



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

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**School Support System Report and Support Plan**

**Narragansett Public Schools  
October 2018**

**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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1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
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**Narragansett Public Schools  
School Support System Review**

**Record Review Team Leaders**

Team A – Susan Wood, Alice Woods, 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><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY December 2016 State Performance Plan information on Narragansett Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 74.07% (RI District Average is 69.69%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0.93% (RI District Average is 12.77%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.85% (RI District Average is 5.25%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>B. Participation rate for children with IEPs 95.9%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 40.97% [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 (28%).]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p> <p><b>Elementary Level</b>  District screening data is used (PALS, DRAS, MAP testing are a few utilized at specific grade levels) to assess individual student skills. Teacher College Reading and Writing (TCRWP) is also used to screen student’s literacy skills in the areas of comprehension, accuracy, and fluency. Math Addvantage, Kindergarten/ Grade 1 Screeners, Boulder City, Eureka Module Assessments, and MAP/NWEA are used to assess in the area of Mathematics. The RTI CORE team meets three times a year to review screening information and identify students at risk. Teachers can make referrals as needed throughout the school year.</p> <p>Tier I interventions are performed in the classroom by the classroom teacher. Tier II and Tier III interventions are provided by the math and reading interventionists. The district has a Math and Reading coach to support the intervention and to monitor intervention plans. All intervention plans and RTI data is housed in Tienet and is available for administration and classroom teachers to review.</p> <p>Narragansett Elementary School is using the Social Emotional Competencies to develop rubrics to assess social emotional and behavior data for all students.</p> <p><b>Middle Level</b>  Pier Middle school uses a variety of screening tools as well. AimsWeb, Addvantage - Structure, Place Value, Origio Unit Assessments, MAP/NWEA, Eureka /Go Math Module Assessments Fuch’s and Fuch’s CBMs, Xtramath.org, MobyMax, TransMath Student Placement Tests are all used to assess the students in the area of mathematics. Phonological Awareness &amp; Reading, CORE Phonics Survey, MAP/NWEA are all used to assess student in the area of reading. The RTI CORE team meets three times a year to review screening information and identify students at risk. Teachers can make referrals as needed throughout the school year.</p> <p>Tier I interventions are performed in the classroom by the classroom teacher. Tier II and Tier III interventions are provided by the math and reading interventionists. The interventionists push into the general education classes to provide supports. They also support students during SOAR (Student Opportunity for Advancement and Resource) this is an intervention/enrichment time for all students.</p> <p>Pier Middle School is also using the Social-Emotional Competencies to develop rubrics to assess social-emotional and behavior data for all students.</p> <p><b>High School Level</b>  The high school level has a student concern team that meets weekly to review RTI referrals as well as make recommendations based on individual student data. The</p>	<p>Staff will review and refine MTSS policies and procedures as applicable.</p> <p><b>Timeline:</b> December 2019</p> <p><b>Progress Check:</b> September 2019</p> <p><b>FOLLOW-UP FINDINGS:</b> District has reviewed and refined MTSS policies and procedures. <b>Student academic</b> data is reviewed approximately 6-8 weeks to continue intervention support or identify intervention support needs based on identified student’s assessment data. The district will focus on ensuring academic intervention courses will be taught by staff with deep content expertise. K-12 has interventionists to work with students during a scheduled intervention block.</p>
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		<p>guidance counselors, administration, school psychologist, and student assistance counselor all participate.</p> <p>The school is divided into two academies. The 9th and 10th grade academy reviews the data of these two grade level students. The 11th and 12th grade academy reviews the data of these two grade level students.</p> <p>The RTI team meets twice a month and reviews student data, PSAT, SAT, Phonemic Awareness Inventory, MAP, NWEA, are all used to look at the area of reading. Advantage - Structure, Place Value, addition and subtraction, Origio Unit Assessments, MAP/NWEA, Eureka /Go Math Module Assessments, Fuch's and Fuch's CBMs, Xtramath.org are screening tools used for mathematics.</p> <p>The High School has a school wide intervention block 3 days per week called TASC. This is a time for students to receive intervention services from the reading or math specialist as well as work with any content teacher.</p> <p>There are also Math classes with Skills that meet every day to provide the additional support for students on a daily basis.</p> <p><b>District</b> A district team also meets three times annually to identify students at risk based on truancy, discipline data, and failures.</p> <p>Across the district, common planning time is provided for all grade level or content area teachers to meet, review student data and plan as a cooperative learning group.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>									
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>The district has been found to have disproportionate representation in the area(s) of:</p> <p style="text-align: center;"><b>Learning Disabilities Hispanic</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Year</th> <th style="text-align: center;">Risk Ratio</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2015-16</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">2016-17</td> <td style="text-align: center;">4.42</td> </tr> <tr> <td style="text-align: center;">2017-18</td> <td style="text-align: center;">3.03</td> </tr> </tbody> </table>	Year	Risk Ratio	2015-16	4	2016-17	4.42	2017-18	3.03	<p>While Narragansett has significant disproportionality in the area of learning disabilities for students who are Hispanic, file reviews and reviews of policies, procedures, and practices did not find disproportionate representation due to inappropriate identification practices.</p>
Year	Risk Ratio										
2015-16	4										
2016-17	4.42										
2017-18	3.03										

		<p>A risk ratio of 2.5 or more for 3 consecutive years = significant disproportionality when the minimum cell size is met.</p> <table border="1" data-bbox="478 175 1295 505"> <tr> <td data-bbox="478 175 747 370">District risk</td> <td data-bbox="747 175 1295 370">Divides students with disabilities of a particular race/ethnicity by total IDEA count of students of that same race/ethnicity to get the percent of the racial/ethnic group that's identified in that category</td> </tr> <tr> <td data-bbox="478 370 747 505">District risk ratio</td> <td data-bbox="747 370 1295 505">Compares the district risk for one race/ethnicity to the district risk for all other races/ethnicities combined</td> </tr> </table> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	District risk	Divides students with disabilities of a particular race/ethnicity by total IDEA count of students of that same race/ethnicity to get the percent of the racial/ethnic group that's identified in that category	District risk ratio	Compares the district risk for one race/ethnicity to the district risk for all other races/ethnicities combined	
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District risk ratio	Compares the district risk for one race/ethnicity to the district risk for all other races/ethnicities combined						
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a): 0% had a 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 Narragansett Public Schools as no students with IEPs were suspended for greater than 10 days.</b></p> <p><b>State Performance Plan Indicator #4b</b> Narragansett had: 0% (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>Narragansett does not have a significant discrepancy rate for suspensions.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>					
Result	6	<p><b>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</b></p> <p>Narragansett Public Schools has adopted curriculum to support the need for specific skills/strategies in social/emotional learning. Narragansett is piloting <u>Conscious Discipline</u>, a comprehensive classroom management program and a social-emotional curriculum. Administrators, teachers (Pre K-12) and support staff (72 in total) have been offered the opportunity to view the <u>Conscious Discipline</u> modules, meet with staff within their buildings to discuss viewed modules and strategies being utilized.</p>	<p>Staff will review and refine MTSS policies and procedures as applicable.</p> <p><b>Timeline:</b> December 2019</p> <p><b>Progress Check:</b> September 2019</p> <p><b>FOLLOW-UP FINDINGS:</b> District has reviewed and refined MTSS policies and procedures. Social</p>				



	<p>Further, Narragansett is working with Autism Project of RI, to better support delivery of strategies.</p> <p><b><u>Elementary Level (Grades K-4)</u></b></p> <p><b><u>Tier I</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Social and emotional learning instruction (self-awareness, self-management/regulation, social awareness, relationship skills and responsible decision-making) for all students in the general education classroom from the behavior specialist, school psychologist, with classroom teacher providing reinforcement of the concepts throughout the week.</li> </ul> <p><b><u>Tier II</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Targeted specific interventions for students whose behaviors are not responding to Tier I supports.</li> <li><input type="checkbox"/> Small group explicit instruction based on specific skills or strategies identified by the Behavior Rtl team.</li> <li><input type="checkbox"/> Personal Behavior Plans to track measurable goals and progress monitoring.</li> </ul> <p><b><u>Tier III</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intensive, individualized interventions for students who are not responding to evidence-based interventions in the first two tiers.</li> <li><input type="checkbox"/> Small group explicit instruction based on specific skills or strategies identified by the Behavior Rtl team.</li> <li><input type="checkbox"/> Personal Behavior Plans to track measurable goals and progress monitoring data.</li> </ul> <p><b><u>Middle Level (Grades 5-8)</u></b></p> <p><b><u>Tier I</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Social-Emotional learning instruction for all students in the general education.</li> <li><input type="checkbox"/> Students able to check-in with psychologist and/or social worker assistant to establish strategies to support them socially/emotionally throughout their day.</li> <li><input type="checkbox"/> Screening: Links Survey.</li> <li><input type="checkbox"/> Schoolwide, Positive Behavioral Interventions and Supports, and Conscious Discipline.</li> <li><input type="checkbox"/> SWIS data meetings, Student Support Team meetings (SST).</li> </ul> <p><b><u>Tier II</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Targeted interventions for students whose behavior is below benchmark for their grade and educational setting.</li> <li><input type="checkbox"/> Small group instruction based on specific skills or strategies identified by the SWIS data and social-emotional strategies to be delivered during intervention block by behavioral specialist and/or support staff (psychologist, social worker).</li> <li><input type="checkbox"/> Progress monitoring meeting discussion and protocols (6-8 weeks).</li> </ul> <p><b><u>Tier III</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Small group instruction based on specific skills identified the STS and the social emotional strategies to be taught during the intervention block by classroom teacher, behavior specialist, or school psychologist.</li> <li><input type="checkbox"/> Intensive, individualized interventions for students who have shown limited improvements to the evidence-based interventions in the first two tiers.</li> </ul>	<p>Emotional data is evaluated weekly by the principal, school psychologist, guidance, social worker and teachers frequently. In addition, behavior and attendance data is reviewed. Plans are either established reviewed or updated depending on the need of support for the student(s) identified.</p>
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		<p><input type="checkbox"/> Progress monitoring meeting discussion and protocols reviewed 6-8 weeks.</p> <p><b>High School</b></p> <p><b><u>Tier I</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> High quality social and emotional learning for all students in general education classroom.</li> <li><input type="checkbox"/> Social-Emotional learning instruction for all students in the general education.</li> <li><input type="checkbox"/> Students able to check-in with psychologist and/or social worker assistant to establish strategies to support them socially/emotionally throughout their day.</li> <li><input type="checkbox"/> Screening: Links Survey.</li> <li><input type="checkbox"/> Schoolwide, Positive Behavioral Interventions and Supports, and Conscious Discipline.</li> <li><input type="checkbox"/> SWIS data meetings, Student Support Team meetings (SST).</li> </ul> <p><b><u>Tier II</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Targeted, specific interventions for students whose behavior is below the benchmark for their grade and educational setting.</li> <li><input type="checkbox"/> Small group instruction for specific skills identified by the STS and the social emotional strategies to be delivered during intervention block by classroom teacher or school psychologist.</li> <li><input type="checkbox"/> Progress monitoring meeting discussion and protocols (6-8 weeks).</li> </ul> <p><b><u>Tier III</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Small group instruction based on specific skills identified the STS and the social emotional strategies to be taught during the intervention block by classroom teacher, behavior specialist, or school psychologist.</li> <li><input type="checkbox"/> Intensive, individualized interventions for students who have shown limited improvements to the evidence-based interventions in the first two tiers.</li> <li><input type="checkbox"/> Progress monitoring meeting discussion and protocols reviewed 6-8 week.</li> </ul> <p><b>School Removals/Disciplinary Policies.</b> Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	7	<p><b>Preschool Continuum</b></p> <p>The preschool program is located at Narragansett Elementary School.</p> <p>Narragansett has recently added an additional preschool classroom and has expanded the programming to include a full-day option with transportation.</p> <p>The four preschool classrooms are all integrated with a maximum of 15 students in each session with more peer role models.</p>	

The preschool program follows the Rhode Island Early Learning Standards and uses Teaching Strategies Gold as the formative assessment along with PALS and a Math screener. The classrooms are staffed with an Early Childhood Special Education teacher and at least one teaching assistant. Related services are provided to the students identifies within areas of occupational therapy, physical therapy, and speech and language therapy. Students may also be serviced as Speech and Language only and walk in for these services.

The district collects early childhood outcome 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 online child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.

**Indicator #6**

- 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 75.68%.
  
- B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 2.70%.

**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); 71.4%
- Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 66.7% and
- Use of appropriate behaviors to meet their needs 83.3%

**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); 61.5%
- Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 61.5% and

		<ul style="list-style-type: none"> <li>Use of appropriate behaviors to meet their needs 69.2%</li> </ul> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 442 students at the elementary level and approximately 97 have IEPs. The special education program continuum is as follows:</p> <p>Narragansett has one elementary school that has a full continuum of services. There are approximately four classrooms per grade level, K-4, with full-day kindergarten. Across the grade levels there are classrooms that are staffed with a special education teacher for part of the academic day as a co-teacher. The co-teacher provides the specialized instruction within the general education class. When needed, individual support may be provided within the class setting or in a separate setting. Students with significant disabilities and who qualify for alternate assessment have a special education classroom where their reading, writing, and math services are provided. The students attend 'specials' (art, music, etc.) as well as time within the general education classroom based on their individual stamina. Common planning time is provided to all teachers at each grade level, including special education teachers, with additional planning opportunities for co-teachers.</p> <p>Narragansett Elementary school has a Principal and Assistant Principal. There is a full-time school psychologist as well as a social worker who works across the district. There elementary school has a part time behavior specialist to support all students. There are 5 special education teachers K-4, 1.75 speech and language pathologists, 1.75 occupational therapist, and a physical therapist who covers the district.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 432 students attending Pier Middle School, 76 are students with IEPs. The special education program continuum is as follows:</p> <p>Narragansett has one middle school. Special education services are provided through co-teaching within the ELA, and math classes. Special educators provide instructional supports along with student specific accommodations and modifications as appropriate. Students can also use SOAR (intervention block) available two times a week to work with the special education teacher and/or a content teacher.</p> <p>Intensive resource is a setting for special education students to receive specialized instruction in a small group setting. Students are provided the opportunity for pre-teaching as well as review of the core academics.</p>	

		<p>Students who participate in the alternative assessment receive their core instruction in the areas of math, reading, and writing within a small group setting. Students participate, with support, in social studies with the general education class as well as their specials.</p> <p>Narragansett Pier Middle school has a behavior specialist who supports all students in grades 5-8 who may be struggling within the area of behavior. Students are provided instruction through the highly qualified content teacher and may receive direct instruction with the behavior specialist through a check-in/ check-out conference time or a positive “break/staff connection time”.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observations</i></p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>At Narragansett High School there are approximately 423 and 69 have IEPs. The program continuum is as follows:</p> <p>Collaborative classes- Students receive supports within a co-taught setting in the areas of ELA and math. Highly qualified content teachers work together with the special education teacher across all grade levels to support differentiation.</p> <p>Study skills classes- Students with IEP may receive supports within a study skills class daily or a few times a week based on their needs. The class focuses on transition planning, pre and re-teaching of class content, and executive functioning/organizational supports. The students receive credits for this class while receiving specialized instruction from a special education teacher within a small group setting.</p> <p>General classes are also available in the areas of math and ELA. These classes consist of a highly qualified special education teacher and content teacher to provide instruction of the CORE within a small group setting at a slower pace. The classes are group structured with two groups 9/10 and 11/12 graders in the sections. The classes consist of only students who require specialized instruction as outlined within their IEPs.</p> <p>Transition Life Skills- This classroom consists of students on the alternative assessments. The class works on academics as well as transitional life skills. Students participate in community-based work experiences throughout their high school years. Students are placed in vocational exploration sites based on transition assessments and interest inventories. Students graduate with an average of 12 work sites they have trialed. Students participate in self-reflection when returning from the community. Support staff takes data and task analyzes the work to foster increased independence while out in the community. The students also participate in high school electives and course work such as history, and co-taught science life skills science.</p>	

		<p>Alternative Learning Program- This is a general education program that supports students within a small group setting. Classes are taught by highly qualified content teachers with the additional support of a behavior specialist. Students are divided into groups of 9/10 and 11/12 for classes. Students set individual goals that are tracked throughout the day and have access to the ALP room if they need to take space with support staff.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Adaptive Physical Education is provided at all three schools based on the individual student's IEP. Students are exposed to the same content that will be coming up in the large physical education classes. This provides the students to have practice and repetition of the skill as well as allow the APE teacher to provide any modifications the student may need to participate.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>Extended School Year is offered for all students who meet the eligibility requirements for this. Extended school year is an extension of the supports that are provided throughout the school year to support emerging skills or regression. All services are determined by the individual IEP team. Generally, the elementary programs run half days and the middle and high school run 8:30-1:00 to allow for students to continue their transition and community experience goals.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>The Local Advisory Committee meets in accordance with Rhode Island Regulatory requirements. The Committee is chaired by a parent. Participants on the team include parents, special education director and assistant director, teachers, and related service providers. A general agenda is set for the year. Topics or concerns are added to the agenda. Parents are informed at the beginning of each school year of when the LAC meetings will be held for the year. A list serve allows parents to share resources.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	

Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2017-2018) is 16.8% 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 93%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The Narragansett Public Schools graduation rate is 88.8% for all students and 84.6% for students with disabilities. These rates approximate the state average rates of 85.3% for all students and 63.5% for students with disabilities.</p> <p>The Narragansett Public Schools dropout rate is 5.1% for all students and 7.7% for students with disabilities. These rates are below the state average rates of 8.3% for all students and 17.8% 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 12 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. All compliance items have been verified as resolved.</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	<p><b>Child Outreach</b></p> <p>Narragansett's Child Outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</p>	

		<p>The child outreach coordinator oversees the staff for the screening process throughout the district. The coordinator provides families with results and feedback on the screening results. The coordinator initiates the referral process to the district evaluation team. Screening results are submitted to KidsNet database system.</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 2016-2017 year:</p> <ul style="list-style-type: none"> <li>● 3 year olds: 37.5%</li> <li>● 4 year olds: 70.31%</li> <li>● 5 year olds: 79.37%</li> </ul> <p><i>Documentation: State Performance Plan; Data Interviews</i></p>	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>Narragansett Public Schools for the 2016-2017 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 7/1/17, Narragansett Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2015-2016 school year.</p> <p><i>Documentation: State Performance Plan Data</i></p>	
Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>Throughout the district, special educators support general education teachers in reviewing the students' accommodations through Tienet. All teachers have access to the students' plans that are on their roster. The instructions are provided to all teachers with reminders during the first orientation. Case Managers are available to support team members with this at co-planning meetings.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	
Result	5	<p><b>Specific Learning Disabilities Determination</b></p> <p>IDEA regulatory requirements for specific learning disability identification is followed at all levels. General Education teachers bring data to the meetings as well as special education teachers to provide an education summary at reevaluation determination meetings where eligibility is being discussed. The team reviews the student's response to research--based interventions and instructional strategies provided. The basis for determining learning disabilities is reviewed at all eligibility meetings in which the team is considering a disability in this area with members of the team.</p> <p><i>Documentation: Interviews; Record Review</i></p>	



Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years Narragansett has no (zero) complaints, mediations or hearings</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>	
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### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p><b>Part C to Part B Transition (Indicator #12)</b></p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data-base of all EL 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 10 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3<sup>rd</sup> birthday.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>Narragansett Pier School is working on self-advocacy and students participating in a meaningful way within their IEP meetings. All students are invited to meetings and participate by sharing their transition goals, and/or current present levels and school supports. The middle school utilizes a rubric to document student participation within IEP meetings. The staff uses interest inventories and vocational assessments with the students to begin planning. Transition IEPs included assessments such as Unique Learning System Transition Passport, Wishes and Work Preferences, and student interviews. Students also participated in a pilot program of Future Quest Island throughout the school year. The staff follows a scope and sequence for the transition services per grade level.</p> <p>All students who participate in alternate assessment have Career Development Plans and MAPS. Student begin work experiences within the school building as well as during ESY.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	

Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>The High school students receive transition services through the special education teachers within study skills, ALP, and/or the Transition Life Skills Program. Students have the opportunity to participate in community work experiences within the life skills classroom, “general” level students, as well as an elective for all students through school to career internships. The staff follows a scope and sequence for the transition services per grade level.</p> <p>Staff utilizes many assessment tools such as O’NET Online Career Test, student interviews, Careeronestop, Career Interest Inventory - Pictorial version, and Transition Team Survey.</p> <p>All students who participate in Alternate Assessment have Career Development Plans and MAPS. Career work experiences are continued as part of ESY programming.</p> <p>All student are invited to meetings and participate by sharing their transition goals, and or current present levels and school supports with the goal of students leading their meetings by senior year. Narragansett High School utilizes a rubric to document student participation within IEP meetings.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	4	<p>At the high school the case manager is the point for referrals to the <b>Office of Rehabilitative Services (ORS)</b> and to the <b>Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH)</b>.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	5	<p><b>Summary of Performance (SOP)</b> 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 develop measurable postsecondary transition goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Narragansett Public Schools are 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p><i>Documentation: Interviews; Document Review</i></p>	

Result	7	<p>88% 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% (<b>State Performance Plan Indicator #14</b>)</p> <p><i>Documentation: Interviews; Document Review</i></p>	
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