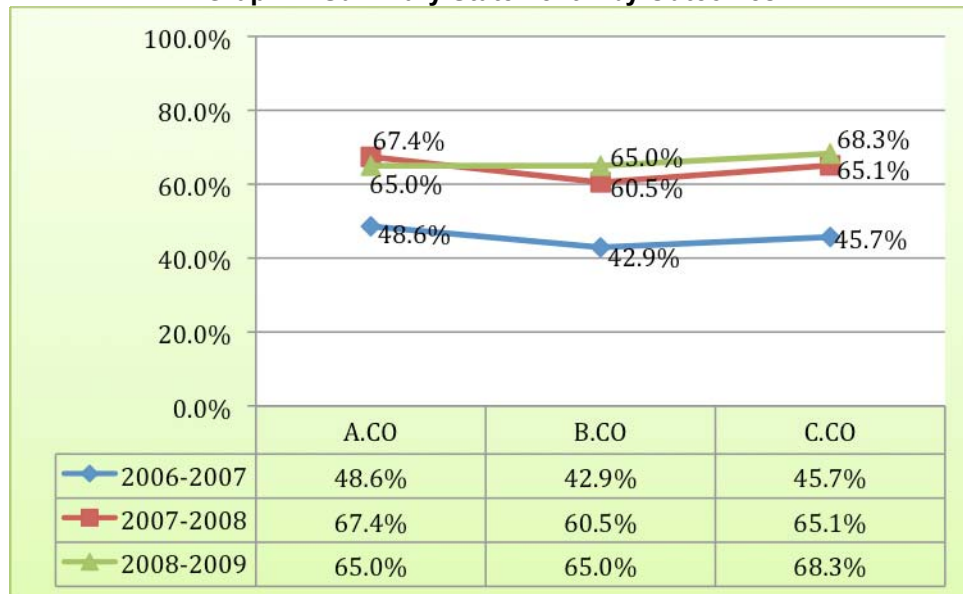
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- Outcome A: Social Emotional Skills, 2008-2009 had the highest percentage in the past 3 years at 68.35%;
- Outcome B: Acquisition of Knowledge and Skills had the highest percentage at 65% for FFY 2008-2009; and
- Outcome C: Use Appropriate Behaviors had a slight decrease of 2% at 65% for FFY 2008-2009 from 67.4% in FFY 2007-2008.

The lowest percentages for the three outcomes were in FFY 2006-2007 which may be attributed to the new process for collecting and reporting early childhood outcomes. For the past 2 years, early childhood and special education teachers have participated in annual trainings at the beginning of each school year on the early childhood outcomes procedures and on monitoring children’s progress using the FSM-ID. Also, as part of the process for monitoring student’s progress, the FSM ID is updated at least 3 times during the school year. This continuous monitoring process assists teachers in identifying preschoolers that may need additional assistance and to implement intervention strategies that will help the preschooler grow and learn.

Awareness sessions on the early childhood outcomes was provided to parents, early childhood and special education teachers in the FSM States during the annual summer teacher training institutes that was held in Kosrae in Summer 2009 or during the Teacher’s Convention held in Pohnpei State in June 2009. However, based on input from a stakeholder session held in January 2010, it is recommended that additional training activities in the outcome areas be provided to parents and teachers to increase their knowledge and skills in social emotional development of young children, early literacy, early language, and communication; and the use of appropriate skills to meet their needs including the use of assistive devices. Furthermore, provide additional training on using the COSF process to ensure continuity and consistency of the process across the four FSM States.

**Graph 2: Summary Statement 2 by Outcomes**



**Measurable and Rigorous Targets:**

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FSM followed the required OSEP steps for determining baseline targets for this indicator. Based on stakeholder input, the following are targets for preschoolers Exiting FFY 2009 (2009-2010) and FFY 2010 (2010-2011). FSM will continue to reassess the need to re-determine targets on a year to year basis.

**Targets for Preschool Children Exiting in FFY 2009 (2009-2010) and FFY 2010 (2010-2011)**

Summary Statements	Targets FFY 2009 (% of children)	Targets FFY 2010 (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>		
<u>Summary Statement 1:</u> Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	79.5%	79.7%
<u>Summary Statement 2:</u> The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	65%	65%
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>		
<u>Summary Statement 1:</u> Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	80%	80.1%
<u>Summary Statement 2:</u> The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	65%	65%
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>		
<u>Summary Statement 1:</u> Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	87%	87%
<u>Summary Statement 2:</u> The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	68.3%	68.3%

**Improvement Activities/Timelines/Resources:**

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In January 2010, the National SPP/APR Meeting was held with representatives from each FSM State to review the FSM SPP/APR and provide input to the improvement strategies for Indicator 7. The following improvement activities, progress updates, timelines, and resources are based on their input.

Improvement Activity 1: Training with early childhood providers in the implementation of the FSM Early Childhood Outcomes Measurement guidelines.

**'07-'08 Progress:** Annual training is conducted at each state on the early childhood outcomes measurement guidelines to ensure continuity and consistency of following the procedures. In addition, yearly training is held for new teachers on the FSM Inventory of Development that is one source used in collecting child outcomes.

**'08-'09 Progress:** Annual training was conducted at each State on the early childhood outcome measurement guidelines and the use of the FSM ID during the summer institute or the teacher orientation trainings that occurred at the beginning of the school year. The purpose of the training was to ensure continuity and consistency of the procedures.

Improvement Activity 2: Review and revise the procedures for collecting, reporting, and verifying the data.

**'07-'08 Progress:** The early childhood outcomes measurement system guideline was reviewed in June 2007 and will be revised as needed.

**'08-'09 Progress:** NSEP reviewed the procedures for collecting and agreed that the Special Education Coordinator from each FSM State submit quarterly reports on the Early Childhood Outcome Data Report as part of the Quarterly Progress Report. FSM continues to refine the early childhood outcome measurement process.

NSEP continues to provide technical assistance by email and phone to the FSM States on this specific Indicator, after reviewing the quarterly progress reports.

Improvement Activity 3: Training on strategies on topical areas that enhance the development of young children with disabilities.

**'07-'08 Progress:** Training was held in Chuuk State for early childhood teachers, related service assistances and special education staff. The workshop entitled: "*Strategies for Including Preschoolers with Disabilities in Community Settings*". Thirty-five participants attended the training.

Training was held in Pohnpei State for early childhood training on instructional strategies in working with young children with autism.

FSM Early Childhood Special Coordinator and a parent representative from Kosrae State attended the annual NECTAC National Technical Assistance conference in Baltimore, Maryland from August 26 to 29, 2007, entitled "Measuring Child and Family Outcomes". Training sessions attended included:

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- Accountability for Part C and 619 from a family perspective
- Critical issues in early childhood assessment and accountability
- Interpreting and using child outcome data
- Analyzing Child Outcome Form (COSF) data
- Local benefits of implementing child outcome data collection
- Assuring the quality assessment data
- Benefits of aligning child outcome measurement to state early learning guideline standards
- Approaches for converting assessment data to OSEP Outcome

**'08-'09 Progress:**

Training was held in Kosrae State, on the FSM ID for early childhood and special education teachers from June 09 to 13, 2009. The following month, a **Summer Institute for early childhood and special education staff was held on developmental areas and the FSM-ID.** Other topical areas discussed was on the Special Education Procedural Guidelines, early childhood development, and strategies to promote early learning skills. Twenty-four teachers were in attendance.

All early childhood teachers and special education teachers attended the "Teacher Forums " that was held in January 2009 in Pohnpei State. Presentations included topics on the special education procedures, early childhood transition, early childhood outcome measurement system, and assessment for all teachers.

Training was held in Pohnpei State for early childhood teachers on the IEP process in March 2009. Those participating in the training included 4 specialists and 21 early childhood supervisors and teachers.

EC Teachers were trained on the FSM-ID and procedures and early childhood measurement system conducted in June 2009 for early childhood teachers in Chuuk State.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008 (2008-2009):**

**New Improvement Activities**

Based on stakeholder input, it was recommended that four new improvement activities be added to support parents, early childhood teachers, and related services assistance in this indicator.

**Improvement Activity 4:**

In collaboration with Early Childhood Programs, conduct training for parents and teachers on social emotional development of young children using the Center for Social Emotional Foundations for Early Learning (CSEFEL).

Timelines: 2010-2011

Resources: Guam CEDDERS, ECE Programs, National and State Special Education

**Improvement Activity 5:**

In collaboration with Early Childhood Programs, conduct training for providers and parents on strategies that promote early literacy, language, and communication.

Timelines: 2010-2011

Resources: Guam CEDDERS, ECE Programs, National and State Special Education

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Improvement Activity 6: Provide training for parents and providers on strategies for modifying or adapting the environment, instruction, and the use of assistive technology equipment/materials to enhance the overall development and inclusion of young children with disabilities in school or community settings.

Timelines: 2010-2011

Resources: Guam CEDDERS, ECE Programs, National and State Special Education

Improvement Activity 7: Develop parent information materials such as posters, brochures, and public service announcements (PSA) based on the Information Fact Sheet that is on the FSM SPED website.

Timeline: 2011 – 2012

Resource: ECE Programs, National Special Education, National Department of Health Services.

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**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: FAPE in the LRE**

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

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

**Measurement:**

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

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

**NEW INDICATOR.** Following the general guidelines for designing a mechanism for gathering baseline data, FSM-HESA provides the following outline for addressing Indicator 8:

1. FSM-HESA to develop and implement a parent focus group process to develop FSM's parent involvement feedback system for addressing Indicator 8, to include:
  - Policies and procedures to guide system-wide survey process.
  - Provision of training and technical assistance supports to administrators and service providers in data collection, reporting, and use of quality assurance and monitoring procedures to ensure the accuracy and completeness of the parent involvement feedback data.
  - Data system elements for parent involvement feedback data input and maintenance, and data analysis functions.
2. With stakeholder input during the input session held in November 2005, the FSM parent focus group membership shall be comprised of, at least, the current Chairpersons of the Local Education Agency (LEA) Steering Committees, who represent parents of children with disabilities, and FSM-HESA representatives.
3. The FSM parent focus group will develop measurement strategies as part of the overall parent involvement feedback system to be implemented in each LEA, as follows:
  - Who will be included in the measurement?  
All parents of children with IEPs.
  - What assessment/measurement tool(s) will be used?  
The FSM parent focus group will review FSM LEA developed parent surveys, as well as available sample surveys, such as the NCSEAM Parent Survey and the ECO Part B/619 Family Outcomes Survey to determine an appropriate survey to be used for assessing parent involvement. Development and/or selection of the FSM survey will address, at least, the following general areas:
    - Families reporting that the schools facilitated their knowledge and understanding of their rights and how to advocate effectively for their children.

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- Families reporting that the schools facilitated their capacity for understanding their children's strengths and ways for improving their children's abilities.
- Families reporting that the schools facilitated their ability to communicate effectively with the special education program as partners in their children's education.

The LEA special education coordinators will facilitate the written translation of the survey in their primary language(s).

- Who will conduct the parent involvement feedback process?

The FSM-HESA Parent Focus group will develop a survey process based on review of appropriate methods for each LEA that would be culturally relevant and would ensure a non-bias process.

For example, interviews and the written survey may need to be done in the family's primary language, with consistency in administering the process to ensure reliability and validity in the feedback.

- When will the parent involvement feedback process occur?

By December 2005, FSM-HESA will disseminate to the LEA Special Education Coordinators the LEA developed parent surveys and sample surveys for review.

By January 2006, FSM-HESA will convene the "Parent Focus Group" to identify the survey to be used and to develop procedures for implementation.

By February 2006, the LEA Special Education Coordinators will translate the selected survey and administration process to ensure consistency in the implementation of the parent involvement feedback process.

By March 2006, LEAs will implement the procedures and conduct the survey.

By May 2006, LEAs will forward survey results to FSM-HESA.

By May 2006, FSM-HESA to compile and analyze results and report findings to the LEAs.

- How will data be analyzed and reported?

Compilation of parent involvement feedback summaries by LEAs to be aggregated by FSM-HESA for national reporting and prioritizing national improvement activities.

## February 1, 2007

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

In October 2005, Early Childhood Teams from each of the FSM States were provided an orientation on Indicator 8: Parent Involvement, and the need to gather parent input. During this 2-day meeting, participants reviewed the Early Childhood Outcomes (ECO) survey and discussed other types of parent surveys that were conducted in their FSM state.

FSM HESA adapted the ECO survey and decided to pilot the survey as a means of collecting information from parents on the cultural appropriateness of the survey items and to gather input on the process for collecting and disseminating parent input from a wider representation that included parent members from each FSM State. With feedback from each FSM state, it was agreed that the adapted survey would be distributed during FSM's annual parent/consumer conference. During the FSM Parent & Consumer Conference: "*Accept and Respect Everyone's Uniqueness*" held on August 2-5, 2006 in Yap State, parents were asked to complete the FSM Family Outcomes survey and provide feedback on the process and survey items. (refer to **attached Parent Involvement Survey Summary, August 2 006**, for the description of the survey completed, including the items responded to.)



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**Baseline Data for 2005-2006:**

During the September 2006 and January 2007 FSM National Steering/SPP Committee meetings, FSM-HESA facilitated a review of the survey results from the August 2006 conference. In the January 2007 meeting, the committee recommended FSM-HESA use Survey Item P to respond to the measurement requirement for this indicator. Thirty-nine percent (39%) or twelve out of thirty-one parents reported schools facilitated parent involvement as a means of improving services and results for children with disabilities. The reason for selecting one item from the survey was because the committee members felt that it showed the number of “respondents.” Other methods for reporting the data, such as the mean or average of the responses or the median or middle percentage, were discussed.

Of the 35 surveys completed during the conference, 31 parents completed item P. Twelve of the thirty-one parents representing **39% of the respondents indicated that the school encouraged them to be actively involved in their child’s education.** (Refer to attached summary: “Indicator 8: Parent Involvement Survey SUMMARY, August 2006”)

Additional parent involvement activities were reviewed from each FSM state reports and other sources. In the August 2006 FSM JEMCO 20 Education Indicators Report, disseminated throughout the FSM as part of its U.S. Interior Education Sector Grant program, information to stakeholders on the status and progress of education was reported for the 20 Education Indicators. JEMCO Indicator 18 provided data on the number of parent involvement activities that occurred each year by school and average of parents participating. In an effort to address parent involvement, the report noted the following: Chuuk State indicated a high number of parent activities with a low participation rate. Accuracy of this data has not been verified. Additionally, there was no data available from Yap State on this indicator.

STATE	# Activities	# Parents Participating	Average
Chuuk	3082	1540	0.5
Kosrae	65	8871	134.9
Pohnpei	176	7512	42.5
Yap	0	0	0
FSM	3323	17923	5.4

\*\*Data Source: FSM JEMCO 20 Education, August 2006

**Discussion of Baseline Data:**

As reviewed in the attached August 2006 Survey Summary, the FSM Family Outcome survey adapted from the ECO Family Outcome Survey was piloted with a total of 151 participants representing all four FSM states in attendance. Sixty-seven (67) or 44% were parents of children with disabilities, 9 or 6% were individuals with disabilities (consumers), and 75 or 50% were service providers.

Of the 67 parents in attendance, **35 or 52% completed the survey.** Of the 35 who completed the survey, 2 or 5% were from Chuuk State, 3 or 9% were from Kosrae, 3 or 9% were from Pohnpei, and 27 or 77% were from Yap. The FSM Family Outcomes Survey was divided into topical areas with two or three questions asked for each area. Parents were asked to respond to each question by checking a “rating” that best described their perception or understanding of the question related to the topical area. The **range of possible responses** were from 1 (low) to 4 (high) as follows:

- 1 = No understanding or beginning to understand the item asked about;
- 2 = Some understanding or progress related to the item asked about;
- 3 = A lot, but not quite enough, of an understanding of the item asked about; and
- 4 = Confidence in understanding or progress made in the item asked about.

Since this was a pilot activity, the completion of the FSM Family Outcomes Survey was limited to those in attendance at the conference. Given the low numbers of participants in the conference from Chuuk, Kosrae, and Pohnpei, the following survey summary therefore represents the total perception from the respondents and do not necessarily represent each FSM state’s parent perception. However, as a collective accounting of parent perception in the FSM, the summary data will be used as FSM’s baseline data for “parent involvement” to address FSM’s State Performance Plan (SPP) Indicator #8 for the 2005-2006 reporting period.

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In addition, FSM-HESA reviewed the data from the other survey items and will use the results to document training needs to support families such as training on parent rights, behavior strategies, and development milestones of children. Furthermore, the survey items indicated that public awareness information is needed on the types of services available to include parent advocacy groups.

During the Early Childhood meeting held in December 2006, participants reviewed SPP Indicator #8: Parent Involvement Indicator measurement requirements and the results of the completed August 2006 parent survey. Feedback from participants on “next steps” and considerations for improving the survey process included:

- Survey all parents for the four FSM states.
- Conducted survey by the end of school year – May of each year.
- Written survey okay providing there’s consideration for verbal vernacular translations as needed.
- Review each survey item to ensure that it measures what’s needed to respond to the indicator.
- Consideration should be made for those parents who are also service providers. Can they provide just a parent perspective?

Information from this parent feedback session held in December will be used to develop improvement activities. During the January 2007 FSM National Steering/SPP committee meeting, the stakeholders identified the following “measurable and rigorous” targets for the SPP:

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	New Indicator.
<b>2006</b> (2006-2007)	<b>45%</b> of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>2007</b> (2007-2008)	<b>60%</b> of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>2008</b> (2008-2009)	<b>75%</b> of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>2009</b> (2009-2010)	<b>90%</b> of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>2010</b> (2010-2011)	<b>95%</b> of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**Improvement Activities/Timelines/Resources:**

With input from the FSM National Steering/SPP Committee, the following improvement activities have been identified to support the development and implementation of a system-wide parent/family survey system, as well as increased knowledge and skills of parents and family members for improving results for children with disabilities:

1. A parent focus group, comprised of parent representatives from each FSM State, will review and revise, as needed, the FSM Family Survey with translations into the vernacular languages.
  - 1.1 Timeline: Yearly
  - 1.2 Resources: FSM State Parent Organizations, Special Education Coordinators
  - Status: CONTINUING**
  
2. By the end of May each year, the FSM Family Survey will be disseminated to all parents of students with IEPs.
  - 2.1 Timelines: Annually
  - 2.2 Resources: FSM State Special Education Coordinators and Parent Organizations

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**Status: CONTINUING**

3. A variety of methods for gathering parent input will be developed and implemented as a means of gaining greater understanding of parents' perception, such as parent forums, parent focus groups, and the parent conference.

3.1 Timeline: Annually

3.2 Resources: Parent Advocacy Groups, Special Education Programs, and Technical Assistance Providers

**Status: CONTINUING**

4. FSM-HESA and each LEA Special Education Program will facilitate parent workshops that promote partnerships between schools and families to improve program services and results for children with disabilities.

Timeline: At least Annually

Resources: FSM State Parent Organizations

**Status: CONTINUING**

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

**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

**Monitoring Priority: Disproportionality**

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

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

**Measurement:**

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

Include State’s definition of “disproportionate representation.”

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

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

As reported in previous Annual Performance Reports and reported 618 Child Count Data, the majority of children with disabilities in the FSM falls under the “Asian/Pacific Islander” category, consistent with the school and community populations. Therefore, Indicator 9 does not apply to the FSM.

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

**Discussion of Baseline Data:**

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

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<b>2009</b> (2009-2010)	
<b>2010</b> (2010-2011)	

**Improvement Activities/Timelines/Resources:**

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**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

**Monitoring Priority: Disproportionality**

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

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

**Measurement:**

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

Include State’s definition of “disproportionate representation.”

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

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

As reported in previous Annual Performance Reports and reported 618 Child Count Data, the majority of children with disabilities in the FSM falls under the “Asian/Pacific Islander” category, consistent with the school and community populations. Therefore, Indicator 10 does not apply to the FSM.

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

**Discussion of Baseline Data:**

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	
<b>2006</b> (2006-2007)	
<b>2007</b>	

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<b>(2007-2008)</b>	
<b>2008</b> <b>(2008-2009)</b>	
<b>2009</b> <b>(2009-2010)</b>	
<b>2010</b> <b>(2010-2011)</b>	

**Improvement Activities/Timelines/Resources:**

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**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

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

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

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

**Measurement:**

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

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

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

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

**NEW INDICATOR.** The following design outlines general areas or tasks to be completed for gathering baseline data for this compliance requirement:

1. FSM-HESA to develop the measurement system for addressing the 60-day timeline requirement for Indicator 11, to include:
  - Revisions to the data collection procedures that take into account the “date of receipt” of parental consent, as that starts the 60-day timeline.
  - Provision of training and technical assistance supports to the LEA Special Education Coordinators and Data Clerks in data collection, reporting, and use of quality assurance and monitoring procedures to ensure the accuracy and completeness of the data.
  - Upgrade data elements in the FSM special education Student Information Tracking System (SITS) for input and maintenance, and data analysis functions.
2. FSM-HESA to develop the measurement system for addressing the 60-day timeline requirement to be implemented in each LEA, to include:
  - Beginning July 2005, FSM-HESA to facilitate training with LEA Data Clerks on the data collection procedures and updated elements in the FSM special education SITS.
  - Beginning July 2005, FSM-HESA to facilitate the ability of the FSM special education SITS to track the date of “receipt” of parental consent, evaluation, and eligibility determination of all initial IEPs.
  - Through the LEA quarterly reports, each LEA Special Education Coordinator to review and analyze the 60-day timeline data and provide justification for any non-compliance with corrective action measures for meeting the requirement. The LEA quarterly reports will be submitted and reviewed by FSM-HESA for determining needed enforcement actions pursuant to the *Continuous Improvement* Monitoring System. (refer to description of System provided in Indicator 15)



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

FSM-HESA facilitated the revisions to the data collection procedures that take into account the “date of receipt” of parental consent as the start of the 60-day timeline. Following the Handbook for the Delivery of Special Education procedures, the data elements for tracking of procedural timeline dates have been incorporated into the FSM Special Education Student Information Tracking System (SITS) for input and maintenance, and data analysis. Training activities have been conducted with the FSM Local Education Agency (LEA) Data Clerks on the data collection procedures and updated data elements in the FSM SITS, with the system scheduled to be fully operational during the 2006-2007 reporting year.

Through the LEA quarterly reports, each LEA Special Education Coordinator reviews and analyzes the 60-day timeline data providing justification for any non-compliance with corrective action measures for meeting the requirement. The LEA quarterly reports are submitted and reviewed by FSM-HESA for determining needed enforcement actions pursuant to the updated *Continuous Improvement Monitoring System*. An annual review of performance with this compliance indicator is conducted through the development of each LEA Local Performance Plan, which serves as the annual report compiling all progress data from the reporting year’s quarterly reports.

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

Following the measurement requirement for this indicator, the following Table shows data collected for reporting period July 1, 2005 – June 30, 2006:

**Measurement Requirement**

a.	b.	c.	
# of children for whom parental consent to evaluate was received	# determined not eligible whose evaluations were completed within 60 days (or State established timeline).	# determined eligible whose evaluations were completed within 60 days (or State established timeline).	Percent = [(b + c) divided by (a)] times 100
107*	0	102	$\frac{0 + 102}{107} = .945 \times 100 = 95\%$
			95%

\*Data from Chuuk State LEA not reported for this reporting period.

The 6 students not accounted for in the performance data include 3 students determined eligible for special education services, but with evaluation completed over the 60-day timeline by 16 days, 18 days, and over 60 days beyond the 60-day timeline. The other 2 students not accounted for continue to be pending completion of evaluation report. The reasons for the delay were noted as a program delay due to delays in educational diagnostician completing assessments.

**Discussion of Baseline Data:**

Although FSM’s performance was at 95%, FSM is still in noncompliance with this indicator. In addition, Chuuk State was the only FSM state LEA that did not provide accurate data. The breakdown by FSM state LEA reported percentage and number of parent permission “received” and evaluation completed within 60 days for a total of 109 included:

- Chuuk State: ---- (Inaccurate data reported)
- Kosrae State: 94% (51/54 completed within 60-day timeline)
- Pohnpei State: 96% (49/51 completed within 60-day timeline)
- Yap State: 2 100% (2/2 within 60-day timeline)

Chuuk State’s reported data for this indicator was verified for accuracy. After the review, it was determined that the data provided was not documented appropriately based on the referral process of the special education procedures, and therefore could not be used for this Indicator measurement

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requirement. As noted in Indicator 6, Preschool LRE, and Indicator 15, General Supervision, of the 2005-2006 Annual Performance Report (APR), the Child Find provision in Chuuk State was identified as a finding of noncompliance in the September 2006 FSM-HESA Focused Monitoring visit, as well as a concern raised during the OSEP on-site monitoring/verification visit in October 2006. Specific corrective action steps have been identified to ensure correction of noncompliance, including reporting of accurate data, frequent targeted monitoring, and verification visits to provide technical assistance and supports to Chuuk to ensure improvement in areas of concern or non compliance.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005</b> (2005-2006)	New Indicator.
<b>2006</b> (2006-2007)	100% of children with parental consent received were evaluated within 60 days.
<b>2007</b> (2007-2008)	100% of children with parental consent received were evaluated within 60 days.
<b>2008</b> (2008-2009)	100% of children with parental consent received were evaluated within 60 days.
<b>2009</b> (2009-2010)	100% of children with parental consent received were evaluated within 60 days.
<b>2010</b> (2010-2011)	100% of children with parental consent received were evaluated within 60 days.

**Improvement Activities/Timelines/Resources:**

Improvement activities were realigned in FFY 2008 for consistency.

1. Continue implementation of the FSM-HESA *Continuous Improvement* Monitoring System, with a focus on monitoring identification percentages in the early grades, through LEA quarterly reports and fiscal reports to FSM-HESA and the FSM-HESA on-site monitoring/verification visits, as scheduled during the school year, with the implementation of focused monitoring visits for FSM states in noncompliance with this Indicator measurement.
  - 1.1 Timeline: Quarterly for LEA reports. Annually for monitoring/verification visits, with report findings disseminated to all LEAs. Analysis of the reports will assist FSM-HESA with prioritizing nationwide targeted improvement activities for subsequent years.
  - 1.2 Resource: Technical support from appropriate IHE or technical assistance provider.

**Status: CONTINUING**

2. Facilitate LEA training for staff and parents regarding the Child Find requirements for identification, referral, evaluation, and eligibility of all students with disabilities.
  - 2.1 Timeline: Annually.
  - 2.2 Resource: LEA Parent Organizations, and as needed, technical support from appropriate IHE or technical assistance provider to facilitate a “train-the-trainers” session with selected LEA teams to ensure local capacity for continued training session in subsequent years.

**Status: CONTINUING**

**NEW Improvement Activities as of APR 2008:**

3. Yap State to develop a corrective action plan that would include training, mentoring and monitoring for appropriate implementation of *FSM Special Education Procedural Guidelines* regarding the Child Find requirements for identification, referral, evaluation, and eligibility of all students with disabilities, ensuring completion within the required 60-day timeline.

**Status: CONTINUING**

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**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

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

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

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

**Measurement:**

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

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

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

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

As noted in the 2003 Self-Assessment Report and Annual Performance Reports, FSM does not receive specific funding under Part C of IDEA for providing early intervention services and supports. Therefore, Indicator 12 does not apply to the FSM.

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

**Discussion of Baseline Data:**

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

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<b>2009</b> (2009-2010)	
<b>2010</b> (2010-2011)	

**Improvement Activities/Timelines/Resources:**

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**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

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

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

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

**Measurement:**

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

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

**NEW INDICATOR.** The following design outlines general areas or tasks to be completed for gathering baseline data for this compliance requirement:

1. FSM-HESA to facilitate the development of the measurement system for addressing the IEP requirement for Indicator 13, to include:
  - Revisions to the data collection process for the measurement system in determining "coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals."
  - Provision of training and technical assistance supports to LEA special education coordinators, administrators, service providers, and LEA data clerks in data collection, reporting, and use of quality assurance and monitoring procedures to ensure the accuracy and completeness of the data.
  - Upgrade data elements of the FSM special education Student Information Tracking System (SITS) for input and maintenance, and data analysis functions.
2. FSM-HESA will report on this compliance measurement for youth with IEPs ages 16 and above. However, within the FSM-HESA transition procedures, transition continues to begin for youth with IEPs 14 years of age. FSM-HESA will monitor the transition for students with IEPs beginning at 14 years of age and for 8<sup>th</sup> graders transitioning to 9<sup>th</sup> grade.

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3. FSM-HESA to develop the measurement system for determining “coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goal” to be implemented in each LEA, to include:
- Beginning July 2005, FSM-HESA to facilitate training with LEA Special Education Coordinators and Data Clerks on the data collection procedures and updated data elements in the FSM special education Student Information Tracking System (SITS).
  - Beginning July 2005, FSM special education SITS will track IEPs for youth with disabilities ages 16 and above for appropriate statements related to “coordinated, measurable, annual IEP goals and transition services that reasonably enable the student to meet the post-secondary goals.”
  - Beginning August 2005, FSM-HESA to facilitate ongoing training for the LEAs on the transition procedures for monitoring and tracking “coordinated, measurable, annual IEP goals and transition services that reasonably enable the student to meet the post-secondary goals.”
  - Through the LEA quarterly reports, each LEA Special Education Coordinator to review and analyze the transition data and provide justification for any non-compliance with corrective action measures for meeting the requirement. The LEA quarterly reports will be submitted and reviewed by FSM-HESA for determining needed enforcement actions pursuant to the *Continuous Improvement* Monitoring System. (refer to description of System provided in Indicator 15)

**February 1, 2007**

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

FSM-HESA reports on this compliance measurement for youth with IEPs ages 16 and above. However, within the FSM-HESA transition procedures, transition continues to begin for youth with IEPs 14 years of age. FSM-HESA monitors the transition for students with IEPs beginning at 14 years of age and for 8<sup>th</sup> graders transitioning to 9<sup>th</sup> grade.

FSM-HESA developed the measurement system for determining “coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goal” to be implemented in each LEA, to include:

- In July 2005, FSM-HESA to facilitated training with LEA Special Education Coordinators and Data Clerks on the data collection procedures and updated data elements in the FSM special education Student Information Tracking System (SITS).
- FSM special education SITS began tracking in July 2005, IEPs for youth with disabilities ages 16 and above for appropriate statements related to “coordinated, measurable, annual IEP goals and transition services that reasonably enable the student to meet the post-secondary goals.”
- In August 2005, FSM-HESA to facilitated training for the LEAs on the transition procedures for monitoring and tracking “coordinated, measurable, annual IEP goals and transition services that reasonably enable the student to meet the post-secondary goals.” Through the LEA quarterly reports, each LEA Special Education Coordinator reviewed transition data and provided justification for any non-compliance with corrective action measures for meeting the requirement. The LEA quarterly reports are submitted and reviewed by FSM-HESA for determining needed enforcement actions pursuant to the *Continuous Improvement* Monitoring System. (refer to description of System provided in Indicator 15)

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

Reporting Year 2005-2006		
# of Youth with an IEP aged 16 and above	# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the post-secondary goals.	% of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the post-secondary goals.
154	73	47% (73/154)

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FSM-HESA facilitated the collection, compilation, and reporting of actual data for this Indicator. During 2005-2006, University of Hawaii Center on Disability Studies conducted on-site training and technical assistance to each FSM State on the secondary transition requirements. Training was conducted with secondary teachers and parents of secondary students with IEPs. As reported by the FSM State LEAs, a total of 154 youth with an IEP aged 16 and above were served during school year 2005-2006. Of the 154, 47% (73/154) had an IEP that included coordinated, measurable, annual IEP goals and transition services that will reasonably enable the youth to meet post-secondary goals.

A breakdown of the reported percentage by FSM State LEAs reveals the following:

- Chuuk State: ---- (Inaccurate data reported)
- Kosrae State: 32 out of 32 IEPs or 100% met measurement requirements
- Pohnpei State: 41 out of 101 IEPs or 41% met measurement requirements
- Yap State: 0 out of 21 IEPs or 0% met measurement requirements

**Discussion of Baseline Data:**

FSM-HESA reported a baseline of 47% (73/154) for this compliance Indicator. Due to the lack of consistent procedures for collecting data on measurable annual goals and transitional services for secondary students with IEPs is an issue facing Chuuk State. Chuuk's first quarter progress report will be reviewed to determine steps taken to correct this issue. Chuuk is required to complete and submit a report to indicate their performance on this indicator and shall verify the data through their progress report and the on-site monitoring scheduled for this year. It is possible that a targeted visit will be made to Chuuk to provide them with technical assistance to be able to respond to this indicator requirement as well as the other indicator requirements.

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	<b>100%</b> of youth aged 16 and above has an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
<b>2006</b> (2006-2007)	<b>100%</b> of youth aged 16 and above has an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post
<b>2007</b> (2007-2008)	<b>100%</b> of youth aged 16 and above has an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post
<b>2008</b> (2008-2009)	<b>100%</b> of youth aged 16 and above has an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post
<b>2009</b> (2009-2010)	<b>100%</b> of youth aged 16 and above has an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post
<b>2010</b> (2010-2011)	<b>100%</b> of youth aged 16 and above has an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post

**Improvement Activities/Timelines/Resources:**

The improvement activities were realigned in FFY 2008 for consistency.

Through contractual services provided by University of Hawaii, Center on Disabilities Studies Pacific Outreach Initiative (POI) the following improvement activities will be implemented:

1. By May 2007, Secondary Educaiton Transition procedural handbook will be developed
  - 1.1. Timeline: Yearly Updates
  - 1.2. Resource: UH- POI, Special Education Coordinators

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**Status: CONTINUING**

2. By September of each year, training will be provided on the development of Individual Transition Planning Process
  - 2.1 Timeline: Annual Training
  - 2.2 Resource: UH-POI, Special Education Coordinators, Secondary Teachers**Status: CONTINUING**
  
3. By June 2007, FSM HESA will develop and implement procedures for data collection and reporting.
  - 3.1 Timeline: Annual Training
  - 3.2 Resource: Special Education Coordinators and Data Clerks**Status: CONTINUING**
  
4. On a yearly basis, on-site technical assistance will be provided in two of the states to Special Education Coordinators, Regular Education Administrators, Secondary Transition Teachers, Parents, Consumer/Student Trainees, College representatives, Chamber of Commerce representatives, Business Organizations, and others.
  - 4.1 Timeline: Annual Training
  - 4.2 Resource: UH-POI, Special Education Coordinators, Secondary Teachers**Status: CONTINUING**

**New Improvement Activity as of FFY 2009**

5. Training on the new *FSM Special Education Transition Manual* procedures for transitioning and tracking students from 8<sup>th</sup> grade elementary to high school.
  - 5.1 Timeline: Annual Training
  - 5.2 Resource: UH-POI, Special Education Coordinators, Secondary Teachers**Status: CONTINUING**



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**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

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

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

**NEW INDICATOR.** The following design for gathering baseline data for this new indicator was taken from the guidance provided by the National Center on Post-School Outcomes (NCPSO):

1. The FSM Secondary Leadership Team, comprised of FSM-HESA and LEA special education coordinators and transition supervisors/teachers, to develop the post-school outcome measurement system for FSM, to include:
  - Policies and procedures to guide post-school outcome assessment and measurement practices.
  - Provision of training and technical assistance supports to administrators and service providers in outcome data collection, reporting, and use of quality assurance and monitoring procedures to ensure the accuracy and completeness of the post-school outcome data.
  - Data system elements for post-school outcome data input and maintenance, and outcome data analysis functions.

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2. The FSM Secondary Leadership Team to develop measurement strategies as part of the overall post-school outcome measurement system to be implemented in each FSM state, to include:
  - Who will be included in the measurement?

Secondary students expected to leave this year and FSM-HESA plans to survey after they leave school.
  - What measurement tool will be used?

Suggested post-school outcomes process and instruments developed by the National Center on Post-School Outcomes (NCPSO).
  - Who will conduct the assessments?

Assigned FSM state special education personnel.
  - When will measurement occur?

For school year 2005-2006, using the NCPSO “exit survey” for demographic and contact information to be collected, e.g. student demographics, IEP post-secondary goals, phone/e-mail/mail for contacting student or family within one year.

    - By January 2006, FSM-HESA will convene a FSM National Secondary Leadership meeting to review and adapt exiting survey and develop procedures for implementation.
    - By February 2006, follow-up LEA support for the implementation of the survey and process.
    - By May 2006, LEAs to submit surveys results to FSM-HESA for analysis and to report findings in APR.

By June 2007, using the NCPSO “follow-up survey” for post-school outcome, data to be collected from students who left during the 2005-2006 school year.
  - How will data be analyzed and reported?

Compilation of post-school outcome summaries by LEA to be aggregated by FSM-HESA for national reporting of the percentage 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.
3. The FSM Secondary Leadership Team to facilitate the implementation of the outcome measurement system in each LEA, to include:
  - Collection, compilation, and reporting of outcomes data for improving services, as well as for national data.

**February 1, 2007**

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

FSM-HESA will gather post-school outcome data annually between April and September for students with disabilities who received special education services and who graduated with a regular high school diploma, dropped out, withdrew or reached maximum age during the previous school year.

For the purpose of the reporting requirements, the following data categories, along with its definition, will be used:

- Graduated with a regular high school diploma, which is defined as meeting course credits established by each FSM State Department of Education. Graduates include students with disabilities that meet the same standards for graduation as students without disabilities.
- Dropped Out. Dropouts include students who were not enrolled at the end of the year and did not exit through any of the other exiting categories.

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- Moved, Not Known to be Continuing (Withdrawals) – This category refers to students who have moved and transferred to another island or district and are NOT KNOWN to be continuing in another educational program. This includes students where there is no evidence (e.g. a record request) to indicate that they have enrolled in another educational program. The school must verify that the family is no longer at their known residence.
- Reached Maximum Age – Students exiting under this category are students that reached maximum age (age 22) for receipt of special education services, including students with disabilities who reached the maximum age and did not receive a diploma.
- Employed – “Competitive employment” as defined by the Rehabilitation Act of 1973. (Authority: Sections 7(11) and 12(c) the Act; 29 U.S.C. 705(11) and 709(c). Full-time status of employment is working 35 or more hours per week, while part-time status is working less than 35 hours per week.
- Unemployed – Not earning any income or not engaged in an income generating occupation.
- Off-Island – No longer residing in the FSM.
- Post Secondary Education - For reporting purposes Post Secondary Education is defined as “a formal instructional program whose curriculum is designed for students who have completed the requirements for a high school diploma or its equivalent. This includes programs whose purpose is academic, vocational, and excludes a vocational and adult basic education programs”. The FSM College of Micronesia provides an academic community college program with full-time student considered to hold at least twelve (12) credits during the Fall and Spring semester, and a part-time student holding less than twelve (12) credits during the Fall and Spring semester.

Post-school outcome data will be collected annually between April and September, commencing April 2007 for those students who were “leavers” for the 2005-2006 school year, and each school year thereafter.

Data will be collected using the University of Oregon National Post-School Outcomes (PSO) data collection protocol to gather relevant demographics data for those youth with disabilities considered “leavers” during school year 2005-2006. The University of Hawaii Center for Disability Studies (UH CDS) will assist FSM in reviewing and adapting protocol to better serve the program and meet the requirements. All data from the post-school outcome survey will be gathered and entered into the FSM Student Information Tracking System (SITS) designed specifically to capture data needed for SPP/APR reporting requirements to assist each FSM state in improving services and supports youth with disabilities and individual schools, and to improve linkages between school, home, community, post-secondary schools, and employers.

**February 1, 2008**

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

FSM National Department of Education (NDOE), Special Education Program gathers post-school outcome data annually between April and September for ALL youth with IEPs who received special education services and who graduated with a regular high school diploma, dropped out, withdrew or reached maximum age during the previous school year. The collection and compilation of the post-school outcome data are implemented in each FSM State, with a review of post-school outcome data compiled for the overall FSM performance reviewed during the annual FSM National SPP/APR Committee Meeting facilitated by the FSM NDOE, Special Education Program.

FSM NDOE uses the University of Oregon National Post-School Outcomes (PSO) data collection protocol and process to gather relevant demographics and post-school outcomes data for those youth IEPs considered “leavers.”

FSM NDOE uses the following “leaver” categories, which align with the exit data definitions reported in the 618 Table 4:

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- Graduated with a regular high school diploma, which is defined as meeting course credits established by each FSM State Department of Education. Graduates include students with disabilities that meet the same standards for graduation as students without disabilities.
- Dropped Out. Dropouts include students who were enrolled at the beginning of the year, but not enrolled at the end of the year, and did not exit through any of the other exiting categories.
- Moved, Known to be Continuing (Withdrawals) – This category refers to students who have moved and transferred to another island or district and are known to be continuing in another educational program. This includes students where there is evidence (e.g. a record request) to indicate that they have enrolled in another educational program. The school must verify that the family is no longer at their known residence.
- Reached Maximum Age – Students exiting under this category are students that reached maximum age (age 22) for receipt of special education services, including students with disabilities who reached the maximum age and did not receive a diploma.

FSM NDOE uses the following “post-school outcome” categories for this Indicator:

- Employed – “Competitive employment” as defined by the Rehabilitation Act of 1973. (Authority: Sections 7(11) and 12(c) the Act; 29 U.S.C. 705(11) and 709(c). Full-time status of employment is working 35 or more hours per week, while part-time status is working less than 35 hours per week.
- Unemployed – Not earning any income or not engaged in a gainful occupation.
- Off-Island – No longer residing in the FSM.
- Post Secondary Education - For reporting purposes, Post Secondary Education is defined as “a formal instructional program whose curriculum is designed for students who have completed the requirements for a high school diploma or its equivalent. This includes programs whose purpose is academic, vocational, and excludes a vocational and adult basic education programs”. The FSM College of Micronesia provides an academic community college program with full-time students holding at least twelve (12) credits during the Fall and Spring semester, and a part-time student holding less than twelve (12) credits during the Fall and Spring semester.

For this reporting period, each LEA used the PSO Data Collection Protocol Post-School Survey section for the identified “leavers” from 2005-2006. The LEAs gathered the relevant data through interviews directly with the “leaver” or through family members when the “leaver” was not available. Given the close family ties that exist in each island community, it would appear that everyone knows everyone and can contact each other fairly easily. However, with the exception of Kosrae State, the geographic remoteness of many of the outer islands within the FSM States, make communication very difficult.

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

Forty-eight (48) students with IEPs were reported as exiting special education during the 2005-2006, with the breakdown by “leaver” categories as follows:

FSM State	# by “Leaver” Category						FSM Total
	Graduated with a HS Diploma	Dropped Out	Moved, Known to Continue	Reached Maximum Age	Other: Transferred to Reg Ed	Other: Received Certificate	
Chuuk State	4	3	1	0	0	0	8
Kosrae State	14	0	0	0	0	0	14
Pohnpei State	5	3	0	0	1	7	16
Yap State	7	1	0	0	2	0	10
<b>FSM TOTAL by Category</b>	<b>30</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>48</b>

Of the 48 “leavers,” the 3 who transferred to regular education were not included in the total number of “leavers” to be surveyed. These students remained in regular education in 2006-2007 and did not “leave”

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school. The 7 students with IEPs who received a certificate were assessed, but as reported in previous APRs, based on the graduation policy, issuing certificates is not a part of the policy for completion. "Received Certificate" therefore is not listed as one of the "leaver" category, but for the 2005-2006 school year was used. It is anticipated that the 2005-2006 school year would be the last year that students with IEPs would be issued certificates based on the current high school completion policy established in each FSM State.

Having deducted the 3 students who transferred to regular education as 2005-2006 "leavers," 45 respondents were targeted to complete the PSO Data Collection Protocol Post-School Survey. The following table shows the percentage of respondents for FSM and for each FSM State by calculating the total number of "leavers" who completed the survey divided by the total number of "leavers" targeted to complete the survey:

FSM State	#Leavers for Survey	#Leavers Who Completed Survey	#Leavers Who Did NOT Complete Survey	Total % Survey Respondents
Chuuk State	8	4	4	50% (4/8)
Kosrae State	14	13	1	93% (13/14)
Pohnpei State	15	11	4	61% (11/15*)
Yap State	8	7	1	88% (7/8*)
FSM TOTAL	45	35	10	78% (35/45)

\*Number used for denominator subtracted the "leaver" reported as "transferred to regular education"—1 for Pohnpei and 2 for Yap.

As shown, FSM reported 78% (35/45) of respondents for the Post-School Survey. The demographics for these respondents include: **Ethnicity=Asian/Pacific Islanders and Disability=SLD, MR.**

**2006-2007 Post-School Outcomes for SY 2005-06 "Leaver" Respondents**

FSM State	#Employed	#Attending Post-Sec Ed (PSE)	#Employed & Attending PSE	#Unemployed	#Off-Island	#Other
Chuuk State	1	1	0	0	0	2
Kosrae State	5	8	0	0	0	0
Pohnpei State	3	0	0	0	2	6
Yap State	2	2	0	0	0	3
% (# in Outcome/35 Respondents)	31.4% (11/35)	31.4% (11/35)	0%	0%	5.8% (2/35)	31.4% (11/35)

**Based on the indicator measurement, the total percentage of respondents who reported being employed, attending post-secondary education, or both, within a year after leaving high school is 62.8% or 63% (22/35).**

**Discussion of Baseline Data:**

During the October 2007 FSM National SPP/APR Committee Meeting, stakeholders discussed the compiled post-school outcomes data from each FSM State and the overall FSM percentage. The percentage of respondents represented a majority of the 2005-2006 "leavers" at 78% (35/45). Of the respondents, 63% (22/35) reported being employed, attending post-secondary education, or both, based on FSM's categories for post-school outcomes.

The committee further discussed the respondents who reported under the "other" category, which represented close to a third of the respondents at 31.4% (11/35). The FSM State representatives at the meeting shared that these leavers were at home "helping the family," such as babysitting, cleaning the house, fishing for the family, and so forth. The committee did not want to include these leavers under the "unemployed" category because although not making money, these leavers were contributing to the family, which could be considered "gainful occupation."

The committee recommended that the percentage, as shown in the actual data, remain for the 2006-2007 reporting period. However, it was agreed that further discussion needs to be done to define specific "occupations" applicable to the FSM, especially given the family values and economic situation within

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each island community. The committee therefore recommended that the targets for the next two years remain the same as the baseline giving FSM NDOE an opportunity to assess the relevancy of this Indicator to the FSM.

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	New indicator.
<b>2006</b> (2006-2007)	<b>63%</b> of leaver respondents reported being employed, attending post-secondary education, or both, within one year from leaving high school in 2005-2006.
<b>2007</b> (2007-2008)	<b>63%</b> of leaver respondents reported being employed, attending post-secondary education, or both, within one year from leaving high school in 2006-2007.
<b>2008</b> (2008-2009)	<b>63%</b> of leaver respondents reported being employed, attending post-secondary education, or both, within one year from leaving high school in 2007-2008.
<b>2009</b> (2009-2010)	<b>65%</b> of leaver respondents reported being employed, attending post-secondary education, or both, within one year from leaving high school in 2008-2009.
<b>2010</b> (2010-2011)	<b>70%</b> of leaver respondents reported being employed, attending post-secondary education, or both, within one year from leaving high school in 2009-2010.

**Improvement Activities/Timelines/Resources:**

The improvement activities were realigned in FFY 2008 for consistency.

In October 2007, the FSM National SPP/APR Committee provided input to the improvement strategies for Indicator 14. The following improvement activities with timelines and resources are based on their input.

1. Implementation of a data tracking system on the transition plans developed for secondary students with IEPs. The data will be analyzed to determine the relationship between the post-secondary goals with the post-school outcomes, which would assist FSM NDOE to identify relevant post-school outcomes meaningful in the FSM.
  - i. Timeline: Annually
  - ii. Resources: FSM State Special Education Programs, National Special Education Program  
**Status: CONTINUING**
  
2. Review, revise as needed, and provide training to special education staff on the procedures for collecting, compiling, reporting, and verifying post-school outcomes data.
  - i. Timeline: Annually
  - ii. Resources: FSM State Special Education Programs, National Special Education Program  
**Status: CONTINUING**
  
3. Training for secondary special education and general education teachers on strategies on topical areas that enhance the transition planning and supports for secondary students with IEPs.
  - i. Timeline: Annually
  - ii. Resources: FSM State Special Education Programs, National Special Education Program  
**Status: CONTINUING**

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**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

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

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

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

**Measurement:**

Percent of noncompliance corrected within one year of identification:

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

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

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

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

The FSM Department of Health, Education, and Social Affairs (FSM-HESA) is the government entity (State Education Agency, SEA) responsible for the general supervision of special education and related services for children with disabilities and their families. FSM-HESA supports the delivery of special education and related services in the four FSM island states through the Education Departments, known as the Local Education Agencies (LEAs): Chuuk, Kosrae, Pohnpei, and Yap. FSM-HESA revised the monitoring system to assess compliance and performance of each LEA based on IDEA 2004, the proposed regulations, and FSM Public Law 14-08 of June 2005. FSM Public Law 14-08 provided the amendments to FSM Public Law 8-21 of 1993 ensuring policy alignment with IDEA.

**Monitoring System: *Continuous Improvement***

Aligned with OSEP's *Continuous Improvement Focused Monitoring System* (CIFMS), the FSM *Continuous Improvement* Monitoring System includes two processes for verifying compliance and performance of each LEA utilizing the IDEA Part B State Performance Plan indicators and measurements.

1. On a quarterly basis, the four LEAs submit to FSM-HESA, the State Education Agency (SEA), a quarterly progress report that reviews fiscal, compliance, and performance data and information relevant to the IDEA Part B State Performance Plan indicators, including formal complaints, mediation, and due process requests and results. The fiscal review ensures that expenditures for the quarter are consistent with approved grant appropriation for the LEA. The compliance and performance review monitors progress made on priorities identified in the LEA's Local Performance Plan (LPP) for Special Education. Each LEA LPP responds to the FSM IDEA Part B SPP and other prioritized FSM National priorities based on the FSM National mandate for providing special education and related services. The LEA LPP is updated on an annual basis for submission to FSM-HESA for incorporation into the annual public dissemination of performance by LEAs, as mandated

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by IDEA. The submission of the LEA quarterly progress reports is tied to the release of their respective quarterly advice allotment of grant funds. The timely submission of the LEA's quarterly progress report, "concurred" through signature by the LEA Steering Committee Chairperson, who is the parent representative on the committee, must reflect accurate and verifiable data for FSM-HESA to authorize the LEA's quarterly advice allotment of grant funds.

2. On an annual basis, FSM-HESA, the SEA, conducts an on-site monitoring/verification visit to each LEA. The SEA monitoring team assesses the LEA's compliance with IDEA Part B requirements and verifies the effectiveness of progress made on the priorities of the LPP for Special Education. The SEA monitoring team reviews the previously submitted LEA quarterly reports as background information of the compliance and performance progress and issues identified by the LEA in preparation of the visit. During the visit, the SEA monitoring team reviews updated child and program data, conducts child record reviews, and interviews Steering Committee members, school personnel, special education staff, and parents. As a result of the team visit, FSM-HESA issues a Monitoring/Verification Report to the FSM LEA Director describing findings and corrective action requirements, including levels of intervention – incentives or sanctions – for ensuring completion of corrective action requirements, as required.

**Monitoring System Instruments**

As designed, the monitoring system has been revised to align with the IDEA Part B SPP indicators and other relevant FSM National priorities of FSM Public Law 14-08 for providing special education programs for children with disabilities birth – 21 and their families. The instruments used to verify compliance and performance of the LEA during the on-site visit consists of the following:

1. **LEA Verification Checklist:** The monitored LEA must complete the LEA Verification Checklist with current information in the following areas, referenced to related SPP indicators:
  - 1.1. Identification rate using trend data from reported 618 Child Count data, and current data of children with disabilities birth-21 served at the time of the visit. (Indicators 4, 5, 6, 11 & 13: Suspension/Expulsion, School-Age LRE, Preschool LRE, Child Find, and Secondary Transition Goals/Plans. NOTE: Secondary Transition Goals/Plans monitored beginning age 14)
  - 1.2. Description of LEA monitoring system to verify LEA procedures for implementing services according to IDEA Part B, to include interagency agreements and dispute resolution system. (Indicators 15 - 19: LEA General Supervision)
  - 1.3. Description of data collection and reporting system to assess the accuracy and reliability of data, including comparison data with general education, such as graduation and drop-out data. (Indicators 1, 2, & 20: Graduation Rates, Drop-Out Rates, and State Reported Data)
  - 1.4. Description of the assessment system to verify how students with disabilities participate and perform in the FSM National Standardized Test (NST). (Indicator 3: Assessment Data)
  - 1.5. Progress data on improved performance for LEA Determined targets in meeting related FSM IDEA Part B SPP FSM Determined targets. (Indicators 1-8, & 14: Graduation, Drop-Out, Assessment, Suspension/Expulsion, School-Age LRE, Preschool LRE, Preschool Outcomes, Parent Involvement, and Post-School Outcomes; and FSM National Priority under Early Childhood Initiative)
  - 1.6. Verification of fiscal expenditures with approved grant allocation to include verification of funded personnel assignments and qualifications. (Indicator 15: General Supervision: Grants Management & Personnel Development)
  - 1.7. Description of active participation of stakeholders, especially parents, in the program review process through the implementation of the LEA Steering Committee/Advisory Panel. (Indicator 8: Parent Involvement)
2. **Child Record Review:** Random selection of files maintained for children with disabilities served is reviewed utilizing a review checklist covering the special education procedures for identification, referral, evaluation, eligibility, IEP development, placement determination, and exiting requirements of Part B. The review also assesses the LEA's evidence of meeting the confidentiality requirements and prior written notice to include procedural safeguards for providing special education and related



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services. The review is aligned with the procedures established in the revisions to the Special Education Procedural Manual completed in June 2005. The Child Record Review Checklist reviews evidence of procedural compliance through appropriate documentation following related IDEA Part B SPP Indicators and IDEA Part B requirements:

- 2.1. Identification: Screening activity for children with disabilities age birth-21 to be identified, located, and evaluated. The Local Interagency Agreement has served as the basis for Child Find and Public Awareness activities for young children with disabilities.
- 2.2. Referral, Evaluation, & Eligibility: Referral for initial evaluation, re-evaluation, and student entering with an IEP from another jurisdiction. Evaluation procedures to include disability conditions and multidisciplinary assessment procedures and instruments. Eligibility determination based on child's school performance problem due to one of the disability conditions and having an adverse effect on the education performance where the child is in need of special education and related services.
- 2.3. IEP Development, Review, & Revision: Initial and review of IEP, to include meeting participants, present levels of performance/unique needs, annual goals and short-term objectives, special education and related services, supplementary aids and services, modifications and supports, participation in nation-wide assessment, transition service needs and services (for youth with disabilities beginning at age 14), projected date of services, transfer of rights procedures, and consideration of special factors.
- 2.4. Placement Determination: Placement determination based on LRE and the continuum of alternative placements.
- 2.5. Exiting Procedures: Procedures for "exiters" based on 618 Data Table 4 definitions.
- 2.6. Procedural Safeguards: Prior written notice and procedural safeguard notice procedures.
- 2.7. Confidentiality: Confidentiality requirements for maintenance of child records, procedures for accessing child records, and procedures for use of personally identifiable information.
3. Personnel and Parent Interviews: Verification of procedures and services provided in the LEAs is conducted through interviews with LEA Steering Committee members, special education staff, school personnel, and parents. A standard set of questions is asked of selected members, personnel, and parents to review their understanding of the special education procedures and the impact of services for improving results for children with disabilities and their families. Selected parents are representatives on the LEA Steering Committee to allow for gathering feedback on the active participation of parents on committees and councils for special education related activities.

**Monitoring System Enforcement Actions: Incentives and Sanctions**

The monitoring system includes the following "enforcement actions" to ensure timely correction of identified non-compliance and incentives for progress on prioritized improvement strategies. Notices of the consequences are provided as a result of the LEA quarterly progress report and expenditure report review and/or the on-site monitoring/verification visit:

1. Incentives
  - 1.1 Level 1: Commendation Letter. FSM-HESA provides a *Letter of Commendation* to the LEA Director with a copy to the LEA Special Education Program Coordinator and LEA Steering Committee Chairperson commending the program for full compliance with Part B requirements. LEA will also be recognized in the FSM-HESA quarterly newsletter.
  - 1.2 Level 2: State-Level Support. FSM-HESA allocates fiscal resources as an incentive for complying LEAs. FSM-HESA will recognize one teacher from the fully complying LEA and will support that teacher to participate in a regional disability-related conference or workshop. The selected individual will receive a certificate of recognition from the Secretary of FSM-HESA or the President of FSM.
  - 1.3 Level 3: Individual Service Provider Incentives. FSM-HESA recommends the LEA allocate fiscal resources to help provide incentives (e.g. salary adjustment, participation in training activities, as appropriate to the respective LEA). Recommendation to include establishing a system/criteria to

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be used in all LEAs for selection of the individual service provider (e.g. Recommendation from school principal, peer, parent, Director, and/or Special Education Program Coordinator). Individual selected will be recognized as the LEA teacher of the year and will be supported to participate in a regional disability-related conference or workshop.

2. **Sanctions**

- 2.1 **Level 1: Letter of Concern.** FSM-HESA (the SEA) provides a *Letter of Concern* to the LEA Director with a copy to the LEA Special Education Program Coordinator citing non-compliance findings during the monitoring and verification of data 10 calendar days after the findings from the LEA quarterly progress report review and/or the on-site monitoring/ verification visit. Corrective actions or practices required of the LEA will be included in the *Letter of Concern* to ensure that non-compliance areas are corrected in a timely manner. The LEA must develop a corrective action plan and submit to the Secretary of FSM-HESA with a copy to the Executive Director of FSM-HESA Special Education Program within 30 calendar days. The LEA will be allowed up to 1 calendar year to correct noncompliance/s from the date of the identification. The plan shall be incorporated into the reporting mechanism through the LEA quarterly progress report to FSM-HESA. A final report of correction must be submitted to the Secretary with copy to the Executive Director no later than 30 calendar days after the 1 calendar year time period for correction from identification. Verification of correction will be conducted to confirm correction of noncompliance/s by an on-site visit or through the LEA quarterly progress report review, as appropriate. An LEA failing to address non-compliance areas will be placed on “*Probationary status.*”
- 2.2 **Level 2: Probationary Status.** A LEA on *Probationary Status* shall report progress on strategies identified in the corrective action plan in the LEA quarterly progress report or shall be subject to withholding of quarterly advice allotment of grant funds. If the LEA does not show significant progress each quarter towards correction of noncompliance, the LEA will be labeled “*At-Risk.*”
- 2.3 **Level 3: At-Risk Status.** A LEA on *At-Risk Status* is required to demonstrate satisfactory progress with constant and immediate supervision from the Secretary of FSM-HESA or the Executive Director of FSM-HESA Special Education Program. The non-compliance report and findings shall be transmitted to the Office of the Governor of the island state for further review, recommendations, and solutions for correcting the cited noncompliance areas.

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

**Measurement A: Identification & Correction of Noncompliance related to Monitoring Priorities**

FSM-HESA conducted an on-site monitoring/verification visit to Pohnpei in December 2004 and Yap in February 2005. The monitoring/verification reviews followed the Continuous Improvement Monitoring Process (CIMP) Cluster Areas. As a result of the visits, FSM-HESA issued a Monitoring/Verification Report to Pohnpei’s LEA and Yap’s LEA listing the findings of noncompliance, areas for improvement, and requirements for corrective actions to be corrected within one year of identification. Both LEAs were instructed to update their Improvement Plans to address the noncompliance and issues raised during the visit, as well as to report progress regarding required corrections and improvement in the LEA quarterly reports.

As outlined in the FSM *Continuous Improvement* Monitoring System, the LEA Final Report of corrections to identified noncompliances will be submitted to FSM-HESA, at the latest, 30 days after the 1 calendar year from identification/on-site visit. For Pohnpei, it is understood that correction of noncompliances need to be made by December 2005 with the Final Report submitted to FSM-HESA by January 2006. For Yap, the noncompliances must be corrected by February 2006, with the Final Report submitted to FSM-HESA by March 2006.

The format of the review process during the time of FSM-HESA’s monitoring/verification visits followed the CIMP Cluster Areas. However, to address Measurement A of this Indicator, the following Table organized the previously reported Cluster Area findings identified in the FSM-HESA issued Monitoring Reports by the SPP monitoring priority areas and indicators. As shown, 1 of the 3 monitoring priority

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areas was identified as a noncompliance area for Pohnpei; while all 3 areas were identified for Yap. The review of evidence of correction to the identified noncompliances will be reported in the 2005-2006 Annual Performance Report.

<b>Monitoring Area</b>	<b>Indicator # Id</b>	<b>Identified Noncompliance</b>	<b>Pohnpei Yes or No?</b>	<b>Yap Yes or No?</b>
General Supervision/ Transition	13	Lack of evidence of transition statements/services in the IEPs based on file reviews.	No	Yes
General Supervision	15	Lack of LEA monitoring system.	No	Yes
General Supervision	16, 17	Lack of evidence of full implementation of complaints, due process system, to include awareness of local operational and documentation procedures.	Yes	Yes

**Measurement B: Identification & Correction of Noncompliance related to Areas Not Included in Measurement "A" Monitoring Areas**

The format of the monitoring/verification review process during the time of FSM-HESA's monitoring/verification visit to Pohnpei in December 2004 and Yap in February 2005 followed the CIMP Cluster Areas. To address Measurement B of this Indicator, the following Table organized the previously reported Cluster Area findings identified in the FSM-HESA issued Monitoring Reports by "other areas" not included in the SPP monitoring priority areas and indicators identified in Measurement A. As shown, 2 of the 5 areas were identified as noncompliance areas for Pohnpei; while 3 of the 5 areas were identified for Yap. The review of evidence of correction to the identified noncompliances will be reported in the 2005-2006 Annual Performance Report.

<b>Other Areas NOT in Measurement A</b>	<b>Identified Noncompliance</b>	<b>Pohnpei Yes or No?</b>	<b>Yap Yes or No?</b>
Child Find	Inadequate Child Find and Public Awareness activities resulting in a significant drop in Child Count.	No	Yes
IEP in Effect	IEPs not updated on an annual basis.	No	Yes
Personnel	FSM minimum teacher certification requirements not met by all special education teachers.	No	Yes
Personnel Data System	Insufficient personnel data system for tracking additional personnel needs based on identified student service needs.	Yes	No
Student Data System	Inconsistent data management system for collecting, compiling, and reporting LEA data, to include individual school and LEA analysis of data for system improvement strategies.	Yes	No

**Measurement C : Identification & Correction of Non compliance through Other Mechanisms (complaints, due process hearings, mediation, etc.)**

As reported in Attachment 1, FSM-HESA did not receive any complaint and due process requests in 2004-2005.

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**Discussion of Baseline Data:**

**General Supervision: Identification and Timely Correction of Noncompliance, OSEP Response Letter, September 22, 2005**

The OSEP letter, dated September 22, 2005, responded to the FFY 2003 Part B APR. OSEP required FSM-HESA to include in its SPP evidence demonstrating how its monitoring procedures ensure the correction of noncompliance identified through monitoring within one year of identification, as required by 20 U.S.C. 1232d(b)(3)(E).

As shared in the Overview section, the “Sanctions” component of the *Continuous Improvement* Monitoring System had been updated to ensure compliance with 20 U.S.C. 1232d(b)(3)(E). Evidence of corrections for the two FSM LEAs monitored during 2004-2005 will be reviewed in 2005-2006, as the first LEA on-site monitoring/verification visit conducted was in December 2004.

FSM-HESA will conduct monitoring/verification visits to Kosrae and Chuuk in 2005-2006. Findings of noncompliances will be reported in the 2005-2006 FSM-HESA Annual Performance Report.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects <b>all</b> noncompliance as soon as possible but in no case later than one year from identification <b>100% of the time.</b>
<b>2006 (2006-2007)</b>	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects <b>all</b> noncompliance as soon as possible but in no case later than one year from identification <b>100% of the time.</b>
<b>2007 (2007-2008)</b>	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects <b>all</b> noncompliance as soon as possible but in no case later than one year from identification <b>100% of the time.</b>
<b>2008 (2008-2009)</b>	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects <b>all</b> noncompliance as soon as possible but in no case later than one year from identification <b>100% of the time.</b>
<b>2009 (2009-2010)</b>	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects <b>all</b> noncompliance as soon as possible but in no case later than one year from identification <b>100% of the time.</b>
<b>2010 (2010-2011)</b>	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects <b>all</b> noncompliance as soon as possible but in no case later than one year from identification <b>100% of the time.</b>

**Improvement Activities/Timelines/Resources:**

Improvement activities were realigned in FFY 2008 for consistency.

1. Continue implementation of the FSM-HESA *Continuous Improvement* Monitoring System, including the review of completion/resolution timeline requirements for complaints, mediation, and due process hearing requests, through LEA quarterly reports and fiscal reports to FSM-HESA and the FSM-HESA on-site monitoring/verification visits, as scheduled during the school year.

- 1.1 Timeline: Quarterly for LEA reports. Annually for monitoring/verification visits, with report findings disseminated to all LEAs. Analysis of the reports will assist FSM-HESA with prioritizing nationwide targeted improvement activities for subsequent years.

- 1.2 Resource: Technical support from appropriate IHE or technical assistance provider.

**Status: CONTINUING**

2. Facilitate LEA training for staff and parents regarding the procedural safeguards notice, with particular focus on the local operational and documentation procedures for full implementation, including the review of the timeline requirements for the resolution of complaints, mediation, and due process hearing requests.

- 2.3 Timeline: Annually.

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2.4 Resource: LEA Parent Organizations, and as needed, technical support from appropriate IHE or technical assistance provider to facilitate a “train-the-trainers” session with selected LEA teams to ensure local capacity for continued training session in subsequent years.

**Status: CONTINUING**

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

**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

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

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

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

**Measurement:**

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

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

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

**No signed written complaints received for this reporting period.**

**Discussion of Baseline Data:**

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005</b> (2005-2006)	<b>100%</b> of signed written complaints with reports issued were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2006</b> (2006-2007)	<b>100%</b> of signed written complaints with reports issued were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2007</b> (2007-2008)	<b>100%</b> of signed written complaints with reports issued were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2008</b> (2008-2009)	<b>100%</b> of signed written complaints with reports issued were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2009</b> (2009-2010)	<b>100%</b> of signed written complaints with reports issued were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2010</b> (2010-2011)	<b>100%</b> of signed written complaints with reports issued were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

**Improvement Activities/Timelines/Resources:**

**Refer to Indicator 15, General Supervision, for improvement activities.**

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

**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

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

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

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

**Measurement:**

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

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

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

**No due process hearing requests received for this reporting period.**

**Discussion of Baseline Data:**

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	<b>100%</b> of fully adjudicated due process hearing requests fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2006</b> (2006-2007)	<b>100%</b> of fully adjudicated due process hearing requests fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2007</b> (2007-2008)	<b>100%</b> of fully adjudicated due process hearing requests fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2008</b> (2008-2009)	<b>100%</b> of fully adjudicated due process hearing requests fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2009</b> (2009-2010)	<b>100%</b> of fully adjudicated due process hearing requests fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2010</b> (2010-2011)	<b>100%</b> of fully adjudicated due process hearing requests fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

**Improvement Activities/Timelines/Resources:**

Refer to Indicator 15, General Supervision, for improvement activities.

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**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

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

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

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

**Measurement:**

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

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

During the August 2006 Parent/Consumer Conference held in Yap State, a specific session was conducted for parents and service providers in attendance on parent rights, to include the complaints and due process system.

In November 2006, FSM-HESA updated its complaints and due process system to include the provisions for hearing resolutions. Training was conducted in Pohnpei State for FSM State representatives, including potential on-site mediators.

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

This Indicator is a “new” indicator for the reporting period, which required establishing baseline data in 2005-2006. **No resolution sessions conducted, as there were no requests for hearings. Table 7 attached for this Indicator.**

**Discussion of Baseline Data:**

As per OSEP’s instructions, targets for this indicator to be established ONLY if baseline data report 10 or more hearing resolutions. Therefore, FSM is not able to set targets for this Indicator measurement.

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	New Indicator. As per OSEP’s instructions, targets for this indicator are required only if baseline data report 10 or more hearing resolutions were held.
<b>2006</b> (2006-2007)	
<b>2007</b> (2007-2008)	
<b>2008</b> (2008-2009)	
<b>2009</b> (2009-2010)	
<b>2010</b> (2010-2011)	

**Improvement Activities/Timelines/Resources:**



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**Discussion of Baseline Data:**

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005</b> (2005-2006)	No Target expected – New Indicator.
<b>2006</b> (2006-2007)	Target to be established in 2005-2006, as appropriate.
<b>2007</b> (2007-2008)	Target to be established in 2005-2006, as appropriate.
<b>2008</b> (2008-2009)	Target to be established in 2005-2006, as appropriate.
<b>2009</b> (2009-2010)	Target to be established in 2005-2006, as appropriate.
<b>2010</b> (2010-2011)	Target to be established in 2005-2006, as appropriate.

**Improvement Activities/Timelines/Resources:**

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

**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

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

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

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

**Measurement:**

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

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

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

**No due process hearing requests or mediation requests received for this reporting period.**

**Discussion of Baseline Data:**

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005</b> (2005-2006)	<b>Unable to set target. No requests for mediation.</b>
<b>2006</b> (2006-2007)	Target to be established in 2005-2006, as appropriate.
<b>2007</b> (2007-2008)	Target to be established in 2005-2006, as appropriate.
<b>2008</b> (2008-2009)	Target to be established in 2005-2006, as appropriate.
<b>2009</b> (2009-2010)	Target to be established in 2005-2006, as appropriate.
<b>2010</b> (2010-2011)	Target to be established in 2005-2006, as appropriate.

**Improvement Activities/Timelines/Resources:**

Refer to Indicator 15, General Supervision, for improvement activities.

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

**Overview of the State Performance Plan Development:**

Refer to description before Indicator 1.

*(The following items are to be completed for each monitoring priority/indicator.)*

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

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

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

**Measurement:**

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

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

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment B).

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

The FSM has targeted timely collection and reporting of accurate 618 data and annual performance reports as a priority area for improvement. The four FSM LEAs compile and submit 618 data reports, annual performance reports, to include expenditure reports which are reviewed, verified, and compiled into one FSM SEA report for submission to OSEP. As reported in the FSM 2003-2004 APR, FSM had developed and implemented a data system to support this priority area.

The FSM student and personnel data system is called the FSM Student Information Tracking System (SITS). SITS is a relational database, using Microsoft Access (Office 2003 version), designed to track special education students through the entire cycle of special education services. SITS provides daily case management information at the LEA levels for tracking students through the identification and placement process. It is a web-based data system, which periodically updates LEA level data into an SEA database located at the FSM-HESA Special Education Program Office. SITS provides both the LEAs and the SEA levels to evaluate progress in meeting special education requirements. It provides summary data for required 618 reported data.

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

**Measurement A: Submitted Reports on or before Due Date**

The Table below lists the 2004-2005 618 reporting requirements, due dates, and "email" dates. As shown, FSM-HESA met the "timely" requirement for 3 of the 5 reports for the reporting year.

	<b>618 Reports</b>	<b>Due Date</b>	<b>Emailed to WESTAT</b>
2004-2005	Child Count & Placement	February 1, 2005	February 7, 2005

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2004-2005	Personnel, Exiting, Discipline	November 1, 2005	October 28, 2005
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In addition, previous Annual Performance Reports were submitted “on time” based on agreed upon due dates.

**Measurement B: Mechanism for Ensuring Accuracy**

The FSM Student Information Tracking System (SITS) is being fully implemented by FSM-HESA with links to each FSM LEA for data input, correction, and analysis. The fields in the system include the following:

Student Data

- State Demographics: Municipality, school
- Student Demographics: Name, date of birth, ethnic identity, primary language, address/contact information, status (active, pending)
- Case Management Assignment
- Special Education Process timelines: Identification, referral, evaluation, eligibility, IEP development, Placement determination
- Assessment data/information
- Related services needed and services not delivered
- Exit information following 618 definitions

Personnel Data

- State Demographics: Municipality, school
- Personnel Type: Administrator, teacher, related service, non-professional, etc. (following 618 descriptions)
- Position Title and Type
- Level of Education
- Certification
- Age of Students Served

SITS is able to generate all 618 data tables and reports. The system also has the capacity to disaggregate data to provide program managers/Special Education Coordinators with school specific information on active and pending cases. The system is connected to all 4 FSM LEAs for easy access for data input and downloading for verification. To ensure confidentiality, security through password protection has been installed. Three levels of access have been implemented:

- Level 1 for School Sites: Schools able to upload and update student data to the program coordinator at any time.
- Level 2 for LEA Special Education Coordinators: Coordinators able to access respective LEA files for easy data verification and reporting. School personnel not able to access nation-wide information.
- Level 3 for System Administrator at FSM-HESA: Administrator able to access Levels 1 & 2 with the ability to generate national data for reporting, such as 618 data, and systemic improvement.

**Discussion of Baseline Data:**

As noted under Measurement A, FSM-HESA was not 100% in compliance with “timely submission” of required reports. The two 618 reports for Child count and Environment due February 1<sup>st</sup> were submitted on February 7, 2005 via e-mail to WESTAT, as per instructions. In addition, during the SPP Input Session held November 3, 4, & 7, 2005, it was discovered that the reported drop-outs (exit data) and suspensions (discipline data) submitted on October 28, 2005 would need to be corrected by one of the LEAs. Kosrae’s drop-out data should have been more than originally reported and there shouldn’t have been any reported “greater than 10 days” suspensions. As the stakeholders reviewed the baseline data, a series of questions were raised regarding the accuracy of the data. Kosrae verified and confirmed the numbers, which required corrections to the submitted 618 data. This was noted in Indicator 2, Drop-Out Rates, and Indicator 4, Suspension/Expulsion Data, in the baseline discussion sections.

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

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

**Improvement Activities/Timelines/Resources:**

Improvement activities were realigned in FFY 2008 for consistency.

- 1 Facilitate upgrades to the FSM SITS to include: (A) the interface of special education data with the overall FSM-HESA Education Management Information System (EMIS) to ensure comparison data for related indicators; (B) additional fields and report summaries to address all of the SPP indicators, especially for the “new” indicators; (C) monitoring data for on-site visits. Upgrades to include training for LEA staff for implementation.
  - 1.1 Timeline: Beginning 2005-2006 with annual upgrades and verification of accuracy in data collected through the annual FSM-HESA monitoring/verification visits. Analysis of data and monitoring reports will assist FSM-HESA with prioritizing nation-wide targeted improvement activities for subsequent years.
  - 2.2 Resources: Technical support from appropriate Institution of Higher Education (IHE) or other technical assistance provider for data system upgrades; FSM-HESA Evaluation Specialist for EMIS implementation.

**Status: CONTINUING**

**NEW Activities as of FFY 2008:**

2. Finalize upgrade of SITS database to include required new data elements for collection and reporting and finalization of User Manual and System Documentation.
  - 1.1 Timeline: By March 2008
  - 2.2 Resources: Technical consultants, Director, Data Managers

**Status: CONTINUING**
3. Reinstall as necessary and provide on-site training on data entry and verification that data is being entered accurately.
  - 1.1 Timeline: By April 2008
  - 2.2 Resources: Technical consultants, Data Managers, Administrator, and Program Coordinators

**Status: CONTINUING**
4. Revise and implement data collection procedures to align with SITS for all other required data elements that are not tied to individual student records.
  - 1.1 Timeline: By April 2008
  - 2.2 Resources: Technical consultant and Executive Director

**Status: CONTINUING**

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

5. Review the accuracy of and update existing special education student records to ensure all data are accurate prior to entering into SITS database.
  - 1.1 Timeline: By June 2008
  - 2.2 Resources: Monitoring team, Program Coordinator, and Director

**Status: CONTINUING**
  
6. Review overall stability and accuracy of SITS database and examine feasibility of integrating SITS within overall FSM National Department of Education-Education Information Management System (EIMS).
  - 1.1 Timeline: By September 2008
  - 2.2 Resources: Technical consultant, Director, Coordinator, Data Technicians

**Status: CONTINUING**