



**Rhode Island Department of Education
Office of Student, Community and Academic Supports**

School Support System Report and Support Plan

**Village Green Virtual (VGV) Charter School
December 2020**

SCHOOL SUPPORT SYSTEM A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.

- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 20 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.

- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.

- **The Support Plan:** The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.

- **The SSS Report:** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

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Village Green Virtual (VGV) Charter School School Support System Review

Team Members

Team A – Susan Wood, Sandra Cambio Gregoire

The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)

Indicator	Findings	Support Plan
Result	1 The RIDE, Office of Students, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.	
Result	2 Program Overview Located in downtown Providence, Rhode Island, 225 students and faculty of the Village Green Virtual Charter High School (a.k.a. VGV) have been pioneering the school of the future. The “virtual” in the school’s name refers to the curriculum being virtualized (meaning online)—there are no textbooks. Students attend school every day with certified teachers. Opened in September 2013, VGV draws students statewide by blind lottery. In its first four years of existence, VGV posted the highest gains of any of the state’s high schools in the assessed content areas of ELA, math, and science and consistently outperformed its sending urban school districts. VGV has a 100% graduation rate and a 100% college acceptance rate to schools including: Johns Hopkins, MIT, Xavier, and Wheaton. VGV is the first RI school designed from Day 1 to be a competency-based, personalized blended learning model. It’s “competency-based” in that students only progress through their lessons after demonstrating proficiency. VGV has a highly successful “dual enrollment” program whereby students, in their fourth year, can attend a local college and take courses for college credit. It is very common for VGV students to graduate having already earned 9 to 12 college credits. There is an opportunity for high achieving VGV students to complete high school in three years, however, the criteria for such academic acceleration is set very high. The Physical Design of the School Each student has a partitioned workstation in large <i>Learning Centers</i> closely simulating an adult working office environment. Students attend Chromebook-outfitted <i>Workshops</i> that are purposely designed to hold a maximum of 12	

students. If ahead in their courses, students can use the school's "makerspace" used for project-based learning with hands-on STEAM related projects such as drone and autonomous vehicle building, 3D printing, Arduino microcontroller projects, and green screen related projects.

Technology

The technology infrastructure deployed in VGV is the most "hi-tech" of any school in this part of the country with system specs comparable to those designed for small regional banks or large-sized engineering or architectural firms. Students have access to their coursework 24/7- – 365 days from anywhere in the world that has Internet access. VGV has a 2 to 1 device-to-student ratio.

Teaching and Learning

Students attend VGV every day spending about 60 percent of their learning online and 40 percent in classrooms for face-to-face learning. The VGV teacher's role is part skill gap interventionist and part data analyst as they support students progressing through the Edgenuity e-courseware.

VGV uses the Edgenuity e-courseware platform for its entire curriculum delivery system. Working with more than 16,000 schools nationwide, Edgenuity is a leading provider of e-courseware.

Supplemental to Edgenuity, all VGV teachers use Google Classrooms for their own created assignments aligned with the Edgenuity. Sixty percent of a student's grade is from Edgenuity with the remaining 40 percent from the teacher's Google Classroom gradebook.

Parents/guardians have online access 24/7 to student performance data via VGV's "Dundas BI Parent Portal" newly implemented in 2020-2021. VGV issues 10 report cards—one each month along with a 21st century report card that addresses the student's soft skills.

VGV Publications

As an ER&D laboratory, VGV continues to conduct evidenced-based research and have shared findings through visits by schools and school districts, white papers, op-eds, and books.

		<p>RIDE has awarded VGV a rating of “Exceeds Expectations” for Educational Research and Dissemination—publications include: Inventing School, Knocking it Out of the PARCC and A Personalized Learning Framework.</p>	
Result	3	<p>Student Support and Intervention</p> <p>The Village Green (VGV) MTSS Handbook (2020-2021 ed.) has been updated and is attached to this report. In this year’s iteration, VGV identifies the MTSS Leadership Team along with a reflection on how far the school has come in the last seven years in addressing the academic, behavior, and social-emotional domains with regards to tthe students’ learning experience.</p> <p>Village Green uses the fully online Edgenuity (formerly e2020) platform as the primary curriculum delivery system (CDS). This online learning experience at the high school level is a dramatic change to students’ previous experience in lower grades in a traditional school setting—wherein all teaching and learning occurs in a traditional classroom mostly with textbooks and teacher-centered pacing. In contrast, VGV students are given great autonomy in that, for several courses (e.g., electives) they can work at virtually “any time, any place.” All Edgenuity courses are accessible 24/7 anywhere in the world that has internet access. A major VGV innovation implemented several years ago, is the VGV “RotoFlex” blended model. Briefly described: Core courses in grade 9 and grade 10 are fixed paced with students rotated (i.e., Roto) into classes as in a traditional setting. However, all other courses allow students to control their own pace of learning (i.e., Flex). Experience has shown us that the majority of students entering grade nine do not have good self-regulating skills (i.e. time management) and need structure. RotoFlex allows the gradual transition to grade 12 where seniors are able to work at “any pace.”—a very important skill that will be needed in their college experience.</p> <p>The Edgenuity platform allows teachers to customize courses. Courses can be created by building them up lesson by lesson, changing the order of lessons/units, and/or pulling in lessons across content areas. Thus, VGV can personalize students’ educational experience to the point that, theoretically, no two students in the building need to be at the exact same place in a given course.</p> <p>Given the vast amount of real-time data, a major goal for us over the last two years has been to build an infrastructure of internal data sources and processes</p>	

that identifies “at risk” students as quickly as possible. Twenty-eight specific data sources have been developed and are identified in the VGV MTSS Handbook (2020-2021 ed.) that inform the MTSS process across the academic, behavior, and social-emotional domains. Examples of MTSS academic data sources include: NWEA MAP (Measure of Academic Progress): Math, Reading, and Language Usage assessments administered in the fall and spring to every student each year. Incoming students to VGV are assessed in late summer prior to beginning at VGV. The NWEA Rasch Unit (RIT) scores are used to identify and inform Personal Literacy Plans (PLP), Math Personal Plans (MPP), and Individual Learning Plan (ILP) courses that are leveled to the student’s ability (e.g., basic, intermediate, advanced).

Further, Lexile data for each student is provided by the NWEA Reading assessment and is used for course customization and supplementary material if needed. The faculty has recently conducted a study of the relation between student NWEA Lexile scores and Edgenuity courses.

Edgenuity provides vast real-time data including: the exact percent of curriculum a student has completed, the target percent to have been completed, overall grade for each course the student is enrolled in, and the number of days off-task. This drastically reduces having a student fall between the cracks in a course. To eliminate the possibility of a student falling between the cracks, VGV developed a computer program several years ago that automatically produces a “snapshot” of every class with pertinent data for each student’s performance status (i.e., behind, on target, ahead). The “snapshots” are provided to every teacher and posted outside the school’s Administration offices. The snapshot data is reviewed on a weekly basis and immediate action taken where needed. The snapshots in conjunction with other data sources so that the earliest response may be realized where needed. These include but are not limited to the following: The Living Transcript, Program of Study (POS) Completion Date Prediction Algorithm, Course Completion Rate, Attendance data, ALMA SIS (report card), Edgenuity Student Progress Report, Guidelines for determining PLP qualification based on NWEA MAP RIT scores, Guidelines for determining MPP qualification based on NWEA MAP RIT scores, End-of-Year (EOY) Student Surveys, School Climate Survey, Edgenuity Research Studies of VGV Student Performance, PSAT/SAT (Math and ELA/L), NGSA (Science), ACCESS for ELLs performance, In this new blended learning model the Edgenuity curriculum is rigorous with reading.

		<p>Clinical Supports and Services VGV has two full time social workers who are available for both clinical support for counseling, and many other services. The Social Workers are an active part of the Special Education Team. They attend the weekly team meetings and make many connections with students and families. They have many community contacts and are aware of the many social services available. VGV takes great pride in working with families to support them in a wrap-around manner.</p> <p>Social Emotional Learning To help identify “at risk” students who may be disengaged and in danger of dropping out, administer a Connections Survey every year—normally late fall. Briefly described, there are two one-page surveys to be administered—one for students and one for the adults in the building.</p> <p>The “Student Confidential Connection Survey” consists of two parts:</p> <ul style="list-style-type: none"> – In Part 1, each student is asked to list any adults (up to three) in the building with whom they have a good personal connection with. – In Part 2, the students are asked to list any peers/classmates (up to three) in the building with whom they have a good personal connection. <p>A separate confidential survey is given to VGV teachers and asks teachers to list students that they feel they have a connection with. The purpose of these surveys is to identify students that report having no connections with either an adult or peers. If this is the case, the student meets with the school social worker and an attempt is made to match the student with an adult in the building.</p> <p>School Removals/Disciplinary Policies Disciplinary policies and practices are clearly defined through the student/parent handbook.</p>	
Result	4	<p>Program Continuum</p> <p>Specialized instruction for students with individual education plans is provided in 80% to 100% within the general education settings. Special Educators work in content area classes along with the general education teacher. Students are provided small group and/or individual instruction outside of the general education setting as needed. Village Green employs a Speech Pathologist and</p>	

		an Occupational Therapist. Other providers are contracted when there is a need per the IEP.	
Result	5	<p>Adaptive Physical Education (APE)</p> <p>Village Green does not currently have any students who require adaptive physical education. There is a small gym on site available to students and adults. If the need should arise, there is an agreement in place with the neighboring small school, the Urban Collaborative Accelerated Program, to have service provided by their certified adaptive physical education teacher who is on staff.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	6	<p>Extended School Year (ESY)</p> <p>At every annual IEP meeting, VGV considers the need for Extended School Year Services. Additional services beyond the school are provided for any student at risk of not meeting their annual goals and regressing over the course of breaks in schooling.</p> <p>Because VGV uses an online curriculum, a plan of study is put in place for all IEP students over the course of the summer as a part of good teaching practice. For those requiring additional services to target IEP goals, tutoring services are provided on an as needed basis.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	7	<p>Parent Engagement /Local Advisory Committee (LAC)</p> <p>A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p>VGV has a part time Parent Engagement Coordinator who works closely with the Special Education Director to ensure that parents of special needs students are engaged in school activities and academic events. Parent Nights were held during the month of October, one for each grade level, with Administrators, Leadership, Social Worker, Nurse and teacher representatives to help engage</p>	

	and inform parents. The Local Advisory Committee (LAC) meets quarterly offering workshops and info sessions to special needs parents. VGV holds an annual Culture Night and other events such as visiting authors. Parents volunteer to help at the annual Prom, teacher recognition luncheon and attend the monthly School Improvement Team meetings. Parents also sit on the School Board to give representation to parents on important schoolwide decisions.	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p>1 The record review process did not identify any compliance issues.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p>Documentation: Data Analysis; Interviews</p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section. No issues identified.</p>
	<p>2 Student Accommodations and Modifications</p> <p>During VGV's August teacher professional development week, and again at the beginning of the school year, special education teachers review the IEPs of the students on their caseload with the general education teachers. Special education teachers then create a template that is easy to read and access, outlining each students' accommodations and modifications. The four school teams (based on grade level) meet weekly giving the special educator dedicated time to discuss the needs of the students with IEPs. Professional development on issues such as meeting IEP requirements, classroom management, working with students with Autism, and communication between special and general education. All IEPs are kept locked in the special education office where access is limited to the Director of Special Education</p>	

		<p>and special educators. A special request to review the IEP must be made to the Director who will make the IEP available in her office.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>																			
Result	3	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2017-2018) is 100% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 39%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>																			
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>The district has been found to have significant disproportionality in the area(s) of:</p> <table border="1"> <thead> <tr> <th colspan="2">All Disabilities White</th> <th></th> </tr> <tr> <th>Year</th> <th>Risk Ratio</th> <th></th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>2.97</td> <td></td> </tr> <tr> <td>2018-19</td> <td>3.16</td> <td></td> </tr> <tr> <td>2019-20</td> <td>2.63</td> <td></td> </tr> <tr> <td>2020-21</td> <td>2.86</td> <td><-- Hispanic students are under represented</td> </tr> </tbody> </table> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	All Disabilities White			Year	Risk Ratio		2017-18	2.97		2018-19	3.16		2019-20	2.63		2020-21	2.86	<-- Hispanic students are under represented	
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Result	5	<p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10</p>																			

	<p>days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the VGV as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
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3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1</p> <p>IDEA Transition Planning at the High School Level</p> <p>Starting in the freshman year, all 9th grade students engage in some level of vocational exploration including post-secondary planning. Interest inventories such as Xello, and transition planning inventories are tools available for students to engage in. In addition, VGV has an advisory program where numerous conversations take place about college and career. Students begin college visits in 10th grade, and often take field trips into the community. Last year the students went to Johnson and Wales and viewed their 3D printing lab; they went to RI School of Design to view their library and special books collection; they attended and participated in Dare to Dream where there was a college panel presentation by current college students with disabilities.</p>	

		<p>Every VGV student, including students with an IEP, has a Xello account and completes inventories that are kept in their Individual Learning Plan. VGV supplements the general education work with specific transition planning when a student turns 14 years old. At this time, a student interview is conducted, reflections on learning styles are completed, potential careers evaluated and a transition plan is begun. All students work closely with the Transition Counselor to determine where they will apply to college. Special educators work closely with their students to find the right fit for their learning style, academic skills and career goals. Students also review their progress reports to set short and long term goals for their future. All students must have a post-secondary plan before graduating from VGV.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	2	<p>The nonpublic special education school works with the sending districts in assisting with referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>In the 9th grade, the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). The VGV, ORS contact person, attends the IEP meetings at Village Green when appropriate. Over the years, VGV has developed a close relationship with the ORS representative. ORS and BHDDH hosted a training in the fall to make certain all special educators were aware of when and how they should be including ORS and BHDDH. ORS is invited to IEP meetings when the student is in the 9th grade in order to begin the transition process. Several of VGV students have received summer employment and internships through ORS services. Due our current student population, BHDDH has not been as active with the school, but all are aware that they stand ready to assist families and students with greater needs.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	

Result	3	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>The special education department begins working on SOPs early in the school year so that they are available to students during the college application process. VGV has a full time Transition Counselor who works closely with all seniors to make sure that they explore all options available for career and college. When a student graduates or leaves VGV in their senior year, the special education department provides all documentation per the SOP which is modeled from the state suggested.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	4	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The VGV drop out and graduation rate cell sizes were too small to publicly report.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	5	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Village Green Virtual Charter School is 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	6	<p>VGV had no data for this indicator as the cell size was too small to publicly report.</p>	

	<p>NA of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 87% (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
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