



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

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**School Support System Report and Support Plan**

**Achievement First Public Schools  
June 2022**

## 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 stratified random sample of students with IEPs 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 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/result or compliance in the topical areas of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Evaluation/Individual Educational Program (IEP) and IDEA Transition. The documentation section of the report distinguishes the source of the finding as compliance or result. 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 timelines to improve programs and services.

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# **Achievement First Public Schools School Support System Review**

## **Record Review Team Leaders**

**Team A – Susan Wood, 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 July 1, 2019 – June 30, 2020, State Performance Plan information on Achievement First Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 98.57% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 1.9% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0 (RI District Average is 5.11%)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>Due to the global pandemic, Rhode Island State assessment, was not facilitated in 2020 and no scholars took the state assessment. In 2021, 100% of scholars with disabilities took the state test.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p> <p><b>Elementary Level</b></p> <p>Achievement First (AF) strives to provide excellent instruction at the general education level (Tier I), which the district believes will benefit ALL scholars,</p>	

	<p>especially since the vast majority of students are educated in a co-taught, inclusive environment. All AF educators receive over 300 hours of professional development annually and general education teachers receive professional development in specialized instruction and UDL. Elementary school curriculum includes research-based programs like Foundations for all scholars. In addition, every teacher has a coach who meets with them weekly and who observes and provides instructional feedback at least weekly.</p> <p>Achievement First realizes that not all scholars will have their needs met solely in a Tier I environment. For this reason, there are multiple avenues through which AF scholars can be referred to the MTSS process for academics. Every six weeks, teachers give interim assessments (IAs) that measure whether students have mastered what they have been taught in reading, writing, and math. Teachers and principals spend a "data day" after each IA dedicated to reviewing the individual assessments and together creating data-driven instructional plans that target whole class, small group, and one-on-one instruction to address any gaps in student learning. The special education team looks at the same data and then uses a pre-determined set of triggers to determine which scholars are eligible for Tier II or Tier III response to intervention. During data day, these RTI groups are formed, parents are notified, and the new or continuing interventions begin as soon as possible.</p> <p>Another way in which scholars can be referred to MTSS is by any staff (teachers, deans, principal) or parent request. To do this, staff fills out the AF referral forms and submits them to the Dean of Special Services. The Dean of Special Services will then bring the referral to the team during their weekly meeting. The team determines next steps for that scholar among options including supporting the student's teacher around Tier I instruction, entrance into the MTSS program, or referral to evaluation.</p> <p>The actual MTSS program of tiered interventions is built on research-based systems, such as PebbleGo (stem support), structured Guided Reading (comprehension), Wilson Foundations (phonics/decoding), and ST math (basic math skills). Additional targeted, child-specific interventions may also be created, initiated, or purchased depending on need. All scholars in the MTSS program (Tier II and Tier III) have specific end of cycle goals and measurable weekly targets that are outlined to meet those goals. Best practice is that progress toward goals is shared with parents every other week during the course of an intervention.</p>	
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	<p>If children are not progressing in Tier II interventions, they transition into Tier III interventions. The programs are similar for both, but groups are smaller, and frequency of support is increased for Tier III. At this level, interventions are provided by individuals with extra training in specialize instruction. Scholars still not making progress after a cycle of both Tier II and Tier III intervention are then referred to the child study team (CST) to consider for evaluation. Rarely, a scholar demonstrating significant need will be considered for evaluation before multiple rounds of MTSS are completed.</p> <p>If the team agrees that evaluation for a potential disability is appropriate, the team determines which evaluations are relevant. Evaluations that may be used include the Woodcock Johnson IV academic evaluation, the WIAT4, the Kaufmann Battery for Children psychological evaluation, the CELF-5 speech evaluation, a social-emotional case history, occupational therapy, or physical therapy evaluations, as well as MTSS data and/or any other evaluations deemed appropriate or requested by the team.</p> <p><b>Middle Level</b> The same as above, plus:</p> <ol style="list-style-type: none"> <li>1) The addition of Boost as an additional Tier II/III support for middle school students continuing to experience difficulty with phonics, and thus with reading.</li> <li>2) The implementation of a Personalized Learning Platform (PLP) which allows teachers and students to access self-directed learning, track progress toward goals, and take assessments to show that they've mastered content strands. The PLP slows down and speeds up to match current student levels. Weekly, teachers review this Paceline data and use their extensive prep to make plans to respond.</li> </ol> <p><b>High School Level</b> In 2021, Achievement First opened its first high school with grade 9.</p> <p>Annually at the beginning of the year, scholars are screened with a STAR reading and a careful review of the previous year's paceline and math data. Students who are identified as being below proficiency level or "at risk" are placed in a Tier II intervention course to support missing baseline skills. At present, scholars are still able to receive credit for their Guided Reading and Pre-Algebra classes. Since these classes last for an entire year, they are more</p>	
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		<p>stable groupings and more intensive than the more fluid interventions at the ES/MS level.</p> <p>Beginning next year, students will also have an end of day “flex block” which will be an opportunity for additional small group intervention as well as support with making up missed assignments and credits.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>Achievement First is not disproportionate.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> 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>This was not applicable for Achievement First Public Schools as the cell size is smaller than the State’s minimum for reporting.</p> <p><b>State Performance Plan Indicator #4b</b> 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. This was not applicable for Achievement First Public Schools as the cell size is smaller than the State’s minimum for reporting.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	



Result	6	<p><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p><b>Elementary Level</b></p> <p>At the Tier I level, AF has a rigorous character education program which teaches five key REACH (respect, enthusiasm, achievement, citizenship, and hard work) values. All scholars engage in daily instruction in these values and the school and family community engages in REACH celebrations several times per year. In addition, each of the schools employs a full-time social worker, whose job includes creating focused support groups and individual sessions for children as needs arise.</p> <p>Some scholars need more support than the regular classroom can provide, so AF employs two teams, the Grade Level Child Study Team (GLCST), which is created to target scholars who need slightly more support in a Tier II form, and the Child Study Team (CST), whose goal is to find scholars who need Tier III behavior support. At some schools, the two teams function together seamlessly as one team, and at others, the GLCST team refers students to the CST. Children can be referred to either team by school staff or scholar families using AF's referral forms.</p> <p>As a second line of defense, the grade level CST meets weekly or bi-weekly, depending on school, to determine appropriate next steps to address referrals. In addition, the team regularly looks at attendance data, in-class supports required (including push-in and removal support), in school suspension, out of school suspension numbers and data for struggling students. The team then considers next steps, including starting a Tier II behavior support plan (such as check-in/checkout programs, lunch buddies, student contracts, etc.), supporting teachers in the implementation of Tier I instruction and behavior systems, or referring the child to the building level Child Study Team (CST).</p> <p>The CST is the problem-solving unit responsible for identifying, recommending, and evaluating intensive interventions specifically designed to meet the individual needs of students who have not been successful in Tiers I and II. The team also regularly looks at the same data as the GLCST to ensure scholars are not falling through the cracks. The CST will often recommend that a scholar be evaluated using a functional behavior assessment (FBA). If the FBA suggests that it is appropriate, a behavior intervention plan (BIP) will then be written. All BIPs include current data, a measurable behavior target, and benchmark goals to get to that target. A successful BIP also includes skill building for the scholar and positive behavior supports.</p>	
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	<p>If the CST determines that a referral to the IEP team should be made, the same steps that are mentioned in the previous MTSS academic section are followed.</p> <p><b>Middle Level</b>  The middle level functions similarly to the elementary level, but instead of REACH values, social/emotional support is grounded in Goal Team for every student. Every student's Goal Team (a set of ~15 students led by a goal coach who help students set up short-term goals) meets quarterly, while each student gets a weekly meeting with their Goal Coach.</p> <p>Like the ES, the MS employs a full-time social worker to provide supports for at-risk scholars, as well as students with counseling in their IEP and 504 plans. The school buildings employ a similar CST and GLCST structure to ensure data is regularly being reviewed and responded to with the appropriate level of support.</p> <p><b>High School</b>  The high school also employs a full-time social worker who acts as an at-risk and mandated support. In addition, the high school will (in year two) have a Dean of College and Career who will act as a mentor support for all students, meeting with them quarterly to determine life goals and appropriate pathways to meet them. All students take a Foundations of Life class to support with college and career goals.</p> <p>At the HS level, students who need more support will also receive the appropriate level – whether that be an FBA and BIP, an intensive social skill group with the school social worker, or referral to EOS services, if needed.</p> <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 as well as in removal/suspension guidance that is utilized when making disciplinary decision. “Discipline huddles” – which include Principals, Regional Superintendents, and network leadership team members - are required to occur following any significant discipline incidents and/or for students with disabilities.</p>	
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		<u>Documentation:</u> Data analysis, Interviews, Observation	
Result	7	<b>Preschool Continuum</b>  Achievement First does not serve preschool-aged scholars.  <u>Documentation:</u> Data Analysis; State Performance Plan	
Result	8	<b>Program Continuum Elementary Level</b>  There are 1,517 students at the elementary level and approximately 121 (8.9%) have IEPs. The special education program continuum is as follows: <ul style="list-style-type: none"> <li>• General education only – full time in a classroom with two general education teachers (grades K – 4).</li> <li>• Co-teaching – full time in a classroom with one general education teacher and one special education teacher (grades K – 4).</li> <li>• Resource room/pull-out – reading, writing and math pull-out services for scholars who need small group or additional Tier III support (these scholars all still spend more than 80% of their time in a general education classroom).</li> <li>• Related services – pull-out or push-in, for scholars who need occupational therapy, physical therapy, speech and language, social worker.</li> <li>• Alternative setting – infrequent, as-needed for scholars who truly require something more than AF can provide in the inclusive model.</li> </ul> <p>Note: All scholars at AF are grouped according to current performance based on results of interim assessments every six weeks (see MTSS: Academics). Scholars with lower IA scores and those who have been struggling in the classroom are more likely to be placed in smaller groups with additional supports. This means that all scholars, even those who are not in MTSS or identified as having disabilities, are still receiving targeted support in reading, writing and math.</p> <u>Documentation:</u> Data Analysis; Interviews; Observation	

Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 771 students attending Achievement First Middle Schools, 60 (8.4%) are students with IEPs.’ The special education program continuum is as follows:</p> <ul style="list-style-type: none"> <li>• General education only – full time in a classroom with two general education teachers (grades 5 – 8.)</li> <li>• Co-teaching – full time in a classroom with one general education teacher and one special education teacher (grades 5 –8.)</li> <li>• Resource room/pull-out – reading, writing and math pull-out services for scholars who need small group or additional Tier III support (these scholars all still spend more than 80% of their time in a general education classroom).</li> <li>• Related services – pull-out or push-in, for scholars who need occupational therapy, physical therapy, speech and language, social worker.</li> <li>• Alternative setting – infrequent, as-needed for scholars who truly require something more than AF can provide in the inclusive model.</li> </ul> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>At Achievement First High School there are 85 students, and 8 (10.4%) have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> <li>• General education only – full time in a classroom with a general education teacher (all grades.)</li> <li>• Co-teaching – full time in a classroom with one general education teacher and one special education teacher (all grades)</li> <li>• For credit intervention programs – Pre-Algebra and Guided Reading offered as remedial courses for students who require small group support and foundational skills</li> <li>• Flex block – Special education teacher led support for students who require additional remediation, intervention and/or task completion</li> </ul>	

		<ul style="list-style-type: none"> <li>• Related services – pull-out or push-in, for scholars who need occupational therapy, physical therapy, speech and language, social worker.</li> </ul> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Achievement First's physical education (PE) teachers are almost all certified in APE and can provide these supports for the students who require them (currently 3 students). In the past when it has been necessary, AF has also contracted with CBS Therapy, who have adaptive physical education teachers available for weekly contract work.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>At each annual meeting of each child's individual IEP team, the team determines whether or not special education and/or related service(s) are necessary beyond the regular school year in order for the child to receive a Free Appropriate Public Education (FAPE). Some children with disabilities may not receive FAPE without continuation of services in the summer.</p> <p>The IEP Team decision for extended school year services is based upon the unique needs of a child with a disability and the Rhode Island Department of Education Standard for ESY. When an IEP Team determines that Extended School Year services are needed, the services are documented in the child's IEP and made available at no cost to the student/student's family.</p> <p>The ESY program begins in July and runs for 4 weeks in the summer, 4 days per week for four hours. During the summer ESY scholars have time for SEL learning as well as academic learning. This year, AF's ESY program also includes a "camp" element at the end of the day to allow students to engage in physical activity and fun with gen-ed peers.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	

Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>Achievement First maintains a LAC as outlined in state regulations. The LAC meets four times annually, currently via Zoom due to safety restrictions. At this time, the LAC is trying to recruit a new Chair. The opener has been a space to create community at the start of each meeting. Each LAC meeting includes space and time for parents to air concerns, ask questions, and problem-solve around special services in the district. In addition, each LAC provides a parent interest topic (parents express their desires at the first annual meeting). Topics this year included: Reading resources and supports with at home resources, community resources for families, sleep routines and visual schedules for scholars, and resources on supporting scholars with Autism and resources for social stories for all scholars. The LAC met on October 4<sup>th</sup>, December 6<sup>th</sup>, March 7<sup>th</sup>, and April 11<sup>th</sup>. dates.</p> <p>Each LAC includes parent representatives of students with disabilities, general education and special education representatives from each school, district-wide administrators, and, often school-based admin (Principals.)</p> <p>All LAC meetings and materials are translated including the PPT presentation that is shared during the session.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>At Achievement First, parents with a child receiving special education services who participated in the last survey (129 responding families), the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities (80%) was slightly above the State average of 77%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan, consolidated Resource Plan</p>	
Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p>	

		<p>Achievement First's high school is new this year and currently only serves 9<sup>th</sup> grade students.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
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## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately 6 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> <li>- Progress reports not consistently seen in file.</li> <li>- IEP meeting notes not consistently seen in file</li> <li>- SLD determination not consistently seen in file</li> <li>- Pre ETs language was not reflected on the IEP invitations</li> </ul> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	<p>Verification 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><b>Timeline:</b> Immediately and ongoing.</p> <p><b>Progress Check:</b> December 2022</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b> The network team is doing a file audit review bi-monthly with all schools. The audit feedback is shared with Deans of Special Education at each school and actions are taken to ensure all files/progress are updated. This is done during a compliance check in with the Deans on site.</p> <p>Achievement First has ensured that schools are clear in what is expected in files by creating an IEP file checklist, which was shared in the summer. A professional development on compliance best practices is held which was also given to leaders in the summer.</p>

Result	2	<p><b>Child Outreach</b></p> <p>Achievement First partners with host districts in regard to child outreach screenings. If a student arrives at AF without prior screenings (most Kindergarten students, and some older students), AF schedules reading, math and hearing screenings for the beginning of each school year. Screening results are reviewed and shared with the school-based special services leader, who elevates concerns to the evaluation team. In particular, students who fail the ES hearing screen are referred for a full evaluation.</p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>Achievement First Public Schools for the 2020 - 2021 year was at 80% compliance for meeting evaluation timelines for initial referrals. Note that the dip in this data is due to challenges of facilitating evaluations during the pandemic and of struggling to find providers to administer evaluations.</p> <p>As of 6/6/22, Achievement First Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>In order to ensure all educators are aware of students' accommodations and modifications at the beginning of the year, special educators complete an IEP-at-a-Glance for each student with an IEP or 504. This document is then given to the scholar's general education teachers, as well as any other adults who work with that scholar. After each new IEP meeting, a revised IEP-at-a-Glance is created and shared with teachers again. This document is a comprehensive overview of the IEP to ensure that all adults are aware of necessary accommodations and supports required by a scholar. In addition, AF ensures that general education teachers and related services providers attend each annual, initial, and triennial meeting to share progress toward goals and to be made aware of parent concerns and updates to IEP documents.</p>	



		<p>Lastly, school-based special services leaders engage in regular accommodations and modifications classroom walkthroughs to ensure supports are in place. If supports are ever missing, there is regular follow-up, coaching, and accountability for teachers struggling to implement supports.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result/ Compliance	5	<p><b>Specific Learning Disabilities Determination (SLD)</b>  Before a child can be considered as potentially having a specific learning disability, he or she will almost always engage in AF's MTSS process. That process, outlined in the MTSS section, includes placement in targeted, researched-based interventions for a period of at least two six-week cycles. While in these interventions, each child is monitored closely for progress to a clear, measurable goal.</p> <p>If a child is not making progress in interventions, or if he or she makes progress, but it is felt that such progress is not sustainable without continued intensive supports, or he or she makes minimal progress, the child will be referred to the IEP team, at which time an evaluation plan will be discussed and implemented. Some of these evaluations could include a cognitive and/or a clinical evaluation. Conducted by a psychiatrist, these include parent and teacher completion of clinical rating scales, parent and teacher interviews and a student interview and observation.</p> <p>The results of these evaluations, as well as the scholar's progress monitoring data in MTSS are used to consider whether there is an achievement gap. The school will conduct observations of the student in class and take literal notes as part of the evaluative process. A social-emotional history is also typically given as part of the evaluation to determine other areas of context for a scholar. All scholars who are English Language Learners are tested in their native language, or the language in which they feel most comfortable.</p> <p>If it is determined that an academic gap exists, that the child's educational progress is not sufficient, even with intervention, and that an SLD is present, then it is determined whether the team needs to write an IEP. In order to ensure fidelity to this process, AF uses the SLD worksheet outlined in the RIDE SLD guidance manual.</p> <p>When re-evaluating students to determine continued eligibility under SLD, the team follows a very similar process.</p>	<p>The district will provide professional development to special educators in the area of specific learning disabilities identification and documents.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> December 2022</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b>  Achievement First has created professional development around specific learning disabilities. All Deans in Rhode Island participated in the professional development opportunity. The SLD checklist is a component of the file review checklist that is being used with schools as well.</p>

		<u>Documentation:</u> Interviews; Record Review	
Result	6	<b>Due Process Information (State Performance Plan Indicators)</b> The district has no (zero) complaints, mediation, resolution sessions or due process hearings over the past three years.  <u>Documentation:</u> Data Analysis, RIDE Due Process Data Base	

### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<b>Part C to Part B Transition (Indicator #12)</b>  Achievement First does not have an early intervention or preschool setting at this time and thus does not manage transition from early intervention.  <u>Documentation:</u> Data Analysis; Interviews; State Performance Plan	
Result	2	<b>IDEA Transition Planning at the Middle Level</b>  At the middle school level, AF ensures that students are an active part of the IEP process, including attending IEP meetings. All middle school special services leaders work with the HS special services leader to ensure that each student has a clear transition plan, including appropriate rostering in classes for high school and appropriate hiring of staff at the HS level (i.e: if a student requires a paraprofessional.) In addition, each student's IEP is reviewed and – if necessary – revised to ensure that it is written appropriately for high school and that transition goals are added to IEPs.  <u>Documentation:</u> Data Analysis; Interviews; Record Reviews	The district will ensure that completed vocational assessments are reflected in the student's records.  <b>Timeline:</b> Immediately and ongoing  <b>Progress Check:</b> December 2022  <b><u>FOLLOW-UP FINDINGS:</u></b> Achievement First is using a set of vocational assessments with students at the middle and high school level. A website being used for assessments can be found <u>here</u> .

Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>Achievement First just opened its first high school in the 21-22 school year and thus has recently started transition planning endeavors at a high-level. Achievement First is currently creating a plan for what this will look like in the district. Achievement First ensures that each student is supported by a case manager and the Dean of College and Career in planning for strong postsecondary outcomes. Students in high school are an active part of the IEP process.</p> <p><u>Documentation:</u> Interviews, record reviews, document reviews</p>	<p>The district will continue to engage in professional development in the area of secondary transition.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> December 2022</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Achievement First is attending the TAC sessions in Rhode Island. Any information shared from the Managing Director of Special Education has joined ARAISE and is meeting with a mentor monthly to discuss transition. The Special Education Director is gathering resources to share with the team at the high school level.</p>
Result	4	<p>At the high school, the Dean of Special Services 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>Achievement First has not yet had to engage in these referrals as the high school students are currently in 9<sup>th</sup> grade.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p>The case managers, when the students graduate, or exit will facilitate <b>Summary of Performance (SOP)</b> as appropriate.</p> <p><u>Documentation:</u> Interviews; Document Review</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. Achievement First does not yet have 16 year old students. <b>(State Performance Plan Indicator #13)</b></p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>N/A 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 78.78% <b>(State Performance Plan Indicator #14)</b>. Achievement First has not had a graduating class yet.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	