STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B

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

For reporting on
FFY 2022

Northern Mariana Islands

PART B DUE February 1, 2024

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 CNMI's IDEA Part B FFY 2020 - FFY 2025 State Performance Plan (SPP) and FFY 2022 Annual Performance Report (APR). A description of the CNMI's General Supervision System, Technical Assistance System, Professional Development System and Stakeholder Involvement in the development and review of the SPP and APR and how the CNMI will report the SPP and APR to the Public are provided separately within this Introduction section of CNMI's SPP/APR.

The Special Education Program with technical assistance provided by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS), facilitated a process to determine targets for results indicators for the CNMI IDEA Part B FFY 2020-FFY 2025 SPP. The stakeholders reviewed the performance data, national data for each indicator, and engaged in a discussion of each indicator. Stakeholders included Special Education State Advisory Panel (SESAP), State Systemic Improvement Plan Core Team, PSS Key Management Team, and the Board of Education.

This FFY 2022 APR includes current performance data on 15 of the 17 Indicator measures: Indicators 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16 and 17. Per OSEP's instructions, SPP Indicators 4B, 9, and 10 do not apply to the CNMI. For each applicable SPP Indicator measure, CNMI reports FFY 2022 progress data to determine if CNMI met its FFY 2022 targets. An explanation of slippage is provided if CNMI did not meet its target and did not demonstrate improvement from the previous year's performance. A response to any issue identified in the 2023 OSEP SPP/APR Determination letter for CNMI's FFY 2021 SPP/APR is also provided within the related indicators.

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).

The CNMI is a unitary educational system responsible for the implementation and supervision of special education and related services to children 3 through 21 years old in 20 public schools on 3 populated islands. The general supervision system includes a monitoring system which allows for the identification and correction of non-compliance in a timely manner and is focused on improved educational results and functional outcomes for students with disabilities. The Monitoring Procedures, updated in May 2011, includes procedures for timely correction of noncompliance, a definition of a "Finding", a description of sanctions that are in line with the Public School System (PSS) Disciplinary Procedures, the timelines and responsible party for the issuance of "Notice of Findings and/or Notice of Failure to Correct" from the Commissioner of Education, the monitoring responsibilities of the external monitor, and revisions to the file review checklist. CNMI PSS also has in place policies and procedures, consistent with IDEA 2004 regulations, to resolve complaints including procedures to resolve complaints through dispute resolution session settlements and mediation agreements. CNMI has also incorporated OSEP's July 2023 QA 23-01 guidance into the monitoring procedures.

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.

The CNMI PSS has a technical assistance system and mechanisms in place to ensure timely delivery of high quality, evidence-based support is provided to improve results for children with disabilities. Over the past few years, the PSS has implemented several system wide initiatives intended to improve results for all students. PSS also accesses and benefits from universal technical assistance provided by OSEP and OSEP-funded TA Centers and Resources, either through publications, guidance tools, resource materials, monthly conference calls and webinars, or in person on site assistance through Pacific Learning Collaboratives or other venues. TA Centers such as NCSI for work on the SIMR, IDEA Data Center for evaluating the SSIP plans and high-quality data use, the DaSy Center and ECTA for the collection and analysis of the Early Intervention and Special Education preschool outcomes data, NCEO for inclusion in instruction and assessments, AIR/Progress Center for IEP development and delivery of services, and CIFR for IDEA fiscal requirements related to the maintenance of state financial support. PSS also contracts with Guam CEDDERS for targeted onsite and offsite technical assistance.

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.

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The CNMI has in place a system for professional development to ensure that service providers, teachers, administrators and school level personnel have the knowledge and skills to effectively provide Special Education services that will result in improved outcomes for children with disabilities and their families. The PSS mechanism requires that all personnel participate in 10 professional development events. Two of the 10 days are statewide professional development, specific to PSS statewide changes and initiatives.

The special education program continues to provide ongoing PD on the evaluation and IEP processes, procedural safeguards, transition requirements, behavior interventions and strategies, specially-designed instruction and appropriate accommodations. In 2023, the CNMI was awarded a State Personnel Development Grant (SPDG), that aims at incorporating evidence-based professional development components through an authentic engagement approach in developing high quality professional development through the use of technology. This SPDG, entitled "Project Higai", is supported by AIR/Progress Center, NASDSE, and Guam CEDDERS.

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.

With technical assistance provided by the Guam CEDDERS, the PSS Special Education Program facilitated a process for ensuring broad stakeholder input and involvement in the review and development of the CNMI PART B FFY 2020-FFY 2025 State Performance Plan (SPP) and FFY 2022 Annual Performance Report (APR). Broad stakeholders, inclusive of the Special Education State Advisory Panel, school administrators, special education teachers, and the State Systemic Improvement Plan (SSIP) Core Team reviewed current performance data compared to previous year's performance and national data, where applicable to CNMI's context. In addition, the FFY 2020-2025 SPP and FFY 2022 APR were provided to the newly elected board members for review and input.

This FFY 2022 APR includes current performance data on 15 of the 17 Indicator measures: Indicators 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16 and 17. Per OSEP's instructions, SPP Indicators 4B, 9 and 10 do not apply to the CNMI. For each applicable SPP Indicator measure, CNMI reports FFY 2022 progress data to determine if CNMI met its FFY 2022 targets. An explanation of slippage is provided if CNMI did not meet its target and did not demonstrate improvement from the previous year's performance. A response to any issue identified in the 2023 OSEP SPP/APR Determination letter for CNMI's FFY 2021 SPP/APR is also provided within the related indicators.

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

YES

Number of Parent Members:

28

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.

The parents in the State Advisory Panel are also members of other community or government agency councils that work in partnership with the CNMI PSS and share information to these agencies regarding the delivery of services and outcomes of students with disabilities. These agencies include the Northern Marianas Protection & Advocacy, the Council on Developmental Disabilities, the Council for Living Independently, the Department of Labor-Workforce Investment Agency, and the State Rehabilitative Council. Because of their involvement in these various councils, the parent members were able to contribute input, suggest improvement strategies, and understand how to evaluate progress- all of which allowed for active engagement in target setting and reviewing improvement strategies to evaluate progress.

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.

In school year 2022-2023, the public school system conducted a parent summit to share the PSS strategic Performance Management goals, state wide assessment data and other topics of interest focused on building their knowledge and skills around mental health, Cyber bullying, and health. School level parent nights were held at two schools for parents of students with disabilities to share resources and gather input and concerns regarding the services being provided. Each school hosts quarterly Parent Teacher meetings to share school level data, information, activities and services being provided. Presentations were conducted at the Division of Youth Services annual Parent Development workshop in September, as well as training on functional behavior for parents of students with behavioral needs. Additionally, two informational sessions on Autism in Early Childhood and school-aged children were conducted, by request, to the hospital's Pediatricians and their parent invitees.

Soliciting Public Input:

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

The CNMI PSS has several sources of soliciting public input. As a member of the CNMI Disabilities Network Partners, the CNMI PSS continues to engage these members not only from the disability community but those that serve as advocates as well. In an effort to engage more participation, some meetings continue to be offered virtually. These meetings and informational sessions included, but are not limited to, PSS Parent Advisory Council (2/17/2023, 5/9/2023, 10/30/2023, 1/22/2024), PSS Youth Advisory Panel monthly meetings and its Leadership/Advisors Networking Session on 9/26/2023, PSS State Board of Education, CNMI Family to Family Health Information Center, CNMI Council on Developmental Disabilities quarterly meetings. Additionally, the CNMI PSS created a social media page to help with outreach efforts in providing information to students, families, and the community.

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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.

Upon successful submission, the PSS will continue to utilize the above-mentioned sources to make available the EMAPS generated SPP/APR pdf report to the viewing public. Additionally, the report will be available on the CNMI PSS website.

Reporting to the Public

How and where the State reported to the public on the FFY 2021 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 2021 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 2021 APR in 2023, is available.

The CNMI will annually report to the public as soon as practical but no later than 120 days following the submission of the SPP/APR. The CNMI will post the EDEN/EMAPS generated SPP/APR pdf version for public posting and OSEP's Determination Letter and Response Table on the PSS website at https://www.cnmipss.org/special-education-program.

Intro - Prior FFY Required Actions

CNMI's IDEA Part B determination for both 2022 and 2023 is Needs Assistance. In CNMI's 2023 determination letter, the Department advised CNMI of available sources of technical assistance, including OSEP-funded technical assistance centers, and required CNMI to work with appropriate entities. The Department directed CNMI 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. CNMI must report, with its FFY 2022 SPP/APR submission, due February 1, 2024, on: (1) the technical assistance sources from which CNMI received assistance; and (2) the actions CNMI took as a result of that technical assistance.

Response to actions required in FFY 2021 SPP/APR

Technical assistance sources from which CNMI received assistance:
1. CNMI continues to work with the Department's Risk Management Service (RMS) to address CNMI's Public School System Special Conditions through onsite and other technical assistance. As a result of the technical assistance, the CNMI PSS is no longer required to maintain and report on a Corrective Action Plan (CAP) but is required to submit a biannual report.
2. CNMI continues to access the support of OSEP-funded national centers: NCSI, IDC, ECTA, and PROGRESS Center to support CNMI's programs and services for improving educational results for children with disabilities. In particular, in partnership with University of Guam CEDDERS, PROGRESS Center provided on-site and off-site technical assistance and training designed for teachers and related service providers to develop high-quality IEPs for accessing the general curriculum and implementing high-quality educational programming for children with disabilities.
3. CNMI has also partnered with the National Association of State Directors of Special Education (NASDSE) to support increasing professional and family engagement for improving opportunities for professional and family learning. In addition, CNMI has accessed technical assistance from REL-Pacific to revisit the MTSS framework of the educational system.

Actions CNMI took as a result of the technical assistance:
1. With the Department's RMS guidance, CNMI submits a biannual report with updates on its administration of Department grant funds, with an emphasis on areas of repeat audit findings. In December 2023, a letter from the CNMI Interim Commissioner of Education was sent to Ms. Christine Jackson, Senior Risk Consultant, RMS, USDOE, for reconsideration of the specific conditions imposed on the CNMI Public School System.
2. In collaboration with Guam CEDDERS, PROGRESS Center, and NASDSE, CNMI applied for and was awarded the OSEP State Personnel Development Grant effective October 1, 2023. The purpose for the grant is to enhance the system's professional development through the use of technology to increase professional and family learning for improving educational results for children with disabilities.
3. In collaboration with REL-Pacific, CNMI has updated its MTSS framework in support of improving programs and services for all children in the system.

Intro - OSEP Response

The Commonwealth of the Northern Mariana Islands (CNMI)'s determinations for both 2022 and 2023 were Needs Assistance. Pursuant to Section 616(e)(1) of the IDEA and 34 C.F.R. § 300.604(a), OSEP's June 23, 2023 determination letter informed the CNMI that it must report with its FFY 2022 SPP/APR submission, due February 1, 2023, on: (1) the technical assistance sources from which CNMI received assistance; and (2) the actions CNMI took as a result of that technical assistance. The CNMI provided the required information.

The Department has imposed Specific Conditions on CNMI's IDEA Part B grant awards for the last three or more years, and those Specific Conditions are in effect at the time of the 2024 determination.

Intro - Required Actions

CNMI's IDEA Part B determination for both 2023 and 2024 is Needs Assistance. In CNMI's 2024 determination letter, the Department advised CNMI of available sources of technical assistance, including OSEP-funded technical assistance centers, and required CNMI to work with appropriate entities. The Department directed CNMI 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. CNMI must report, with its FFY 2023 SPP/APR submission, due February 1, 2025, on: (1) the technical assistance sources from which CNMI received assistance; and (2) the actions CNMI took as a result of that technical assistance.

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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, is 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, is 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 it 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, 2023). 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.

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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 2022 APR, report on anticipated outcomes to be obtained during FFY 2023, i.e., July 1, 2023-June 30, 2024).

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 2022 APR, report on activities it intends to implement in FFY 2023, i.e., July 1, 2023-June 30, 2024) 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)?

By June 30, 2026, at least 39% of 3rd grade students with an IEP in the elementary schools will perform at or above reading proficiency against grade level and alternate academic achievement.

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 CNMI is using 3rd graders for the SiMR based on risk factors associated if a student is not reading by 3rd grade.

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.cnmipss.org/sites/default/files/cnmi_b_toa_2022_508_compliant_0.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
2020	26.92%

Targets

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FFY	Current Relationship	2022	2023	2024	2025
Target	Data must be greater than or equal to the target	30.00%	33.00%	36.00%	39.00%

FFY 2022 SPP/APR Data

# of 3rd graders with an IEP in the Three Target Schools who scored At or Above proficient in Reading	# of 3rd Graders with an IEP in the Three Target Schools with Valid Scores in Reading	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
6	33	12.90%	30.00%	18.18%	Did not meet target	No Slippage

Provide the data source for the FFY 2022 data.

For SY 22-23, the CNMI Public School System (PSS) Renaissance STAR Reading (K-3) assessment proficiency data from the end of the year outcomes and the multi-state alternate assessment based on alternate achievement standards.

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

The data is collected by school and disaggregated by subgroups and then summarized for the three target schools. The data for the SIMR are analyzed for the proficiency rate by identifying the percentage of 3rd grade students with an IEP performing at or above the benchmark standard score for the 3rd grade as measured by the Renaissance STAR Reading and determined proficient as measured by the alternate assessment based on alternate achievement standards (AA-AAS). The data collected included the 3rd grade IEP students with valid scores in the three SSIP target schools. The numerator of "4" represented those 3rd grade IEP students with a valid score in the three SSIP target schools who scored at the proficient level in reading as measured by the Renaissance STAR Reading and AA-AAS. The denominator of "33" represented the total number of 3rd grade IEP students with a valid score in the three target schools.

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.cnmipss.org/sites/default/files/cnmissipevaluationplanworksheet_508_compliant_0.pdf

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:

STRAND: Governance and Leadership

A. Strategy: Universal Screening
The PSS continues to implement the universal screening and the use of the results as secondary data. The outcomes for this strategy were measured by conducting three screenings and a fidelity checklist. For SY22-23, the PSS continues to use the Renaissance STAR Early Literacy and STAR Reading as the source for the outcome data at the end of the school year by using Screening #3 data. The implementation of the universal screening has scaled-up to the remaining 6 elementary schools.

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B. Strategy: Implementation of the Early Literacy and Reading Curriculum
For this reporting period, the PSS implemented a new Early Literacy and Reading curriculum, Into Reading, with the core instruction focusing on the foundations of reading. The new curriculum was selected based on its ability to address both virtual and face-to-face platforms.

C. Strategy: Early Warning Systems (EWS) for Grades Kinder through 3rd
This strategy addresses the identification of students exhibiting academic and behavior-at-risk performance who are in need of supplemental interventions to improve academic performance.

D. Strategy: High Dosage Tutoring
High Dosage Tutoring (HDT) addresses the academic needs of students requiring Tier 2 and 3 academic intervention(s).

E. Strategy: Establishment of a Family Engagement and Community Involvement Program
The goal of this strategy is to increase the performance of students in the PSS through better engagement of families and the community in the education of students in the CNMI Public school through the provision of professional learning opportunities.

Strand: Professional Development
A. Strategy: Early Warning Systems (EWS) for Grades K-3

B. Strategy: Social-Emotional Learning (SEL)

C. Strategy: ELL Program/ELL Teachers

D. Strategy: High Dosage Tutoring

E. Strategy: Development, Review, and Implementation of the IEP.
IEP EP Coaching: August 8-10, 2023
August 18, 2023 – beginning of the year
IEP Task Force

F. Strategy: Implementation of "Into Reading" (new early literacy/reading curriculum)

G. State Special Education Personnel Development Grant (SPDG)
The CNMI PSS obtained a special education personnel development grant to support the following long term outcomes: (1) sustained system of co-creating changes and additions to the PSS system of PD to develop agency in practitioners and stakeholders in the engagement of PD through the use of technology and ISP. (2) Evidence-based PD system for implementing high-quality educational programming through high-quality IEPs. (c)Improved educational results for children with disabilities.

H. REL Pacific "Improving Reading through Data Literacy Project"
This is a collaborative 5-year project between the CNMI PSS and the REL Pacific. Six sessions were provided by REL Pacific around data literacy, interventions, RTI, and MTSS.

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.

STRAND: Governance and Leadership
A. Strategy: Universal Screening (Results reflect only data from the three target schools). The includes the participation and proficiency data for all students and disaggregated for students with an IEP in grades K-3rd grade. For this reporting period, SY22-23 screening #3 was used as the outcome data. The SY22-23 Win'23 and Fall'23 data are also included for this reporting period.

Participation (K-3rd)
 Screening Period ALL Students Students with IEP
SY22-23 Screening #2 (Winter'23)   99% (944/955) 99% (87/88)
SY22-23 Screening #3 (Outcome - SPR'23) 98% (952/973) 99% (85/86)
SY23-24 Screening #1 (Fall'23) 97% (926/957) 96% (71/74)
*The # of students screened includes K-3rd grade students that were screened with STAR Early Literacy, STAR Reading, or alternate screening assessment.
Performance (K-3rd)
 Screening Period ALL Students Students with IEP
SY22-23 Screening #2 (Winter'23)   43% (403/944) 11% (10/87)
SY22-23 Screening #3 (Outcome - SPR'23) 52% (496/952) 15% (13/85)
SY23-24 Screening #1 (Fall'23) 41% (384/926) 7% (5/71)

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The # of students screened includes K-3rd grade students that were screened with STAR Early Literacy, STAR Reading, or alternate screening assessment.

STAR Early Literacy/Reading Fidelity Data
The collection of fidelity data for the implementation of the STAR universal screening was conducted in 6 of the 9 elementary schools by either the principal or assistant principal. The checklist addressed the tasks "Before Testing", 'During Testing", and "After Testing." Each observer was asked to rate the tasks under each task as "clearly evident", "somewhat evident", or "not observed. For the "Before Testing" tasks, a rating for the items ranged from 96.2% to 100% as "clearly evident" with the highest percentage related to the task of encouraging students during testing. The "During Testing" items with a rating of "Clearly evident" ranged from 57.7% to 100%.. The task achieving the highest was "spacing students so they are not distracted and cannot provide each other with answers" while the lowest was one in which teachers were observed administering the math prior to the reading subtest. The "After Testing" tasks range of ratings as "Clearly Evident" was from 50% to 84.6%. The task with the highest rating of "clearly evident" involved printing and reviewing reports and viewing of student data while the lowest involved the review of diagnostic reports to determine the need to deactivate a test. Please note that a task may not have obtained a rating of "clearly evident" if the task was not required at the time of the observation.

B. Implementation of the Early Literacy/Reading Curriculum
As part of the Instructional Review Process (IRP), classroom observations were conducted utilizing the Effective Learning Observation Tool (ELEOT). There were 237 completed observations conducted in the nine elementary schools. As per the evaluation plan, three indicators were used for measuring performance: A2. Equal Access (Ave Score=3.5), C3. Support to understand content and accomplish tasks (Ave Score=3.56), and C.4. Demonstration of congenial and supportive relationship with their teacher (Ave score=3.56). Based on the scoring criteria, it was "evident" that the three indicators are implemented within the elementary schools.

C. Strategy: Early Warning Systems (EWS) for Grades Kinder through 3rd
For this reporting period, all nine (9) elementary schools implemented the components of the EWS.

D. Strategy: High Dosage Tutoring (HDT)
# of students receiving HDT: 1221 (Data from all 9 elementary schools)
STAR Reading Assessment Results: 1166/1221 - Percent who are proficient and Above in Reading.
 Fall'22 WIN'23 SPR'23
Kinder 13% 44% 72%
1st 19% 19% 34%
2nd 17% 25% 36%
3rd 5% 8% 32%
In a survey of teachers, 44% (20/46) of the teachers rated the "overall quality of the HD Tutoring program" as "Excellent" while 39% (18/46) rated the usefulness of the tutor in meeting the students' needs to mastery of the academic standards as "Excellent." Are these all elementary teachers? Based on the report, some of the teachers were from secondary schools.

E. Strategy: Family Engagement & Community Involvement
Training provided by two schools.
November 2023: OES conducted Parent Literacy Night.
SY22-23 Parent Engagement Survey
# of responses=119
Parents' Perception: (Percent of parents that strongly agreed & agreed with the statement)
95.8%:". . . that the training info can be applied to my role as a parent."
95.8%: ". . . will be more effective & helpful in my role as a parent."
95%: ". . . child's school improved with providing collaboration between school & families."
94%: ". . . child's school has been providing the necessary supports to families."
F. Professional Learning Community (PLC)
Note: This data is from observations conducted from 6/20/23 to 1/25/24. Data is from 6 schools and 82 PLC meetings. For participation, 59.8% (49/82)of the PLCs included a special education teacher, 35.4% (29/82)included an English Learner teacher, and 48.8% (40/82) included a Title I teacher. All PLCs included a general education teacher and an administrator.

Strand: Professional Development
New Early Literacy/Reading Curriculum
HMH In-Person Coaching provided to 18 schools from Oct. 2023-Jan1, 2024
HQIM Professional Development activity held from Aug. 14-18 in the 3 islands-3 sessions held in Saipan and one session in both Rota & Tinian.
CNMI PSS ED Leadership Training for Elem Schools: High Quality Instructional Materials (HQIM)(April 4-6, 2023)
SY23-24 August 2023: HQIM for Secondary Schools
CNMI PSS & HMH Training: Prioritizing, Planning, & Pacing Your Instruction - June 7, 2023 (ELEM-Saipan), June 12, 2023 (K-12, Rota), and June 13, 2023 (K-12, Tinian)
CNMI & HMG ELA Instructional Needs
# of respondents = 94; 95.7% (90/94) were teachers.
Areas identified as "High Needs.":
Teaching Foundational skills systematically & explicitly;
Providing scaffolded supports;
Explicitly teaching vocabulary.

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2. IEP Training:
IEP EP Coaching: August 8-10, 2023
August 18, 2023 – beginning of the year

Strand: Accountability/Monitoring System
All nine schools submitted School Wide Plans (SWPs) that addressed the needs of subgroups such as students with IEPs and English Learners.
At the end of the SY22-23, the Reading/Early Literacy goals for K-3rd were met or exceeded for all grade levels. All elementary schools met the district goal of 50% and above in STAR Early Literacy.
The kinder and 2nd grade cohorts met the district goal of 50% and above in STAR Reading.
The national average reading/language arts proficiency is 46% (2023). The PSS average STAR Reading Proficiency Rate is 41.9% (3,35/7,249) for SY22-23. (https://www.publicschoolreview.com/average-rla-proficiency-stats/national-data)
STAR READING: Percentage of Students with IEPs who are Proficient or Advanced in Reading: 2nd Grade: Fall'22=30%, WIN'23=27%, SPR'23=23%; 3rd grade: Fall'23=13%, Win'23=11%, SPR'23=13% (data from 9 elementary schools)
STAR READING: Percentage of students who are proficient and above in reading:
 Fall'22 Win'23 SPR'23
2nd grade 44% 50% 58%
3rd grade 30% 37% 46%
STAR Early Literacy: Percentage of Students who are PRoficient and Above.
 Fall'22 Win'23 SPR'23
Kinder 35% 62% 74%
1st 41% 46% 53%
 District 38% 53% 64%

Did the State implement any <u>new</u> (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)
YES

Describe each <u>new</u> (newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved.

Strategy: Implementation of "Into Reading" (new early literacy/reading curriculum)
For this reporting period, the PSS implemented a new Early Literacy and Reading curriculum, Into Reading, with the core instruction focusing on the foundations of reading. The new curriculum was selected based on its ability to address both virtual and face-to-face platforms.

Strategy: State Personnel Development Grant (SPDG): Project Higal
The CNMI PSS obtained a special education personnel development grant to support the following long term outcomes: (1) sustained system of co-creating changes and additions to the PSS system of PD to develop agency in practitioners and stakeholders in the engagement of PD through the use of technology and ISP. (2) Evidence-based PD system for implementing high-quality educational programming through high-quality IEPs. (c)Improved educational results for children with disabilities.

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.
Governance and Leadership:
Universal Screening: Continue the Benchmark Screenings 3x/year and provide professional development to the scale-up schools to build proficiency in data collection and analysis.

Early Literacy and Reading Curriculum – "Into Reading" (HMH)
Implement the following as result of the new early literacy/reading curriculum: (a) Growth measure in reading; (b) Provide 3rd grade students needing reading intervention using Read 180;continue to provide professional learning to leaders & teachers; (c) Monitor implementation of all policies through the instructional review process; (d) Collaborate with the Family Engagement and Community Involvement Program to ensure the provision of supports to families; (e) Promote the use of IES & NCIL resources for family engagement; (f) Address the language needs of families and child care programs (Chamorro & Carolinian) from birth; (f) Conduct an inventory of resources available on island that support indigenous languages as well as multilingual individuals.

Continue to conduct Walk-throughs and incorporate an instructional coaching as part of learning design based on HQIM-as part of PD Plan under HQIM -job-embedded IC related to HQIM-observation is key-one on one feedback—report is generated and shared w/principal; program managers are following the trainers (off-island -face to face & virtual training) ; ELEOT; build capacity of OCI central office; PD any time anywhere; coaching includes recommendation for teaching practices and growth; Pacing support for instruction; small group & differentiated instruction; data review based on growth measure –WAGGLE Program – "Into series" [Need to rewrite!]

Early Warning System (EWS)
Developing the Standard Operating Procedures (SOPs) for implementing a Multi-tiered Systems of Supports (MTSS); add to the EWS platform different interventions with a drop-down menu that can be used with students and space for teachers to provide input on observations; expand EWS practices to all K-12 schools with established EWS team in each school to review the data on an on-going basis and address students who are flagged based on the indicators. Outcome: MTSS SOP

High-Dosage Tutoring (HDT)

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Continue with building the capacity of school in data literacy to include: administration, understanding, & interpreting data); data dialogue; discussions & monitoring of data at the end of each screening period; include the HDT Tutors in HQIM training and data literacy. Outcome: All school personnel with increased knowledge & skills in data literacy.

Family Engagement & Community Involvement
Develop and implement a plan to support the early literacy/reading proficiency of students in K-3 through family engagement & community involvement activities. Outcome: Increased family engagement & community involvement.

Professional Learning Communities (PLCs)
Continue with current practices for sustainability that includes instructional planning, team collaboration, data dialogue, implementation of new instructional practices (to include curriculum mapping), MTSS processes; PLCs to identify & define interventions and transfer to portal for access; continue to monitor the participation of Title I & EL teachers are part of PLC meeting with grade level and include other interventionists such as counselors, tutors, etc. Outcome: Increased collaboration with all school personnel that results increase reading achievement.

Accountability/Monitoring System
Develop an accountability framework to allow ARE to measure performance and to be able to disaggregate data by subgroups such as students receiving Title 1, special education, and English Learners and flag students within a subgroup to be able to address their needs.

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

1. Universal Screening: Renaissance STAR Reading
2. Early Literacy and Reading Curriculum – "Into Reading" (HMH)
3. Early Warning System (EWS) for K-3
4. High-dosage Tutoring
5. Professional Learning Communities (PLC)
6. Data-based decision making – Data Dialogue
7. Classroom observations -monitoring the fidelity in implementation of evidence-based instructional programs

Provide a summary of each evidence-based practices.

1. The universal screening: is conducted three times during the school year. The Fall and Spring are considered benchmark data with the final (3rd screening) considered as outcome or end of year summative data.
2. Early Literacy and Reading Curriculum – A new reading curriculum, Into Reading (HMH), was implemented in all elementary schools – reading instruction provided for 90 minutes.
3. Early Warning System (EWS) for K-3: The attendance and performance of all K-3 students are monitored on an on-going basis.
4. High Dosage Tutoring: High-Dosage Tutoring is provided during the school day and as part of the after school programs for 40-60 minutes in groups of a maximum of three students.
5. Professional Learning Communities (PLC) – Each grade level meets as a PLC team to address data and needs of every student to include needs of subgroups such as students with an IEP and English Learners (Els).
6. School Wide Plans (SWPs) Data-based decision making: Each school is required to submit a School Wide Plan (SWP) each year that addresses the needs of the students in the school. The SWP must include activities and outcomes for subgroups such as
    students with an IEP and ELLs.
7. Monitoring the fidelity of reading curriculum and delivery of evidence-based instruction: Classroom observations with a duration of at least 30 minutes are conducted at least annually.

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.

1. Universal Screening: The Fall and Spring screening benchmarks identifies students at risk for not meeting end of year outcomes and provides data that assist school personnel in providing supplemental interventions to meet the students' needs. This practice is implemented in all elementary schools.

2. Early Literacy and Reading Curriculum: The implementation of an evidence-based early literacy and reading curriculum increases the probability of achieving the SIMR. For this report period, the PSS implemented the HMH into Reading early literacy and reading curriculum.

3. Early Warning System (EWS): The implementation of the EWS for grades K-3 is the overarching strategy that ensures that the needs of students are identified early enough to provide interventions and support. This is in line with implementing universal screening.

4. High Dosage Tutoring: The supplemental instruction provided by the provision of High Dosage Tutoring closes the gap between where the students are performing and where they should be.

5. Professional Development that is ongoing and job-embedded in the areas related to literacy and the use of data will improve delivery of literacy instruction and improve student outcomes.

6. Professional Learning Communities allows horizontal alignment of instruction and opportunity for modeling effective practices that will increase student outcomes.

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7. School Wide Plans (SWPs) that include outcomes for disaggregated groups will ensure that schools are held accountable for all students and promote data-based decision making.

8. Monitoring the implementation of the reading curriculum with a focus on the foundations of reading through fidelity checks will provide data that will be used to support the need for additional support and training.

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

Governance/Leadership
a. Universal Screening
  - Screenings are conducted three times a year. Fidelity checks are conducted during each screening period.
b. Implementation of Early Literacy and Reading Curriculum
  - Data is collected at least once a year.
c. Early Warning System (EWS)
  - The impact of the implementation of the EWS will be measured by the number of students identified as needing supplemental support and the effectiveness of the interventions to improve instruction.
d. High Dosage Tutoring
  - Program evaluation surveys are conducted at the end of each year and the results are used to address areas for strength and areas for growth.
  - Surveys are collected from tutors, teachers, and students.

2. Professional Development
  - All professional development activities are initially evaluated with a "Reaction Survey" at the end of each activity and observations to collect data on change in practices.

3. Collaborative Efforts
  Professional Learning Community
  - Data on participation and data discussion of Professional Learning Communities (PLCs) are collected monthly.
  Family Supports/Family Partnerships
  - Data will be collected on participation of families in activities to improve student achievement as well as reaction surveys.
  - Collect parent demographics data of parents that attend parent summits, trainings, meetings.

4. Accountability System
  - School Wide Plans (SWPs) are reviewed annually and if approved, activities are funded for implementation. SWPs are evaluated to determine if the plan addresses the academic needs of subgroups such as students with an IEP. With this
    requirement, the schools are held accountable for all students.

5. Monitoring System
  - The Office of Curriculum & Instruction And school level administrators continue to monitor the fidelity of implementing the "Into Reading" curriculum.

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.

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

1. Universal Screening: Renaissance STAR Reading
- Continue to collect fidelity data from all target and scale up schools with the anticipated outcome that teachers are implementing the screening tool appropriately

2. Early Literacy and Reading Curriculum – "Into Reading" (HMH)
- Collect the fidelity data from target and scale up schools with the anticipated outcome that teachers are implementing the curriculum with fidelity.
- Continue to provide professional development for teachers

3. Early Warning System (EWS) for K-3
- Complete the development of the MTSS SOP to align with EWS
- Expand the EWS to include interventions that can be used by teachers for students in each tier
- Continue to track the interventions being provided to students identified through EWS

4. High-dosage Tutoring
- Provide more professional development on data literacy- how to read and interpret data; data dialogue; monitoring data
- Continue to collect HDT data on effectiveness of the program

5. Professional Learning Communities (PLC)

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-Collect PLC data on participation of general education, special education, Title I, and EL Teachers in PLC sessions with discussions that include performance of
students with an IEP from target and scale up schools. Outcome is improved achievement for all students, but specifically for students with an IEP

6. Data-based decision making – Data Dialogue
- Develop and accountability system that would the Accountability, Research and Evaluation Office to measure performances as stated in the SWPs

7. Classroom observations -monitoring the fidelity in implementation of evidence-based instructional programs
- Collect fidelity data on the implementation of the reading curriculum data from target and scale up schools
- Provide Instructional coaching as part of learning designed based on HQIM as part of the professional development. Coaching feedback includes recommendations/teaching practices for growth, data review based on growth measure (WAGGLE Program), pacing support for instruction, small group and differentiated instruction.

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.

PSS will continue to implement and monitor the infrastructure activities to determine the effectiveness of the current strategies and practices in place.

Section C: Stakeholder Engagement

Description of Stakeholder Input

With technical assistance provided by the Guam CEDDERS, the PSS Special Education Program facilitated a process for ensuring broad stakeholder input and involvement in the review and development of the CNMI PART B FFY 2020-FFY 2025 State Performance Plan (SPP) and FFY 2022 Annual Performance Report (APR). Broad stakeholders, inclusive of the Special Education State Advisory Panel, school administrators, special education teachers, and the State Systemic Improvement Plan (SSIP) Core Team reviewed current performance data compared to previous year's performance and national data, where applicable to CNMI's context. In addition, the FFY 2020-2025 SPP and FFY 2022 APR were provided to the newly elected board members for review and input.

This FFY 2022 APR includes current performance data on 15 of the 17 Indicator measures: Indicators 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16 and 17. Per OSEP's instructions, SPP Indicators 4B, 9 and 10 do not apply to the CNMI. For each applicable SPP Indicator measure, CNMI reports FFY 2022 progress data to determine if CNMI met its FFY 2022 targets. An explanation of slippage is provided if CNMI did not meet its target and did not demonstrate improvement from the previous year's performance. A response to any issue identified in the 2023 OSEP SPP/APR Determination letter for CNMI's FFY 2021 SPP/APR is also provided within the related indicators.

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

- Conduct school level parent engagement sessions as well as Annual Parent Summit
- Gather data input from special education teachers
- Ongoing input sessions from parents, advisory panel members and key management

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.

1. The PSS will implement in the next fiscal the Multi-tiered Systems of Support Framework (MTSS).
2. Project Higai – State Personnel Development Grant (SPDG)

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

Timeline for implementation of MTSS:
- January 2024 to May 2024: Create a manual for implementation of MTSS; review indicators for Early Warning System;
- June 2024 to August 2024: Develop professional learning and educational/promotion plan for MTSS;
- May 2024: Obtain PSS State Board of Education approval for adoption of the MTSS framework.
- September 2024: Implement MTSS on a small scale with quarterly meetings and practice data meetings.

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

None identified

Provide additional information about this indicator (optional).

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17 - Prior FFY Required Actions

None

17 - OSEP Response

17 - Required Actions

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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:

Chief State School Officer

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:

Lawrence F. Camacho, Ed.D

Title:

Commissioner of Education

Email:

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670/237-3061

Submitted on:

04/18/24 12:09:45 AM

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