

FM Part B

FFY2017 State Performance Plan / Annual Performance Report

This Executive Summary includes a description of the Federated States of Micronesia (FSM) IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) for FFY 2017. A description of FSM's General Supervision System, Technical Assistance System, Professional Development System, Stakeholder Involvement, and Reporting to the Public are provided separately within this Introduction section of FSM's FFY 2017 SPP/APR.

In FFY 2013, with input from stakeholders, FSM identified targets for FFY 2014 to FFY 2018 for the SPP Results Indicators. The Targets for Results Indicators 1 to 8 and 14-16 were established, in addition to targets set at 100% for Compliance Indicators 11 and 13. As per OSEP's instructions, the following Indicators do not apply to the FSM: 3A, 4B, 9, 10, and 12.

FSM's FFY 2017 APR includes performance for the 11 Results and 2 Compliance Indicators of the 16 SPP Indicator measures that apply to FSM and explanation of slippage for required Indicators that FSM's Targets were not met. Although FSM did not meet all Results indicator targets in FFY 2017, stakeholders decided not to revise the targets for the FFY 2018 APR. As required by OSEP, FSM changed its methodology for calculating graduation rates in FFY 2017. FSM re-established baseline for Indicator 1 and gathered stakeholder input for determining Indicator 1 target for FFY 2018.

As per OSEP's instructions, for Indicator 17, FSM's Part B State Systemic Improvement Plan (SSIP), FSM will submit its FFY 2017 performance and SSIP Phase III, Year Three, no later than April 1, 2019.

FSM's 2018 Determination issued by USDOE OSEP on June 28, 2018 stated that FSM needs assistance in meeting the requirements and purposes of IDEA Part B. The Determination further reminded FSM to review previous year's OSEP Response to each indicator and any actions that FSM may be required to take. FSM has reviewed its previous year's SPP/APR submission, and if required, has provided its actions or responses in the relevant indicators of this FFY 2017 APR.

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General Supervision System:

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

The Federated States of Micronesia National Department of Education (FSM-NDOE) is the government entity responsible for the general supervision and monitoring, including the identification of noncompliance with the IDEA requirements, to provide special education and related services for children with disabilities. FSM-NDOE is a unitary education system with the delivery of special education and related services implemented within the four FSM island states: Chuuk, Kosrae, Pohnpei, and Yap. Given FSM's unique geographic context, NDOE has established a general supervision structure similar to a State Education Agency (SEA) and Local Education Agency (LEA) structure for administering, supervising, and monitoring the implementation of the IDEA requirements.

FSM's administrative structure for the implementation of the IDEA Part B requirements includes the NDOE as the SEA and the four FSM islands states as the LEAs. NDOE has three organizational divisions, Division of Formal and Non Formal Education and Schools, Division of Special Services, and Division of Quality and Effectiveness. The Division of Special Services is responsible for the implementation of the IDEA Part B requirements and have in place its FSM special education procedural manual and notice of procedural safeguards, consistent with the IDEA Part B requirements, disseminated and implemented in all four LEAs. NDOE also has in place a dispute resolution system that meets the IDEA Part B requirements and implemented in each LEA.

As the SEA, NDOE assures that the IDEA procedural requirements are being met in each LEA. NDOE has developed and implemented a *Continuous Improvement Monitoring System (CIMS)* as an ongoing mechanism to assess the impact of special education and related services on improving results for children with disabilities in the FSM. The NDOE monitoring system assesses compliance and performance of each LEA based on IDEA 2004, the Part B regulations, OSEP Memorandum 09-02, 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. Aligned with OSEP's *Continuous Improvement Focused Monitoring System (CIFMS)*, the FSM CIMS includes two processes for identifying compliance and performance of each LEA utilizing the IDEA Part B SPP indicators and measurements and related IDEA requirements: on-site and off-site monitoring. Both on-site and off-site monitoring involve review and verification of correction of non-compliance and continuing adherence to the requirements from the authorities listed above. In addition, FSM's dispute resolution system data, in particular, complaint and due process hearing requests, are reviewed for the identification of noncompliance findings.

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Consistent with OSEP Memo 09-02, for child-specific regulatory noncompliance, demonstration of correction is verified through a review of additional data related to the regulatory citation that demonstrates 100% compliance with the requirement and all child-specific instances of noncompliance verified as corrected. For system noncompliance, evidence of correction of noncompliance includes documentation of revised LEA policies or procedures and/or practices and evidence that such required/recommended policies or procedures and/or practices to be developed, implemented, or revised are in fact implemented. An LEA showing documents or data reports noting correction of noncompliance that are verified will be determined to have corrected noncompliance issued to that respective LEA.

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Technical Assistance System:

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

Given FSM's unique geographic context, NDOE has in place a mechanism to ensure timely delivery of high quality, evidenced based technical assistance and support to each island state/LEA. NDOE implements a reporting mechanism to identify and prioritize technical assistance and training needs in each LEA through the annual LEA application for IDEA Part B funding, quarterly progress reporting, and periodical leadership meetings, such as SPP/APR, SSIP, and NDOE department wide meetings or workshops where issues affecting children with disabilities are discussed.

The LEA application includes the development and implementation of a Local Performance Plan (LPP) that is aligned to the FSM SPP and developed with stakeholder input. Each LEA has in place a special education advisory council that meets the membership requirements of the IDEA Part B State Advisory Panel for Special Education. The LEA special education advisory council reviews LEA data and performance on the FSM SPP indicator measures and provides input to LEA target setting and development and implementation of improvement activities. The advisory council reviews the LEA quarterly progress reports of LEA performance on indicator targets before submission to NDOE. The LEA targets are aligned to and support meeting FSM's SPP targets. The LEA application also includes a budget that reflects the needed funding support for its prioritized improvement activities under each indicator measure.

During the convening of the FSM National APR Leadership and the SPP/SSIP Leadership teams, both of which comprised of representatives from NDOE and the four LEA advisory councils, both teams review LEA LPP data and information for technical assistance and training implementation and needs. The teams identify LEA-specific needs and national initiatives for allocating resources. NDOE also serves as the conduit for accessing local, regional, and national resources, including OSEP-funded centers, to support the LEA-specific and national technical assistance and training needs.

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Professional Development System:

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

Given FSM's unique geographic context, NDOE has mechanisms in place to ensure that service providers have the skills to effectively provide special education and related services that improve results for children with disabilities. With input from the LEAs, NDOE establishes the minimum professional standards and assessment for the certification of all public school teachers and the content standards and assessment for all students. In addition, Title 40 of the FSM code requires all schools in the FSM to meet required minimum standards and undergo a process of accreditation. The purpose of FSM's accreditation is to ensure all schools provide all students an environment that is conducive to learning, with the ultimate goal to raise the level of student academic performance. This purpose is especially important for effectively providing appropriate services for children with disabilities, as the majority of FSM's children with disabilities are in general education classrooms for most of the school day.

The FSM accreditation process includes a review of six required minimum standards: (1) Leadership; (2) Teacher Performance; (3) Data Management; (4) National Curriculum Standards, Benchmarks and Student Learning Outcomes; (5) School Campus, Classrooms and Facilities; and (6) School Improvement Planning. The review is designed to help schools improve the educational services and opportunities for students, which includes deliberate professional development for improving teacher performance. Each school, inclusive of early childhood education, develops and implements a School Improvement Plan (SIP - Standard #6). The SIP contains a comprehensive set of data on various aspects of the school, including student achievement and attendance, teacher qualifications and professional development, and resource inventories. These data are analyzed to show trends, strengths, and weaknesses, and to prioritize professional development for administrators and teachers to ensure FSM reaches the ultimate goal of raising academic achievement for all students.

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FSM's Project LIFT (Literacy Intervention for FSM Leaders of Tomorrow) is one of FSM's major National Initiatives that supports FSM's accreditation process for improving educational results for children with disabilities, as well as children without disabilities. As FSM's Response to Intervention (RTI) Initiative, Project LIFT has identified pilot schools to develop and implement the RTI framework within their SIP. Project LIFT purposefully plans for teacher and support personnel training, coaching, and resource supports in the pilot schools for student screening and assessment, student progress monitoring, and research based instructional intervention programs for improving literacy skills for children in early childhood education through fifth grade.

NDOE, FSM's conduit for accessing local, regional, and national resources, has engaged in several OSEP-funded regional professional development grants to improve the knowledge and skills of service providers working with children with disabilities. The Pacific Assessment Consortium (PAC6) served to support the development and implementation of FSM's Alternate Assessment based on Alternate Achievement Standards (AA-AAS), which included teacher training, and the Pacific Consortium for Instructional Materials Accessibility Project (Pacific CIMAP) provided technical support and training for teachers and related service personnel to ensure children with print disabilities have the required timely accessible materials. The Pacific Vision Instruction Project (Pacific VIP), an OSEP personnel preparation grant, is another regional project with the outcome of developing personnel in the area of vision education and orientation and mobility for providing educational services for children with visual impairments. These OSEP-funded grants, to name a few, have had significant impact on FSM's personnel capacity to provide appropriate services for children with disabilities.

In 2018, FSM had been selected to receive Intensive technical assistance from the National Center on Educational Outcomes (NCEO) focusing on assessment and data use. FSM will take this technical assistance opportunity to work with both NDOE and the four LEAs to review appropriate FSM DOE assessment policies and practices and make and/or implement recommendations for improvements to align curriculum, assessment, and instructions to improve outcomes for children with disabilities throughout the FSM.

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Stakeholder Involvement: apply this to all Part B results indicators

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

As the SEA, NDOE facilitates stakeholder involvement to solicit broad stakeholder input for FSM's IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) development. Given FSM's administrative structure, the FSM National SPP/APR Leadership team is comprised of representatives from NDOE and the four LEAs' Special Education Advisory Councils, Special Education Program administrators and teachers, and general education administrators. This Leadership team serves as FSM's broad stakeholder group for its SPP and APR development, which meets the minimum requirement of the IDEA State Advisory Panel for Special Education. The FSM RTI initiative or FSM's Project LIFT Leadership team also includes SEA administrators, LEA administrators and specialists, teachers, and parents for the development and implementation of Indicator 17: FSM's State Systemic Improvement Plan (SSIP).

For the development of FSM's FFY 2017 IDEA Part B APR and SSIP Phase III Year 3 (Indicator 17), NDOE engaged the FSM National SPP/APR Leadership Team and other key education leaders, as follows:

- On March 21-23, 2018, FSM National and State Leadership teams met in Yap to finalize the FFY 2016 SSIP Phase III Year 2 for submission to OSEP on April 2, 2018. The meeting also included discussions on SPP and LPP related progresses and prioritization of areas requiring technical assistance for LEAs. Other stakeholders that attended this leadership meeting were general education teachers, education specialists, school administrators, and parents.
- From April 16 to May 11, 2018, FSM NDOE conducted onsite monitoring and public hearings in all four LEAs. The public hearings included reviews of the special education requirements, LEA progresses in implementation of LPP activities, APR/SSIP highlights, and OSEP FFY18 grant application. Parents, general and special education administrators/teachers, state and local government officials, people with disabilities, and other community members attended these public hearings. The dates of public hearings in the four LEAs are as follows: Chuuk-April 16-20; Pohnpei-April 23-27; Kosrae-April 30-May 4; and Yap-May 7-11.
- On July 2-6, 2018, NDOE conducted the second Project LIFT Reading symposium on Chuuk state. The symposium continued the effort to certify trainers on the core reading programs used in the project. During this symposium, Chuuk conducted a Parents' Night where parents of children attending the Chuuk's new Project LIFT pilot school and other school community parents were invited to learn about the project and what their kids are learning from the reading initiative and Special Education services in general.
- On July 9-12, 2018, the FSM Micronesia Teacher Education Conference (MTEC) was held in Chuuk and Project LIFT coaches and consultant presented on what the project is doing in the four LEAs and the student performance data showing where students were in previous years of the initiative compared with their performances in 2018.
- On November 26-30, 2018, NDOE convened the first FFY 2017 FSM National SPP/APR Leadership meeting in Chuuk. In attendance to assist in the effort to improve academic and functional outcomes for children with disabilities, were general and special education administrators, specialists, and teachers. The LEA Advisory Council representatives also attended this SPP/APR meeting. The meeting included a review of FSM's 2018 IDEA Determination and FFY 2017 APR Indicator data, including OSEP's requirement to change FSM's methodology for calculating Indicator 1 graduation rates.
- On January 22-25, 2019, the FSM National SPP/APR Leadership team convened in Kosrae for final considerations for FSM's FFY 2017 APR, including explanation of slippage for FSM's FFY 2017 indicator performance that didn't meet target. The team reviewed

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FSM's performance on the established targets for Indicators 1-16 and discussed reasons for slippage where applicable. FSM's performance data were verified against all relevant data sources and official 618 data submissions to OSEP. The trend data of performance on all targets for all states and national were reviewed and input on Indicator 1 target for FFY 2018, based on the new measurement, were considered.

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Reporting to the Public:

How and where the State reported to the public on the FFY 2016 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2016 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2016 APR in 2018, is available.

As a unitary system, FSM reports annually to the public on the progress and/or slippage in meeting the 'measurable and rigorous targets' found in its SPP through posting its APR. FSM will post its SPP/APR annually within 120 days following FSM's submission of its SPP/APR, including any revisions if FSM has revised its SPP. FSM posts its complete SPP and all APRs on the following websites: <https://www.fsmsped.org> and <http://www.national.doe.fm>. The FSM FFY 2016 APR was reported widely to the public at <https://www.fsmsped.org/resources/17>.

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Actions required in FFY 2016 response

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**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 1: Graduation**

Monitoring Priority: FAPE in the LRE

Results indicator:

Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma.

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

Historical Data

Baseline Data: 2008

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			75.00%	76.00%	76.00%	77.00%	79.00%	81.00%	82.00%	56.00%	62.00%
Data		83.00%	87.00%	81.00%	81.00%	95.00%	77.00%	90.00%	82.00%	56.94%	93.22%

FFY	2015	2016
Target ≥	67.00%	72.00%
Data	68.85%	73.85%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥		34.00%

Key:

Explanation of Changes

OSEP's response to FSM's FFY 2016 APR Indicator 1 data required FSM to change its methodology for calculating graduation rates effective the FFY 2017 APR. Beginning FFY 2017, FSM must report graduation rates under Indicator 1 using either the four-year adjusted cohort graduation rate under the ESEA or the same data reported to the Department under Section 618 of IDEA (File specification FS009).

As required, FSM chooses to use the same data reported to the Department under Section 618 of IDEA to calculate graduation rates beginning this FFY 2017 APR submission. This change in methodology therefore re-establishes FSM's baseline for graduation rates in FFY 2017.

Targets: Description of Stakeholder Input

Per OSEP's response to FSM's FFY 2016 APR Indicator 1 data, FSM was required to change its methodology for calculating graduation rates effective FFY 2017.

In November 2018, the FSM National SPP/APR Leadership Team comprised of representatives from the National Department of Education (NDOE) and the four FSM State Special Education Advisory Councils met to review OSEP's reporting requirements for Indicator 1. Given FSM's administrative structure, the National SPP/APR Leadership Team represents FSM's broad stakeholder group which meets the minimum requirement of the IDEA State Advisory Panel for Special Education.

During the November 2018 meeting, the National SPP/APR Leadership Team reviewed OSEP's options for reporting Indicator 1 data. The Team recommended to use the same data reported to the Department under Section 618 of IDEA for reporting graduation rates.

In January 2019, the National SPP/APR Leadership Team re-convened to review FSM's FFY 2017 Indicator 1 baseline data based on the new OSEP required calculation and to make a recommendation for FSM's FFY 2018 target for the last reporting year of the SPP cycle. Given FSM's small "n" size, the Team recommended 34% for FSM's FFY 2018 target, which represents a rigorous target and an increase from its FFY 2017 baseline data of 33.08% (43/130).

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2016-17 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/28/2018	Number of youth with IEPs graduating with a regular diploma	null	43
SY 2016-17 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/28/2018	Number of youth with IEPs eligible to graduate	null	130
SY 2016-17 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	9/28/2018	2014-15 Regulatory four-year adjusted-cohort graduation rate table		Calculate <input checked="" type="checkbox"/>

Explanation of Alternate Data

OSEP's response to FSM's FFY 2016 APR Indicator 1 data required FSM to change its methodology for calculating graduation rates effective the FFY 2017 APR. Beginning FFY 2017, FSM must report graduation rates under Indicator 1 using either the four-year adjusted cohort graduation rate under the ESEA or the same data reported to the Department under Section 618 of IDEA (File specification FS009).

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As required, FSM chooses to use the same data reported to the Department under Section 618 of IDEA to calculate graduation rates beginning this FFY 2017 APR submission. This change in methodology therefore re-establishes FSM's baseline for graduation rates in this FFY 2017 APR.

FSM reported a total of 131 exiters in the 2016-2017 IDEA Exit data report; of which, 130 exiters were from high school. Following the one-year lag data requirement for Indicator 1, the 2016-2017 IDEA Exit data for high school exiters were used for FSM's FFY 2017 Indicator 1 measurement.

The one remaining exiter not reported as part of FSM's Indicator 1 denominator was a student with an IEP who died while attending elementary school. FSM's elementary schools include grades Early Childhood through 8th grade, which could include students with an IEP who are 14 years old and above.

For FFY 2017 Indicator 1, FSM reports 43 graduates with an IEP receiving a high school diploma as the numerator, consistent with FSM's 2016-2017 IDEA Exit data. For the denominator, FSM reports 130 exiters from high school (43 graduates with a high school diploma, 81 drop-outs, 2 reached maximum age, and 4 died), consistent with FSM's 2016-2017 IDEA Exit data for all youth with an IEP who left high school.

FFY 2017 SPP/APR Data

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
43	130	73.85%		33.08%

Graduation Conditions

Choose the length of Adjusted Cohort Graduation Rate your state is using: Other

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma and, if different, the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma. If there is a difference, explain.

Graduation Requirements: "Graduation with a high school diploma" is defined in the FSM as the completion of required course credits during high school, with each FSM State establishing the required total number of course credits to complete. The following are the graduation requirements for high school credits for each state: Chuuk = 22 credits; Kosrae = 28 credits; Pohnpei = 23 credits; Yap = 22 credits for Yap High and 24 credits for Yap Outer Island and Yap Neighboring Island Central High Schools. These requirements are consistent for students with and without disabilities.

As described in the Explanation of Alternate Data section, FSM uses the same data reported to the Department under Section 618 of IDEA to calculate its graduation rates.

Are the conditions that youth with IEPs must meet to graduate with a regular high school diploma different from the conditions noted above? No

Actions required in FFY 2016 response

Because FSM is not required to report a four-year adjusted cohort graduation rate under the ESEA, FSM may use the same data reported to the Department under Section 618 of IDEA (File specification FS009).

Therefore, FSM must calculate its graduation rate using one of the following two options when reporting data under Indicator 1 in the FFY 2017 SPP/APR, due on February 1, 2019, and subsequent SPP/APRs:

1) FSM may report a four year adjusted cohort rate required under the ESEA. The definition of adjusted four-year cohort graduation rate data for the purposes of submitting data files to ED Facts is "the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class." From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. For example for 2016-2017, the numerator is the number of cohort members who earned a regular high school diploma by the end of the 2016-2017 and the denominator is the number of first-time 9th graders in fall 2013 (starting cohort) plus students who transferred in, minus students who transferred out, emigrated, or died during school years 2013-14, 2014-15, 2015-16, and 2016-17; or

2) FSM may use the same data reported to the Department under Section 618 of IDEA (File specification FS009). If FSM chooses this option, FSM must report a percentage using the number of youth with IEPs (ages 14-21) who exited school due to receiving a regular high school diploma in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator. For example, for 2016-2017, the percentage must be calculated by dividing the number of students ages 14 through 21 served under IDEA Part B, reported in the exit reason category graduated with a regular high school diploma by the total number of students ages 14 through 21 served under IDEA Part B, reported in the five exit-from-both-special education-and-school categories (graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age for services, and died), then multiplying the result by 100.

FSM must use one of the two options provided above in its FFY 2017 SPP/APR and subsequent submissions to ensure that it is providing a more accurate and consistent graduation rate for students with IEPs. FSM may also include, in addition to one of the two options, FSM's current method of calculating its graduation rate. Please note that OSEP will use only one of the two options for the purposes of OSEPs SPP/ APR review and response process.

OSEP suggests that FSM work with the IDEA Data Center, or another OSEP-funded National Technical Assistance Provider for additional guidance.

Responses to actions required in FFY 2016 OSEP response

OSEP's response to FSM's FFY 2016 APR Indicator 1 data required FSM to change its methodology for calculating graduation rates effective this FFY 2017 APR. Beginning FFY 2017, FSM must report graduation rates under Indicator 1 using either the four-year adjusted cohort graduation rate under the ESEA or the same data reported to the Department under Section 618 of IDEA (File specification FS009).

As required, FSM chooses to use the same data reported to the Department under Section 618 of IDEA to calculate graduation rates beginning this FFY 2017 APR submission. This change in methodology therefore re-establishes FSM's baseline for graduation rates in FFY 2017.

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 2: Drop Out**

Monitoring Priority: FAPE in the LRE

Results indicator:
Percent of youth with IEPs dropping out of high school.

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

Historical Data

Baseline Data: 2008

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≤			3.00%	2.50%	2.50%	2.00%	1.00%	0%	2.00%	10.00%	9.00%
Data		1.00%	4.00%	3.00%	3.00%	7.70%	2.50%	3.00%	8.00%	9.91%	22.69%

FFY	2015	2016
Target ≤	7.00%	5.00%
Data	20.33%	4.14%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≤	3.00%	2.00%

Key:

Targets: Description of Stakeholder Input

In FFY 2013, FSM developed its SPP targets with stakeholder input from the National SPP/APR Leadership Team comprised of representatives from the National Department of Education (NDOE) and the four FSM State Special Education Advisory Councils. Given FSM's administrative structure, the National SPP/APR Leadership Team represents FSM's broad stakeholder group which meets the minimum requirement of the IDEA State Advisory Panel for Special Education.

During the November 2018 National SPP/APR Leadership team meeting, the team reviewed FSM trend data and US National trend data related to drop-out rates, including the one-year lag requirement and target setting. The team also reviewed the proposed options for reporting Indicator 2 drop-out data. The team recommended to maintain the same reporting methodology - Option 2.

In the January 2019 National meeting, the National SPP/APR Leadership team members reviewed the historical data, baseline, and performance data presented in GRADS 360 to ensure compliance with reporting requirements.

Please indicate whether you are reporting using Option 1 or Option 2.

- Option 1
- Option 2

Has your State made or proposes to make changes to the data source under Option 2 when compared to the information reported in its FFY 2010 SPP/APR submitted on February 1, 2012? No

FFY 2017 SPP/APR Data

Number of youth with IEPs who exited special education due to dropping out	Number of youth with IEPs enrolled in high school.	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
81	554	4.14%	3.00%	14.62%

Use a different calculation methodology

- Change numerator description in data table
- Change denominator description in data table

Please explain the methodology used to calculate the numbers entered above.

4/16/2019

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FSM chooses Option 2 to report Indicator 2 data. FSM does not report drop-out data to the Department under Title 1 of ESEA. FSM therefore continues to use the high school enrollment calculation to determine FSM's annual drop-out rate for youth with IEPs in high school. Data for this indicator are "one-year lag" data. FSM used the 2016-2017 high school drop-out and enrollment data to determine FSM's data for this FFY 2017 APR Indicator 2.

In 2016-2017, the total number of youth with IEPs in high school was 554; of which, 81 were youth with IEPs who dropped out from high school. For Indicator 2, 81 was the number used as the numerator representing youth with IEPs who dropped out of high school, consistent with the 618 exit data. The total number of youth with IEPs enrolled in high school was 554, which was used as the denominator.

FSM's drop-out definition is consistent for youth with IEPs and youth without IEPs. Each FSM State Department of Education has policies and procedures in place for counting those youth with IEPs and youth without IEPs who dropped out.

As in previous reporting years, FSM chooses Option 2 to report Indicator 2 performance. Per the APR Measurement Table, FSM continues to use the same measurement used in its FFY 2010 APR and reports valid and reliable data for Indicator 2.

Provide a narrative that describes what counts as dropping out for all youth.

The definition of 'drop-out' in the FSM school systems for all youth is excessive unexcused absences or self-withdrawal, consistent with the IDEA 618 definition of a drop-out. Each FSM State establishes procedures for self-withdrawal and determination of drop-out based on excessive unexcused absences:

- Chuuk State: 15 cumulative unexcused absences in the school year.
- Kosrae State: 8 cumulative unexcused absences in the school year.
- Pohnpei State: 25 cumulative unexcused absences in the school year.
- Yap State: 20 consecutive unexcused absences in the school year.

Is there a difference in what counts as dropping out for youth with IEPs? No

Reasons for Slippage

During the FSM Leadership Meeting, stakeholders discussed reasons for FSM's slippage in drop-out rates from FFY 2016 to FFY 2017. Stakeholders, including FSM National and State representatives, agreed that reasons for the slippage include:

FSM's compulsory age for education is six (6) through 14, with the exception of Pohnpei State which is five (5) through 16. As students complete their compulsory education at the elementary levels, which are grades 1st to 8th, some students choose not to continue on to high school. They choose to work or help out the families on their respective islands.

High schools are located on certain islands in each state. All students entering high school would typically attend the high school closest to their island, which sometimes would require them to leave their island and stay in the high school dorms or with relatives. Some students start high school but when returning to their island during school breaks, choose not to return to high school located in another island. Other reported issues are difficulty adjusting to host families or island communities and transportation costs going back and forth when there are no host families on island where the high school is located.

Students typically drop-out during the first semester and beginning of the second semester when they enter high school. Special education program personnel conducts follow-up calls and home visits for students with excessive absences to discuss the issues, but the students still do not come to school.

FSM National is working with each FSM State to implement additional strategies for students with an IEP to stay in school, such as the use of the "Check and Connect," a comprehensive student engagement intervention developed by the University of Minnesota. Yap State will be implementing the intervention program and will be hosting a FSM Check and Connect training in August 2019.

Actions required in FFY 2016 response

none

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 3B: Participation for Students with IEPs**

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Indicator 3A -- Reserved
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards.

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

Historical Data

	Group Name	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading	A Overall	2005	Target ≥			65.00%	70.00%	80.00%	90.00%	100%	100%	100%	54.00%	100%
			Data		41.00%	55.00%	66.00%	41.30%	56.50%	89.40%	59.00%	31.00%	54.56%	50.09%
Math	A Overall	2005	Target ≥			65.00%	70.00%			100%	100%	100%	55.00%	100%
			Data		39.00%	56.00%	55.00%			71.00%	62.00%	34.00%	55.28%	54.09%

	Group Name	FFY	2015	2016
Reading	A Overall	Target ≥	100%	100%
		Data	57.66%	56.63%
Math	A Overall	Target ≥	100%	100%
		Data	55.76%	59.40%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2017 - FFY 2018 Targets

	FFY	2017	2018
Reading	A ≥ Overall	100%	100%
Math	A ≥ Overall	100%	100%

Key:

Targets: Description of Stakeholder Input

In FFY 2013, FSM developed its SPP targets with stakeholder input from the National SPP/APR Leadership Team comprised of representatives from the National Department of Education (NDOE) and the four FSM State Special Education Advisory Councils. Given FSM's administrative structure, the National SPP/APR Leadership Team represents FSM's broad stakeholder group which meets the minimum requirement of the IDEA State Advisory Panel for Special Education.

During the November 2018 National SPP/APR Leadership Team meeting, the team reviewed FSM trend data and US National trend data related to state-wide assessment participation rates.

During the January 2019 National meeting, members reviewed the historical, baseline, and FFY 2017 performance data presented in GRADS 360. With consideration for the overall FSM National priority to have all students participate in the FSM state-wide assessment, members agreed to maintain the 100% target for Indicator 3B in subsequent years.

FFY 2017 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A Overall	418	330	56.63%	100%	78.95%

FFY 2017 SPP/APR Data: Math Assessment

FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A Overall	568	440	59.40%	100%	77.46%

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

FSM's public reports of assessment results are posted on <http://www.national.doe.fm> and <https://www.fsmsped.org>. FSM's FFY 2017 statewide assessment was publicly reported at <http://national.doe.fm/index.php/documents/ndoe-documents>. Click on the 'NMCT Documents' folder, then click on the 'NMCT Reports' folder. The APR Indicator 3 documents can be found at <https://www.fsmsped.org/resources/17>.

Actions required in FFY 2016 response

none

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 3C: Proficiency for Students with IEPs**

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Indicator 3A – Reserved
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards.

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

Historical Data

	Group Name	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading	A Overall	2005	Target ≥			8.00%	9.00%	12.00%	4.00%	5.00%	12.00%	12.00%	2.00%	4.00%
			Data		7.00%	8.00%	3.00%	1.20%	4.60%	3.40%	1.80%	0%	2.84%	3.31%
Math	A Overall	2005	Target ≥			4.00%	5.00%			5.00%	8.00%	8.00%	2.00%	4.00%
			Data		3.00%	0%	4.00%			2.00%	1.00%	0.90%	0%	2.05%

	Group Name	FFY	2015	2016
Reading	A Overall	Target ≥	6.00%	8.00%
		Data	4.20%	1.05%
Math	A Overall	Target ≥	6.00%	8.00%
		Data	1.09%	1.06%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2017 - FFY 2018 Targets

	FFY	2017	2018
Reading	A ≥ Overall	10.00%	10.00%
Math	A ≥ Overall	10.00%	10.00%

Key:

Targets: Description of Stakeholder Input

In FFY 2013, FSM developed its SPP targets with stakeholder input from the National SPP/APR Leadership Team comprised of representatives from the National Department of Education (NDOE) and the four FSM State Special Education advisory councils. Given FSM's administrative structure, the National SPP/APR Leadership team represents FSM's broad stakeholder group which meets the minimum requirement of the IDEA State Advisory Panel for Special Education.

During the November 2018 National SPP/APR Leadership Team meeting, the team reviewed FSM trend data and US National trend data related to state-wide assessment proficiency rates.

During the January 2019 APR Leadership meeting, members reviewed the historical data, baseline, and FFY 2017 performance data presented in GRADS 360. Members recommended to maintain the targets set for Indicator 3C which represent realistic expectations given FSM's current infrastructure. Project Literacy Intervention for FSM Leaders of Tomorrow (Project LIFT), which is a FSM literacy intervention initiative using Response to Intervention (RTI) instructional methods, is being implemented and reviewed to assess its impact on the overall performance of students. The APR Leadership team will continue to monitor Indicator 3 outcomes in relation to Project LIFT outcomes, and if needed, targets will be changed.

FFY 2017 SPP/APR Data: Reading Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A	330	11	1.05%	10.00%	3.33%

FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
Overall					

FFY 2017 SPP/APR Data: Math Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A Overall	440	8	1.06%	10.00%	1.82%

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

FSM's public reports of assessment results are posted on <http://www.national.doe.fm> and <https://www.fsmsped.org>. FSM's FFY 2017 statewide assessment was publicly reported at <http://national.doe.fm/index.php/documents/ndoe-documents>. Click on the 'NMCT Documents' folder, then click on the 'NMCT Reports' folder. The APR Indicator 3 documents can be found at <https://www.fsmsped.org/resources/17/>.

Actions required in FFY 2016 response

none

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 4A: Suspension/Expulsion**

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≤			0%	0%	0%	0%	0%	0%	0%	0%	0%
Data		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

FFY	2015	2016
Target ≤	0%	0%
Data	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≤	0%	0%

Key:

Targets: Description of Stakeholder Input

In FFY 2013, FSM developed its SPP targets with stakeholder input from the National SPP/APR Leadership Team comprised of representatives from the National Department of Education (NDOE) and the four FSM State Special Education Advisory Councils. Given FSM's administrative structure, the National SPP/APR Leadership Team represents FSM's broad stakeholder group which meets the minimum requirement of the IDEA State Advisory Panel for Special Education.

During the November 2018 National SPP/APR Leadership Team meeting, the team reviewed FSM trend data and US National trend data related to long-term suspension/expulsion rates, including the one-year lag requirement and target setting.

In January 2019, the National SPP/APR Leadership Team members reviewed the historical, baseline, and performance data presented in GRADS 360.

FFY 2017 SPP/APR Data

Has the State Established a minimum n-size requirement? Yes No

Number of districts that have a significant discrepancy	Number of districts in the State	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
0	1	0%	0%	0%

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):

- Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State
- The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

State's definition of "significant discrepancy" and methodology

The Federated States of Micronesia, National Department of Education (FSM NDOE) is a unitary education system with the delivery of special education and related services implemented in the four FSM island states: Chuuk, Kosrae, Pohnpei, and Yap. Given FSM's unique geographic context, NDOE has established a general supervision structure similar to a State Education Agency (SEA) and Local Education Agency (LEA) structure for administering, supervising, and monitoring the implementation of the Individuals with Disabilities Education Act (IDEA) requirements. NDOE serves as the SEA responsible for the general supervision of special education and related services delivered in the four island states through their Department of Education, which serve as the LEAs. FSM is therefore using the 4A calculation methodology of comparing the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the four LEAs in FSM; while still reporting FSM as a unitary system - one district.

FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

FSM's definition of "significant discrepancy" is a 2% difference between the four island states or LEAs. This is calculated by determining each LEA's rate and then analyzing the rates to determine if any LEA's rate is 2% more than the lowest LEA rate. A review of the data from year to year will provide additional information for revising, if needed, FSM's "significant discrepancy" definition. This annual review will be conducted because FSM has been reporting in previous years "0" suspension/expulsion for greater than 10 days for children with disabilities.

In 2016-2017, FSM reported "0" long-term suspension/expulsion greater than 10 days in its 618 Discipline data report, consistent with previous reporting years.

Actions required in FFY 2016 response

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

FFY 2016 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY 2017 using 2016-2017 data)

Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

- The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 4B: Suspension/Expulsion**

Explanation of why this indicator is not applicable

Per OSEP's instruction, Indicator 4B does not apply to FSM.

Monitoring Priority: FAPE in the LRE

Compliance indicator: 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))

This indicator is not applicable, as described above.

This indicator is not applicable, as described on the [Historical Data Page](#).

This indicator is not applicable, as described on the [Historical Data Page](#).

FFY 2016 Identification of Noncompliance

This indicator is not applicable, as described on the [Historical Data Page](#).

This indicator is not applicable, as described on the [Historical Data Page](#).

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 5: Educational Environments (children 6-21)**

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 6 through 21 served:

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

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

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A	2005	Target ≥			97.00%	97.25%	97.75%	97.70%	98.00%	97.10%	97.10%	91.75%	92.00%
		Data		93.00%	90.00%	84.00%	84.00%	91.00%	95.00%	94.00%	94.20%	95.31%	94.04%
B	2005	Target ≤			0.25%	0.25%	0.25%	0.25%	0.25%	0.25%	0.25%	2.70%	2.20%
		Data		0%	3.00%	7.00%	6.00%	2.80%	2.00%	2.50%	1.70%	0.99%	0.78%
C	2005	Target ≤			2.50%	2.25%	1.75%	1.70%	1.50%	1.00%	1.00%	3.00%	3.00%
		Data		7.00%	6.00%	7.00%	8.00%	6.00%	3.00%	3.60%	3.80%	2.87%	4.10%

	FFY	2015	2016
A	Target ≥	92.50%	92.75%
	Data	94.41%	95.00%
B	Target ≤	1.70%	1.20%
	Data	0.31%	0.32%
C	Target ≤	3.00%	3.00%
	Data	3.66%	3.89%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target A ≥	93.00%	93.50%
Target B ≤	1.00%	0%
Target C ≤	3.00%	3.00%

Key:

Targets: Description of Stakeholder Input

In FFY 2013, FSM developed its SPP targets with stakeholder input from the National SPP/APR Leadership Team comprised of representatives from the National Department of Education (NDOE) and the four FSM State Special Education Advisory Councils. Given FSM's administrative structure, the National SPP/APR Leadership Team represents FSM's broad stakeholder group which meets the minimum requirement of the IDEA State Advisory Panel for Special Education.

During the November 2018 National SPP/APR Leadership Team meeting, the team reviewed FSM trend data and US National trend data related to School-Age LRE rates.

During the January 2019 National meeting, members reviewed the historical, baseline, and FFY 2017 performance data presented in GRADS 360. As discussed in previous APRs, FSM has been able to perform better than the US National trend data in relation to School-Age LRE rates, especially the "inside the regular class 80% or more of the day" category.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	Total number of children with IEPs aged 6 through 21	1,735	null

FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Source	Date	Description	Data	Overwrite Data
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	1,626	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	6	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	c1. Number of children with IEPs aged 6 through 21 in separate schools	12	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	c2. Number of children with IEPs aged 6 through 21 in residential facilities	n	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	79	null

FFY 2017 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	1,626	1,735	95.00%	93.00%	93.72%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	6	1,735	0.32%	1.00%	0.35%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	91	1,735	3.89%	3.00%	5.24%

Reasons for C Slippage

Based on the small percentage reported, FSM demonstrated slippage by 1.35% from 3.89% (74/1901) in FFY 2016 to 5.24% (91/1735). This slippage represents an increase of 17 students with an IEP reported under 5C from the previous year, but also represents a decrease of 166 students with an IEP in the overall total number of students with IEP ages 6-21 from the previous year.

It is understood that the determination of where students receive their special education and related services is an individualized decision based on the IEP Team. The reason for the slippage or the increase in the number of students with an IEP under 5C therefore was due to the IEP Team determining that these students required additional supports through home services. The Special Education Program staff are working with the home and school to transition the students back to their LRE within their school environment.

It should be noted that FSM's performance of 5.24% in FFY 2017 is slightly above the national data of 2.85% in FFY 2016 for Indicator 5C based on OSEP's 2018 SPP/APR Indicator Analysis Booklet.

Actions required in FFY 2016 response

none

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 6: Preschool Environments**

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 3 through 5 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))

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A	2011	Target ≥									88.70%	75.00%	75.00%
		Data								88.50%	80.30%	75.98%	67.67%
B	2011	Target ≤									0.60%	0.70%	0.70%
		Data								0.70%	0%	0%	2.26%

	FFY	2015	2016
A	Target ≥	80.00%	85.00%
	Data	67.67%	82.39%
B	Target ≤	0.70%	0.70%
	Data	2.26%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target A ≥	88.00%	90.00%
Target B ≤	0.70%	0.60%

Key:

Targets: Description of Stakeholder Input

In FFY 2013, FSM developed its SPP targets with stakeholder input from the National SPP/APR Leadership Team comprised of representatives from the National Department of Education (NDOE) and the four FSM State Special Education Advisory Councils. Given FSM's administrative structure, the National SPP/APR Leadership Team represents FSM's broad stakeholder group which meets the minimum requirement of the IDEA State Advisory Panel for Special Education.

During the November 2018 National SPP/APR Leadership Team meeting, the team reviewed FSM trend data and US National trend data related to Preschool LRE rates.

During the January 2019 National meeting, members reviewed the historical, baseline, and FFY 2017 performance presented in GRADS 360. As discussed in previous APRs, FSM has been able to perform better than the US National trend data in relation to Preschool LRE rates.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/12/2018	Total number of children with IEPs aged 3 through 5	116	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/12/2018	a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	95	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/12/2018	b1. Number of children attending separate special education class	n	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/12/2018	b2. Number of children attending separate school	n	null

FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Source	Date	Description	Data	Overwrite Data
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/12/2018	b3. Number of children attending residential facility	n	null

FFY 2017 SPP/APR Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	95	116	82.39%	88.00%	81.90%
B. Separate special education class, separate school or residential facility	0	116	0%	0.70%	0%

Use a different calculation methodology

Actions required in FFY 2016 response

none

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 7: Preschool Outcomes**

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of preschool children aged 3 through 5 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))

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A1	2008	Target ≥						79.50%	79.70%	79.70%	79.70%	83.00%	83.00%
		Data					79.50%	80.30%	89.40%	88.00%	90.20%	83.82%	87.00%
A2	2008	Target ≥						65.00%	66.00%	66.00%	66.00%	71.00%	71.00%
		Data					65.00%	48.20%	76.40%	66.00%	68.00%	71.62%	59.05%
B1	2008	Target ≥						80.00%	80.10%	80.10%	80.10%	78.00%	78.25%
		Data					80.00%	81.40%	86.20%	89.00%	89.00%	78.57%	87.13%
B2	2008	Target ≥						65.00%	66.00%	66.00%	66.00%	62.00%	62.00%
		Data					65.00%	45.80%	76.40%	62.00%	60.00%	62.16%	48.57%
C1	2008	Target ≥						87.00%	88.00%	88.00%	88.00%	85.00%	85.00%
		Data					87.00%	81.40%	84.20%	90.00%	92.00%	85.00%	85.86%
C2	2008	Target ≥						68.30%	68.40%	68.40%	68.40%	75.00%	75.00%
		Data					68.30%	53.00%	83.30%	65.00%	70.80%	75.68%	54.29%

	FFY	2015	2016
A1	Target ≥	83.00%	85.00%
	Data	80.60%	89.86%
A2	Target ≥	71.00%	71.00%
	Data	54.88%	78.75%
B1	Target ≥	78.25%	78.50%
	Data	85.53%	92.11%
B2	Target ≥	63.00%	64.00%
	Data	51.22%	65.00%
C1	Target ≥	86.00%	86.00%
	Data	86.57%	91.78%
C2	Target ≥	75.00%	75.00%
	Data	59.76%	68.75%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target A1 ≥	85.00%	85.00%
Target A2 ≥	71.00%	71.00%
Target B1 ≥	78.50%	80.25%
Target B2 ≥	65.00%	65.25%
Target C1 ≥	87.00%	87.25%
Target C2 ≥	75.00%	75.00%

Key:

Targets: Description of Stakeholder Input

In FFY 2013, FSM developed its SPP targets with stakeholder input from the National SPP/APR Leadership Team comprised of representatives from the National Department of Education (NDOE) and the four FSM State Special Education Advisory Councils. Given FSM's administrative structure, the National SPP/APR Leadership Team represents FSM's broad stakeholder group which meets the

FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
 minimum requirement of the IDEA State Advisory Panel for Special Education.

During the November 2018 and January 2019 National meetings, members reviewed the FSM trend data and US National trend data related to early childhood outcomes. The team reviewed the historical, baseline, and FFY 2017 performance data presented in GRADS 360, and discussed reasons for slippage for 7B2 and 7C2.

FFY 2017 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed	29
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Outcome A: Positive social-emotional skills (including social relationships)

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	0	
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0	
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	6	20.69%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	22	75.86%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1	3.45%

	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	28.00	28.00	89.86%	85.00%	100%
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	23.00	29.00	78.75%	71.00%	79.31%

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	0	
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1	3.45%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	11	37.93%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	17	58.62%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	0	

	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	28.00	29.00	92.11%	78.50%	96.55%
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	17.00	29.00	65.00%	65.00%	58.62%

Reasons for B2 Slippage

FSM did not meet its FFY 2017 targets for 7B2 and 7C2, which report preschoolers with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program. FSM reported slippage by 6.38% for 7B2 from 65% (52/80) in FFY 2016 to 58.62% (17/29) in FFY 2017 and by 6.68% for 7C2 from 68.75% (55/80) to 62.07% (18/29) in FFY 2017.

A data review of the preschoolers with an IEP who were in the "b" and "c" progress categories for Outcomes 7B and 7C showed that the majority of these preschoolers were in both Outcomes "b" and "c" progress categories. In addition, the majority of these preschoolers exited to 1st grade with less than one year of preschool special education services. These preschoolers also included those with multiple disabilities, visual impairments, other health impairments, and intellectual disabilities who required continued supports for improving their knowledge and skills.

Based on the data review, reasons for the 7B2 and 7C2 slippage could be attributed to the length of preschool special education service provided, which was less than one year, and their educational needs related to their disability.

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FSM continues to provide technical support and trainings to the FSM States on the use of Early Childhood Outcomes (ECO) process for both general and special education early childhood education teachers. The FSM ECO procedures were updated to include specific instructions to ensure the ECO process is implemented with fidelity across the FSM States/LEAs. The training also included activities related to understanding child development and developmentally appropriate preschool evidence-based practices.

FSM National continues to support each FSM State to conduct Child Find activities to ensure that young children with disabilities are identified, located, and evaluated as early as possible so that, if determined eligible, can receive preschool special education services. In collaboration with FSM Health Services and the FSM Early Hearing Detection and Intervention (EHDI) Program, FSM National co-sponsors the annual FSM Interagency Leadership Conference in one of the FSM States to build awareness about the early identification and service needs of young children with special needs. On December 2018, the FSM EHDI Program facilitated an EHDI conference in Pohnpei to include participants from FSM NDOE and Pohnpei State Special Education staffs to strengthen the identification and intervention services for children with hearing impairment and developmental delays.

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	0	
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2	6.90%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	9	31.03%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	17	58.62%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1	3.45%

	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	26.00	28.00	91.78%	87.00%	92.86%
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	18.00	29.00	68.75%	75.00%	62.07%

Reasons for C2 Slippage

FSM did not meet its FFY 2017 targets for 7B2 and 7C2, which report preschoolers with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program. FSM reported slippage by 6.38% for 7B2 from 65% (52/80) in FFY 2016 to 58.62% (17/29) in FFY 2017 and by 6.68% for 7C2 from 68.75% (55/80) to 62.07% (18/29) in FFY 2017.

A data review of the preschoolers with an IEP who were in the "b" and "c" progress categories for Outcomes 7B and 7C showed that the majority of these preschoolers were in both Outcomes "b" and "c" progress categories. In addition, the majority of these preschoolers exited to 1st grade with less than one year of preschool special education services. These preschoolers also included those with multiple disabilities, visual impairments, other health impairments, and intellectual disabilities who required continued supports for improving their knowledge and skills.

Based on the data review, reasons for the 7B2 and 7C2 slippage could be attributed to the length of preschool special education service provided, which was less than one year, and their educational needs related to their disability.

FSM continues to provide technical support and trainings to the FSM States on the use of Early Childhood Outcomes (ECO) process for both general and special education early childhood education teachers. The FSM ECO procedures were updated to include specific instructions to ensure the ECO process is implemented with fidelity across the FSM States/LEAs. The training also included activities related to understanding child development and developmentally appropriate preschool evidence-based practices.

FSM National continues to support each FSM State to conduct Child Find activities to ensure that young children with disabilities are identified, located, and evaluated as early as possible so that, if determined eligible, can receive preschool special education services. In collaboration with FSM Health Services and the FSM Early Hearing Detection and Intervention (EHDI) Program, FSM National co-sponsors the annual FSM Interagency Leadership Conference in one of the FSM States to build awareness about the early identification and service needs of young children with special needs. On December 2018, the FSM EHDI Program facilitated an EHDI conference in Pohnpei to include participants from FSM NDOE and Pohnpei State Special Education staffs to strengthen the identification and intervention services for children with hearing impairment and developmental delays.

Does the State include in the numerator and denominator only children who received special education and related services for at least six months during the age span of three through five years? Yes

Was sampling used? No

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Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? Yes

List the instruments and procedures used to gather data for this indicator.

FSM continues to use the Early Childhood Outcomes Center's Child Outcomes Summary (COS) to report on a child's progress in the three outcome measures. A child who rates 6 or 7 is considered to be developing at age "comparable to age peers." The child's IEP Team, including the parent, Related Service Assistants (RSAs), and teachers, complete the COS. FSM uses multiple sources of information to assist the IEP Team in completing the COS, such as the FSM Inventory of Development (FSM-ID), parent interview, medical reports, evaluation reports, and teacher observations. The Special Education Coordinator from each FSM State/LEA, with assistance of the FSM National Department of Education (NDOE), Special Education Office monitors the implementation of the Early Childhood Outcome Measurement System guidelines to ensure the process for gathering the data are accurate, includes all children who meet the criteria for the measurements, and conducted within the specified timelines.

Actions required in FFY 2016 response

none

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 8: Parent involvement**

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

Do you use a separate data collection methodology for preschool children?

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			45.00%	60.00%	75.00%	90.00%	95.00%	95.00%	95.00%	59.00%	60.00%
Data		39.00%	82.00%	83.00%	85.00%	88.00%	65.00%	56.00%	63.00%	59.19%	58.58%

FFY	2015	2016
Target ≥	61.00%	62.00%
Data	59.23%	67.49%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥	63.00%	64.00%

Key:

Targets: Description of Stakeholder Input

In FFY 2013, FSM developed its SPP targets with stakeholder input from the National SPP/APR Leadership Team comprised of representatives from the National Department of Education (NDOE) and the four FSM State Special Education Advisory Councils. Given FSM's administrative structure, the National SPP/APR Leadership Team represents FSM's broad stakeholder group which meets the minimum requirement of the IDEA State Advisory Panel for Special Education.

During the November 2018 and January 2019 National meetings, members reviewed the FSM trend data and US National trend data related to parent involvement survey results. With stakeholder input, FSM utilized the same parent survey as in previous years to gather parent involvement data and reported valid and reliable data using the result of one of the parent survey item responses for Indicator 8, as in the previous reporting year. In addition, stakeholders contributed to the discussion on reasons for slippage.

FFY 2017 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
1,134	1,859	67.49%	63.00%	61.00%

The number of parents to whom the surveys were distributed.

98.15%

1894.00

The percentage shown is the number of respondent parents divided by the number of parents to whom the survey was distributed.

Reasons for Slippage

FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

FSM did not meet its FFY 2017 Indicator 8 target of 63%, with a performance of 61.00% (1134/1859). FSM reported slippage by 6.49% from a performance of 67.49% (1318/1953) in FFY 2016.

During the FSM National Leadership meetings, stakeholders discussed the reasons for slippage knowing that the FSM States are at different levels of performance. The range of performance by each FSM State was from 54.17% (364/672) in Pohnpei State to 81.25% (130/160) in Yap State. With a significantly high survey return rate of 98.15% (1859/1894), parent respondents by schools were analyzed to identify possible reasons for FSM's slippage. This analysis indicated that across the four FSM States, parent respondents from isolated or remote schools did not respond favorably to the survey items.

Parents in these remote schools, especially new parents, might not have a clear understanding about special education services. A factor contributing to this might be due to the parent training activities conducted primarily in the central or main areas/schools. All parents are invited to attend, but often parents from the isolated or remote schools rarely participate in these activities.

Stakeholders recommended that the FSM States conduct more outreach activities for parents from the isolated or remote schools. The FSM States agreed to implement parent training activities in these areas.

Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.

The FSM parent survey used in FFY 2017 was the same as in previous years. The survey was an adapted version of the ECO parent survey. The same process for dissemination and collection was conducted for parents of preschool-aged children with IEPs as with the school-age group.

Was sampling used? No

Was a survey used? Yes

Is it a new or revised survey? No

The demographics of the parents responding are representative of the demographics of children receiving special education services. Yes

Include the State's analyses of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services.

FSM's FFY 2017 response rate of 98.15% (1859/1894) represents an increase by 2.23% from 95.92% (1953/2036) in FFY 2016. The overall number of respondents is significant given the geographic remoteness of some of the areas within the FSM. All four island states or LEAs reported a high percentage of returned surveys, with two LEAs returning 100% of the surveys. FSM, therefore, demonstrates geographic, ethnic, and racial representation in respondents for its FFY 2017 parent survey.

Data Collection Methods: As in the previous year, Yap State continued to work closely with their Inter-Agency Council members and representatives of their parent organizations to support the dissemination and completion of the parent surveys by parents of children with an IEP at the preschool, elementary, and secondary levels. For the parents from the outer islands, the survey was completed via radio communication. This resulted in a 100% (160/160) survey return rate for Yap State.

In Kosrae State, the Inter-Agency Council members and Special Education Program staff disseminated and collected the parent surveys. As needed, they assisted parents in completing the parent survey. This resulted in a 92.09% (163/177) survey return rate for Kosrae State.

Chuuk State worked directly with the school principals and teachers, including the special education teachers, in the dissemination and collection of the parent surveys. The Special Education Case Managers collected the completed parent surveys from the schools. Chuuk State reported a 100% (864/864) survey return rate.

Pohnpei State worked with their Special Education Advisory Council, School Principals, Education Administrators, and National Special Education Office to disseminate and collect the parent surveys from the schools, resulting in a 96.97% (672/693) return rate.

In all four LEAs, parents were given the option of having the survey in their native language or in English or to have the survey read to them in their vernacular language to increase their understanding of the survey questions.

The strategies used by each LEA were found to be successful, resulting in an overall higher return rate of parent surveys from FFY 2016, which demonstrate FSM's commitment to ensuring all parents have an opportunity to provide input by completing the surveys, including parents of children with preschoolers with IEPs.

Data Calculation Method: In FFY 2017, FSM disseminated the same parent survey and utilized the results from one of the survey items to report FSM's Indicator 8 performance, as was done in FFY 2016.

There are a total of six questions in the "FSM Parent Survey" related to parent involvement in their child's education as a means of improving the services and results for children with disabilities. The six survey items request parents to choose one of three response categories: 1) satisfied/understood/included; 2) somewhat/ sometimes; and 3) not enough or never. Survey Item #1 asks the following: *Have you been included as a full partner in making decisions about your child's special education program?*

A response of "included" in the first response category for Survey Item #1 was used as the numerator to determine the percentage of parent respondents who reported that school facilitated parental involvement. Of the 1859 total parent surveys returned, 1134 parent respondents indicated that they were "included" as a full partner in making decisions about their child's special education program. This resulted in FSM's 61.00% (1134/1859) performance for Indicator 8.

Table 1 shows the breakdown of "included" survey responses for survey Item #1 for each LEA and overall FSM:

Table 1: Parent Response of "Included" Survey Item #1 for Indicator 8 Calculation

FSM State/LEA	# of Surveys Returned	# of "Included" Response for Item #1	% of Parent Respondents for Indicator 8 Performance
Chuuk	864	527	61.00% (527/864)
Kosrae	163	113	69.33% (113/163)
Pohnpei	672	364	54.17% (364/672)
Yap	160	130	81.25% (130/160)
Overall FSM Performance	1859	1134	61.00% (1134/1859)

none

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 9: Disproportionate Representation**

Explanation of why this indicator is not applicable

Per OSEP's instruction, Indicator 9 does not apply to FSM.

Monitoring Priority: Disproportionate Representation

Compliance indicator: 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))

This indicator is not applicable, as described above.

This indicator is not applicable, as described on the [Historical Data Page](#).

This indicator is not applicable, as described on the [Historical Data Page](#).

This indicator is not applicable, as described on the [Historical Data Page](#).

FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 10: Disproportionate Representation in Specific Disability Categories

Explanation of why this indicator is not applicable

Per OSEP's instruction, Indicator 10 does not apply to FSM.

Monitoring Priority: Disproportionate Representation

Compliance indicator: 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))

This indicator is not applicable, as described above.

This indicator is not applicable, as described on the [Historical Data Page](#).

This indicator is not applicable, as described on the [Historical Data Page](#).

This indicator is not applicable, as described on the [Historical Data Page](#).

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 11: Child Find**

Monitoring Priority: Effective General Supervision Part B / Child Find

Compliance indicator: 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))

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		95.00%	67.00%	83.00%	89.00%	99.00%	100%	100%	100%	100%	96.62%

FFY	2015	2016
Target	100%	100%
Data	99.07%	100%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	100%	100%

FFY 2017 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
295	295	100%	100%	100%

Number of children included in (a), but not included in (b) [a-b]	0
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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.

Indicate the evaluation timeline used

- The State used the 60 day timeframe within which the evaluation must be conducted.
- The State established a timeline within which the evaluation must be conducted.

What is the State's timeline for initial evaluations? If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in (b).

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

Data Source: The evaluation data were taken from the FSM Student Information Tracking System (SITS) database system of all children for whom a parental consent to evaluate was received for the report year July 1, 2017 to June 30, 2018. The evaluation data are collected

FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

through each FSM State/LEA inputting the completion dates into the web-based FSM SITS, based on the completed FSM IDEA procedural forms.

Actions required in FFY 2016 response

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 12: Early Childhood Transition**

Explanation of why this indicator is not applicable

Per OSEP's instruction, Indicator 12 does not apply to FSM. FSM does not receive IDEA Part C funding.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: 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))

This indicator is not applicable, as described above.

This indicator is not applicable, as described on the [Historical Data Page](#).

This indicator is not applicable, as described on the [Historical Data Page](#).

This indicator is not applicable, as described on the [Historical Data Page](#).

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 13: Secondary Transition**

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: 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))

Historical Data

Baseline Data: 2009

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data						88.00%	100%	100%	100%	100%	100%

FFY	2015	2016
Target	100%	100%
Data	100%	100%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	100%	100%

FFY 2017 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
308	308	100%	100%	100%

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

Data Source: The secondary transition data were taken from the completed Transition Services Record Review Summary forms of all youth with IEPs aged 16 and above for the report year July 1, 2017 to June 30, 2018. These completed forms were submitted to FSM-National Department of Education (NDOE). FSM-NDOE verified the submitted data with the youth with IEPs aged 16 and above in the FSM Student Information Tracking System (SITS) for the reporting year.

Do the State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16?

- Yes No

Did the State choose to include youth at an age younger than 16 in its data for this indicator and ensure that its baseline data are based on youth beginning at that younger age? Yes No

Actions required in FFY 2016 response

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will

Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 14: Post-School Outcomes**

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: 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))

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A	2009	Target ≥							13.00%	14.00%	14.00%	7.00%	9.00%
		Data						13.00%	17.30%	26.00%	17.00%	7.69%	3.38%
B	2009	Target ≥							26.00%	27.00%	27.00%	35.00%	40.00%
		Data						26.00%	28.80%	37.00%	26.00%	50.43%	20.95%
C	2009	Target ≥							34.00%	35.00%	35.00%	58.00%	60.00%
		Data						34.00%	42.30%	54.00%	70.00%	66.67%	58.78%

	FFY	2015	2016
A	Target ≥	11.00%	13.00%
	Data	10.38%	22.22%
B	Target ≥	45.00%	50.00%
	Data	40.57%	40.28%
C	Target ≥	62.00%	64.00%
	Data	90.57%	83.33%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target A ≥	14.00%	14.00%
Target B ≥	55.00%	60.00%
Target C ≥	68.00%	70.00%

Key:

Targets: Description of Stakeholder Input

In FFY 2013, FSM developed its SPP targets with stakeholder input from the National SPP/APR Leadership Team comprised of representatives from the National Department of Education (NDOE) and the four FSM State Special Education Advisory Councils. Given FSM's administrative structure, the National SPP/APR Leadership Team represents FSM's broad stakeholder group which meets the minimum requirement of the IDEA State Advisory Panel for Special Education.

During the November 2018 National SPP/APR Leadership Team meeting, the team reviewed FSM trend data and US National trend data related to post-school outcomes. In January 2019, the National SPP/APR Leadership Team members reviewed the historical, baseline, and performance data presented in GRADS 360.

FFY 2017 SPP/APR Data

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	69.00
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	16.00
2. Number of respondent youth who competitively employed within one year of leaving high school	16.00
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	11.00
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	26.00

	Number of respondent youth	Number of respondent youth	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
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		who are no longer in secondary school and had IEPs in effect at the time they left school			
A. Enrolled in higher education (1)	16.00	69.00	22.22%	14.00%	23.19%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	32.00	69.00	40.28%	55.00%	46.38%
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	69.00	69.00	83.33%	68.00%	100%

Please select the reporting option your State is using:

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Option 2: Report in alignment with the term "competitive integrated employment" and its definition, in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA), and 34 CFR §361.5(c)(9). For the purpose of defining the rate of compensation for students working on a "part-time basis" under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

Was sampling used? No

Was a survey used? Yes

Is it a new or revised survey? No

Include the State's analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

FSM's FFY 2017 Indicator 14 response data are representative of the demographics of youth who are no longer in secondary school and had an IEP in effect at the time they left school. FSM's 2016-2017 IDEA 618 Exit data reported a total of 126 exiters (43 graduates with a high school diploma, 81 drop-outs, and two students who reached maximum age) for the purpose of identifying "leavers" for Indicator 14. Of the 126 exiters, eight youth with an IEP who dropped out from high school in Yap State returned to high school. The total number of FFY 2017 Indicator 14 leavers to be surveyed therefore was 118 (43 graduates with a high school diploma, 73 drop-outs, and 2 students who reached maximum age).

FSM's FFY 2017 Indicator 14 response rate was 58.48% (69/118). These leaver respondents included 62.32% (43/69) graduates with a high school diploma, 34.78% (24/69) drop-outs, and 2.90% (2/69) youth with an IEP who reached maximum age. Leaver respondents represented all exit categories. The drop-out category was the only exit category with less than 100% leaver respondents at 32.88% (24/73), whereas the total number of drop-out leavers identified to be surveyed was at 61.86% (73/118).

Leaver representation included 86.96% (60/69) of the leaver respondents having a specific learning disability, which was a similar percentage to all leavers with a specific learning disability at 85.59% (101/118). In addition, 75.36% (52/69) of the leaver respondents were male, while similarly 70.34% (83/118) represented all leavers who were male. More importantly, the leaver respondents included leavers from all four FSM States. This is significant given the geographic remoteness of some island communities within Chuuk State, Pohnpei State, and Yap State.

Are the response data representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school? Yes

Actions required in FFY 2016 response

none

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 15: Resolution Sessions**

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: 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)))

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥											
Data											

FFY	2015	2016
Target ≥		
Data		

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥		

Key:

Targets: Description of Stakeholder Input

FSM did not hold any hearing resolution sessions during the historical data period. Per the Measurement instructions, States are not required to establish baseline or targets if the number of resolution sessions is less than 10.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2017-18 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/8/2018	3.1(a) Number resolution sessions resolved through settlement agreements	n	null
SY 2017-18 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/8/2018	3.1 Number of resolution sessions	n	null

FFY 2017 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
0	0			

Actions required in FFY 2016 response

none

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 16: Mediation**

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

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

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥											
Data											

FFY	2015	2016
Target ≥		
Data		

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥		

Key:

Targets: Description of Stakeholder Input

FSM did not hold any mediations during the historical data period. Per the Measurement instructions, States are not required to establish baseline or targets if the number of mediations is less than 10.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2017-18 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/8/2018	2.1.a.i Mediations agreements related to due process complaints	n	null
SY 2017-18 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/8/2018	2.1.b.i Mediations agreements not related to due process complaints	n	null
SY 2017-18 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/8/2018	2.1 Mediations held	n	null

FFY 2017 SPP/APR Data

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
0	0	0			

Actions required in FFY 2016 response

none

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 17: State Systemic Improvement Plan**

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Reported Data

Baseline Data: 2013

FFY	2013	2014	2015	2016	2017
Target ≥		14.00%	17.00%	21.00%	26.00%
Data	12.00%	28.00%	25.00%	23.00%	26.00%

Key: Gray – Data Prior to Baseline Yellow – Baseline
Blue – Data Update

FFY 2018 Target

FFY	2018
Target ≥	32.00%

Key:

Description of Measure

FSM will be measuring early literacy skills of all students in Grades ECE/K-5 through Grade 5 in four model schools. Refer to SSIP Component #3: SIMR on pages 1-3 in the attached FSM SSIP Phase III, Year III for a complete description of the measurements.

Targets: Description of Stakeholder Input

Refer to the Introduction section on page 1 in the attached FSM SSIP Phase III, Year III.

Overview

Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

Refer to SSIP Component #1 on pages 2-7 in the attached complete FSM SSIP Phase 1.

Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

Refer to the SSIP Component #3 on pages 8-17 in the attached complete FSM SSIP Phase 1.

State-identified Measurable Result(s) for Children with Disabilities

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation rate).

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rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

Statement

Refer to the SSIP Component #3 on pages 18-22 in the attached complete FSM SSIP Phase 1.

Description

Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State-identified Measurable Result(s) for Children with Disabilities.

Refer to SSIP Component #4 on pages 23-31 in the attached complete FSM SSIP Phase 1.

Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in LEAs, and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

Submitted Theory of Action: No Theory of Action Submitted

Provide a description of the provided graphic illustration (optional)

Description of Illustration

Refer to Component #5 on page 32-34 in the attached complete FSM SSIP Phase 1.

Infrastructure Development

- (a) Specify improvements that will be made to the State infrastructure to better support EIS programs and providers to implement and scale up EBPs to improve results for infants and toddlers with disabilities and their families.
- (b) Identify the steps the State will take to further align and leverage current improvement plans and other early learning initiatives and programs in the State, including Race to the Top-Early Learning Challenge, Home Visiting Program, Early Head Start and others which impact infants and toddlers with disabilities and their families.
- (c) Identify who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.
- (d) Specify how the State will involve multiple offices within the State Lead Agency, as well as other State agencies and stakeholders in the improvement of its infrastructure.

Refer to Component #1: Infrastructure Development in the attached FSM SSIP Phase II.

Support for EIS programs and providers Implementation of Evidence-Based Practices

- (a) Specify how the State will support EIS providers in implementing the evidence-based practices that will result in changes in Lead Agency, EIS program, and EIS provider practices to achieve the SIMR(s) for infants and toddlers with disabilities and their families.
- (b) Identify steps and specific activities needed to implement the coherent improvement strategies, including communication strategies and stakeholder involvement; how identified barriers will be addressed; who will be in charge of implementing; how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.
- (c) Specify how the State will involve multiple offices within the Lead Agency (and other State agencies such as the SEA) to support EIS providers in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.

Refer to Component #2: Implementation of EBPs in the attached FSM SSIP Phase II.

Evaluation

- (a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP and its impact on achieving measurable improvement in SIMR(s) for infants and toddlers with disabilities and their families.
- (b) Specify how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.
- (c) Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).
- (d) Specify how the State will use the evaluation data to examine the effectiveness of the implementation; assess the State's progress toward achieving intended improvements; and to make modifications to the SSIP as necessary.

Refer to Component #3: Evaluation in the attached FSM SSIP Phase II.

Technical Assistance and Support

Describe the support the State needs to develop and implement an effective SSIP. Areas to consider include: Infrastructure development; Support for EIS programs and providers implementation of EBP; Evaluation; and Stakeholder involvement in Phase II.

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The development of FSM's SSIP Phase II was made possible with support and technical assistance from the Office of Special Education Programs (OSEP) and OSEP-funded National Technical Assistance (TA) Centers, such as the IDEA Data Center (IDC), Center for Early Childhood Data System (DaSy), Early Childhood Technical Assistance (ECTA) Center, and the National Center for Systemic Improvement (NCSI). FSM participated in the NCSI Language & Literacy Cross-Entity Learning Collaborative meeting and the Pacific Entity Collaborative meeting. FSM also accessed numerous resources available on the TA centers websites, face-to-face meetings, conference calls and facilitated work sessions. In addition, FSM received technical assistance from University of Oregon, San Diego State University, University of Guam Center for Excellence in Developmental Disabilities Education, Research, & Services, and Sigma Associates (of University of Minnesota) for the development of Phase II.

FSM will continue to access and request TA in the areas needed to ensure the improvement activities are effective and will lead to improvement in the SIMR.

Phase III submissions should include:

- Data-based justifications for any changes in implementation activities.
- Data to support that the State is on the right path, if no adjustments are being proposed.
- Descriptions of how stakeholders have been involved, including in decision-making.

A. Summary of Phase 3

1. Theory of action or logic model for the SSIP, including the SiMR.
2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies.
3. The specific evidence-based practices that have been implemented to date.
4. Brief overview of the year's evaluation activities, measures, and outcomes.
5. Highlights of changes to implementation and improvement strategies.

Refer to attached FSM SSIP Phase III, Year Three Report.

B. Progress in Implementing the SSIP

1. Description of the State's SSIP implementation progress: (a) Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed and (b) Intended outputs that have been accomplished as a result of the implementation activities.
2. Stakeholder involvement in SSIP implementation: (a) How stakeholders have been informed of the ongoing implementation of the SSIP and (b) How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP.

Refer to attached FSM SSIP Phase III, Year Three Report.

C. Data on Implementation and Outcomes

1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan: (a) How evaluation measures align with the theory of action, (b) Data sources for each key measure, (c) Description of baseline data for key measures, (d) Data collection procedures and associated timelines, (e) [If applicable] Sampling procedures, (f) [If appropriate] Planned data comparisons, and (g) How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements
2. How the State has demonstrated progress and made modifications to the SSIP as necessary: (a) How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR, (b) Evidence of change to baseline data for key measures, (c) How data support changes that have been made to implementation and improvement strategies, (d) How data are informing next steps in the SSIP implementation, and (e) How data support planned modifications to intended outcomes (including the SIMR)—rationale or justification for the changes or how data support that the SSIP is on the right path
3. Stakeholder involvement in the SSIP evaluation: (a) How stakeholders have been informed of the ongoing evaluation of the SSIP and (b) How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

Refer to attached FSM SSIP Phase III, Year Three Report.

D. Data Quality Issues: Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR

1. Concern or limitations related to the quality or quantity of the data used to report progress or results
2. Implications for assessing progress or results
3. Plans for improving data quality

Refer to attached FSM SSIP Phase III, Year Three Report.

E. Progress Toward Achieving Intended Improvements

1. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SIMR, sustainability, and scale-up
2. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects
3. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR
4. Measurable improvements in the SIMR in relation to targets

Refer to attached FSM SSIP Phase III, Year Three Report.

F. Plans for Next Year

1. Additional activities to be implemented next year, with timeline
2. Planned evaluation activities including data collection, measures, and expected outcomes
3. Anticipated barriers and steps to address those barriers
4. The State describes any needs for additional support and/or technical assistance

Refer to attached FSM SSIP Phase III, Year Three Report.

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Certify and Submit your SPP/APR**

I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.

Selected: Designated by the Chief State School Officer to certify

Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.

Name: Arthurson F. Albert

Title: Assistant Secretary, FSM NDOE

Email: aalbert@dss.edu.fm

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