



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

School Support System Report and Support Plan

**Kingston Hill Academy
March 2025**

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.

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**Kingston Hill Academy
School Support System Review**

RIDE Team Leaders

Team A – Susan Wood, Sandra Cambio

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)

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Least Restrictive Environment Data (State Performance Plan Indicator #5 (20 U.S.C. 1416(a)(3)(A)) Based on the FY July 1, 2022-June 30, 2023, State Performance Plan information on Kingston Hill Academy Placement is as follows: The percentage of students educated 80% or more of the time in general education settings is 100% (RI District Average is 71.05%) Percentage of students educated for 39% or less of the time in general education settings is 0% (RI District Average is 12.5%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 5.11%) <u>Documentation:</u> Data Analysis; State Performance Plan	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
2	Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3 (20 U.S.C. 1416 (a)(3)(A)) A. Participation rate for children with IEPs. ELA grade 4: 100% Math grade 4: 100%	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a

	B. Proficiency rate for children with IEPs against grade level academic achievement standards. The number of students with IEPs in grade 4 is too small for public reporting. C. Proficiency rate for children with IEPs against alternate academic achievement standards. No students qualified or participated in the DLM Assessment. D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. ELA grade 4: 55.81% Math grade 4: 52.62% <i><u>Documentation:</u> Data Analysis; State Performance Plan</i>	Timeline: N/a Progress Check: N/a Follow Up Information: N/a
3	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)) Kingston Hill is not disproportionate. <i><u>Documentation:</u> Data Analysis; State Performance Plan</i>	Noncompliance Finding (if applicable): No finding. Regulatory Citation: N/a Corrective Action / Support Plan: N/a Timeline: N/a Progress Check: N/a Follow Up Information: N/a

4	Suspension (State Performance Plan Indicator 4a and 4b (20 U.S.C. 1416(a)(3)(A); 1412(a)(22)) #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 Kingston Hill Academy as no students with IEPs were suspended for greater than 10 days. 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. School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. <i>Documentation: Data Analysis; State Performance Plan</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
5	Multi-tiered System of Support (MTSS) <u>Tier I</u> <u>Academic & Social Emotional Learning/Supports</u> Elementary Level At Kingston Hill Academy (KHA) within the first month of school all students are given benchmark assessments: STAR ELA (Grades 1-5) and MATH (Grades K-5), Lexia (Kindergarten and 1), Acadience Reading (Grades K-5), and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Grades K-5). Classroom teachers complete the Devereux Student Strengths Assessment (DESSA) screener for all students. This data is reviewed during	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a

	Common Planning Time (CPT) with teachers, administration, and special education teachers. Intervention groups are determined based on the data. Whole class deficits are addressed within the classroom via differentiation and curriculum. Middle of the year benchmark assessments occur in January. The same process occurs again with the most recent data, including progress monitoring data from the previous rounds. The MTSS process continues until the last day of school. This data is also used to determine after school tutoring support and summer school recommendations. Kingston Hill Academy does not serve middle or high school level students. <u>Tier II</u> <u>Academic & Social Emotional Learning/Supports</u> Elementary Level Targeted deficits are addressed via research-based interventions during the WINN (What I Need Now) Time block of time. Teachers contact the parents to make them aware that their child was targeted for an intervention, why they were targeted, and what will be done to support their student's progress. The WINN block of time is scheduled 4 out of 5 days a week for a half hour each day. Classroom teachers, specialists, and special education teachers administer the targeted interventions while the teacher assistants provide enrichment opportunities for students who are not in need of intervention. Progress monitoring is compiled bi-weekly at a minimum. Standardized Test for the Assessment of Reading (STAR), DiBELs, Acadience Reading, Mad Minute Math, and Freckle are a few of the progress monitoring tools used. Intervention progress is discussed biweekly at CPT with teachers, special education teachers, and administration. Agenda items include, looking at the data and asking the questions: Is the intervention working? For whom? Why or Why not? Does the progress monitoring tool work as desired? Each intervention round is between 8-9 weeks. At the end of the round during CPT, the progress monitoring data is evaluated to determine if sufficient progress has been made towards the target. CPT team determines if the intervention should continue, cease, be modified or be intensified. Kingston Hill Academy does not serve middle or high school level students.	Progress Check: N/a N/a <u>Follow Up Information:</u>
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	<u>Tier III</u> <u>Academic & Social Emotional Learning/Supports</u> Elementary Level When an increase in intervention is needed, teachers will refer the student to the RTI Interventionist to provide more intensive interventions, typically in pairs or individually. If the student is not responding to the intervention after at least two cycles of intervention delivered with fidelity, the MTSS team will consider a referral for a special education evaluation. Kingston Hill Academy does not serve middle or high school level students. <i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i>	
6	Preschool Continuum The Kingston Hill Academy Charter School does not serve preschool age students as a K-5 elementary school. <i><u>Documentation:</u> Data Analysis; State Performance Plan, Interviews, Observations</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

7	Program Continuum Elementary Level There are 260 students at the elementary level and approximately 50 (19%) have IEPs. The special education program continuum is as follows: Kingston Hill Academy (KHA) provides a continuum of services including speech and language therapy, occupational therapy, physical therapy (when needed), adaptive physical education, counseling, social emotional learning, and special education primarily using an inclusion model per KHA's charter. Services may be provided outside of the general education classroom/setting based on individual student need as determined by the IEP team. Kingston Hill Academy in the past has had a student attending an out of district placement at a RI private special education program. Currently there are no out of district placements. Kingston Hill Academy has provided an alternate placement in a 1:1 self-contained classroom to a student who was exhibiting significantly disruptive and dangerous behavior in the general education classroom and across school settings. When 1:1 support is determined needed by a student's IEP team KHA has provided that support. Kingston Hill Academy currently employs two full time special education teachers, 2 part-time special education teachers, special education TAs, and 1:1 aides. Additionally, each classroom has a teacher assistant. Kingston Hill Academy has also provided an additional TA to provide a lower ratio (3 staff: 20 students) for classrooms that may have a number of students with social, emotional and or academic needs. KHA provides the necessary accommodations and assistive technology as outlined in students' IEPs including FM systems, access to tablets and computers, touch screen Chromebooks, adaptive keyboards, and other identified supports. <i>Documentation: Data Analysis; Record Reviews, Interviews; Observation</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
8	Program Continuum Middle Level Kingston Hill Academy does not serve middle school students. <i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a

		Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
9	Program Continuum High School Level Kingston Hill Academy does not serve high school students. <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
10	Adapted Physical Education (APE) Kingston Hill Academy employs two physical education teachers who are certified in adaptive physical education. Students who qualify receive appropriate APE services based on APE assessments and IEP team recommendations. Students receive individual or small group services in addition to general education physical education classes. The APE teacher	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u>

	completes quarterly progress reports on APE goals for students receiving APE services. <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i>	N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
11	Extended School Year (ESY) Kingston Hill Academy uses an ESY Decision Making Tool to determine if a student qualifies for ESY services. This is reviewed during the annual IEP meeting. Kingston Hill Academy's typical summer school program consists of nine days, three hours a day close to the beginning of the following school year. Special education teachers deliver instruction in the ESY program. When a student qualifies for ESY in a related service area, the appropriate provider delivers the service. IEP goals addressed during the ESY program are determined by the student's IEP team. The IEP team must review data to support the rationale for a student's eligibility. If the IEP determines a need for 1:1 support during ESY services, students who require that support will continue to receive it. <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
12	Local Special Education Advisory Committee (LAC) The LAC is facilitated according to Rhode Island regulatory requirements and meets quarterly.	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a

	<u>Documentation:</u> Data Analysis; Interviews	<u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
13	School Efforts to Partner with Parents (State Performance Plan Indicator #8 (20 U.S.C. 1416(a)(3)(A)) The Kingston Hill Academy's rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (2022-2023) is 82%. 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%. <u>Documentation:</u> Data Analysis; State Performance Plan, Parent/Guardian Interviews	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
14	Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2 (20 U.S.C. 1416 (a)(3)(A))	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a

	Kingston Hill Academy Charter School does not serve high school age students. <i>Documentation: Data Analysis; State Performance Plan, Interviews, Observation</i>	<u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Records of approximately six students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following: No findings. <i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i> <i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i>	<u>Noncompliance Finding (if applicable):</u> <u>Noncompliance Finding:</u> Please note that the detailed list of any record review noncompliance including student names is shared with the LEA at the data analysis meeting. The overview of those findings without student names is shared in this report. Regulatory Citation: N/a

		<i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i> <u>Corrective Action / Support Plan:</u> Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
2	Child Outreach Screening Kingston Hill Academy Charter School does not serve preschool age students. <i>Documentation: Data Analysis; Record Reviews Interviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
3	Child Find (State Performance Plan Indicator #11 (20 U.S.C. 1416(a)(3)(B))) The Kingston Hill Academy Charter School for the year 2022-2023 was at 100% compliance for meeting evaluation timelines for initial referrals. As of 3/28/25, Kingston Hill Academy Charter School was thus far at 100% compliance for meeting evaluation timelines for initial referrals.	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u>

	<i><u>Documentation:</u> State Performance Plan Data; Data Analysis; Record Reviews; Interviews</i>	N/a Timeline: N/a Progress Check: N/a Follow Up Information: N/a
4	Student Accommodations and Modifications The IEP team determines the accommodations and modifications that a student needs at the student's IEP meeting. The student's general education teacher attends the IEP team meeting and contributes to the discussion regarding accommodations and modifications. After each student's annual IEP meeting the special education case manager distributes lists with a description of all accommodations and modifications including assessment accommodations that are outlined in the student's IEP, to all staff who have direct contact with the student, including itinerant teachers. The special education case manager redistributes the accommodations and modifications lists to all staff who have direct contact with the student, including itinerant teachers, at the beginning of every school year as well. The special education teachers meet with each student's new teachers and TAs to ensure they understand the accommodations and modifications. Special education teachers also meet weekly with regular education teachers at common planning time to ensure fidelity with implementation and assist as needed. <i><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</i>	Noncompliance Finding (if applicable): No finding. Regulatory Citation: N/a Corrective Action / Support Plan: N/a Timeline: N/a Progress Check: N/a Follow Up Information: N/a
5	Specific Learning Disabilities Determination (SLD) When determining if a student has a specific learning disability, evaluation and assessment information is gathered from a variety of sources including but not limited to formal evaluations, formative and summative assessment information, progress monitoring data, benchmark assessment data, classroom observation, parent and teacher reports, and outside evaluations where applicable. For any referral where a specific learning disability is	Noncompliance Finding (if applicable): No finding. Regulatory Citation: N/a Corrective Action / Support Plan: N/a

	suspected students are given 2 cycles of intensive intervention. This is accomplished through the school's RTI/MTSS and WINN (What I Need Now) programs. KHA uses universal screening to provide intervention to all students experiencing learning gaps. When a student is referred for special education evaluation, the evaluation team reviews all relevant data to determine if a) the student's achievement on state approved grade level expectations and English language proficiency standards is significantly different than his/her peers and b) that the student is not making sufficient progress to meet age or state approved grade level expectations and English language proficiency standards after receiving evidence based interventions that were delivered with fidelity. Areas that may be assessed to complete the achievement gap and sufficient progress analysis include; oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, math calculation and math problem solving. If the evaluation team determines that there is an achievement gap and insufficient progress after two cycles of intervention in one or more of those areas then the student is identified as having a specific learning disability and in need of specially designed instruction. <i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i>	Timeline: N/a Progress Check: N/a Follow Up Information: N/a
6	Dispute Resolution Information (State Performance Plan Indicators #15: Resolution Sessions (20 U.S.C. 1416(a)(3)(B)), #16: Mediation (20 U.S.C. 1416(a)(3)(B)), Hearings and Complaints) Over the past three years Kingston Hill has no (zero) complaints, mediations, or hearings <i><u>Documentation:</u> Data Analysis, RIDE, Dispute Resolution Data Base</i>	Noncompliance Finding (if applicable): No finding. Regulatory Citation: N/a Corrective Action / Support Plan: N/a Timeline: N/a Progress Check: N/a Follow Up Information: N/a

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3. IDEA TRANSITION

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Part C (Early Intervention) to Part B Transition (State Performance Plan Indicator #12 (20 U.S.C. 1416(a)(3)(B)) The Office of Special Education Programs (OSEP) requires districts to collect Part C to Part B Transition data for all children transitioning to special education from Early Intervention. Indicator 12 is a compliance indicator requiring districts to have 100% of children referred from Part C Early Intervention and found eligible for special education to be in service by their 3rd birthdays. The Kingston Hill Academy Charter School does not serve preschool age students. <i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
2	IDEA Transition Planning at the Middle Level Kingston Hill Academy does not serve middle level students. <i>Documentation: Data Analysis; Interviews; Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a

		Progress Check: N/a Follow Up Information: N/a
3	IDEA Transition Planning at the High School Level Kingston Hill Academy does not serve high school age students. <i>Documentation: Data Analysis; Interviews; Record Reviews</i>	Noncompliance Finding (if applicable): No finding. Regulatory Citation: N/a Corrective Action / Support Plan: N/a Timeline: N/a Progress Check: N/a Follow Up Information: N/a
4	At the high school, the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH) . Kingston Hill Academy does not serve high school age students. <i>Documentation: Data Analysis; Interviews; Record Reviews</i>	Noncompliance Finding (if applicable): No finding. Regulatory Citation: N/a Corrective Action / Support Plan: N/a Timeline: N/a Progress Check: N/a Follow Up Information: N/a

5	The case managers facilitate Summary of Performance (SOP) as appropriate. Kingston Hill Academy does not serve high school age students. <i>Documentation: Data Analysis; Interviews; Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
6	Kingston Hill Academy does not serve high school age students. 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(n/a). (State Performance Plan Indicator #13 (20 U.S.C. 1416(a)(3)(B)) <i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
7	Kingston Hill Academy does not serve high school age students. 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	<u>Noncompliance Finding (if applicable):</u> Regulatory Citation: N/a This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.

	average was N/a (State Performance Plan Indicator #14 (20 U.S.C. 1416(a)(3)(B)) <u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews	<u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews <u>Corrective Action / Support Plan:</u> Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
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