

**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**

Federated States of Micronesia



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)?

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.

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.fsmsped.org/resources/1/9> and <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	2018	27.00%
B	2018	2.00%

Targets

FFY	2021	2022	2023	2024	2025
Target A >=	29.00%	30.00%	31.00%	32.00%	33.00%
Target B >=	9.00%	11.00%	13.00%	15.00%	17.00%

FFY 2021 SPP/APR Data

Part	Students at the model schools who scored at Benchmark	Students who were tested and received a valid score at the model schools	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	133	335	23.05%	29.00%	39.70%	Met target	No Slippage
B	x	19	3.03%	9.00%	x	Met target	No Slippage

Provide the data source for the FFY 2021 data.

As described in FSM's SSIP Phase I, the selection of FSM's SIMR was determined through the review of baseline data collected from all grade levels at the four original pilot elementary schools within Project LIFT (Literacy Intervention for FSM Leaders of Tomorrow). The Project LIFT Assessment System 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.

The FFY 2021 data, as in previous year's submission, are retrieved from the FSM Early Literacy Monitoring (ELMo) web-based student data system.

The FFY 2021 data displayed as A and B are:

A = All students at the model schools = 39.70% (133/335) representing 133 students scoring at benchmark (numerator) out of 335 students who took the test and received a valid score (denominator).

B = Students with IEPs at the model schools = x% (x/19) representing x students with an IEP scoring at benchmark (numerator) out of 19 students with an IEP who took the test and received a valid score (denominator).

It should be noted that the FFY 2021 data represented three of the four model schools. SSIP School 4 did not administer the End-of-Year (EOY) assessment due to schedule conflicts with the two trained assessment administrators: One was on personal leave and the other was in the outer islands. To address this schedule conflict with limited trained personnel in SSIP School 4, as well as the potential conflicts in the other model schools, next steps include infrastructure improvements related to the continuation of building personnel capacity for the administration of the assessment.

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

Student performance data are retrieved from FSM's Early Literacy Monitoring (ELMo) web-based student data system. 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/LEA Project LIFT Team member with their level of access, depending upon their role for inputting and/or viewing student data. At the National or SEA level, NDOE is able to view all student data to monitor assessment participation 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, 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)

NO

Section B: Implementation, Analysis and Evaluation

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

<https://www.fsmsped.org/resources/1/9> and <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. Infrastructure improvement activities and evaluation data that are aligned with this strategy are reported later in this report.

Strategy 3 focuses on the continued work of enhancing community collaboration to support improved early literacy outcomes in FSM. In particular, NDOE supports State RTI teams in providing regular updates on progress to stakeholders and other education agency staff. Through regular quarterly 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.

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 a Local Systemic Improvement Plan (LSIP) to outline activities aligned to their logic model. A review of the most recent LSIPs indicates that all for States are providing regular PD to the model schools on the reading programs and strategies for using screening and assessment data to guide their instruction. Most of the states have set a schedule of providing at least three (3) trainings per school year. In this reporting period, 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, was awarded the new contract to provide 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 initial work, TA/PD providers from University of Guam conducted needs sensing activities in Pohnpei in November 2022. As part of their activities UoG staff visited both the model and scale up schools in Pohnpei where they interviewed school leadership, the Project Lift coaches, and conducted classroom observations.

Sigma Associates Incorporated, external evaluators for FSM's SSIP and developers of FSM's ELMO system, provided several TA activities to SDOEs. Sigma conducted virtual evaluation TA activities designed to continue to build capacity for each RTI team to conduct internal evaluation of their system and initiatives in order to address continuous improvement efforts. Sigma's work focused on working with State RTI teams to develop a suite of data collection instruments which reflect state context. In addition to its evaluation technical assistance and capacity building to states, Sigma provided on-going TA and support to state RTI teams as they utilize the features of ELMO to collect and analyze student level early literacy data. Survey data from ELMO training is presented later in this report.

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 understanding of the core components of effective family engagement, selection and implementation of EBPs, using implementation science to guide systems change, assessing students with disabilities, and reflective leadership practices. NDOE also engaged in webinars provided by OSEP TA centers as well as NCSI's Pacific Convening, held in Guam in October 2022.

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 these 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.

During this SSIP reporting period, Sigma's technology team updated the ELMO interface to include scale up schools in two sites. In addition, other features programmed in ELMO include the selection of accommodations for screening and progress monitoring, developed in collaboration with NCEO. Finally, technologists worked on programming ELMO so that NDOE and state RTI teams are able to examine data at both the model school level as well as the scale up school level and also allows each state to aggregate data across both types of schools.

Accountability and Monitoring

As part of its efforts to reflect the current scope of FSM SSIP implementation, NDOE and its SDOEs worked with the external evaluators to create an LSIP template that is aligned with the SSIP logic model and each State's specific logic model, as well as the evaluation plan, as reported in last year's SSIP. Specifically, the template allows states to describe actions related to the short or mid-term outcomes they are addressing in each school year, and to provide progress updates each quarter. Quarterly implementation data is provided by the evaluators, as well as other data elements that may inform performance. The alignment of the LSIP template to the logic model was conducted in order to create a more comprehensive accountability model to assess how each SDOE is carrying out its specific SSIP improvement strategies and to capture data at each state level that contributes to continuous improvement efforts. Quarterly reviews of the LSIPs are conducted by NDOE, in collaboration with the external evaluator and SDOEs. Data on LSIP reviews is provided later in this report.

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 several 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 different 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 the 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.

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. These efforts are supported by focused PD from OSEP-funded project Scholars in which they share strategies with school level staff and administrators regarding effective practices for partnering with families, ultimately contributing to the mid-term outcome that "families understand how to support their students reading at home." This coordinated approach will facilitate sustainability by aiding schools in grounding their literacy - and other efforts- in effective family partnerships. Data regarding family engagement in literacy initiatives is presented later in this report.

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. Through regular reviews of LSIP activities, the teams assess progress and identify areas where additional and/or different strategies might be needed. This may include making connections with other community agencies or organizations. For example, if PD efforts are stalled due to scheduling conflicts, RTI team members may work with others in the SDOE to plan coordinated PD; raising awareness of SSIP activities and efforts and how these can be coordinated with other initiatives.

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:

Response to Intervention (RTI)
Curriculum-Based Measures (DIBELS)
Early Literacy Reading Programs-Language for Learning and Reading Mastery
Literacy Coaching

Provide a summary of each evidence-based practices.**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.

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.

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.

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.

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 for 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.

A key component to addressing fidelity of implementation to the RTI model is addressed in the first strategy of the logic model. This strategy concentrates on the need for continuous support and monitoring of implementation on multiple levels, including at the coach, teacher, and student level. Specific activities undertaken during this reporting period include: 1) coaches and RTI team members engaging in observations designed to assess teacher practice, 2) State RTI teams conducting RTI meetings, and 3) NDOE review of and feedback on State LSIPs.

Teacher Observations: Observation of teacher practice provides data for Performance Measure: The percentage of teachers of students ECE-Grade 5 who implement core reading instruction using evidence-based practices with fidelity. Coaches and school administration conduct observations on regular intervals using observation protocols to assess the fidelity of implementation of key aspects of RTI. These include differentiated instruction and learning environments, teaming, and student engagement. A revised protocol was piloted this year in a sample of model school classrooms. The results reflect observations conducted in Grades 1 through 4 classrooms. A total of six (6) observations were conducted to assess eight (8) instructional practices. Results indicate that 63% of those practices were being implemented with fidelity. The practice related to differentiating instruction by using more than one technique was one not yet being done with fidelity by all educators observed (67%). While the teachers are using the Direct Instruction strategies with the whole class, some are not yet differentiating these to small groups or one-to-one instruction as

may be needed. Regarding the teaming aspect of RTI implementation, further discussion is needed to address the role and engagement of Special Educators in reading instruction. In some instances, the special educator was not present during the observed reading time. Reasons for this included scheduling conflicts with other activities (conducting assessments), and one classroom in which there were no students with IEPs.

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 to the RTI coaches in all states. Data from teachers were not gathered for this cycle and will be gathered in spring 2023. The Coaches' survey was completed by 6 coaches. 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. Specifically, the questions focused on their coaching practices to support teachers in reading instruction. 79% of the coaches strongly agreed or agreed that 1) the training for coaching they received was effective, 2) helped them develop new coaching skills to help teachers engage in equitable reading instruction, 3) the training helped them strengthen their coaching skills, and 4) the training provided them with effective strategies around equitable reading instruction. 83% of the coaches strongly agreed or agreed that they felt supported as a coach and were provided opportunities to connect with other coaches. 100% of the coaches strongly agreed or agreed that they felt confident in supporting their school as a coach and that their coaching will help their school provide equitable reading instruction for all students.

With respect to coaching practices, 100% of the coaches strongly agreed that 1) they give teachers feedback on differentiating reading instruction for their students, 2) they give teachers feedback on scaffolding reading instruction to provide all students to grade-level texts, 3) that they give teachers feedback about using data about their students' reading to plan for and implement equitable reading instruction, and 4) they help teachers identify the professional development they need to engage in equitable reading instruction. With respect to coaches' qualities, 83% strongly agreed that they are able to listen empathetically and actively to teachers they coach, provide non-judgmental feedback, and build trust and rapport with the teachers. The survey also included specific items on reading instruction. 83% of the coaches strongly agreed that there are clear goals for reading coaches, that they have the coaching skills to be an effective reading coach, and that they encourage teachers to engage in continuous reflection about their reading instruction. 83% of the coaches also strongly agreed that they support teachers in identifying and/or creating resources to engage in equitable reading instruction for their students and give teachers feedback on connecting reading instruction to their students' interests, backgrounds, and experiences.

The survey had five open-ended questions. For one question on how coaching has been supportive to improve equitable reading instruction at their school, one coach shared "I think collaboration with my teachers and working together as a team really help us to support and give coaching to our teachers. Giving feedback right after observations so that they improve on what needs to be improved." Another coach said, "I find additional resources that teachers can use to enhance the skills that are in their lessons and I provide positive feedback along with modeling to help teachers better the skills that may be lacking."

On reflecting on their coaching skills to support teachers, one coach shared "I have improved my social skills and how I present feedback in a suggestive and positive way. I have also formed a bond with our teachers to the point that they are open about their struggles in teaching the program which in turn allows me to understand and assist in whichever way I can." The coaches also reflected on supports they need to perform their coaching effectively. Coaches talked about needing more RTI coaching training and professional development and TA supports. One coach said, "Coaching for my school has been a real struggle from new teachers being trained then losing them to another school. I believe that training a teacher to be my plus 1 or 2 could help tremendously as an in-school coach." Another coach noted, "I would like to have one of my coaches certified and have two of my teachers trained as well. Our school has a lot of teachers coming in and going out. I could use them as trained coaches to help me train incoming teachers and would also be a great help when we are able to scale up."

LSIP Reviews: The quarterly review of each State's LSIP facilitates continuous improvement and assists State's in making progress on their activities. As described previously, the LSIPs are aligned to each State's logic model and serve as the implementation plan. To assure progress is made, State staff and stakeholders track progress as well as need for support from NDOE through quarterly reporting. Due to the impact of COVID being introduced to FSM in the past year, there were limited opportunities for coaches to provide PD at the schools and for the RTI teams to meet. As such, the LSIP activities were not on track as expected for the past school year. All states provided support to the schools as they were able and in the current school year, activities are becoming more regular. In July 2023, the state teams will review data and revise their LSIP for the 2023-2024 school year.

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.

PD and TA Survey Data: During this reporting period, evaluators worked with state and national stakeholders to develop a common post-training survey intended to be used following PD provided to SSIP schools, coaches, and other audiences as appropriate. Due to the disruption in activities, regular trainings were not conducted, but the revised survey will be used in the coming Spring as they continue their PD efforts. PD survey data is presented later in this report, as it relates to virtual PD provided for new features of ELMo.

State Self-Reflection: The State Self-Reflection, designed to assist in the development of the annual LSIP, is conducted once per year. To align with the timelines for LSIP development, this self-assessment is scheduled for July of each year. Due to the disruption in activities due to COVID, no self-assessments were conducted, but are scheduled for July 2023.

Curriculum Based Measures (DIBELS): Data is collected at three points in time during the school year and are used to report progress toward the SiMR. Trend data for the aggregate percentage of students reaching proficient over the past two years across the three assessment periods --beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY), indicate an overall improvement. BOY proficiency percentages increased from 40% in SY 2020-2021 to 41% in SY 2021-2022. MOY proficiency percentages increased from 35% to 38%. EOY data increased from 23% in SY 2020-2021 to 32% in SY 2021-2022.

Scale Up School Principal Interviews: A semi-structured interview was conducted with the principals from both the model and the scale up school in Pohnpei in November 2022. During this interview, both principals reported that they were working closely and sharing RTI strategies in their schools. The principal from the scale up school was very appreciative of learning from the experiences of the model school. The scale up school principal described a good "fit" for RTI with other initiatives being implemented in his school. He expressed eagerness to continue to support the teachers and stressed the importance of having 'high

expectations' for their students. Both principals agreed that consistency in coaching training and support is critical to successful implementation.

Collaboration Survey: A collaboration survey, based upon Assessing Your Collaboration self-evaluation tool, 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." The response rate of the survey was 65.6% (21/32). 88% of the respondents agreed that there were effective collaborations. The domains of sustainability, and creating an understanding community showed higher percentages of disagreement, and evaluators will discuss these further in the upcoming evaluation meetings with state and national stakeholders.

Family Surveys: The Family Engagement survey provides data to answer the performance measure "To what extent did teachers and administrators increase family engagement in early literacy development?" Kosrae and Pohnpei distributed a survey to parents. Kosrae gathered data from a total of 40 parents from the model school and scale up school. Pohnpei gathered data from 19 parents. Yap will be distributing surveys to parents only at the end of January 2023 and Chuuk is yet to gather data from parents. The results reported are the combined data from Kosrae and Pohnpei.

The Family Engagement survey included questions on resources to support a child's reading at home, confidence to support a child's reading at home, and opportunities to collaborate with the teachers and school on child's progress. Other questions included family engagement opportunities and literacy events at school. 97% of the parents strongly agreed or agreed that they understand how to support their child's reading at home. 95% of the parents strongly agreed or agreed that the families are treated as equal partners in the education of their children. 93% of parents strongly agreed or agreed that they are confident that they can support their child's reading at home. 88% of parents strongly agreed or agreed that there are adequate opportunities for them to collaborate with the teachers about their child's progress. 87% of parents strongly agreed or agreed that the school provides information that helps them understand their child's learning in specific subjects and the school promotes a variety of family engagement opportunities. 86% of the parents strongly agreed or agreed that they are aware of the literacy efforts at their child's school. 82% of the parents strongly agreed or agreed that the principal is visible and accessible to families and 80% of parents agreed that the school provides opportunities for families to engage in early literacy development. The items that received lower ratings included: the school has shared resources to support my child's reading at home (79%), I have actively attended literacy events at my child's school (77%) and I have access to resources to support my child's reading at home (68%). The open-ended comments provided some areas of improvement. Parents stated the need for additional workshops on literacy and better communication between the school and parents. One parent noted, "Always show up when handing out report cards so parents and teachers will have time to discuss [what] the kids need to do to improve."

Parents reflected on supporting their child's reading at home and shared the different ways they support their child, such as reading to them, letting them explore videos and books, asking questions, helping them sound out words, and helping with their homework. Parents also talked about how their child's school has involved them in their learning and development during PTA meetings, workshops, and parent literacy nights.

ELMo Training Survey: A two-day ELMo Training was conducted for states in November 2022. The first day of training covered an overview of ELMo and discussion on progress monitoring. The second day covered a deep dive into progress monitoring features in ELMo. Following the training, a survey was distributed to gauge their understanding and results showed 100% of the participants strongly agreed that: 1) coaches understand the new progress monitoring features, 2) coaches understand how to record and report progress monitoring data, 3) the training provided them a refresher on the ELMo components, and 4) the training provided them a general understanding of the progress monitoring components of ELMo.

100% of the participants strongly agreed that the objectives and purpose for the training was clearly communicated and the training facilitators responded effectively to participant questions and comments. 94% of the participants strongly agreed that the training was presented in an easily understood way and the communication leading up to the training was helpful. 83% strongly agreed that there was enough time set aside for group discussion.

On the open-ended question items, one participant noted, "Progress monitoring would also be beneficial to me as a data manager especially when tracking students IEP, reviews, or when doing evaluations." Another participant shared, "The additional fields to the ELMo are very helpful, especially the progress monitoring, ex; tables used for individuals to monitor progress, types of accommodations, & etc." Reflecting on the facilitators, one participant said, "I like the fact that the facilitator(s) were very open and knowledgeable in conveying data collected based on the student's performance and all." Participants also noted some additional topics that would be helpful to explore in future trainings, such as parent involvement, how to collaborate for effectiveness, apply accommodations with DIBELS, and another ELMo refresher for new users.

Provide a summary of the next steps for each evidence-based practices 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. For all data that is reported, results reflect average to high performance across all measures that were addressed during this reporting period. Therefore, FSM will continue to implement SSIP without any modifications.

Section C: Stakeholder Engagement

Description of Stakeholder Input

As the SEA, 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, including input on possible revisions to the SPP/APR results targets. Given FSM's administrative structure, the FSM National SPP/APR Leadership team, comprised of representatives from NDOE and the four LEA Special Education Advisory Councils, inclusive of parents, and Special Education Programs and LEA 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 Department specialists, school administrators, teachers, and parents for the development and implementation of Indicator 17: FSM's SSIP.

For the development of FSM's FFY 2021 IDEA Part B APR and SSIP Phase III report (Indicator 17), NDOE began the development process with engaging stakeholders in the review of program requirements to gather input on how to improve programs and services for children with disabilities. Annually, FSM facilitates public hearings in each LEA to build community awareness about IDEA and programs and services provided to meet the needs of children with disabilities. These community outreach activities included community members, parents, and leaders in the various island communities unique to each LEA, which increased the diversity of stakeholders who provide feedback on special education services, and, for the most part, supports the FFY 2021 SPP/APR development. The sessions held were in April and May 2022, as follows:

During the week of April 10-15, 2022, FSM NDOE Division of Special Services staffs provided virtual technical assistance to Yap State before they conducted public hearing on remote outer islands on the FFY 2022 OSEP Part B grant application and other program requirements, services, and initiatives. One NDOE DSS, 3 NDOE DQE, and 2 Yap state DOE personnel were also on these islands helping to co-facilitate these hearings and discussed the statewide assessment, accreditation, and other general education initiatives. Specific special education discussion topics and questions from parents and community members during the public hearing included eligibility, drop out, parents rights, and termination of services. Important to note is the fact that more parents wanted to include their children to receive services even when assessment results did not find them eligible as needing services. A total of 118 attended all four public hearings, with 49 parents, 56 service providers, and 13 students, held on Yap's four remote islands of Satawal, Lamotrek, Elato, and Woleai. These islands are accessible by ship only and it took about 2 weeks for our staff to complete these hearings and to get meaningful input and to answer questions from parents and others in these remote communities.

On April 11, 2022, two NDOE staff provided technical assistance and co-facilitated a public hearing in the State of Kosrae. The meeting in Kosrae included discussions on the FFY 2022 grant application, general overview and history of IDEA, budget and implications of the ongoing negotiations of FSM Compact, progress and update of LEA program accomplishments and areas for improvement, and FAPE. The meeting in Kosrae consisted of 85 attendees, of which 63 were parents. All the parent participants represented all four main municipalities of Kosrae and the officers of the Kosrae Advisory Council/Interagency Council were also represented at the meeting. Inputs and comments from the public included services beyond age 21, budget and incentivizing teacher salary to improve teacher retention, complaint and due process, and monitoring of student progress to ensure improved learning in the classroom.

During the week of May 3-5, 2022, Pohnpei DOE conducted its public hearing and community outreach with assistance of two NDOE Special Education staff. Eight community public hearings were held in 5 main island villages (Nett, U, Kolonia, Modelenihmw, and Kitti) and 2 outer island communities (Sapwuafik and Kapinga). There was a total of 259 participants, 184 parents, community leaders, and others and 75 service providers. After presentations on IDEA and available services, a village leader encouraged parents to be more involved and be part of the team that is trying to help educate their children, especially those with disabilities. He continued to encourage parents to ask for support from their elected state and national leaders to seek more funding for the program. Other inputs were related to termination of services and related services and transportation for children with disabilities.

On May 12-14, 2022, NDOE staffs provided virtual technical assistance to Chuuk DOE SPED to facilitate its public hearing, with attendance of 181 total participants, of which 73 were parents and community folks, 28 service providers, and 80 students (both with and without IEPs). In addition to the discussions and overview of IDEA and services, some of the questions/comments from participants were about the eligibility process, assistive devices, additional and exceptions to enroll a child to receive special education and related services, and services beyond age 21.

On August 9 and 31, 2022, two virtual meetings with LEA Special Education Coordinators were conducted to review public hearing questions/comments and begin charting activities for SPP/APR. Other initiatives were discussed, including NDOE activities related to and supporting ongoing DSS activities.

With input received from the LEA public hearings, FSM NDOE facilitated a series of SPP/APR stakeholder meetings to solicit broad stakeholder input for FSM's FFY 2021 SPP/APR development, as follows:

On October 3-7, 2022, NDOE and LEA participants, including parent representatives, attended a NCSI-OSEP and Pacific regional meeting which greatly helped to better identify strategies and intervene on areas needing improvement of our SSIP and service

delivery in general. While on Guam, FSM held a face-to-face SPP/APR meeting on October 10-11, to begin data review and cleaning for both APR and SSIP. Guam CEDDERS and Sigma Associates, Inc. (SAI) supported and co-facilitated the meeting. Some of the NDOE and LEA folks also met with publishing company McGraw Hill to plan technical assistance and training for Project LIFT schools using the reading programs from the company, Language for Learning and Reading Mastery. FSM's SSIP reflects the development, implementation, and evaluation of Project LIFT.

On October 31-November 4, 2022, Guam CEDDERS and SAI provided onsite (immediately after FSM opened borders after COVID community spread declined) technical assistance on parentally placed private school students and SPP/APR related support. This opportunity allowed for onsite visits to Project LIFT schools in Pohnpei and direct support to school personnel. Other program activities were planned based on data and needs from LEAs, including a review and verification of the FFY 2021 data and information from each LEA in preparation for the January 2023 FSM FFY 2021 SPP/APR Stakeholder Meeting.

On January 11-13, 2023, Guam CEDDERS provided onsite facilitation and SAI provided virtual facilitation during the FSM SPP/APR Stakeholder meeting that included face-to-face and virtual engagement by FSM SEA and LEA stakeholders from each LEA, including education administrators and parents. The purpose for the meeting was to review FSM's FFY 2021 data and information for responding to each SPP/APR indicator measure, including Indicator 17: SSIP, and OSEP's required actions for relevant indicators. Discussions included the possible revisions to SPP targets based on the data for results indicators and feedback from the LEA public hearings.

As the SEA, 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 LEA Special Education Advisory Councils and Special Education Programs and LEA 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 Department 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 review and revision of the evaluation for this next SSIP cycle. External evaluators continued the practice of convening state teams to review their data, compare to NDOE, and reflect on implementation challenges and successes, and plan for the coming school year. Monthly stakeholder evaluation meetings were held between January and December 2022 during which State RTI teams reviewed their performance related to students' performance in reading, teachers' skills in implementing the reading programs, and family engagement in their early literacy initiatives. These RTI teams consist of school and State level members including principals, coaches, parent representatives, and administrators. Stakeholders also provided input to evaluators on the design and implementation of new evaluation instruments that were utilized during this reporting period. In particular, stakeholders worked closely with evaluators on the design of the family engagement survey and how best to collect data from families.

In addition to State focused discussions and decision making, stakeholders provided input to NDOE outcomes and strategies to guide SSIP implementation. Through cross-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 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.

As described above, the stakeholder engagement process included voicing concerns as well as discussion about addressing or understanding those concerns.

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 the next fiscal year.

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

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 LEA or FSM State. For example, each State had specific requirements and processes in place to address the onset of COVID upon its arrival to FSM. This impacted SDOEs and schools' abilities to adhere to timelines outlined in the evaluation plan. We anticipate that activities will be back on track for the next reporting period, as schools and SDOEs are back to regular programming.

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 almost monthly meetings with the NDOE liaisons and State RTI teams, providing frequent opportunities to review and discuss data and implementation activities as a group in order to plan throughout the year. Meetings of all 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

17 - Required Actions