

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

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

**For reporting on
FFY 2021**

American Samoa



PART B DUE February 1, 2023

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

17 - Indicator Data

Section A: Data Analysis

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

To increase the percentage of students with disabilities who will be proficient in reading as measured by Standard Based Assessment (SBA) in the third grade (3rd grade) on all elementary schools.

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

YES

Provide a description of the system analysis activities conducted to support changing the SiMR.

American Samoa has changed its strategic plan. The old strategic plan was based on the Dual Language program and the new strategic plan is based on the Striving Readers: Early Literacy Initiative K-3 (Read Well & Language for Learning). This new program has required American Samoa to revise its SSIP. Beyond revising the SSIP strategies the new program includes all elementary schools as opposed to the previous program when five schools participated part of our pilot program.

Please list the data source(s) used to support the change of the SiMR.

The change in the wording of the SiMR was based on the change in ASDOE strategic plan. Specifically impacting the SiMR title was a change from the five pilot schools to including all elementary schools. The measurement, to increase the percentage of students with disabilities who will be proficient in reading as measured by Standard Based Assessment (SBA) in the third grade (3rd grade), will remain the same.

Provide a description of how the State analyzed data to reach the decision to change the SiMR.

Change of strategy and scaling up from 5 pilot schools involved to all elementary schools involved.

Please describe the role of stakeholders in the decision to change the SiMR.

Stakeholders were involved by participating in a group discussion. Stakeholders were provided a summary of the new SSIP and its revised SiMR. Stakeholders were informed through a powerpoint presentation for group discussion. A facilitator from the SSIP core team was present to assist and provide support for clarifying key questions and statements for group inputs and suggestions. The group was able to share their feedback based on the information shared at the meeting. The stakeholders agreed with the new SSIP and revised SiMR.

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

NO

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

YES

Please provide a description of the changes and updates to the theory of action.

The SiMR measurement is the same. The schools and the strategies have changed. We are maintaining the strands of the old theory of action but have changed the strategies related to our outcome and SiMR although is the same measure as the previous SiMR, now it includes all elementary schools.

The revised theory of action can be found on the link below

https://www.doe.as/files/public_files/Theory%20of%20Action%20FFY%202021_FFY%202025.pdf

Please provide a link to the current theory of action.

American Samoa Grants and Reports Link: <https://www.doe.as/District/Department/7-Special-Education/1272-REPORTS.html>

FFY 2021 American Samoa Theory of Action direct link:

https://www.doe.as/files/public_files/Theory%20of%20Action%20FFY%202021_FFY%202025.pdf

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)

NO

Historical Data

Baseline Year	Baseline Data
2022	

Targets

FFY	2021	2022	2023	2024	2025
Target >=					

FFY 2021 SPP/APR Data

Number of students with disabilities in third grade who are proficient in the third grade Statewide Assessment (SBA)	Number of student with disabilities attending third grade	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
		18.18%			N/A	N/A

Provide the data source for the FFY 2021 data.

Due to COVID-19 no third grade assessments were implemented. In FFY 2022 (SY 2022-2023) American Samoa is going to provide the baseline for the revised SSIP. At the end of the SY 2022-2023 when assessment data will be available, American Samoa will be meeting with stakeholders to present the baseline and set new targets.

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

The data is going to be collected from Statewide Assessment (SBA).

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, that 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)

YES

If data for this reporting period were impacted specifically by COVID-19, the State must include in the narrative for the indicator: (1) the impact on data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.

Please note that American Samoa experienced significant impact from COVID 19 during the reporting period of FFY 2021. Because of COVID 19 in SY 2021-2022, the American Samoa Department of Education students in grades ECE to 4 in attendance virtually so grades 3 and 4 were not required to take the statewide assessment.

Section B: Implementation, Analysis and Evaluation**Please provide a link to the State's current evaluation plan.**

American Samoa Evaluation Plan FFY 2021-FFY 2025 link below:
https://www.doe.as/files/public_files/Evaluation%20Plan%20FFY%202021_FFY%2020251.pdf

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

YES

If yes, provide a description of the changes and updates to the evaluation plan.

The team has revised the states evaluation plan given that the reading program has changed.

We are maintaining the old evaluation plan but have changed the strategies related to our outcome and SiMR although is the same

measure as the previous SiMR, now it includes all elementary schools. These changes were a statewide decision and the special education division accepted these changes.

If yes, describe a rationale or justification for the changes to the SSIP evaluation plan.

American Samoa has changed its strategic plan. The old strategic plan was based on the Dual Language program and the new strategic plan is based on the Striving Readers: Early Literacy Initiative K-3 (Read Well & Language for Learning). This new program has required American Samoa to revise its SSIP. Beyond revising the SSIP strategies the new program includes all elementary schools as opposed to the previous program when five schools participated part of our pilot program. These changes were a statewide decision and the special education division accepted these changes.

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

Training for teachers (regular, TA's and special education) to use the Read Well and Language for Learning curriculum

Training for teachers (regular, TA's and special education) to use the Read Well resources

Training for teachers (regular and special education) on the pre and post assessment tests for ELSI K-3 9Read Well and Language for Learning program instruction

ELSI staff will train SPED teachers to implement the ELSI K-3 (Read Well and Language for Learning)

ELSI Staff will coach and mentor teachers in the implementation of Read Well and Language for Learning program.

Training for teachers (regular and special education), principals, educational specialists, parents on the revised IEP manual

Training for teachers (regular and special education), principals, educational specialists for using the IEP rubric

Training teachers (regular and special education), principals, educational specialists for classroom accommodations for instruction and for assessment of students with disabilities in the Read Well and Language for Learning program

Program Directors, Educational Specialists will coach and mentor teachers in the writing of the IEPs.

Training for parents for awareness regarding the SSIP and the ELSI K-3 (Read Well and Language for Learning)

Program Parents are also invited to attend other professional development activities regarding ELSI K-3 Program and IEP development (see above)

General and special education staff will participate together, on all professional development activities.

Special Education staff will collaborate with General Education to provide ongoing technical support on professional development for IEP manual, IEP rubric, and student accommodation.

Special education will develop communication strategy among all elementary schools, SSIP Core Team, ELSI K-3 (Read Well and Language for Learning) Program staff, Division of Curriculum and Instruction, and special education staff (Professional Learning Community around the ELSI Program)

Gather commitment between ELSI K-3 (Read Well and Language for Learning program, all elementary schools, division of curriculum and instruction, and special education division to participate on SSIP activities (Letter of Commitment).

SSIP Core Team will manage the implementation of the SSIP activities.

ELSI Program will evaluate the effectiveness of teaching practices as well as progress of student achievement against established standards

SSIP Core Team and ELSI Program will analyze the results of the evaluation and will draft an evaluation report.

The SSIP Core Team will gather stakeholders to share the evaluation results and gather their feedback for adjustments to the SSIP implementation as appropriate.

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.

FFY 2021 was the first year of the revised strategic plan. No short-term or intermediate outcomes were achieved during this reporting period. Furthermore, during the reporting year ASDOE closed all schools due to COVID 19. As noted before, American Samoa experienced significant impact from COVID 19 during the reporting period of FFY 2021.

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.

Professional development:

The (ELSI K-3) office will implement training for teachers (regular and special education) to use the Read Well and Language for Learning curriculum, its lesson planning, the administration of its pre and post-assessment tests. ASDOE Early Literacy Skills Initiative K-3 program has trained all special education teachers in grades K-5 to 2 in all elementary schools.

IEP Goals & Objectives:

The SSIP Core team and consultants will conduct IEP training for teachers (regular and special education), principals, educational specialists, parents, and the school-based team on the revised IEP manual, and the IEP rubric.

Parent Involvement:

Training for parents will be held for all elementary schools on campus throughout the school year. Parents will also part of the bigger stakeholders' meetings sharing their student progress and testimonies on milestones they have seen since the implementation of the program.

Collaboration with General Education:

There continues to be a collaboration between General ed and special ed teachers on all training. Ongoing technical support on professional development for the IEP manual, rubric, and student accommodations occur throughout the school year. SPED will organize and involve stakeholders through meetings and training.

Monitoring and Accountability:

The SSIP core team manages all implementation activities for its school-based team and external stakeholders. SPED will evaluate the implementation of activities through evaluation surveys and shares results with stakeholders for their feedback so upcoming activities can be adjusted if applicable.

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

Read Well and Language for Learning include the following components:

Scaffolding
Phonological and Phonemic Awareness
Alphabetic Principle and Phonics
Fluency
Vocabulary
Comprehension

Provide a summary of each evidence-based practices.

Read Well and Language for Learning include the following components explained in more detail:

Scaffolding:

Scaffolding is one of the key features of the program in which teachers begin by presenting models and gradually decreasing their support by providing guided practice before students are asked to complete the skill or strategy independently.

Phonological and phonemic awareness

Read Well is structured around a specific sound sequence that: (1) introduces high-utility sounds before low-utility sounds and (2) separates easily confused sounds. Students in Read Well K and Read Well 1 usually learn one new sound from the sound sequence in each unit. Most phonemic awareness activities have accompanying cards and posters that guide students to make a connection between the sounds they hear and the letter or letters that make that sound. In the levels for second and third grades, when students are adept at recognizing high utility sounds, the focus switches to lower-utility sounds. Read Well uses explicit instruction and multiple approaches to teach students to recognize, think about, and work with the new sounds. Phonemic awareness instruction easily flows into phonics instruction.

Alphabetic Principle and Phonics

An important aspect of phonics instruction is encoding, or spelling. The positive role that encoding and spelling instruction play in early reading development is often underappreciated. For this reason, focused and explicit spelling instruction has not been adequately leveraged in most reading curricula. Phonics instruction in Read Well includes letter-sound identification, blending sounds, and recognition of high-utility and irregular words. Students practice phonics skills with words pulled from the text that correspond to the sounds being taught in the Word Work instruction. Then the students read the text and encounter words with the sounds they have just learned. Specifically in Read Well 3, students study types of syllables to facilitate their reading of multisyllabic words.

Fluency

. Read Well moves students from decoding sounds in a word to reading multisyllabic words with automaticity. This is accomplished through instruction in recognizing word parts and chunking those parts into words. The first step in this process is for students to use

decoding skills to flex vowel sounds. Then, students build a bank of sight syllables that helps them read unfamiliar words by chunking words into syllables rather than reading each sound individually. Students also study the six most common types of syllables in the English language. Learning these syllable types and the rules that govern them greatly improves automaticity with unfamiliar words.

Vocabulary

As students progress through the program from Read Well K to Read Well 3, the vocabulary words increase in complexity. Instruction in Read Well K and Read Well 1 builds students' lexicon of words and sight words, which include high-utility and irregular words. Read Well 2 continues to add to students' lexicon while also encouraging them to internalize the words they already know. Students in Read Well 3 continue adding to their lexicon and learn vocabulary strategies for figuring out word meaning during independent reading.

Comprehension

Read Well includes comprehension objectives that tap the multiple levels of thinking described in Bloom's Taxonomy (Bloom, 1956) and other thinking skills models. Students are taught to monitor their own comprehension and be aware of when their understanding begins to wane. Fix-up strategies are effective ways students learn to remedy their comprehension breakdowns. For example, students learn when they should reread and/or read more slowly. Students are also given ample opportunities to reread text and practice their new reading skills before moving on to the next unit.

Comprehension and Skill Work activities in Read Well train students to

- preview and make predictions;
- make connections and comparisons;
- enhance comprehension by identifying, describing, asking questions, visualizing, illustrating, classifying, note-taking, summarizing, responding, and evaluating;
- identify and analyze story elements, text features, text structure, and vocabulary;
- practice study and test-taking skills; and • respond orally and in the form of written work utilizing new vocabulary in complete sentences.

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.

Phonological and phonemic awareness

The Read Well curriculum

- includes chants, songs, and poems that introduce new sounds, and reinforce sound familiarity, making it rich in oral language;
- helps students hear and isolate beginning, middle, and ending sounds;
- provides segmentation and sound counting instruction and practice (orally, through finger counting, and/or by following visual cues on blending cards); and
- provides sound blending instruction and practice (orally, through hand movements, by using manipulatives, and/or by following visual cues on blending cards).

Alphabetic Principle and Phonics

Throughout the entire Read Well program, students learn to decode unfamiliar words by processing all the letter sounds and sight syllables they have learned. Stahl, Osborn, and Lehr (1990) note that skillful readers process words this way "whether they are reading isolated words or meaningful, connected text" (p. 18). Encoding is a pivotal part of Read Well, with the focus set around the progression of systematic and explicit instruction within the continuum of kindergarten to third grade. Encoding is incorporated into Read Well K Whole Class and Small Group. Read Well 1 and Read Well 2 have stand-alone Spelling and Writing Dictation components, and Read Well 3 has teacher-directed instruction with dictation of words students will read in the current passage.

Fluency

Fluency lessons occur at least once per unit. These lessons include practice that allows students to develop accuracy and prosody in reading text. Read Well students build fluency gradually through repeated readings. A variety of reading activities give the students enjoyable practice in oral reading. These include Duet Stories, Solo Stories, Partner Reading, and Turn Reading. Combining these oral reading skills within the context of vocabulary and comprehension instruction is the next step in a move to reading with fluency

Vocabulary words in Read Well are

- read by the teacher in the teacher-read text;
- spoken by the students as teacher-led questions prompt students to use the words orally and in class discussion; • used repeatedly throughout the unit and often repeated in subsequent units;
- read by the students in decoding practice, activities prior to reading the story, and then in the Storybooks;
- written and practiced in a variety of meaningful activities during independent time; and
- revisited within and across units.

Comprehension

Skilled readers differ from less skilled readers in their use of background knowledge to comprehend text and to draw valid inferences about what they have read (Dickson, Simmons, & Kame'enui, 1998). Van den Broek, Kendeou, Lousberg, and Visser (2011) also note that "reading comprehension improves when readers are explicitly taught various strategies such as activating prior knowledge, self-monitoring, summarizing, identifying text structures, and questioning" (p. 261). Current findings indicate that comprehension questions asked during reading are more effective than when asked at the end of reading (van den Broek, et al., 2011). Further, "effective interventions are those that influence readers' actual processes during comprehension, particularly at

points where children's comprehension process tends to break down" (van den Broek, et al., 2011, p. 265). The National Reading Panel (2000) concluded that "comprehension instruction can effectively motivate and teach readers to learn and to use comprehension strategies that benefit the reader. These comprehension strategies yield increases in measures of near transfer such as recall, question answering and generation, and summarization of texts" (National Reading Panel, 2000, p. 6)

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

ASDOE will use two methods to calculate fidelity of implementation of EBPs. One is a measure of teacher performance, the other is a measure of implementation of the student portfolio tool.

The Teacher Performance Evaluation System (TPES) consists of four comprehensive and integrated components. For the SSIP ASDOE used 20 items related to the teacher observations component that provides the most adequate measure of the implementation of evidence-based practices. These 20 questions are subdivided into five areas: teachers planning and preparation; content, knowledge, skills and language of the discipline; teachers Pedagogy; teachers use of language & learning; and assessment: formative & summative.

The second measure of fidelity is related to the implementation of components of Student Portfolios, which measures students' implementation of the IEPs, student progress in achieving their goals, and how teachers (general and special education) discuss each student's progress in relation to the specially designed instruction.

This data was not collected in FFY 2021 due to ASDOE closing all schools due to COVID 19. As noted before, American Samoa experienced significant impact from COVID 19 during the reporting period of FFY 2021.

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.

Acadience Assessment (formerly known as DIBELS-Dynamic Indicators of Basic Early Literacy Skills) which will be rolled out and implemented in FFY 2022. It will be collected three times a year as an interim measurement of the SiMR (SBA).

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

ASDOE will roll out training FFY 2022 and refreshers for ELSI K-3 (Read Well and Language for Learning).

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.

FFY 2021 is the first year of the revised SSIP.

Section C: Stakeholder Engagement

Description of Stakeholder Input

American Samoa's Special Education Division team established a team to discuss and guide the development of the six-year State Performance Plan. An advisory council was also establish to provide feedback from the community, serve as advocate for the division to the community.

American Samoa's Planning Team was established to discuss and guide the development of the six-year State Performance Plan. The State Director of Special Education chaired the Planning team. Orientation for the Planning Team members was provided with information from the Office of Special Education and NCSI (National Center for Systemic Improvement). The Planning Team is divided into SSIP team, monitoring team, APR team, transition team, general supervision team, private schools team and leadership team. Team Leaders and Facilitators provided ongoing guidance for each workgroup during the SPP and SSIP process. American Samoa's Planning Team also received technical assistance from the NCSI and DaSy during the SPP and SSIP development.

The planning team also works with a broad-based stakeholders group and that provided input into the development of the SPP and SSIP. This year in particular this broad-based group of stakeholders provided input and setting the targets for all results indicators and the FFY 2020-2025 SPP/APR. The group of stakeholders include ASDOE personnel (elementary, secondary, special education), the AS Special Education Advisory Council, private schools, Head Start, parents and other government agencies.

American Samoa's planning team increased the capacity of diverse groups by inviting parents to participate in parent training and school PTA meetings. Constant contact through letters and social media were utilized to spread the word of the importance of parents being part of their child's education. American Samoa also organizes training events specifically targeting to increase the capacity of our diverse group of parents. For example in FFY 2021 American Samoa revised its parent survey so parents were invited to participate in an event where the revised survey was presented. During this training parents had an opportunity to learn about the importance of this survey, how their answer to the questions helps schools in American Samoa improve how they facilitate parent engagement in the education of their children. Parents also learned the importance of the specific answers they need to provide related to demographic information of their children. This training was also conducted for our parents in the outer islands of Manu'a.

At any opportunity that American Samoa Special Education Staff provide training and orientation to school staff, parents of students with disabilities are invited to attend a special session of the meeting. This includes IEP, any declarations from ASDOE, ESY, other training pertaining to specific disabilities and PTI (Parent Training Information Center).

On January 26, 2023, the ASDOE held a meeting to solicit broad stakeholders input on the states targets in the SPP/APR and subsequent revisions American Samoa made to those targets. During this meeting ASDOE staff shared a powerpoint presentation with data from all SPP/APR indicators. Stakeholders in teams reviewed the data for each indicator. Stakeholders accepted all changes and did not suggest changes to proposed indicator targets.

Stakeholders meeting was held January 26, 2023. Changes to the SSIP FFY 21. (JAN. 29)

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

Stakeholders were invited to virtual and face to face meetings. In these meetings ASDOE SPED staff presented progress on implementation of the SSIP and stakeholders were engaged in a Plan, Do, Study, Act (PDSA) activity to gather their feedback and prioritize areas for improvement in the implementation of the SSIP. In this last year stakeholders and American Samoa leadership discussed key improvement efforts leading to major changes in the SSIP including a change in the SiMR. The SSIP was scaled up to include all elementary schools in American Samoa.

All stakeholders were invited to a meeting to discuss the changes to be made to the SSIP as in alignment with the changes made by ASDOE as new leadership was appointed. As the new director was appointed, also came a new literacy program that is being implemented. Stakeholders were engaged at the school level to introduce and roll out the new reading program. The Assistant director for Office of Accountability and School Improvement System (OASIS) participated on the meeting and presented the new literacy program to stakeholders. The Assistant Director discussed the changes from the previous reading program and highlighted the improvements and potential positive impact of the new program. The revised theory of action was built based on input from the Assistant Director.

Stakeholders were involved in the decision by participating in a group discussion. Stakeholders provided input on the revised SSIP and the revised SiMR. A facilitator from the SSIP core team assisted in the process and provided support and clarified key questions and gathered inputs and suggestions from the group. The group was able to share their feedback based on the information shared at the meeting. The stakeholders agreed and contributed with the SSIP revisions, the adoption of the new literacy program as the main strategy for the SSIP and the revised SiMR that now includes all third grade students with disabilities in American Samoa elementary schools.

Stakeholder did not raise concerns regarding the revised SSIP and SiMR.

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

NO

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.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

Describe any newly identified barriers and include steps to address these barriers.

Provide additional information about this indicator (optional).

17 - Prior FFY Required Actions

None

17 - OSEP Response

American Samoa did not provide FFY 2021 data for this Indicator.

American Samoa did not provide baseline data or FFY 2021 - 2025 targets for this indicator, as required by the Measurement Table.

American Samoa reported: "Due to COVID-19 no third grade assessments were implemented. In FFY 2022 (SY 2022-2023) American Samoa is going to provide the baseline for the revised SSIP. At the end of the SY 2022-2023 when assessment data will be available, American Samoa will be meeting with stakeholders to present the baseline and set new targets."

17 - Required Actions

American Samoa did not provide data for FFY 2021. American Samoa must provide the required data for FFY 2022 in the FFY 2022 SPP/APR.