

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

School Support System Report and Support Plan

Compass Charter School

October 17-18, 2012

**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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***SCHOOL SUPPORT SYSTEM REVIEW***

***TEAM***

***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		
		The Compass Charter School is a multi-age learning community which fosters a passion for learning in all students so they can reach their full potential. The school utilizes a project-based curriculum integrating academic disciplines, emphasizing social responsibility and environmental sustainability, in small classroom settings to prepare each graduate to be responsible citizen in the global community.  The purpose of the school is to provide an academic foundation which promotes cognitive and physical developmental skills. These skills result in social and emotional growth in students, allowing them to develop the ability to solve complex problems through careful thought and consideration of others.	IDEA Overview Interviews Observation		
Result	1	<b>Least Restrictive Environment Data</b> Based on the FY July 1, 2011 – June 30, 2012 State Performance Plan information on Compass Charter School Placement Data is as follows:  The percentage of students educated 80 to 100% of the time in general education settings is 100%. (RI District Average is 71.75%)  Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 13.25%)	IDEA Data Analysis State Performance Plan		
Result	2	<b>Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3):</b>  A. The district's disability subgroup did not meet the State's minimum "n" size for the State's AYP targets for the disability subgroup  B. Participation rate for children with IEPs. 100%  Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 80% [Note: State has individual grade and content area targets (27%). State target is average target across grades and content areas	IDEA Data Analysis State Performance Plan		

Result	3	<p><b>Instructional Strategies and Supports</b>  The Compass Charter School is comprised of four multi-age / multi-year steps and one stand alone step. This multi-year class configuration fosters a climate that allows differential progress tailored to the individual student.</p> <p>The teaching team at each step delivers curriculum in center-based classrooms. Centers are developed around project-based units that are designed to provide students with meaningful, concrete learning experiences. Direct instruction is also provided to assure that students are proficient in specific knowledge and skills.</p> <p>Throughout Compass Charter School there were examples of 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 GSE's , GLE's. Administration and faculty are in the process of aligning instruction to the Common Core through developing time lines and content area development.</p> <p>School faculty engaged in analyzing student data by using repeated measures with authentic assessment tools such as a student's portfolio measuring cognitive, physical, social, emotional and reflective progress. A comprehensive evaluation of student progress is made using a portfolio of student work which includes assessments of skills and concepts mastery, teacher narratives, teacher generated benchmarks/standards assessments, student work and performance along with classroom observations. Fontas and Pinnell benchmark assessment three times per year are utilized to identify students needing literacy support as well as PLP's. The NECAP and AimsWeb are additionally reviewed to address school wide academic performance and improvement opportunities.</p>	IDEA Overview Data Analysis Interviews Observation		
Result	4	<p><b>Response to Intervention (Rtl)</b>  The Compass Charter School has a number of elements of response to intervention; however a formal structured process has not been established.</p> <p>All K-1 grade students are screened for articulation, phonemic awareness, language, PLP eligibility and service intervention and support.</p>	IDEA Overview Data Analysis Interviews Observation	School-based administration will develop and implement a structured/ formalized Rtl process Timeline: Progress check: March 2013.	Due to our size as a school, the special education staff assist in overseeing the RTI program. As a result, some of the staff were sent to the LRP conference in April 2013, to attend workshops dealing with RTI. We do have a program in place at Compass School yet we will provide a general education staff workshop during

					the summer of 2013, in order to review the State/Compass program and clarify any misconceptions.
Result	5	<p><b>Social emotional resources / positive behavioral interventions and supports</b> Evident throughout the school were both teacher and student practices and documentation of their efforts to implement and engage in activities supporting a positive whole school community climate. Teachers and students engage in problem solving strategies emphasizing relationship building and social responsibility. Educators are trained in the Responsible Classroom model along with William Glasser's choice theory philosophy and techniques to support relationship building and communication embedded in all aspects of teaching and learning.</p>	IDEA Overview Data Analysis Interviews Observation		
Result	6	<p><b>SPP Disproportionate Representation</b> The Compass School is not disproportionate due to inappropriate identification or due to policies, procedures and practices.</p>	IDEA Overview Data Analysis State Performance Plan		
Result	7	<p><b>Early Childhood/Pre School Special Education</b> The Compass Charter School is an elementary through middle school. Early Childhood/Pre School programming is not applicable.</p>	IDEA Overview Data Analysis State Performance Plan		
Result	8	<p><b>Special Education Program Continuum Elementary – Middle Level</b> The Compass Charter School currently offers a K through eighth grade educational program for 162 students. Of that total 28 are students with disabilities requiring an IEP. Four multi-age / multi-year steps and one stand alone step configuration fosters a climate that allows differential progress tailored to the individual student. The multi-age / multi – year configuration is as follows.</p> <p style="padding-left: 40px;">Explorers: Grades K and 1 Adventurers: Grade 2 Discoverers: Grades 3 and 4 Investigators: Grades 5 and 6 Navigators: Grades 7 and 8</p> <p>The educational program at each multi-year step is facilitated by two general educators, a special educator along with a paraprofessional. Specialized instruction is provided through an inclusive model in the general education setting. As needed students requiring more specific direct instruction are provided this support through small group activities and or as a one on one pull out.</p>	IDEA Overview Data Analysis Interviews Observation		
Result	9	<p><b>Special Education Program Continuum High School Level</b></p>	IDEA Overview		

		The Compass Charter School is an elementary through middle school. High School programming is not applicable.	Data Analysis State Performance Plan		
Result	10	<b>Adaptive Physical Education</b> Adaptive Physical Education services and supports are provided per IEP requirements.	IDEA Overview Data Analysis Interviews		
Result	11	<b>Extended School Year</b> Extended School Year (ESY) is offered per the IEP. ESY services and supports are provided for two weeks during the summer at the charter school.	IDEA Overview Data Analysis Interviews Observation		
Result	12	<b>Suspension (State Performance Plan Indicator # 4):</b>  In 2011-2012 Compass had 0 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 0. In 2011-2012, Trinity had 0 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 0.  <b>School Removals/Disciplinary Policies</b> Compass Charter School behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.	IDEA Overview Data Analysis State Performance Plan		
Result	13	<b>School Efforts to Partner with Parents: (State Performance Plan Indicator #8)</b> The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2011-201) is 20% of parents whose children have IEPs.  Of parents with a child receiving special education services at Compass Charter School 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 43%.	IDEA Overview Data Analysis State Performance Plan		
Compliance/ Result	14	<b>Local Special Education Advisory Committee (LAC):</b>  An official Local Special Education Advisory Committee has not been established, although the Compass Charter School continues to explore engagement opportunities for parents of student's with IEP's. Parental surveys addressing topical areas of interest, meeting opportunities and engagement activities are ongoing. As identified through the survey workshops and related school based activities are planned for. The Compass Charter School is governed by a school council. The council is comprised of members that represent faculty, parents and members of the broader community. Parents of	IDEA Overview Data Analysis Interviews	School administration will develop and facilitate a local advisory committee per Rhode Island regulatory requirement. Timeline: Immediately and ongoing: Progress check: March 2013	The LAC has met twice this year in December 4, and March 26 in order to train and recruit parents. We had teachers, special education staff, and parents attend a workshop on April 8, 2013 sponsored by

		students with IEP's are active members of this council.  RIGL 300.900			RIPIN called "Facilitator Group Planning". Our last meeting for the year will be scheduled in June 2013.

<b>2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance	1	Records of approximately 4 students were reviewed prior to the on-site review by the team leader. The record review process identified a number of areas with emerging accuracy. Information on the IEP's addressing present levels of performance; goals, objectives and progress monitoring were not documented as measurable and / or quantifiable. Process documents were inconsistent.  (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)	IDEA Overview Data Analysis Interviews Record Review	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. Timeline: Immediately and ongoing. Progress check: March 2013	On January 28, 2013, The Compass School held a workshop for all special education staff with consultants from IEP Network. The purpose of this workshop was to review the correct writing format for goals/benchmarks, and present levels of performance. At the same time, we discussed how to measure quantifiable performance tests to establish baselines utilizing our own students IEP's. Also, some of the staff did attend the LRP Conference in April 2013 in order to attend workshops dealing with IEP's.
Compliance	2	Staff were unclear with regard to the new specific learning disabilities eligibility and reevaluation criteria and its alignment to the regulations. (RI Regulation 300.307)- Specific Learning Disability Requirements	Interview Record Review	Special education administration will provide professional development and technical assistance oversight in this area. Timeline: immediately and ongoing. Progress check: March 2013	After our workshop on January 28, 2013, the special education staff discussed the various types of eligibility and three-evaluation criteria. Also, some of the staff were sent to the LRP workshop in April 2013 in order to

					reinforce their understanding of eligibility/ IEP's/ re-evaluations.
Result	3	<b>Child Find (State Performance Plan Indicator # 11)</b> The Compass Charter School for the 2011-2012 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 2011-2012 the Compass Charter School was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2011-2012 school year.	IDEA Overview Data Analysis State Performance Plan		
Results	4	Throughout the charter school special educators inform completed an accommodation sheet that is then sent to the general education teachers.	IDEA Overview Data Analysis Interviews Observation		
Results	5	<b>Due Process Summary (State Performance Indicators #16, #17, #18, and #19)</b>  <b><u>COMPLANTS</u></b> 2010-2012 # of Complaints: There were no complaints during this period. <b><u>MEDIATIONS</u></b> 2010-2012 # of Mediations: There were no mediations during this period. <b><u>HEARINGS</u></b> 2010-2012 # of Hearings: There were no hearings during this period.	IDEA Overview Data Analysis State Performance Plan		

<b>3. TRANSITION</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<b>Part C to Part B Transition (Indicator # 12)</b> The Compass Charter School is an elementary – middle school thus preschool is not applicable.	IDEA Overview Data Analysis State Performance Plan		
	2	<b>IDEA Transition Planning at the Middle Level</b> The Harrington O'Shea is facilitated for students requiring an interest inventory/vocational assessment utilized to inform the IEP.	IDEA Overview Data Analysis Interviews Observation		
Result	3	<b>Drop Out / Graduation Rate (State Performance Plan Indicator # 1 and #2)</b>	IDEA Overview		

		The Compass Charter School is an elementary – middle school thus data is not applicable.	Data Analysis State Performance Plan		
Result	4	<b>IDEA Transition Planning at the High School Level</b> The Compass Charter School is an elementary – middle school thus planning is not applicable.	IDEA Overview Data Analysis State Performance Plan		
Result	5	N/a % of youth with IEPs aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. <b>(State Performance Plan Indicator #13)</b>  The Compass Charter School is an elementary – middle school thus this indicator is not applicable.	IDEA Overview Data Analysis State Performance Plan		
Result	6	N/a % of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. <b>(State Performance Plan Indicator 14)</b>  The Compass Charter School is an elementary – middle school thus this indicator is not applicable.	IDEA Overview Data Analysis State Performance Plan		