

Table A—Republic of the Marshall Islands Part B
Issues Identified in the State Performance Plan

SPP Indicator	Issue	Required Action
<p>Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))</p>	<p>On page 1 of the SPP, RMI stated that it collects graduation data for students with and without disabilities who entered high school after completing the eighth grade and passing the high school entrance test, currently administered because of limited space. Students with individualized education programs (IEPs) who do not pass the entrance exam are admitted to high school and receive a free appropriate public education (FAPE), “consistent with their IEP to graduation or through 21.” These students are not included in the graduation data provided in the SPP.</p> <p>On page 2 of the SPP, RMI reported that, for the 2004-2005 school year, the graduation rate for students with IEPs was 50% (1 of 2 students) compared to the graduation rate of 45% for students without IEPs.</p> <p>The high school entrance exam is being gradually phased out so that any child who successfully completes elementary school will be eligible to enroll in high school. RMI’s goal is to have the new system in effect by FFY 2010.</p>	<p>Since RMI is revising the criteria for high school admission, RMI should review its activities to determine if additional activities are needed, or if the activities need to be revised or modified to have the desired effect.</p>
<p>Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))</p>	<p>On pages 4 and 5 of the SPP, under Indicator 2, RMI provided information and data reporting that 37.3% of the cohort of students who reached grade 12 in 2004-2005 left high school before entering grade 12. On page 4, RMI reported that for the 2004-2005 high school cohort, 55% did not complete high school and 50% of the cohort of students with IEPs did not complete high school. RMI did not provide a narrative that describes what counts as dropping out for all youth and, if different, what counts as dropping out for youth with IEPs and, if there is a difference, an explanation of why there is a difference, as required by the SPP instructions.</p>	<p>RMI must provide a narrative that describes what counts as dropping out for all youth and, if different, what counts as dropping out for youth with IEPs and, if there is a difference, an explanation of why there is a difference, in the APR, due February 1, 2007. If appropriate, RMI must revise its baseline data, targets and improvement activities consistent with its description of what counts as dropping out of high school. Failure to include this information at that time may affect OSEP’s determination of RMI’s status under section 616(d) of the IDEA.</p>

SPP Indicator	Issue	Required Action
<p>Indicator 3: Participation and performance of children with disabilities on statewide assessments:</p> <p>A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.</p> <p>B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.</p> <p>C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.</p> <p>(20 U.S.C. 1416 (a)(3)(A))</p>	<p>Indicator 3B. On page 7 of the SPP, RMI stated that it has two assessments: (1) the Marshall Islands Standard Achievement Test (MISAT) for fourth grade students; and (2) the High School Entrance Test (HSET) for eighth grade students. RMI reported that accommodations and an alternate assessment (portfolio assessment) are allowed for the MISAT. RMI also reported that for the HSET, accommodations are permitted, but there is no alternate assessment; however, the HSET will be phased out when admission to high school is based on completion of grade eight. Since RMI has no alternate assessment to the HSET, OSEP cannot determine whether RMI is conducting alternate assessments as required by 34 CFR §300.138 for those students with disabilities who cannot participate in the HSET.</p>	<p>RMI must include information in the APR, due February 1, 2007, clarifying whether it conducts alternate assessments for all statewide assessments. Failure to include this information at that time may affect RMI's status under section 616(d) of the IDEA.</p>
<p>Indicator 7: Percent of preschool children with IEPs who demonstrated improved:</p> <p>A. Positive social-emotional skills (including social relationships);</p> <p>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and</p> <p>C. Use of appropriate behaviors to meet their needs.</p> <p>(20 U.S.C. 1416(a)(3)(A))</p>	<p>Indicator 7 is a new indicator. Although RMI was not required to provide targets for Indicator 7, RMI provided targets for Indicator 7 on page 23 of the SPP, but the targets are not measurable. RMI must review its targets for Indicator 7 after it collects baseline data and must include measurable targets (e.g., percentages).</p>	<p>RMI must review, and if necessary revise, its targets for Indicator 7 in the APR, due February 1, 2007, after collecting and analyzing the data for this Indicator. Failure to report the required information in the next APR may affect OSEP's determination of RMI's status under section 616(d) of IDEA.</p>