



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

School Support System Report and Support Plan

**Coventry Public Schools
November 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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**Coventry Public Schools
School Support System Review**

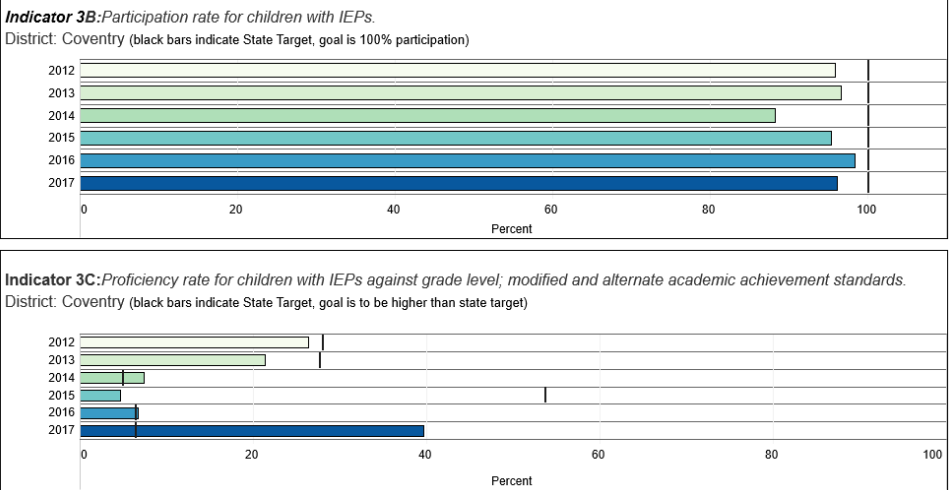
Record Review Team Leaders

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	<p>1 Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2017 – June 30, 2018 State Performance Plan information on Coventry Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 78% (RI District Average is 71.05%) Percentage of students educated for less than 40% of the time in general education settings is 14% (RI District Average is 12.5%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.8% (RI District Average is 5.11%)</p> <p><u>Documentation:</u> <i>Data Analysis State Performance Plan</i></p> <div data-bbox="342 748 1283 987"> <p>Indicator 5A: <i>Percent of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day.</i> District: Coventry (black bars indicate State Target, goal is to be higher than state target)</p> <table border="1"> <caption>Indicator 5A Data</caption> <thead> <tr> <th>Year</th> <th>Coventry (%)</th> <th>State Target (%)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>65</td> <td>80</td> </tr> <tr> <td>2013</td> <td>58</td> <td>80</td> </tr> <tr> <td>2014</td> <td>62</td> <td>80</td> </tr> <tr> <td>2015</td> <td>68</td> <td>80</td> </tr> <tr> <td>2016</td> <td>70</td> <td>80</td> </tr> </tbody> </table> </div> <div data-bbox="342 997 1283 1235"> <p>Indicator 5B: <i>Percent of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day.</i> District: Coventry (black bars indicate State Target, goal is to be lower than state target)</p> <table border="1"> <caption>Indicator 5B Data</caption> <thead> <tr> <th>Year</th> <th>Coventry (%)</th> <th>State Target (%)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>10</td> <td>12.5</td> </tr> <tr> <td>2013</td> <td>12</td> <td>12.5</td> </tr> <tr> <td>2014</td> <td>14</td> <td>12.5</td> </tr> <tr> <td>2015</td> <td>15</td> <td>12.5</td> </tr> <tr> <td>2016</td> <td>14</td> <td>12.5</td> </tr> </tbody> </table> </div> <div data-bbox="342 1245 1283 1484"> <p>Indicator 5C: <i>Percent of children with IEPs aged 6 through 21 In separate schools, residential facilities, or homebound/hospital placements.</i> District: Coventry (black bars indicate State Target, goal is to be lower than state target)</p> <table border="1"> <caption>Indicator 5C Data</caption> <thead> <tr> <th>Year</th> <th>Coventry (%)</th> <th>State Target (%)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>4</td> <td>5.11</td> </tr> <tr> <td>2013</td> <td>4</td> <td>5.11</td> </tr> <tr> <td>2014</td> <td>4</td> <td>5.11</td> </tr> <tr> <td>2015</td> <td>4</td> <td>5.11</td> </tr> <tr> <td>2016</td> <td>4</td> <td>5.11</td> </tr> </tbody> </table> </div>	Year	Coventry (%)	State Target (%)	2012	65	80	2013	58	80	2014	62	80	2015	68	80	2016	70	80	Year	Coventry (%)	State Target (%)	2012	10	12.5	2013	12	12.5	2014	14	12.5	2015	15	12.5	2016	14	12.5	Year	Coventry (%)	State Target (%)	2012	4	5.11	2013	4	5.11	2014	4	5.11	2015	4	5.11	2016	4	5.11	
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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: 96.1% (ELA); 96.1% (Math).</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards: 8.1% (ELA); 5.8% (Math) [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 (39.64%).]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>  <p>Indicator 3B: Participation rate for children with IEPs. District: Coventry (black bars indicate State Target, goal is 100% participation)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Participation Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>96.1</td> </tr> <tr> <td>2013</td> <td>96.1</td> </tr> <tr> <td>2014</td> <td>96.1</td> </tr> <tr> <td>2015</td> <td>96.1</td> </tr> <tr> <td>2016</td> <td>96.1</td> </tr> <tr> <td>2017</td> <td>96.1</td> </tr> </tbody> </table> <p>Indicator 3C: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. District: Coventry (black bars indicate State Target, goal is to be higher than state target)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Proficiency Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>8.1</td> </tr> <tr> <td>2013</td> <td>8.1</td> </tr> <tr> <td>2014</td> <td>8.1</td> </tr> <tr> <td>2015</td> <td>8.1</td> </tr> <tr> <td>2016</td> <td>8.1</td> </tr> <tr> <td>2017</td> <td>8.1</td> </tr> </tbody> </table>	Year	Participation Rate (%)	2012	96.1	2013	96.1	2014	96.1	2015	96.1	2016	96.1	2017	96.1	Year	Proficiency Rate (%)	2012	8.1	2013	8.1	2014	8.1	2015	8.1	2016	8.1	2017	8.1	
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Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Coventry's Director of Curriculum, Instruction and Assessment, in collaboration with special education, oversees the implementation district-wide of MTSS. Processes are guided by the regularly updated "MTSS Guide K-12." This document is posted on the district website for universal access.</p> <p>Elementary Level All students are benchmarked 3 times/year using STAR. In addition, DIBELS or DRA is administered for students whose STAR scores warrant additional screening.</p> <p>Tier 1 interventions are provided by classroom teachers. Tier 2 interventions are provided by reading teachers and math interventionists. Tier 3 interventions are provided by reading teachers, math interventionists, or special educators.</p>																													

Progress monitoring is an integral part of interventions. Tier 2 and 3 students are progress monitored 1-2 times/month.

MTSS processes and forms have been aligned with the district's special education eligibility form -- Specific Learning Disability.

Middle Level

All students who scored below the 40th percentile on Universal Screening (given the first

ek of school, were diagnostically assessed week of October 1st.

Tier 2: Students (with or without an IEP who are in need of intervention or on watch will be placed in WIN(What I Need) math and ELA.

Tier 2 Exit Criteria: If through progress monitoring students score above the 45th percentile more than half the times they were assessed, then exit them from WIN ELA/Math.

Tier 3: Students who score below 9th percentile are placed in a Tier 3 intervention.

If a student needs to be placed in Reading or Math Labs, teachers make their diagnostic score cell, red on master spreadsheet. Once team completes determination during CPT, send an email to the Rtl data team: Assistant Principal, ELA coordinator, math coordinator, Ulss coordinator

Tier 3 Exit Criteria: If students score above the 15th percentile more than half the times they have been assessed they can be exited at the end of each trimester. Students who are eligible to exit before the end of trimester can work independently on iXL or Khan Academy in their math/reading lab.

High School Level

Coventry High School CHS) is in the process of restructuring the process from last year. The school meets A days 3rd period. The team, Director of Student Services, Math Teacher, Math Interventionist, Reading Interventionist, School Social Worker, two School Psychologists, Vice Principal, Professional Development Coordinator, and the Student Assistance Counselor meet once per month full committee and the rest are subcommittee meetings. Data for Reading and Math interventions is collected via Universal Screenings with the Star Assessment.

The academic subcommittees are:

- ELA Tier 1 Toolbox
- Math Tier 1 Toolbox

Documentation: Data Analysis; State Performance Plan

Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>Coventry was not disproportionate.</p> <p><i>Note: Graphs were not made for this indicator as the data are “Yes” or “No”</i></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 Coventry 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><u>Documentation:</u> Data Analysis; State Performance Plan</p> <p><i>Graphs were not made for this indicator as most districts had cell sizes too small to display data.</i></p>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Coventry’s Director of Curriculum, Instruction and Assessment, in collaboration with Special Education, oversees the implementation district-wide of MTSS. Processes are guided by the regularly updated “MTSS Guide K-12.” This document, which includes the RI Social Emotional Learning Standards is posted on the district website for universal access.</p> <p>The recommended district-wide Professional Development Plan/Professional Growth Goals for the past 4 school years have centered around Socio-emotional learning. The 2019-2020 professional development focuses on trauma-informed schools. Coventry Public Schools in 2019 was awarded a multi-year Behavior Health Fund grant</p>	

from the Rhode Island Foundation to focus on the early detection of students' mental health needs

Elementary Level

Minor and major infractions are recorded, the former on internal spreadsheets and the latter in Aspen. This information is periodically reviewed by the school's MTSS team, which includes a mental health provider (school psychologist or social worker)

- Tier 1: every elementary school is a PBIS school. The implementation of PBIS is monitored by the Office of Curriculum, Instruction and Assessment. Based on student needs, Blackrock, Hopkins Hill, and Tiogue schools currently have a school-wide behavior interventionist.
- Tier 2 support are typically provided by school psychologists or social workers and include research-based supports such as Check in/Check Out and Coping Cat.
- Tier 3 includes Functional Behavioral Assessments (FBAs) and Behavioral Intervention Plan (BIPs).
- Coventry Public Schools offers the SCORE program, an in-house therapeutic program for students with the most significant socio-emotional and behavioral challenges. Supports include a consulting clinical psychologist.
- Principals can request consultations with a clinical psychologist or neuropsychologist through the ULSS office for any student regardless of special education status.

Middle Level:

The Alan Shawn Feinstein Middle (ASFMS) has a student support team which meets every Monday morning. The team consists of the principal, two assistant principals, a dean, three school counselors, two social workers, a psychologist, nurse and the ULSS Coordinator.

Team reviews the at-risk referrals that are sent to the team by the team teachers via a google doc.

Students who are referred more than once are discussed for services such as:

- Success Academy
- Groups
- Mindfulness
- CCAP
- WIN+
- Counseling
- Individualized personal plans

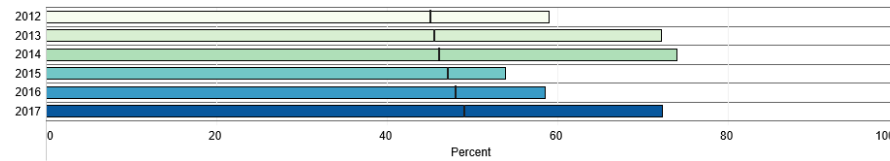
High School:

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		<p>The subcommittees for Behavior are:</p> <ul style="list-style-type: none"> ● Behavior Intervention Toolbox for Tier 1 Social-Emotional: ● Social-Emotional Coaching and Public Relations ● Attendance <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><i>Documentation: Interviews, document review</i></p>	
Result	7	<p>Preschool Continuum</p> <p>The preschool program is located at Washington Oak Elementary School. The program has 5 classrooms running double sessions. Eight (8) sessions are integrated classrooms with 51% or greater children without disabilities. The other two (2) classrooms are general education classrooms with 18 students each 3-4 per room are identified as children with disabilities. The district also service many preschoolers in their community programs using the Itinerant model. Some children receive services through a walk-in provider model for speech and Language needs. The district does not have any children in segregated small classrooms or separate schools. One student has homebound services 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</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 72.22%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 2.22%.</p>	

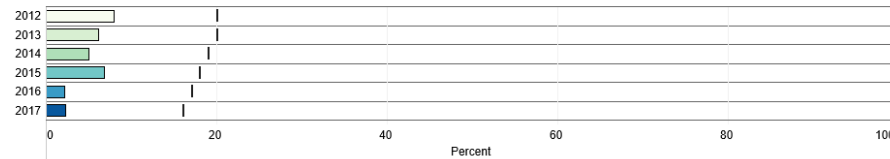
Indicator 6A: Percent of children aged 3-5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

District: Coventry (black bars indicate State Target, goal is to be higher than state target)



Indicator 6B: Percent of children aged 3-5 with IEPs attending separate special education class, separate school or residential facility.

District: Coventry (black bars indicate State Target, goal is to be lower than state target)



State Performance Plan Indicator #7

Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:

- Positive social-emotional skills (including social relationships); 68.2%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 75.9% and
- Use of appropriate behaviors to meet their needs 88.9%

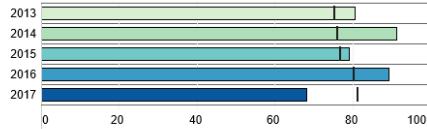
Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:

- Positive social-emotional skills (including social relationships); 59.4%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 59.4% and
- Use of appropriate behaviors to meet their needs 78.1%

Documentation: Data Analysis; State Performance Plan

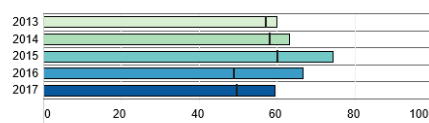
Indicator 7 A & Outcome A #1: Percent of preschool children aged 3-5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships); Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

District: Coventry (black bars indicate State Target)



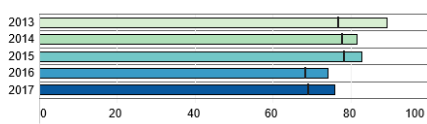
Indicator 7 A & Outcome A #2: Percent of preschool children aged 3-5 with IEPs who demonstrate improved and use of knowledge and skills (including early language/communication and early literacy); Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

District: Coventry (black bars indicate State Target)



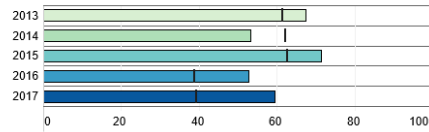
Indicator 7 A & Outcome B #1: Percent of preschool children aged 3-5 with IEPs who demonstrate improved and use of knowledge and skills (including early language/communication and early literacy); Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

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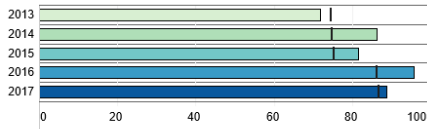
Indicator 7 A & Outcome B #2: Percent of preschool children aged 3-5 with IEPs who demonstrate improved and use of knowledge and skills (including early language/communication and early literacy); The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

District: Coventry (black bars indicate State Target)



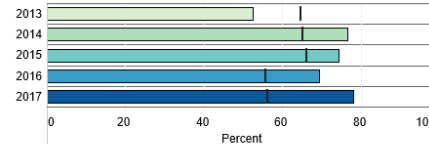
Indicator 7 A & Outcome C #1: Percent of preschool children aged 3-5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs; Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

District: Coventry (black bars indicate State Target)



Indicator 7 A & Outcome C #2: Percent of preschool children aged 3-5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs; The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

District: Coventry (black bars indicate State Target)



Result

8

Program Continuum Elementary Level

There are 2,232 students at the elementary level and approximately 289 have IEPs. The special education program continuum is as follows:

- Inclusion supports at each school as the primary, least restrictive model.
- Every elementary school has at least one specialized program. Each of these programs promotes inclusion and has a classroom for pull-out when needed
 - Blackrock: Intensive Support
 - Hopkins Hill: Therapeutic program (SCORE)
 - Tiogue: Intensive Support + Life Skills program
 - Washington Oak: Intensive Support
 - Western Coventry: Autism program (STRIVE)

		<ul style="list-style-type: none"> • Currently 3 out-of-district students (Rhode Island Alternative Academy, West Bay Collaborative, & Bradley South School) • Currently 2 students who receive homebound instruction due to documented medical needs. <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	<p>Program Continuum Middle Level</p> <p>The Alan Shawn Feinstein Middle (ASFMS) school currently has 1,064 students,170 of that total are students with IEPs. Specialized instruction is facilitated through a number of initiatives supporting students academically and behaviorally along with life skills development.</p> <p>There are four teams at each grade level, 6th, 7th and 8th. All but one team has a special educator who provides academic support within the general education setting along with small group for pre teaching and reteaching. These special educators co-teach varying content classes with their general education grade level team colleagues. At each grade level a special educator provides academic support for students requiring additional support during the school based academic lab period. This period meets every other day for 35 minutes.</p> <p>An Achieve program, therapeutic support model, is provided for 11 students across grade levels (6th, 7th & 8th) to address students needing both academic and social emotional behavioral supports and interventions. A special educator/case manager is assigned to this initiative to provide small group academic support within the general education setting as appropriate. Clinical support is provided by either the school psychologist and or school social worker. Students participating in this program may have behavior intervention plans.</p> <p>There are two life skills setting for students with more significant intellectual challenges and /or with specialized communication needs requiring individualized direct instruction along with life skills development. Students participate with their typically developing peers in some co-curricular classes such as art, music, physical education, falcon block with support (teacher assistants).</p> <p>Students participate in an alternate Science class with a gen. ed. science certified teacher, adaptive physical education, cooking groups and social groups. Students are also engaged in vocational training with in the school and community. All students are eligible for the RI Alternate Assessment. This program is supported by two special</p>	

		<p>education teachers, two one-on-one Assistant, two classroom assistants, two registered nurses, adaptive physical education, school psychologist, speech and language, occupational therapist, physical therapist, teacher of the visually impaired, as well as orientation and mobility services.</p> <p>The Coventry Learning Academy provides up to 10 students requiring intensive behavioral support and intervention an academic setting along with behavioral; management point system to address significant social, emotional and behavioral challenges. Each student participating in this program has an individualized academic and behavioral intervention plan. Students may participate in core content area classes and/or receive their content area instruction within the Coventry Learning Academy. This program is supported by one case manager, one teacher assistant, school psychologist and social worker.</p> <p>ASD program is a home base setting offered for students with autism. These students are all on grade level teams and are engaged in all content classes but have a home base for social emotional support as needed. This program is supported by one case manager, two teacher assistants, one one-to-one assistant, school psychologist and social worker.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observations</i></p>	
Result	10	<p>Program Continuum High School Level</p> <p>At Coventry High School there are approx. 1,461 students and 206 have IEPs. The program continuum is as follows:</p> <p>Life Skills: (two classes) for students ages 14-18 who are alternately assessed. This program is supported by two special education teachers, five one-on-one Assistants, three full time classroom assistants, two-four hour classroom assistants, two registered nurses, adaptive physical education, school psychologist, speech and language, occupational therapist, physical therapist, teacher of the visually impaired, as well as orientation and mobility services.</p> <p>Students in these classrooms are encouraged and supported to take classes in the general education setting including classes such as ROTC, Functional Cooking, Chorus, Music, Art, Spanish, etc. Many students are also engaged in extracurriculars such as Unified Sports, Recycling Club, Radio station, etc.</p> <p>The teachers in this program utilize the Unique Learning Curriculum to support instruction as well as curriculum to support students in creating self-determination goals.</p>	

Students in this program participate in a continuum of transition services both in high school and at businesses within the community.

Transition to Success: This program is for students ages 18-22 that continue to work toward transition goals in their IEP. This program is supported by two special education teachers, three full time teacher assistants, one one-on-one teacher assistant, speech language pathologist, physical therapist, occupational therapist and a school psychologist.

The goal of this program is to support the adult students in reaching their full potential as independent functioning members of their community. The teachers in this program utilize Unique Learning Curriculum and support students with their self-determination goals. The students in this program participate in a variety of activities outside of the school building including vocational, recreational, and other activities of daily living including grocery shopping, utilizing public transportation, etc. This program also collaborates/contracts with vocational agencies to support students' employment opportunities.

Planning Center:

The Planning Center is designed to assist students who have social/emotional challenges that impact them academically. This program also provides support to students who are in the process of a referral to special education for social/emotional needs and/or a student transitioning from hospitalization or out-of-district placement. There is a psychologist and a social worker who provides support to this program, meeting with students individually as well as consulting with the teachers.

The program is run with two special education teachers and one teacher assistant who floats between the two classes. One teacher supports grade 9 and 11 students while the other students support grades 10 and 12. The teachers then loop with these students from year to year. Students in this program are typically assigned to one block of PLC during their school day and also have advisory assigned in PLC. The students also have access to PLC throughout their school day as needed.

Coventry Learning Academy:

The Coventry Learning Academy is a highly structured, small setting classroom designed to meet the individual needs of students. The program focuses on evidence-based interventions aimed to improve students' academic, social/emotional, and behavioral performance. The program uses rewards as incentives for the students to work to their full potential. This is monitored by clearly defined expectations and frequent conferencing between staff and students.

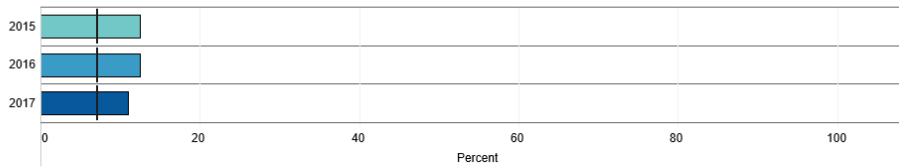
This program is staffed by two special education teachers, a behavior interventionist, two full time teacher assistants and one part time teacher assistant. Students in this program utilize Edgenuity (on-line curriculum) to support instruction in the core academic areas (English, Math, Science, and History). Each student's schedule is

		<p>individualized with all students attending one or more classes outside of the CLA program. These students also have access to the CTE program.</p> <p>Therapeutic Program: This program is supported by a special education teacher and teacher assistant. This program is designed for students to have all classes in the general education setting. Students have access to the program for morning check in, afternoon check out, a block of learning lab, access to a sensory space and access to the program throughout the day. Students have access to the school social worker and school psychologist as needed. Students in this program have a range of disabilities.</p> <p>Inclusion Co- taught: Co-taught classes are all supported by a general education teacher and a special education teacher. All classes that are co- taught are college preparatory. The current classes that are co-taught are as follows: English- 15 classes Math- 17 classes History- 8 Science- 8 Learning Labs- 10</p> <p>Learning Lab: This is a structured academic class supported by a special education teacher. The class size ranges from 8-15 students. This is provided to students who require specialized instruction for academic support and/or functional goals. Students are typically assigned to learning lab for one period. Students can access learning lab to work on academic tasks or take tests/ quizzes throughout the day. The learning lab has been provided for special education, 504 and general education students.</p> <p>In addition to the above program continuum there are: In-School Suspension (Alternative Learning Center ALC) There is a special education teacher and a teacher assistant assigned to this program. There are two full time school psychologists and one full time social worker at the high school. Structured Study: This takes place after school from 2:00- 3:00 pm 3 days/week. This is for special education students that require additional support.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Coventry currently has three APE teachers. These teachers have developed an APE screening tool that has been shared with case managers and PE teachers. APE teachers share a google drive folder with guidance documents and forms. APE evaluations follow a consistent format and include standardized assessments. APE teachers collaborate with physical education teachers for inclusion and schedule pull-out sessions when required for FAPE in the LRE. APE is provided during extended school year (ESY) to qualifying students.</p>	

		<i>Documentation: Data Analysis; Interviews</i>	
Result	12	<p>Extended School Year (ESY)</p> <p>In December/January of each year, a memo is sent out to all special education teachers and related service providers reminding them about data collection for ESY purposes. In March, a memo is distributed detailing ESY eligibility and how to write ESY services in IEPs. The ESY Decision Making & Documentation form is reviewed as part of IEP meetings.</p> <p>ESY 2019 provided services to approximately 100 students.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>A Local Advisory Committee is being supported by the district and regularly scheduled meetings are taking place consistent with the State's requirements. Special education administration attends all meetings, and a brochure outlining those meetings and meeting topics is created at the beginning of each year and handed out to parents throughout the year. Topics include; Working with your child at home, parenting tips, Autism Project Presents, The Transition Institute at Coventry High School with the West Bay College Panel, Early Childhood, Topics and resources. Currently a new President has been recruited and the district is working with a parent to better publicize the group.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2017-2018) is 16% of parents whose children have IEPs. 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 engage parents as a means of improving services and results for children with disabilities are at or above the state standard is 12%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

Indicator 8: 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.

District: Coventry (black bars indicate State Target, goal is to be above state target)



Result

16

Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)

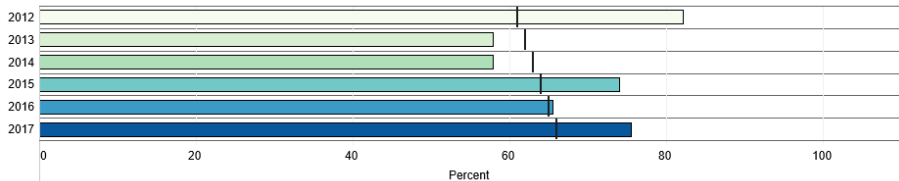
The Coventry Public Schools graduation rate is 90% for all students and 75.44% for students with disabilities. These rates are higher than the state average rates of 84.12% for all students and 62.98% for students with disabilities.

The Coventry Public Schools dropout rate is 4.9% for all students and 10.5% for students with disabilities. These rates are lower than the state average rates of 7.42% for all students and 13.47% for students with disabilities.

Documentation: Data Analysis; State Performance Plan

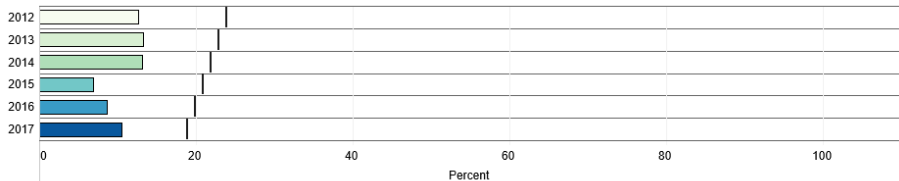
Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

District: Coventry (black bars indicate State Target, goal is to be higher than state target)



Indicator 2: Percent of youth with IEPs dropping out of high school.

District: Coventry (black bars indicate State Target, goal is to be lower than state target)



2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately ten students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by no compliance issues.</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>	
Result	2	<p>Child Outreach</p> <p>Coventry's child outreach screenings are available in a range of community-based early childhood programs and by appointment year round. The Child Outreach Coordinator takes part in all RIDE sponsored trainings and meetings throughout the year to ensure continued implementation of appropriate screening techniques.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. The district reported the following screening percentages for the 2017-2018 year:</p> <ul style="list-style-type: none"> ● 3 year olds: 22.82% ● 4 year olds: 52.23% ● 5 year olds: 64.35% <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	:
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Coventry Public Schools for the 2017-2018 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 12/20/2019, the Coventry 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:</u> State Performance Plan Data</p>	

		<p>Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.</p> <p>District: Coventry (black bars indicate State Target)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>100</td> </tr> <tr> <td>2013</td> <td>100</td> </tr> <tr> <td>2014</td> <td>100</td> </tr> <tr> <td>2015</td> <td>100</td> </tr> <tr> <td>2016</td> <td>100</td> </tr> <tr> <td>2017</td> <td>100</td> </tr> </tbody> </table>	Year	Percentage	2012	100	2013	100	2014	100	2015	100	2016	100	2017	100	
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Result	4	<p>Student Accommodations and Modifications</p> <p>Throughout the district, special educators completed form ULSS 63 – Accommodations and supports summary for general educators at the start of each school year.</p> <p>When available, starting in Fall 2019-2020, this process has been replaced with PowerSchools/TIENET’s IEP At-A-Glance document with a sign-off system to ensure that all classrooms teachers, itinerants, and teacher assistants (when appropriate) have received and reviewed IEP At-A-Glance.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>															
Result	5	<p>Specific Learning Disabilities Determination (SLD)</p> <p>SLD determination district-wide is guided by form ULSS 15: Learning Disabilities Eligibility criteria. This form emphasizes the role of MTSS, achievement gaps/progress, and exclusionary factors. The process reflects Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities. Moreover, it extends and is aligned with the district’s multi-tiered system of support (MTSS) process and forms.</p> <p><i>Documentation: Interviews; Record Review</i></p>															
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p><u>COMPLAINTS</u></p> <p><u>FY 2017-2018</u> <u># of Complaints:</u> No complaints during this period</p> <p><u>FY 2018-2019</u> <u># of Complaints:</u> No complaints during this period</p> <p><u>FY 2019-2020</u> <u># of Complaints:</u> 2 complaints during this period</p> <table border="1"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		ISSUE(S)	RESULT												
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Complaint #1	Placement	IN PROCESS
Complaint #2	Placement	IN PROCESS

MEDIATIONS

FY 2017-2018

of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	One-on-one aide	Withdrawn (by parent)

FY 2018=2019

of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	IEP Services	Agreement

FY 2019-2020

of Mediations: No mediations during this period

HEARINGS

FY 2016-2017

of Hearings: No hearings during this period

FY 2017-2018

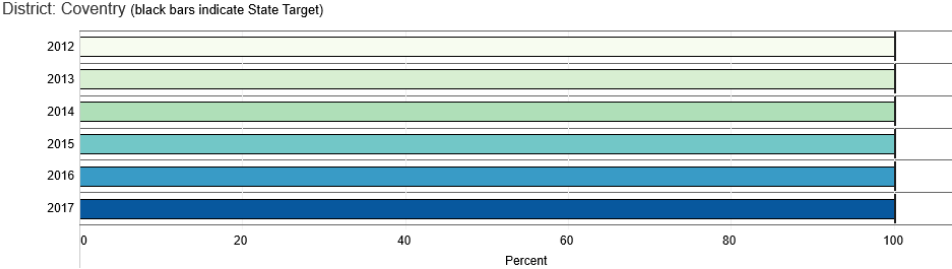
of Hearings: No hearings during this period

FY 2018-2019

of Hearings: No hearings during this period

Documentation: Data Analysis, RIDE, Due Process Data Base

3. IDEA TRANSITION

Indicator	Findings		Support Plan														
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year’s consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all 33 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>  <table border="1"> <caption>District: Coventry (black bars indicate State Target)</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>100</td> </tr> <tr> <td>2013</td> <td>100</td> </tr> <tr> <td>2014</td> <td>100</td> </tr> <tr> <td>2015</td> <td>100</td> </tr> <tr> <td>2016</td> <td>100</td> </tr> <tr> <td>2017</td> <td>100</td> </tr> </tbody> </table>	Year	Percent	2012	100	2013	100	2014	100	2015	100	2016	100	2017	100	
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Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>All middle school case managers for students in grades 7th and 8th grade are responsible for facilitating the transition assessments. The middle school is piloting Virtual Job Shadow for the 2019-20 school year. All case managers are responsible for administering the middle school engagement form and one other form of assessment. All 8th grade students participate in college and career day. Students from the high school come to the middle school to show and talk about programs available at the high school.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>															
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>At Coventry High School case managers are responsible for facilitating the transition assessments that will help drive the IEP. CHS strives to have student led IEPs where the student is helping to facilitate their own meeting and discussing post-secondary goals. This is supported by the student completing the “Student Engagement Form” prior to the IEP meeting and presenting that information to the IEP team.</p>															

	<p>There is a transition related scope and sequence of activities that teachers are encouraged to have students engage in. It is as follows:</p> <p>Grade 9 -Students Dream Sheet and Employment Related Questions Grade 10- What's Your Learning Style and assessing My Multiple Intelligences Grade 11-Coventry High School, Individual Learning Plan inventory Grade 12-College and Career Survey</p> <p>Tri Employment Program: This is a collaboration between Coventry High School (CHS), The West Bay Collaborative and the Office of Rehabilitation Services (ORS). This is a six (6) month program for Coventry high school students who have an IEP or 504 Plan and would benefit from work readiness training and integrated paid internships. This program is designed to engage youth, enhance their employment outcomes, and prevent drop-out.</p> <p>Transition Advisory Committee: The Special education curriculum coordinator attends the monthly meetings and is responsible for disseminating the information as needed.</p> <p>Transition Elective: Students who have been identified as needing more support with Transition can also access an elective here at CHS called Transition Readiness. This class targets students with IEPs who are in need of additional transition related supports. This is taught by a special education teacher.</p> <p>CTE: Students whose transition goals align with a pathway at the high school are encouraged to visit the programs and apply.</p> <p>Field trips to the disability center at Community College of Rhode Island and Rhode Island College.</p> <p>CHS participates in the following Transition workshops:</p> <ul style="list-style-type: none"> ● Dare to Dream ● Transition Institute ● Skills to pay the bills ● RIPIN Annual Transition 101 Conference <p><u>Documentation:</u> Interviews, Document Review</p>	
Result	<p>4</p> <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>The case managers and curriculum coordinators assist in the coordination of Pre-Ets services including vocational evaluations. All pre-ets services are followed by an IEP</p>	

		<p>meeting to review the assessments and integrate the findings into the IEP decision making process.</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><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. The Coventry Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><i>Documentation: Interviews; Document Review</i></p> <p>District: Coventry (black bars indicate State Target)</p> <table border="1"> <caption>Data for Indicator #13: Youth with IEPs aged 16 and above</caption> <thead> <tr> <th>Year</th> <th>Compliance (%)</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>100</td> </tr> <tr> <td>2014</td> <td>100</td> </tr> <tr> <td>2015</td> <td>100</td> </tr> <tr> <td>2016</td> <td>100</td> </tr> <tr> <td>2017</td> <td>100</td> </tr> </tbody> </table>	Year	Compliance (%)	2013	100	2014	100	2015	100	2016	100	2017	100										
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Result	7	<p>72.2% 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 86% (State Performance Plan Indicator #14)</p> <p><i>Documentation: Interviews; Document Review</i></p> <p>District: Coventry (black bars indicate State Target, goal is to be above state target)</p> <table border="1"> <caption>Data for Indicator #14: Youth with IEPs in effect at time of leaving school</caption> <thead> <tr> <th>Year</th> <th>Coventry (%)</th> <th>State Target (%)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>82</td> <td>86</td> </tr> <tr> <td>2013</td> <td>83</td> <td>86</td> </tr> <tr> <td>2014</td> <td>65</td> <td>86</td> </tr> <tr> <td>2015</td> <td>78</td> <td>86</td> </tr> <tr> <td>2016</td> <td>83</td> <td>86</td> </tr> <tr> <td>2017</td> <td>72.2</td> <td>86</td> </tr> </tbody> </table>	Year	Coventry (%)	State Target (%)	2012	82	86	2013	83	86	2014	65	86	2015	78	86	2016	83	86	2017	72.2	86	
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