

**STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B**

**for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act**

**For reporting on  
FFY 2023**

**Federated States of Micronesia**



**PART B DUE February 3, 2025**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

## Introduction

### Instructions

Provide sufficient detail to ensure that the Secretary and the public are informed of and understand the State's systems designed to drive improved results for students with disabilities and to ensure that the State Educational Agency (SEA) and Local Educational Agencies (LEAs) meet the requirements of IDEA Part B. This introduction must include descriptions of the State's General Supervision System, Technical Assistance System, Professional Development System, Stakeholder Involvement, and Reporting to the Public.

### Intro - Indicator Data

#### Executive Summary

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 2023. 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 2023 SPP/APR.

This FFY 2023 SPP/APR includes FFY 2020 to FFY 2025 targets established with input from stakeholders in FFY 2020. Targets for Results Indicators 1 to 8 and 14-16 were established, with consideration of rigor and achievability. As required, Targets for Compliance Indicators 11, 13, and the new Indicator 18 are set at 100%. For Indicator 18, baseline is our FFY23 data. As per OSEP's instructions, the following Indicators do not apply to the FSM: 4B, 9, 10, and 12.

FSM's FFY 2023 APR includes performance for the 12 Results and 3 Compliance Indicators of the 15 SPP Indicator measures that apply to FSM and required explanation of slippage for Indicators that FSM Targets were not met. FSM did not meet 3 Results indicator targets with slippage in FFY 2023. Justification notes of slippages for Results indicators 3, 6, and 8 are provided in this FFY 2023 SPP/APR.

As per OSEP's instructions, for Indicator 17, FSM's Part B State Systemic Improvement Plan (SSIP), FSM is submitting its FFY 2023 performance and SSIP Phase III, along with the APR Indicators on this submission on February 3, 2025.

#### Additional information related to data collection and reporting

#### Number of Districts in your State/Territory during reporting year

1

#### General Supervision System:

**The systems that are in place to ensure that the IDEA Part B requirements are met (e.g., integrated monitoring activities; data on processes and results; the SPP/APR; fiscal management; policies, procedures, and practices resulting in effective implementation; and improvement, correction, incentives, and sanctions). Include a description of all the mechanisms the State uses to identify and verify correction of noncompliance and improve results. This should include, but not be limited to, State monitoring, State database/data system, dispute resolution, fiscal management systems as well as other mechanisms through which the State is able to determine compliance and/or issue written findings of noncompliance. The State should include the following elements:**

**Describe the process the State uses to select LEAs for monitoring, the schedule, and number of LEAs monitored per year.**

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 for administering, supervising, and monitoring the implementation of the IDEA requirements.

As the SEA, NDOE assures that the IDEA procedural requirements are being met in each FSM state. NDOE has developed and implemented a Continuous Improvement Monitoring System (CIMS, 2007) 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 FSM state based on IDEA 2004, the Part B regulations, OSEP Memorandum 23-01, 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 FSM state 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 involves 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. FSM is finalizing the revision of its CIMS to align with OSEP DMS 2.0 requirements.

With only four island states in the FSM unitary system, NDOE conducts onsite monitoring of all four FSM states, at least annually. All four FSM states are monitored within the school year. The order in which FSM state is monitored first depends on the outcomes of the offsite monitoring that is conducted twice a year, in February and September, and the outcomes of the onsite monitoring in the previous year. The focus areas of the offsite monitoring are Findings of Noncompliance, Quarterly Progress Reports, FSM state Local Performance Plan/Local Systemic Improvement Plan (LPP/LSIP), Data, Fiscal/Audit, and Early Childhood Special Education services. NDOE considers the FSM states with the low performance in the offsite monitoring rating and with the most number of findings of noncompliance to be the first state(s) scheduled for the next onsite monitoring.

NDOE then works with the FSM state to be monitored and select schools and communities (for homebound IEP students) to be visited during the onsite visit. Selection of schools and communities is based on review of a Monitoring Team Checklist and Child Record Review Checklist that the FSM state completes and submits to NDOE, at least three weeks prior to the onsite visit, as required by the CIMS.

**Describe how student files are chosen, including the number of student files that are selected, as part of the State's process for determining an LEA's compliance with IDEA requirements and verifying the LEA's correction of any identified compliance.**

NDOE reviews student data records from the FSM-NDOE FedEMIS (FSM Education Management Information System) and student data from a formatted excel spreadsheet from each of the FSM states and choose student files to be selected and reviewed during the onsite monitoring. NDOE reviews the FSM state's students' files and notes how many are recent referrals and evaluations, early childhood special education files, disability category and continuum of placement, homebound, with secondary transition plan, need transportation and other related services, and in elementary or

secondary education. Student files are selected from each of these areas. At least 30 IEP files are selected for review and verification of completeness at all FSM states being monitored. After initial review for completeness of IEP files, at least 20 IEPs are then selected for verification of services. Selected IEP files for verification of services are from the schools and communities initially selected to be visited during the onsite monitoring visit. If one or more IEP files are selected from the list and are not from the schools or communities selected for the visits, then they will be included and visits to the schools or communities are included in the schedule.

Schools or communities/villages to be visited are selected based on its size of enrollment and with student files with the areas that were predetermined for verification of special education and related services. Homebound files are selected from the community where a school selected to be monitored are located. If there are no students placed and served at home in the school's community, the monitoring team will select a student file from a different community and make the visit.

A Child Record Review Checklist with selected students for possible record review is sent to the FSM state to be monitored to complete and return to NDOE at least three weeks before the onsite visit. The Child Record Review Checklist covers the special education procedures for identification, referral, evaluation, eligibility, IEP development, placement determination, and exiting requirements of Part B. The review also assesses the FSM state's evidence of meeting the confidentiality requirements and prior written notice to include procedural safeguards for providing special education and related services. The review is aligned with the procedures established in the FSM Special Education Procedural Manual requiring evidence of procedural compliance through appropriate documentation.

With the low number of IEP files in schools throughout the FSM, NDOE selects at least 20 student files to review during the onsite monitoring. These 20 student files are selected based on the areas mentioned above. Student files are pulled from the FSM state central office and school site to also review how records are maintained. Additional records can be selected during the review of files if certain concerns arise during the review. NDOE is revising its Continuous Improvement Monitoring System (CIMS) to establish percentage of student files from an FSM state based on the number of active IEP records during the onsite monitoring year.

NDOE verify correction of all identified findings of noncompliance within a year and also implements a process to ensure all FSM states are subsequently implementing the regulations of IDEA Part B and FSM Special Education policies and procedures. Consistent with the FSM CIMS, NDOE tracks correction of noncompliance, including child specific noncompliance, and subsequent implementation of regulations through timelines that are provided in the FSM state monitoring report. FSM states are required to submit at least 5 new student records within six months of receiving the monitoring report to show subsequent implementation of regulations. For instance, a state may submit 5 IEPs with Evaluation reports completed because this is an area that the state had been determined as noncompliance in.

**Describe the data system(s) the State uses to collect monitoring and SPP/APR data, and the period from which records are reviewed.**

NDOE currently collects monitoring and SPP/APR data through excel spreadsheets and electronic documents submitted via emails from the four FSM states. All data records for each school year, beginning August to July of each year, are collected, reviewed, and verified during onsite monitoring of each of the FSM states. SPP/APR Indicator 17 data are collected through Early Literacy Monitoring (ELMO), a web-based database. Each FSM state input data into ELMO, which are then pre calculated to show performance data on the Indicator's measurements by each FSM state as well as FSM as a whole.

**Describe how the State issues findings: by number of instances or by LEAs.**

NDOE issues findings of noncompliance by instances because it is a unitary system. Findings related to individual IEPs are considered as an instance. All findings are discussed and verified with the FSM state special education administrators and staff at the end of the monitoring week. The outcomes are then shared with the FSM State Director of Education afterward, during an exit meeting.

NDOE issues the monitoring report to the FSM state Special Education Coordinator and copy State Advisory Council Chairperson, for final review and comment within a week. The final monitoring report is sent out by NDOE Secretary of Education to State Director of Education with copies to the State Special Education Coordinator and Advisory Council Chairperson.

**If applicable, describe the adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction).**

FSM does not allow pre-finding correction.

**Describe the State's system of graduated and progressive sanctions to ensure the correction of identified noncompliance and to address areas in need of improvement, used as necessary and consistent with IDEA Part B's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.**

The FSM NDOE's Continuous Improvement Monitoring System (CIMS) established the following graduated and progressive sanctions to ensure all four FSM states correct findings of noncompliance and address areas in need of improvement as quickly as possible, but no later than one year from receiving the written notification of findings of noncompliance.

On level one, NDOE will issue a Letter of Concern to the State Director of Education with a copy to the Special Education Coordinator when the state fails to make sufficient progress towards timely correction of the identified noncompliance, as specified in the written notification of findings. The NDOE will review Quarterly Progress Reports and other documents submitted by the state in relation to specific findings of non-compliance and the specific Corrective Actions that the state is required to complete. As a result of the Letter of Concern, the State Director must submit a written response to the NDOE describing the specific steps the state will take to meet the required Corrective Action. Verification activities will be conducted to confirm correction of noncompliance by an onsite Focused Monitoring visit, at least six (6) months after the report is issued, or through other off-site methods, such as a review of the state quarterly progress report, review of student data and other source documents submitted by the state in relation to the Finding of Noncompliance.

On level two, NDOE will issue a second Letter of Concern to the State Director of Education with a copy to the Special Education Coordinator and the Advisory Council Chairperson if the state fails to demonstrate 100% correction specified in the required Corrective Actions, after 6 months from the written notification of the noncompliance. 100% correction means that the state has corrected all individual instances of noncompliance and additional data related to the specific regulatory requirement, consistent with OSEP Memo 23-01. In addition, the second Letter of Concern to the state will include a description of additional consequences, such as withholding of advice of allotment, should the state does not meet all requirements in the Corrective Actions. As a result of the Letter of Concern, the State Director of Education must submit a written response to the NDOE, with a copy to the State Special Education Coordinator and the State Special Education Advisory Council Chairperson, describing the specific steps the state will take to meet the required Corrective Action to meet subsequent correction at 100% compliance with the regulatory requirement.

On level three, the NDOE may withhold the quarterly advice allotment of IDEA Part B grant funds from the FSM state if there are no significant progress in correction of noncompliance. The decision will also depend on the state's performance in the Quarterly Progress Reports and the adequacy of other documentation that may be submitted by the FSM state. If the NDOE takes this action, a written notification will be provided to the State Director of Education, with a copy to the State Special Education Coordinator and State Special Education Advisory Panel, indicating what corrective action must

be taken to allow the release of funds to continue. It is understood that any withholding of funds, partial or full, will not result in an impact on the delivery of special education services. For instance, personnel salary may be withheld until administrators and case managers correct student-specific findings of noncompliance.

On level four, the NDOE will require and direct the FSM state to expend portions of their Part B funds to directly respond to the continuing areas of noncompliance and correct findings of noncompliance. If, during the offsite monitoring, the state is determined to be at Needs Intervention to comply with the requirements of IDEA Part B and failed to show adequate progress toward correcting the identified findings of noncompliance, NDOE will enforce level four sanction.

**Describe how the State makes annual determinations of LEA performance, including the criteria the State uses and the schedule for notifying LEAs of their determinations. If the determinations are made public, include a web link for the most recent determinations.**

FSM is a unitary system with no LEAs. However, NDOE conduct periodical assessment for each FSM state based on their implementation of special education programs and services consistent with the requirements of IDEA, the FSM Special Education Procedural Manual, and other program procedural manual and handbook to determine FSM states' performance in implementing requirements. The assessment of performance of each FSM state is conducted twice a year as part of the offsite monitoring of the states on February 15 and September 30 of every year. During the September offsite monitoring, each state is assessed and determined at a level of performance consistent with their compliance with the requirements. NDOE reviews their correction of identified noncompliance, performance on Local Performance Plan (LPP) as reported in their Quarterly Progress Report (QPR) on October 15, January 15, April 15, and July 15 of every year. July 15 QPR is the state's LPP for the new fiscal year starting July 1 to June 30 of each fiscal year. NDOE also reviews how each FSM state performs in the areas of data quality and timely submission, fiscal management and fund status report, early childhood special education services, and performance on Local Systemic Improvement Plan (LSIP) in relation to FSM SPP/APR Indicator 17.

In making an assessment of performance of a FSM state in implementing the requirements of IDEA and FSM policies and procedures, NDOE will consider all information available at the time of the determination. NDOE will review and analyze data and reports related to the following: history, nature and length of time of any reported noncompliance; performance data and reports on performance/compliance indicators; data submitted by the FSM state/EIS programs are valid, reliable, and timely; evidence of correction of noncompliance(s), including progress toward full compliance; performance on special conditions imposed on the state; performance on compliance agreements; audit findings and correction or response to audit requests; and verification of onsite, offsite, or focused monitoring findings.

The assessment of performance of each FSM state is based on a rating rubric and performance levels in the FSM CIMS. A FSM state that performs at Meets Requirements level is complying with federal and national requirements and rated at 90% and above of all off-site monitoring criteria with no findings of noncompliance not corrected within one year. A state rated at Needs Assistance is performing at 70-89% of all off-site monitoring criteria with no findings of noncompliance not corrected within one year. For a FSM state is rated at Needs Intervention, the state is performing below 70% of all off-site monitoring criteria with no findings of noncompliance not corrected within one year. In addition, a FSM state with any findings of noncompliance not corrected within one year or with serious and repeated school wide general supervision findings of noncompliance are rated as at Needs Intervention level.

To ensure that FSM states correct findings of noncompliance and systematically implement federal and national requirements, the FSM CIMS established the following process with measures in place. For a FSM state at Needs Assistance, NDOE will advise the FSM state of available sources of technical assistance that may help address the areas in which the state needs assistance with, which may include assistance from the Division of Special Services, and other NDOE divisions, and technical assistance providers approved by the NDOE. Such technical assistance may include the provision of advice by experts to address the areas in which the FSM state needs assistance, including explicit plans for addressing the area for concern within a specified period of time. NDOE may also provide assistance in identifying and implementing professional development, instructional strategies, and methods of instruction that are research-based. Further, NDOE may designate and use distinguished administrators, principals, special education administrators, special education teachers, and other teachers to provide advice, technical assistance, and support to the state. Finally, NDOE may support the FSM state to devise additional approaches to providing technical assistance, such as collaborating with institutions of higher education, educational service agencies, and national centers of technical assistance supported under Part D of IDEA, and private providers of scientifically based technical assistance. NDOE will direct the state level IDEA Part B funds on the area(s) to improve to support provision of technical assistance and supports to the FSM state. If there are no significant progress being made on the area(s) to correct or improve, NDOE will identify the FSM state as a high-risk state and impose special conditions on the state's IDEA Part B annual or quarterly allotment.

For a FSM State to be at Needs Intervention, the NDOE will require the FSM state to develop and implement a corrective action plan with improvement activities to correct findings of noncompliance or areas needing improvement within one year. NDOE may also require the FSM state to enter into a specific compliance agreement to ensure that the FSM state diligently correct the finding(s) of noncompliance or problem(s) within one year. NDOE will withhold partial annual or quarterly allotment to the FSM state at Needs Intervention if the findings or areas of concern are not addressed systematically and continues to be identified in the following years of monitoring or assessment of performance. Finally, if the findings are repeated in the following years, and required corrective actions and implementation of corrective action plan are not complied with, NDOE will refer the case to the FSM Department of Justice for appropriate enforcement action.

A determination letter of performance is issued by the NDOE Secretary to the State Director of Education, with copies to Special Education Coordinator and Advisory Council Chairperson, indicating the level of performance, the rating report, and required corrective actions and recommended technical assistance and guidance to improve state's compliance with IDEA Part B requirements.

FSM states' determination of performance are posted at <https://www.national.doe.fm/special-services/>

**Provide the web link to information about the State's general supervision policies, procedures, and process that is made available to the public.**

The Division of Special Services (DSS) Continuous Improvement Monitoring System (CIMS), FSM's general supervision policies, procedures, and process, is made available to the public at <https://www.national.doe.fm/announcements/>. The DSS CIMS is currently being updated to be consistent with OSEP QA 23-01.

**Technical Assistance System:**

**The mechanisms that the State has in place to ensure the timely delivery of high quality, evidence-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 the four FSM island states. NDOE implements a reporting mechanism to identify and prioritize technical assistance and training needs in each FSM state through the annual state application for IDEA Part B funding, quarterly progress reporting, and periodical face-to-face and virtual leadership meetings, such as SPP/APR and SSIP meetings and NDOE Divisions of Formal and Non-Formal Education and Quality and

Effectiveness meetings or workshops where issues affecting children with disabilities are discussed. In addition, NDOE and Division of Special Services are actively engaged with international and regional development partners in coordinating and facilitation of trainings and technical supports in early childhood development to teachers, both general and special education, at the state level.

The FSM state application for IDEA Part B funding includes the development and implementation of a Local Performance Plan (LPP) that is aligned to the FSM SPP and developed with stakeholder input. Each FSM state has in place a special education advisory council or an inter-agency council that meets the membership requirements of the IDEA Part B State Advisory Panel for Special Education. The FSM state special education advisory council reviews state's data and performance on the FSM SPP indicator measures and provides input to their respective FSM state target setting and development and implementation of improvement activities. They are also invited and engaged in stakeholder meetings at the state and national levels to identify root causes of issues and explanation of slippages on reporting indicators. The advisory council and the FSM State Directors of Education reviews their respective state quarterly progress reports of the state's performance on indicator targets before submission to NDOE, which is at the national level. The FSM state targets are aligned to and support meeting FSM's SPP targets. The FSM state 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 FSM state advisory councils, both teams reviewed state LPP data and information for technical assistance and training implementation and needs. The teams identify FSM state-specific needs and national initiatives for allocating resources. NDOE also serves as the conduit for accessing local, regional, international, and national resources, including OSEP-funded centers, to support the FSM state-specific and national technical assistance and training needs.

For this reporting period, two FFY 2023 SPP/APR Leadership meetings were held in Pohnpei on December 16-20, 2024 and Yap on January 6-10, 2025. Priority areas for personnel development and technical assistances were identified during these two leadership meetings.

NDOE also has ongoing virtual meetings and collaboration with NCSI, Progress Center, Guam CEDDERS, IDC, Sigma Associates, Inc., NTACTION-C, ECTA, and other technical assistance centers or agencies to plan and coordinate the timely delivery of high quality, evidence-based technical assistance to all FSM states.

#### **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 children 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 four FSM states, 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, FSM Public Law 8-132 (1995) amended Title 40 of the FSM code and requires all schools in the FSM to meet required minimum standards and undergo a process of accreditation. The law requires the following criteria for accreditation of elementary and secondary schools: Philosophy, goals, and objectives; Organization; Staff and teachers; School plan and physical facilities; Library; Student counseling services; Curricular program; Co-curricular program; Community and parent involvement; Finance; Student-teacher ratio; and Compliance with the minimum standards established by and under these and other regulations. The purpose of FSM's accreditation is to ensure all schools provide all students, inclusive of those with disabilities, 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. Annual and biennial accreditation of all public schools include review of IEP records and teacher's performance in supporting IEP student(s) in the general education classroom.

FSM's Project LIFT (Literacy Intervention for FSM Leaders of Tomorrow) is an ongoing major National Initiative 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 had started with one model school in each of the four FSM states and has now included two schools in two of the four FSM states. Project LIFT purposefully plans for teacher and support personnel training, coaching, and resource supports in all six 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 (ECE) through fifth grade.

NDOE's two new personnel development projects funded by US DOE OSEP, titled Certificate in Educational Leadership, Policy, and Practice (CELPP) and Project CURRENT, rolled out in 2020 and 2021, respectively. Project CELPP targets improving the skills, knowledge, and competencies of teachers and administrators to better improve results for children with disabilities throughout the FSM school system. First cohort of 8 scholars completed a two-year training in August 2023 and the second cohort of 8 scholars commenced on October 2023 and will be certified as completing the training in August 2025. Project CURRENT is intended to retain our trained and skilled professionals. Project CURRENT developed a survey designed for all special education teachers, principals, and service providers in the FSM to gather relevant information from key stakeholders to assist FSM in the development of a comprehensive retention plan. Two school teams from each FSM state and a FSM state Department of Education Leadership team developed state retention plans/professional development plans (one per state) to identify training needs, resources, trainers, and related need for ongoing professional development and retention of FSM teachers and service providers.

FSM's ongoing participation and membership of regional and other OSEP funded center and consulting groups have been used as platforms to share personnel development needs and assistances. Trainings, workshops, and information sharing held in the FSM during this reporting year were outcomes of meetings (virtual and face to face) with IDC, NCSI, Guam CEDDERS, UH Manoa Center for Disability Studies (CDS), ECTA, NTACTION-C, Sigma Associates, Inc., DaSy, NASDSE, the Mediation Center of the Pacific, Inc. and others.

#### **Stakeholder Engagement:**

**The mechanisms for broad stakeholder engagement, including activities carried out to obtain input from, and build the capacity of, a diverse group of parents to support the implementation activities designed to improve outcomes, including target setting and any subsequent revisions to targets, analyzing data, developing improvement strategies, and evaluating progress.**

As the SEA, NDOE facilitates and solicits broad stakeholder input for FSM's IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) development. The FSM National SPP/APR Leadership team is comprised of representatives from NDOE and the four FSM states' Special Education Advisory Councils and Special Education Programs, including state general education administrators. This leadership team serves as FSM's broad stakeholder group for its SPP/APR development and this meets the minimum requirement of the IDEA State Advisory Panel for Special Education. In addition, the FSM RTI initiative or FSM's Project Literacy Intervention for FSM Leaders of Tomorrow (LIFT), includes other key stakeholders, including FSM NDOE and state level Department of Education specialists, schools administrators, teachers, and parents for the development and implementation of Indicator 17: FSM's State Systemic Improvement Plan (SSIP).

NDOE facilitated public hearing in all four FSM states to present FFY2024 IDEA Part B grant application and other special education program information with parents, service providers, and the wider community. Although no policies and procedures were revised requiring public awareness and input, NDOE utilized the public hearing opportunities to discuss changes and new practices or processes related to data collection, state's Local Performance Plan (LPP) and accomplishments and challenges. Input from the audiences were documented and considered by each FSM state and NDOE in the development of this FFY 2023 SPP/APR.

A summary of the public hearings held and related community meetings at the FSM states are as follows:

1. Chuuk State: April 30 & May 2, 2024 on the island of Fefan at Sapore Elementary school and Fanip Elementary school. There were a total of 37 participants with 14 parents and 23 service providers. Chuuk also held three separate meetings with on October 29, 2024 at Pwene Elementary school, November 5, 2024 at Southern Namoneas High school, and November 11, 2024 at Messa Elementary school with parents, teachers, and community member. Total participants from all three meetings is 110. These meetings include sharing of program services, performance data, and discussions of needs and areas for improvement of services.
2. Kosrae State: April 26, 2024 at the Kosrae State Legislature (KSL) at Tofol, Lelu. Participants include 7 state legislators, 1 Kosrae Special Parent Network (KSPN) President, 2 Department of Education administrators, and 1 NDOE staff. After presentation and discussions of the IDEA grant application and related special education services, KSL presented a bill to mandate December 3 as a Kosrae Disability Day holiday. This bill was later passed into law and the first Kosrae Disability Day holiday was observed and celebrated on December 2 & 3, 2024. On December 2nd, Disability Day Fun Walks and awareness activities were held in 3 of the 4 municipalities of Kosrae. The number and age range of participants are as follows: Lelu municipality-total of 290 participated, ranging from 6 months to one 90 year-old; Malem municipality-total of 72 participated, ranging from 1-66 year old; Tafunsak municipality-total of 147 participated, ranging from 5 months to 74 year old. On December 3rd, a formal convening was held at the Tofol (capital of Kosrae) gymnasium with a total of 139 people in attendance. These include the Governor of the state, people and students with disabilities, state senators, teachers, students, education administrators, including infants/toddlers. On April 18, 2024, a Project LIFT training was held at Tafunsak Elementary school for parents and 21 parents attended.
3. Pohnpei State: April 17-19, 2024 at three municipalities, Modelehniw, Kitti, and Nett. Total of 227 participants, which include parents, Advisory Council members, NDOE staff, community members, students, school principals, and teachers.
4. Yap State: April 4, 2024 at Early Childhood Education (ECE) center on the main island of Yap. Total of 41 in attendance, which include 26 parents, 2 IEP students, 4 NDOE staff, 2 Interagency Council members, 2 Yap Department of Health staff, and 5 Yap Special Education staff.

For the development of FSM's FFY 2023 IDEA Part B SPP/APR, NDOE engaged the FSM National SPP/APR Leadership Team and other key education leaders, as follows:

1. On December 16-20, 2024, the FSM National SPP/APR Leadership Team convened in Pohnpei for the first face-to-face meeting to review and update the FFY 2023 SPP/APR based on the outcomes of the state public hearings and other related meetings held at the state levels to inform the status of implementation of requirements, performance on Local Performance Plans, and priority areas for each FSM state or the nation as a whole. Parents and members of FSM State Advisory Councils were invited and attended the meeting.
2. On January 6-10, 2025, the FSM National SPP/APR Leadership Team convened in Yap for the second and final face-to-face meeting to verify indicator data and provide justification notes on the three indicators with slippages. Technical support and training needs were also discussed and schedule of onsite monitoring and technical supports were finalized.
3. NDOE coordinates with Guam CEDDERS to conduct onsite visits to each of the 4 FSM states to observe and provide training supports to Coaches and teachers implementing Project LIFT in their state. Outcomes of observations and onsite trainings are provided to NDOE to help plan and implement additional professional development for Project LIFT teachers, principals, coaches, including other teachers at the schools.
4. NDOE has been supported by NCSI, IDC, and Guam CEDDERS in the review of DMS 2.0 adapted protocols in preparation for the OSEP onsite monitoring visit in November 2025. This opportunity allows NDOE to identify areas to improve, such as data collection and reporting, fiscal management, procedures and policies improvement, parent engagement, due process and mediation training, and general supervision and monitoring. Ongoing virtual meetings with these partners helped greatly to improve teachers' and parents' engagement in the process to improve learning outcomes of students with disabilities in FSM school communities.

#### **Apply stakeholder engagement from introduction to all Part B results indicators (y/n)**

YES

#### **Number of Parent Members:**

662

#### **Parent Members Engagement:**

**Describe how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress.**

There are State Advisory Councils (SAC) in all four FSM states. In one of the four FSM states, the State Advisory Council (SAC) and the Interagency Council (IAC) are combined as one council because it consist of the same agencies and the same members representing each agency. The SAC in each FSM state work closely with the Special Education program in representing parents and their respective communities in planning and advising the program in delivery of services. The SAC officers and members are included in the FSM state's exercises to develop annual Local Performance Plans (LPP) and Local Systemic Improvement Plan (LSIP) which also required the signature of the Chairman or a designated representative on the final plan which include both the LPP and the LSIP and the proposed budget for the new fiscal year. In all face-to-face meetings leading up to the final FSM FFY 2023 APR, FSM state SAC members have been involved in all meetings and they were engaged in analyzing data and setting targets for the NDOE as well as each FSM state.

#### **Activities to Improve Outcomes for Children with Disabilities:**

**The activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for children with disabilities.**

During the Micronesia Teacher Education Conference (MTEC) held in Kosrae on July 3-6, 2023, community members and parents participated in conference activities and presentation with teachers and other educators. SAC and IAC members were especially invited to allow them to improve understanding and level of engagement in activities to improve outcomes for their children with disabilities.

On August 14-16, 2023, parents were invited and joined General Education and Special Education administrators and teachers in a training titled "Promoting Progress for All Students" co-facilitated by UOG CEDDERS and Progress Center. This opportunity allows parents to increase understanding of special education processes and requirements related to IEP and help to share and educate other parents in their respective FSM states.

On December 1, 2023, parents of children with autism were also invited to and participated in a training on "Best Practices in Interventions for Young Children with ASD". This training was intended for service providers and a separate session was held with only parents. 15 parents attended session for parents only and 2 parents attended session for service providers. Inviting and including parents in teachers' training is an option if parents missed their training dates. These two parents are government employees with education background and have reported that being included with teachers in a meeting/training allows them to know more of what's expected of the teachers.

During the public hearings held in Yap and Pohnpei, parents were split into smaller groups to allow more parents to share and contribute to group discussions. This was done with consideration of local customs and traditions of both states and this has proven to be effective.

#### **Soliciting Public Input:**

##### **The mechanisms and timelines for soliciting public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress.**

The mechanisms that exist to support soliciting public input in the process of APR and SSIP are the Continuous Improvement Monitoring System (CIMS), requiring NDOE to conduct one annual onsite verification and monitoring of each FSM state and to conduct two off-site monitoring in one year. A focused-onsite verification and monitoring visit may be conducted based on the unique need of a state that has been monitored. During the onsite verification and monitoring, the Chairperson of the SAC or a designated members is included as a member of the monitoring team. Their participation is to ensure they are aware and can help to confirm services being provided to students, among many other things. The ongoing activities related to offsite technical assistance and virtual meetings with FSM state Special Education Coordinators and SAC representatives were held. In addition, the public hearing held in the four FSM states within this reporting year provided the opportunity to solicit input from the public that helped to shape how targets and improvement strategies were established. The outcomes of the offsite monitoring reports, which would involve the participation of SAC or parent representatives, were used in setting targets, improvement strategies, and practical evaluation activities to ensure progress for both NDOE and state annual plans. The FSM state LPP/LSIP were presented at the two (2) APR/SSIP National Leadership meetings indicated in this section and all four FSM state's performances, challenges, success, were reviewed and analyzed to set the appropriate improvement activities, targets, and monitoring or evaluation processes for the following cycle.

#### **Making Results Available to the Public:**

##### **The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.**

Following the requirements of OSEP, the final FFY 2023 SPP/APR will be made available to the public after both reports are determined final by OSEP. Electronic copies of the FFY 2023 SPP/APR will be sent to FSM State Directors of Education, Special Education Coordinators, and Advisory Council Chairperson. The reports will then be posted on: <https://dss.edu.fm/fsm-part-b-state-annual-performance-report-apr/>.

#### **Reporting to the Public**

**How and where the State reported to the public on the FFY 2022 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 2022 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/APR, including any revisions if the State has revised the targets that it submitted with its FFY 2022 APR in 2024, is available.**

FSM is a unitary education system. FSM's FFY 2022 SPP/APR has been posted on: <https://dss.edu.fm/fsm-part-b-state-annual-performance-report-apr/>.

#### **Intro - Prior FFY Required Actions**

None

#### **Intro - OSEP Response**

The Federated States of Micronesia (FSM)'s determination for both 2023 and 2024 was Needs Assistance. Pursuant to section 616(e)(1) of the IDEA and 34 C.F.R. § 300.604(a), OSEP's June 21, 2024 determination letter informed FSM that it must report with its FFY 2023 SPP/APR submission, due February 3, 2025, on: (1) the technical assistance sources from which FSM received assistance; and (2) the actions FSM took as a result of that technical assistance. FSM provided the required information.

OSEP notes that FSM did not provide an active web link to information about the State's general supervision policies, procedures, and process that is made available to the public. FSM reported, "The DSS CIMS is currently being updated to be consistent with OSEP QA 23-01."

#### **Intro - Required Actions**

FSM's IDEA Part B determination for both 2024 and 2025 is Needs Assistance. In FSM's 2025 determination letter, the Department advised FSM of available sources of technical assistance, including OSEP-funded technical assistance centers, and required FSM to work with appropriate entities. The Department directed FSM to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. FSM must report, with its FFY 2024 SPP/APR submission, due February 1, 2026, on: (1) the technical assistance sources from which FSM received assistance; and (2) the actions FSM took as a result of that technical assistance.

# Indicator 1: Graduation

## Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

### Data Source

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in ED*Facts* file specification FS009.

### Measurement

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who exited high school (ages 14-21) in the denominator.

### Instructions

*Sampling is not allowed.*

Data for this indicator are "lag" data. Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma. If the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma are different, please explain.

## 1 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2017	33.08%

FFY	2018	2019	2020	2021	2022
Target >=	34.00%	34.00%	50.00%	65.00%	67.00%
Data	34.78%	39.81%	59.02%	66.67%	44.17%

### Targets

FFY	2023	2024	2025
Target >=	67.00%	70.00%	75.00%

### Targets: Description of Stakeholder Input

As the SEA, NDOE facilitates and solicits broad stakeholder input for FSM's IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) development. The FSM National SPP/APR Leadership team is comprised of representatives from NDOE and the four FSM states' Special Education Advisory Councils and Special Education Programs, including state general education administrators. This leadership team serves as FSM's broad stakeholder group for its SPP/APR development and this meets the minimum requirement of the IDEA State Advisory Panel for Special Education. In addition, the FSM RTI initiative or FSM's Project Literacy Intervention for FSM Leaders of Tomorrow (LIFT), includes other key stakeholders, including FSM NDOE and state level Department of Education specialists, schools administrators, teachers, and parents for the development and implementation of Indicator 17: FSM's State Systemic Improvement Plan (SSIP).

NDOE facilitated public hearing in all four FSM states to present FFY2024 IDEA Part B grant application and other special education program information with parents, service providers, and the wider community. Although no policies and procedures were revised requiring public awareness and input, NDOE utilized the public hearing opportunities to discuss changes and new practices or processes related to data collection, state's Local Performance Plan (LPP) and accomplishments and challenges. Input from the audiences were documented and considered by each FSM state and NDOE in the development of this FFY 2023 SPP/APR.

A summary of the public hearings held and related community meetings at the FSM states are as follows:

1. Chuuk State: April 30 & May 2, 2024 on the island of Fefan at Sapore Elementary school and Fanip Elementary school. There were a total of 37 participants with 14 parents and 23 service providers. Chuuk also held three separate meetings with on October 29, 2024 at Pwene Elementary school, November 5, 2024 at Southern Namoneas High school, and November 11, 2024 at Messa Elementary school with parents, teachers, and community member. Total participants from all three meetings is 110. These meetings include sharing of program services, performance data, and discussions of needs and areas for improvement of services.
2. Kosrae State: April 26, 2024 at the Kosrae State Legislature (KSL) at Tofol, Lelu. Participants include 7 state legislators, 1 Kosrae Special Parent Network (KSPN) President, 2 Department of Education administrators, and 1 NDOE staff. After presentation and discussions of the IDEA grant application and related special education services, KSL presented a bill to mandate December 3 as a Kosrae Disability Day holiday. This bill was later passed into law and the first Kosrae Disability Day holiday was observed and celebrated on December 2 & 3, 2024. On December 2nd, Disability Day Fun Walks and awareness activities were held in 3 of the 4 municipalities of Kosrae. The number and age range of participants are as follows: Lelu municipality-total of 290 participated, ranging from 6 months to one 90 year-old; Malem municipality-total of 72 participated, ranging from 1-66 year old;

Tafunsak municipality-total of 147 participated, ranging from 5 months to 74 year old. On December 3rd, a formal convening was held at the Tofol (capital of Kosrae) gymnasium with a total of 139 people in attendance. These include the Governor of the state, people and students with disabilities, state senators, teachers, students, education administrators, including infants/toddlers. On April 18, 2024, a Project LIFT training was held at Tafunsak Elementary school for parents and 21 parents attended.

3. Pohnpei State: April 17-19, 2024 at three municipalities, Modelehniw, Kitti, and Nett. Total of 227 participants, which include parents, Advisory Council members, NDOE staff, community members, students, school principals, and teachers.

4. Yap State: April 4, 2024 at Early Childhood Education (ECE) center on the main island of Yap. Total of 41 in attendance, which include 26 parents, 2 IEP students, 4 NDOE staff, 2 Interagency Council members, 2 Yap Department of Health staff, and 5 Yap Special Education staff.

For the development of FSM's FFY 2023 IDEA Part B SPP/APR, NDOE engaged the FSM National SPP/APR Leadership Team and other key education leaders, as follows:

1. On December 16-20, 2024, the FSM National SPP/APR Leadership Team convened in Pohnpei for the first face-to-face meeting to review and update the FFY 2023 SPP/APR based on the outcomes of the state public hearings and other related meetings held at the state levels to inform the status of implementation of requirements, performance on Local Performance Plans, and priority areas for each FSM state or the nation as a whole. Parents and members of FSM State Advisory Councils were invited and attended the meeting.

2. On January 6-10, 2025, the FSM National SPP/APR Leadership Team convened in Yap for the second and final face-to-face meeting to verify indicator data and provide justification notes on the three indicators with slippages. Technical support and training needs were also discussed and schedule of onsite monitoring and technical supports were finalized.

3. NDOE coordinates with Guam CEDDERS to conduct onsite visits to each of the 4 FSM states to observe and provide training supports to Coaches and teachers implementing Project LIFT in their state. Outcomes of observations and onsite trainings are provided to NDOE to help plan and implement additional professional development for Project LIFT teachers, principals, coaches, including other teachers at the schools.

4. NDOE has been supported by NCSI, IDC, and Guam CEDDERS in the review of DMS 2.0 adapted protocols in preparation for the OSEP onsite monitoring visit in November 2025. This opportunity allows NDOE to identify areas to improve, such as data collection and reporting, fiscal management, procedures and policies improvement, parent engagement, due process and mediation training, and general supervision and monitoring. Ongoing virtual meetings with these partners helped greatly to improve teachers' and parents' engagement in the process to improve learning outcomes of students with disabilities in FSM school communities.

**Prepopulated Data**

Source	Date	Description	Data
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a)	48
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a state-defined alternate diploma (b)	
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (c)	
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d)	3
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e)	27

**FFY 2023 SPP/APR Data**

Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
48	78	44.17%	67.00%	61.54%	Did not meet target	No Slippage

**Graduation Conditions**

**Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma.**

"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 = 24 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.

Further, in Kosrae, in order to achieve a diploma of graduation, students at Kosrae High School must obtain a minimum of 24 credits during the four year program and have a 2.00 or above grade point average (GPA) for their high school career. Any students with a GPA less than 2.00 will not graduate and have to repeat. This also applies to students with and without disabilities.

**Are the conditions that youth with IEPs must meet to graduate with a regular high school diploma different from the conditions noted above? (yes/no)**

NO

**Provide additional information about this indicator (optional)**

**1 - Prior FFY Required Actions**

None

**1 - OSEP Response**

**1 - Required Actions**

## Indicator 2: Drop Out

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of youth with IEPs who exited special education due to dropping out. (20 U.S.C. 1416 (a)(3)(A))

#### Data Source

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in ED*Facts* file specification FS009.

#### Measurement

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.

#### Instructions

*Sampling is not allowed.*

Data for this indicator are "lag" data. Describe the results of the State's examination of the section 618 exiting data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes what counts as dropping out for all youth. Please explain if there is a difference between what counts as dropping out for all students and what counts as dropping out for students with IEPs.

## 2 - Indicator Data

### Historical Data<sup>1</sup>

Baseline Year	Baseline Data
2020	37.70%

FFY	2018	2019	2020	2021	2022
Target <=	2.00%	2.90%	37.70%	35.00%	35.00%
Data	11.83%	10.47%	37.70%	29.49%	43.33%

### Targets

FFY	2023	2024	2025
Target <=	33.00%	30.00%	28.00%

### Targets: Description of Stakeholder Input

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NDOE facilitated public hearing in all four FSM states to present FFY2024 IDEA Part B grant application and other special education program information with parents, service providers, and the wider community. Although no policies and procedures were revised requiring public awareness and input, NDOE utilized the public hearing opportunities to discuss changes and new practices or processes related to data collection, state's Local Performance Plan (LPP) and accomplishments and challenges. Input from the audiences were documented and considered by each FSM state and NDOE in the development of this FFY 2023 SPP/APR.

A summary of the public hearings held and related community meetings at the FSM states are as follows:

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<sup>1</sup> Prior to the FFY 2020 submission, the State used a different data source to report data under this indicator.

Tafunsak municipality-total of 147 participated, ranging from 5 months to 74 year old. On December 3rd, a formal convening was held at the Tofol (capital of Kosrae) gymnasium with a total of 139 people in attendance. These include the Governor of the state, people and students with disabilities, state senators, teachers, students, education administrators, including infants/toddlers. On April 18, 2024, a Project LIFT training was held at Tafunsak Elementary school for parents and 21 parents attended.

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1. On December 16-20, 2024, the FSM National SPP/APR Leadership Team convened in Pohnpei for the first face-to-face meeting to review and update the FFY 2023 SPP/APR based on the outcomes of the state public hearings and other related meetings held at the state levels to inform the status of implementation of requirements, performance on Local Performance Plans, and priority areas for each FSM state or the nation as a whole. Parents and members of FSM State Advisory Councils were invited and attended the meeting.

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**Prepopulated Data**

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SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e)	27

**FFY 2023 SPP/APR Data**

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
27	78	43.33%	33.00%	34.62%	Did not meet target	No Slippage

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

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.

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. Each FSM state established the number of unexcused absences in a school year differently and they are as follows:

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? (yes/no)**

NO

**If yes, explain the difference in what counts as dropping out for youth with IEPs.**

**Provide additional information about this indicator (optional)**

## **2 - Prior FFY Required Actions**

None

## **2 - OSEP Response**

## **2 - Required Actions**

## Indicator 3A: Participation for Children with IEPs

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

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

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

#### Data Source

3A. Same data as used for reporting to the Department under Title I of the ESEA, using ED Facts file specifications FS185 and 188.

#### Measurement

A. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3A: Provide separate reading/language arts and mathematics participation rates for children with IEPs for each of the following grades: 4, 8, & high school. Account for ALL children with IEPs, in grades 4, 8, and high school, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3A - Indicator Data

### Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 6	2020	61.78%
Reading	B	Grade 8	2020	79.56%
Reading	C	Grade HS	2020	48.80%
Math	A	Grade 4	2020	60.25%
Math	B	Grade 8	2020	79.56%
Math	C	Grade HS	2020	48.80%

### Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 6	70.00%	75.00%	80.00%
Reading	B >=	Grade 8	80.00%	80.00%	80.00%
Reading	C >=	Grade HS	60.00%	65.00%	70.00%
Math	A >=	Grade 4	70.00%	75.00%	80.00%
Math	B >=	Grade 8	80.00%	80.00%	80.00%
Math	C >=	Grade HS	60.00%	65.00%	70.00%

### Targets: Description of Stakeholder Input

As the SEA, NDOE facilitates and solicits broad stakeholder input for FSM's IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) development. The FSM National SPP/APR Leadership team is comprised of representatives from NDOE and the four FSM states' Special Education Advisory Councils and Special Education Programs, including state general education administrators. This leadership team serves as FSM's broad stakeholder group for its SPP/APR development and this meets the minimum requirement of the IDEA State Advisory Panel for Special Education. In addition, the FSM RTI initiative or FSM's Project Literacy Intervention for FSM Leaders of Tomorrow (LIFT), includes other key stakeholders, including FSM NDOE and state level Department of Education specialists, schools administrators, teachers, and parents for the development and implementation of Indicator 17: FSM's State Systemic Improvement Plan (SSIP).

NDOE facilitated public hearing in all four FSM states to present FFY2024 IDEA Part B grant application and other special education program information with parents, service providers, and the wider community. Although no policies and procedures were revised requiring public awareness and input, NDOE utilized the public hearing opportunities to discuss changes and new practices or processes related to data collection, state's Local Performance Plan (LPP) and accomplishments and challenges. Input from the audiences were documented and considered by each FSM state and

NDOE in the development of this FFY 2023 SPP/APR.

A summary of the public hearings held and related community meetings at the FSM states are as follows:

1. Chuuk State: April 30 & May 2, 2024 on the island of Fefan at Sapore Elementary school and Fanip Elementary school. There were a total of 37 participants with 14 parents and 23 service providers. Chuuk also held three separate meetings with on October 29, 2024 at Pwene Elementary school, November 5, 2024 at Southern Namoneas High school, and November 11, 2024 at Messa Elementary school with parents, teachers, and community member. Total participants from all three meetings is 110. These meetings include sharing of program services, performance data, and discussions of needs and areas for improvement of services.
2. Kosrae State: April 26, 2024 at the Kosrae State Legislature (KSL) at Tofol, Lelu. Participants include 7 state legislators, 1 Kosrae Special Parent Network (KSPN) President, 2 Department of Education administrators, and 1 NDOE staff. After presentation and discussions of the IDEA grant application and related special education services, KSL presented a bill to mandate December 3 as a Kosrae Disability Day holiday. This bill was later passed into law and the first Kosrae Disability Day holiday was observed and celebrated on December 2 & 3, 2024. On December 2nd, Disability Day Fun Walks and awareness activities were held in 3 of the 4 municipalities of Kosrae. The number and age range of participants are as follows: Lelu municipality-total of 290 participated, ranging from 6 months to one 90 year-old; Malem municipality-total of 72 participated, ranging from 1-66 year old; Tafunsak municipality-total of 147 participated, ranging from 5 months to 74 year old. On December 3rd, a formal convening was held at the Tofol (capital of Kosrae) gymnasium with a total of 139 people in attendance. These include the Governor of the state, people and students with disabilities, state senators, teachers, students, education administrators, including infants/toddlers. On April 18, 2024, a Project LIFT training was held at Tafunsak Elementary school for parents and 21 parents attended.
3. Pohnpei State: April 17-19, 2024 at three municipalities, Modelehnmw, Kitti, and Nett. Total of 227 participants, which include parents, Advisory Council members, NDOE staff, community members, students, school principals, and teachers.
4. Yap State: April 4, 2024 at Early Childhood Education (ECE) center on the main island of Yap. Total of 41 in attendance, which include 26 parents, 2 IEP students, 4 NDOE staff, 2 Interagency Council members, 2 Yap Department of Health staff, and 5 Yap Special Education staff.

For the development of FSM's FFY 2023 IDEA Part B SPP/APR, NDOE engaged the FSM National SPP/APR Leadership Team and other key education leaders, as follows:

1. On December 16-20, 2024, the FSM National SPP/APR Leadership Team convened in Pohnpei for the first face-to-face meeting to review and update the FFY 2023 SPP/APR based on the outcomes of the state public hearings and other related meetings held at the state levels to inform the status of implementation of requirements, performance on Local Performance Plans, and priority areas for each FSM state or the nation as a whole. Parents and members of FSM State Advisory Councils were invited and attended the meeting.
2. On January 6-10, 2025, the FSM National SPP/APR Leadership Team convened in Yap for the second and final face-to-face meeting to verify indicator data and provide justification notes on the three indicators with slippages. Technical support and training needs were also discussed and schedule of onsite monitoring and technical supports were finalized.
3. NDOE coordinates with Guam CEDDERS to conduct onsite visits to each of the 4 FSM states to observe and provide training supports to Coaches and teachers implementing Project LIFT in their state. Outcomes of observations and onsite trainings are provided to NDOE to help plan and implement additional professional development for Project LIFT teachers, principals, coaches, including other teachers at the schools.
4. NDOE has been supported by NCSI, IDC, and Guam CEDDERS in the review of DMS 2.0 adapted protocols in preparation for the OSEP onsite monitoring visit in November 2025. This opportunity allows NDOE to identify areas to improve, such as data collection and reporting, fiscal management, procedures and policies improvement, parent engagement, due process and mediation training, and general supervision and monitoring. Ongoing virtual meetings with these partners helped greatly to improve teachers' and parents' engagement in the process to improve learning outcomes of students with disabilities in FSM school communities.

### FFY 2023 Data Disaggregation from EDFacts

**Data Source:**

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS188; Data Group: 589)

**Date:**

01/08/2025

**Reading Assessment Participation Data by Grade (1)**

Group	Grade 6	Grade 8	Grade HS
a. Children with IEPs (2)	133	x <sup>2</sup>	x <sup>2</sup>
b. Children with IEPs in regular assessment with no accommodations (3)	5	4	0
c. Children with IEPs in regular assessment with accommodations (3)	58	73	50
d. Children with IEPs in alternate assessment against alternate standards	7	x <sup>2</sup>	x <sup>2</sup>

**Data Source:**

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS185; Data Group: 588)

**Date:**

01/08/2025

<sup>2</sup> Data suppressed due to small cell size.

**Math Assessment Participation Data by Grade**

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	x <sup>3</sup>	x <sup>3</sup>	x <sup>3</sup>
b. Children with IEPs in regular assessment with no accommodations (3)	7	5	0
c. Children with IEPs in regular assessment with accommodations (3)	51	72	50
d. Children with IEPs in alternate assessment against alternate standards	x <sup>3</sup>	x <sup>3</sup>	x <sup>3</sup>

(1) The children with IEPs who are English learners and took the ELP in lieu of the regular reading/language arts assessment are not included in the prefilled data in this indicator.

(2) The children with IEPs count excludes children with disabilities who were reported as exempt due to significant medical emergency in row A for all the prefilled data in this indicator.

(3) The term "regular assessment" is an aggregation of the following types of assessments, as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

**FFY 2023 SPP/APR Data: Reading Assessment**

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 6	70	133	x <sup>3</sup>	70.00%	52.63%	Did not meet target	No Slippage
B	Grade 8	x <sup>3</sup>	x <sup>3</sup>	70.63%	80.00%	x <sup>3</sup>	Did not meet target	Slippage
C	Grade HS	x <sup>3</sup>	x <sup>3</sup>	x <sup>3</sup>	60.00%	x <sup>3</sup>	Met target	No Slippage

**Provide reasons for slippage for Group B, if applicable**

FSM did not meet its 3A Group B target of 80% with a participation performance of x<sup>3</sup> representing slippage by x<sup>3</sup> from the previous year's performance of 70.63% (89/126). By numbers, the slippage represented x<sup>3</sup> 8th graders who did not participate in the reading assessment as compared to the previous year. With stakeholder input, the reason for the slippage could be attributed to the continued impact of the COVID-19 pandemic in SY 2023-2024. In SY 2022-2023, schools operated on a half-day or alternate days for instruction because of the public health social distance requirement. The number of people in any gathering, including schools and classrooms, was restricted. Throughout SY 2022-2023, all students were not getting full instructional support. Although full day sessions started in SY 2023-2024, parents continued to express COVID-19 concerns regarding their child going to school, which contributed to the absences throughout the school year and during the testing period.

To address school attendance, FSM continues to build awareness about the importance of school attendance and that schools have all the safety precautions in place for preventing the spread of COVID or other respiratory viruses.

**FFY 2023 SPP/APR Data: Math Assessment**

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	x <sup>3</sup>	x <sup>3</sup>	31.16%	70.00%	x <sup>3</sup>	Did not meet target	No Slippage
B	Grade 8	x <sup>3</sup>	x <sup>3</sup>	67.46%	80.00%	x <sup>3</sup>	Did not meet target	No Slippage
C	Grade HS	x <sup>3</sup>	x <sup>3</sup>	x <sup>3</sup>	60.00%	x <sup>3</sup>	Met target	No Slippage

**Regulatory Information**

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with

<sup>3</sup> Data suppressed due to small cell size.

disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

#### **Public Reporting Information**

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

The FSM statewide assessment reports are made available to the public. These reports can be accessed at <https://www.national.doe.fm/assessment/>. The School Year 2023-2024 FSM statewide assessment report is in review and will be posted on this web link no later than May 31, 2025. These annual reports are inclusive of all students, including the disaggregated participation data for students with IEPs, which represents the same frequency and detail of public reporting for all students, consistent with 34 CFR §300.160(f).

**Provide additional information about this indicator (optional)**

### **3A - Prior FFY Required Actions**

None

### **3A - OSEP Response**

The Federated States of Micronesia (FSM) did not provide a Web link demonstrating that the State reported publicly on the participation of children with disabilities on statewide assessments with the same frequency and in the same detail as it reports on the assessments of nondisabled children, as required by 34 C.F.R. § 300.160(f). Specifically, FSM has not reported the number of children with disabilities participating in regular assessments, and the number of those children who were provided accommodations (that did not result in an invalid score) in order to participate in those assessments at the FSM National, State, and school levels. The failure to publicly report as required under 34 C.F.R. § 300.160(f) is noncompliance.

FSM reported that its School Year 2023-2024 statewide assessment report will be posted no later than May 31, 2025.

### **3A - Required Actions**

Within 90 days of the receipt of the Federated States of Micronesia (FSM)'s 2025 determination letter, FSM must provide to OSEP a Web link that demonstrates that it has reported, for FFY 2023, to the public on the statewide assessments of children with disabilities in accordance with 34 C.F.R. § 300.160(f). In addition, OSEP reminds FSM that in the FFY 2024 SPP/APR, FSM must include a Web link that demonstrates compliance with 34 C.F.R. § 300.160(f) for FFY 2024.

## Indicator 3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards)

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

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

- Participation rate for children with IEPs.
- Proficiency rate for children with IEPs against grade level academic achievement standards.
- Proficiency rate for children with IEPs against alternate academic achievement standards.
- Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

#### Data Source

3B. Same data as used for reporting to the Department under Title I of the ESEA, using *EDFacts* file specifications FS175 and 178.

#### Measurement

B. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3B: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the regular assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3B - Indicator Data

### Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 6	2020	x <sup>4</sup>
Reading	B	Grade 8	2020	x <sup>4</sup>
Reading	C	Grade HS	2020	x <sup>4</sup>
Math	A	Grade 4	2020	x <sup>4</sup>
Math	B	Grade 8	2020	x <sup>4</sup>
Math	C	Grade HS	2020	x <sup>4</sup>

### Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 6	20.00%	30.00%	50.00%
Reading	B >=	Grade 8	20.00%	30.00%	50.00%
Reading	C >=	Grade HS	20.00%	30.00%	50.00%
Math	A >=	Grade 4	20.00%	30.00%	50.00%
Math	B >=	Grade 8	20.00%	30.00%	50.00%
Math	C >=	Grade HS	20.00%	30.00%	50.00%

### Targets: Description of Stakeholder Input

As the SEA, NDOE facilitates and solicits broad stakeholder input for FSM's IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) development. The FSM National SPP/APR Leadership team is comprised of representatives from NDOE and the four FSM states' Special Education Advisory Councils and Special Education Programs, including state general education administrators. This leadership team serves as FSM's broad stakeholder group for its SPP/APR development and this meets the minimum requirement of the IDEA State Advisory Panel for Special Education. In addition, the FSM RTI initiative or FSM's Project Literacy Intervention for FSM Leaders of Tomorrow (LIFT), includes other key stakeholders, including FSM NDOE and state level Department of Education specialists, schools administrators, teachers, and parents for the development and implementation of Indicator 17: FSM's State Systemic Improvement Plan (SSIP).

NDOE facilitated public hearing in all four FSM states to present FFY2024 IDEA Part B grant application and other special education program information with parents, service providers, and the wider community. Although no policies and procedures were revised requiring public awareness and

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input, NDOE utilized the public hearing opportunities to discuss changes and new practices or processes related to data collection, state's Local Performance Plan (LPP) and accomplishments and challenges. Input from the audiences were documented and considered by each FSM state and NDOE in the development of this FFY 2023 SPP/APR.

A summary of the public hearings held and related community meetings at the FSM states are as follows:

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3. Pohnpei State: April 17-19, 2024 at three municipalities, Modelehniw, Kitti, and Nett. Total of 227 participants, which include parents, Advisory Council members, NDOE staff, community members, students, school principals, and teachers.
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For the development of FSM's FFY 2023 IDEA Part B SPP/APR, NDOE engaged the FSM National SPP/APR Leadership Team and other key education leaders, as follows:

1. On December 16-20, 2024, the FSM National SPP/APR Leadership Team convened in Pohnpei for the first face-to-face meeting to review and update the FFY 2023 SPP/APR based on the outcomes of the state public hearings and other related meetings held at the state levels to inform the status of implementation of requirements, performance on Local Performance Plans, and priority areas for each FSM state or the nation as a whole. Parents and members of FSM State Advisory Councils were invited and attended the meeting.
2. On January 6-10, 2025, the FSM National SPP/APR Leadership Team convened in Yap for the second and final face-to-face meeting to verify indicator data and provide justification notes on the three indicators with slippages. Technical support and training needs were also discussed and schedule of onsite monitoring and technical supports were finalized.
3. NDOE coordinates with Guam CEDDERS to conduct onsite visits to each of the 4 FSM states to observe and provide training supports to Coaches and teachers implementing Project LIFT in their state. Outcomes of observations and onsite trainings are provided to NDOE to help plan and implement additional professional development for Project LIFT teachers, principals, coaches, including other teachers at the schools.
4. NDOE has been supported by NCSI, IDC, and Guam CEDDERS in the review of DMS 2.0 adapted protocols in preparation for the OSEP onsite monitoring visit in November 2025. This opportunity allows NDOE to identify areas to improve, such as data collection and reporting, fiscal management, procedures and policies improvement, parent engagement, due process and mediation training, and general supervision and monitoring. Ongoing virtual meetings with these partners helped greatly to improve teachers' and parents' engagement in the process to improve learning outcomes of students with disabilities in FSM school communities.

### FFY 2023 Data Disaggregation from EDFacts

#### Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

#### Date:

01/08/2025

#### Reading Assessment Proficiency Data by Grade (1)

Group	Grade 6	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment	63	77	50
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	x <sup>5</sup>	x <sup>5</sup>	x <sup>5</sup>
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	x <sup>5</sup>	x <sup>5</sup>	x <sup>5</sup>

<sup>5</sup> Data suppressed due to small cell size.

**Data Source:**

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

01/08/2025

**Math Assessment Proficiency Data by Grade (1)**

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment	58	77	50
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	x <sup>6</sup>	x <sup>6</sup>	x <sup>6</sup>
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	x <sup>6</sup>	x <sup>6</sup>	x <sup>6</sup>

(1)The term “regular assessment” is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

**FFY 2023 SPP/APR Data: Reading Assessment**

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 6	x <sup>6</sup>	63	x <sup>6</sup>	20.00%	x <sup>6</sup>	Did not meet target	Slippage
B	Grade 8	x <sup>6</sup>	77	x <sup>6</sup>	20.00%	x <sup>6</sup>	Did not meet target	Slippage
C	Grade HS	x <sup>6</sup>	50	x <sup>6</sup>	20.00%	x <sup>6</sup>	Did not meet target	Slippage

**Provide reasons for slippage for Group A, if applicable**

The slippage for Group A could be attributed to the impact of COVID-19 on instructional time for learning, especially in the subject matter of Reading. The instructional time and student performance recovery from school closures in SY 2022-2023 due to the COVID-19 pandemic was still challenging. In SY 2022-2023, one FSM state didn't open schools until December 2022 and other FSM states operated schools at half-day or alternate days or sessions. The limited instructional time during SY 2022-2023 made the catch-up in learning progress difficult in SY 2023-2024, even with full day school sessions beginning in SY 2023-2024. In addition, parents continued to be concerned regarding their children catching COVID, which could have contributed to the absences and missing instruction during SY 2023-2024.

Further, an analysis of students performing at benchmark revealed that the percentage of reading benchmarks met was lower at grade 6 and grade 8 than grade 10, suggesting that standards are slipping instead of improving. The FSM summary of the analysis indicated that students require reading ability to not only engage with texts but also to understand problems and succeed in all subjects. The low reading scores will, if left unaddressed, cause lower performance in all subjects. Some urgent targeted interventions for reading performance are needed starting from home and into elementary school years.

To address school recovery efforts, FSM continues to build awareness about the importance of school attendance and that schools have all the safety precautions in place for preventing the spread of COVID or other respiratory viruses. FSM also is continuing to provide technical assistance and training sessions in the science of Reading and instructional strategies for teachers to improve instruction.

**Provide reasons for slippage for Group B, if applicable**

The slippage for Group B could be attributed to the impact of COVID-19 on instructional time for learning, especially in the subject matter of Reading. The instructional time and student performance recovery from school closures in SY 2022-2023 due to the COVID-19 pandemic was still challenging. In SY 2022-2023, one FSM state didn't open schools until December 2022 and other FSM states operated schools at half-day or alternate days or sessions. The limited instructional time during SY 2022-2023 made the catch-up in learning progress difficult in SY 2023-2024, even with full day school sessions beginning in SY 2023-2024. In addition, parents continued to be concerned regarding their children catching COVID, which could have contributed to the absences and missing instruction during SY 2023-2024.

<sup>6</sup> Data suppressed due to small cell size.

Further, an analysis of students performing at benchmark revealed that the percentage of reading benchmarks met was lower at grade 6 and grade 8 than grade 10, suggesting that standards are slipping instead of improving. The FSM summary of the analysis indicated that students require reading ability to not only engage with texts but also to understand problems and succeed in all subjects. The low reading scores will, if left unaddressed, cause lower performance in all subjects. Some urgent targeted interventions for reading performance are needed starting from home and into elementary school years.

To address school recovery efforts, FSM continues to build awareness about the importance of school attendance and that schools have all the safety precautions in place for preventing the spread of COVID or other respiratory viruses. FSM also is continuing to provide technical assistance and training sessions in the science of Reading and instructional strategies for teachers to improve instruction.

**Provide reasons for slippage for Group C, if applicable**

The slippage for Group C could be attributed to the impact of COVID-19 on instructional time for learning, especially in the subject matter of Reading. The instructional time and student performance recovery from school closures in SY 2022-2023 due to the COVID-19 pandemic was still challenging. In SY 2022-2023, one FSM state didn't open schools until December 2022 and other FSM states operated schools at half-day or alternate days or sessions. The limited instructional time during SY 2022-2023 made the catch-up in learning progress difficult in SY 2023-2024, even with full day school sessions beginning in SY 2023-2024. In addition, parents continued to be concerned regarding their children catching COVID, which could have contributed to the absences and missing instruction during SY 2023-2024.

Further, an analysis of students performing at benchmark revealed that the percentage of reading benchmarks met was lower at grade 6 and grade 8 than grade 10, suggesting that standards are slipping instead of improving. The FSM summary of the analysis indicated that students require reading ability to not only engage with texts but also to understand problems and succeed in all subjects. The low reading scores will, if left unaddressed, cause lower performance in all subjects. Some urgent targeted interventions for reading performance are needed starting from home and into elementary school years.

To address school recovery efforts, FSM continues to build awareness about the importance of school attendance and that schools have all the safety precautions in place for preventing the spread of COVID or other respiratory viruses. FSM also is continuing to provide technical assistance and training sessions in the science of Reading and instructional strategies for teachers to improve instruction.

**FFY 2023 SPP/APR Data: Math Assessment**

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	x <sup>7</sup>	58	x <sup>7</sup>	20.00%	x <sup>7</sup>	Did not meet target	No Slippage
B	Grade 8	x <sup>7</sup>	77	x <sup>7</sup>	20.00%	x <sup>7</sup>	Did not meet target	No Slippage
C	Grade HS	x <sup>7</sup>	50	x <sup>7</sup>	20.00%	x <sup>7</sup>	Did not meet target	No Slippage

**Regulatory Information**

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

**Public Reporting Information**

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

The FSM statewide assessment reports are made available to the public. These reports can be accessed at <https://www.national.doe.fm/assessment/>. The School Year 2023-2024 FSM statewide assessment report is in review and will be posted on this web link no later than May 31, 2025. These annual reports are inclusive of all students, including the disaggregated performance data for students with IEPs, which represents the same frequency and detail of public reporting for all students, consistent with 34 CFR §300.160(f).

**Provide additional information about this indicator (optional)**

**3B - Prior FFY Required Actions**

None

**3B - OSEP Response**

The Federated States of Micronesia (FSM) did not provide a Web link demonstrating that FSM reported publicly on the performance of children with disabilities on statewide assessments with the same frequency and in the same detail as it reports on the assessments of nondisabled children, as required by 34 C.F.R. § 300.160(f). Specifically, FSM has not reported, compared with the achievement of all children, including children with disabilities,

<sup>7</sup> Data suppressed due to small cell size.

the performance results of children with disabilities on regular assessments, at the FSM National, State, or school levels. The failure to publicly report as required under 34 C.F.R. § 300.160(f) is noncompliance.

FSM reported that its School Year 2023-2024 statewide assessment report will be posted no later than May 31, 2025.

### **3B - Required Actions**

Within 90 days of the receipt of FSM's 2025 determination letter, FSM must provide to OSEP a Web link that demonstrates that it has reported, for FFY 2023, to the public, on the statewide assessments of children with disabilities in accordance with 34 C.F.R. § 300.160(f). In addition, OSEP reminds FSM that in the FFY 2024 SPP/APR, FSM must include a Web link that demonstrates compliance with 34 C.F.R. § 300.160(f) for FFY 2024.

## Indicator 3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

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

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

#### Data Source

3C. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS175 and 178.

#### Measurement

C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the alternate assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3C - Indicator Data

### Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 6	2020	x <sup>8</sup>
Reading	B	Grade 8	2020	x <sup>8</sup>
Reading	C	Grade HS	2020	x <sup>8</sup>
Math	A	Grade 4	2020	x <sup>8</sup>
Math	B	Grade 8	2020	x <sup>8</sup>
Math	C	Grade HS	2020	x <sup>8</sup>

### Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 6	20.00%	30.00%	50.00%
Reading	B >=	Grade 8	20.00%	30.00%	50.00%
Reading	C >=	Grade HS	20.00%	30.00%	50.00%
Math	A >=	Grade 4	20.00%	30.00%	50.00%
Math	B >=	Grade 8	20.00%	30.00%	50.00%
Math	C >=	Grade HS	20.00%	30.00%	50.00%

### Targets: Description of Stakeholder Input

As the SEA, NDOE facilitates and solicits broad stakeholder input for FSM's IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) development. The FSM National SPP/APR Leadership team is comprised of representatives from NDOE and the four FSM states' Special Education Advisory Councils and Special Education Programs, including state general education administrators. This leadership team serves as FSM's broad stakeholder group for its SPP/APR development and this meets the minimum requirement of the IDEA State Advisory Panel for Special Education. In addition, the FSM RTI initiative or FSM's Project Literacy Intervention for FSM Leaders of Tomorrow (LIFT), includes other key stakeholders, including FSM NDOE and state level Department of Education specialists, schools administrators, teachers, and parents for the development and implementation of Indicator 17: FSM's State Systemic Improvement Plan (SSIP).

<sup>8</sup> Data suppressed due to small cell size.

NDOE facilitated public hearing in all four FSM states to present FFY2024 IDEA Part B grant application and other special education program information with parents, service providers, and the wider community. Although no policies and procedures were revised requiring public awareness and input, NDOE utilized the public hearing opportunities to discuss changes and new practices or processes related to data collection, state's Local Performance Plan (LPP) and accomplishments and challenges. Input from the audiences were documented and considered by each FSM state and NDOE in the development of this FFY 2023 SPP/APR.

A summary of the public hearings held and related community meetings at the FSM states are as follows:

1. Chuuk State: April 30 & May 2, 2024 on the island of Fefan at Sapore Elementary school and Fanip Elementary school. There were a total of 37 participants with 14 parents and 23 service providers. Chuuk also held three separate meetings with on October 29, 2024 at Pwene Elementary school, November 5, 2024 at Southern Namoneas High school, and November 11, 2024 at Messa Elementary school with parents, teachers, and community member. Total participants from all three meetings is 110. These meetings include sharing of program services, performance data, and discussions of needs and areas for improvement of services.
2. Kosrae State: April 26, 2024 at the Kosrae State Legislature (KSL) at Tofol, Lelu. Participants include 7 state legislators, 1 Kosrae Special Parent Network (KSPN) President, 2 Department of Education administrators, and 1 NDOE staff. After presentation and discussions of the IDEA grant application and related special education services, KSL presented a bill to mandate December 3 as a Kosrae Disability Day holiday. This bill was later passed into law and the first Kosrae Disability Day holiday was observed and celebrated on December 2 & 3, 2024. On December 2nd, Disability Day Fun Walks and awareness activities were held in 3 of the 4 municipalities of Kosrae. The number and age range of participants are as follows: Lelu municipality-total of 290 participated, ranging from 6 months to one 90 year-old; Malem municipality-total of 72 participated, ranging from 1-66 year old; Tafunsak municipality-total of 147 participated, ranging from 5 months to 74 year old. On December 3rd, a formal convening was held at the Tofol (capital of Kosrae) gymnasium with a total of 139 people in attendance. These include the Governor of the state, people and students with disabilities, state senators, teachers, students, education administrators, including infants/toddlers. On April 18, 2024, a Project LIFT training was held at Tafunsak Elementary school for parents and 21 parents attended.
3. Pohnpei State: April 17-19, 2024 at three municipalities, Modelehniw, Kitti, and Nett. Total of 227 participants, which include parents, Advisory Council members, NDOE staff, community members, students, school principals, and teachers.
4. Yap State: April 4, 2024 at Early Childhood Education (ECE) center on the main island of Yap. Total of 41 in attendance, which include 26 parents, 2 IEP students, 4 NDOE staff, 2 Interagency Council members, 2 Yap Department of Health staff, and 5 Yap Special Education staff.

For the development of FSM's FFY 2023 IDEA Part B SPP/APR, NDOE engaged the FSM National SPP/APR Leadership Team and other key education leaders, as follows:

1. On December 16-20, 2024, the FSM National SPP/APR Leadership Team convened in Pohnpei for the first face-to-face meeting to review and update the FFY 2023 SPP/APR based on the outcomes of the state public hearings and other related meetings held at the state levels to inform the status of implementation of requirements, performance on Local Performance Plans, and priority areas for each FSM state or the nation as a whole. Parents and members of FSM State Advisory Councils were invited and attended the meeting.
2. On January 6-10, 2025, the FSM National SPP/APR Leadership Team convened in Yap for the second and final face-to-face meeting to verify indicator data and provide justification notes on the three indicators with slippages. Technical support and training needs were also discussed and schedule of onsite monitoring and technical supports were finalized.
3. NDOE coordinates with Guam CEDDERS to conduct onsite visits to each of the 4 FSM states to observe and provide training supports to Coaches and teachers implementing Project LIFT in their state. Outcomes of observations and onsite trainings are provided to NDOE to help plan and implement additional professional development for Project LIFT teachers, principals, coaches, including other teachers at the schools.
4. NDOE has been supported by NCSI, IDC, and Guam CEDDERS in the review of DMS 2.0 adapted protocols in preparation for the OSEP onsite monitoring visit in November 2025. This opportunity allows NDOE to identify areas to improve, such as data collection and reporting, fiscal management, procedures and policies improvement, parent engagement, due process and mediation training, and general supervision and monitoring. Ongoing virtual meetings with these partners helped greatly to improve teachers' and parents' engagement in the process to improve learning outcomes of students with disabilities in FSM school communities.

**FFY 2023 Data Disaggregation from EDFacts**

**Data Source:**

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

01/08/2025

**Reading Assessment Proficiency Data by Grade**

Group	Grade 6	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	7	x <sup>9</sup>	x <sup>9</sup>
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	x <sup>9</sup>	x <sup>9</sup>	x <sup>9</sup>

**Data Source:**

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

<sup>9</sup> Data suppressed due to small cell size.

**Date:**

01/08/2025

**Math Assessment Proficiency Data by Grade**

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	x <sup>10</sup>	x <sup>10</sup>	x <sup>10</sup>
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	x <sup>10</sup>	x <sup>10</sup>	x <sup>10</sup>

**FFY 2023 SPP/APR Data: Reading Assessment**

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 6	x <sup>10</sup>	7	x <sup>10</sup>	20.00%	x <sup>10</sup>	Did not meet target	No Slippage
B	Grade 8	x <sup>10</sup>	x <sup>10</sup>	x <sup>10</sup>	20.00%	x <sup>10</sup>	Did not meet target	N/A
C	Grade HS	x <sup>10</sup>	x <sup>10</sup>	x <sup>10</sup>	20.00%	x <sup>10</sup>	Did not meet target	No Slippage

**FFY 2023 SPP/APR Data: Math Assessment**

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	x <sup>10</sup>	x <sup>10</sup>	x <sup>10</sup>	20.00%	x <sup>10</sup>	Met target	N/A
B	Grade 8	x <sup>10</sup>	x <sup>10</sup>	x <sup>10</sup>	20.00%	x <sup>10</sup>	Did not meet target	N/A
C	Grade HS	x <sup>10</sup>	x <sup>10</sup>	x <sup>10</sup>	20.00%	x <sup>10</sup>	Did not meet target	No Slippage

**Regulatory Information**

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

**Public Reporting Information**

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

The FSM statewide assessment reports are made available to the public. These reports can be accessed at <https://www.national.doe.fm/assessment/>. The School Year 2023-2024 FSM statewide assessment report is in review and will be posted on this web link no later than May 31, 2025. These annual

<sup>10</sup> Data suppressed due to small cell size.

reports are inclusive of all students, including the disaggregated participation and performance data for students with IEPs taking the NMCT, which represents the same frequency and detail of public reporting for all students, consistent with 34 CFR §300.160(f).

The disaggregated Reading and Math alternate assessment achievement results for students with disabilities in the tested grades in the FSM IDEA SPP/APR (Indicator 3C) at: <https://dss.edu.fm/fsm-part-b-state-annual-performance-report-apr/>.

**Provide additional information about this indicator (optional)**

**3C - Prior FFY Required Actions**

None

**3C - OSEP Response**

**3C - Required Actions**

## Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

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

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

#### Data Source

3D. Same data as used for reporting to the Department under Title I of the ESEA, using *EDFacts* file specifications FS175 and 178.

#### Measurement

D. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2023-2024 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2023-2024 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3D: Gap calculations in this SPP/APR must result in the proficiency rate for children with IEPs were proficient against grade level academic achievement standards for the 2023-2024 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2023-2024 school year. Calculate separately for reading/language arts and math in each of the following grades: 4, 8, and high school, including both children enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3D - Indicator Data

### Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 6	2020	47.32
Reading	B	Grade 8	2020	44.99
Reading	C	Grade HS	2020	55.99
Math	A	Grade 4	2020	40.98
Math	B	Grade 8	2020	38.22
Math	C	Grade HS	2020	26.91

### Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A <=	Grade 6	40.00	30.00	20.00
Reading	B <=	Grade 8	40.00	30.00	20.00
Reading	C <=	Grade HS	45.00	35.00	25.00
Math	A <=	Grade 4	40.00	30.00	20.00
Math	B <=	Grade 8	40.00	30.00	20.00
Math	C <=	Grade HS	45.00	35.00	25.00

### Targets: Description of Stakeholder Input

As the SEA, NDOE facilitates and solicits broad stakeholder input for FSM's IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) development. The FSM National SPP/APR Leadership team is comprised of representatives from NDOE and the four FSM states' Special Education Advisory Councils and Special Education Programs, including state general education administrators. This leadership team serves as FSM's broad stakeholder group for its SPP/APR development and this meets the minimum requirement of the IDEA State Advisory Panel for Special Education. In addition, the FSM RTI initiative or FSM's Project Literacy Intervention for FSM Leaders of Tomorrow (LIFT), includes other key stakeholders, including FSM NDOE and state level Department of Education specialists, schools administrators, teachers, and parents for the development and implementation of Indicator 17: FSM's State Systemic Improvement Plan (SSIP).

NDOE facilitated public hearing in all four FSM states to present FFY2024 IDEA Part B grant application and other special education program

information with parents, service providers, and the wider community. Although no policies and procedures were revised requiring public awareness and input, NDOE utilized the public hearing opportunities to discuss changes and new practices or processes related to data collection, state's Local Performance Plan (LPP) and accomplishments and challenges. Input from the audiences were documented and considered by each FSM state and NDOE in the development of this FFY 2023 SPP/APR.

A summary of the public hearings held and related community meetings at the FSM states are as follows:

1. Chuuk State: April 30 & May 2, 2024 on the island of Fefan at Sapore Elementary school and Fanip Elementary school. There were a total of 37 participants with 14 parents and 23 service providers. Chuuk also held three separate meetings with on October 29, 2024 at Pwene Elementary school, November 5, 2024 at Southern Namoneas High school, and November 11, 2024 at Messa Elementary school with parents, teachers, and community member. Total participants from all three meetings is 110. These meetings include sharing of program services, performance data, and discussions of needs and areas for improvement of services.
2. Kosrae State: April 26, 2024 at the Kosrae State Legislature (KSL) at Tofol, Lelu. Participants include 7 state legislators, 1 Kosrae Special Parent Network (KSPN) President, 2 Department of Education administrators, and 1 NDOE staff. After presentation and discussions of the IDEA grant application and related special education services, KSL presented a bill to mandate December 3 as a Kosrae Disability Day holiday. This bill was later passed into law and the first Kosrae Disability Day holiday was observed and celebrated on December 2 & 3, 2024. On December 2nd, Disability Day Fun Walks and awareness activities were held in 3 of the 4 municipalities of Kosrae. The number and age range of participants are as follows: Lelu municipality-total of 290 participated, ranging from 6 months to one 90 year-old; Malem municipality-total of 72 participated, ranging from 1-66 year old; Tafunsak municipality-total of 147 participated, ranging from 5 months to 74 year old. On December 3rd, a formal convening was held at the Tofol (capital of Kosrae) gymnasium with a total of 139 people in attendance. These include the Governor of the state, people and students with disabilities, state senators, teachers, students, education administrators, including infants/toddlers. On April 18, 2024, a Project LIFT training was held at Tafunsak Elementary school for parents and 21 parents attended.
3. Pohnpei State: April 17-19, 2024 at three municipalities, Modelehniw, Kitti, and Nett. Total of 227 participants, which include parents, Advisory Council members, NDOE staff, community members, students, school principals, and teachers.
4. Yap State: April 4, 2024 at Early Childhood Education (ECE) center on the main island of Yap. Total of 41 in attendance, which include 26 parents, 2 IEP students, 4 NDOE staff, 2 Interagency Council members, 2 Yap Department of Health staff, and 5 Yap Special Education staff.

For the development of FSM's FFY 2023 IDEA Part B SPP/APR, NDOE engaged the FSM National SPP/APR Leadership Team and other key education leaders, as follows:

1. On December 16-20, 2024, the FSM National SPP/APR Leadership Team convened in Pohnpei for the first face-to-face meeting to review and update the FFY 2023 SPP/APR based on the outcomes of the state public hearings and other related meetings held at the state levels to inform the status of implementation of requirements, performance on Local Performance Plans, and priority areas for each FSM state or the nation as a whole. Parents and members of FSM State Advisory Councils were invited and attended the meeting.
2. On January 6-10, 2025, the FSM National SPP/APR Leadership Team convened in Yap for the second and final face-to-face meeting to verify indicator data and provide justification notes on the three indicators with slippages. Technical support and training needs were also discussed and schedule of onsite monitoring and technical supports were finalized.
3. NDOE coordinates with Guam CEDDERS to conduct onsite visits to each of the 4 FSM states to observe and provide training supports to Coaches and teachers implementing Project LIFT in their state. Outcomes of observations and onsite trainings are provided to NDOE to help plan and implement additional professional development for Project LIFT teachers, principals, coaches, including other teachers at the schools.
4. NDOE has been supported by NCSI, IDC, and Guam CEDDERS in the review of DMS 2.0 adapted protocols in preparation for the OSEP onsite monitoring visit in November 2025. This opportunity allows NDOE to identify areas to improve, such as data collection and reporting, fiscal management, procedures and policies improvement, parent engagement, due process and mediation training, and general supervision and monitoring. Ongoing virtual meetings with these partners helped greatly to improve teachers' and parents' engagement in the process to improve learning outcomes of students with disabilities in FSM school communities.

**FFY 2023 Data Disaggregation from EDFacts**

**Data Source:**

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

01/08/2025

**Reading Assessment Proficiency Data by Grade (1)**

Group	Grade 6	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	1,452	1,418	1,043
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	63	77	50
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	x <sup>11</sup>	x <sup>11</sup>	x <sup>11</sup>
d. All students in regular assessment with accommodations scored at or above proficient against grade level	x <sup>11</sup>	x <sup>11</sup>	x <sup>11</sup>

<sup>11</sup> Data suppressed due to small cell size.

e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	x <sup>12</sup>	x <sup>12</sup>	x <sup>12</sup>
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	x <sup>12</sup>	x <sup>12</sup>	x <sup>12</sup>

**Data Source:**

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

01/08/2025

**Math Assessment Proficiency Data by Grade (1)**

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	1,331	1,419	1,046
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	58	77	50
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	x <sup>12</sup>	x <sup>12</sup>	x <sup>12</sup>
d. All students in regular assessment with accommodations scored at or above proficient against grade level	x <sup>12</sup>	x <sup>12</sup>	x <sup>12</sup>
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	x <sup>12</sup>	x <sup>12</sup>	x <sup>12</sup>
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	x <sup>12</sup>	x <sup>12</sup>	x <sup>12</sup>

(1)The term "regular assessment" is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

**FFY 2023 SPP/APR Data: Reading Assessment**

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 6	x <sup>12</sup>	x <sup>12</sup>	6.81	40.00	16.04	Met target	No Slippage
B	Grade 8	x <sup>12</sup>	x <sup>12</sup>	6.34	40.00	9.56	Met target	No Slippage
C	Grade HS	x <sup>12</sup>	x <sup>12</sup>	5.03	45.00	23.39	Met target	No Slippage

**FFY 2023 SPP/APR Data: Math Assessment**

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	x <sup>12</sup>	x <sup>12</sup>	0.98	40.00	-1.63	Met target	No Slippage
B	Grade 8	x <sup>12</sup>	x <sup>12</sup>	2.93	40.00	3.81	Met target	No Slippage

<sup>12</sup> Data suppressed due to small cell size.

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
C	Grade HS	x <sup>13</sup>	x <sup>13</sup>	0.25	45.00	0.86	Met target	No Slippage

Provide additional information about this indicator (optional)

**3D - Prior FFY Required Actions**

None

**3D - OSEP Response**

**3D - Required Actions**

<sup>13</sup> Data suppressed due to small cell size.

## Indicator 4A: Suspension/Expulsion

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results Indicator:** Rates of suspension and expulsion:

- A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, 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, as defined by the State, 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))

#### Data Source

State discipline data, including State's analysis of State's Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

#### Measurement

Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable))] times 100.

Include State's definition of "significant discrepancy."

#### Instructions

If the State has established a minimum n and/or cell size requirement, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

The State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy. The State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period. If so, the State must provide an explanation why the minimum n and/or cell size was changed.

The State may only include, in both the numerator and the denominator, LEAs that met that State established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State's examination must include one of the following comparisons:

- Option 1: The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- Option 2: The rates of suspensions and expulsions for children with IEPs to rates of suspensions and expulsions for nondisabled children within the LEAs.

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

If, under Option 1, the State uses a State-level long-term suspension and expulsion rate for children with disabilities to compare to LEA-level long-term suspension and expulsion rates for the purpose of determining whether an LEA has a significant discrepancy, the State must provide the State-level long-term suspension and expulsion rate used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose long-term suspension/expulsion rate exceeds 2 percentage points above the State-level rate of 0.7%, the State must provide OSEP with the State-level rate of 0.7%).

If, under Option 2, the State uses a rate difference to compare the rates of long-term suspensions and expulsions for children with IEPs to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate difference used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose rate of long-term suspensions and expulsions for children with IEPs is 4 percentage points above the long-term suspension/expulsion rate for nondisabled children, the State must provide OSEP with the rate difference of 4 percentage points). Similarly, if, under Option 2, the State uses a rate ratio to compare the rates of long-term suspensions and expulsions for children with IEPs to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate ratio used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose ratio of its long-term suspensions and expulsions rate for children with IEPs to long-term suspensions and expulsions rate for nondisabled children is greater than 3.0, the State must provide OSEP with the rate ratio of 3.0).

Because the Measurement Table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2022-2023 school year, those 100 LEAs would have reported section 618 data in 2022-2023 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2023-2024, suspension/expulsion data from those 15 new LEAs would not be in the 2022-2023 section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2023 SPP/APR submission, States must use the number of LEAs reported in 2022-2023 (which can be found in the FFY 2022 SPP/APR introduction).

Indicator 4A: Provide the actual numbers used in the calculation (based upon LEAs that met the minimum n and/or cell size requirement, if applicable). If significant discrepancies occurred, describe how the State educational agency reviewed and, if appropriate, revised (or required the affected local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, procedures, and practices comply with applicable requirements.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 23-01, dated July.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## 4A - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2005	0.00%

FFY	2018	2019	2020	2021	2022
Target <=	0.00%	0.00%	0.00%	0.00%	0.00%
Data	0.00%	0.00%	0.00%	0.00%	0.00%

### Targets

FFY	2023	2024	2025
Target <=	0.00%	0.00%	0.00%

### Targets: Description of Stakeholder Input

As the SEA, NDOE facilitates and solicits broad stakeholder input for FSM's IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) development. The FSM National SPP/APR Leadership team is comprised of representatives from NDOE and the four FSM states' Special Education Advisory Councils and Special Education Programs, including state general education administrators. This leadership team serves as FSM's broad stakeholder group for its SPP/APR development and this meets the minimum requirement of the IDEA State Advisory Panel for Special Education. In addition, the FSM RTI initiative or FSM's Project Literacy Intervention for FSM Leaders of Tomorrow (LIFT), includes other key stakeholders, including FSM NDOE and state level Department of Education specialists, schools administrators, teachers, and parents for the development and implementation of Indicator 17: FSM's State Systemic Improvement Plan (SSIP).

NDOE facilitated public hearing in all four FSM states to present FFY2024 IDEA Part B grant application and other special education program information with parents, service providers, and the wider community. Although no policies and procedures were revised requiring public awareness and input, NDOE utilized the public hearing opportunities to discuss changes and new practices or processes related to data collection, state's Local Performance Plan (LPP) and accomplishments and challenges. Input from the audiences were documented and considered by each FSM state and NDOE in the development of this FFY 2023 SPP/APR.

A summary of the public hearings held and related community meetings at the FSM states are as follows:

1. Chuuk State: April 30 & May 2, 2024 on the island of Fefan at Sapore Elementary school and Fanip Elementary school. There were a total of 37 participants with 14 parents and 23 service providers. Chuuk also held three separate meetings with on October 29, 2024 at Pwene Elementary school, November 5, 2024 at Southern Namoneas High school, and November 11, 2024 at Messa Elementary school with parents, teachers, and community member. Total participants from all three meetings is 110. These meetings include sharing of program services, performance data, and discussions of needs and areas for improvement of services.
2. Kosrae State: April 26, 2024 at the Kosrae State Legislature (KSL) at Tofol, Lelu. Participants include 7 state legislators, 1 Kosrae Special Parent Network (KSPN) President, 2 Department of Education administrators, and 1 NDOE staff. After presentation and discussions of the IDEA grant application and related special education services, KSL presented a bill to mandate December 3 as a Kosrae Disability Day holiday. This bill was later passed into law and the first Kosrae Disability Day holiday was observed and celebrated on December 2 & 3, 2024. On December 2nd, Disability Day Fun Walks and awareness activities were held in 3 of the 4 municipalities of Kosrae. The number and age range of participants are as follows: Lelu municipality-total of 290 participated, ranging from 6 months to one 90 year-old; Malem municipality-total of 72 participated, ranging from 1-66 year old; Tafunsak municipality-total of 147 participated, ranging from 5 months to 74 year old. On December 3rd, a formal convening was held at the Tofol (capital of Kosrae) gymnasium with a total of 139 people in attendance. These include the Governor of the state, people and students with disabilities, state senators, teachers, students, education administrators, including infants/toddlers. On April 18, 2024, a Project LIFT training was held at Tafunsak Elementary school for parents and 21 parents attended.
3. Pohnpei State: April 17-19, 2024 at three municipalities, Modelehnmw, Kitti, and Nett. Total of 227 participants, which include parents, Advisory Council members, NDOE staff, community members, students, school principals, and teachers.
4. Yap State: April 4, 2024 at Early Childhood Education (ECE) center on the main island of Yap. Total of 41 in attendance, which include 26 parents, 2 IEP students, 4 NDOE staff, 2 Interagency Council members, 2 Yap Department of Health staff, and 5 Yap Special Education staff.

For the development of FSM's FFY 2023 IDEA Part B SPP/APR, NDOE engaged the FSM National SPP/APR Leadership Team and other key education leaders, as follows:

1. On December 16-20, 2024, the FSM National SPP/APR Leadership Team convened in Pohnpei for the first face-to-face meeting to review and update the FFY 2023 SPP/APR based on the outcomes of the state public hearings and other related meetings held at the state levels to inform the status of implementation of requirements, performance on Local Performance Plans, and priority areas for each FSM state or the nation as a whole. Parents and members of FSM State Advisory Councils were invited and attended the meeting.

2. On January 6-10, 2025, the FSM National SPP/APR Leadership Team convened in Yap for the second and final face-to-face meeting to verify indicator data and provide justification notes on the three indicators with slippages. Technical support and training needs were also discussed and schedule of onsite monitoring and technical supports were finalized.

3. NDOE coordinates with Guam CEDDERS to conduct onsite visits to each of the 4 FSM states to observe and provide training supports to Coaches and teachers implementing Project LIFT in their state. Outcomes of observations and onsite trainings are provided to NDOE to help plan and implement additional professional development for Project LIFT teachers, principals, coaches, including other teachers at the schools.

4. NDOE has been supported by NCSI, IDC, and Guam CEDDERS in the review of DMS 2.0 adapted protocols in preparation for the OSEP onsite monitoring visit in November 2025. This opportunity allows NDOE to identify areas to improve, such as data collection and reporting, fiscal management, procedures and policies improvement, parent engagement, due process and mediation training, and general supervision and monitoring. Ongoing virtual meetings with these partners helped greatly to improve teachers' and parents' engagement in the process to improve learning outcomes of students with disabilities in FSM school communities.

**FFY 2023 SPP/APR Data**

**Has the state established a minimum n/cell-size requirement? (yes/no)**

NO

Number of LEAs that have a significant discrepancy	Number of LEAs in the State	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
0	1	0.00%	0.00%	0.00%	Met target	No Slippage

**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

**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 where FSM NDOE, which is the State Education Agency (SEA) administer, supervise, and monitor the implementation of the requirements of the Individuals with Disabilities Education Act (IDEA) of the four FSM island states as local education agencies. 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. 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 FSM states; while still reporting FSM as a unitary system - one district.

FSM's definition of "significant discrepancy" is a 2% difference between the four island states. This is calculated by determining each FSM state's rate and then analyzing the rates to determine if any FSM state's rate is 2% more than the lowest state 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.

Following the one-year lag data for FFY 2023, in 2022-2023, FSM did not report any long-term suspension/expulsion greater than 10 days in its 618 Discipline data report.

**Provide additional information about this indicator (optional)**

**Review of Policies, Procedures, and Practices (completed in FFY 2023 using 2022-2023 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.**

FSM continue to report no FSM state with significant discrepancy compared to the other FSM states. If significant discrepancy is determined, FSM will review its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, for consistency with the IDEA requirements. FSM reported no students with disabilities suspended/expelled for greater than 10 days in the FFY 2022 SPP/APR, thus no further review and actions were taken.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

**Correction of Findings of Noncompliance Identified in FFY 2022**

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

**Correction of Findings of Noncompliance Identified Prior to FFY 2022**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**4A - Prior FFY Required Actions**

None

**4A - OSEP Response**

**4A - Required Actions**

## Indicator 4B: Suspension/Expulsion

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Compliance Indicator:** Rates of suspension and expulsion:

- A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, 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, as defined by the State, 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))

#### Data Source

State discipline data, including State's analysis of State's Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

#### Measurement

Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State's definition of "significant discrepancy."

#### Instructions

If the State has established a minimum n and/or cell size requirement, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, by race and ethnicity, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA, by race and ethnicity).

The State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy, by race and ethnicity. The State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period. If so, the State must provide an explanation why the minimum n and/or cell size was changed.

The State may only include, in both the numerator and the denominator, LEAs that met that State established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State's examination must include one of the following comparisons:

- Option 1: The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- Option 2: The rates of suspensions and expulsions for children with IEPs to the rates of suspensions and expulsions for nondisabled children within the LEAs

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

If, under Option 1, the State uses a State-level long-term suspension and expulsion rate for children with disabilities to compare to LEA-level long-term suspension and expulsion rates for the purpose of determining whether an LEA has a significant discrepancy, by race and ethnicity, the State must provide the State-level long-term suspension and expulsion rate used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose long-term suspension/expulsion rate exceeds 2 percentage points above the State-level rate of 0.7%, the State must provide OSEP with the State-level rate of 0.7%).

If, under Option 2, the State uses a rate difference to compare the rates of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate difference used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose rate of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, is 4 percentage points above the long-term suspension/expulsion rate for nondisabled children, the State must provide OSEP with the rate difference of 4 percentage points). Similarly, if, under Option 2, the State uses a rate ratio to compare the rates of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate ratio used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose ratio of its long-term suspensions and expulsions rate for children with IEPs, by race and ethnicity, to long-term suspensions and expulsions rate for nondisabled children is greater than 3.0, the State must provide OSEP with the rate ratio of 3.0).

Because the Measurement Table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2022-2023 school year, those 100 LEAs would have reported section 618 data in 2022-2023 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2023-2024, suspension/expulsion data from those 15 new LEAs would not be in the 2022-2023 section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2022 SPP/APR submission, States must use the number of LEAs reported in 2022-2023 (which can be found in the FFY 2022 SPP/APR introduction).

Indicator 4B: Provide the following: (a) the number of LEAs that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of long-term suspensions and expulsions (more than 10 days during the school year) for children with IEPs; and (b) the number of those LEAs in which policies, procedures or practices contribute to the significant discrepancy, as defined by the State, 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.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 23-01, dated July.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Targets must be 0% for 4B.

## **4B - Indicator Data**

### **Not Applicable**

**Select yes if this indicator is not applicable.**

YES

**Provide an explanation of why it is not applicable below:**

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

## **4B - Prior FFY Required Actions**

None

## **4B - OSEP Response**

OSEP notes that this indicator is not applicable to the Federated States of Micronesia (FSM).

## **4B- Required Actions**

## Indicator 5: Education Environments (children 5 (Kindergarten) - 21)

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of children with IEPs aged 5 who are enrolled in kindergarten and 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))

#### Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED*Facts* file specification FS002.

#### Measurement

- A. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)]times 100.

#### Instructions

*Sampling from the State's 618 data is not allowed.*

States must report five-year-old children with disabilities who are enrolled in kindergarten in this indicator. Five-year-old children with disabilities who are enrolled in preschool programs are included in Indicator 6.

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA, explain.

## 5 - Indicator Data

### Historical Data

Part	Baseline	FFY	2018	2019	2020	2021	2022
A	2020	Target >=	93.50%	93.50%	92.22%	85.00%	85.00%
A	92.22%	Data	94.20%	91.87%	92.22%	91.90%	92.66%
B	2020	Target <=	0.00%	0.00%	x <sup>14</sup>	0.12%	0.12%
B	x <sup>14</sup>	Data	0.24%	0.25%	x <sup>14</sup>	0.43%	x <sup>14</sup>
C	2020	Target <=	3.00%	3.00%	x <sup>14</sup>	4.50%	4.20%
C	x <sup>14</sup>	Data	5.03%	5.11%	x <sup>14</sup>	5.24%	x <sup>14</sup>

### Targets

FFY	2023	2024	2025
Target A >=	85.00%	90.00%	92.75%
Target B <=	0.11%	0.11%	0.10%
Target C <=	3.90%	3.60%	3.30%

### Targets: Description of Stakeholder Input

As the SEA, NDOE facilitates and solicits broad stakeholder input for FSM's IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) development. The FSM National SPP/APR Leadership team is comprised of representatives from NDOE and the four FSM states' Special Education Advisory Councils and Special Education Programs, including state general education administrators. This leadership team serves as FSM's broad stakeholder group for its SPP/APR development and this meets the minimum requirement of the IDEA State Advisory Panel for Special Education. In addition, the FSM RTI initiative or FSM's Project Literacy Intervention for FSM Leaders of Tomorrow (LIFT), includes other key stakeholders, including FSM NDOE and state level Department of Education specialists, schools administrators, teachers, and parents for the development and implementation of Indicator 17: FSM's State Systemic Improvement Plan (SSIP).

NDOE facilitated public hearing in all four FSM states to present FFY2024 IDEA Part B grant application and other special education program information with parents, service providers, and the wider community. Although no policies and procedures were revised requiring public awareness and input, NDOE utilized the public hearing opportunities to discuss changes and new practices or processes related to data collection, state's Local Performance Plan (LPP) and accomplishments and challenges. Input from the audiences were documented and considered by each FSM state and NDOE in the development of this FFY 2023 SPP/APR.

<sup>14</sup> Data suppressed due to small cell size.

A summary of the public hearings held and related community meetings at the FSM states are as follows:

1. Chuuk State: April 30 & May 2, 2024 on the island of Fefan at Sapore Elementary school and Fanip Elementary school. There were a total of 37 participants with 14 parents and 23 service providers. Chuuk also held three separate meetings with on October 29, 2024 at Pwene Elementary school, November 5, 2024 at Southern Namoneas High school, and November 11, 2024 at Messa Elementary school with parents, teachers, and community member. Total participants from all three meetings is 110. These meetings include sharing of program services, performance data, and discussions of needs and areas for improvement of services.
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3. Pohnpei State: April 17-19, 2024 at three municipalities, Modelehniw, Kitti, and Nett. Total of 227 participants, which include parents, Advisory Council members, NDOE staff, community members, students, school principals, and teachers.
4. Yap State: April 4, 2024 at Early Childhood Education (ECE) center on the main island of Yap. Total of 41 in attendance, which include 26 parents, 2 IEP students, 4 NDOE staff, 2 Interagency Council members, 2 Yap Department of Health staff, and 5 Yap Special Education staff.

For the development of FSM's FFY 2023 IDEA Part B SPP/APR, NDOE engaged the FSM National SPP/APR Leadership Team and other key education leaders, as follows:

1. On December 16-20, 2024, the FSM National SPP/APR Leadership Team convened in Pohnpei for the first face-to-face meeting to review and update the FFY 2023 SPP/APR based on the outcomes of the state public hearings and other related meetings held at the state levels to inform the status of implementation of requirements, performance on Local Performance Plans, and priority areas for each FSM state or the nation as a whole. Parents and members of FSM State Advisory Councils were invited and attended the meeting.
2. On January 6-10, 2025, the FSM National SPP/APR Leadership Team convened in Yap for the second and final face-to-face meeting to verify indicator data and provide justification notes on the three indicators with slippages. Technical support and training needs were also discussed and schedule of onsite monitoring and technical supports were finalized.
3. NDOE coordinates with Guam CEDDERS to conduct onsite visits to each of the 4 FSM states to observe and provide training supports to Coaches and teachers implementing Project LIFT in their state. Outcomes of observations and onsite trainings are provided to NDOE to help plan and implement additional professional development for Project LIFT teachers, principals, coaches, including other teachers at the schools.
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#### Prepopulated Data

Source	Date	Description	Data
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	Total number of children with IEPs aged 5 (kindergarten) through 21	1,597
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day	1,487
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day	6
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c1. Number of children with IEPs aged 5 (kindergarten) through 21 in separate schools	15
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c2. Number of children with IEPs aged 5 (kindergarten) through 21 in residential facilities	0
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c3. Number of children with IEPs aged 5 (kindergarten) through 21 in homebound/hospital placements	59

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

**FFY 2023 SPP/APR Data**

Education Environments	Number of children with IEPs aged 5 (kindergarten) through 21 served	Total number of children with IEPs aged 5 (kindergarten) through 21	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day	1,487	1,597	92.66%	85.00%	93.11%	Met target	No Slippage
B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day	6	1,597	x <sup>15</sup>	0.11%	0.38%	Did not meet target	No Slippage
C. Number of children with IEPs aged 5 (kindergarten) through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	74	1,597	x <sup>15</sup>	3.90%	4.63%	Did not meet target	No Slippage

Provide additional information about this indicator (optional)

**5 - Prior FFY Required Actions**

None

**5 - OSEP Response**

**5 - Required Actions**

<sup>15</sup> Data suppressed due to small cell size.

## Indicator 6: Preschool Environments

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program 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.
- C. Receiving special education and related services in the home.

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

#### Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED Facts file specification FS089.

#### Measurement

- A. Percent =  $[(\# \text{ of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program}) \div (\text{total } \# \text{ of children ages 3, 4, and 5 with IEPs})] \times 100$ .
- B. Percent =  $[(\# \text{ of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school, or residential facility}) \div (\text{total } \# \text{ of children ages 3, 4, and 5 with IEPs})] \times 100$ .
- C. Percent =  $[(\# \text{ of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home}) \div (\text{total } \# \text{ of children ages 3, 4, and 5 with IEPs})] \times 100$ .

#### Instructions

*Sampling from the State's 618 data is not allowed.*

States must report five-year-old children with disabilities who are enrolled in preschool programs in this indicator. Five-year-old children with disabilities who are enrolled in kindergarten are included in Indicator 5.

States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age.

For Indicator 6C: States are not required to establish a baseline or targets if the number of children receiving special education and related services in the home is less than 10, regardless of whether the State chooses to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age. In a reporting period during which the number of children receiving special education and related services in the home reaches 10 or greater, States are required to develop baseline and targets and report on them in the corresponding SPP/APR.

For Indicator 6C: States may express their targets in a range (e.g., 75-85%).

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State's data reported under IDEA section 618, explain.

## 6 - Indicator Data

### Not Applicable

Select yes if this indicator is not applicable.

NO

### Historical Data (Inclusive) – 6A, 6B, 6C

Part	FFY	2018	2019	2020	2021	2022
A	Target >=	90.00%	90.00%	44.00%	46.00%	48.00%
A	Data	81.94%	84.73%	44.00%	57.14%	50.00%
B	Target <=	0.60%	0.60%	0.00%	0.00%	0.00%
B	Data	0.00%	0.00%	0.00%	0.00%	0.00%
C	Target <=			56.00%	54.00%	52.00%
C	Data			56.00%	42.86%	50.00%

### Targets: Description of Stakeholder Input

As the SEA, NDOE facilitates and solicits broad stakeholder input for FSM's IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) development. The FSM National SPP/APR Leadership team is comprised of representatives from NDOE and the four FSM states' Special Education Advisory Councils and Special Education Programs, including state general education administrators. This leadership team serves as FSM's broad stakeholder group for its SPP/APR development and this meets the minimum requirement of the IDEA State Advisory Panel for Special Education. In addition, the FSM RTI initiative or FSM's Project Literacy Intervention for FSM Leaders of Tomorrow (LIFT), includes other key stakeholders, including FSM NDOE and state level Department of Education specialists, schools administrators, teachers, and parents for the development and implementation of Indicator 17: FSM's State Systemic Improvement Plan (SSIP).

NDOE facilitated public hearing in all four FSM states to present FFY2024 IDEA Part B grant application and other special education program information with parents, service providers, and the wider community. Although no policies and procedures were revised requiring public awareness and input, NDOE utilized the public hearing opportunities to discuss changes and new practices or processes related to data collection, state's Local

Performance Plan (LPP) and accomplishments and challenges. Input from the audiences were documented and considered by each FSM state and NDOE in the development of this FFY 2023 SPP/APR.

A summary of the public hearings held and related community meetings at the FSM states are as follows:

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## Targets

Please select if the State wants to set baselines and targets based on individual age ranges (i.e., separate baseline and targets for each age), or inclusive of all children ages 3, 4, and 5.

Inclusive Targets

Please select if the State wants to use target ranges for 6C.

Target Range not used

### Baselines for Inclusive Targets option (A, B, C)

Part	Baseline Year	Baseline Data
A	2020	44.00%
B	2020	0.00%
C	2020	56.00%

### Inclusive Targets – 6A, 6B

FFY	2023	2024	2025
Target A >=	50.00%	52.00%	54.00%
Target B <=	0.00%	0.00%	0.00%

**Inclusive Targets – 6C**

FFY	2023	2024	2025
Target C <=	50.00%	48.00%	46.00%

**Prepopulated Data**

**Data Source:**

SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)

**Date:**

07/31/2024

Description	3	4	5	3 through 5 - Total
Total number of children with IEPs	x <sup>16</sup>	17	x <sup>16</sup>	25
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	x <sup>16</sup>	12	x <sup>16</sup>	12
b1. Number of children attending separate special education class	x <sup>16</sup>	0	x <sup>16</sup>	0
b2. Number of children attending separate school	x <sup>16</sup>	0	x <sup>16</sup>	0
b3. Number of children attending residential facility	x <sup>16</sup>	0	x <sup>16</sup>	0
c1. Number of children receiving special education and related services in the home	x <sup>16</sup>	5	x <sup>16</sup>	12

Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.

NO

**FFY 2023 SPP/APR Data - Aged 3 through 5**

Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	12	25	50.00%	50.00%	48.00%	Did not meet target	Slippage
B. Separate special education class, separate school, or residential facility	0	25	0.00%	0.00%	0.00%	Met target	No Slippage
C. Home	12	25	50.00%	50.00%	48.00%	Met target	No Slippage

**Provide reasons for slippage for Group A aged 3 through 5, if applicable**

FSM did not meet its FFY 2023 target of 50% by 2% with a performance of 48% (12/25) and reported slippage by just 2% from an FFY 2022 performance of 50% (13/26) to 48% (12/25) in FFY 2023. By numbers, the slippage represented one less preschooler with an IEP in both the numerator and denominator compared to previous year’s data.

The reason for the slippage could be attributed to the enrollment limitations of the ECE program in the FSM. As communicated by each FSM state stakeholder group, the ECE program, which serves as the regular early childhood program, prioritizes enrolling children aged 5 into the program. For preschoolers with a disability ages 3 and 4, the home setting continues to serve as the natural environment as many other 3-and 4-year-olds remain at home. In reviewing the data for 6C, the home setting, there were 11 (eleven) 3-and 4-year-old children and one 5-year-old child. The FSM state where the one 5-year-old preschooler was receiving home services reported that the family missed the ECE enrollment deadline for that year but is now in the ECE program.

<sup>16</sup> Data suppressed due to small cell size.

To address the need for more preschool opportunities to be available for all FSM children ages 3-5, through the newly signed Compact, FSM is prioritizing reinstating the Head Start Program for children ages 3- and 4-year-old and maintaining the ECE program for children 5-year-old.

**Provide additional information about this indicator (optional)**

**6 - Prior FFY Required Actions**

None

**6 - OSEP Response**

**6 - Required Actions**

## Indicator 7: Preschool Outcomes

### Instructions and Measurement

**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))

#### Data Source

State selected data source.

#### Measurement

Outcomes:

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

Progress categories for A, B and C:

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

#### Summary Statements for Each of the Three Outcomes:

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

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

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

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

#### Instructions

Sampling of **children for assessment** is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) on page 3 for additional instructions on sampling.)

In the measurement 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.

Describe the results of the calculations and compare the results to the targets. States will use the progress categories for each of the three Outcomes to calculate and report the two Summary Statements. States have provided targets for the two Summary Statements for the three Outcomes (six numbers for targets for each FFY).

Report progress data and calculate Summary Statements to compare against the six targets. Provide the actual numbers and percentages for the five reporting categories for each of the three Outcomes.

In presenting results, provide the criteria for defining "comparable to same-aged peers." If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS), then the criteria for defining "comparable to same-aged peers" has been defined as a child who has been assigned a score of 6 or 7 on the COS.

In addition, list the instruments and procedures used to gather data for this indicator, including if the State is using the ECO COS.

## 7 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

#### Historical Data

Part	Baseline	FFY	2018	2019	2020	2021	2022
A1	2008	Target >=	85.00%	87.00%	80.00%	80.00%	85.00%
A1	79.50%	Data	96.55%	100.00%	95.35%	100.00%	100.00%

A2	2008	Target >=	71.00%	71.00%	65.00%	67.00%	69.00%
A2	65.00%	Data	59.38%	84.85%	75.00%	85.37%	67.74%
B1	2008	Target >=	80.25%	90.00%	80.00%	80.00%	85.00%
B1	80.00%	Data	96.88%	98.33%	97.83%	100.00%	100.00%
B2	2008	Target >=	65.25%	65.25%	65.00%	67.00%	69.00%
B2	65.00%	Data	50.00%	75.76%	72.92%	70.73%	61.29%
C1	2008	Target >=	87.25%	90.00%	80.00%	80.00%	85.00%
C1	87.00%	Data	100.00%	98.41%	97.78%	100.00%	100.00%
C2	2008	Target >=	75.00%	75.00%	65.00%	67.00%	69.00%
C2	68.30%	Data	59.38%	80.30%	72.92%	75.61%	54.84%

### Targets

FFY	2023	2024	2025
Target A1 >=	85.00%	87.00%	87.00%
Target A2 >=	71.00%	73.00%	75.00%
Target B1 >=	85.00%	87.00%	87.00%
Target B2 >=	71.00%	73.00%	75.00%
Target C1 >=	85.00%	87.00%	88.00%
Target C2 >=	71.00%	73.00%	75.00%

### Targets: Description of Stakeholder Input

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2. On January 6-10, 2025, the FSM National SPP/APR Leadership Team convened in Yap for the second and final face-to-face meeting to verify indicator data and provide justification notes on the three indicators with slippages. Technical support and training needs were also discussed and schedule of onsite monitoring and technical supports were finalized.

3. NDOE coordinates with Guam CEDDERS to conduct onsite visits to each of the 4 FSM states to observe and provide training supports to Coaches and teachers implementing Project LIFT in their state. Outcomes of observations and onsite trainings are provided to NDOE to help plan and implement additional professional development for Project LIFT teachers, principals, coaches, including other teachers at the schools.

4. NDOE has been supported by NCSI, IDC, and Guam CEDDERS in the review of DMS 2.0 adapted protocols in preparation for the OSEP onsite monitoring visit in November 2025. This opportunity allows NDOE to identify areas to improve, such as data collection and reporting, fiscal management, procedures and policies improvement, parent engagement, due process and mediation training, and general supervision and monitoring. Ongoing virtual meetings with these partners helped greatly to improve teachers' and parents' engagement in the process to improve learning outcomes of students with disabilities in FSM school communities.

**FFY 2023 SPP/APR Data**

**Number of preschool children aged 3 through 5 with IEPs assessed**

42

**Outcome A: Positive social-emotional skills (including social relationships)**

Outcome A Progress Category	Number of children	Percentage of Children
a. Preschool children who did not improve functioning	0	0.00%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2	4.76%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	9	21.43%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	30	71.43%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1	2.38%

Outcome A	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Calculation: $(c+d)/(a+b+c+d)$	39	41	100.00%	85.00%	95.12%	Met target	No Slippage
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. Calculation: $(d+e)/(a+b+c+d+e)$	31	42	67.74%	71.00%	73.81%	Met target	No Slippage

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

Outcome B Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	0	0.00%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2	4.76%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	10	23.81%

Outcome B Progress Category	Number of Children	Percentage of Children
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	30	71.43%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	0	0.00%

Outcome B	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(c+d)/(a+b+c+d)$	40	42	100.00%	85.00%	95.24%	Met target	No Slippage
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. <i>Calculation:</i> $(d+e)/(a+b+c+d+e)$	30	42	61.29%	71.00%	71.43%	Met target	No Slippage

**Outcome C: Use of appropriate behaviors to meet their needs**

Outcome C Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	0	0.00%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2	4.76%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	8	19.05%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	30	71.43%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	2	4.76%

Outcome C	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(c+d)/(a+b+c+d)$	38	40	100.00%	85.00%	95.00%	Met target	No Slippage
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. <i>Calculation:</i> $(d+e)/(a+b+c+d+e)$	32	42	54.84%	71.00%	76.19%	Met target	No Slippage

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/no)

YES

Sampling Question	Yes / No
Was sampling used?	NO

**Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? (yes/no)**

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 with assistance of the FSM NDOE Division of Special Services 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.

**Provide additional information about this indicator (optional)**

### **7 - Prior FFY Required Actions**

None

### **7 - OSEP Response**

### **7 - Required Actions**

## Indicator 8: Parent involvement

### Instructions and Measurement

**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))

#### Data Source

State selected data source.

#### Measurement

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

#### Instructions

*Sampling of parents from whom response is requested is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) on page 3 for additional instructions on sampling.)*

Describe the results of the calculations and compare the results to the target.

Provide the actual numbers used in the calculation.

If the State is using a separate data collection methodology for preschool children, the State must provide separate baseline data, targets, and actual target data or discuss the procedures used to combine data from school age and preschool data collection methodologies in a manner that is valid and reliable.

While a survey is not required for this indicator, a State using a survey must submit a copy of any new or revised survey with its SPP/APR.

Report the number of parents to whom the surveys were distributed and the number of respondent parents. The survey response rate is automatically calculated using the submitted data.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2023 SPP/APR, compare the FFY 2023 response rate to the FFY 2022 response rate) and describe strategies that will be implemented which are expected to increase the response rate, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross-section of parents of children with disabilities.

Include in the State's analysis the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must consider race/ethnicity. In addition, the State's analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

If the analysis shows that the demographics of the children for whom parents responding are not representative of the demographics of children receiving special education services in the State, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State distributed the survey to parents (e.g., by mail, by e-mail, on-line, by telephone, in-person through school personnel), and how responses were collected.

States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data.

### 8 - Indicator Data

Question	Yes / No
Do you use a separate data collection methodology for preschool children?	NO

#### Targets: Description of Stakeholder Input

As the SEA, NDOE facilitates and solicits broad stakeholder input for FSM's IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) development. The FSM National SPP/APR Leadership team is comprised of representatives from NDOE and the four FSM states' Special Education Advisory Councils and Special Education Programs, including state general education administrators. This leadership team serves as FSM's broad stakeholder group for its SPP/APR development and this meets the minimum requirement of the IDEA State Advisory Panel for Special Education. In addition, the FSM RTI initiative or FSM's Project Literacy Intervention for FSM Leaders of Tomorrow (LIFT), includes other key stakeholders, including FSM NDOE and state level Department of Education specialists, schools administrators, teachers, and parents for the development and implementation of Indicator 17: FSM's State Systemic Improvement Plan (SSIP).

NDOE facilitated public hearing in all four FSM states to present FFY2024 IDEA Part B grant application and other special education program information with parents, service providers, and the wider community. Although no policies and procedures were revised requiring public awareness and input, NDOE utilized the public hearing opportunities to discuss changes and new practices or processes related to data collection, state's Local Performance Plan (LPP) and accomplishments and challenges. Input from the audiences were documented and considered by each FSM state and NDOE in the development of this FFY 2023 SPP/APR.

A summary of the public hearings held and related community meetings at the FSM states are as follows:

1. Chuuk State: April 30 & May 2, 2024 on the island of Fefan at Sapore Elementary school and Fanip Elementary school. There were a total of 37 participants with 14 parents and 23 service providers. Chuuk also held three separate meetings with on October 29, 2024 at Pwene Elementary school, November 5, 2024 at Southern Namoneas High school, and November 11, 2024 at Messa Elementary school with parents, teachers, and community member. Total participants from all three meetings is 110. These meetings include sharing of program services, performance data, and discussions of needs and areas for improvement of services.
2. Kosrae State: April 26, 2024 at the Kosrae State Legislature (KSL) at Tofol, Lelu. Participants include 7 state legislators, 1 Kosrae Special Parent Network (KSPN) President, 2 Department of Education administrators, and 1 NDOE staff. After presentation and discussions of the IDEA grant application and related special education services, KSL presented a bill to mandate December 3 as a Kosrae Disability Day holiday. This bill was later passed into law and the first Kosrae Disability Day holiday was observed and celebrated on December 2 & 3, 2024. On December 2nd, Disability Day

Fun Walks and awareness activities were held in 3 of the 4 municipalities of Kosrae. The number and age range of participants are as follows: Lelu municipality-total of 290 participated, ranging from 6 months to one 90 year-old; Malem municipality-total of 72 participated, ranging from 1-66 year old; Tafunsak municipality-total of 147 participated, ranging from 5 months to 74 year old. On December 3rd, a formal convening was held at the Tofol (capital of Kosrae) gymnasium with a total of 139 people in attendance. These include the Governor of the state, people and students with disabilities, state senators, teachers, students, education administrators, including infants/toddlers. On April 18, 2024, a Project LIFT training was held at Tafunsak Elementary school for parents and 21 parents attended.

3. Pohnpei State: April 17-19, 2024 at three municipalities, Modelehnmw, Kitti, and Nett. Total of 227 participants, which include parents, Advisory Council members, NDOE staff, community members, students, school principals, and teachers.

4. Yap State: April 4, 2024 at Early Childhood Education (ECE) center on the main island of Yap. Total of 41 in attendance, which include 26 parents, 2 IEP students, 4 NDOE staff, 2 Interagency Council members, 2 Yap Department of Health staff, and 5 Yap Special Education staff.

For the development of FSM's FFY 2023 IDEA Part B SPP/APR, NDOE engaged the FSM National SPP/APR Leadership Team and other key education leaders, as follows:

1. On December 16-20, 2024, the FSM National SPP/APR Leadership Team convened in Pohnpei for the first face-to-face meeting to review and update the FFY 2023 SPP/APR based on the outcomes of the state public hearings and other related meetings held at the state levels to inform the status of implementation of requirements, performance on Local Performance Plans, and priority areas for each FSM state or the nation as a whole. Parents and members of FSM State Advisory Councils were invited and attended the meeting.

2. On January 6-10, 2025, the FSM National SPP/APR Leadership Team convened in Yap for the second and final face-to-face meeting to verify indicator data and provide justification notes on the three indicators with slippages. Technical support and training needs were also discussed and schedule of onsite monitoring and technical supports were finalized.

3. NDOE coordinates with Guam CEDDERS to conduct onsite visits to each of the 4 FSM states to observe and provide training supports to Coaches and teachers implementing Project LIFT in their state. Outcomes of observations and onsite trainings are provided to NDOE to help plan and implement additional professional development for Project LIFT teachers, principals, coaches, including other teachers at the schools.

4. NDOE has been supported by NCSI, IDC, and Guam CEDDERS in the review of DMS 2.0 adapted protocols in preparation for the OSEP onsite monitoring visit in November 2025. This opportunity allows NDOE to identify areas to improve, such as data collection and reporting, fiscal management, procedures and policies improvement, parent engagement, due process and mediation training, and general supervision and monitoring. Ongoing virtual meetings with these partners helped greatly to improve teachers' and parents' engagement in the process to improve learning outcomes of students with disabilities in FSM school communities.

#### Historical Data

Baseline Year	Baseline Data
2005	39.00%

FFY	2018	2019	2020	2021	2022
Target >=	64.00%	64.00%	49.00%	50.00%	55.00%
Data	55.20%	55.85%	49.33%	61.75%	58.48%

#### Targets

FFY	2023	2024	2025
Target >=	60.00%	65.00%	67.00%

#### FFY 2023 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
862	1,571	58.48%	60.00%	54.87%	Did not meet target	Slippage

#### Provide reasons for slippage, if applicable

FSM's FFY 2023 return rate of 97.10% (1571/1618) shows an increase of 6.57 percentage points from the FFY 2022 90.53% (1462/1615). In addition, the total number of respondent parents who reported school facilitated parent involvement for FFY 2023 increased, which is 862 compared to 855 in FFY 2022. However, with the increased number of respondents of 1571 in FFY 2023 compared to 1462 in FFY 2022, performance data is lowered with the higher denominator number.

Further analysis of the one FSM state with the lowest rate in this category shows a decrease in the total surveys disseminated, total respondents, and total reporting that school facilitated parent involvement. For this one FSM state, the FFY 2022 data was 535 total disseminated, 491 total returned, and 317 total reported school facilitate parent involvement. For this FFY 2023 report, that one FSM state reported 529 total disseminated, 485 total returned, and 261 total reported school facilitated parent involvement. Comparisons by municipalities, size of school, and main island schools and outer remote

island schools indicated no significant difference between municipalities and main island and outer remote island schools. However, the main difference noted is between schools with higher enrollment compared with schools with lower enrollments. Parents from schools with higher enrollment reported that schools are not involving them in improving services for their children and parents from schools with lower enrollments rated very high that schools do involve them in improving services for their children. What has also been noted is that IEP students from the bigger schools are required to take the school buses to and from school with all other students. This was a concern that was later addressed but after the survey was administered.

**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 2023 was the same as in previous years. The survey was an adapted version of the Early Childhood Outcomes (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.

**The number of parents to whom the surveys were distributed.**

1,618

**Percentage of respondent parents**

97.10%

**Response Rate**

FFY	2022	2023
Response Rate	90.53%	97.10%

**Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).**

FSM's child count reported ethnicity is 100% Pacific islanders based on OSEP's ethnicity categories. For geographic representation, the metric used to determine representativeness was the +/- 3 percentage point discrepancy in the proportion of responders compared to the target population.

**Include the State's analyses of the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must include race/ethnicity in their analysis. In addition, the State's analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.**

Due, in part, to FSM's FFY 2023 extremely high return rate of 97.10% (1571/1618), the response data are representative of the demographics. In the FSM, 100% of students with IEPs are categorized as Pacific islanders. For geographic representation, 47 surveys, representing 2.90%, were not returned from two of the four FSM states. The difference between the four FSM states ranged from -2 to +2 percentage points, which indicates representativeness across the four FSM states. Further analysis of the one FSM state with the lowest return rate at 91.68% (485/529) indicated the municipalities were representative within their respective communities, including the remote outer islands of this FSM state. This FSM state with the lowest return rate applied the +/-3 discrepancy calculation to its seven municipalities, which include the remote outer islands. The difference between these municipalities range from -2 to +1 percentage point.

**The demographics of the children for whom parents are responding are representative of the demographics of children receiving special education services. (yes/no)**

YES

**Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.**

In FFY 2023, there was an exceptionally high response rate and there were no groups that were underrepresented. To continue receiving a high response rate and ensuring the data are representative, FSM will continue implementing the following strategies. FSM will continue to conduct the survey using paper copies and in-person interviews, using translated versions of the survey. Yap State will continue to utilize their Interagency Advisory Council and parent members to conduct the surveys via in-person interviews. In Pohnpei State, case managers and consulting resource teachers will be conducting the surveys via in-person interviews. Pohnpei State will also be collecting completed surveys from outer island schools since parents prefer to complete the surveys and turn it in to their community school. In addition, Pohnpei State will continue to disseminate and collected parent surveys during public hearing on special education.

In the state of Kosrae State, the Interagency Advisory Council chairperson and select parent members from each municipality will be conducting the survey via in-person interviews. Kosrae state will be assigning Special education staff from a different school/community to assist in the survey of parents in different municipalities. In the state of Chuuk, office staff will visit the remote outer islands on a ship to conduct their surveys. In the Chuuk lagoon islands, the case managers and the special education teachers will conduct the surveys in-person and collect the completed surveys from the schools.

**Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of parents of children with disabilities.**

The return rates by each FSM state included: 100% (829/829), 100% (127/127), 91.68% (485/529), and 97.74% (130/133). Further, the response data were representative of the target population with respect to race/ethnicity and geographic location. Therefore, nonresponse bias was not present in the parent involvement percentage FSM reported.

FSM takes specific steps to promote response from a broad cross section of parents of children with disabilities. Annually, FSM surveys all parents of children with an IEP to respond to the Indicator 8 measure. FSM states make available a translated version of the survey in the vernacular and/or language interpreters through the use of parents in their respective FSM State Advisory Panel.

Sampling Question	Yes / No
Was sampling used?	NO

Survey Question	Yes / No
Was a survey used?	YES
If yes, is it a new or revised survey?	NO
If yes, provide a copy of the survey.	

Provide additional information about this indicator (optional)

**8 - Prior FFY Required Actions**

None

**8 - OSEP Response**

**8 - Required Actions**

## Indicator 9: Disproportionate Representation

### Instructions and Measurement

**Monitoring Priority:** Disproportionality

**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))

#### Data Source

State's analysis, based on State's Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

#### Measurement

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State's definition of "disproportionate representation." Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2023 reporting period (i.e., after June 30, 2024).

#### Instructions

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and aged 6 through 21 served under IDEA, aggregated across all disability categories. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in special education and related services and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

### 9 - Indicator Data

#### Not Applicable

Select yes if this indicator is not applicable.

YES

Provide an explanation of why it is not applicable below.

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

### 9 - Prior FFY Required Actions

None

### 9 - OSEP Response

OSEP notes that this indicator is not applicable to the Federated States of Micronesia (FSM).

### 9 - Required Actions

## Indicator 10: Disproportionate Representation in Specific Disability Categories

### Instructions and Measurement

**Monitoring Priority:** Disproportionality

**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))

#### Data Source

State's analysis, based on State's Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

#### Measurement

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State's definition of "disproportionate representation". Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the section 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), (e.g., using monitoring data; reviewing policies, practices and procedures). In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2023 reporting period (i.e., after June 30, 2024).

#### Instructions

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and aged 6 through 21 served under IDEA. Provide these data at a minimum for children in the following six disability categories: intellectual disability, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism. If a State has identified disproportionate representation of racial and ethnic groups in specific disability categories other than these six disability categories, the State must include these data and report on whether the State determined that the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in specific disability categories and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

### 10 - Indicator Data

#### Not Applicable

Select yes if this indicator is not applicable.

YES

#### Provide an explanation of why it is not applicable below

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

### 10 - Prior FFY Required Actions

None

### 10 - OSEP Response

OSEP notes that this indicator is not applicable to the Federated States of Micronesia (FSM).

## 10 - Required Actions

## Indicator 11: Child Find

### Instructions and Measurement

**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))

#### Data Source

Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State's timeline for initial evaluations.

#### Measurement

a. # of children for whom parental consent to evaluate was received.

b. # of children whose evaluations were completed within 60 days (or State-established timeline).

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

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

#### Instructions

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. 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. Provide the actual numbers used in the calculation.

Note that under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply to a public agency if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a). If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## 11 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2005	95.00%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	97.59%	97.93%	100.00%	100.00%	100.00%

### Targets

FFY	2023	2024	2025
Target	100%	100%	100%

### FFY 2023 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
307	307	100.00%	100%	100.00%	Met target	No Slippage

Number of children included in (a) but not included in (b)

0

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

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

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.

The evaluation data were compiled through a review of each FSM state's excel data spreadsheet of all children for whom a parental consent to evaluate was received for the report year July 1, 2023 to June 30, 2024. The evaluation data were collected through each FSM state inputting the completion dates into their excel system and submitting the validated excel spreadsheet to the FSM NDOE based on the completed FSM IDEA procedural forms. FSM NDOE verifies the excel spreadsheet for accurate data based on the required timeline.

Provide additional information about this indicator (optional)

Correction of Findings of Noncompliance Identified in FFY 2022

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

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

### 11 - Prior FFY Required Actions

None

### 11 - OSEP Response

### 11 - Required Actions

## Indicator 12: Early Childhood Transition

### Instructions and Measurement

**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))

#### Data Source

Data to be taken from State monitoring or State data system.

#### Measurement

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- f. # of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.

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

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

#### Instructions

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. 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. Provide the actual numbers used in the calculation.

Targets must be 100%.

Category f is to be used only by States that have an approved policy for providing parents the option of continuing early intervention services beyond the child's third birthday under 34 CFR §303.211 or a similar State option.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## 12 - Indicator Data

### Not Applicable

**Select yes if this indicator is not applicable.**

YES

**Provide an explanation of why it is not applicable below.**

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

## 12 - Prior FFY Required Actions

None

## 12 - OSEP Response

OSEP notes that this indicator is not applicable to the Federated States of Micronesia (FSM).

## 12 - Required Actions

## Indicator 13: Secondary Transition

### Instructions and Measurement

**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 that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, 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))

#### Data Source

Data to be taken from State monitoring or State data system.

#### Measurement

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

If a State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its SPP/APR and ensure that its baseline data are based on youth beginning at that younger age.

#### Instructions

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. 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. Provide the actual numbers used in the calculation.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## 13 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2009	88.00%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	100.00%	100.00%	100.00%	100.00%	100.00%

### Targets

FFY	2023	2024	2025
Target	100%	100%	100%

### FFY 2023 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
375	375	100.00%	100%	100.00%	Met target	No Slippage

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

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.**

The secondary transition data were compiled through a review of each FSM state's excel data spreadsheet of all youth aged 16 and above with IEPs that contain the required secondary transition components for the report year July 1, 2023 to June 30, 2024. The secondary transition data were collected through each FSM state's inputting the data into their excel system and submitting the validated excel spreadsheet to the FSM NDOE based on the completed FSM IDEA procedural form. FSM NDOE verifies the excel spreadsheet for accurate data based on the required secondary transition components.

Question	Yes / No
Do the State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16?	NO

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2022**

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

**Correction of Findings of Noncompliance Identified Prior to FFY 2022**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**13 - Prior FFY Required Actions**

None

**13 - OSEP Response**

**13 - Required Actions**

## Indicator 14: Post-School Outcomes

### Instructions and Measurement

**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))

#### Data Source

State selected data source.

#### Measurement

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

#### Instructions

*Sampling of youth who had IEPs and are no longer in secondary school is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates of the target population. (See [General Instructions](#) on page 3 for additional instructions on sampling.)*

Collect data by September 2024 on students who left school during 2022-2023, timing the data collection so that at least one year has passed since the students left school. Include students who dropped out during 2022-2023 or who were expected to return but did not return for the current school year. This includes all youth who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out.

#### I. Definitions

*Enrolled in higher education* as used in measures A, B, and C means youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

*Competitive employment* as used in measures B and C: States have two options to report data under “competitive employment”:

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: States report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act of 1973, as amended by Workforce Innovation and Opportunity Act (WIOA). 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.

*Enrolled in other postsecondary education or training* as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program).

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

#### II. Data Reporting

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

Provide the total number of targeted youth in the sample or census.

Provide the actual numbers for each of the following mutually exclusive categories. The actual number of “leavers” who are:

1. Enrolled in higher education within one year of leaving high school;
2. Competitively employed within one year of leaving high school (but not enrolled in higher education);
3. 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);
4. 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).

“Leavers” should only be counted in one of the above categories, and the categories are organized hierarchically. So, for example, “leavers” who are enrolled in full- or part-time higher education within one year of leaving high school should only be reported in category 1, even if they also

happen to be employed. Likewise, “leavers” who are not enrolled in either part- or full-time higher education, but who are competitively employed, should only be reported under category 2, even if they happen to be enrolled in some other postsecondary education or training program.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2023 SPP/APR, compare the FFY 2023 response rate to the FFY 2022 response rate), and describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

### III. Reporting on the Measures/Indicators

Targets must be established for measures A, B, and C.

Measure A: For purposes of reporting on the measures/indicators, please note that any youth enrolled in an institution of higher education (that meets any definition of this term in the Higher Education Act (HEA)) within one year of leaving high school *must* be reported under measure A. This could include youth who also happen to be competitively employed, or in some other training program; however, the key outcome we are interested in here is enrollment in higher education.

Measure B: All youth reported under measure A should also be reported under measure B, in addition to all youth that obtain competitive employment within one year of leaving high school.

Measure C: All youth reported under measures A and B should also be reported under measure C, in addition to youth that are enrolled in some other postsecondary education or training program, or in some other employment.

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. States must include race/ethnicity in their analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

If the analysis shows that the response data are not representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State collected the data.

## 14 - Indicator Data

### Historical Data

Measure	Baseline	FFY	2018	2019	2020	2021	2022
A	2009	Target >=	14.00%	15.00%	26.00%	26.00%	27.00%
A	13.00%	Data	20.91%	10.78%	26.23%	25.64%	26.79%
B	2009	Target >=	60.00%	50.00%	40.00%	40.00%	41.00%
B	26.00%	Data	38.18%	28.43%	40.98%	46.15%	51.79%
C	2009	Target >=	70.00%	80.00%	80.00%	80.00%	90.00%
C	34.00%	Data	97.27%	100.00%	100.00%	97.44%	99.11%

### FFY 2021 Targets

FFY	2023	2024	2025
Target A >=	27.00%	28.00%	29.00%
Target B >=	41.00%	42.00%	43.00%
Target C >=	90.00%	95.00%	95.00%

### Targets: Description of Stakeholder Input

As the SEA, NDOE facilitates and solicits broad stakeholder input for FSM’s IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) development. The FSM National SPP/APR Leadership team is comprised of representatives from NDOE and the four FSM states’ Special Education Advisory Councils and Special Education Programs, including state general education administrators. This leadership team serves as FSM’s broad stakeholder group for its SPP/APR development and this meets the minimum requirement of the IDEA State Advisory Panel for Special Education. In addition, the FSM RTI initiative or FSM’s Project Literacy Intervention for FSM Leaders of Tomorrow (LIFT), includes other key stakeholders, including FSM NDOE and state level Department of Education specialists, schools administrators, teachers, and parents for the development and implementation of Indicator 17: FSM’s State Systemic Improvement Plan (SSIP).

NDOE facilitated public hearing in all four FSM states to present FFY2024 IDEA Part B grant application and other special education program information with parents, service providers, and the wider community. Although no policies and procedures were revised requiring public awareness and

input, NDOE utilized the public hearing opportunities to discuss changes and new practices or processes related to data collection, state's Local Performance Plan (LPP) and accomplishments and challenges. Input from the audiences were documented and considered by each FSM state and NDOE in the development of this FFY 2023 SPP/APR.

A summary of the public hearings held and related community meetings at the FSM states are as follows:

1. Chuuk State: April 30 & May 2, 2024 on the island of Fefan at Sapore Elementary school and Fanip Elementary school. There were a total of 37 participants with 14 parents and 23 service providers. Chuuk also held three separate meetings with on October 29, 2024 at Pwene Elementary school, November 5, 2024 at Southern Namoneas High school, and November 11, 2024 at Messa Elementary school with parents, teachers, and community member. Total participants from all three meetings is 110. These meetings include sharing of program services, performance data, and discussions of needs and areas for improvement of services.
2. Kosrae State: April 26, 2024 at the Kosrae State Legislature (KSL) at Tofol, Lelu. Participants include 7 state legislators, 1 Kosrae Special Parent Network (KSPN) President, 2 Department of Education administrators, and 1 NDOE staff. After presentation and discussions of the IDEA grant application and related special education services, KSL presented a bill to mandate December 3 as a Kosrae Disability Day holiday. This bill was later passed into law and the first Kosrae Disability Day holiday was observed and celebrated on December 2 & 3, 2024. On December 2nd, Disability Day Fun Walks and awareness activities were held in 3 of the 4 municipalities of Kosrae. The number and age range of participants are as follows: Lelu municipality-total of 290 participated, ranging from 6 months to one 90 year-old; Malem municipality-total of 72 participated, ranging from 1-66 year old; Tafunsak municipality-total of 147 participated, ranging from 5 months to 74 year old. On December 3rd, a formal convening was held at the Tofol (capital of Kosrae) gymnasium with a total of 139 people in attendance. These include the Governor of the state, people and students with disabilities, state senators, teachers, students, education administrators, including infants/toddlers. On April 18, 2024, a Project LIFT training was held at Tafunsak Elementary school for parents and 21 parents attended.
3. Pohnpei State: April 17-19, 2024 at three municipalities, Modelehnimw, Kitt, and Nett. Total of 227 participants, which include parents, Advisory Council members, NDOE staff, community members, students, school principals, and teachers.
4. Yap State: April 4, 2024 at Early Childhood Education (ECE) center on the main island of Yap. Total of 41 in attendance, which include 26 parents, 2 IEP students, 4 NDOE staff, 2 Interagency Council members, 2 Yap Department of Health staff, and 5 Yap Special Education staff.

For the development of FSM's FFY 2023 IDEA Part B SPP/APR, NDOE engaged the FSM National SPP/APR Leadership Team and other key education leaders, as follows:

1. On December 16-20, 2024, the FSM National SPP/APR Leadership Team convened in Pohnpei for the first face-to-face meeting to review and update the FFY 2023 SPP/APR based on the outcomes of the state public hearings and other related meetings held at the state levels to inform the status of implementation of requirements, performance on Local Performance Plans, and priority areas for each FSM state or the nation as a whole. Parents and members of FSM State Advisory Councils were invited and attended the meeting.
2. On January 6-10, 2025, the FSM National SPP/APR Leadership Team convened in Yap for the second and final face-to-face meeting to verify indicator data and provide justification notes on the three indicators with slippages. Technical support and training needs were also discussed and schedule of onsite monitoring and technical supports were finalized.
3. NDOE coordinates with Guam CEDDERS to conduct onsite visits to each of the 4 FSM states to observe and provide training supports to Coaches and teachers implementing Project LIFT in their state. Outcomes of observations and onsite trainings are provided to NDOE to help plan and implement additional professional development for Project LIFT teachers, principals, coaches, including other teachers at the schools.
4. NDOE has been supported by NCSI, IDC, and Guam CEDDERS in the review of DMS 2.0 adapted protocols in preparation for the OSEP onsite monitoring visit in November 2025. This opportunity allows NDOE to identify areas to improve, such as data collection and reporting, fiscal management, procedures and policies improvement, parent engagement, due process and mediation training, and general supervision and monitoring. Ongoing virtual meetings with these partners helped greatly to improve teachers' and parents' engagement in the process to improve learning outcomes of students with disabilities in FSM school communities.

**FFY 2023 SPP/APR Data**

Total number of targeted youth in the sample or census	73
Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	73
Response Rate	100.00%
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	19
2. Number of respondent youth who competitively employed within one year of leaving high school	18
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)	1
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).	33

Measure	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. Enrolled in higher education (1)	19	73	26.79%	27.00%	26.03%	Did not meet target	No Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	37	73	51.79%	41.00%	50.68%	Met target	No Slippage
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)	71	73	99.11%	90.00%	97.26%	Met target	No Slippage

**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.

**Response Rate**

FFY	2022	2023
Response Rate	100.00%	100.00%

**Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).**

FSM applies a +/-3% discrepancy in the proportion of responders compared to target group.

**Include the State's analyses 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. States must include race/ethnicity in its analysis. In addition, the State's analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.**

In FFY 2023, FSM reported 100% (73/73) return rate, which represents the demographics of youth who no longer were in secondary school and had IEPs in effect at the time they left school for the reporting period. The FFY 2023 leavers for Indicator 14 were the exiters reported in the IDEA 618 exit data for 2022-2023. There was a total of 78 reported exiters for 2022-2023: 48 graduates with a high school diploma, 3 reached maximum age, and 27 drop-outs. Of the 78 exiters, five returned to school the following year. Therefore, the total leavers reported for FFY 2023 Indicator 14 was 73.

**The response data is representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school. (yes/no)**

YES

**If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.**

**Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.**

In FFY 2023, FSM reported 100% (73/73) return rate, which represented the same percentage as in previous year's return rate of 100% (112/112) for FFY 2022. Following the PSO survey guidance for collecting data, FSM will continue implementing the same successful strategies to continue achieving a 100% response rate in future collections.

**Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.**

In FFY 2023, FSM reported 100% (73/73) return rate. Since FSM reported a 100% return rate, there is no nonresponse bias present in the data and FSM will continue implementing successful strategies to promote response from all youth who are no longer in secondary school and had IEPs in effect at the time they left school.

Sampling Question	Yes / No
Was sampling used?	NO
Survey Question	Yes / No
Was a survey used?	YES
If yes, is it a new or revised survey?	NO

**Provide additional information about this indicator (optional)**

**14 - Prior FFY Required Actions**

None

**14 - OSEP Response**

**14 - Required Actions**

## Indicator 15: Resolution Sessions

### Instructions and Measurement

**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))

#### Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

#### Measurement

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

#### Instructions

*Sampling is not allowed.*

Describe the results of the calculations and compare the results to the target.

States are not required to establish baselines or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.

States are not required to report data at the LEA level.

### 15 - Indicator Data

Select yes to use target ranges

Target Range not used

#### Prepopulated Data

Source	Date	Description	Data
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/13/2024	3.1 Number of resolution sessions	0
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/13/2024	3.1(a) Number resolution sessions resolved through settlement agreements	0

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

#### Targets: Description of Stakeholder Input

As the SEA, NDOE facilitates and solicits broad stakeholder input for FSM's IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) development. The FSM National SPP/APR Leadership team is comprised of representatives from NDOE and the four FSM states' Special Education Advisory Councils and Special Education Programs, including state general education administrators. This leadership team serves as FSM's broad stakeholder group for its SPP/APR development and this meets the minimum requirement of the IDEA State Advisory Panel for Special Education. In addition, the FSM RTI initiative or FSM's Project Literacy Intervention for FSM Leaders of Tomorrow (LIFT), includes other key stakeholders, including FSM NDOE and state level Department of Education specialists, schools administrators, teachers, and parents for the development and implementation of Indicator 17: FSM's State Systemic Improvement Plan (SSIP).

NDOE facilitated public hearing in all four FSM states to present FFY2024 IDEA Part B grant application and other special education program information with parents, service providers, and the wider community. Although no policies and procedures were revised requiring public awareness and input, NDOE utilized the public hearing opportunities to discuss changes and new practices or processes related to data collection, state's Local Performance Plan (LPP) and accomplishments and challenges. Input from the audiences were documented and considered by each FSM state and NDOE in the development of this FFY 2023 SPP/APR.

A summary of the public hearings held and related community meetings at the FSM states are as follows:

1. Chuuk State: April 30 & May 2, 2024 on the island of Fefan at Sapore Elementary school and Fanip Elementary school. There were a total of 37 participants with 14 parents and 23 service providers. Chuuk also held three separate meetings with on October 29, 2024 at Pwene Elementary school, November 5, 2024 at Southern Namoneas High school, and November 11, 2024 at Messa Elementary school with parents, teachers, and community member. Total participants from all three meetings is 110. These meetings include sharing of program services, performance data, and discussions of needs and areas for improvement of services.
2. Kosrae State: April 26, 2024 at the Kosrae State Legislature (KSL) at Tofol, Lelu. Participants include 7 state legislators, 1 Kosrae Special Parent Network (KSPN) President, 2 Department of Education administrators, and 1 NDOE staff. After presentation and discussions of the IDEA grant application and related special education services, KSL presented a bill to mandate December 3 as a Kosrae Disability Day holiday. This bill was later passed into law and the first Kosrae Disability Day holiday was observed and celebrated on December 2 & 3, 2024. On December 2nd, Disability Day Fun Walks and awareness activities were held in 3 of the 4 municipalities of Kosrae. The number and age range of participants are as follows: Lelu municipality-total of 290 participated, ranging from 6 months to one 90 year-old; Malem municipality-total of 72 participated, ranging from 1-66 year old; Tafunsak municipality-total of 147 participated, ranging from 5 months to 74 year old. On December 3rd, a formal convening was held at the Tofol (capital of Kosrae) gymnasium with a total of 139 people in attendance. These include the Governor of the state, people and students with disabilities, state senators, teachers, students, education administrators, including infants/toddlers. On April 18, 2024, a Project LIFT training was held at Tafunsak Elementary school for parents and 21 parents attended.

3. Pohnpei State: April 17-19, 2024 at three municipalities, Modelehnmw, Kitti, and Nett. Total of 227 participants, which include parents, Advisory Council members, NDOE staff, community members, students, school principals, and teachers.
4. Yap State: April 4, 2024 at Early Childhood Education (ECE) center on the main island of Yap. Total of 41 in attendance, which include 26 parents, 2 IEP students, 4 NDOE staff, 2 Interagency Council members, 2 Yap Department of Health staff, and 5 Yap Special Education staff.

For the development of FSM's FFY 2023 IDEA Part B SPP/APR, NDOE engaged the FSM National SPP/APR Leadership Team and other key education leaders, as follows:

1. On December 16-20, 2024, the FSM National SPP/APR Leadership Team convened in Pohnpei for the first face-to-face meeting to review and update the FFY 2023 SPP/APR based on the outcomes of the state public hearings and other related meetings held at the state levels to inform the status of implementation of requirements, performance on Local Performance Plans, and priority areas for each FSM state or the nation as a whole. Parents and members of FSM State Advisory Councils were invited and attended the meeting.
2. On January 6-10, 2025, the FSM National SPP/APR Leadership Team convened in Yap for the second and final face-to-face meeting to verify indicator data and provide justification notes on the three indicators with slippages. Technical support and training needs were also discussed and schedule of onsite monitoring and technical supports were finalized.
3. NDOE coordinates with Guam CEDDERS to conduct onsite visits to each of the 4 FSM states to observe and provide training supports to Coaches and teachers implementing Project LIFT in their state. Outcomes of observations and onsite trainings are provided to NDOE to help plan and implement additional professional development for Project LIFT teachers, principals, coaches, including other teachers at the schools.
4. NDOE has been supported by NCSI, IDC, and Guam CEDDERS in the review of DMS 2.0 adapted protocols in preparation for the OSEP onsite monitoring visit in November 2025. This opportunity allows NDOE to identify areas to improve, such as data collection and reporting, fiscal management, procedures and policies improvement, parent engagement, due process and mediation training, and general supervision and monitoring. Ongoing virtual meetings with these partners helped greatly to improve teachers' and parents' engagement in the process to improve learning outcomes of students with disabilities in FSM school communities.

#### Historical Data

Baseline Year	Baseline Data
2005	

FFY	2018	2019	2020	2021	2022
Target >=			.00%	0.00%	0.00%
Data					

#### Targets

FFY	2023	2024	2025
Target >=	0.00%	0.00%	0.00%

#### FFY 2023 SPP/APR Data

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
0	0		0.00%		N/A	N/A

#### Provide additional information about this indicator (optional)

Per OSEP's instruction, FSM is not required to provide targets until any fiscal year in which ten or more resolution sessions were held.

#### 15 - Prior FFY Required Actions

None

#### 15 - OSEP Response

The Federated States of Micronesia (FSM) reported fewer than ten resolution sessions held in FFY 2023. FSM is not required to provide targets until any fiscal year in which ten or more resolution sessions were held.

#### 15 - Required Actions

## Indicator 16: Mediation

### Instructions and Measurement

**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))

#### Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED*Facts* Metadata and Process System (EMAPS)).

#### Measurement

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

#### Instructions

*Sampling is not allowed.*

Describe the results of the calculations and compare the results to the target.

States are not required to establish baselines or targets if the number of mediations is less than 10. In a reporting period when the number of mediations reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.

States are not required to report data at the LEA level.

## 16 - Indicator Data

### Select yes to use target ranges

Target Range not used

### Prepopulated Data

Source	Date	Description	Data
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1 Mediations held	0
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1.a.i Mediations agreements related to due process complaints	0
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1.b.i Mediations agreements not related to due process complaints	0

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

### Targets: Description of Stakeholder Input

As the SEA, NDOE facilitates and solicits broad stakeholder input for FSM's IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) development. The FSM National SPP/APR Leadership team is comprised of representatives from NDOE and the four FSM states' Special Education Advisory Councils and Special Education Programs, including state general education administrators. This leadership team serves as FSM's broad stakeholder group for its SPP/APR development and this meets the minimum requirement of the IDEA State Advisory Panel for Special Education. In addition, the FSM RTI initiative or FSM's Project Literacy Intervention for FSM Leaders of Tomorrow (LIFT), includes other key stakeholders, including FSM NDOE and state level Department of Education specialists, schools administrators, teachers, and parents for the development and implementation of Indicator 17: FSM's State Systemic Improvement Plan (SSIP).

NDOE facilitated public hearing in all four FSM states to present FFY2024 IDEA Part B grant application and other special education program information with parents, service providers, and the wider community. Although no policies and procedures were revised requiring public awareness and input, NDOE utilized the public hearing opportunities to discuss changes and new practices or processes related to data collection, state's Local Performance Plan (LPP) and accomplishments and challenges. Input from the audiences were documented and considered by each FSM state and NDOE in the development of this FFY 2023 SPP/APR.

A summary of the public hearings held and related community meetings at the FSM states are as follows:

1. Chuuk State: April 30 & May 2, 2024 on the island of Fefan at Sapore Elementary school and Fanip Elementary school. There were a total of 37 participants with 14 parents and 23 service providers. Chuuk also held three separate meetings with on October 29, 2024 at Pwene Elementary school, November 5, 2024 at Southern Namoneas High school, and November 11, 2024 at Messa Elementary school with parents, teachers, and community member. Total participants from all three meetings is 110. These meetings include sharing of program services, performance data, and discussions of needs and areas for improvement of services.
2. Kosrae State: April 26, 2024 at the Kosrae State Legislature (KSL) at Tofol, Lelu. Participants include 7 state legislators, 1 Kosrae Special Parent Network (KSPN) President, 2 Department of Education administrators, and 1 NDOE staff. After presentation and discussions of the IDEA grant application and related special education services, KSL presented a bill to mandate December 3 as a Kosrae Disability Day holiday. This bill was later passed into law and the first Kosrae Disability Day holiday was observed and celebrated on December 2 & 3, 2024. On December 2nd, Disability Day Fun Walks and awareness activities were held in 3 of the 4 municipalities of Kosrae. The number and age range of participants are as follows: Lelu municipality-total of 290 participated, ranging from 6 months to one 90 year-old; Malem municipality-total of 72 participated, ranging from 1-66 year old; Tafunsak municipality-total of 147 participated, ranging from 5 months to 74 year old. On December 3rd, a formal convening was held at the Tofol (capital of Kosrae) gymnasium with a total of 139 people in attendance. These include the Governor of the state, people and students with disabilities,

state senators, teachers, students, education administrators, including infants/toddlers. On April 18, 2024, a Project LIFT training was held at Tafunsak Elementary school for parents and 21 parents attended.

3. Pohnpei State: April 17-19, 2024 at three municipalities, Modelehniw, Kitti, and Nett. Total of 227 participants, which include parents, Advisory Council members, NDOE staff, community members, students, school principals, and teachers.

4. Yap State: April 4, 2024 at Early Childhood Education (ECE) center on the main island of Yap. Total of 41 in attendance, which include 26 parents, 2 IEP students, 4 NDOE staff, 2 Interagency Council members, 2 Yap Department of Health staff, and 5 Yap Special Education staff.

For the development of FSM's FFY 2023 IDEA Part B SPP/APR, NDOE engaged the FSM National SPP/APR Leadership Team and other key education leaders, as follows:

1. On December 16-20, 2024, the FSM National SPP/APR Leadership Team convened in Pohnpei for the first face-to-face meeting to review and update the FFY 2023 SPP/APR based on the outcomes of the state public hearings and other related meetings held at the state levels to inform the status of implementation of requirements, performance on Local Performance Plans, and priority areas for each FSM state or the nation as a whole. Parents and members of FSM State Advisory Councils were invited and attended the meeting.

2. On January 6-10, 2025, the FSM National SPP/APR Leadership Team convened in Yap for the second and final face-to-face meeting to verify indicator data and provide justification notes on the three indicators with slippages. Technical support and training needs were also discussed and schedule of onsite monitoring and technical supports were finalized.

3. NDOE coordinates with Guam CEDDERS to conduct onsite visits to each of the 4 FSM states to observe and provide training supports to Coaches and teachers implementing Project LIFT in their state. Outcomes of observations and onsite trainings are provided to NDOE to help plan and implement additional professional development for Project LIFT teachers, principals, coaches, including other teachers at the schools.

4. NDOE has been supported by NCSI, IDC, and Guam CEDDERS in the review of DMS 2.0 adapted protocols in preparation for the OSEP onsite monitoring visit in November 2025. This opportunity allows NDOE to identify areas to improve, such as data collection and reporting, fiscal management, procedures and policies improvement, parent engagement, due process and mediation training, and general supervision and monitoring. Ongoing virtual meetings with these partners helped greatly to improve teachers' and parents' engagement in the process to improve learning outcomes of students with disabilities in FSM school communities.

#### Historical Data

Baseline Year	Baseline Data
2005	

FFY	2018	2019	2020	2021	2022
Target >=			.00%	0.00%	0.00%
Data					

#### Targets

FFY	2023	2024	2025
Target >=	0.00%	0.00%	0.00%

#### FFY 2023 SPP/APR Data

2.1.a.i Mediation agreements related to due process complaints	2.1.b.i Mediation agreements not related to due process complaints	2.1 Number of mediations held	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
0	0	0		0.00%		N/A	N/A

#### Provide additional information about this indicator (optional)

Per OSEP's instruction, FSM is not required to provide targets until any fiscal year in which ten or more mediations were held.

#### 16 - Prior FFY Required Actions

None

#### 16 - OSEP Response

The Federated States of Micronesia (FSM) reported fewer than ten mediations held in FFY 2023. FSM is not required to provide targets until any fiscal year in which ten or more mediations were held.

## 16 - Required Actions

## Indicator 17: State Systemic Improvement Plan

### Instructions and Measurement

**Monitoring Priority:** General Supervision

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

#### Measurement

The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. The SSIP includes each of the components described below.

#### Instructions

**Baseline Data:** The State must provide baseline data that must be expressed as a percentage, and which is aligned with the State-identified Measurable Result(s) (SiMR) for Children with Disabilities.

**Targets:** In its FFY 2020 SPP/APR, due February 1, 2022, the State must provide measurable and rigorous targets (expressed as percentages) for each of the six years from FFY 2020 through FFY 2025. The State's FFY 2025 target must demonstrate improvement over the State's baseline data.

**Updated Data:** In its FFYs 2020 through FFY 2025 SPPs/APRs, due February 2022 through February 2027, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) Children with Disabilities. In its FFYs 2020 through FFY 2025 SPPs/APRs, the State must report on whether it met its target.

#### Overview of the Three Phases of the SSIP

It is of the utmost importance to improve results for children with disabilities by improving educational services, including special education and related services. Stakeholders, including parents of children with disabilities, local educational agencies, the State Advisory Panel, and others, are critical participants in improving results for children with disabilities and should be included in developing, implementing, evaluating, and revising the SSIP and included in establishing the State's targets under Indicator 17. The SSIP should include information about stakeholder involvement in all three phases.

##### Phase I: Analysis:

- Data Analysis;
- Analysis of State Infrastructure to Support Improvement and Build Capacity;
- State-identified Measurable Result(s) for Children with Disabilities;
- Selection of Coherent Improvement Strategies; and
- Theory of Action.

**Phase II: Plan** (which, in addition to the Phase I content (including any updates)) outlined above):

- Infrastructure Development;
- Support for local educational agency (LEA) Implementation of Evidence-Based Practices; and
- Evaluation.

**Phase III: Implementation and Evaluation** (which, in addition to the Phase I and Phase II content (including any updates)) outlined above):

- Results of Ongoing Evaluation and Revisions to the SSIP.

#### Specific Content of Each Phase of the SSIP

Refer to FFY 2013-2015 Measurement Table for detailed requirements of Phase I and Phase II SSIP submissions.

Phase III should only include information from Phase I or Phase II if changes or revisions are being made by the State and/or if information previously required in Phase I or Phase II was not reported.

##### Phase III: Implementation and Evaluation

In Phase III, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress implementing the SSIP. This includes: (A) data and analysis on the extent to which the State has made progress toward and/or met the State-established short-term and long-term outcomes or objectives for implementation of the SSIP and its progress toward achieving the State-identified Measurable Result(s) for Children with Disabilities (SiMR); (B) the rationale for any revisions that were made, or that the State intends to make, to the SSIP as the result of implementation, analysis, and evaluation; and (C) a description of the meaningful stakeholder engagement. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

###### A. Data Analysis

As required in the Instructions for the Indicator/Measurement, in its FFYs 2020 through 2025 SPPs/APRs, the State must report data for that specific FFY (expressed as actual numbers and percentages) that are aligned with the SiMR. The State must report on whether the State met its target. In addition, the State may report on any additional data (e.g., progress monitoring data) that were collected and analyzed that would suggest progress toward the SiMR. States using a subset of the population from the indicator (e.g., a sample, cohort model) should describe how data are collected and analyzed for the SiMR if that was not described in Phase I or Phase II of the SSIP.

###### B. Phase III Implementation, Analysis and Evaluation

The State must provide a narrative or graphic representation, (e.g., a logic model) of the principal activities, measures and outcomes that were implemented since the State's last SSIP submission (i.e., February 1, 2024). The evaluation should align with the theory of action described in Phase I and the evaluation plan described in Phase II. The State must describe any changes to the activities, strategies, or timelines described in Phase II and include a rationale or justification for the changes. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

The State must summarize the infrastructure improvement strategies that were implemented, and the short-term outcomes achieved, including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up. The State must describe the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next fiscal year (e.g., for the FFY 2023 APR, report on anticipated outcomes to be obtained during FFY 2024, i.e., July 1, 2024-June 30, 2025).

The State must summarize the specific evidence-based practices that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity. Describe how the evidence-based practices, and activities or strategies that support their use, are intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes,

and/or child outcomes. Describe any additional data (e.g., progress monitoring data) that was collected to support the on-going use of the evidence-based practices and inform decision-making for the next year of SSIP implementation.

**C. Stakeholder Engagement**

The State must describe the specific strategies implemented to engage stakeholders in key improvement efforts and how the State addressed concerns, if any, raised by stakeholders through its engagement activities.

**Additional Implementation Activities**

The State should identify any activities not already described that it intends to implement in the next fiscal year (e.g., for the FFY 2023 APR, report on activities it intends to implement in FFY 2024, i.e., July 1, 2024-June 30, 2025) including a timeline, anticipated data collection and measures, and expected outcomes that are related to the SiMR. The State should describe any newly identified barriers and include steps to address these barriers.

**17 - Indicator Data**

**Section A: Data Analysis**

**What is the State-identified Measurable Result (SiMR)?**

Increase English literacy skills of all students in ECE through Grade 5 in the FSM, with a particular focus on students identified as having a disability.

**Has the SiMR changed since the last SSIP submission? (yes/no)**

NO

**Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)**

YES

**Provide a description of the subset of the population from the indicator.**

The subset of the population is ECE through grade 5 in four model schools, one model school in each FSM State, and three scale-up schools, one school from three of the four FSM states.

**Is the State's theory of action new or revised since the previous submission? (yes/no)**

NO

**Please provide a link to the current theory of action.**

<https://www.national.doe.fm/education-reports/>. FSM utilizes the logic model as its theory of action (if, then).

**Progress toward the SiMR**

**Please provide the data for the specific FFY listed below (expressed as actual number and percentages).**

**Select yes if the State uses two targets for measurement. (yes/no)**

YES

**Historical Data**

Part	Baseline Year	Baseline Data
A	2023	24.00%
B	2023	x <sup>17</sup>

**Targets**

FFY	Current Relationship	2023	2024	2025
Target A	Data must be greater than or equal to the target	24.00%	25.00%	26.00%
Target B	Data must be greater than or equal to the target	x <sup>17</sup>	5.00%	10.00%

**FFY 2023 SPP/APR Data**

Part	Students at the model and scale-up schools who scored at Benchmark	Students who were tested and received a valid score at the model schools	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	126	525	33.11%	24.00%	24.00%	N/A	N/A
B	x <sup>17</sup>	26	6.67%	0.00%	x <sup>17</sup>	N/A	N/A

<sup>17</sup> Data suppressed due to small cell size

**Provide the data source for the FFY 2023 data.**

In FFY 2023, FSM re-established its SiMR baseline and targets for three reasons:

1. FSM is including the scale-up schools in the SIMR data for a total of seven elementary schools: Four original pilot schools identified as model schools and three scale-up schools. The model schools represent all four FSM states, while the three scale-up schools represent three of the four FSM states. These scale-up schools have established their infrastructure support as designed with the model schools.
2. The model and scale-up schools have been utilizing the Project LIFT (Literacy Intervention for FSM Leaders of Tomorrow) Assessment System that includes various curriculum-based measures at each grade level, ECE through Grade 5. Many, although not all, of these assessments include measures from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a series of procedures and measures for assessment of the acquisition of a set of K-8 literacy skills developed and researched at the University of Oregon.
3. With the inclusion of the scale-up schools, the performance data for reporting has been changed to reflect a composite score for each student who took all assessments administered in their respective grade. Through facilitated sessions with stakeholders from all four FSM states, the cut scores were determined for each grade-level for the three levels of progress (Benchmark, Strategic, and Intensive).

The FFY 2023 data, as in previous year's submission, were the End-of-Year (EOY) results data retrieved from the FSM Early Literacy Monitoring (ELMo) web-based student data system.

The FFY 2023 data displayed as A and B are:

A = All students at the model and scale-up schools = 24% (126/525) representing 126 students scoring at benchmark (numerator) out of 525 students who received a valid score.

B = Students with IEPs at the model and scale-up schools =  $x^{18}$  ( $x^{18}/26$ ) representing  $x^{18}$  students scoring at benchmark (numerator) out of 26 students with an IEP who received a valid score.

**Please describe how data are collected and analyzed for the SiMR.**

For this reporting year, student performance data were retrieved from both FSM's Early Literacy Monitoring (ELMo) web-based student data system and excel spreadsheets. On the ELMo collection process, each model/scale-up school is able to input each assessment result directly into the system and view student performance data instantly at the individual, classroom, and state levels. ELMo requires access permissions for ensuring confidentiality. NDOE is responsible for providing each State-Level Project LIFT Team member with their level of access, depending upon their role for inputting and/or viewing student data. The National/NDOE is able to view all student data to monitor assessment participation and performance data. On the excel spreadsheet collection process, the same spreadsheet that states use to fill out ELMo are submitted to NDOE for verification of student enrollment and performance data.

**Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)**

NO

**Did the State identify any general data quality concerns, unrelated to COVID-19, which affected progress toward the SiMR during the reporting period? (yes/no)**

NO

**Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)**

NO

**Section B: Implementation, Analysis and Evaluation**

**Please provide a link to the State's current evaluation plan.**

<https://www.national.doe.fm/education-reports/>

**Is the State's evaluation plan new or revised since the previous submission? (yes/no)**

NO

**Provide a summary of each infrastructure improvement strategy implemented in the reporting period:**

The first strategy articulated in the logic model focuses on the implementation of the RTI model, with particular emphasis placed on building teacher capacity, engaging in ongoing and frequent assessment of performance, enhancing student learning, and continuing to build capacity at each state level for implementing a comprehensive RTI program. Infrastructure improvement activities conducted under Strategy 1 of the logic model include model and scale up school teacher training, ongoing coaching supports, implementation of fall, winter and spring screening and training and technical assistance to state level RTI teams.

Strategy 2 of FSM's SSIP logic model addresses the importance of enhancing family partnerships to support improved early literacy outcomes for students in FSM. FSM National Department of Education (NDOE) and its State Departments of Education (SDOEs) are leveraging the work happening in its awarded OSEP personnel preparation and leadership grants, focusing on implementing activities designed to improve family engagement in model and scale up schools. School and State personnel have access to parent friendly materials designed by program scholars, strategies for school level family engagement activities, and other resources created by scholars in these two FSM grant programs. In addition, model and scale up schools continue to build upon the family engagement strategies implemented during the first cycle of the SSIP.

Strategy 3 focuses on the continued work of enhancing community collaboration to support improved early literacy outcomes in FSM. NDOE supports State RTI teams in providing regular updates on progress to stakeholders and other education agency staff. Through regular evaluation meetings with each State team and NDOE liaisons, opportunities for connections to other educational initiatives are explored to leverage efforts within States and across FSM.

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<sup>18</sup> Data suppressed due to small cell size.

#### Professional Development (PD) and Technical Assistance (TA)

Training for model and scale up schools continues to be a priority for National and State RTI teams. During this reporting period, PD and TA was provided by Project LIFT coaches to teachers and other support personnel in all project schools, including scale up schools.

Each State develops an Action Plan to address the coaching and support to the participating schools. Most of the states have set a schedule of providing at least three (3) trainings per school year. State RTI teams worked with external evaluators to co-create an end-of-training instrument to disseminate after each training session. This instrument captures both satisfaction and areas of need for further training.

University of Guam (UoG) CEDDERS provides technical assistance and professional development to support implementation of Project LIFT to coaches, model and scale up schools and state RTI teams. As part of their work, the TA/PD providers conduct regular state TA visits and quarterly all state TA visits, working with both Project Lift schools and coaches. More details regarding the TA/ PD activities and evaluation results are provided later in this report.

Sigma Associates Incorporated, external evaluators for FSM's SSIP and developers of FSM's ELMo system, provided several TA activities to SDOEs. Sigma has established a structure for virtual evaluation TA activities designed to continue to build capacity for each RTI team to conduct internal evaluation of their system and initiatives to address continuous improvement efforts. In addition to its evaluation technical assistance and capacity building to states, Sigma worked with UOG staff and NDOE to develop a composite score approach to tracking student progress in ELMo. Through several planning and strategy sessions, Sigma and UOG presented three options for consideration by NDOE and stakeholders. A strategy and approach was agreed to by all stakeholders and Sigma staff calculated the results to report the data by composite score.

In addition to the PD and TA described above, FSM NDOE continues to leverage its two OSEP funded grants to support SSIP activities: one is focused on building special education leadership, and the other is focused on teacher retention. The awards of these two grants have provided FSM with a unique opportunity to develop a comprehensive PD and training system that will serve as the catalyst for providing ongoing support to all schools and states across FSM. Specific components of the grants are being leveraged to support SSIP schools. In particular, PD modules have been developed from both grants on topics including Special Education regulations and policy, understanding of the core components of effective family engagement, using implementation science to guide systems change, and reflective leadership practices. NDOE also engaged in webinars provided by OSEP TA centers as possible with time zone differences.

#### Data Systems

FSM staff and stakeholders utilize the FSM NDOE Early Literacy Monitoring (ELMo) data system to capture and analyze data related to the SiMR. As part of the data sharing agreement, FSM NDOE provides this data for model schools to the external evaluators. ELMo provides "real-time" child-level data, which is analyzed at the child, school, and state level. NDOE staff, state RTI teams, and coaches all receive training and technical support on ELMo's content and use. The FSM ELMo system continued to be upgraded throughout this reporting period. The revisions related to calculating a composite score for each student based on their screening results will be conducted in the next reporting period.

#### Accountability and Monitoring

During this reporting period, UoG TA staff developed an Action Plan template that is aligned with the coaching framework being implemented in the model and scale up schools across the States. For evaluation purposes, Sigma will use these action plans as a data collection and analysis point for addressing implementation of Project LIFT. In addition State teams completed a rating of their implementation overall using a scoring rubric.

**Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.**

NDOE staff, State RTI team members, external consultants, and various stakeholders' partner to carry out the evaluation efforts for FSM's SSIP. The SSIP evaluation plan is designed to assess both the processes and impact of implementing the strategies and activities identified in the Logic Model, leading to the SiMR goal of increasing English literacy skills of all students in ECE through Grade 5, in FSM, with a particular focus on students identified with having a disability. Over the course of the reporting period, NDOE and SDOEs have engaged in evaluation activities to monitor and measure strategies and outcomes to assess the effectiveness of the SSIP implementation plan.

The evaluation plan utilizes a mixed methods design, using both qualitative and quantitative data and continuous feedback loops to ensure program improvement. By using diverse sources and methods at various points in the evaluation process, the evaluators can build on the strength of each type of approach used in a mixed method design and simultaneously minimize inherent weakness in any one method. In addition, using a variety of methods in the evaluation strengthens the validity of results and findings.

An important aspect of conducting an evaluation in FSM is the consideration of culture and its context within the implementation of the SSIP. Culturally responsive evaluators honor the cultural context in which an evaluation takes place by bringing needed, shared life experiences and understandings to the evaluation tasks (Frierson, Hood, Stafford, & Hughes, 2002). Evaluators from Sigma Associates Incorporated (SAI) strive to ensure that cultural considerations are always in the forefront of the development of data collection instruments, analysis procedures, and reporting.

The FSM SSIP evaluation incorporates all of these aspects (partnership, mixed methods, cultural responsiveness) into the logic model and evaluation plan. The following describes progress made toward short- and intermediate outcomes in terms of each strategy, including corresponding infrastructure components and activities.

#### Implementing RTI Effectively

The majority of the FSM SSIP short- and mid-term outcomes relate to effective implementation of RTI at the model and scale-up schools. The TA, PD, and coaching described above contributed to achieving the following short-term outcomes: (1) teachers' increased knowledge of the core reading program, (2) teachers' increased knowledge in using data for instructional decision making, (3) coaches effectively supporting the teachers' reading instruction. These activities are critical to building instructional practices that support improved student reading. Contributing to the mid-term outcome that teachers provide reading instruction with fidelity, coaches conduct regular observations as part of effective RTI implementation.

Using the data systems, literacy coaches and RTI teams address effective implementation defined by the short-term outcome that screening and assessment data is consistently used, and the mid-term outcome that teachers use data to plan instruction and make decisions about students' needs. In this reporting period, coaches focused on supporting a targeted group of teachers in their schools to learn how to administer the screenings at

beginning, middle, and end of the year. By building these skills for the teachers, coaches will have more time to provide instructional coaching in the classrooms and through group PD sessions.

As part of the accountability and monitoring, the State RTI teams review results and progress to identify how best to support their schools and students, and NDOE provides feedback and support to these State-level reviews. This ensures the national and state staff and stakeholders are addressing all the short and mid-term outcomes noted above.

#### Family Partnerships

Activities continue at the school level to address the short-term outcome to increase families' awareness of early literacy efforts. Student results are shared at PTA meetings, and literacy nights have become a part of school level schedules.

Family Literacy Nights have been implemented by states as a strategy to enhance family engagement in early literacy development. These events provide structured opportunities for parents, teachers, and students to collaborate and focus on literacy skills. The sample agenda for Family Literacy Night includes welcoming remarks to outline the purpose and benefits of family engagement, celebrations to highlight literacy achievements, a demonstration of literacy lessons, and interactive activities families can replicate at home. It also features a read-aloud session to model effective strategies for vocabulary and comprehension development, followed by closing remarks and an evaluation to gather feedback from participants.

Tracking measures like PM5 (% of teachers and administrators reporting increased family engagement) and PM6 (% of families reporting increased engagement) provides valuable insight into the impact of such events, even in the absence of survey data. These measures highlight the importance of fostering collaboration between families and educators to support children's literacy development.

#### Community Collaboration

The governance structure of the State RTI teams facilitates engagement of representatives from parent councils, general education, and other agencies at the state level and guides efforts to improve English reading proficiency. Tracking process outcomes related to RTI team membership, number and focus of the meetings convened, and dissemination of SiMR results, will ensure accountability and address the short-term outcome that stakeholders are aware of the literacy efforts. The State RTI team structure has potential for sustaining efforts across FSM in that the regular cross-State sharing of information and successes at regular points in time builds a national community focused on the mid-term outcome of collaborating to support early literacy efforts. Data are provided later in this report regarding collaboration to support SSIP implementation.

#### **Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)**

NO

#### **Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.**

No new infrastructure improvement strategies implemented during this reporting period.

#### **List the selected evidence-based practices implement in the reporting period:**

Staff and stakeholders at the NDOE, model and scale up schools, and State RTI teams implement four evidence-based practices that contribute to improved early literacy outcomes for children in FSM, including children with disabilities. The evidence-based practices utilized in FSM's SSIP include:

1. Response to Intervention (RTI)/Progress Monitoring
2. Curriculum-Based Measures (DIBELS)
3. Early Literacy Reading Programs-Language for Learning and Reading Mastery
4. Literacy Coaching

#### **Provide a summary of each evidence-based practice.**

##### 1. Response to Intervention

FSM utilizes Response to Intervention (RTI) to provide early, systematic, and appropriate intensive assistance to FSM students, including students with disabilities, who are at risk for or already underperforming, as compared to their peers, in early literacy. As part of its RTI model, FSM employs universal screening, frequent progress monitoring, review of data, and increased intensive research-based literacy instruction for children who continue to have difficulty in early literacy. In addition to the school-based student level support, each State provides leadership and guidance to ensure implementation is effective and that scale up is determined based on review of data and progress. This teaming at the school, State, and National levels is a critical component of the FSM SSIP.

##### 2. Curriculum-Based Measures-CBMs (DIBELS)

A critical component of RTI is a systematic assessment of student learning. FSM has adapted a set of consistent screening and assessment protocols aligned to the science of reading principles and to grade level development of English language skills. The screening protocols include measures that address specific skills such as oral reading fluency, decoding, and comprehension which are indicators of early reading success. Each of the SSIP schools consistently administer and analyze the data from these protocols to inform instruction and identify support for those students who continue to struggle.

##### 3. Early Literacy Reading Programs

FSM is using Reading Mastery and Language for Learning reading programs which include explicit and systematic teaching of reading knowledge and skills. These programs are grounded in Direct Instruction (DI) which addresses systematic and explicit teaching. Teachers are equipped with materials and a specific scope and sequence to guide their reading instruction. These important instructional elements are essential for both English reading development and instruction in the vernacular languages.

##### 4. Literacy Coaching

FSM has a structured instructional coaching system integrated into their early literacy PD/TA. Each State has identified a lead coach who receives ongoing PD to assist them in providing teachers at the schools' support in English language reading instruction. Based on the literature on effective coaching, the coaches provide regular monthly PD to teachers, follow-up coaching, observations, and feedback. Coaches are embedded at the SSIP schools and all work closely with principals and teachers to share responsibility for effective implementation of reading instruction. In this reporting period, UOG has worked closely with coaches on establishing clear coaching practices and building the skills necessary to support those practices. Namely: alliance building, modeling, observation, and feedback. Requisite forms and resources (e.g., coaching logs) are structured to capture data on each of these skills and practices.

**Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes, and/or child /outcomes.**

The evidence-based practices described above are integrated into activities that provide structured procedures for English language reading instruction. RTI processes ensure leadership and support at the school, State, and National levels. By using common evidence-based reading programs, PD and coaching to teachers at model and scale up schools is delivered consistently while also incorporating contextual factors. Use of the ELMo data system to collect consistent measures of reading skills allows coaches to implement common strategies to support school and State RTI teams to interpret results and make decisions regarding instruction and implementation. These common practices facilitate connection and learning for the States as the teams can share successes and barriers and identify effective procedures to support English language reading instruction. The teaming structures at the school and State level also provide a mechanism for NDOE to identify TA and support they may need to provide, as well as policy and procedure development to sustain efforts to improve students' early literacy skills.

**Describe the data collected to monitor fidelity of implementation and to assess practice change.**

Data collected from teacher observations, coaching logs and surveys, TA providers, and input from FSM state and national leadership teams were collected and reviewed to monitor fidelity of implementation and to assess practice change.

Teacher observations were conducted in four states to evaluate the fidelity of implementation of RtI. The observations aimed to assess Performance Measure PM1, which evaluates the percentage of teachers implementing evidence-based core reading instruction with fidelity. The checklist includes three domains: Organization (preparedness, positive classroom environment, and student readiness), Procedure (adherence to instructional protocols, effective pacing, and error correction), and Independent Work (monitoring, task completion, and reinforcing student progress).

Teachers were rated on a four-level scale: 4 (Strong Implementation/Very Effective); 3 (Moderate Implementation/Effective); 2 (Promising Implementation/Emerging); and 1 (Weak Implementation/Needs support), based on the percentage of checklist items successfully demonstrated. Summary data from the Implementation Checklist includes all observations conducted from January to December 2024 in both model and scale up schools. The results are based on data from each state. The average of teachers at strong implementation/very effective for the reporting period was 76%, and those at moderate implementation/effective was 13%. Combined, 89% of teachers are effective or very effectively implementing the core reading program in their classrooms.

Coaching logs were reviewed for the same period across the four states. The logs were completed by both the head coach and the school-based coach. This information is collected to inform the measure related to the percentage of instructional coaches supporting teachers in the use of evidence-based literacy practices. These logs provide insights into coaching activities aligned with different phases, including Pre-Meeting, In Classroom, Post-Meeting, and Other. The logs also capture the implementation of specific strategies such as Alliance Building, Observation, Modeling, and Feedback, highlighting the alignment of coaching efforts with evidence-based literacy practices. The review of the logs provides information that the coaches are consistently providing support in the schools as indicated by the daily entries. Activities ranged from administrative tasks such as inventory of reading materials, to regular observation and feedback in addition to supporting the administration of assessments and review of the results. External evaluators complete a thorough review of the logs and provide a summary report to the RtI teams so that information can be used to address barriers and identify strategies for continuing the coaching process effectively.

Coaching Data: The Coaches' survey provides data to answer the performance measure "To what extent do instructional coaches support teachers in the use of evidence-based literacy practices?" The external evaluators distributed a survey and 7 coaches completed the survey. The survey included items on the training and support that coaches received, opportunities to network with other coaches, and confidence in supporting their school as a coach. The survey also included items on their coaching skills and practices. 100% of the coaches strongly agreed/agreed that the training for coaching they received was effective, helped them develop new coaching skills to help teachers engage in equitable reading instruction, and the training helped them strengthen their coaching skills. 100% of the coaches strongly agreed/agreed that the training provided them with effective strategies around equitable reading instruction and that they felt supported as a coach. 100% of the coaches strongly agreed/agreed that they were provided opportunities to connect with other coaches, that they felt confident in supporting their school and are helping their school to provide equitable reading instruction for all students.

With respect to coaching practices, 100% of the coaches strongly agreed/agreed that there are clear goals for reading coaches that they support teachers in identifying and/or creating resources to engage in equitable reading instruction for their students, and that they are able to listen empathetically and actively to the teachers they coach. 100% strongly agreed/agreed that they have the coaching skills needed to be an effective reading coach, that they can support teachers in preparing lesson plans focused on equitable reading instruction, that they give teachers feedback on differentiating reading instruction for their students, that they give teachers feedback about using data about their students' reading to plan for and implement equitable reading instruction, and they are able to build trust and rapport with the teachers they coach. 100% strongly agreed/agreed that they encourage teachers to engage in continuous reflection about their reading instruction, and they give teachers feedback on connecting reading instruction to their students' interests, backgrounds, and experiences. 100% strongly agreed/agreed that they help teachers identify the professional development they need to engage in equitable reading instruction. 100% strongly agreed/agreed that they give teachers feedback on scaffolding reading instruction to provide all students with access to grade-level texts.

The survey included five open-ended questions, with one focusing on how coaching has been supportive in improving equitable reading instruction at schools. Coaches reported various methods of support to improve equitable reading instruction in their schools, focusing on observation, feedback, and professional development. One coach said, "We hold monthly Professional Development meetings where we practice through modeling and provide feedback as well as providing feedback after classroom observations."

Several respondents highlighted the use of data collection and classroom observations to provide constructive feedback to teachers. Tools such as the Coaching Log Sheet, Direct Instruction (DI) Implementation Checklists, and LPC Checklists were mentioned as instrumental in collecting data, monitoring, and improving instructional practices. Intervention strategies and immediate feedback during classroom observations were also noted as effective approaches to address specific reading challenges and support teachers' growth.

Professional development emerged as another key area of support, with coaches emphasizing monthly meetings where modeling, practice, and feedback were integrated into the sessions. These opportunities allowed teachers to refine their instructional techniques in a collaborative environment. Coaches noted the continuity of using strategies implemented in previous years, ensuring consistency while addressing ongoing needs. Coaches also emphasized the importance of using student screening results to identify those requiring additional support and implementing tools like signals (e.g., clapping or devices) to help teachers maintain student focus during lessons.

Several respondents highlighted specific methods and tools they used in their coaching practice. Modeling instructional strategies for teachers was a common approach, along with utilizing observation tools such as the DI Checklist to provide constructive feedback. Coaches also conducted walkthrough observations to monitor classroom practices to create surveys assessing the impact of teacher training sessions.

**Describe any additional data (e.g., progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.**

In this reporting period, evaluation data was collected on the TA/PD provided to the coaches in each state to address the outcome related to implementing core reading programs with fidelity. At this point in time, data regarding participants' knowledge gain was the focus and provides the

groundwork for assessing fidelity in the spring of the current school year.

The ELMo training survey was administered after the ELMo training to states. There were 12 respondents to the survey. 100% of the respondents strongly agreed or agreed that the training provided them with an increased understanding of the data in ELMo and new features in ELMo. 100% of the respondents also strongly agreed or agreed that the training provided them an opportunity to ask questions regarding the use of ELMo data, and the current protocols and processes of the ELMo data. 100% of the respondents strongly agreed or agreed that the training provided structured time for the coaches to learn about the ELMo data. In addition to this, 100% of the respondents strongly agreed or agreed that the training presenter and facilitator responded effectively to participant questions and comments and the objectives of the training were clearly communicated.

In response to an open-ended question from the ELMo training workshop, 11 out of 12 participants shared takeaways that would support their professional learning and practice. A key theme was the importance of progress monitoring, which most respondents identified as a crucial tool for tracking student progress, strengths, and areas needing improvement. Many noted that the ability to better identify students requiring targeted support would significantly enhance their work, with some describing the training as a "game changer" for their schools. Respondents also highlighted improved system features, such as the simplified process for entering new students through exported files, which they found reliable and user-friendly. The training addressed common challenges by clarifying misconceptions about functionalities, including interpreting binary indicators and avoiding data duplication during file imports. Gaining personal access to ELMo accounts was another frequently mentioned benefit, empowering participants to utilize progress monitoring more effectively. Overall, the responses underscored how the training equipped educators, administrators, and coaches with practical tools and insights to improve student support and program monitoring.

Participants provided several open-ended suggestions for improving future trainings, emphasizing the importance of practical enhancements and logistical adjustments. Key themes included incorporating more hands-on activities to foster engagement, extending the duration of training sessions, and ensuring punctuality of coaches. Some respondents preferred face-to-face training formats for better interaction, while others highlighted the need for user-friendly tools for reporting and suggested conducting daily feedback surveys to improve session quality. Additional suggestions included providing laptops to streamline data management and introducing functional features, such as print buttons for specific windows in software tools.

Collaboration Survey: A collaboration survey was disseminated this reporting period. The survey is based upon Assessing Your Collaboration self-evaluation tool and includes seven domains related to collaborating on an initiative. The collaboration survey was used to collect data to report on the performance measure "To what extent do RTI team members, NDOE staff, and school staff report support for implementation of early literacy instruction and interventions." 3 responses were received from staff in three states.

An overall percentage of agreement that collaboration was in place was calculated across states. Analysis indicated that 52% of the respondents strongly agreed that there were effective collaborations across the seven domains that included Communication, Sustainability, Research & Evaluation, Resources, Connectedness, Leadership, and Understanding Community. 48% of the respondents somewhat agreed that there were effective collaborations across the seven domains. There were no disagreement ratings that were provided by the states.

Collaboration Insights: Collaboration exists between school teams and special education programs at the state and national levels; however, there is a need for greater involvement from state general education leadership to strengthen these efforts. One respondent said, "Collaboration internally is fairly strong. Collaboration at the school, program, district/ state, and national level is good. Collaboration at the community level needs to be strengthened to enhance support and participation...not just to be informed, but to be more engaged and contribute more to how to improve and sustain the program."

#### Successful Efforts:

- Effective partnerships with school-based coaches and principals, supporting activities that actively engage parents in their children's learning.
- The UOG Guam CEDDERS technical assistance team has successfully bridged communication and collaboration across school, state, and national levels to ensure fidelity in the implementation of Project LIFT.

#### Areas for Improvement:

- While the state DOE Director is aware of the project, the support staff designated for the initiative face challenges due to competing demands from other national and state programs, resulting in limited engagement with Project LIFT activities.

Family Surveys: Family events have been conducted across the four states; however, data from these events has not yet been received for reporting

### **Provide a summary of the next steps for each evidence-based practice and the anticipated outcomes to be attained during the next reporting period.**

As with this reporting year, all four evidence-based practices will continue in the coming year of SSIP implementation. All model and scale up schools will continue to utilize an RTI model to provide early, systematic, and appropriate intensive assistance to FSM students. Coaching support will be provided to all schools engaged in SSIP activities. New coaches will receive additional training and professional development to support skill building in coaching strategies. In addition, literacy coaches will work with TA providers to develop a set of resources for use by new coaches as the RTI efforts are scaled up and/or scaled out in each State. All SSIP schools will engage in continued professional development and technical assistance as they implement the components of RTI as well as the evidence-based literacy curriculum and the use of CBMs. NDOE and State staff and stakeholders will continue to work on identifying effective practices to support leadership in the areas of family engagement and community collaboration. Evaluators will continue to collect data on the fidelity of implementation of the EBPs and enhancements to both NDOE and SDOEs infrastructure to support SSIP activities.

### **Does the State intend to continue implementing the SSIP without modifications? (yes/no)**

YES

### **If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.**

The results of the performance measure data indicate that implementation is on track and no changes are needed at this time. Although data that is reported indicated a drop in student performance, it is because the data includes three new scale-up schools. Additional onsite coaching support have been provided to all states to ensure consistent implementation of coaching support to the school and proper screenings and performance data are collected and reported. Therefore, FSM will continue to implement SSIP without any modification.

## **Section C: Stakeholder Engagement**

## Description of Stakeholder Input

As the SEA, NDOE facilitates and solicits broad stakeholder input for FSM's IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) development. The FSM National SPP/APR Leadership team is comprised of representatives from NDOE and the four FSM states' Special Education Advisory Councils and Special Education Programs, including state general education administrators. This leadership team serves as FSM's broad stakeholder group for its SPP/APR development and this meets the minimum requirement of the IDEA State Advisory Panel for Special Education. In addition, the FSM RTI initiative or FSM's Project Literacy Intervention for FSM Leaders of Tomorrow (LIFT), includes other key stakeholders, including FSM NDOE and state level Department of Education specialists, schools administrators, teachers, and parents for the development and implementation of Indicator 17: FSM's State Systemic Improvement Plan (SSIP).

NDOE facilitated public hearing in all four FSM states to present FFY2024 IDEA Part B grant application and other special education program information with parents, service providers, and the wider community. Although no policies and procedures were revised requiring public awareness and input, NDOE utilized the public hearing opportunities to discuss changes and new practices or processes related to data collection, state's Local Performance Plan (LPP) and accomplishments and challenges. Input from the audiences were documented and considered by each FSM state and NDOE in the development of this FFY 2023 SPP/APR.

A summary of the public hearings held and related community meetings at the FSM states are as follows:

1. Chuuk State: April 30 & May 2, 2024 on the island of Fefan at Sapore Elementary school and Fanip Elementary school. There were a total of 37 participants with 14 parents and 23 service providers. Chuuk also held three separate meetings with on October 29, 2024 at Pwene Elementary school, November 5, 2024 at Southern Namoneas High school, and November 11, 2024 at Messa Elementary school with parents, teachers, and community member. Total participants from all three meetings is 110. These meetings include sharing of program services, performance data, and discussions of needs and areas for improvement of services.
2. Kosrae State: April 26, 2024 at the Kosrae State Legislature (KSL) at Tofol, Lelu. Participants include 7 state legislators, 1 Kosrae Special Parent Network (KSPN) President, 2 Department of Education administrators, and 1 NDOE staff. After presentation and discussions of the IDEA grant application and related special education services, KSL presented a bill to mandate December 3 as a Kosrae Disability Day holiday. This bill was later passed into law and the first Kosrae Disability Day holiday was observed and celebrated on December 2 & 3, 2024. On December 2nd, Disability Day Fun Walks and awareness activities were held in 3 of the 4 municipalities of Kosrae. The number and age range of participants are as follows: Lelu municipality-total of 290 participated, ranging from 6 months to one 90 year-old; Malem municipality-total of 72 participated, ranging from 1-66 year old; Tafunsak municipality-total of 147 participated, ranging from 5 months to 74 year old. On December 3rd, a formal convening was held at the Tofol (capital of Kosrae) gymnasium with a total of 139 people in attendance. These include the Governor of the state, people and students with disabilities, state senators, teachers, students, education administrators, including infants/toddlers. On April 18, 2024, a Project LIFT training was held at Tafunsak Elementary school for parents and 21 parents attended.
3. Pohnpei State: April 17-19, 2024 at three municipalities, Modelehniw, Kitti, and Nett. Total of 227 participants, which include parents, Advisory Council members, NDOE staff, community members, students, school principals, and teachers.
4. Yap State: April 4, 2024 at Early Childhood Education (ECE) center on the main island of Yap. Total of 41 in attendance, which include 26 parents, 2 IEP students, 4 NDOE staff, 2 Interagency Council members, 2 Yap Department of Health staff, and 5 Yap Special Education staff.

For the development of FSM's FFY 2023 IDEA Part B SPP/APR, NDOE engaged the FSM National SPP/APR Leadership Team and other key education leaders, as follows:

1. On December 16-20, 2024, the FSM National SPP/APR Leadership Team convened in Pohnpei for the first face-to-face meeting to review and update the FFY 2023 SPP/APR based on the outcomes of the state public hearings and other related meetings held at the state levels to inform the status of implementation of requirements, performance on Local Performance Plans, and priority areas for each FSM state or the nation as a whole. Parents and members of FSM State Advisory Councils were invited and attended the meeting.
2. On January 6-10, 2025, the FSM National SPP/APR Leadership Team convened in Yap for the second and final face-to-face meeting to verify indicator data and provide justification notes on the three indicators with slippages. Technical support and training needs were also discussed and schedule of onsite monitoring and technical supports were finalized.
3. NDOE coordinates with Guam CEDDERS to conduct onsite visits to each of the 4 FSM states to observe and provide training supports to Coaches and teachers implementing Project LIFT in their state. Outcomes of observations and onsite trainings are provided to NDOE to help plan and implement additional professional development for Project LIFT teachers, principals, coaches, including other teachers at the schools.
4. NDOE has been supported by NCSI, IDC, and Guam CEDDERS in the review of DMS 2.0 adapted protocols in preparation for the OSEP onsite monitoring visit in November 2025. This opportunity allows NDOE to identify areas to improve, such as data collection and reporting, fiscal management, procedures and policies improvement, parent engagement, due process and mediation training, and general supervision and monitoring. Ongoing virtual meetings with these partners helped greatly to improve teachers' and parents' engagement in the process to improve learning outcomes of students with disabilities in FSM school communities.

NDOE facilitates stakeholder involvement for soliciting 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, comprised of representatives from NDOE and the four FSM State Special Education Advisory Councils and Special Education Programs and state general education administrators, 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 includes other key stakeholders, including FSM State Department of Education specialists, school administrators, teachers, and parents for the development and implementation of Indicator 17: FSM's State Systemic Improvement Plan (SSIP).

### **Describe the specific strategies implemented to engage stakeholders in key improvement efforts.**

Stakeholder input was built into the review and revision of the evaluation for this next SSIP cycle. External evaluators continued the practice of convening FSM state teams to review their data and reflect on implementation challenges and successes, and plan for the coming school year. Evaluators support state use of evaluation data via email correspondences, virtual meetings, and SDOE evaluation meetings. In addition, evaluation data is presented during the FSM NDOE SPP/APR meetings held during the reporting period.

In addition to State focused discussions and decision making, stakeholders provided input to NDOE outcomes and strategies to guide SSIP implementation. Through cross-FSM state stakeholder discussions, stakeholders continued to articulate the challenges and need for further TA/PD to support State implementation and scale up of RTI to sustain improved reading for students in the SSIP schools. To address this concern, NDOE established a new contract with the University of Guam to provide professional development and technical assistance to support implementation of Project LIFT activities.

### **Were there any concerns expressed by stakeholders during engagement activities? (yes/no)**

YES

**Describe how the State addressed the concerns expressed by stakeholders.**

Through the series of meetings with stakeholders, the opportunity to raise concern was built into the process. As RTI teams reflected on current implementation of their early literacy efforts, they identified challenges and discussed reasonable expectations for target setting related to the SiMR. While not each and every concern was resolved, this information was used to plan TA/PD and activities for the coming school year.

**Additional Implementation Activities**

**List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.**

No new activities planned for next fiscal year.

**Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.**

N/A-no new activities planned for the next fiscal year

**Describe any newly identified barriers and include steps to address these barriers.**

While common forms and timelines for data collection are in place, there continues to be uneven adherence to the timelines, due to contextual factors within each FSM state. As was reported in the last SSIP and continues for this SSIP, RTI teams note that adequate time for reflection and action planning is a challenge to SSIP implementation. To address this, the external evaluators conducted frequent, or as needed, meetings with the NDOE liaisons and FSM state RTI teams, providing opportunities to review and discuss data and implementation activities as a group to plan throughout the year. Meetings of all FSM state RTI teams and NDOE staff are held twice per year to ensure continued input to overall SSIP implementation.

**Provide additional information about this indicator (optional).**

**17 - Prior FFY Required Actions**

None

**17 - OSEP Response**

The Federated States of Micronesia (FSM) has revised the baseline for this indicator, using data from FFY 2023, and OSEP accepts that revision.

FSM revised its targets for this indicator, and OSEP accepts those targets.

**17 - Required Actions**

## Indicator 18: General Supervision

### Instructions and Measurement

**Monitoring Priority:** General Supervision

**Compliance indicator:** This SPP/APR indicator focuses on the State's exercise of its general supervision responsibility to monitor its local educational agencies (LEAs) for requirements under Part B of the Individuals with Disabilities Education Act (IDEA) through the State's reporting on timely correction of noncompliance (20 U.S.C. 1412(a)(11) and 1416(a); and 34 C.F.R. §§ 300.149, 300.600). In reporting on findings under this indicator, the State must include findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes, but is not limited to, information collected through State monitoring, State database/data system, dispute resolution, and fiscal management systems as well as other mechanisms through which noncompliance is identified by the State.

#### Data Source

The State must include findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes, but is not limited to, information collected through State monitoring, State database/data system, dispute resolution, and fiscal management systems as well as other mechanisms through which noncompliance is identified by the State. Provide the actual numbers used in the calculation. Include all findings of noncompliance regardless of the specific type and extent of noncompliance.

#### Measurement

This SPP/APR indicator requires the reporting on the percent of findings of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance issued the prior Federal fiscal year (FFY) (e.g., for the FFY 2023 submission, use FFY 2022, July 1, 2022 – June 30, 2023)
- b. # of findings of noncompliance the State verified were corrected no later than one year after the State's written notification of findings of noncompliance.

$$\text{Percent} = [(b) \text{ divided by } (a)] \text{ times } 100$$

*States are required to complete the General Supervision Data Table within the online reporting tool.*

#### Instructions

**Baseline Data:** The State must provide baseline data expressed as a percentage. OSEP assumes that the State's FFY 2023 data for this indicator is the State's baseline data unless the State provides an explanation for using other baseline data.

Targets must be 100%.

Report in Column A the total number of findings of noncompliance made in FFY 2022 (July 1, 2022 – June 30, 2023) and report in Column B the number of those findings which were timely corrected, as soon as possible and in no case later than one year after the State's written notification of noncompliance.

Starting with the FFY 2023 SPP/APR, States will be required to report on the correction of noncompliance related to compliance indicators 4B, 9, 10, 11, 12, and 13 based on findings issued in FFY 2022. Under each compliance indicator, States report on the correction of noncompliance for that specific indicator. However, in this general supervision Indicator 18, States report on both those findings as well as any additional findings that the State issued related to that compliance indicator.

In the last row of this General Supervision Data Table, States may also provide additional information related to other findings of noncompliance that are not specific to the compliance indicators. This row would include reporting on all other findings of noncompliance that were not reported by the State under the compliance indicators listed below (e.g., Results indicators (including related requirements), Fiscal, Dispute Resolution, etc.). In future years (e.g., with the FFY 2026 SPP/APR), States may be required to further disaggregate findings by results indicators (1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17), fiscal and other areas.

If the State did not ensure timely correction of previous findings of noncompliance, provide information on the nature of any continuing noncompliance and the actions that have been taken, or will be taken, to ensure the subsequent correction of the outstanding noncompliance, to address areas in need of improvement, and any sanctions or enforcement actions used, as necessary and consistent with IDEA's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

## 18 - Indicator Data

### Historical Data

Baseline Year	Baseline Data

### Targets

FFY	2023	2024	2025
Target	100%	100%	100%

**Indicator 4B. Percent of LEAs that have:** (a) a significant discrepancy, as defined by the State, 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, as defined by the State, 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))

**Findings of Noncompliance Identified in FFY 2022**

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
	0		0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 4B due to various factors (e.g., additional findings related to other IDEA requirements).

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

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

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

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

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

**Indicator 9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))**

**Findings of Noncompliance Identified in FFY 2022**

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
	0		0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 9 due to various factors (e.g., additional findings related to other IDEA requirements).

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

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

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

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

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

**Indicator 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))**

**Findings of Noncompliance Identified in FFY 2022**

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
	0		0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 10 due to various factors (e.g., additional findings related to other IDEA requirements).

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

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

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

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

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

**Indicator 11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a)(3)(B))**

**Findings of Noncompliance Identified in FFY 2022**

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
0	0	0	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 11 due to various factors (e.g., additional findings related to other IDEA requirements).

FSM reported 100% performance in Indicator 11 thus no difference in number to report and explain.

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

FSM reported 100% performance in Indicator 11 thus verification of source of noncompliance is not required.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

FSM reported 100% performance in Indicator 11 thus no verification of correction of individual cases of noncompliance is required.

**Indicator 12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))**

**Findings of Noncompliance Identified in FFY 2022**

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
	0		0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 12 due to various factors (e.g., additional findings related to other IDEA requirements).

Not applicable. Per OSEP's instruction, Indicator 12 does not apply to FSM.

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

Not applicable. Per OSEP's instruction, Indicator 12 does not apply to FSM.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

Not applicable. Per OSEP's instruction, Indicator 12 does not apply to FSM.

**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 and 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 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))**

**Findings of Noncompliance Identified in FFY 2022**

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
0	0	0	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 13 due to various factors (e.g., additional findings related to other IDEA requirements).

FSM reported 100% performance in Indicator 13 so there are no differences in number to report and explain.

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:

FSM reported 100% performance in Indicator 13 thus verification of source of noncompliance is not required.

Please describe, consistent with OSEP QA 23-01, how the State verified that each individual case of noncompliance was corrected:

FSM reported 100% performance in Indicator 13 thus no verification of correction of individual cases of noncompliance is required.

Optional for FFY 2023, 2024, and 2025:

Other Areas - All other findings: States may report here on all other findings of noncompliance that were not reported under the compliance indicators listed above (e.g., Results indicators (including related requirements), Fiscal, Dispute Resolution, etc.).

Column B: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Column B for which correction was not completed or timely corrected
0	0	0

Explain the source (e.g., State monitoring, State database/data system, dispute resolution, fiscal, related requirements, etc.) of any findings reported in this section:

FSM made no findings of noncompliance in all four FSM states in FFY 2022.

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:

FSM made no findings of noncompliance in all four FSM states in FFY 2022 and no verification of source correctly implementing the regulatory requirements is required.

Please describe, consistent with OSEP QA 23-01, how the State verified that each individual case of noncompliance was corrected:

FSM made no findings of noncompliance in all four FSM states in FFY 2022 and no verification of correction of individual case of noncompliance is required.

Total for All Noncompliance Identified (Indicators 4B, 9, 10, 11, 12, 13, and Optional Areas):

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
0	0	0	0	0

FFY 2023 SPP/APR Data

Number of findings of Noncompliance that were timely corrected	Number of findings of Noncompliance that were identified FFY 2022	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
0	0		100%		N/A	N/A

Percent of findings of noncompliance not corrected or not verified as corrected within one year of identification	
---	--

**Provide additional information about this indicator (optional)**

**Summary of Findings of Noncompliance identified in FFY 2022 Corrected in FFY 2023 (corrected within one year from identification of the noncompliance):**

1. Number of findings of noncompliance the State identified during FFY 2022 (the period from July 1, 2022 through June 30, 2023)	0
2. Number of findings the State verified as timely corrected (corrected within one year from the date of written notification to the LEA of the finding)	0
3. Number of findings <u>not</u> verified as corrected within one year	0

**Subsequent Correction: Summary of All Outstanding Findings of Noncompliance Identified in FFY 2022 Not Timely Corrected in FFY 2023 (corrected more than one year from identification of the noncompliance):**

4. Number of findings of noncompliance not timely corrected	0
5. Number of findings in Col. A the State has verified as corrected beyond the one-year timeline for Indicator 4B, 9, 10, 11, 12, 13 ("subsequent correction")	0
6a. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 4B	0
6b. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 9	0
6c. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 10	0
6d. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 11	0
6e. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 12	0
6f. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 13	0
6g. (optional) Number of written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - All other findings	0
7. Number of findings <u>not</u> yet verified as corrected	0

**Subsequent correction:** If the State did not ensure timely correction of previous findings of noncompliance, provide information on the nature of any continuing noncompliance and the actions that have been taken, or will be taken, to ensure the subsequent correction of the outstanding noncompliance, to address areas in need of improvement, and any sanctions or enforcement actions used, as necessary and consistent with IDEA's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

FSM did not make any findings of noncompliance in all four FSM states in FFY 2022.

**18 - OSEP Response**

The Federated States of Micronesia (FSM) reported that no written findings of noncompliance were issued in FFY 2022. The FSM is not required to establish a baseline until any fiscal year in which data are reported for this indicator.

**18 - Required Actions**

## **Certification**

### **Instructions**

Choose the appropriate selection and complete all the certification information fields. Then click the "Submit" button to submit your APR.

#### **Certify**

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.

#### **Select the certifier's role:**

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:**

Arthur Albert

#### **Title:**

Assistant Secretary, Division of Special Services, FSM National Department of Education

#### **Email:**

aalbert@dss.edu.fm

#### **Phone:**

6919211610

#### **Submitted on:**

04/24/25 8:15:44 AM

Determination Enclosures

RDA Matrix

**Federated States of Micronesia**  
**2025 Part B Results-Driven Accountability Matrix**  
 Freely Associated States, Outlying Areas, and the Bureau of Indian Education

Results-Driven Accountability Percentage and Determination (1)

Percentage (%)	Determination
60.00%	Needs Assistance

Results and Compliance Overall Scoring

Section	Total Points Available	Points Earned	Score (%)
Results	6	0	0.00%
Compliance	10	10	100.00%

(1) For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2025: Freely Associated States, Outlying Areas, and the Bureau of Indian Education, Part B."

2025 Part B Results Matrix

Reading Assessment Elements

Reading Assessment Elements	Grade	Performance (%)	Score
Percentage of Children with Disabilities Participating in Statewide Assessment (2)	Grade 3-8	x	0
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	N/A	N/A
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	N/A	N/A
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	N/A	N/A
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	N/A	N/A

x Due to privacy concerns the Department has chosen to suppress this calculation.

Math Assessment Elements

Math Assessment Elements	Grade	Performance (%)	Score
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 3-8	x	0
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	N/A	N/A
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	N/A	N/A
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	N/A	N/A
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	N/A	N/A

x Due to privacy concerns the Department has chosen to suppress this calculation.

(2) Statewide assessments include the regular assessment and the alternate assessment.

**Exiting Data Elements**

<b>Exiting Data Elements</b>	<b>Performance (%)</b>	<b>Score</b>
<b>Percentage of Children with Disabilities who Dropped Out Over Previous 3 Years</b>	36	0
<b>Percentage of Children with Disabilities who Graduated with a Regular High School Diploma Over Previous 3 Years**</b>	54	0

\*When providing exiting data under section 618 of the IDEA, States are required to report on the number of students with disabilities who exited an educational program through receipt of a regular high school diploma. These students meet the same standards for graduation as those for students without disabilities. As explained in 34 C.F.R. § 300.102(a)(3)(iv), in effect June 30, 2017, "the term regular high school diploma means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential."

2025 Part B Compliance Matrix

Part B Compliance Indicator (3)	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2022 (4)	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	N/A	N/A	N/A
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	N/A	N/A	N/A
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	N/A	N/A	N/A
Indicator 11: Timely initial evaluation	100.00%	N/A	2
Indicator 12: IEP developed and implemented by third birthday	N/A	N/A	N/A
Indicator 13: Secondary transition	100.00%	N/A	2
Indicator 18: General Supervision	100.00%	N/A	2
Timely and Accurate State-Reported Data	100.00%		2
Timely State Complaint Decisions	N/A		N/A
Timely Due Process Hearing Decisions	N/A		N/A
Longstanding Noncompliance			2
Programmatic Specific Conditions	None		
Uncorrected identified noncompliance	None		

(3) The complete language for each indicator is located in the Part B SPP/APR Indicator Measurement Table at:

<https://sites.ed.gov/idea/files/FFY2023-Part-B-SPP-APR-Reformatted-Measurement-Table.pdf>

(4) This column reflects full correction, which is factored into the scoring only when the compliance data are  $\geq 5\%$  and  $< 10\%$  for Indicators 4B, 9, and 10, and  $\geq 90\%$  and  $< 95\%$  for Indicators 11, 12, 13 and 18.

**Data Rubric**  
**Federated States of Micronesia**

FFY 2023 APR (1)

Part B Timely and Accurate Data -- SPP/APR Data

APR Indicator	Valid and Reliable	Total
1	1	1
2	1	1
3A	1	1
3B	1	1
3C	1	1
3D	1	1
4A	1	1
4B	N/A	0
5	1	1
6	1	1
7	1	1
8	1	1
9	N/A	0
10	N/A	0
11	1	1
12	N/A	0
13	1	1
14	1	1
15	1	1
16	1	1
17	1	1
18	1	1

**APR Score Calculation**

<b>Subtotal</b>	18
<b>Timely Submission Points</b> - If the FFY 2023 APR was submitted on-time, place the number 5 in the cell on the right.	5
<b>Grand Total</b> - (Sum of Subtotal and Timely Submission Points) =	23

**(1) In the SPP/APR Data table, where there is an N/A in the Valid and Reliable column, the Total column will display a 0. This is a change from prior years in display only; all calculation methods are unchanged. An N/A does not negatively affect a State's score; this is because 1 point is subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the SPP/APR Data table.**

618 Data (2)

Table	Timely	Complete Data	Passed Edit Check	Total
Child Count/ Ed Envs Due Date: 7/31/24	1	1	1	3
Personnel Due Date: 3/5/25	1	1	1	3
Exiting Due Date: 3/5/25	1	1	1	3
Discipline Due Date: 3/5/25	1	1	1	3
State Assessment Due Date: 1/8/25	1	1	1	3
Dispute Resolution Due Date: 11/13/24	1	1	1	3
MOE/CEIS Due Date: 9/4/24	1	1	1	3

618 Score Calculation

Subtotal	21
Grand Total (Subtotal X 1.28571429) =	27.00

(2) In the 618 Data table, when calculating the value in the Total column, any N/As in the Timely, Complete Data, or Passed Edit Checks columns are treated as a '0'. An N/A does not negatively affect a State's score; this is because 1.28571429 points are subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the 618 Data table.

**Indicator Calculation**

A. APR Grand Total	23
B. 618 Grand Total	27.00
C. APR Grand Total (A) + 618 Grand Total (B) =	50.00
Total N/A Points in APR Data Table Subtracted from Denominator	4
Total N/A Points in 618 Data Table Subtracted from Denominator	0.00
<b>Denominator</b>	50.00
D. Subtotal (C divided by Denominator) (3) =	1.0000
E. Indicator Score (Subtotal D x 100) =	100.00

**(3) Note that any cell marked as N/A in the APR Data Table will decrease the denominator by 1, and any cell marked as N/A in the 618 Data Table will decrease the denominator by 1.28571429.**

## APR and 618 -Timely and Accurate State Reported Data

DATE: February 2025 Submission

### SPP/APR Data

**1) Valid and Reliable Data** - Data provided are from the correct time period, are consistent with 618 (when appropriate) and the measurement, and are consistent with previous indicator data (unless explained).

### Part B 618 Data

**1) Timely** – A State will receive one point if it submits all *EDFacts* files or the entire *EMAPS* survey associated with the IDEA Section 618 data collection to ED by the initial due date for that collection (as described in the table below).

618 Data Collection	EDFacts Files/ EMAPS Survey	Due Date
Part B Child Count and Educational Environments	FS002 & FS089	7/31/2024
Part B Personnel	FS070, FS099, FS112	3/5/2025
Part B Exiting	FS009	3/5/2025
Part B Discipline	FS005, FS006, FS007, FS088, FS143, FS144	3/5/2025
Part B Assessment	FS175, FS178, FS185, FS188	1/8/2025
Part B Dispute Resolution	Part B Dispute Resolution Survey in <i>EMAPS</i>	11/13/2024
Part B LEA Maintenance of Effort Reduction and Coordinated Early Intervening Services	Part B MOE Reduction and CEIS Survey in <i>EMAPS</i>	9/4/2024

**2) Complete Data** – A State will receive one point if it submits data for all files, permitted values, category sets, subtotals, and totals associated with a specific data collection by the initial due date. No data is reported as missing. No placeholder data is submitted. The data and metadata responses submitted to *EDFacts* align. State-level data include data from all districts or agencies.

**3) Passed Edit Check** – A State will receive one point if it submits data that meets all the edit checks related to the specific data collection by the initial due date. The counts included in 618 data submissions are internally consistent within a data collection.

**Dispute Resolution**  
**IDEA Part B**  
**Federated States of Micronesia**  
**School Year: 2023-24**

**Section A: Written, Signed Complaints**

<b>(1) Total number of written signed complaints filed.</b>	0
(1.1) Complaints with reports issued.	0
(1.1) (a) Reports with findings of noncompliance	0
(1.1) (b) Reports within timelines	0
(1.1) (c) Reports within extended timelines	0
(1.2) Complaints pending.	0
(1.2) (a) Complaints pending a due process hearing.	0
(1.3) Complaints withdrawn or dismissed.	0

**Section B: Mediation Requests**

<b>(2) Total number of mediation requests received through all dispute resolution processes.</b>	0
(2.1) Mediations held.	0
(2.1) (a) Mediations held related to due process complaints.	0
(2.1) (a) (i) Mediation agreements related to due process complaints.	0
(2.1) (b) Mediations held not related to due process complaints.	0
(2.1) (b) (i) Mediation agreements not related to due process complaints.	0
(2.2) Mediations pending.	0
(2.3) Mediations withdrawn or not held.	0

**Section C: Due Process Complaints**

<b>(3) Total number of due process complaints filed.</b>	0
(3.1) Resolution meetings.	0
(3.1) (a) Written settlement agreements reached through resolution meetings.	0
(3.2) Hearings fully adjudicated.	0
(3.2) (a) Decisions within timeline (include expedited).	0
(3.2) (b) Decisions within extended timeline.	0
(3.3) Due process complaints pending.	0
(3.4) Due process complaints withdrawn or dismissed (including resolved without a hearing).	0

**Section D: Expedited Due Process Complaints (Related to Disciplinary Decision)**

<b>(4) Total number of expedited due process complaints filed.</b>	0
(4.1) Expedited resolution meetings.	0
(4.1) (a) Expedited written settlement agreements.	0
(4.2) Expedited hearings fully adjudicated.	0
(4.2) (a) Change of placement ordered	0
(4.3) Expedited due process complaints pending.	0
(4.4) Expedited due process complaints withdrawn or dismissed.	0

This report shows the most recent data that was entered by:  
 Federated States of Micronesia

These data were extracted on the close date:  
11/13/2024

## How the Department Made Determinations

Below is the location of How the Department Made Determinations (HTDMD) on OSEP's IDEA Website. How the Department Made Determinations in 2025 will be posted in June 2025. Copy and paste the link below into a browser to view.

<https://sites.ed.gov/idea/how-the-department-made-determinations/>



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

**Final Determination Letter**

June 20, 2025

Honorable Gardenia Aisek  
Secretary of the Department of Education  
Federated States of Micronesia  
P.O. Box PS 87  
Palikir, Pohnpei, FM 96941

Dear Secretary Aisek:

I am writing to advise you of the U.S. Department of Education's (Department) 2025 determination under Section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Federated States of Micronesia needs assistance in implementing the requirements of Part B of the IDEA. This determination is based on the totality of Federated States of Micronesia's data and information, including the Federal fiscal year (FFY) 2023 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Federated States of Micronesia's 2025 determination is based on the data reflected in its "2025 Part B Results-Driven Accountability Matrix" (RDA Matrix). The RDA Matrix is individualized for each State and Entity and consists of:

- (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
- (2) a Results Matrix that includes scoring on Results Elements;
- (3) a Compliance Score and a Results Score;
- (4) an RDA Percentage based on both the Compliance Score and the Results Score; and
- (5) the State's or Entity's Determination

The RDA Matrix is further explained in a document, entitled "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2025: Freely Associated States, Outlying Areas, and the Bureau of Indian Education-Part B" (HTDMD).

The Office of Special Education Programs (OSEP) is continuing to use both results data and compliance data in making determinations for outlying areas, freely associated States, and the Bureau of Indian Education (the Entities) in 2025, as it did for determinations in 2024. (The specifics of the determination procedures and criteria are set forth in the HTDMD document and reflected in the RDA Matrix for Federated States of Micronesia).

In making Part B determinations in 2025, OSEP continued to use results data related to:

- (1) the participation of children with disabilities (CWD) on Statewide assessments (which include the regular assessment and the alternate assessment);
- (2) the participation and performance of CWD on the most recently administered (school year 2023-2024) National Assessment of Educational Progress (NAEP), as applicable (For the 2025 determinations, OSEP is using results data on the participation and performance of children with disabilities on the NAEP for the 50 States, the District of Columbia, the Bureau of Indian Education, and Puerto Rico. OSEP used the available NAEP data for Puerto Rico in making Puerto Rico's 2025 determination as it did for Puerto Rico's 2024 determination. OSEP used the publicly available NAEP data for the Bureau of Indian Education that was comparable to the NAEP data available for the 50 States, the District of Columbia and Puerto Rico; specifically OSEP did not use NAEP participation data in making the BIE's 2025 determination because the most recently administered NAEP participation data for the BIE that is publicly available is 2020, whereas the most recently administered NAEP participation data for the 50 States, the District of Columbia, and Puerto Rico that is publicly available is 2024);
- (3) the percentage of CWD who graduated with a regular high school diploma; and
- (4) the percentage of CWD who dropped out.

For the 2025 IDEA Part B determinations, OSEP also considered performance on timely correction of noncompliance requirements in Indicator 18. While the State's performance on timely correction of noncompliance was a factor in each State or Entity's 2025 Part B Compliance Matrix, no State or Entity received a Needs Intervention determination in 2025 due solely to this criterion. However, this criterion will be fully incorporated beginning with the 2026 determinations.

You may access the results of OSEP's review of Federated States of Micronesia's SPP/APR and other relevant data by accessing the EMAPS SPP/APR reporting tool using your Federated States of Micronesia-specific log-on information at <https://emaps.ed.gov/suite/>. When you access Federated States of Micronesia's SPP/APR on the site, you will find, in applicable Indicators 1 through 18, the OSEP Response to the indicator and any actions that Federated States of Micronesia is required to take. The actions that Federated States of Micronesia is required to take are in the "Required Actions" section of the indicator.

400 MARYLAND AVE. S.W., WASHINGTON DC 20202-2600

[www.ed.gov](http://www.ed.gov)

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

It is important for you to review the Introduction to the SPP/APR, which may also include language in the "OSEP Response" and/or "Required Actions" sections.

You will also find the following important documents in the Determinations Enclosures section:

- (1) Federated States of Micronesia's RDA Matrix;
- (2) the HTDMD [link](#);
- (3) "2025 Data Rubric Part B," which shows how OSEP calculated Federated States of Micronesia's "Timely and Accurate State-Reported Data" score in the Compliance Matrix; and
- (4) "Dispute Resolution 2023-2024," which includes the IDEA Section 618 data that OSEP used to calculate the Federated States of Micronesia's "Timely State Complaint Decisions" and "Timely Due Process Hearing Decisions" scores in the Compliance Matrix.

As noted above, Federated States of Micronesia's 2025 determination is Needs Assistance. A State's or Entity's 2025 RDA Determination is Needs Assistance if the RDA Percentage is at least 60% but less than 80%. A State's or Entity's determination would also be Needs Assistance if its RDA Determination percentage is 80% or above but the Department has imposed Specific Conditions on the State's or Entity's last three IDEA Part B grant awards (for FFYs 2022, 2023, and 2024), and those Specific Conditions are in effect at the time of the 2025 determination.

Federated States of Micronesia's determination for 2024 was also Needs Assistance. In accordance with Section 616(e)(1) of the IDEA and 34 C.F.R. § 300.604(a), if a State or Entity is determined to need assistance for two consecutive years, the Secretary must take one or more of the following actions:

- (1) advise the State or Entity of available sources of technical assistance that may help the State or Entity address the areas in which the State or Entity needs assistance and require the State or Entity to work with appropriate entities;
- (2) direct the use of State-level funds on the area or areas in which the State or Entity needs assistance; or
- (3) identify the State or Entity as a high-risk grantee and impose Specific Conditions on the State's or Entity's IDEA Part B grant award.

Pursuant to these requirements, the Secretary is advising Federated States of Micronesia of available sources of technical assistance, including OSEP-funded technical assistance centers and resources at the following website: [Individuals with Disabilities Education Act \(IDEA\) Topic Areas](#), and requiring Federated States of Micronesia to work with appropriate entities. The Secretary directs Federated States of Micronesia to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. We strongly encourage Federated States of Micronesia to access technical assistance related to those results elements and compliance indicators for which it received a score of zero. Federated States of Micronesia must report with its FFY 2024 SPP/APR submission, due February 2, 2026, on:

- (1) the technical assistance sources from which Federated States of Micronesia received assistance; and
- (2) the actions Federated States of Micronesia took as a result of that technical assistance.

As required by IDEA Section 616(e)(7) and 34 C.F.R. § 300.606, Federated States of Micronesia must notify the public that the Secretary of Education has taken the above enforcement actions, including, at a minimum, by posting a public notice on its website and distributing the notice to the media and through public agencies.

The Secretary is considering modifying the factors the Department will use in making its determinations in June 2026 and beyond, as part of the Administration's priority to empower States in taking the lead in developing and implementing policies that best serve children with disabilities, and empowering parents with school choice options. As we consider changes to data collection and how we use the data reported to the Department in making annual IDEA determinations, OSEP will provide parents, States, entities, and other stakeholders with an opportunity to comment and provide input through a variety of mechanisms.

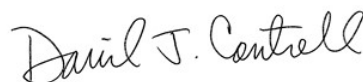
For the FFY 2024 SPP/APR submission due on February 1, 2026, OSEP is providing the following information about the IDEA Section 618 data. The 2024-25 IDEA Section 618 Part B data submitted as of the due date will be used for the FFY 2024 SPP/APR and the 2026 IDEA Part B Results Matrix and data submitted during correction opportunities will not be used for these purposes. The 2024-25 IDEA Section 618 Part B data will automatically be prepopulated in the SPP/APR reporting platform for Part B SPP/APR Indicators 3, 5, and 6 (as they have in the past). Under EDFacts Modernization, States and Entities are expected to submit high-quality IDEA Section 618 Part B data that can be published and used by the Department as of the due date. States and Entities are expected to conduct data quality reviews prior to the applicable due date. OSEP expects States and Entities to take one of the following actions for all business rules that are triggered in the appropriate EDFacts system prior to the applicable due date: 1) revise the uploaded data to address the edit; or 2) provide a data note addressing why the data submission triggered the business rule. States and Entities will be unable to submit the IDEA Section 618 Part B data without taking one of these two actions. There will not be a resubmission period for the IDEA Section 618 Part B data.

As a reminder, Federated States of Micronesia must make its SPP/APR available to the public by posting it on its agency website. Within the upcoming weeks, OSEP will be finalizing an Entity Profile that:

- (1) includes Federated States of Micronesia's determination letter and SPP/APR, OSEP attachments, and all State or Entity attachments that are accessible in accordance with Section 508 of the Rehabilitation Act of 1973; and
- (2) will be accessible to the public via the ed.gov website.

OSEP appreciates Federated States of Micronesia's efforts to improve results for children and youth with disabilities and looks forward to working with Federated States of Micronesia over the next year as we continue our important work of improving the lives of children with disabilities and their families. Please contact your OSEP State Lead if you have any questions, would like to discuss this further, or want to request technical assistance.

Sincerely,



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David J. Cantrell  
Deputy Director  
Office of Special Education Programs

cc: Federated States of Micronesia Director of Special Education