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

School Support System Report and Support Plan

Cumberland Public Schools
March 2021

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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 the 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 sample of approximately 20 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers, and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.

▪ **Presentation by the LEA and School Site Review**: The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on the delivery of programs and services to students. Following this presentation, on-site reviews of all schools are made. The team embers 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:
  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 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 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: Indictors, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and timelines to improve programs and services.

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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 the 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	**Least Restrictive Environment Data (State Performance Plan Indicator #5)** Based on the FY July 1, 201 – June 30, 2019 State Performance Plan information on Cumberland School Department Placement is as follows: The percentage of students educated 80 to 100% of the time in general education settings is **71.48%** (RI District Average is 70.22%) Percentage of students educated for less than 40% of the time in general education settings is **10.53%** (RI District Average is 12.5%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools are **3.06%** (RI District Average is 4.62%) *Documentation: Data Analysis State Performance Plan*	

Result	2	**Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3):**
		
		    B. Participation rate for children with IEPs **99.10%.**
		    C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards **15.81%** [Note: State has individual grade and content area targets (ELA 33% Math 27%). State target is the average target across grades and content areas. District target is the average percentage of students proficient across content areas (**ELA 56% Math 50%).]**
		
		Documentation: Data Analysis; State Performance Plan
		
		        SEE APPENDIX A, B, C, D	

Result	3	**Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u>** **Elementary Level** Tier I supports are provided as part of the common core curriculum with differentiated instruction. Universal screening tools, STAR, Aimsweb, and/or IXL diagnostic are consistently utilized to identify areas of reading and math weakness. Tier II/III supports	Cumberland will review and refine its MTSS policies, procedures, and practices for both academic and social-emotional interventions as warranted.

		are provided within the classroom as well as by reading and math interventionists in a predominantly pull-out model. Students must meet specific benchmark cut-off scores in at least 2 data points to be discontinued from intervention services.	**Timeline**: Ongoing
			Progress Check: January 2022
		Middle-Level Tier I supports is provided as part of the common core curriculum with differentiated instruction. Universal screening tools STAR, and/or IXL diagnostic in conjunction with RICAS and classroom performance are consistently utilized to identify areas of reading and math weakness. Tier II/III supports are provided within the classroom as well as by reading and math interventionists in a pull-out model as well as in an Essentials supplementary class. Students must meet specific benchmark cut-off scores in at least 2 data points to be discontinued from intervention services.	**FOLLOW-UP FINDINGS:** Cumberland has added Tier II/III Support Classes (Essential Classes), as well as Tier III classes (Foundational Classes) to both the middle schools and high school program of studies to provide additional interventions for reading and math.
		High School Level Tier I supports are provided as part of the common core curriculum with differentiated instruction. IXL diagnostic in a combination of grades and RICAS scores are utilized to identify areas of weakness. Tier II/III supports are provided within the classroom as well as by reading interventionists in a pull-out model as well as in an Essentials or Foundations supplementary class.	
		Documentation: Data Analysis; State Performance Plan	
		SEE APPENDIX E, F, G, H	
Result	4	**SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)** Cumberland Public Schools is not disproportionate. *Documentation: Data Analysis; State Performance Plan*	
Result	5	**Suspension (State Performance Plan Indicator #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 did not apply to the Cumberland Public Schools 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 the the the	

		the 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. _Documentation: Data Analysis; State Performance Plan_	
Result	6	**Multi-tiered System of Support (MTSS)/Social-Emotional Supports/Social-Emotional Resources/Positive Behavioral Supports** Within each school there is a Targeted Team that meets weekly to support students that are at risk or in need of intense or individualized interventions. The Target team, made up of administrators, mental health professionals, district behavior specialists, and other specialized support staff within individual schools, analyzes data to identify which students require additional social, emotional, behavioral, and academic support. When students are identified as needing targeted support, teams systematically begin the process of intervening. The following are critical features and interventions used to support students who are considered at risk or in need of intensive individualized support: Functional Perspective; Visual Supports; Check In Check Out; Check and Connect; Social Skills Instruction; Scheduled Movement Breaks; Occupational Therapy/Sensory Supports; Interventions Based on Function of Behavior; Functional Behavioral Assessment; Behavior Intervention Plans; Safety Care De-escalation strategies; Wrap Around Supports. Individual PBIS plans at the Secondary Prevention level involve a simple assessment to identify the function a problem behavior serves and a support plan comprised of individualized, assessment-based intervention strategies that include a range of options such as (1) teaching the student to use new skills as a replacement for problem behaviors, (2) rearranging the environment so that problems can be prevented and desirable behaviors can be encouraged, and (3) monitoring, evaluating, and reassessing this simple plan over time. **School Removals/Disciplinary Policies**. Throughout the district, behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. Documentation: Interviews, Data Review	Cumberland will review and refine its MTSS policies, procedures, and practices for the academic and social-emotional interventions as warranted. **Timeline**: Ongoing **Progress Check:** January 2022 **FOLLOW-UP FINDINGS:** Cumberland has added an additional tool to screen all students for social and emotional difficulties (PULSE). This will be used in conjunction with the district TARGET team to identify additional students requiring Tier II and Tier III interventions. Counseling lessons will be tailored by grade, class, and/or individual need. Cumberland has reviewed policies, procedures, and staffing, and for the school year 2022-2023 has proposed changes to the structure of the middle school and high school administration and student management. In addition, an additional social-emotional support program will be added to the high school.

Result	7	**Preschool Continuum**	

There are 111 students at the Preschool Center located within Ashton Elementary School and approximately 70 have IEPs. The special education program continuum is as follows:

- ● Community preschool programs with walk-in related services
- ● Individual and Small group related services
- ● Integrated preschool classrooms with community peers
- ● Direct Instruction- Intensive services

- ● 1 Preschool Coordinator, 5 Preschool Teachers, 5.5 Paraprofessionals

The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.

The district is currently reviewing preschools curricular materials that are aligned to the kindergarten curriculum in order to more thoroughly prepare students. The district has considered applying to have a state general education preschool, however the current square footage would only allow 15 students and the requirement is a minimum of 18. This will be reconsidered once the new preschool facility is completed. In school year 2021-2022, the district will be adding registered.

Indicator #6
A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was **59.8%.**

B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was **9.78%**

State Performance Plan Indicator #7

Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:

- ▪ Positive social-emotional skills (including social relationships); **80.60**%

		▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); **90.90**% and ▪ Use of appropriate behaviors to meet their needs **85.20**% **Statement 2.** The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were: ▪ Positive social-emotional skills (including social relationships); 51.40% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); **48.60**% and ▪ Use of appropriate behaviors to meet their needs **57.10**% *Documentation: Data Analysis; State Performance Plan*	

Result	8	**Program Continuum Elementary Level**
		There are **1975** students at the elementary level and approximately **289** have IEPs **(15%).** The special education program continuum is as follows:
		
		● Related Services
		● Co-Taught Instruction
		● Instructional Support
		● Specialized Programs
		  ▪ 2 Support Programs for Students with Intellectual Disabilities/Significant Developmental Delays
		  ▪ 5 Developmental Delay Support Programs
		  ▪ 2 Social-Emotional Support Programs
		● 1 Elementary Coordinator, 22 Teachers, 31 Paraprofessionals
		
		Documentation: Data Analysis; Interviews; Observation
		
		SEE APPENDIX I	

Result	9	**Program Continuum Middle Level**
		There are **1088** students attending JLMMS and NCMS Middle School, **189** are students with IEPs' **(17%).** The special education program continuum is as follows:
		● Related Services
		● Co-Taught Instruction
		● Instructional Support
		● Specialized Programs
		  ▪ 2 Programs for Students with Intellectual Disabilities/Significant Developmental Delays
		  ▪ 2 Developmental Delay Support Program (add one next year)	

		▪ 2 Social-Emotional Support Program ● 1 Middle School Coordinator, 14 Teachers,11 Paraprofessionals *Documentation: Data Analysis; Interviews; Observations* **SEE APPENDIX I**	

Result in	10	**Program Continuum High School Level**
		
		At Cumberland High School there are approx. **1454** and **199** have IEPs **(14%)**. The program continuum is as follows:
		● Related Services
		● Co-Taught Instruction
		● Instructional Support
		● Specialized Programs
		    ▪ 3 Programs for Students with Intellectual Disabilities/Significant Developmental Delays
		    ▪ 1 Transition Program
		    ▪ 2 Developmental Delay Program
		    ▪ 1 Social-Emotional Support Program
		    ▪ 1 Program to support re-engagement of students who have failed a grade or have significant attendance issues
		● 1 High School Coordinator, 18 Teachers, 20 Paraprofessionals, 2 Job Coaches
		
		Documentation: Data Analysis; Interviews; Observation
		
		SEE APPENDIX I	

Result	11	**Adaptive Physical Education (APE)**
		● There are 84 students out of the 747 students in special education who receive adaptive physical education (PE) services (11%). The service continuum is as follows:
		    ● Co-teaching within a general PE class
		    ● Small group or individual instruction within the general PE class
		    ● Small group or individual instruction in a separate location
		Services typically include pre-teaching and re-teaching of foundational skills for implementation in the general PE class and generalization in school and community activities.
		
		Documentation: Data Analysis; Interviews; Observation	

Result	12	**Extended School Year (ESY)**	

		In the Summer of 2019, the district had 237 students participate in ESY, and in the Summer of 2020 had 183 students participating in the extended school year services. The program continuum is as follows: ● Related Services by appointment ● Academic support in reading, writing, and or math ● Continuation of a Specialized Program of Services ● Transition Services, including community work experiences ● Credit remediation | ESY Year	Total Students Referred	Total Students Attended
2019	282	237
2020	307	183	 *Documentation*: Data Analysis; Interviews	
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Result	13	**Local Special Education Advisory Committee (LAC)** The local advisory committee meets by Rhode Island regulatory requirements. A current focus of SELAC is to increase membership and communication about the resources that the SELAC can provide. An increase in membership has been seen via the Zoom meeting platform during COVID as well as an increase in Facebook activity. *Documentation*: Data Analysis; Interviews	
Result	14	**School Efforts to Partner with Parents (State Performance Plan Indicator #8)** The Cumberland Public School's rate of parent participation in the annual Special Education Statewide Parent Survey (2019-2020) is 15% of parents whose children have IEPs. Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 28%. *Documentation*: Data Analysis; State Performance Plan	

Indicator			Findings
Result	16		**Drop Out / Graduation Rate (State Performance Plan Indicators #1 and #2)** The Cumberland School Department graduation rate is **86.8%** for all students and **66%** for students with disabilities. These rates approximate the state average rates of 84.12%for all students and 62.98% for students with disabilities. The Cumberland School Department dropout rate is **6.9%** for all students and **18.0%** for students with disabilities. These rates approximate the state average rates of 7.42 for all students and 13.47% for students with disabilities. *Documentation: Data Analysis; State Performance Plan*

2.   EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator			Findings	Support Plan
Result	1		Records of approximately five students were reviewed before the on-site review by the team leaders. Students' records were very accessible and well organized. There were no outstanding compliance issues. *(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs, and Educational Placements)* *Documentation: Data Analysis; Interviews*	Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community, and Academic Support, so that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.
Result	2		**Child Outreach** The Cumberland School Department child outreach screenings are available in a range of community-based early childhood programs and by appointment from September through June. The preschool coordinator provides ● Child Outreach screenings ● Transition meetings from early intervention ● IDEA eligibility ● Coordination of preschool programs ● Training and implementation of RI Early Learning Standards The state target for screening is 80% of children ages 3, 4, and 5. The district reported the following screening percentages for the 2018-2019 year:	

		● 3-year-olds: **10.82%** ● 4-year-olds: **45.21%** ● 5-year-olds: **64.63%** *Documentation: State Performance Plan; Data Interviews*	
Result	3	**Child Find (State Performance Plan Indicator #11)** Cumberland School Department for the 2018-2019 year was in 100% compliance for meeting evaluation timelines for initial referrals. As of March 2021 the Cumberland Public Schools was thus far at 100% compliance with meeting evaluation timelines for initial referrals. *Documentation: State Performance Plan Data*	
Result	4	**Student Accommodations and Modifications** Case managers provide a copy of a student's accommodations and modifications to each teacher, including itinerants, that provide a service to the student. This information is shared via a shared document and /or through an electronic portal (ASPEN) that alerts and provides all teachers access to the accommodation and modification indicated on the supplementary aides and services page of the IEP. All teachers are instructed to follow the team recommendations and encouraged to request an IEP team review if accommodation and/or modification is not being accessed or no longer appears to be applicable. *Documentation: Data Analysis; Interviews; Document Reviews*	
Result	5	**Specific Learning Disabilities Determination (SLD)** The district consistently utilizes response to intervention data as a significant part of a comprehensive evaluation in determining a specific learning disability. Achievement gap and rate of educational progress is reviewed by the team and compared to same-age peers. Other factors such as school attendance, participation in appropriate instruction, English language learner support, as well as health factors are considered as part of the team decision. The supplemental IID form is used for every eligibility determination team report. As of December 2020, there **196** students out of the total	

		747 (26%) students eligible for special education that carry the designation of a specific learning disability. *Documentation: Interviews; Record Review* **SEE APPENDIX J**	
Result	6	**Due Process Information (State Performance Plan Indicators)** Over the past three years Cumberland has had the following complaints, mediations, or hearings **COMPLAINTS** FY 2018-2019 # of Complaints: No complaints during this period FY 2019-2020 # of Complaints: No complaints during this period FY 2020-2021 # of Complaints: No complaints during this period *MEDIATIONS* **FY 2018-2019** # of Mediations: No mediations during this period FY 2019-2020 # of Mediations: 2 mediations during this period	

	ISSUE(S)	RESULT
Mediation #1	Eligibility	Parties Never Met
Mediation #2	Placement	Agreement

FY 2020-2021
# of Mediations: No mediations during this period

HEARINGS

FY 2018-2019
# of Hearings: 1 hearing during this period

	ISSUE(S)	FINDING(S)
Hearing #1	Restrictive Placement/FAPE	Decision

FY 2019-2020
# of Hearings: No hearings during this period

FY 2020-2021
# of Hearings: No hearings during this period

Documentation: Data Analysis, RIDE, Due Process Data Base

3.   IDEA TRANSITION

| Indicator		Findings	Support Plan
Result	1	**Part C to Part B Transition (Indicator #12)** The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EL referrals is maintained, and upcoming birthdates are monitored to ensure that meetings are scheduled promptly. Last year's consolidated resource plan (CRP) indicated that the district achieved **100%** compliance and that all 10 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday. **62** students were referred **12** were determined to be not eligible **42** were determined eligible and had IEP developed and implemented by their 3rd birthday	

		9 were delayed due to turning three during a period of school closing. *Documentation: Data Analysis; Interviews; State Performance Plan*	
Result	2	**IDEA Transition Planning at the Middle Level** At the beginning of the year, both middle schools have a transition day for students in grades 6-8. Students are placed into groups and are asked to fill out transition assessments to gather information in regards to their interests and preferences. This information is then used to develop their IEP's. Students are encouraged to develop a power point of their interest to present in their IEP. All students that are potentially eligible for BDDDH services have a completed MAPS assessment and Career Development Plan before the end of their 14th year. *Documentation: Data Analysis; Interviews; Record Reviews*	
Result	3	**IDEA Transition Planning at the High School Level** School counselors work with students to choose courses that not only meet graduation requirements, but also allow them to explore courses that may lend themselves to careers. Students complete 3-4 transition assessments each year according to a schedule that the department created. IEP transition activities include: ● Job exploration ● CTE pathways ● Transition academies ● Job interviews and tours ● Career fairs ● College fairs All students that are potentially eligible for BDDDH services have a completed MAPS assessment and Career Development Plan *Documentation:* Document review, interviews	
Result	4	At the high school, the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). Teams discuss ORS at each IEP meeting. Generally, in 9th grade, it is more of an introduction. When students are 16-17 years old, a referral to ORS is recommended. Concerning BHDDH, RIPIN will generally	

		attend a meeting at 16 to introduce BHDDH services and provide a packet of information. The district encourages and offers assistance in the completion of the packet. Once the application is completed, it is given to the transition coordinator who sends the paperwork to the special services office to be sent out with the requested documentation. Once ORS receives it, they connect with the transition coordinator to set up meetings with the students. Once the student has met with the ORS counselor and a vendor has been decided on, the transition coordinator sets up the connection between the vendor, the student, and their parents. The transition coordinator assists the vendor in any way needed i.e. setting up meetings during the school day, reminding students of meetings, etc. *Documentation: Interviews; Document Review*	
Result	5	**Summary of Performance (SOP)** is facilitated by the case manager of the senior students. They prepare the summary of performance and compile and any other documentation. *Documentation: Interviews; Document Review*	
Result	6	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 Cumberland School Department is **100%** compliant with the requirements. **(State Performance Plan Indicator #13)** *Documentation: Interviews; Document Review*	
Result	7	**84.8%** 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 **87.0% (State Performance Plan Indicator #14)** *Documentation: Interviews; Document Review*	

RICAS Comparison of Cumberland to State
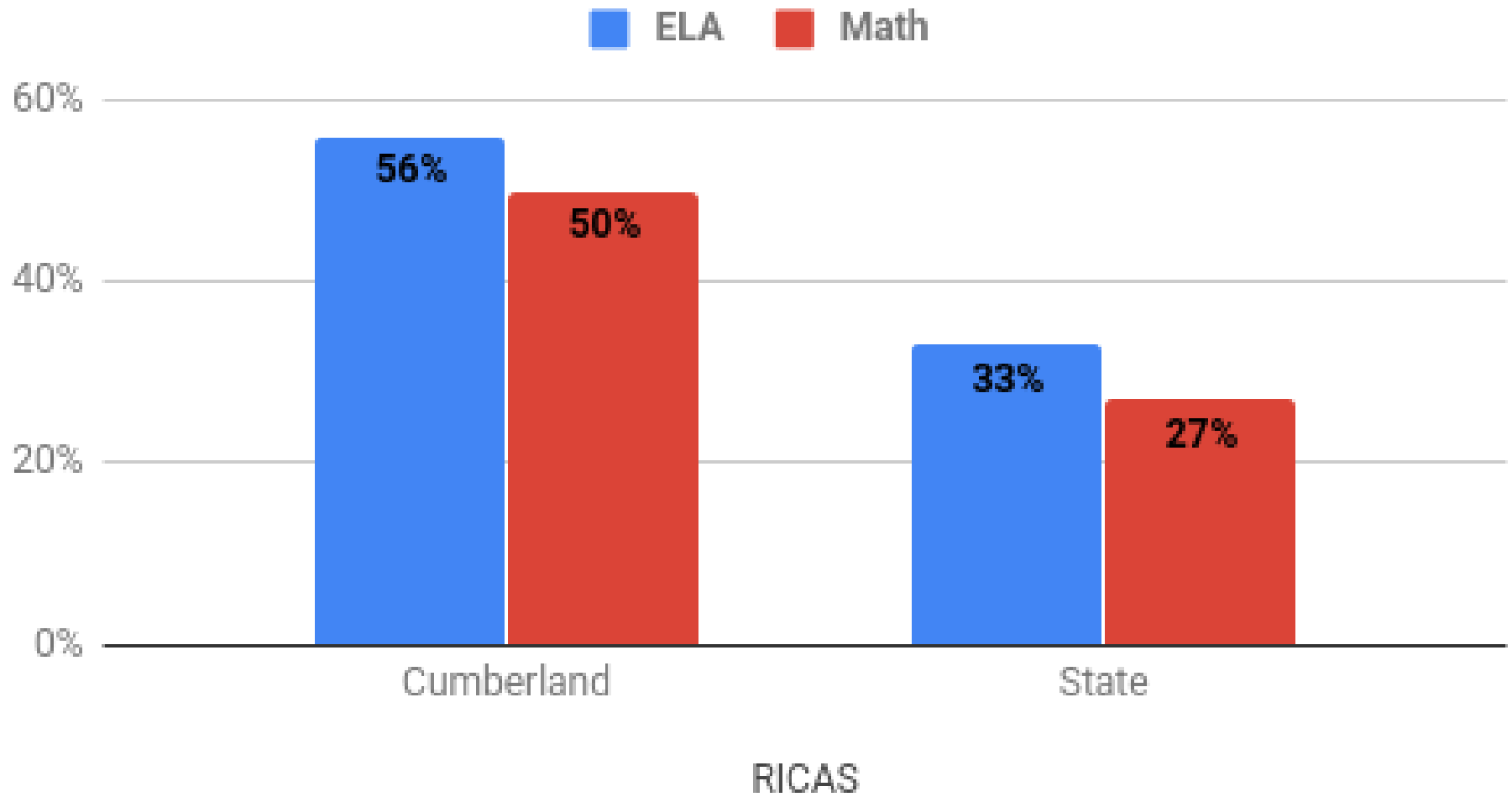
Appendix B

District Special Ed Data - ELA by School

	Not Meeting	Partially Met	Met	Exceeding
Ashton 22 Students	9%	68%	23%	0%
BF Norton 34 Students	24%	68%	9%	0%
Community 27 Students	19%	48%	30%	4%
Garvin 26 Students	27%	69%	4%	0%
CHill 37 Students	41%	49%	11%	0%
McCourt 69 Students	43%	52%	4%	0%
NCMS 75 Students	47%	45%	8%	0%

Appendix C

District Special Ed Data - MATH by School

	Not Meeting	Partially Met	Met	Exceeding
Ashton 22 Students	14%	55%	32%	0%
BF Norton 35 Students	40%	60%	0%	0%
Community 27 Students	19%	59%	19%	4%
Garvin 26 Students	46%	64%	0%	0%
CHill 38 Students	53%	37%	11%	0%
McCourt 68 Students	37%	59%	4%	0%
NCMS 75 Students	45%	43%	12%	0%

Appendix D

District Special Ed/Non-Special Ed Comparison

	ELA Did Not Meet	ELA Partially Meeting	ELA Meeting	ELA Exceeding
Special Ed.	35.4%	54.1%	10.2%	0.3%
Non Special Ed	1.8%	34.9%	53.9%	9.4%

	MATH Did Not Meet	MATH Partially Meeting	MATH Meeting	MATH Exceeding
Special Ed.	39.2%	51.0%	9.5%	0.3%
Non Special Ed	3.0%	40.7%	50.9%	5.5%

Appendix E

Matching Students to Appropriate Levels of RTI Instruction/Intervention

TIER DESCRIPTION	DATA PROFILE	LEVEL OF STUDENT SUPPORT (WIN Block)	RATIONALE
Tier 1- Classroom Core Instruction	Data profile from screening tools (i.e.- STAR, AIMSWeb, Tier 1 Common Assessment Outcomes, report cards, mid and end-of-module assessments) shows students to be performing in the no-risk range according to benchmarks (Green). State tests, if available, indicate students academic skills meet or exceed expectations.	Enrichment/Extension Activities	This student has the essential skills to be successful with core instruction.
Tier 2A -Classroom based intervention Suggested groupings: **Grades 4-5** 490-499 on state test **Grades K-3** students falling in "on watch" range	Data profile from screening tools (i.e.- STAR, AIMSWeb, Tier 1 Common Assessment Outcomes, report cards, mid and end-of-module assessments) shows students falls within the "some risk" range - but fell below the benchmark by only a small margin (Blue-On Watch). State tests, if available, indicate student has only minor academic delays and meets expectations.	Because the student's academic delays are only "emerging," intervention support can be given at the less-intensive end of the Tier 2 continuum by the **classroom teacher** during the intervention block. **(**Gr.K-1) When planning instruction, consideration should be given to AIMSweb data in conjunction with needs identified by all available sources of data. (Gr.2-3) When planning instruction, consideration should be given to STAR data in conjunction with needs identified by all available sources of data. (Gr.4-5) When planning instruction, consideration should be given to	This student has only minor academic delays that can be adequately addressed through classroom interventions delivered during core or intervention block whole class and/or small group based on need.. The frequency and intensity of instruction is relative to student need.

		standardized test results, if available, in addition to all other sources of data.	
Tier 2(A)- Research-based supplemental Intervention Suggested groupings: **Grades 4-5** 480-489 on state test **K-3** students falling in higher end of "some risk" range	Data profile from screening tools (i.e.- STAR, AIMSWeb, Tier 1 Common Assessment Outcomes, report cards, mid and end-of-module assessments) show student falls within the "some risk" range (High Yellow/Low Blue). There is an emerging gap between the student's actual performance and expected performance. The data indicates that skill gaps are mild-to-moderate and that the student needs additional, supplemental Tier 2 intervention to "fill in" missing skills.	Because the student's academic delays are only "emerging," intervention support can be given at the less-intensive end of the Tier 2 continuum by the classroom teacher during intervention block. Instruction should be targeted to specific area of need. (Gr.K-1) When planning instruction, consideration should be given to AIMSweb data in conjunction with needs identified by all available sources of data. (Gr.2-3) When planning instruction, consideration should be given to STAR data in conjunction with needs identified by all available sources of data. (Gr.4-5) When planning instruction, consideration should be given to standardized test results, if available, in addition to all other sources of data. Consider the answers to the following questions: What will I teach? What is driving that decision?	This student has academic delays that suggest he/she needs intervention that supplements core instruction. Because these academic deficits are mild to moderate, student would benefit from less-intensive Tier 2 intervention services delivered by the classroom teacher during core and small group targeted interventions during WIN, based on need. The frequency and intensity of instruction is relative to student need.
Tier 2(B)- Research-based supplemental Intervention Suggested groupings: **Grades 4-5** 470-479 on state test	Data profile from screening tools (i.e.- STAR, AIMSWeb, Tier 1 Common Assessment Outcomes, report cards, mid and end-of-module assessments) shows student falls within the "some risk" range (Low Yellow). There is a significant gap between the student's actual performance and expected performance. State tests, if available,	Because the student's academic delays are significant, intervention support should include a research based approach that is more prescriptive based on student needs. Instruction should be given at the more-intensive end of the Tier 2 continuum by an interventionist during intervention block.	This student has academic delays that suggest he/she needs intervention that supplements core instruction. Because these academic deficits are significant, the student would benefit from more intensive Tier 2 intervention services delivered by the interventionist.

K-3 students falling in lower end of "some risk" range	indicate student partially meets expectations. The data indicates that skill gaps are moderate-or-higher and that student needs additional, supplemental Tier 2 intervention to "fill in" missing skills.	(Gr.K-1) When planning instruction, consideration should be given to AIMSweb data in conjunction with needs identified by all available sources of data. (Gr.2-3) When planning instruction, consideration should be given to STAR data in conjunction with needs identified by all available sources of data. (Gr.4-5) When planning instruction, consideration should be given to standardized test results, if available, in addition to all other sources of data. Consider the answers to the following questions: What will I teach? What is driving that decision?	The frequency and intensity of instruction is relative to student need.
Tier 3: Intensive Intervention Suggested groupings: **Grades 4-5** 440-469 on state test **K-3** students falling within the "at risk" and/or "not meeting expectations" range	Data profile from screening tools (i.e.- STAR, AIMSWeb, Tier 1 Common Assessment Outcomes, report cards, mid and end-of-module assessments) and state test results show the student falls within the "at risk" range (Red and Not Meeting the Expectations). There is a large gap between the student's actual performance and expected performance. The data indicates that skill gaps are severe and that student needs additional, supplemental Tier 3 intervention to "fill in" missing skills.	Because the student has severe academic delays, intervention support should be sufficiently intensive to address serious skill deficits, delivered by a special educator and/or an interventionist.Consider the answers to the following questions: What will I teach? What is driving that decision	This student has serious academic delays that suggest he/she needs intervention that supplements core instruction. Because these academic deficits are severe, the student would benefit from intensive Tier 3 intervention services delivered by a special educator and/or an interventionist. The frequency and intensity of instruction is relative to student need.

Appendix F

DISTRICT ELA SCREENING DATA 2018-2019

	Number of Students Intensive (0-10%) FALL	Number of Students Intensive (0-10%) WINTER	Number of Students Intensive (0-10%) SPRING	Number of Students Strategic (11-25%) FALL	Number of Students Strategic (11-25%) WINTER	Number of Students Strategic (11-25%) SPRING	Number of Students On Watch (26-29%) FALL	Number of Students on Watch (26-29%) WINTER	Number of Students on Watch (26-29%) SPRING	Number of Students Benchmark (30th%+) FALL	Number of Students Benchmark (30th%+) WINTER	Number of Students Benchmark (30th%+) SPRING
Kindergarten	46	21	12	61	41	40	14	19	14	185	235	252
First Grade	50	25	28	48	33	37	4	9	12	229	263	244
	Number of Students Intensive (0-10%)			Number of Students Strategic (11-25%)	WINTER	SPRING	Number of Students On Watch (26-39%)	WINTER	SPRING	Number of Students Benchmark (40th%+)	WINTER	SPRING
Second Grade	47	29	25	39	28	18	42	28	32	213	266	276
Third Grade	33	13	16	35	22	12	46	32	39	199	247	246
Fourth Grade	32	15	21	31	25	24	53	46	35	224	254	260
Fifth Grade	23	20	13	32	32	34	46	45	44	241	243	248
Sixth Grade	29	19	19	62	45	48	51	49	55	225	248	238
Seventh Grade	26	26	23	45	31	23	41	46	55	237	235	239
Eighth Grade	24	20	20	45	37	47	54	67	56	247	240	241

Appendix G

DISTRICT MATH SCREENING DATA 2018-2019

	Number of Students Intensive (0-10%) FALL	WINTER	SPRING	Number of Students Strategic (11-25%) FALL	WINTER	SPRING	Number of Students On Watch (26-29%) FALL	WINTER	SPRING	Number of Students Benchmark (30th%+) FALL	WINTER	SPRING
Kindergarten	32	11	6	42	23	23	27	19	6	207	250	285
First Grade	22	13	13	47	29	12	15	6	11	246	276	285
	Number of Students Intensive (0-10%)	WINTER	SPRING	Number of Students Strategic (11-25%)	WINTER	SPRING	Number of Students On Watch (26-39%)	WINTER	SPRING	Number of Students Benchmark (40th%+)	WINTER	SPRING
Second Grade	17	4	8	43	18	14	62	34	20	221	296	310
Third Grade	11	3	3	17	3	11	23	16	15	266	292	285
Fourth Grade	18	7	8	16	19	14	42	25	19	268	290	301
Fifth Grade	8	6	6	19	12	16	42	24	24	273	297	293
Sixth Grade	16	5	11	39	24	16	22	38	43	291	296	289
Seventh Grade	13	14	13	26	13	19	27	27	32	284	287	277
Eighth Grade	15	7	9	27	21	20	35	37	37	292	301	297

Appendix H

DISTRICT ELA SCREENING DATA 2018-2019

Total Number of Students FALL	Total Number of Students WINTER	Total Number of Students SPRING	Percent meeting proficiency FALL	Percent meeting proficiency WINTER	Percent meeting proficiency SPRING
306	316	318	60%	74%	79%
331	330	321	69%	80%	76%
342	351	351	62%	76%	79%
313	314	313	64%	79%	79%
340	340	340	66%	75%	76%
342	340	339	70%	71%	73%
367	361	360	61%	69%	66%
349	338	340	68%	70%	70%
370	364	364	67%	66%	66%
			65%	**73%**	**74%**

DISTRICT MATH SCREENING DATA 2018-2019

Total Number of Students FALL	Total Number of Students WINTER	Total Number of Students SPRING	Percent meeting proficiency FALL	Percent Meeting proficiency WINTER	Percent Meeting proficiency SPRING
308	303	320	67%	83%	89%
330	324	321	75%	85%	89%
343	352	352	64%	84%	88%
317	314	314	84%	93%	91%
344	341	342	78%	85%	88%
342	339	338	80%	88%	87%
368	363	359	79%	82%	81%
350	341	341	81%	84%	81%

369	366	363	79%	82%	82%
			76%	85%	86%

APPENDIX I

School	# of Students	# of Students with IEP	%
Preschool Center	111	70	63%
Total Preschool	111	70	63%
Ashton	275	28	10%
BF Norton	322	59	18%
Community	634	73	12%
Cumberland Hill	376	70	19%
Garvin	368	59	16%
Total Elementary	1975	289	15%
McCourt	453	89	20%
NCMS	635	100	16%
Total Middle School	1088	189	17%
CHS	1454	199	14%
Total High School	1454	199	14%
District Totals	4628	747	16%

APPENDIX J

Disability Name	Autism Spectrum Disorder	Developmental Delay	Deafness	Emotional Disability	Hearing Impairment	Otherwise Health Impaired	Intellectual Disability	Learning Disability	Multiple Disability	Speech/ Language	Traumatic Brain Injury	Total Students
# of Students	121	79	2	55	2	84	32	196	35	135	2	743

Counts by Disability 12/1/2020