

**Republic of Palau Part B FFY 2011 SPP/APR Response Table**

**Part B SPP/APR Indicators**

1. Percent of youth with IEPs graduating from high school with a regular diploma. [Results Indicator]
2. Percent of youth with IEPs dropping out of high school. [Results Indicator]
3. Statewide assessments: A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup. [Results Indicator] B. Participation rate for children with IEPs on statewide assessments. [Results Indicator] C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. [Results Indicator]
4. Rates of suspension and expulsion A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; [Results Indicator] 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. [Compliance Indicator]
5. Percent of children with IEPs aged 6 through 21 served: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Results Indicator]
6. Percent of children aged 3 through 5 with IEPs attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and B. Separate special education class, separate school or residential facility. [Results Indicator; New]
7. Percent of preschool children age 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. [Results Indicator]
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. [Results Indicator]
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. [Compliance Indicator]

10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. [Compliance Indicator]
13. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. [Compliance Indicator]
14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A. Enrolled in higher education within one year of leaving high school; B. Enrolled in higher education or competitively employed within one year of leaving high school; C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. [Results Indicator]
15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. [Compliance Indicator]
18. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. [Results Indicator]
19. Percent of mediations held that resulted in mediation agreements. [Results Indicator]
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]

**Timeliness of State Complaint and Due Process Hearing Decisions**  
**(Collected as Part of IDEA Section 618 Data rather than through an SPP/APR Indicator)**

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

**Timely Adjudication of Due Process Hearing Requests:** Percent of adjudicated due process hearing requests that were adjudicated within the timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

**Republic of Palau Part B FFY 2011 SPP/APR Results Data Summary**

INDICATOR	FFY 2010 DATA	FFY 2011 DATA	FFY 2011 TARGET
1. Graduation	5%	24%	≥ 50% <sup>1</sup>
2. Drop Out	10%	12%	≤ 5% <sup>2</sup>
3. A. Percent of Districts Meeting AYP for Disability Subgroup	Not Applicable	Not Applicable	Not Applicable
B. Statewide Assessment Participation Rate – Reading	100%	88.1%	≥ 94%
B. Statewide Assessment Participation Rate – Math	100%	76.2%	≥ 94%
C. Statewide Assessment Proficiency Rate - Reading	19.6%	13.5%	≥ 43%
C. Statewide Assessment Proficiency Rate - Math	12.5%	18.8%	≥ 28%
4. A. Percent of Districts with Significant Discrepancy in Suspension/Expulsion	0%	0%	0%
5. Educational Environment for Children with IEPs 6-21			
A. In Regular Education 80% or More of Day	34%	41%	≥ 40%
B. In Regular Education Less than 40% of Day	17%	12%	≤ 13%
C. In Separate Schools, Residential Facilities, or Homebound/Hospitals	3%	0.8%	≤ 2%
6. Percent of children aged 3 through 5 with IEPs attending:			
A. Regular early childhood program and receiving majority of special education and related services in regular early childhood program;		100%	Baseline
B. Separate special education class, separate school or residential facility.		0%	Baseline
7. Preschool Outcomes	See Attached Table	See Attached Table	See Attached Table
8. Parents Reporting Schools Facilitated Parent Involvement			
For children ages 3-5	87.5%	62.96%	≥ 96%
For children ages 6-21	43%	44%	≥ 47.41%
14. Percent of Youth No Longer in School, within One Year of Leaving High School:			
A. Enrolled in Higher Education	20%	31%	≥ 11%
B. Enrolled in Higher Education or Competitively Employed	80%	77%	≥ 56%
C. Enrolled in Higher Education or Other Postsecondary Education or Training or Competitively Employed or in Some Other Employment	100%	85%	100%

<sup>1</sup> As used in this table, the symbol “≥” means that, to meet the target, the State’s data must be greater than or equal to the established target.

<sup>2</sup> As used in this table, the symbol “≤” means that, to meet the target, the State’s data must be less than or equal to the established target.

<b>INDICATOR</b>	<b>FFY 2010 DATA</b>	<b>FFY 2011 DATA</b>	<b>FFY 2011 TARGET</b>
18. Hearing Requests Resolved through Resolution Session Agreements	None	None	Not Applicable
19. Mediations Held that Resulted in Mediation Agreements	None	None	Not Applicable

**7. Percent of Preschool Children Age 3 through 5 with IEPs Who Demonstrate Improved Outcomes<sup>3</sup>**

<b>Summary Statement 1<sup>4</sup></b>	<b>FFY 2010 Data</b>	<b>FFY 2011 Data</b>	<b>FFY 2011 Target</b>
<b>Outcome A:</b> Positive social-emotional skills (including social relationships)	100%	100%	100%
<b>Outcome B:</b> Acquisition and use of knowledge and skills (including early language/ communication)	100%	100%	100%
<b>Outcome C:</b> Use of appropriate behaviors to meet their needs	100%	None	100%
<b>Summary Statement 2<sup>5</sup></b>	<b>FFY 2010 Data</b>	<b>FFY 2011 Data</b>	<b>FFY 2011 Target</b>
<b>Outcome A:</b> Positive social-emotional skills (including social relationships)	100%	100%	100%
<b>Outcome B:</b> Acquisition and use of knowledge and skills (including early language/ communication)	67%	100%	100%
<b>Outcome C:</b> Use of appropriate behaviors to meet their needs	67%	100%	100%

<sup>3</sup> ROP reported that only one child exited preschool in FFY 2011. Therefore, these data represent outcomes for one child.

<sup>4</sup> **Summary Statement 1:** Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

<sup>5</sup> **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Republic of Palau Part B FFY 2011 Results Data Summary Notes**

<p>INDICATOR 1: The Republic of Palau (ROP) revised the improvement activities for FFY 2011 and FFY 2012 for this indicator and OSEP accepts those revisions.</p>
<p>INDICATOR 3A: Not Applicable.</p> <p>3B and 3C: ROP provided a Web link to FFY 2011 assessment results. However, ROP does not publicly report assessment results for nondisabled students, and, therefore is not required to publicly report assessment results for students with disabilities pursuant to 34 CFR §300.160(f).</p>
<p>INDICATOR 4A: ROP reported its definition of “significant discrepancy.”</p> <p>ROP does not use a minimum “n” size requirement.</p>
<p>INDICATOR 6: ROP provided FFY 2011 baseline data, targets for FFY 2012, and improvement activities through FFY 2012 for this indicator, and OSEP accepts ROP’s submission for this indicator.</p> <p>ROP indicated that stakeholders were provided an opportunity to comment on the targets for FFY 2012.</p>
<p>INDICATOR 7:</p> <p><b>REQUIRED ACTIONS</b></p> <p>ROP must report progress data and actual target data for FFY 2012 in the FFY 2012 APR.</p>
<p>INDICATOR 18: ROP reported that no resolution sessions were held during the reporting period.</p> <p>ROP reported fewer than ten resolution sessions held in FFY 2011. ROP is not required to provide targets or improvement activities until any fiscal year in which ten or more resolution sessions were held.</p>
<p>INDICATOR 19: ROP reported that no mediations were held during the reporting period.</p> <p>ROP reported fewer than ten mediations held in FFY 2011. ROP is not required to provide targets or improvement activities until any fiscal year in which ten or more mediations were held.</p>

**Republic of Palau Part B FFY 2011 SPP/APR Compliance Summary**

<b>INDICATOR</b>	<b>FFY 2010 DATA</b>	<b>FFY 2011 DATA</b>	<b>FFY 2011 TARGET</b>	<b>CORRECTION OF FINDINGS OF NONCOMPLIANCE IDENTIFIED IN FFY 2010</b>
4B. Significant discrepancy in suspension/expulsion by race/ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	Not Applicable	Not Applicable	Not Applicable	
9. Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	Not Applicable	Not Applicable	Not Applicable	
10. Disproportionate representation by disability of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Not Applicable	Not Applicable	Not Applicable	
11. Timely Initial Evaluation	100%	100%	100%	ROP reported that it did not identify any findings of noncompliance in FFY 2010.
12. Early Childhood Transition	Not Applicable	Not Applicable	Not Applicable	
13. Secondary Transition	100%	100%	100%	ROP reported that it did not identify any findings of noncompliance in FFY 2010.
15. Timely Correction	100%	100%	100%	ROP reported that all 13 findings of noncompliance identified in FFY 2010 were corrected in a timely manner.
20. Timely and Accurate Data	100%	100%	100%	

**Republic of Palau Part B FFY 2011 State Complaint and Hearing Data from IDEA Section 618 Data Reports**

<b>REQUIREMENT</b>	<b>FFY 2010 DATA</b>	<b>FFY 2011 DATA</b>
Timely resolution of complaints	No State complaints received in reporting period.	No State complaints received in reporting period.
Timely adjudication of due process hearing requests	No requests for due process hearings received during reporting period.	No requests for due process hearings received during reporting period.

## Republic of Palau Part B FFY 2011 Compliance Data Summary Notes

INDICATOR 15:

### **REQUIRED ACTIONS**

When reporting in the FFY 2012 APR on the correction of findings of noncompliance, ROP must report that it verified that its findings of noncompliance identified in FFY 2011, and: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within its jurisdiction, consistent with OSEP Memo 09-02.<sup>6</sup> In the FFY 2012 APR, ROP must describe the specific actions that were taken to verify the correction. In addition, in reporting on Indicator 15 in the FFY 2012 APR, ROP must use and submit the Indicator 15 Worksheet.

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<sup>6</sup> OSEP Memorandum 09-02 (OSEP Memo 09-02), dated October 17, 2008, requires that the State report that it verified that each LEA with noncompliance: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA.