



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

School Support System Report and Support Plan

**Achievement First Public Schools
October 2019**

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 state performance 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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**Achievement First Public Schools
School Support System Review**

Record Review Team Leaders

Team A – Susan Wood and 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	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5) Based on the FY July 1, 2017 – June 30, 2018 State Performance Plan information on Achievement First Public Schools Placement is as follows: The percentage of students educated 80 to 100% of the time in general education settings is 96.05% (RI District Average is 71.05%) Percentage of students educated for less than 40% of the time in general education settings is 1.32% (RI District Average is 12.5%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 2.63% (RI District Average is 5.11%)</p> <p><i>Documentation: Data review, State Performance Plan</i></p> <p><i>Graphs were not made for this indicator as the majority of the districts cell sizes were too small to display 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> <p>B. Participation rate for children with IEPs 100%. 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%.] <i>Cell size too small to display data.</i></p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Elementary Level Achievement First (AF) strives to have solid instruction at the general education level (Tier I), which the school believes will benefit ALL scholars, especially since the vast majority of the scholars are educated in a co-taught, inclusive environment. All AF educators receive over 300 hours of professional development annually and general education teachers receive professional development in differentiation and specialized</p>	

	<p>instruction. 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>Achievement First 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 AF 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 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>	
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Middle Level

Achievement First (AF) strives to have solid instruction at the general education level (Tier I), which the school believes will benefit ALL scholars, especially since the vast majority of the scholars are educated in a co-taught, inclusive environment. All AF educators receive over 300 hours of professional development annually and general education teachers receive professional development (PD) in differentiation and specialized instruction, plus each gets three hours of prep per day to analyze student work. In addition, every teacher has a coach who meets with him or her weekly and who observes and provides instructional feedback at least weekly.

At this time, all AF Middle Schools are part of the “Greenfield,” or alternative model. In this model, ALL students receive significantly more individualized instruction through digital learning and the Personalized Learning Platform (PLP), which allows both teachers and students to access all of their self-directed content, track progress toward goals, and take assessments to show that they’ve truly mastered content. Weekly, teachers review this Paceline data and use their extensive prep to make plans to respond. Data Days happen at the MS level, too, at which time the special education team looks at Paceline data and 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.

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.

The actual MTSS program of tiered interventions is built on research-based systems, including Guided Reading (comprehension), Wilson (phonics/decoding/learning to read), and Common Core aligned additional math intervention. 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.

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 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

		<p>therapy or physical therapy evaluations, as well as MTSS data and/or any other evaluations deemed appropriate or requested by the team.</p> <p>High School Level NA as the school does not serve this age population.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>Achievement First has not been identified as disproportionate in its identification of students with disabilities as shown by its data.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> <p><i>Graphs were no made for this indicator as they data are “yes” or “no”.</i></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 Public Schools 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><i>Documentation: Data Analysis; State Performance Plan</i></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 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 the school and family community engages in REACH celebrations every six weeks. In addition, each of the 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</p>	

common picture that leads to systematic culture across each school, and, as needed, individual teacher support plans.

Some scholars need more support than the regular classroom can provide, so Achievement First employs 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. At some schools, the two teams function together seamlessly as one team, and at others, the GLCST team refers students to the CST. Children can be referred to either team by school staff or scholar families using AF's referral forms.

As the second line of defense, the grade level CST meets weekly or bi-weekly, depending on school, 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).

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.

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.

Middle Level

The AF Greenfield students start the year with perhaps the most important assignment – they begin leveraging the power of family and community and creating their own “Dream Team.” Students tap parents, grandparents, aunts, uncles, cousins, siblings, pastors, coaches, and other mentors to join them and their goal coach to create a team that will work hand in hand with them to achieve their goals. Every day, they work in service of these evolving goals. They meet with their Goal Team (a set of 14-16 students led by a goal coach, who help them set short-term goals and make commitments). They also meet weekly with a Goal Coach (a school staff member), and quarterly with their Dream Team. In addition to all this support, each of the 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.

Some scholars need more support than the regular classroom can provide so Achievement First employs a Building Level Child Study Team (BLCST), whose goal is to find scholars who need Tier II/III behavior support. Children can be referred to the team by school staff or scholar families and Dream Team using AF's referral forms.

The BLCST, which meets weekly, is the problem-solving unit responsible for identifying, recommending and evaluating additional interventions specifically designed to meet the individual needs of students who have not been successful in Tier I. The team regularly looks at attendance data, in-class supports required (including push-in and removal support), detention, in school suspension, out of school suspension numbers and data for struggling students, as well as referrals for staff and families. The BLCST will then determine appropriate next steps for struggling students, ranging from amped-up Tier I supports (more teacher coaching, a simple check-in plan), to a full functional behavior assessment (FBA). For students who struggle more, 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.

If the BLCST 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.

High School

NA as the school does not serve this age population.

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, as well as suspension norming guidance to ensure that suspension is used judiciously and fairly across the campuses. All schools regularly look at removals, detentions, restraints, and suspensions with their network-based Special Services Directors to determine and address patterns in the data and to ensure that students with disabilities are not being denied access to the LRE, or being placed in alternative settings.

Documentation: *Data Analysis; State Performance Plan*

Result	7	<p>Preschool Continuum</p> <p>Achievement First does not have a preschool program at this time. 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 serve preschool age students.</p> <p>State Performance Plan Indicator #7 Achievement First does not serve preschool age students.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 947 students at the elementary level and approximately 82 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 – 4). • Co-teaching – full time in a classroom with one general education teacher and one special education teacher (grades K – 4). • Resource room/pull-out – reading, writing and math pull-out services for scholars who need small group or additional Tier III 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. • Alternative setting – infrequent, as-needed for scholars who truly require something more than AF can provide in the inclusive model. <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> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	

Result	9	<p>Program Continuum Middle Level</p> <p>There are 410 students attending Middle School, 24 are students with 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 5 – 7 in 19-20). • Co-teaching – full time in a classroom with one general education teacher and one special education teacher (grades 5 – 7 in 19-20). • Resource room/pull-out – reading, writing and math pull-out services for scholars who need small group or additional Tier III 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. • Alternative setting – infrequent, as-needed for scholars who truly require something more than AF can provide in the inclusive model. <p><i>Documentation: Data Analysis; Interviews; Observations</i></p>	
Result	10	<p>Program Continuum High School Level</p> <p>Achievement First does not have a high school at this time.</p> <p><i>Documentation: Data Analysis; Interviews; Observations</i></p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Achievement First has very few students who need APE. When the need does occur, AF's physical education (PE) teachers are, whenever possible, certified in APE and can provide these supports as needed. In the past, AF has also contracted with CBS Therapy, who have adaptive physical education teachers available for weekly contract work.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	12	<p>Extended School Year (ESY)</p> <p>At each annual meeting of each child's individual IEP team, the team determines whether or not special education and/or related service(s) are necessary beyond the regular school year in order for the child to receive a Free Appropriate Public Education (FAPE). Each child with an IEP has his or her own unique educational needs in both functional and academic areas. Some children with disabilities may not receive FAPE without continuation of services in the summer. The IEP Team decision for extended</p>	

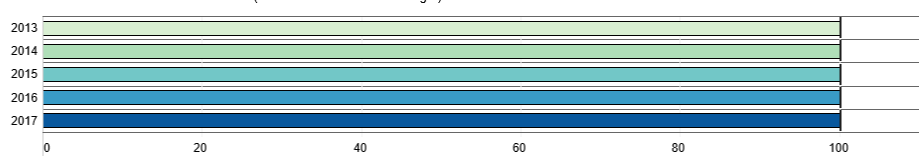
		<p>school year services is based upon the unique needs of a child with a disability and the Rhode Island Department of Education Standard for ESY. When an IEP Team determines that Extended School Year services are needed, the services are documented in the child's IEP and made available at no cost to the student/student's family. In 18-19, Achievement First had approximately 15 students receiving ESY supports.</p> <p>ESY is overseen by an ESY Director who ensures that students receive instruction and supports as outlined on their IEPs. Last year, two instructors, three related services providers and one paraprofessional provided these supports overseen by the Director. ESY is run for 5 weeks over the course of the summer (AF has significantly shorter summers than do traditional districts, so scholars only went 3 weeks without instruction) with parents receiving progress notification weekly, and then formally at summer's end.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews</i></p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>Achievement First maintains a LAC as outlined in state regulations. Each year, the LAC meets four times at different AF locations. The LAC is heavily supported by the district as, at this time, AF has not had sufficient parent interest to fully take on this responsibility. Each LAC meeting includes space and time for parents to air concerns, ask questions, and problem-solve around special services in the district. In addition, each LAC provides a parent interest topic (parents express their desires at the first annual meeting). Past topics have included positive behavioral supports at home, summer activities for students with disabilities, best practices for supporting students with particular types of disabilities and related services supports at home. Minutes are posted online after each meeting.</p> <p>Each LAC includes parent representatives of students with disabilities, general education and special education representatives from each school, district-wide administrators, and, often school-based admin (Principals.) In 19-20, the LAC meetings are scheduled for September 30, November 14, March 10, and May 7.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></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 (2017-2018) is 26% 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</p>	

		<p>means of improving services and results for children with disabilities are at or above the state standard is 34%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> <p>Indicator 8: <i>Percent of parents with a child receiving special education services who report that school facilitated parent involvement as a means of improving services and results for children with disabilities.</i> District: Achievement First Rhode Island (black bars indicate State Target, goal is to be above state target)</p> <table border="1"> <caption>Indicator 8 Performance Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>34%</td> </tr> <tr> <td>2016</td> <td>34%</td> </tr> <tr> <td>2017</td> <td>5%</td> </tr> </tbody> </table>	Year	Percent	2015	34%	2016	34%	2017	5%	
Year	Percent										
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2016	34%										
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Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2) Achievement First does not have a high school at this time. 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><i>Documentation: Data Analysis; State Performance Plan</i></p>									

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately four students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified no outstanding compliance issues.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	2	Child Outreach	

		<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 or summer, incoming kindergarten students (elementary) and incoming 5th graders (middle) and their parents are invited to orientation meetings, in which scholars get time to be in classrooms with other incoming students and with staff. At these initial meetings at the ES level, all scholars are assessed in literacy. New to AF-students at the MS level are assessed in literacy via Fountas and Pinnell within the first 3 weeks of school. At the ES level, teachers also informally assess and take notes on social/emotional development, fine motor skills and speech. This information helps staff to determine classroom placement at ES. In MS, most students are returning to AF from the ES level, and thus AF has a plethora of data to use in classroom placement and supports</p> <p>After the orientation at both MS and ES, all new parents engage in small group 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 or 5th grade. 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. Achievement First 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 (ES and MS) are assessed by their teachers in literacy and math. ES students 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> <p><u>Documentation:</u> <i>State Performance Plan; Data Interviews</i></p>	
Result	3	Child Find (State Performance Plan Indicator #11)	

		<p>Achievement First Public Schools for the 2017-2018 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 12/20/19 the Achievement First Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2019-2020 school year.</p> <p><u>Documentation: State Performance Plan Data</u></p> <p>District: Achievement First Rhode Island (black bars indicate State Target)</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>State Target (%)</th> <th>District Performance (%)</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>100</td> <td>100</td> </tr> <tr> <td>2014</td> <td>100</td> <td>100</td> </tr> <tr> <td>2015</td> <td>100</td> <td>100</td> </tr> <tr> <td>2016</td> <td>100</td> <td>100</td> </tr> <tr> <td>2017</td> <td>100</td> <td>100</td> </tr> </tbody> </table>	Year	State Target (%)	District Performance (%)	2013	100	100	2014	100	100	2015	100	100	2016	100	100	2017	100	100	
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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. This document is a comprehensive overview of the IEP to ensure that ALL adults are aware of necessary accommodations and supports required by a scholar. In addition, AF ensures that general education teachers and related services providers attend each annual, initial and triennial meeting to share progress toward goals and to be made aware of parent concerns and updates to IEP documents.</p> <p>In addition, the Special Education Dean at each school engages in regular accommodations and modifications classroom walkthroughs to ensure supports are in place. If supports are ever missing, the SSD ensures there is regular follow-up, coaching and accountability for teachers struggling to implement supports.</p> <p><u>Documentation: Data Analysis; Interviews; Document Reviews</u></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 almost always 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 order to ensure fidelity to this process, AF uses the forms outlined in the RIDE SLD guidance manual.</p> <p><i>Documentation: Interviews; Record Review</i></p>	
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Achievement First has no (zero) complaints, mediations or hearings.</p> <p><i>Documentation: Data Analysis, RIDE, Due Process Data Base</i></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><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>	

Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>Achievement First does have two middle schools, but neither of them has had transition needs to date. This will be the first year where AF will have 14-year-old students who need to start the transition process. Achievement First is currently in the process of outlining what this looks like.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
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><i>Documentation: Interviews; Document Review</i></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><i>Documentation: Interviews; Document Review</i></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><i>Documentation: Interviews; Document Review</i></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. (State Performance Plan Indicator #13)</p> <p>Achievement First does not have a high school at this time.</p>	

		<i>Documentation: Interviews; Document Review</i>	
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> <p><i>Documentation: Interviews; Document Review</i></p>	