



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

School Support System Report and Support Plan

**Achievement First Public Schools
October 2015**

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 30 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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**Achievement First Public Schools
School Support System Review**

Record Review Team Leaders

Team A – Susan Wood

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	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2013 – June 30, 2014 State Performance Plan information on Achievement First Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 90.91% (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.55% (RI District Average is 4.35%)</p> <p>The above percentages are based on Providence Mayoral Academy. Sister school Illuminar Mayoral Academy percentages are 100%, 0% and 0% respectively. At Achievement First, an inclusion model for scholars 99% of the time is used, regardless of disability status. Scholars with IEPs usually receive supports in the ICT (co-teaching) setting, or, less frequently and as needed, in a resource room (less than 85% of the scholar’s time in school) outside of the general education environment.</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <ul style="list-style-type: none"> A. The district (disability subgroup that meets the State’s minimum “n” size) did not meet the state’s AYP targets for the disability subgroup. B. Participation rate for children with IEPs NA%. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards NA% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (NA%).] 	

		<p>This is Achievement First's first year having a third grade (for the 2015-2016 school year) and, thus, no state test data is yet available. It is projected that 100% of students will take the statewide assessments.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p>Multi-Tiered System of Support (MTSS)/Academics</p> <p>Elementary Level</p> <p>Achievement First (AF) strives to have solid instruction at the general education level (Tier I). To that end, all AF educators receive over 300 hours of professional development annually. In addition, every teacher has a coach who meets with him or her weekly and who observes and provides instructional feedback at least weekly.</p> <p>Of course, AF realizes that not all scholars will have their needs met solely in a Tier I environment. For this reason, there are multiple avenues through which A F scholars can be referred to the MTSS process for academics. Every six weeks, teachers give interim assessments (IA) that measure whether students have mastered what they have been taught in reading, writing and math. These results are then uploaded to Athena, a custom-built assessment system. Teachers and principals spend a "data day" after each IA dedicated to reviewing the individual assessments and together creating data-driven instructional plans that target whole class, small group and one-on-one instruction to address any gaps in student learning. The special education team looks at the same data and then uses a pre-determined set of triggers to determine which scholars are eligible for Tier II or Tier III response to intervention. During data day, these RTI groups are formed and then implemented the next school day.</p> <p>Another way in which scholars can be referred to MTSS is by any staff (teachers, deans, principal) or parent request. To do this, staff fills out the AF referral forms and submits them to the Dean of Special Services. The Dean of Special Services will then bring the referral to the team during their weekly meeting. The team determines next steps for that scholar among options including supporting the student's teacher around Tier I instruction, entrance into the MTSS program, or referral to evaluation.</p> <p>The actual MTSS program of tiered interventions is built on research-based systems, including Leveled Literacy Intervention (comprehension), Wilson Foundations (phonics/decoding), Great Leaps (fluency) and ST math (basic math skills). Additional targeted, child-specific interventions may also be used depending on need. All scholars in the MTSS program (Tier II and Tier III) have specific end of cycle goals and measurable weekly targets that are outlined to meet those goals. Progress toward goals is shared with parents every other week during the course of an intervention.</p> <p>If children are not progressing in Tier II interventions, they are referred to Tier III interventions. The programs are similar for both, but groups are smaller and frequency of support is increased for Tier III. Scholars still not making progress after a cycle of</p>	

		<p>both Tier II and Tier III intervention are then referred to the child study team (CST) to consider for evaluation. Rarely, a scholar demonstrating significant need will be considered for evaluation before multiple rounds of MTSS are completed. If the team agrees that evaluation for a potential disability is appropriate, the team determines which evaluations are relevant. Evaluations that may be used include the Woodcock Johnson IV academic evaluation, the Kaufmann Battery for Children psychological evaluation, the CELF-5 speech evaluation, a social-emotional case history, occupational therapy or physical therapy evaluations, as well as MTSS data and/or any other evaluations deemed appropriate or requested by the team.</p> <p>Middle Level: NA</p> <p>High School Level: NA</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>Achievement First data cannot be publicly reported because the cell size is smaller than the State's minimum for reporting at this time.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	5	<p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Achievement First Charter School 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>	

Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Elementary Level</p> <p>At the Tier I level, AF has a rigorous character education program which teaches five key REACH (respect, enthusiasm, achievement, citizenship and hard work) values. All scholars engage in daily instruction in these values and our school and family community engages in REACH celebrations every six weeks. In addition, each of our schools employs a full time social worker, whose job includes creating focused support groups and individual sessions for children as needs arise. Other supports at the general education level include real time weekly coaching on core taxonomy skills, a common picture that leads to systematic culture across each school, and, as needed, individual teacher support plans.</p> <p>Some scholars need more support than the regular classroom can provide. To that end, AF employ two teams, the Grade Level Child Study Team (GLCST), which is created to target scholars who need slightly more support in a Tier II form, and the Child Study Team (CST), whose goal is to find scholars who need Tier III behavior support. Children can be referred to either team by school staff or scholar families using AF’s referral forms.</p> <p>As the second line of defense, the grade level CST meets bi-weekly to determine appropriate next steps to address referrals. In addition, the team regularly looks at attendance data, in-class supports required (including push-in and removal support), in school suspension, out of school suspension numbers and data for struggling students. The team then considers next steps, including starting a Tier II behavior support plan (such as check-in/checkout programs, lunch buddies, student contracts, etc.), supporting teachers in the implementation of Tier I instruction and behavior systems, or referring the child to the building level Child Study Team (CST).</p> <p>The CST is the problem-solving unit responsible for identifying, recommending and evaluating intensive interventions specifically designed to meet the individual needs of students who have not been successful in Tiers I and II. The team also regularly looks at the same data as the GLCST to ensure scholars are not falling through the cracks. The CST will often make a recommendation that a scholar be evaluated using a functional behavior assessment (FBA). If the FBA suggests that it is appropriate, a behavior intervention plan (BIP) will then be written. All BIPs include current data, a measureable behavior target, and benchmark goals to get to that target. A successful BIP also includes skill building for the scholar and positive behavior supports.</p> <p>If the CST determines that a referral to the IEP team should be made, the same steps that are mentioned in the previous MTSS academic section are followed.</p>	
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		<p>Middle Level: NA</p> <p>High School: NA</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. Achievement First has clear documentation of behaviors that scholars may choose to exhibit and the school-wide response that is expected. A push-in (level 4) is a conversation with a culture interventionist or dean that happens inside of the classroom. A removal (level 5) entails the scholar physically leaving the room with an interventionist. All level 5 removals are expected to be 30 minutes or less.</p> <p><u>Documentation:</u> Achievement First family handbook</p>	
Result	7	<p>Preschool Continuum</p> <p>The preschool program is located NA. Achievement First does not have a preschool program at this time.</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p>Indicator #6 Achievement First does not have a preschool program at this time.</p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was NA%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was NA%</p> <p>State Performance Plan Indicator #7 Achievement First does not have a preschool program at this time.</p>	

		<p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); NA% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); NA% and ▪ Use of appropriate behaviors to meet their needs NA% <p>Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); NA% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); NA% and ▪ Use of appropriate behaviors to meet their needs NA% <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 357 students at the elementary level and approximately 28 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> • General education only – full time in a classroom with two general education teachers (grades K – 2) or one general education teacher per subject (grade 3). • Co-teaching – full time in a classroom with one general education teacher and one special education teacher. • Resource room/pull-out – reading, writing and math pull-out services for scholars who need small group or additional support (these scholars all still spend more than 80% of their time in a general education classroom). • Related services – pull-out or push-in, for scholars who need occupational therapy, physical therapy, speech and language, social worker. <p>Note: All scholars at AF are grouped according to current performance based on results of interim assessments every six weeks (see MTSS: academics). Scholars with lower IA scores and those who have been struggling in the classroom are more likely to be placed in smaller groups with additional supports. This means that all scholars, even those who are not in MTSS or identified as having disabilities, are still receiving targeted support in reading, writing and math.</p>	

		<u>Documentation:</u> Data Analysis; Interviews; Observation	
Result	9	<p>Program Continuum Middle Level</p> <p>Achievement First does not have middle school age students at this time.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p>Program Continuum High School Level</p> <p>There are no students attending Achievement First High School, no students with IEPs'. The special education program continuum is as follows:</p> <p>Achievement First does not have a high school at this time.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>At present, AF does not have any scholars who require APE. All of AF's scholars are currently able to engage in general education physical education classes. If there was a student who had enrolled that required APE, there are two options for how best to support.</p> <p>The first is that AF's PE teacher is certified in APE and could provide these supports as needed. The second is to contract from CBS Therapy, who have adaptive physical education teachers available for weekly contract work.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	12	<p>Extended School Year (ESY)</p> <p>To date, AF has not had scholars whose academics or behavior require ESY. A Summer Academy is offered each year, which is five weeks of targeted half days of school in June and July. Scholars who have traditionally attended Summer Academy include those who did not meet the school reading and math goals and were, thus, not promoted to the next grade, students whose parents request Summer Academy support and scholars who met school-wide goals, but at the last minute, and thus are regression</p>	

		<p>concerns. These scholars are selected by the school principal and deans in the spring of each year.</p> <p>In addition, if a child was to enroll in AF who seemed like he or she may require ESY, AF data and ESY protocols help to determine whether this support is appropriate. As necessary, this protocol is part of the IEP process and helps the IEP team decide if a scholar qualifies for ESY based on regression/recoupment, emerging skill, or self-sufficiency. Should ESY be deemed appropriate, the school would either place the scholar in Summer Academy with the supports outlined on the IEP, or would pay for additional staff to provide those supports in a 1:1 setting.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result/ Compliance	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>At AF there are regular parent outreach events each year, which are required for all parents or scholars in our buildings. These nights include:</p> <ul style="list-style-type: none"> • Open House • Math Curriculum Night • Reading Curriculum Night • Parent/Teacher Conferences (2x annually) • Family and Community Picnic • Game and Social Night <p>In addition, AF has a robust Family Leadership Council (FLC), which is chaired and run by our parents with support from our school social worker.</p> <p>In addition to this, AF is working on creating and maintaining a LAC for families whose scholars may be identified as having a disability. The first LAC meeting was on September 22nd. This was an outreach meeting to which all of the families of scholars with IEPs and 504s were invited. At this time, AF introduced the special education staff, reviewed the supports provided and opened up Q & A about the program. Achievement First also took minutes and had all parents sign in. There were 8 parents who expressed interest in being on the LAC. The hope was to find a parent interested in running the LAC going forward (the 3 additional dates are in the school calendar at this time), but AF has not yet been able to do so. As a Special Services team, there is a meeting scheduled for 11/5/15 in which planning for the second LAC meeting will begin, including assigning ownership for parent outreach and developing a topic for the meeting.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Achievement First will develop and maintain a functioning LAC per RI regulations (§300.900).</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: August 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Achievement First has a LAC in place that meets four times a year and adheres to RI regulations.</p>

Result	14	<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 (2013-2014) is 11.1% 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 50%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>Achievement First does not have a high school at this time.</p> <p>The Achievement First Public Schools graduation rate is NA% for all students and NA% for students with disabilities.</p> <p>The Achievement First Public Schools dropout rate is NA% for all students and NA% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result/ Compliance	1	<p>Records of approximately two students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <p>-A few random IEP items were left blank (e.g., how often the parent will be notified of the student's progress)</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.</p> <p>Timeline: October 2016</p>

		<p>-There is myriad of progress monitoring data in use at Achievement First. It is, however, not always seen in the files (see also SLD Identification: Section 2, Item 5)</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Progress Check: August 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Issues resolved and verified.</p>
Result	2	<p>Child Outreach</p> <p>Achievement First’s child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</p> <p>Each year in the spring, incoming kindergarten students and their parents are invited to orientation meetings, in which scholars get time to be in classrooms with other incoming kids and with staff. At this meeting, all scholars are assessed in literacy. Teachers also informally assess and take notes on social/emotional development, fine motor skills and speech. This information helps staff to determine classroom placement.</p> <p>After the orientation, all new parents engage in one-on-one chats with a member of the school leadership team (a dean or the principal). At this time, parents are provided with information on how to prepare their students for the first day of kindergarten. All scholars need to enter kindergarten having completed a full physical, including a vision screening. In addition, parents receive information about the school, including an overview of academic and behavioral MTSS and the rest of the special education continuum. The school uses this time to get as much information on early intervention and previous supports as possible. AF always encourages a transition meeting (often via phone) with parents and a previous LEA for incoming special education students to ensure a smooth transition.</p> <p>Before school begins, AF engages in an Open House night, where all scholars come with their parents to meet their new teachers and engage in their classroom. This is a time for new and returning scholars to familiarize themselves with the school and is an informal chance for teachers to start to identify potential outliers who may need support.</p> <p>Once school starts, all kindergarten and new older students are assessed by their teachers in literacy and math. They also receive hearing screenings from the School of the Deaf. Any child who fails is referred for a full free evaluation. On site social workers support with screening social/emotional skills. An on-site speech/language pathologist screens any scholars who don’t have this information in their folder and/or who teachers refer in the first six weeks of school. A contracted occupational therapist engages in similar practice for scholars referred for fine motor or sensory concerns.</p>	

		<u>Documentation:</u> State Performance Plan; Data Interviews	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Achievement First Charter School for the 2014-2015 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 11/3/15 the school was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2015-2016 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>In order to ensure all educators are aware of students' accommodations and modifications at the beginning of the year, special educators complete an IEP-at-a-Glance for each scholar. This document is then given to the scholar's general education teachers, as well as any other adults who work with that scholar. After each new IEP meeting, a revised IEP-at-a-Glance is created and shared with teachers again.</p> <p>In addition, all teachers are given a username and password to the electronic IEP database, Tienet. At the beginning of the year, all teachers are trained in using this system and expectations for accessing student IEPs are reviewed. Tienet houses all of a student's IEPs from initial to present.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result	5	<p>Specific Learning Disabilities Determination</p> <p>Before a child can be considered as potentially having a specific learning disability, he or she will typically engage in AF's MTSS process. That process, outlined in the MTSS section, includes placement in targeted, researched-based interventions for a period of at least two six week cycles. While in these interventions, each child is monitored closely for progress to a clear, measurable goal.</p> <p>If a child is not making progress in interventions, or if he or she makes progress, but it is felt that such progress is not sustainable without continued intensive supports, or he or she makes minimal progress, the child will be referred to the IEP team, at which time an evaluation plan will be discussed and implemented. Some of these evaluations could include, a cognitive and/or a clinical evaluation. Conducted by a psychiatrist, these include parent and teacher completion of clinical rating scales, parent and teacher interviews and a student interview and observation.</p>	

		<p>The results of these evaluations, as well as the scholar's progress monitoring data in MTSS are used to consider whether there is an achievement gap. A social-emotional history is also typically given as part of the evaluation to determine other areas of context for a scholar. All scholars who are English Language Learners are tested in their native language.</p> <p>If it is determined that an academic gap exists, that the child's educational progress is not sufficient, even with intervention, and that an SLD is present, then it is determined whether the team needs to write an IEP. In the past, AF has not had specific forms for engaging in this process. Moving forward, AF will use the forms outlined the RIDE SLD guidance manual.</p> <p><u>Documentation</u>: Interviews; Record Review</p>	
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Achievement First Charter School has had no (zero) complaints, mediations or hearings</p> <p><u>Documentation</u>: Data Analysis, RIDE, due Process Data Base</p>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>Achievement First does not have early intervention or preschool education at this time.</p> <p><u>Documentation</u>: Data Analysis; State Performance Plan</p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>Achievement First does not have a middle school at this time.</p>	

		<u>Documentation:</u> Data Analysis; State Performance Plan	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>Achievement First does not have a high school at this time.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	4	<p>At the high school 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).</p> <p>Achievement First does not have a high school at this time.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>Achievement First does not have a high school at this time.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	6	<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 Achievement First Public Schools are NA% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p>Achievement First does not have a high school at this time.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<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 79% (State Performance Plan Indicator #14)</p> <p>Achievement First does not have a high school at this time.</p>	

		<u>Documentation:</u> Interviews; Document Review	
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