



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

School Support System Report and Support Plan

**W.M. Davies Career Jr. and Technical High School
November 2023**

SCHOOL SUPPORT SYSTEM

A Collaborative System of Cyclical Monitoring

Introduction: The School Support System (SSS) provides accountability for delivery of programs and services for students with disabilities. 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 selection of students with IEPs is selected; the records of these students are reviewed; their parents/guardians, teachers and related service providers are interviewed, and their classes 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 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 of schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers data-based information and works with the LEA personnel to generate a report, covering the following:
 - o The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - o The quality and effectiveness of programs and services provided by the district.
 - o The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Corrective Action/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 and correction of any noncompliance. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. This plan enables the 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 various data sources. The format of the report uses five divisions: Indicators, Findings, Noncompliance, and Corrective Action/Support Plan. Indicators describe either 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 is listed in both the Findings and Noncompliance sections of the report. The corrective action/support plan reflects the response to the described finding and actions by the district as well as resources and timelines to improve programs and services. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.
- **Subsequent & Timely Follow / Verification Process & Reporting:** RIDE, IDEA Quality Assurance personnel and the School Support System Liaison work with the LEA to verify correction, including reviewing subsequent data to ensure correction of noncompliance. Also, within the one-year monitoring timeframe RIDE personnel will return to the district and follow up to ensure ongoing compliance is maintained. This will include, as applicable, program spot checks/reviews and record reviews. Our baseline number of records will not go below six. Pending subsequent and timely verification, a letter closing the SSS monitoring process will be issued.

TABLE OF CONTENTS

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/Individual Education Program (IEP)
3. IDEA Transition

Davies School System School Support System Review

RIDE Team Leaders

Team A – Susan Wood; Jane Slade; 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	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5) (20 U.S.C. 1416(a)(3)(A))</p> <p>Based on the FY July 1, 2021-June 30, 2022, State Performance Plan information on Davies Career and Technical High School Placement is as follows:</p> <p>The percentage of students educated 80% or more of the time in general education settings is 100% (RI District Average is 71.05%)</p> <p>Percentage of students educated for 39% or less of the time in general education settings is 0% (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>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings.</p> <p>Regulatory Citation: N/a</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>

2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3) (20 U.S.C. 1416 (a)(3)(A))</p> <p>A. Participation rate for children with IEPs. ELA HS 92.31% Math HS 92.31%</p> <p>B. Proficiency rate for children with IEPs against grade level academic achievement standards. Math grade 8 XX% ELA HS 25% Math HS 8.33%</p> <p>C. Proficiency rate for children with IEPs against alternate academic achievement standards. ELA HS XX% - NA Math HS XX% - NA</p> <p>D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. ELA HS 26.21% Math HS 12.14%</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings.</p> <p>Regulatory citation: N/a</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>												
3	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 (20 U.S.C. 1416(a)(3)(C)) and #10 (20 U.S.C. 1416(a)(3)(C))</p> <table border="1"> <thead> <tr> <th data-bbox="268 1279 380 1312">Year</th><th data-bbox="380 1230 863 1263">OHI white</th><th data-bbox="863 1279 1255 1312">Risk Ratio</th></tr> </thead> <tbody> <tr> <td data-bbox="268 1320 380 1352">2020-21</td><td data-bbox="380 1320 863 1352"></td><td data-bbox="863 1320 1255 1352">2.62</td></tr> <tr> <td data-bbox="268 1369 380 1401">2021-22</td><td data-bbox="380 1369 863 1401"></td><td data-bbox="863 1369 1255 1401">2.66</td></tr> <tr> <td data-bbox="268 1417 380 1450">2022-23</td><td data-bbox="380 1417 863 1450"></td><td data-bbox="863 1417 1255 1450">3.14</td></tr> </tbody> </table>	Year	OHI white	Risk Ratio	2020-21		2.62	2021-22		2.66	2022-23		3.14	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings.</p> <p>Regulatory Citation: N/a</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>
Year	OHI white	Risk Ratio												
2020-21		2.62												
2021-22		2.66												
2022-23		3.14												

	<p>Davies has a significant overrepresentation of students who are white in the area of OHI(OHI). Onsite data visits to conduct file reviews and a review of policies, procedures, and practices did not yield individual or systemic compliance findings of inappropriate identification practices.</p> <p>Examination of the data shows under representation of students who are Hispanic & Black. Students arrive in this high school with disability designations already in place and the school has appropriate reevaluation and MTSS processes in place to correct eligibility errors from sending district if found. In recent years, there has been a decreased IEP count of white students with OHI.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	<p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>
4	<p>Suspension (State Performance Plan Indicator 4 (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))</p> <p>#4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Davies Career and Technical High School as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings.</p> <p>Regulatory Citation: N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p>

	<p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p>Progress Check: N/a</p> <p>N/a <u>Follow Up Findings:</u></p>
5	<p>Multi-tiered System of Support (MTSS) Davies has an established MTSS program utilizing a multi-tiered academic and behavioral intervention model. The MTSS program includes universal targeted and intensive instruction, evidence-based supports aligned to identification data based on assessment and progress monitoring tools.</p> <p>School counselors manage the initial discussions addressing student moving to Tier II interventions as well as initiating the MTSS/RTI process. Students at the Tier II level not progressing then undergo data analysis by the RTI team to determining if moving to the Tier III level is appropriate.</p> <p style="text-align: center;"><u>Tier I</u> <u>Academic & Social Emotional Learning/Supports</u></p> <p>Davies is a high school thus, has no Elementary/Middle Level MTSS interventions. High School</p> <p>School-wide Academic and Social-Emotional Tier I Interventions Academic Tier I interventions are managed at the classroom level. Davies is in the process of developing a comprehensive Curriculum Accommodation Plan to support teacher implementation of Tier 1 supports in the classroom. Teachers incorporate Universal Design for Learning and Differentiated Instruction plan their lesson plans. Students with IEPs are scheduled, if appropriate, in team taught classes with a general and special educator.</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings.</p> <p>Regulatory Citation: N/a</p> <p><i>Documentation: Data Analysis; Document Review, Record Reviews</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p>N/a <u>Follow Up Findings:</u></p>

Social-Emotional
Davies utilizes PBIS system to support social-emotional learning. Teachers incorporate lessons developed by the PBIS Committee. Students participate in recognition events focused on highlighting positive behaviors. Students also receive emotional support through our guidance and social worker offices, as needed.

Tier II
Academic & Social Emotional Learning/Supports

Davies is a high school thus, has no Elementary/Middle Level MTSS interventions.

High School

School-wide Academic and Social-Emotional Tier II Interventions

Academic

Intervention identification interventions begins through the application process where student's admission test results are analyzed, and targeted interventions are put in place. Interventions for academic areas include Math and ELA and reading supports.

For students participating in academic support class, math and ELA intervention needs are determined by analysis of current skills and identification of targeted areas through collaboration with the regular educator and the RTI team.

Academic Support – This is a half credit or full credit course for students on IEPs, 504 or students referred to RTI who may require instructional guidance, one-on-one support, check in, social-emotional interventions, targeted skill development and additional instructional guidance.

Repeat Freshmen Academic Support - freshmen repeaters this year, targeted for intensive interventions, are enrolled academic support in lieu of technical shop rotations where they receive academic skill support through IXLs, social-emotional support through 1:1 and group support with the social workers, reading support with a reading specialist, and transitional support with other educational instructors.

Academic Recovery – A credit recovery mandatory program (transportation provided) for all students who have failed a content course including reading. Each day addresses a different content area. The curriculum for Academic Recovery covers the essential skills taught in the classroom for the quarter.

Tier III
Academic & Social Emotional Learning/Supports

Davies is a high school thus, has no Elementary/Middle Level MTSS interventions.

High School

School-wide Academic and Social-Emotional Tier III Interventions
Academic

Intervention identification interventions begins through the application process where student's admission test results are analyzed, and targeted interventions are put in place. Interventions for academic areas include Math and ELA and reading supports. Once the school year begins students participate in diagnostic testing using STAR Assessment Testing. Students who are determined to be at risk are then provided with 1:1 or small group interventions in ELA and Math, 2 times a week for 8 weeks.

Academic Support – This is a half credit or full credit course for students on IEPs, 504 or students referred to RTI who may require instructional guidance, one-on-one support, check in, social-emotional

	<p>interventions, targeted skill development and additional instructional guidance.</p> <p>Repeat Freshmen Academic Support - freshmen repeaters this year, targeted for intensive interventions, are enrolled academic support in lieu of technical shop rotations where they receive academic skill support through IXLs, social-emotional support through 1:1 and group support with the social workers, reading support with a reading specialist, and transitional support with other educational instructors.</p> <p>Academic Recovery – A credit recovery mandatory program (transportation provided) for all students who have failed a content course including reading. Each day addresses a different content area. The curriculum for Academic Recovery covers the essential skills taught in the classroom for the quarter.</p> <p><u>Documentation:</u> <i>Data Analysis; Document Review, Record Reviews</i></p>	
6	<p>Preschool Continuum</p> <p>Davies is a high school, thus there is not a preschool continuum.</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings.</p> <p>Regulatory Citation: N/a</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>

7	<p>Program Continuum Elementary Level</p> <p>Davies is a high school, thus there is no Program Continuum Elementary Level.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings.</p> <p>Regulatory Citation: N/a</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>
8	<p>Program Continuum Middle Level</p> <p>Davies is a high school, thus there is no Program Continuum Middle Level.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings.</p> <p>Regulatory Citation: N/a</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p>

		<p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>
9	<p>Program Continuum High School Level</p> <p>At Davies High School there are approximately 900 students of which 71 have IEPs. The program continuum is as follows:</p> <p>Throughout the high school there were varying examples of student centered, teacher facilitated, differentiated instruction, 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 Common Core.</p> <p>School faculty are engaged in analyzing student data such as the High School Placement Assessment, STAR Assessments, IXL Diagnostics, Declaration on Research Assessment (DORA), SAT, PSAT, Industry Certifications, Instruction and Performance Tasks, teacher generated assessments, student classwork and performance along with classroom observations to discuss instructional strategies and interventions.</p> <p>Specialized instruction is facilitated through inclusive efforts, co-teaching classes. 100% of students receiving special education services are in the general education setting 80% or more of the school day:</p> <p>Inclusive classes - (9th- 12th) Daily</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings.</p> <p>Regulatory Citation: N/a</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Finding:</u></p> <p>N/a</p>

- English/Language Arts- 10 classes; Math-8 classes; Social Studies-4 classes; Science- 6 classes
- All-inclusive classes have one full-time general educator and one full-time special educator.

Special Education Structure

The full-time staff that support Student Supports Programs at Davies include the following:

- One Director of Student Support Programs
- One diagnostic prescriptive teacher/LEA representative
- One parent liaison/special education administrative assistant
- Six special educators
- Two Social Workers

Davies contracts for speech and language, occupational therapy and clinical psychological services, as needed.

Professional development is reported by administration and staff as a strength at Davies. A number of professional development opportunities are provided throughout the school year. In addition, the special education department has created an internal Google doc's website for educators to post and share teaching and transition strategies.

Brief Overview

William M. Davies, Jr. Career and Technical High School, located in Lincoln Rhode Island, is a local education agency (LEA) serving students throughout the state but primarily from Central Falls, Lincoln, North Providence, Providence, Pawtucket and Smithfield. Davies is a four- year high school that offers both academic and career-focused programs, plus SkillsUSA membership and competitions, intramural sports and many other activities for students. After a ninth-grade exploratory experience, students may choose a program in one of the nine (9) different career-related areas.

	<p>Davies has nine (9) technical programs of study. These include the following:</p> <ol style="list-style-type: none"> 1. <u>Automotive Careers</u> <ul style="list-style-type: none"> - Auto Mechanics, Repair - ASE Certification - Re-Conditioning, Refinishing - Customer Service 2. <u>Biomanufacturing Technology</u> <ul style="list-style-type: none"> - Aseptic Laboratory Skills - Forensics - Cell Culture Techniques - Water Quality Analysis - NOCTI Certification - Biotechnology 3. <u>Early Childhood Education</u> <ul style="list-style-type: none"> - Birth to Elementary Age - -Childhood growth and development - -Health Nutrition - -Safety - Para Professional Certification 4. <u>Electrical/Renewal Energy</u> <ul style="list-style-type: none"> - Residential, Commercial Wiring - Alarm, Security Systems - Blueprint Reading - Photo-voltaic - Motor Controls - Programmable Logic Controllers - NCCER Certification, Including Modules in "Green" energy and Solar Power 5. <u>Pre-Engineering Technology</u> <ul style="list-style-type: none"> - Analog & Digital Electronics - Electromechanical Applications - Underwater Robotics 	
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	<ul style="list-style-type: none"> - Mobile Robotics, Automation - NOCTI Certification <p>6. <u>Graphics and Interactive Media</u></p> <ul style="list-style-type: none"> - Advertising and Marketing - Layout and Design - Print and Production - Web Design - Adobe Certified Associate - PrintED Certification <p>7. <u>Health Careers</u></p> <ul style="list-style-type: none"> - Basic Nursing Skills - CVS Pharmacy Services Training - CNA Certification - CPR Training - CPCT Certification – EKG and Phlebotomy - EMT Training <p>8. <u>Hospitality Careers</u></p> <ul style="list-style-type: none"> - Hot and Cold Food Preparation - Food Safety, Table Service - NOCTI Certification – Commercial Foods and Baking - Baking - ServSafe Certification <p>9. <u>Machine Technology</u></p> <ul style="list-style-type: none"> - Blueprint Reading - Metalworking Theory - Milling, Grinding, Turning - CAD/CAM, CNC Operation - NIMS Certification <p><u>Work-Based Learning</u> Work-based learning is a 80 hour required component of a student's career pathway at Davies, building on their classroom knowledge with</p>	
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	<p>practical experience in the workplace and interaction with industry and community professionals. Work-based learning allows students to apply and develop their academic, technical, and essential skills shows students the relevance of their education as it connects to the real world, and prepares them for success in college and career. Davies' Office of Workforce Development works with students and offers students the opportunity to participate in work-based learning.</p> <p>In the Office of Workforce Development, we:</p> <ol style="list-style-type: none"> 1. Arrange business tours, job shadows, internships, and other related activities. 2. Set up and process all paperwork for work-based learning. 3. Recruit new employers, as needed, for work-based learning experiences. 4. Maintain current partnerships with area businesses, colleges, and community organizations. 5. Assist students with working papers, job search, and placements. 6. Recognize seniors and business partners who participate in WBL activities at the Partners in Education Appreciation Breakfast in May. 7. Assist rising seniors/seniors with summer work-based learning. 8. Collaborate with the Guidance Office to track senior graduate future plans. <p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p>	
10	<p>Adapted Physical Education (APE)</p> <p>During the 21-22 SY, there were 0 students with the need for APE.</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings.</p> <p>Regulatory Citation: N/a</p>

	<p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>
11	<p>Extended School Year (ESY)</p> <p>During the 21-22 SY there were 0 students enrolled in Extended School Year Programing.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings.</p> <p>Regulatory Citation: N/a</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>

12	<p>Local Special Education Advisory Committee (LAC)</p> <p>Davies continues to maintain to establish a Local Special Education Advisory Committee (LAC). At all events, parents are provided Special Education Advisory Committee information in addition to parent mailings. Davies attempts to recruit parents for the purpose of develop a LAC. The Davies LAC is chaired by the Office of Student Supports Team. Information regarding the Davies LAC is presented to all parents at events such as parent nights, parent workshops, Mega Skills training, and our Parent Educator Relation Committee (PERC).</p> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings.</p> <p>Regulatory Citation: N/a</p> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>
13	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8 (20 U.S.C. 1416(a)(3)(A))</p> <p>The Davies Career & Technical School's rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (2021-2022) is 65%</p> <p>Percent of the responding parents (with a child receiving special education services) who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities is 77%</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings</p> <p>Regulatory Citation: N/a</p> <p><i>Documentation: Data Analysis; State Performance Plan, Parent/Guardian Interviews</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p>

	<p>Davies continually works to promote and enhance parent involvement in the survey. This school year an “alert now” call went out to all parents at Davies, as this was the first year the survey for students with IEP's and non-disabled peers was combined. At the February Parent Involvement Meeting, the importance of the survey completion was conveyed in both English and Spanish. In addition, one month prior to and at the February Parent/Teacher Conference night Davies set up public access laptops for parents to use and complete the survey as they attended various meetings or waited to meet with prospective teachers at the parent teacher conferences.</p> <p>The district takes steps to promote participation in completing the survey. The district uses multiple forms of media to make parents aware that this survey provides important information to the district for areas of improvement. To improve participation, the district will directly target parents of students with IEPs through various school events and email and regular mail.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan, Parent/Guardian Interviews</i></p>	<p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p>
14	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2 (20 U.S.C. 1416 (a)(3)(A))</p> <p>The Davies Career and Technical High School graduation rate is 93.33% for students with disabilities. These rates approximate the state average rates of 80.14% for all students with disabilities.</p> <p>The Davies Career and Technical High School dropout rate is 6.67% for students with disabilities. These rates approximate the state average rates of 14.7% for all students with disabilities.</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings.</p> <p>Regulatory Citation: N/a</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p> <p><u>Corrective Action / Support Plan:</u></p>

	<u>Documentation:</u> Data Analysis; State Performance Plan	Timeline: N/a Progress Check: N/a <u>Follow Up Findings:</u> N/a
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	<p>Records of approximately 4 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"> -Post school goals lack measurability -Short term objectives lack measurability -Annual Academic and/or Functional Goals: Annual goal does not have brief, specific, quantitative measurable baseline information <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p><u>Noncompliance Finding:</u> Please note that the detailed list of any record review noncompliance is shared with the LEA at the data analysis meeting. The overview of those findings is shared in this report.</p> <p>Regulatory Citation: §300.320</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</p> <p><u>Corrective Action / Support Plan:</u> Verification will be provided to the Rhode Island Department of Education, Office of Student,</p>

		<p>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</p> <p>Progress Check: August 2024</p> <p><u>Follow Up Findings:</u></p>
2	<p>Child Outreach Screening</p> <p>Davies is a high school, thus has no child outreach data.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No findings.</p> <p>Regulatory Citation: N/a</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>

3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Davies Career and Technical High School for the year 2021-2022 was at 100% compliance for meeting evaluation timelines for initial referrals. As of 11/20/23 the` Davies Career and Technical High School was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><i>Documentation: State Performance Plan Data; Data Analysis; Record Reviews; Interviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No findings.</p> <p>Regulatory citation: N/a</p> <p><i>Documentation: State Performance Plan; Data Analysis; Record Reviews; Interviews</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>
4	<p>Student Accommodations and Modifications</p> <p>Throughout the district special educators provide at the start of the school year and at the time of annual IEP meetings, a copy of the goal and accommodations or IEP at a glance documents to general education teachers working with individual students. Davies is in the process of converting its student management system from PowerSchool to Skyward. Moving forward, through Skyward, general educators will have access student's accommodations via an electronic database. Updated information is sent out as needed.</p> <p><i>Documentation: State Performance Plan Data</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No findings.</p> <p>Regulatory Citation: N/a</p> <p><i>Documentation: State Performance Plan Data; Data Analysis; Record Reviews Interviews</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p>

		<p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>
5	<p>Specific Learning Disabilities Determination (SLD)</p> <p>Davies uses data at referral or annual review meeting to determine initial or continued eligibility. Data is collected from a wide range of assessments including Diagnostic Online Reading Assessment (DORA), High School Placement Test (HSPT), PSAT, SAT, STAR Assessment, Classroom Diagnostic Assessments, IXL Diagnostic Assessment, Performance Tasks, Instructional Tasks, Personal Literacy Plans, MTSS/RTI Intervention Data, classroom observations, and comparison of student progress against classroom peers.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No findings.</p> <p>Regulatory Citation: N/a</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>
6	<p>Dispute Resolution Information (State Performance Plan Indicators)</p> <p>Over the past three years Davies has the following complaints, mediations, or hearings:</p> <p style="text-align: center;"><u>COMPLAINTS</u></p> <p>FY 2021-2022 # of Complaints: No complaints during this period</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings.</p> <p>Regulatory citation: N/a</p> <p><i><u>Documentation:</u> Data Analysis; RIDE Dispute Resolution Data Base</i></p>

FY 2022-2023

of Complaints: No complaints during this period

FY 2023-2024

of Complaints: No complaints during this period

MEDIATIONS

FY 2021-2022

of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	Disagreement not to move forward with special education evaluation	Parties never met.

FY 2022-2023

of Mediations: No mediations during this period

FY 2023-2024

of Mediations: No mediations during this period

HEARINGS

FY 2021-2022

of Hearings: No hearings during this period

FY 2022-2023

of Hearings: No hearings during this period

FY 2023-2024

of Hearings: No hearings during this period

Documentation: *Data Analysis, RIDE: Dispute Resolution Data Base*

Dispute Resolution personnel are responsible for all dispute resolution verification and any related follow up. (Contact number 401-222-8999)

Corrective Action / Support Plan:

Timeline: N/a

Progress Check: N/a

Follow Up Findings:

N/a

3. IDEA TRANSITION

Indicator	Review Information	Noncompliance Finding <i>(if applicable)</i> & Corrective Action/Support Plan <i>(if applicable)</i>
1	<p>Part C (Earl Intervention) to Part B Transition (State Performance Plan Indicator #12)</p> <p>Davies is a high school thus, has no Part C to Part B data.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No findings.</p> <p>Regulatory citation: N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan; Record Reviews</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p>
2	<p>IDEA Transition Planning at the Middle Level</p> <p>Davies is a high school thus, has no middle school students.</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No findings.</p>

	<p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	<p>Regulatory Citation: N/a</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p> <p><u>Corrective Action / Support Plans:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>
3	<p>IDEA Transition Planning at the High School Level</p> <p>Transition planning begins when students enter Davies in the 9th grade. Case managers work with students with IEPs to complete transition assessments to inform and drive the IEP development process. There is a transition scope and sequence which case managers use based on individual student needs along with the Transitional Planning Inventory (TPI). Throughout their time at Davies, student's transition planning is an alignment between their transition assessment results IEP goals and career and technical training.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No findings.</p> <p>Regulatory Citation: N/a</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>

4	<p>At the high school, the case manager and the LEA representative are the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>Also included in the process are recommendations by the student and parent/guardian.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No findings.</p> <p>Regulatory Citation: N/a</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p> <p><u>Corrective Action/Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>
5	<p>The case managers facilitate Summary of Performance (SOP) for all students with IEP in the senior year. The case manager works with the student to develop an appropriate plan.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No findings.</p> <p>Regulatory Citation: N/a</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p> <p><u>Corrective Action Plan / Support Plan:</u></p> <p>Timeline: N/a</p>

		<p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>
6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, and transition services. The Davies Career and Technical High School are 100% compliant with the requirements. (State Performance Plan Indicator #13 (20 U.S.C. 1416(a)(3)(A))</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan; Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No findings.</p> <p>Regulatory Citation: N/a</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan; Record Reviews</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>
7	<p>100% 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 78.6% (State Performance Plan Indicator #14)</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No findings.</p> <p>Regulatory Citation: N/a</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews</i></p>

	<p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews</i></p>	<p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>
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