



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

School Support System Report and Support Plan

**Nowell Leadership Academy
August 2019**

SCHOOL SUPPORT SYSTEM A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting**: The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.

- **Data Analysis Meeting**: The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a 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 delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.

- **The Support Plan**: The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.

- **The SSS Report**: The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

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**Nowell Leadership Academy
School Support System Review**

Record Review Team Leaders

Team A – Susan Wood, Sandra Cambio Gregoire

The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)

Indicator	Findings	Support Plan
Result	<p>1 Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2018 – June 30, 2019 State Performance Plan information on Nowell Leadership Academy Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 100% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% 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>	
Result	<p>2 Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>B. Participation rate for children with IEPs 100%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards NA% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (NA%).] Data cannot be reported because the cell size is smaller than the State’s minimum for reporting</p>	

		<u>Documentation: Data Analysis; State Performance Plan</u>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Nowell Charter School serves pregnant and parenting youth who typically are over aged and under credited.</p> <p>MTSS brings all of Nowell’s supports together within one integrated continuum of supports. This combines academic support from classroom teachers as well as interventionists alongside supports of Nowell’s wraparound team. In this way, all supports are in one system and no support stands alone. Nowell’s universal supports are core to the program for all of Nowell’s leaders. In addition to universal supports, Nowell has targeted (Tier 2) and intensive (Tier 3) supports provided to leaders identified through MTSS. Nowell believes that through this robust layered system no student is left out. The MTSS leadership team includes: Principal, Director of Student Services, Dean of Students, Director of Wraparound, Social Worker, and Intervention team leader.</p> <p>Tier 1 The academic model is tailored to meet the student’s specific needs with robust Tier 1 supports. Nowell does this in several ways. Nowell has implemented a program called Reading is Lit. Every core teacher (except for math) does a reading ‘checkpoint’ with students each day. This checkpoint is a place for students to practice one of the following cognitive skills; theme/central idea, point of view/purpose. The check point requires the use of one student text reading option utilizing one of the Super Seven Strategies. At the end of a project cycle (6-8 weeks) students are required to complete an on-demand reading and writing common assessment that is scored against the cognitive skills rubric on those two cognitive skills. Nowell meets each quarter and look at the data as a team to do a root cause analysis where Nowell analyzes the data and make adjustments as needed.</p> <p>Tier 2 All leaders are screened using NWEA MAP assessment upon enrollment. This is a universal screener for math and reading. Any student who scores below the 20th percentile in the ELA portion is placed in a reading intervention class using READ 180 curriculum. Any student who scores below the 20th percentile</p>	:

		<p>in math in placed in the appropriate math class in conjunction with an additional math lab that focuses on filling gaps while maintaining grade level curriculum. In addition to this targeted support, Nowell utilizes Wednesday math and ELA workshops. Students are placed in a workshop based on need and are monitored for improvement. Nowell utilizes Khan Academy Mappers which creates personalized study playlists from their NWEA Map growth scores for math. In addition to these screenings, the MTSS team meets bi-weekly and does root cause analysis by analyzing the data from the learning platform to develop a targeted support plan for those students identified as not making adequate progress or recommended by a classroom teacher through the MTSS form. For these leaders, Nowell makes a plan, assign support roles, determine how Nowell will define success and collect data. After a few weeks and cycles the MTSS team makes a determination for Tier 3 supports.</p> <p><i>Tier 3</i> The MTSS team meets bi-weekly to discuss student progress toward goals and determine whether to exit from next cycle or intensify support. Learners failing to meet goals or make progress through multiple cycles are given an expanded intervention, created with the support of special education teacher. Depending on the outcome of this more intensive intervention, a student may be considered for possible special education referral.</p> <p><u><i>Documentation: Data Analysis; State Performance Plan</i></u></p>	
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>Nowell is not disproportionate.</p> <p><u><i>Documentation: Data Analysis; State Performance Plan</i></u></p>	
Result	5	<p>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 was not applicable for the Nowell Charter 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><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	<p>6 <u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>MTSS brings all of Nowell’s supports together within one integrated continuum of supports. This combines academic support from classroom teachers as well as interventionists alongside supports of Nowell’s wraparound team. In this way, all of the supports are in one system and no support stands alone. Nowell’s universal supports are core to the program for all of Nowell’s leaders. In addition to universal supports, Nowell has targeted (Tier 2) and intensive (Tier 3) supports provided to leaders identified through MTSS. Nowell believes that through this robust layered system no student is left out. The MTSS leadership team includes: Principal, Director of Student Services, Dean of Students, Director of Wraparound, Social Worker, and Intervention team leader.</p> <p>Tier 1 Most of Nowell students arrive with considerable adult responsibilities and/or past trauma due to socio-economic status and other extenuating circumstances so a model must be tailored to meet this specific need with robust Tier 1 supports. Nowell does this in several ways. Nowell has implemented a Wraparound Team to address social/emotional needs of the students. Nowell meets each week and look at the data as a team to do a root cause analysis where Nowell analyzes the data and make plans as needed.</p> <p>Tier 2 All leaders have access to the school social worker and school nurse. Support plans are put in place as appropriate, reviewed every six to eight weeks and revised or exited as appropriate.</p>	

		<p>Tier 3 The MTSS team meets bi-weekly to discuss student progress toward goals and determine whether to exit from next cycle or intensify support. Leaders failing to meet goals or make progress through multiple cycles are given an expanded intervention, created with the support of special education teacher. Depending on the outcome of this more intensive intervention, a student may be considered for possible Special Education referral.</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><u>Documentation:</u> <i>Data Analysis</i></p>	
Result	7	<p>Preschool Continuum</p> <p>Nowell does not serve preschool age students.</p> <p>Indicator #6 State Performance Plan Indicator #7</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
	8	<p>Program Continuum Elementary Level</p> <p>Nowell does not serve elementary age students.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
	9	<p>Program Continuum Middle Level</p>	

		<p>Nowell does not serve middle level students.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observations</i></p>	
Result	10	<p>Program Continuum High School Level</p> <p>At Nowell Leadership Academy High School there are approximately 22 students that have IEPs. The program continuum is as follows:</p> <p>Students are fully included in general education classes with individual push in support as needed per their IEP. General education teachers consult regularly with the special educator who communicates student needs to teachers and who provides instructional coaching and professional development when necessary. Students who are unable to access the curriculum within the general education setting require more personalized, targeted interventions to attain academic success. Students in this category benefit most from scheduled pull-outs where they receive direct, one on one instruction either from the general education or special education teacher. Students may also receive a lesson preview that provides an introduction to an upcoming lesson prior to the actual teaching of the lesson as this approach encourages activating and accessing prior knowledge.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Nowell Leadership Academy has a waiver from RIDE exempting Physical Education. However, no student has the requirement of APE in their IEP. Nowell would hire or contract an APE physical education teacher if the need arises.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	

Result	12	<p>Extended School Year (ESY)</p> <ul style="list-style-type: none"> • Extended School Year: Attendance is determined at IEP meeting for leaders at risk of not meeting their IEP goals or at risk of regression. This is staffed by a special educator as needed. • From July 15th - July 26th, Nowell will run three concurrent programs: <ul style="list-style-type: none"> ○ Literacy skills workshop (reading bootcamp) ○ ELA and history extended work time • From July 29th - August 9th, Nowell will run another three concurrent programs: <ul style="list-style-type: none"> ○ Math skills workshop (math bootcamp) ○ Math and science extended work time <p><i><u>Documentation:</u> Data Analysis; Interviews</i></p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>Nowell Leadership Academy LAC meets five times a year. Nowell has hosted two LAC meetings at each campus, and one in conjunction with another charter school. RIPIN is invited annually to share information with the parents and families. Nowell offers workshops for parents and try to meet the needs of this unique population by providing information on Child Find and other pertinent topics.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2017-2018) is 0% of parents whose children have IEPs.</p> <p>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 NA.</p>	

		<u>Documentation:</u> Data Analysis; State Performance Plan	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Nowell Leadership graduation rate is 19.5% for all students and 11.8% for students with disabilities. These rates approximate the state average rates of 84.12% for all students and 62.98% for students with disabilities.</p> <p>The Nowell Leadership Academy dropout rate is 31.2% for all students and 35.3% for students with disabilities. These rates approximate the state average rates of 7.42% for all students and 13.47% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately four students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. All compliance items have been resolved and verified as such.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	All compliance items have been resolved and verified as such.
Result	2	<p>Child Outreach</p> <p>Nowell serves high school age students so this is not applicable.</p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	

Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Nowell Charter School 2017-2018 year was at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><u>Documentation:</u> <i>State Performance Plan Data</i></p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>The special education teacher and director serve as the gateway of information for the general education staff. At the beginning of the school year, the special educators ensure that the general education teachers read each student's IEP and complete the accompanying signature page verifying that they have done so. Student's IEPs are kept in a locked file cabinet in the Special Education Office and are available to teachers upon request. One-page, in house documents that summarize the most pertinent information that teachers may need to access regularly, are shared with teachers electronically. The one-pager documents include the student's area of need; post-secondary interests; impact of the disability, key instructional and/or behavioral strategies that have been found to be effective with the student, and space for teachers to keep personal notes relative to their classroom experiences with the student.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Document Reviews</i></p>	
Result	5	<p>Specific Learning Disabilities Determination</p> <p>Nowell Leadership Academy follows State and federal regulations to determine if a student has an SLD. Through the MTSS process, a process based-scientific, research-based intervention is administered; progress is monitored, and the intervention is refined if needed. Nowell also uses a variety of data-gathering tools and strategies including NWEA assessment, and formative and summative classroom assessment. Nowell ensures that the child is observed in his or her learning environment (including the general classroom setting) to document academic performance and behavior in the areas of difficulty.</p> <p><u>Documentation:</u> <i>Interviews; Record Review</i></p>	

Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years there has been zero complaints, mediations or hearings</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>	
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3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>Nowell Charter School serves high school age students.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>Nowell Charter School serves high school age students.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>Every student with an IEP also has an appropriate transition plan beginning in their 9th grade year. Transition planning is a formal part of the annual IEP meeting for which student and parent participation is crucial. From the onset of 9th grade, students are continually interviewed regarding career, educational and personal goals to ensure alignment with their IEP goals and adjusted when necessary. Other assessment tools, such as the Naviance <i>StrengthsExplorer</i> and <i>Learning Style Inventory</i> help to develop a comprehensive profile by identifying possible career pathways and learning style preferences that align</p>	

		<p>with student interests, characteristics and propensities. The roles and objectives of particular IEP Team members are identified and defined relative to the student's transition goals and include participation by representatives from outside agencies, such as the Office of Rehabilitative Services, when necessary. Every student at Nowell Leadership Academy has a comprehensive plan to ensure college/career readiness by his or her graduation from high school.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	
Result	4	<p>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).</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>Every student who has an IEP is given a Summary of Performance (SOP) when they leave the school either by graduation or other situation. The SOP includes the student's IEP, transcripts, evaluations, and other important records the school has garnered over the course of the student's enrollment. The SOP is given to the student in late May if they are graduating in order for the student to use the documentation in college. The SOP outlines how the student learns best, and what accommodations and modifications the student has been receiving.</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Nowell</p>	

		<p>Charter School is NA for this indicator as the cell size is too small for public reporting. (State Performance Plan Indicator #13)</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	7	<p>NA% 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 79%. The Nowell Charter School is NA for this indicator as the cell size is too small for public reporting. (State Performance Plan Indicator #14)</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	