

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

School Support System Report and Support Plan

Beacon Charter High School for the Arts
June 3, 2013

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 with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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Beacon Charter School for the Arts
SCHOOL SUPPORT SYSTEM REVIEW

TEAM MEMBERS

Jane Keane and Susan Wood

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		The RIDE, Office of Students, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.	IDEA Overview Data Analysis State Performance Plan		
Result	1	<p>The Beacon Charter High School for the Arts mission is to develop artistic thinkers by nurturing self-expression while preparing their graduates with the academic skills necessary to sustained postsecondary success.</p> <p>The Arts Programs at Beacon include a Culinary Arts, a Theatre Arts and a Visual Arts curriculum all of which are aligned to a student's required core curriculum along with the Common Core State Standards.</p> <p>As a public charter high school for students in grades 9th through the 12th, as required by law, students are admitted through a state wide lottery. Annually, Beacon will have 60 ninth grade level slots. As openings become available across grades applicants will be informed in the order the lottery identified.</p>	IDEA Overview Data Analysis State Performance Plan		
Result	2	<p>Least Restrictive Environment Data</p> <p>Based on the FY July 1, 2011 – June 30, 2012 State Performance Plan information on Beacon Charter School Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 100%. (RI District Average is 73.45%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 9.35%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 4.90%)</p>	IDEA Overview Data Analysis State Performance Plan		
Result	3	<p>Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3)</p> <p>A. The district (disability subgroup that meets the State's minimum "n" size) that</p>	IDEA Overview Data Analysis State Performance		

		<p>meet the State's AYP targets for the disability subgroup. Note: Data cannot be reported because the cell size is smaller than the State's minimum for reporting</p> <p>B. Participation rate for children with IEPs. Note: Data cannot be reported because the cell size is smaller than the State's minimum for reporting</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. Note: Data cannot be reported because the cell size is smaller than the State's minimum for reporting</p>	Plan		
Result	4	<p>Instructional Strategies and Supports</p> <p>Evident throughout the Charter School were examples of technology supported, student centered, teacher facilitated differentiated instruction, with posted rubrics, modeling, cooperative learning, student lead projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the GLE's and GSE's and the Common Core.</p> <p>In preparation for the implementation of the Common Core State Standards, Beacon has provided the faculty (including special educators) with professional development and scheduled opportunities to discuss and plan for the curriculum and instructional strategies affording students to be prepared for the Partnership for Assessment of Readiness for College and Careers (PARRC) assessments in the spring of 2015. Currently Common Core State Standards are aligned to ELA and Math at the ninth grade level. Planning is underway supported by a curriculum consultant to develop and implement Common Core State Standards for the tenth grade ELA and math for the 2013 -2014 school year.</p> <p>Students enrolled in Beacon must participate and pass five classes each semester representing both content areas and the chosen Arts program in order to graduate. Along with the specific content classes, students must pass a portfolio review annually. A Digidication website is available for students to customize their portfolio. Students must additionally complete a film based senior capstone project. There are three Arts Programs students can participate in. The Culinary Arts, Theatre Arts and the Visual Arts Program. Content specific classes include computers and business, English, foreign language, humanities/social studies, Introduction to Film and filmmaking/Senior Capstone2, mathematics, physical education/health and science.</p> <p>The senior project is a yearlong participation in the film /film making class. This provides students the opportunity to write, produce, direct, shoot, edit and present a short film depicting their presentation/project. Presentation can be made addressing a</p>	IDEA Overview Data Analysis Interviews Observation		

		<p>documentary, a narrative and or experiential film.</p> <p>Beacon facilitates content area instruction scheduled through two semesters with five courses each, five periods a day. Participation in math and ELA are provided daily for ninth, tenth and eleventh grade students.</p> <p>Use of Assessment and Performance Data to Inform Instructional Practices</p> <p>Administration and faculty are engaged in analyzing student data such as the NWEA, PowerSchool, the Social Connections Survey, Stieglitz Individual Reading Inventory, NECAP, Test of Mathematical Ability (TOMA3), Armed Services Vocational Aptitude Battery (ASVAB), content area rubrics, and teacher generated assessments, student work and performance along with classroom observations to discuss instructional strategies and cross content area planning.</p>			
Result	5	<p>Response to Intervention (Rtl)</p> <p>RTI at Beacon Charter School is emerging. The Rtl process currently is facilitated through grade level team meetings /CPT held once to twice a month. Each grade level team is facilitated by a designated team leader who manages the discussion and process. A school wide Rtl chair manages documentation.</p> <p>Central leadership of an Rtl school-wide instructional intervention system is unclear. A school based team comprised of school administrators, general and special educators, support staff/specialists and others as appropriate has not been determined.</p> <p>A comprehensive systemic approach, including policies, practices, universal targeted and intensive instruction and supports that are culturally and linguistically appropriate, evidenced based and responsive to students needs has yet to be established</p> <p>Intervention activities include, Math Interventions for 9th & 10th graders, Study Island and NECAMP focused on Math and ELA instruction held prior to the beginning of the school year. Articulations of interventions are currently not aligned to the current Rtl initiative.</p> <p>The school assistance counselor is in the process of exploring the Social Connections survey. The survey addressing student's sense of belonging and personalization. If appropriate the survey assessment findings may be aligned with the Rtl initiative.</p>	IDEA Overview Data Analysis Interviews	Administration will review and refine policies, procedures, protocols and practices supporting the implementation of a systemic Rtl initiative.	Rtl team has been established and meets twice a month to review new referrals and to progress monitor.
				Timeline: April 2014	STAR online assessment system has been purchased and implemented.
				Progress Check: November 2013	

Result	6	<p>Social Emotional Resources / Positive Behavioral Interventions And Supports (PBIS)</p> <p>Throughout the school there were examples of social emotional supports along with natural character education within teaching moments by both educators and students.</p> <p>A social worker and a student assistance counselor provide individual student counseling and topical groups along with after school activities addressing student issues.</p> <p>An advisory program is facilitated twice a week with students looping with their advisor. The curriculum addresses academic support, transition planning along with social emotional / character education activities. The Dean of Students attends advisories on a regular basis to discuss student planning for transitioning to post graduation life</p> <p>Administration and faculty would like to redesign the model for the next school year to include structure, student advocacy activities and community service experiences.</p> <p>The Dean of Students/ School Counselor oversees whole school climate issues addressing behavioral, social emotional learning and supports. In addition the Dean provides students with an introduction to College preparations, language and assessments. Additionally the Dean and faculty members attend with students National College Fairs, National Portfolio Reviews by experts in the field of Arts, local college and university visits, financial aid planning and exploration of “best match” higher education settings and opportunities for students.</p>	IDEA Overview Data Analysis Interviews		
Result	7	<p>SPP Disproportionate Representation</p> <p>The Beacon Charter School is not disproportionate due to inappropriate identification or due to policies, procedures and practices.</p>	IDEA Overview Data Analysis State Performance Plan		
Result	8	<p>Early Childhood / Pre School Special Education</p> <p>The Beacon Charter School is a high school, thus, early childhood is not applicable.</p>	IDEA Overview Data Analysis State Performance Plan		
Result	9	<p>Special Education Program Continuum Elementary Level</p> <p>The Beacon Charter School is a high school, thus, elementary level programming is not applicable.</p>	IDEA Overview Data Analysis State Performance Plan		

Result	10	<p>Special Education Program Continuum Middle Level</p> <p>The Beacon Charter School is a high school, thus, middle level programming is not applicable.</p>	IDEA Overview Data Analysis State Performance Plan		
Result	11	<p>Special Education Program Continuum High School Level</p> <p>Beacon Charter High School for the Arts provides students in the ninth through the twelfth grade an instructional program aligned to Culinary, Theatre and or Visual Arts incorporating all required academic content area instruction. There are 231 students attending the charter school, 43 are students with IEP's.</p> <p>Specialized instruction is provided within a fully inclusive model. Two Special Educators are assigned to a specific grade level. Special educators provide individualize student supports and services along with collaborating with content area teachers specifically in math and ELA classes. Additional collaboration is provided in the chemistry and film/capstone class. As needed students may be pulled out to provide content area remediation, re-teaching, time to complete test/quizzes and or assisting students in organizational management skills. In addition, a reading specialist collaborates in the 9th grade ELA class.</p>	IDEA Overview Data Analysis Interviews Observation		
Result	12	<p>Adaptive Physical Education (APE) is provided as directed by a student's IEP. Currently there are no students requiring APE.</p>	IDEA Overview Data Analysis Interviews		
Result	13	<p>Extended School Year (ESY) is offered as directed by a student's IEP team. .</p>	IDEA Overview Data Analysis Interviews		
Result	14	<p>Suspension (State Performance Plan Indicator #4): 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.</p> <p>In 2010-2011, Beacon had fewer than 10 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 0. In 2011-2012, beacon had fewer than 10 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 0.</p>	IDEA Overview Data Analysis State Performance Plan		

Result	15	<p>School Removals/Disciplinary Policies</p> <p>Behavioral expectations along with disciplinary protocols and policies are comprehensively defined in a student handbook.</p> <p>The Dean of students is responsible for discipline. All disciplinary infractions and suspensions are monitored and reviewed. The Dean attends grade level team meetings once a month to address any concerns and or student behavioral interventions.</p>	IDEA Overview Data Analysis State Performance Plan		
Result	16	<p>Local Special Education Advisory Committee (LAC)</p> <p>A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the LEA.</p> <p>The Beacon Charter School maintains an active Local Special Education Advisory Committee (LAC). The special education administrator attends all meetings. The LAC has active members and an identified chair.</p> <p>The special education administrator and the chairperson coordinate activities supporting parents of students with IEP. Presentations along with fund raising activities are ongoing. The LAC reviews special education school wide planning with the special education administrator, participates on the school improvement team and is a collaborating member of the Parent Teacher Student Association.</p> <p>Accomplishments to date include: Presentations for both families and faculty.</p> <p>Goals for the LAC include the following: Continuing to explore ideas and strategies to increase membership and opportunities for families.</p>	IDEA Overview Data Analysis Interview		
Result	17	<p>School Efforts to Partner with Parents:</p> <p>The charter school's rate of parent participation in the annual Special Education Statewide Parent Survey is 16% 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 86%.</p>	IDEA Overview Data Analysis State Performance Plan		

Result	18	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p>The Beacon Charter School graduation rate is 76.67% for all students and 76.92% for students with disabilities. These rates approximate the state average rate of 77.24% for all students and is notably higher than the state rate of 58.07% for students with disabilities.</p> <p>The Beacon Charter School dropout rate is 8.33% for all students and 7.69% for students with disabilities. These rates are notably lower than the state average rates of 12.47% for all students and 22.09% for students with disabilities.</p>	IDEA Overview Data Analysis State Performance Plan		
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2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately four students were reviewed prior to the on-site review by the team leaders. The record review process identified</p> <p>Information on the IEP's addressing present levels of performance, academic achievement, transition planning along student baselines data were not documented as measurable and / or quantifiable statements which could be used to develop measurable annual goals in areas needing specially designed instruction.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	IDEA Overview Data Analysis Interviews Record Review	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing April 2014</p> <p>Progress Check: November 2013</p>	Professional development was done on 9/17/13 and 11/26/13. IEP software was installed in December 2014.
Result	2	<p>Child Find (State Performance Plan Indicator # 11)</p> <p>The Beacon Charter School for the 2011-2012 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 6/3/13 the Charter School was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2011-2012 school year.</p>	State Performance Plan IDEA Overview Data Analysis		

Result	3	Throughout the charter school special educators completed an accommodation sheet that is then sent to the general education teachers.	Interview		
Result	4	Specific Learning Disabilities Identification Process Beacon Charter School has implemented the use of the RIDE suggested guidance and documents for determining specific learning disabilities.	IDEA Overview Data Analysis Interviews Record Review		
Result	5	Due Process Summary (State Performance Indicators #16, #17, #18 and #19) As of 2010-2013 The Beacon Charter School have not had any complaints, mediations, resolution sessions, or hearings.	IDEA Overview Data Analysis State Performance Plan		

3. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	Part C to Part B Transition (Indicator #12) Beacon Charter School is a high school, thus, preschool is not applicable.	IDEA Overview Data Analysis State Performance Plan		
Result	2	IDEA Transition Planning at the Middle Level Beacon Charter School is a high school, thus, middle school is not applicable.	IDEA Overview Data Analysis		
Result	3	IDEA Transition Planning at the High School Level The Beacon Charter High School for the Arts engages in a number of transition activities providing all students with opportunities to explore vocational options along with comprehensive transition planning. Students might visit local colleges, attend vocational/transition focused events, utilize WaytoGori.org to develop vocational exploration and transition planning, and or participate in taking the SAT's for college entry.	IDEA Overview Data Analysis Interviews		
Result	4	At Beacon Charter High School the special education administrator is the point for the Office of Rehabilitative Services (ORS) referrals at the school.	IDEA Overview Data Analysis Interviews		

Result	5	Summary of Performance (SOP) is facilitated by the special education administrator.	IDEA Overview Data Analysis Interviews		
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