State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Deborah A. Gist
Commissioner

David Sienko, Director
Office of Student, Community & Academic Supports

April 18, 2010

Office of Special Education Programs
U.S. Department of Education- Mail Stop 2600
7100 Old Landover Road
Landover, MD 20785-1506

Re: Part B State Performance Plan and Annual Performance Report

Electronically attached is the Rhode Annual Performance Report (APR) with revisions/clarifications per OSEP. If you have any questions please do hesitate to contact our SPP/APR Coordinator, Susan Wood. Dr. Wood can be reached at 401-222-8992 or Susan.Wood@ride.ri.gov.

The revisions are **in purple font and highlighted in yellow** on the attached SPP and APR documents. In addition, the clarifications are detailed as follows:

State Performance Plan (SPP) clarifications:

Indicator 4 on page 28 provides consistency with the indicator.
Indicator 5 on pages 31 and 35 reflects revisions to the measurement language
Indicator 11 has language clarification/addition on page 99

Annual Performance Report (APR) clarifications:

a. Indicator 3 on page 18. The working electronic link where one can verify the 2009 publicly reported assessments results at the district and school levels SPP-APR Cover Letter for 2011 submission with clarifications.docx and also the NECAP reporting website http://reporting.measuredprogress.org/NECAPpublicRI/

b. Indicator 4 on pages 20, and 21, clarify the data, page 21 also address the minimum n size and pages 23 and 24 clarify progress and slippage.
c. Indicator 5 pages 26-27 highlight the revised Indicator language and data aligned to the 618 data.
d. Indicator 9 on pages 68 speaks to the minimum n size.
e. Indicator 10 on page 76 speaks to the minimum n size and page 78 speaks to correction of noncompliance.
f. Indicator 11 clarifies is data and correction of noncompliance on pages 83, 85, 87 and 89.
g. Indicator 12 on page 97 highlights correction of noncompliance.
h. Indicator 13 page 97 highlights correction of noncompliance.
i. Indicator 15 pages 109,110, 116, 118, and 119 highlights correction of noncompliance.
j. Indicator 20 pages 138,139 and 140 highlights the OSEP calculated data.

Sincerely,

David Sienko, Director
Office of Student, Community & Academic Supports

Attachments

Cc: Susan Wood, Ph.D.
Senior Administrator,
Quality Assurance Services

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:
http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/ .

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

1. **Indicator 1–** Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

Beginning in 2007 Rhode Island integrated the data collection for graduation and dropout rates for special education students with the state's student information system. Rhode Island's student information system includes a unique state assigned student identifier (SASID) for every student in the state. The integration of the special education graduation and dropout data collection system into the Rhode Island student information system has allowed the state to generate a valid and reliable picture of the graduation and dropout situation. The cohort formula (four year graduation rate) utilized for graduation rate is:

$$\text{Annual Graduation Rate} = \frac{\text{\# of students in cohort who graduated in 4 years or less}}{[\text{ number of first time entering } 9^{th} \text{ graders}] - \text{transfers out} + \text{transfers in}} \times 100$$

Overview of Issue/Description of System or Process:

Graduating with a Regular High School Diploma in Rhode Island

The awarding of high school diplomas in Rhode Island is a Local Education Agency (LEA) decision based on the authority granted by the Rhode Island Board of Regents for Elementary and Secondary Education. In the 2007-08 school year, the Rhode Island High School Diploma System (described below) reached full implementation. Special education students meet the same proficiency requirements under the Rhode Island Diploma System as all students. Rhode Island does not offer a differentiated diploma system.

Rhode Island High School Reform

The Rhode Island Board of Regents for Elementary and Secondary Education approved high school regulations in January, 2003, and revised the regulations in September, 2008 (see: http://www.ride.ri.gov/HighSchoolReform/default.aspx). The regulations address the areas of literacy, personalization and graduation by proficiency. The regulations intend to improve the performance of high schools, increase graduation rates, improve post graduation outcomes and supports to students. A significant effect of the regulations has been the development of the Rhode Island Diploma System.

The Rhode Island Diploma System

Beginning with the Class of 2008, students will be required to demonstrate academic proficiency based on the Rhode Island Grade Level/Grade Span Expectations (GSE/GLEs), apply knowledge and skills in real world settings, and successfully complete a variety of challenging assessments in order to earn a high school diploma. In September 2008, the RI Board of Regents approved revised high school regulations which extend the 2003 regulations and added provisions for middle schools. Below are the 2003 requirements with the 2008 revisions noted:

- Completion of a minimum of 20 Carnegie units.

- Base up to 10% (revised to 33 1/3% by 2012) of the graduation decision on student performance on the State Assessment.

- Completion of a performance based requirement such as end of course exam, senior project, digital portfolio, Certificate of Initial Mastery (CIM) or similar requirement that demonstrates proficiency on the Rhode Island Grade Level/Grade Span Expectations (GSE/GLEs) and applied learning standards.

Local Education Agencies were awarded a designation of “approval withheld” (showing little or no evidence of implementation of the regulations) or “preliminary approval” (showing signs of implementation of the high school regulations) based on the Commissioners Review in January 2008. Each high school received guidance from RIDE in January 2009 on the next review process which will position schools to receive “full approval” by 2010. On site reviews of each high school began in the fall of 2009. The RI Board of Regents has established a 2012 deadline for all school to reach “full approval” status or the Regents may deny the LEA the authority to award high school diplomas.

Implementation of this review process, and the pressure to comply by 2012, is leading all high schools to aggressively implement the requirements of the high school regulations. The following areas are the focus of the Commissioners review process:

- Access/Opportunity – Evidence that ensures all students have a legitimate and fair opportunity to meet the RI Grade Level/Grade Span Expectations. All students have genuine access to rigorous programs that support their individual learning plans. Students have access to multiple pathways through high school to achieve the GSE/GLE’s.

- Alignment – Evidence that the LEA has aligned curriculum with the RI GLE/GSE's and national content standards. The LEA has established evidence of expectations for student learning, employs applied learning across content areas and utilizes a variety of assessments.

- Sufficiency – Evidence that the LEA has established a method for specifying the numbers and types of assessment evidence for determining student proficiency.

- Fairness – Evidence that the LEA has provided valid opportunities for all students, including any sub groups of students, to demonstrate what they know. The LEA has implemented universally designed methods and instruments and has reviewed assessments for bias. Assessment results are communicated to students and families in a clear and timely manner and there is an open appeals process.

- Standard-Setting – Evidence that the LEA has a convincing rationale for the process of determining overall proficiency for graduation which is clearly tied to performance standards. In addition, the standard-setting process involves the community.

Rhode Island NCLB Nonacademic Accountability Indicators

There are two types of nonacademic accountability indicators included in the Rhode Island Annual Yearly Progress (AYP) performance standards under NCLB. The first is *participation rate*; schools and districts must test at least 95% of their enrolled students in ELA and mathematics. The second nonacademic indicator measures *attendance* at the elementary and middle school levels and *graduation rate* at the high school level. RIDE stipulates that every school must have a 90% high school graduation rate by the year 2014.

Rhode Island Graduation Rate AMOs

Year	AMO
2014	90.0
2013	86.6
2012	83.3
2011	80.0
2010	76.7
2009	73.4
2008	70.1
2007*	75.3
2006	75.3
2005	75.3
2004	71.4
2003	71.4
2002	71.4

* Graduation rates for the class of 2007 and earlier were based on the NCES cohort estimation formula.
Source: Rhode Island Accountability Technical Bulletin, 2010

Implications for the Special Education Graduation Rate

The implications of the Rhode Island Diploma System present a major opportunity for ensuring all students achieve high expectations. By providing students multiple methods to meeting an LEA's proficiency requirements, (Course credits, performance on state assessment, comprehensive course assessments, portfolio, senior project, CIM, etc.) it is anticipated that more students will achieve proficiency and graduate with a high school diploma ready for entry into post-secondary education and training. Implementation of the Rhode Island Diploma system has also defined a clear set of expectations for all students in the state. The process has encouraged LEAs to carefully examine the value of their current diploma and examine the needs of student's not meeting proficiency expectations. The request for technical assistance from the districts for universal design, collaborative teaching, literacy interventions and other practices that would benefit special education students has increased with the implementation of the RI Diploma System.

The specific impact on graduation rates for students in special education is difficult to predict, however many high schools have begun rigorous examination of data through the Commissioners Review process which has informed them of the progress of special education students and access to the general education curriculum. It is anticipated that the work of the high schools in meeting the RI Diploma System requirements and the RI High School Regulations will improve access for students in special education to the general education curriculum. Informal observation from the RIDE School Support Visit (monitoring system) has indicated an increased awareness of the gaps in performance of students in special education and districts intentionally aligning resources to address performance gaps.

To date the graduation rate has remained stable and increased slightly in the 2008-09 school year from 55.9% to 58.7%.

Reliability of the Graduation/Dropout Data

The Rhode Island Department of Education moved to the cohort measurement formula described in the measurement section in 2007. With the implementation of this system which verifies each students reported status through the students' universal identifier, RIDE obtained a more accurate picture of the graduation and dropout rates for youth in special education. RIDE first reported graduation and dropout rates based on the cohort formula in the April 2008 APR Revision. The baseline graduation rate of 55.9% for students in special education was established and the rigorous and measurable targets (below) were calibrated.

Baseline Data from FFY 2009:

Table 1 Rhode Island Graduation and Dropout Rates

Exit Type	**Special Education**				**All Students**			
Year/Cohort Count	**2007 APR (2006-2007)** Cohort Count 3,450	**2008 APR (2007-2008)** Cohort Count 2,960	**2009 APR (2008-2009)** Cohort Count 2,604	**Increase/ Decrease** from 2007	**2007 APR (2006-2007)** Cohort Count 14,915	**2008 APR (2007-2008)** Cohort Count 13,198	**2009 APR (2008-2009)** Cohort Count 12,686	**Increase/ Decrease** from 2007
Percent Graduated	55.9% (1,929)	55.9% (1,656)	58.7% (1,529)	2.8%	70.1% (10,459)	73.9% (9,757)	75.5% (9,578)	5.5%
Percent								

Dropped Out	27.7% (955)	25.4% (753)	22.8% (594)	(4.9%)	19.2% (2,868)	15.5% (2,049)	13.9% (1,763)	(5.3%)
Percent Completed GED	4.6% (159)	4.0% (118)	5.6% (146)	1.0%	4.6% (689)	3.2% (426)	4.9% (622)	0.3%
Percent Retained/ Still in School	11.8% (407)	14.6% (433)	12.9% (336)	1.1%	6.0% (899)	7.3% (966)	5.7% (723)	(0.3%)

Discussion of Baseline Data:

Baseline for the percent of students in Special education graduating with a regular high school diploma as established in the 2007 APR at 55.9% with an improvement target of 57.9% in 2009. Rhode Island achieved a 58.7% graduation rate. The state met the measurable and rigorous target.

From the actual data, the figure of interest was the continued increase 12.9% in the number of students who remained in school after four years. The Rhode Island High School regulations speak to the need for schools to create alternative pathways for students to achieve proficiency in the RI High School Diploma System even if the student's pathway will require the student to remain enrolled beyond four years of high school. In special education, this has resulted in a variety of transition programs at the regional and local levels focused on students who require more than four years of high school to achieve proficiency and graduate to self-sufficiency. The increase of students in special education remaining enrolled beyond four years could be a result of the alternative pathway programming. Of equal significance is the decline in the dropout rate which will be discussed in Indicator #2.

The data provided is the actual data provided to the USDOE in the most recent CSPR. Completed improvement activities are described on the table below.

FFY	Measurable and Rigorous Target
2008 (2007-2008)	**56.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.**
2009 (2008-2009)	**57.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.**
2010 (2009-2010)	**58.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.**
2011 (2010-2011)	**59.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.**
2011 (2011-2012)	**60.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.**

2012 **(2012-2013)**	**61.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.**

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources
Implementation of Rhode Island High School Regulations - Commissioners Review & Approval. (Note: the RI Board of Regents for Elementary & Secondary Education was reopening the Secondary regulations in the fall of 2010. This process may have implications for the class of 2012).	Official designations were released in January 2008. Next review begins Spring, 2009 with full approval available beginning in 2010. All schools must meet full approval by 2012.	RIDE, Office of Multiple Pathways. Participation of RIDE, Office of Student, Community & Academic Supports (OSCAS) personnel representing special education and ELL.
Monitor impact on the graduation rate for students in special education based on implementation of the Rhode Island Diploma System and utilization of the new cohort formula. Develop district level reporting and performance indications.	2010-2012	RDE, Office of Student, Community & Academic Supports (OSCAS) personnel Provide analysis on the impact and develop corrective actions in processes as necessary.
Support to school personnel on implementation of Response to Intervention and progress monitoring at the secondary level and promote implementation of co-teaching models being adopted by all districts.	2010-2012, ongoing	RI Department of Education, Office of Student, Community & Academic Supports (OSCAS) personnel Alignment of contracts for professional development toward RTI and co-teaching.
Examine the targeted graduation improvement activities in LEAs federal and state grant submissions with improvements in graduation rate data. Target districts with rates below the state average.	2010-2012, ongoing. LEA grants are due in May of each year.	RIDE, Office of Student, Community & Academic Supports (OSCAS) personnel

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:
http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/ .

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 2 – Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Beginning in 2007 Rhode Island integrated the data collection for graduation and dropout rates for special education students with the state's student information system. Rhode Island's student information system includes a unique state assigned student identifier (SASID) for every student in the state. The integration of the special education graduation and dropout data collection system into the Rhode Island student information system has allowed the state to generate a valid and reliable picture of the graduation and dropout situation. The cohort formula (four year graduation rate) utilized for graduation rate is:

2007-08 Annual Dropout Rate	=	(Dropouts – Returned Dropouts) / October 1, 2006 Grade 9 – 12 Enrollment	X100

Overview of Issue/Description of System or Process:

Defining a Dropout in Rhode Island

Rhode Island's definition of a dropout is the same as that defined by the National Center on Educational Statistics. The following is adapted from one of the NCES publications on Dropout (http://nces.ed.gov/pubs2004/dropout00-01/). The definition determines whether an individual is a dropout by his or her enrollment status at the beginning of the school year (the same day used for the enrollment count).

Beginning in 1990, NCES defined a dropout as an individual who
1. was enrolled in school at some time during the previous school year (e.g., 1999-2000); and
2. was not enrolled at the beginning of the current school year (e.g., 2000-01); and
3. has not graduated from high school or completed a state- or district-approved educational program; and
4. does not meet any of the following exclusionary conditions:
   - transfer to another public school district, private school, or state- or district approved educational program (including correctional or health facility programs);
   - temporary absence due to suspension or school-excused illness; or
   - death.

Individuals who complete 1 year of school but fail to enroll at the beginning of the subsequent year ("summer dropouts") are counted as dropouts from the school year and grade in which they fail to enroll. Those who leave secondary education but are enrolled in an adult education program at the beginning of the school year are considered dropouts. Dropout status is determined by a student's status on October 1st. Students who receive their GED certificate by October 1 are not counted as dropouts if the state or district recognizes this as an approved program. Although a student whose whereabouts are unknown is considered a dropout, states are not required to count students who leave the United States as dropouts even if there is no information about such students' subsequent enrollment status. A student can be counted as a dropout only once for a single school year but can, if he or she repeatedly drops out and re-enrolls, appear as a dropout in more than 1 year.

Rhode Island utilized the same dropout data reporting system for students in general education and special education. Students enrolled in charter schools, state operated schools including youth and adult corrections facilities and private special education school placements are included in the dropout counts.

Reducing Dropouts - Rhode Island High School Reform:

The Rhode Island Board of Regents for Elementary and Secondary Education approved regulations for the reform of high schools in January 2003 and revised the regulations in September 2008. The regulations address the areas of literacy, personalization and graduation by proficiency. The regulations intend to improve the performance of high schools, increase graduation rates, improve post graduation outcomes and improve supports to students. A significant effect of the regulations has been the development of literacy intervention strategies and personalization strategies supporting students to remain in school. (See indicator 1 for more information on the Rhode Island High School Regulations and the RI Diploma System).

Literacy Intervention Strategies

Rhode Island has established the linkage between poor literacy skills and the inability for students to access a challenging and rigorous curriculum. Further, student with poor literacy skills rapidly become disenfranchised and become risk for dropping out. The Rhode Island High School Regulations require LEAs to assess students, report the results, design a series of interventions and monitor and adjust as necessary. The RIDE provided a complete review of each LEAs literacy intervention system in July 2006 and again in October 2007. RIDE will review each LEAs literacy intervention system as part of the Commissioners' Review beginning in 2009 as LEAs seek full approval for their diploma systems.

Personalization Strategies

The Rhode Island High School Regulations call for high schools to develop strategies to improve supports to students. Schools have begun implementation of several strategies to meet this requirement. Early adopters of these strategies have reported improved attendance rates, reduced referral and discipline rates and overall improvement in school climate. The personalization strategies have implications for special education students since all reported interventions have been applied to the entire student population. RIDE provided a Commissioners Review of each high school's personalization strategies in July 2006 again in October 2007. RIDE will review each LEAs literacy intervention system as part of the Commissioners' Review beginning in 2009 as LEAs seek full approval for their diploma systems.

Transformation

Under NCLB, RIDE has developed the School Transformation Office to facilitate intervention with LEAs and schools that are not meeting the states performance targets. The Sanction or Intervention categories are described below. Districts under corrective action under No Child Left Behind are receiving direct intervention from the Transformation Office. In 2005, 17 Rhode Island high schools were in one of the five "in need of improvement" categories. In 2006, 23 high schools were showing insufficient progress, 14 schools were in this designation for the first time (watch status). In 2007 there were 20 high schools in need of improvement and 11 high schools were in designated for the first time. In 2008, of the 57 high schools in the state, 26 met all of the AYP targets (46%). Participation in assessment targets and graduation rates were added to the school performance formulas beginning with the 2006 reporting. Several of the interventions being provided by RIDE are directly targeted for failing high schools. (Complete reports are available at: http://www.eride.ri.gov/reportcard/08/default.asp).

Rhode Island Dropout Prevention Summit

The dropout crisis in the state became more apparent with the application of the cohort formula for calculating the graduation and dropout rates last year. Several LEAs that had historically reported state average dropout rates saw a significant jump once they were held accountable to the numbers of students who were simply reported as missing in their data. This has created a public concern for the dropout rate in the state with particular focus on the urban school districts. In 2007 RIDE formed a partnership with Kids Count to raise the public awareness of the high dropout rates (related information at: http://www.rikidscount.org/matriarch/documents/HSGradRate%20Supplement.pdf). In 2008 RIDE and Kids Count hosted a Dropout Prevention Summit and the RIDE Leadership Series (statewide capacity building summits held three times per year) were completely devoted to the topic of dropout prevention. In 2009 RIDE applied for a national demonstration grant to cerate a consortium of the state's largest urban districts to create alternative interventions for students at risk of dropping out. Although the grant was not awarded, RIDE has continued to communicate with the urban LEAs with the highest risk students in an attempt to keep the focus on strategies for reducing dropout rates. Dropout prevention is a specific strand in the RIDE strategic plan, (available at: http://www.ride.ri.gov/Commissioner/news/pressrels/2010_PressReleases/RIDE%20Strategic%20Plan%2001-07-10_BORapproved.pdf).

The Dropout Rate for Students in Special Education

RIDE, Office of Student, Community and Academic Supports staff are directly involved with the development and delivery of training and technical assistance under the Rhode Island High School Regulations and the RI Diploma System particularly in the areas of Equity, Access and Fairness. Principles of universal design, Response to Intervention and collaborative instruction have been fully integrated into the training and are integral criteria in the Commissioners Review.

Progressive Support and Intervention was designed and is being implemented as an "all students" initiative. RIDE Office of Student, Community and Academic Supports staff serve on all PS&I teams providing interventions for districts and schools in need of improvement. Office resources have been aligned to support the schools that are not meeting the expected graduation and dropout targets. RIDE has adopted the IES Practice Guide: Dropout Prevention (2008) Recommendations as a template for discussions with LEAs about practices within the schools for reducing the dropout rates and identifying capacity needs (see: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp_pg_090308.pdf).

Baseline Data from FFY 2009:

Table 1 Rhode Island Graduation and Dropout Rates

Exit Type	Special Education				All Students			
Year/Cohort Count	**2007 APR (2006-2007)** Cohort Count 3,450	**2008 APR (2007-2008)** Cohort Count 2,960	**2009 APR (2008-2009)** Cohort Count 2,604	**Increase/ Decrease** from 2007	**2007 APR (2006-2007)** Cohort Count 14,915	**2008 APR (2007-2008)** Cohort Count 13,198	**2009 APR (2008-2009)** Cohort Count 12,686	**Increase/ Decrease** from 2007
Percent Graduated	55.9% (1,929)	55.9% (1,656)	58.7% (1,529)	2.8%	70.1% (10,459)	73.9% (9,757)	75.5% (9,578)	5.5%
Percent Dropped Out	27.7% (955)	25.4% (753)	22.8% (594)	(4.9%)	19.2% (2,868)	15.5% (2,049)	13.9% (1,763)	(5.3%)
Percent Completed GED	4.6% (159)	4.0% (118)	5.6% (146)	1.0%	4.6% (689)	3.2% (426)	4.9% (622)	0.3%
Percent Retained/ Still in School	11.8% (407)	14.6% (433)	12.9% (336)	1.1%	6.0% (899)	7.3% (966)	5.7% (723)	(0.3%)

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	Baseline year 27.11%* Dropout Rate.
2006 **(2006-2007)**	26.11%* The dropout rate for students in Special Education will be reduced by 1%.

2007 **(2007-2008)**	25.11%* The dropout rate for students in Special Education will be reduced by 1%.
2008 **(2007-2008)**	26.7% The dropout rate for students in Special Education will be reduced by 1%.
2009 **(2008-2009)**	25.7% The dropout rate for students in Special Education will be reduced by 1%.
2010 **(2009-2010)**	24.7% The dropout rate for students in Special Education will be reduced by 1%.
2011 **(2011-2012)**	23.7% The dropout rate for students in Special Education will be reduced by 1%.
2012 **(2012-2013)**	22.7% The dropout rate for students in Special Education will be reduced by 1%.

* The Measurable and Rigorous Target for Dropout Rate in 2005-2007 was projected based on the special education census method for calculating graduation and dropout rates until 2008 when the state moved to the cohort measure.

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	**Timelines**	**Resources**
Implementation of Rhode Island High School Regulations - Commissioners Review & Approval. (Note: the RI Board of Regents for Elementary & Secondary Education was reopening the Secondary regulations in the fall of 2010. This process may have implications for the class of 2012).	Official designations were released in January 2008. Next review begins Spring, 2009 with full approval available beginning in 2010. All schools must meet full approval by 2012.	RIDE, Office of Multiple Pathways. Participation of RIDE, Office of Student, Community & Academic Supports (OSCAS) personnel representing special education and ELL.
Monitor impact on the dropout rate for students in special education based on implementation of the Rhode Island Diploma System and utilization of the new cohort formula. Develop district level reporting and performance indications.	Ongoing 2009-2012	RI Department of Education, Office of Student, Community & Academic Supports (OSCAS) personnel in coordination with the Office of Multiple Pathways. Provide analysis on the impact and develop corrective actions in processes as necessary.

Support to school personnel in training and implementation of effective research based dropout prevention strategies to improve school retention.	Ongoing 2009-2012	RI Department of Education, Office of Student, Community & Academic Supports (OSCAS) personnel in coordination with the Office of Multiple Pathways.
Examine the targeted dropout reduction activities in LEAs federal and state grant submissions with reductions in dropout rate data. Target districts with rates below the state average.	Began in 2009 (utilizing 2007 data). LEA grants are due in May of each year. Ongoing 2009-2012	RI Department of Education, Office of Student, Community & Academic Supports (OSCAS) personnel in coordination with the Office of Multiple Pathways.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:
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(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator – Indicator 3: Participation and performance of children with IEPs on statewide assessments:

A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.

Measurement: .

A.AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = ([(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

Overview of Issue/Description of System or Process:

Since the 2006-2007 academic year, Rhode Island students participated in the New England Common Assessment Program (NECAP). Students were assessed in reading and mathematics in grades 3 through 8, as well as writing at grades 5, and 8. Eleventh grade students were assessed using the New Standards Reference Exam (NSRE) in English Language Arts and Mathematics for its final year in 2007. Subsequently, eleventh grade students take the NECAP. Students with significant cognitive disabilities who met the state's alternate assessment criteria are assessed using Alternate Assessment . Students in grades 2-8 and 11 were assessed in English/Language Arts (ELA) and Mathematics. Assessment data is reported to the public at the state and district level disaggregated by content area, assessment and population subgroup (African American, Asian, Hispanic, Native American, White, Male, Female, Students living in Poverty, English-language Learners, Students with Disabilities, and Migrant students). This data is reported through the state Information Works website and publication. Assessment results are not reported for groups fewer that ten students. Since the NECAP is a fall test it assesses the prior years learning. Students with significant cognitive disabilities who met the state's alternate assessment criteria were assessed using the Rhode Island Alternate Assessment. The Rhode Island Alternate Assessment is a yearlong assessment. In order to assess student learning over the same academic year as the NECAP, students are assessed using the alternate assessment in grades 2-8 and 11 in Reading and Mathematics and grades 4, 7, and 11 in writing. Therefore aggregating those results assesses student learning over the same academic year.

However, in 2007, The measurable and rigorous targets for grade 11 were revised due to changes in our assessment system. The data used to set targets was based on our New Standards Reference Exam. In 2007, NECAP began being administered to the 11th grade. The proposed targets were revised to include new proficiency targets for grades 11 using the 2007 NECAP data as our baseline.

Rhode Island allows for two types of exemptions from the State Assessment Program. One is a medical exemption granted by the state. The second is an English Language Learner (ELL) exemption in the content area of ELA only for student who have been in the United States for less than one year. The ELL exemption is in compliance with Federal Law.

Baseline Data from FFY __2006_____ :

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target		
2006 (2006-2007)	**AYP**		65%
	Participation		100%
	Proficiency		
	Mathematics		Reading (ELA grade 11)
	Grade 3	31% proficient or above	34% proficient or above
	Grade 4	27% proficient or above	28% proficient or above
	Grade 5	25% proficient or above	27% proficient or above
	Grade 6	18% proficient or above	22% proficient or above
	Grade 7	16% proficient or above	21% proficient or above
	Grade 8	17% proficient or above	24% proficient or above
	Grade 11	15% proficient or above	23% proficient or above
2007 (2007-2008)	**AYP**		66%
	Participation		100%
	Proficiency		
	Mathematics		Reading
	Grade 3	32% proficient or above	35% proficient or above
	Grade 4	28% proficient or above	29% proficient or above
	Grade 5	26% proficient or above	28% proficient or above
	Grade 6	19% proficient or above	23% proficient or above
	Grade 7	17% proficient or above	22% proficient or above
	Grade 8	18% proficient or above	25% proficient or above
	Grade 11	16% proficient or above	24% proficient or above
2008 (2008-2009)	**AYP**		67%
		Participation	**100%**
	Proficiency		

		Mathematics	Reading
	Grade 3	33% proficient or above	36% proficient or above
	Grade 4	29% proficient or above	30% proficient or above
	Grade 5	27% proficient or above	29% proficient or above
	Grade 6	20% proficient or above	24% proficient or above
	Grade 7	18% proficient or above	23% proficient or above
	Grade 8	19% proficient or above	26% proficient or above
	Grade 11	5% proficient or above	25% proficient or above
2009 (2009-2010)	**AYP**		68%
	Participation		**100%**
	Proficiency		
		Mathematics	Reading
	Grade 3	34% proficient or above	37% proficient or above
	Grade 4	30% proficient or above	31% proficient or above
	Grade 5	28% proficient or above	30% proficient or above
	Grade 6	21% proficient or above	25% proficient or above
	Grade 7	19% proficient or above	24% proficient or above
	Grade 8	20% proficient or above	27% proficient or above
	Grade 11	6% proficient or above	26% proficient or above
2010 (2010-2011)	**AYP**		69%
	Participation		**100%**
	Proficiency		
		Mathematics	Reading
	Grade 3	35% proficient or above	38% proficient or above
	Grade 4	31% proficient or above	32% proficient or above
	Grade 5	29% proficient or above	31% proficient or above

	Grade 6	22% proficient or above	26% proficient or above
	Grade 7	20% proficient or above	25% proficient or above
	Grade 8	21% proficient or above	28% proficient or above
	Grade 11	7% proficient or above	27% proficient or above
2011 (2011-2012)	**AYP**		70%
	Participation		**100%**
	Proficiency		
	Mathematics		Reading
	Grade 3	36% proficient or above	39% proficient or above
	Grade 4	32% proficient or above	33% proficient or above
	Grade 5	30% proficient or above	32% proficient or above
	Grade 6	23% proficient or above	27% proficient or above
	Grade 7	21% proficient or above	26% proficient or above
	Grade 8	22% proficient or above	29% proficient or above
	Grade 11	8% proficient or above	27% proficient or above
2012 (2012-2013)	**AYP**		71%
	Participation		**100%**
	Proficiency		
	Mathematics		Reading
	Grade 3	37% proficient or above	39% proficient or above
	Grade 4	32% proficient or above	33% proficient or above
	Grade 5	30% proficient or above	32% proficient or above
	Grade 6	23% proficient or above	27% proficient or above
	Grade 7	21% proficient or above	26% proficient or above
	Grade 8	22% proficient or above	29% proficient or above

	Grade 11	9% proficient or above	27% proficient or above

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activity	Timelines	Resources
State Assessment Program: NECAP will be administered grades 3-8 and 11 during the 2007-2013 academic year. Rhode Island will continue to implement Rhode Island Alternate Assessment including grades 2-8 and 10. The new Rhode Island alternate assessment system (RIAA) is based on Alternate Assessment Grade Span Expectations (AAGSE) that are derived and expanded from the NECAP Grade Level Expectations (GLE). The alignment study conducted in February 2007 provided information for necessary revisions of the AAGSE's to improve alignment with the state GLSs. These revisions were completed during the 2007-2008 academic year. In addition, RIAA training for teachers has focused on improving instruction for students who are eligible for the RIAA.	Academic year 2007-2008 – ongoing through 2013 when RI pilots new assessment system	RI Department of Education, Office of Student community and Academic Support (OSCAS) and Office of Assessment and Accountability personnel GSEG grant (18 state collaboration to develop alt. Asmt.)
Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. The SSS visits will continue to examine LEAs' state assessment records for participation rates and student performance; work with LEAs to analyze problematic areas and their contributing factors; and revise policies, procedures and practices to ensure access to the general curriculum, full participation in and high performance of students with disabilities on state assessment.	Ongoing to the year 2013	RI Department of Education, OSCAS RI Technical Assistance Project personnel RI Department of Education, Office of Assessment and Accountability personnel
Our professional development programs continue to provide opportunities for general and special educators to increase their capacity to provide differentiation of instruction and other support for diverse learning needs, social-emotional supports, access to the general curriculum, etc.	Ongoing through 2006-2012 academic year	RI Department of Education OSCAS
Promoting Service in the Least Restrictive Environment for	Ongoing through	RI Department of

Students with Disabilities that Significantly Affect Functioning: We continue to support professional development and demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment, including general education settings as much as possible. We partner with our University Center on Disabilities (The Sherlock Center) on efforts to promote inclusive provision of services for all students, including those with developmental and other significant disabilities.	2013 academic year	Education OSCAS University Center on Disabilities (The Sherlock Center)
High School Reform: Access to all the standards in the general curriculum is required as a part of the RI Proficiency Based Graduation Requirements (PBGR).	Ongoing	
High Standards and Expectations: RI adopted new common core standards for learning that will be followed by professional development initiatives to align curriculum, instruction, and assessment	2008 - 2013	Dana Center, RIDE personnel, RI Collaboratives
Data Management systems: RI is the recipient of a longitudinal data grant which will provide systems development for highly efficient organization, collection, and analyses of statewide data on all students and sub- groups. RI has also begun collecting new data on all students called SurveyWorks.	2008 - 2012	RIDE Personnel, Office of Transformation
RI is the recipient of Race to the Top funding. The focus is on teacher excellence, high standards and assessment systems, and highly efficient data systems. With these priorities come huge initiatives for creating systems and tools for all students including those with disabilities.	2010 - 2013	Office of Commissioner,
World Class Standards and Assessments: RI is the recipient of a collaborative grant with 17 other states to develop a new alternate assessment and the alternate assessment standards that are the foundation for this assessment.	2010- 2014	OSCAS and Office of Instruction and Assessment Funded by GSEG grant
Data Systems: RI is collecting two alternating surveys for the technical reports on alternate assessment: the Learner characteristics Survey and the Consequential Validity Study. These monitor the attitudes, trends, and demographics of teachers and students in the alternate assessment system so that RI can better serve the needs of our most vulnerable populations.	2008 - 2013	RIDE personnel, OSCAS staff, Office of Instruction and Assessment.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

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(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator – 4A Rates of suspension and expulsion:

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

Measurement:

Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

Overview of Issue/Description of System or Process:

Significantly Discrepant: The state defines significantly discrepant by comparing the risk of a district's special education students to be suspended for more than 10 days to the risk of the district's general education students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ratio of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students would be considered significantly discrepant

Baseline Data from FFY 2004 (2004-2005):

18.9% of LEAs had significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, based on the December 2004 count. "Discrepancy" is defined as a percentage of children with disabilities suspended or expelled for greater than 10 days in a school year more than one standard deviation (SD) above the mean of all district percentages of children with disabilities suspended for greater than 10 days in a school year.

Discussion of Baseline Data:

In Rhode Island, the December 2004 mean suspension/expulsion rate of children with disabilities for greater than 10 days in a school year (hereafter referred to as "Rate") was 1.16%. This is just slightly higher than the December 2003 Rate of .9%, and the December 2002 Rate of 1.1%. The highest Rate across the state in December 2004 was 3.60% - compared to 3.1% in December 2003 and 6.1% in December 2002. In general, the Rates statewide are low and trending lower.

However, of Rhode Island's 36 districts, 7 (18.9%), had Rates in December 2004 that were more than one standard deviation (1 SD = .96%), above the mean of all districts' Rates. Two of these districts had Rates that were more than two SDs above the mean. In contrast, seven districts had rates of 0%. [Two additional districts, not included in the discrepant group, had rates that were half a SD above the mean – these districts will be on "watch" status.]

FFY	Measurable and Rigorous Target
2005 (2005-2006)	85% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.
2006 (2006-2007)	88% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.
2007 (2007-2008)	91% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.
2008	94% of districts in the state will have rates of suspensions and expulsions of greater

(2008-2009)	than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.
2009 **(2009-2010)**	97% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.
2010 **(2010-2011)**	98% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.
2011 **(2011-2012)**	98% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.
2012 **(2012-2013)**	98% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.

Improvement Activities/Timelines/Resources (through 2012): In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

At the state level, Rhode Island is examining existing policies, practices, and procedures to determine where changes may need to occur across the system and working to build its capacity to address these and other systemic issues. Rhode Island has requested technical assistance from Northeastern Regional Resource Center (NERRC), New England Equity Assistance Center (NEEAC), and other national consultants to address associated issues from a systems improvement perspective. A Disproportionality Workgroup has been convened to review Rhode Island's data analysis and to advise on Rhode Island procedures for identifying and addressing racial, linguistic, gender, and disability status disproportionality. Within the SEA, various offices are working together to review state-wide regulations and policies related to discipline,

The State continues to assist with training on the data and intervention process and connections to reduction of suspension or inappropriate identification of students. In collaboration with the Sherlock Center for Disabilities, the state continues to promote training and implementation of School-Wide Positive Behavioral Interventions and Supports.

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Interaction with discrepant districts - district self-analysis, planning, use of positive behavioral supports, design of tailored support and Technical Assistance via examination of data, - district implementation of plans, in an evaluation and revision cycle - review of policies, procedures, and practices, risk ratio data, enrollment trends, file review data, and any pertinent connections from Indicators 9 and 11.	2005-2006 2006-2007 and ongoing as needed 2007-08 2008-2012	Districts, RI Department of Education, Office Office of Student, Community and Academic Supports personnel, RI Technical Assistance Project and Sherlock Center personnel
Positive Behavior Interventions and Supports (PBIS) Project – Training and implementation, technical assistance and support	2005-2008 2008-10 2010-11 2011-12	Districts, RI Technical Assistance Project and Sherlock Center personnel
School Support System (SSS) through the RI Department of Education, Office of Special Population's collaborative system of focused monitoring. This process includes a review of the continuum of services and supports available to students within the district before and after referral for special education; the use of positive behavioral supports. The SSS reviews currently available discipline data; record reviews of a selection of student records to identify problematic or discriminatory policies or procedures and to determine if LEA policies and procedures were being followed; interviews with LEA general and special education staff, administrators.	Ongoing	RI Department of Education, Office of Student, Community and Academic Supports personnel, RI Technical Assistance Project personnel, school and LEA volunteer participants

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(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator – 4B Rates of suspension and expulsion, by race or ethnicity

Percent of districts that have: (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.

Measurement:

Percent = **2%** [(**1 district** that has: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of 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) divided by the (**50 districts** in the State)] times 100.

(1/50 x 100 = 2% of districts significantly discrepant)

Overview of Issue/Description of System or Process:

Definition of "Significant Discrepancy":

- comparison of the risk of a district's special education Asian students to be suspended for more than 10 days to the risk of the district's general education Asian students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ration of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students would be considered significantly discrepant.
- comparison of the risk of a district's special education black students to be suspended for more than 10 days to the risk of the district's general education black students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ration of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students would be considered significantly discrepant.
- comparison of the risk of a district's special education Hispanic students to be suspended for more than 10 days to the risk of the district's general education Hispanic students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ration of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students would be considered significantly discrepant.
- comparison of the risk of a district's special education Native American students to be suspended for more than 10 days to the risk of the district's general education Native American students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ration of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students would be considered significantly discrepant.
- comparison of the risk of a district's special education white students to be suspended for more than 10 days to the risk of the district's general education white students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ration of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students would be considered significantly discrepant.

Forty Four districts were excluded as a result of not meeting the minimum cell size requirement of 10 students.

Baseline Data from FFY __2009____ :

1 district showed a significant discrepancy, by race and ethnicity, in suspension rates for students with IEPs.

Discussion of Baseline Data:

In analyzing the data, one district has been found to have a significant discrepancy, by race or ethnicity, in the rates of suspensions of greater than 10 days in a school year for students with IEPs. Forty Four districts did not meet the minimum cell size of 10 and were excluded. Of the six remaining districts, data showed there was a significant discrepancy in only one district.

In analyzing the data, it was noted in this one district that students in special education who are Black are over 6x more likely to be suspended 10+ days than Black students without disabilities. Students in special education who are Hispanic are almost 4x more likely to be suspended 10+ days than Hispanic students without disabilities Students in special education who are White are 2x more likely to be suspended 10+ days than White students without disabilities.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	**0% of districts will have 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 supports, and procedural safeguards.**
2009 (2009-2010)	**0% of districts will have 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 supports, and procedural safeguards.**
2010 (2010-2011)	**0% of districts will have 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 supports, and procedural safeguards.**
2011 (2011-2012)	**0% of districts will have 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 supports, and procedural safeguards.**
2012 (2012-2013)	**0% of districts will have 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 supports, and procedural safeguards.**

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The State continues to assist with training on the data and intervention process and connections to reduction of suspension or inappropriate identification of students. In collaboration with the Sherlock Center for Disabilities, the state continues to promote training and implementation of School-Wide Positive Behavioral Interventions and Supports.

Improvement Activities/Timelines/Resources:

Activities	**Timelines**	**Resources**
Interaction with discrepant districts - district self-analysis, planning, use of positive behavioral supports, design of tailored support and Technical Assistance via examination of data, - district implementation of plans, in an evaluation and revision cycle - review of policies, procedures, and practices, risk ratio data, enrollment trends, file review data, and any pertinent connections from Indicators 9 and 11.	2005-2006 2006-2007 and ongoing as needed 2007-08 2008-2012	Districts, RI Department of Education, Office of Student, Community and Academic Supports personnel, RI Technical Assistance Project and Sherlock Center personnel
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School Support System (SSS) through the RI Department of Education, Office of Student, Community and Academic Supports collaborative system of focused monitoring. This process includes a review of the continuum of services and supports available to students within the district before and after referral for special education; the use of positive behavioral supports. The SSS reviews currently available discipline data; record reviews of a selection of student records to identify problematic or discriminatory policies or procedures and to determine if LEA policies and procedures were being followed; interviews with LEA general and special education staff, administrators,	Ongoing	RI Department of Education, Office of Student, Community and Academic Supports personnel, RI Technical Assistance Project personnel, school and LEA volunteer participants

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:
http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/ .

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in LRE

– Indicator – #5. Percent of children with IEPs aged 6 through 21 served:
A. Inside the regular class 80% or more of the day;
B. Inside the regular class less than 40% of the day; and
C. In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

Measurement:
A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by
the (total # of students aged 6 through 21 with IEPs)] times 100.
B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by
the (total # of students aged 6 through 21 with IEPs)] times 100.
C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times
100.

Overview of Issue/Description of System or Process:

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Our data collection system regarding service location for students with disabilities was changed prior to the December 2003 count in order to provide more accurate data. The December 2004 count reinforced that our provision of services in the least restrictive environment is relatively good, overall. However, districts whose data indicated wide variation from the mean were requested to analyze them for accuracy and to develop plans to improve both inclusiveness of service delivery and accurate data recording. We continued to work with all LEAs to improve implementation of the new data collection system and emphasized the importance of accurate reporting of data on our understanding of the restrictiveness of their service delivery. The School

Support System (SSS), RI's special education monitoring system, continued to evaluate and emphasize delivery of services with nondisabled peers to the maximum extent that is appropriate for each individual student, and worked with LEAs to facilitate these efforts. Percentages in many districts changed considerably in one year's time and all remain within the targeted standard deviation among districts at this time. In 2006 RIDE developed a rigorous campaign to identify disproportionality among sub-groups of students in districts; in turn, identified districts are required to report a rigorous plan to meet targets set for this indicator along with measureable results that are strictly monitored by the LEA. Some of these efforts are supported by a 15% set aside fund for Early Intervention Services and more recently with ARRA funds; initiatives using ARRA funding are only approved when the LEA can prove sustainable outcomes. Notable, although unexpected, is the economic downturn in the state that contributed to the opening of fewer private schools. This event along with restricted budgets in the LEA's may have cause a "bump" in the figures for measures A, B, and C of this Indicator. It will be noted how each LEA is providing successful outcomes for students in the LRE and these best practices will be shared throughout the state. This comprehensive system, in it's entirety is showing positive outcomes for students within the measures of this Indicator for FAPE in the LRE.

Data Collection System:

We will continue to work with districts to ensure that all LEAs have modified their practices and can successfully report accurate data. Data are shared in comparative graph form with all districts as soon as we have it available, with the caveat that the data still may not be fully accurate. Many LEAs have been putting greater emphasis on increasing inclusive service delivery and on reporting location of service delivery more accurately. As we gain confidence that the data are reasonably accurate, LEAs with more restrictive patterns of service delivery will receive more formal and focused attention. In addtion to this, the RIDE is having rapid growth and success in data sytems design and delivery through several grants and Race to the Top funding. A comprehensive approach to organization, collection, and analyses, combined with technical support for LEA's and the SEA will continue to serve RI as a state of the art data steward.

School Support System:

Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. The SSS visits will continue to examine LEAs data and efforts on location of provision of services, and work with the LEAs to analyze problematic patterns and their contributing factors. LEAs are supported to revise policies, procedures and practices to promote education of students with disabilities with their nondisabled peers to the maximum extent appropriate, ensure access to the general curriculum, and support high performance of students with disabilities.

Promoting High Expectations:

We continue to promote high expectations, support for diverse learning needs, and access to the general curriculum within general education through staff involvement with Rhode Island Department of Education efforts to promote Personal Literacy Programs and the High School Reform foci on literacy and personalization, and a response to intervention approach. In addition to these successful initiatives, RI has collaborated with other states to develop new assessments

and core achievement standards that will be supported by a comprehensive technical assistance and professional development plan.

Professional Development

Our professional development programs continue to provide opportunities for general and special educators to increase their capacity to provide differentiation of instruction and other support for diverse learning needs, social-emotional supports, access to the general curriculum, etc.

Promoting Service in the Least Restrictive Environment for Students with Disabilities that Significantly Affect Functioning:

We continue to support professional development and demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment, including general education settings as much as possible. We partner with our state Developmental Disabilities Council and our University Center on Disabilities (The Sherlock Center) on efforts to promote inclusive provision of services for all students, including those with developmental and other significant disabilities.

Baseline Data for FFY 2004 (2004-2005): [December 1, 2004 count]

A. 62.8% of children with IEPs were removed from regular class less than 21% of the day

B. 18.7% of children with IEPs were removed from regular class greater than 60% of the day

C. 4.7% of children with IEPs were served in public or private separate schools, residential placements, or homebound or hospital placements

Discussion of Baseline Data:

Although RI percentages are improving, at the time of baseline data collection, there was shown a wide variation among districts, most importantly in the <21% and >60% categories. In the <21% category, districts range from 100% of students down to 34% of students, with a mean of 63% and a standard deviation of 14%. In the >60% category, districts range from 0% of students up to 33% of students, with a mean of 18.9% and a standard deviation of 8%. Some of the variation can be attributed to lingering problems with appropriate documentation of service provision location. The more important concern is actual variation in restrictiveness of placements. Clearly the comprehensive strategy for measureable and rigorous target setting with improvement strategies and measurable outcomes has taken hold.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A. State average of children with IEPs removed from regular class less than 21% of the day will be 65% or higher; the standard deviation among districts will be 13% or lower. B. State average of children with IEPS removed from regular class greater than 60% of the day will be 18% or lower; the standard deviation among districts will be 7% or lower. C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements will be 4.5% or lower.
2006 (2006-2007)	A. State average of children with IEPs removed from regular class less than 21% of the day will be 68% or higher; the standard deviation among districts will be 13% or lower. B. State average of children with IEPS removed from regular class greater than 60% of the day will be 16% or lower; the standard deviation among districts will be 6% or lower. C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements will be 4.3% or lower.
2007 (2007-2008)	A. State average of children with IEPs removed from regular class less than 21% of the day will be 71% or higher; the standard deviation among districts will be 12% or lower. B. State average of children with IEPS removed from regular class greater than 60% of the day will be 14% or lower; the standard deviation among districts will be 5% or lower. C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements will be 4% or lower.
2008 (2008-2009)	A. State average of children with IEPs removed from regular class less than 21% of the day will be 74% or higher; the standard deviation among districts will be 11% or lower. B. State average of children with IEPS removed from regular class greater than 60% of the day will be 12% or lower; the standard deviation among districts will be 5% or lower. C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements will be 4% or lower.

2009 **(2009-2010)**	A. **State average of children with IEPs served inside regular class less than 80% of the day will be** 77% or higher; the standard deviation among districts will be 11% or lower. B. **State average of children with IEPs served inside the regular class less than 40% of the day will be** 11% or lower; the standard deviation among districts will be 4% or lower. **C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements** 3.5% or lower.
2010 **(2010-2011)**	A. **State average of children with IEPs served inside regular class less than 80% of the day will be** 80% or higher; the standard deviation among districts will be 10% or lower. A. **State average of children with IEPs served inside the regular class less than 40% of the day will be** 10% or lower; the standard deviation among districts will be 4% or lower. B. **State average of children with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements** will be 3% or lower.
2011 **(2011 – 2012)**	B. **State average of children with IEPs served inside the regular class 80% or more of the day will be** 81% or higher; the standard deviation among districts will be 10% or lower. C. **State average of children with IEPs served inside the regular class less than 40% of the day will be** 9.5% or lower; the standard deviation among districts will be 4% or lower. **D. State average of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements will remain** 3% or lower.
2012 **(2012 – 2013)**	**A. State average of children with IEPs served inside the regular class less 80% or more of the day will be** 82% or higher; the standard deviation among districts will be 10% or lower. **B. State average of children with IEPs served inside the regular class less than 40% of the day will be** 9.5% or lower; the standard deviation among districts will remain 4% or lower. C. **State average of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements will remain** 3% or lower.

Improvement Activities/Timelines/Resources (through 2012):

Activities	Timelines	Resources
LEAs with more restrictive patterns of service delivery will receive more formal and focused attention.	2005- 2012 and ongoing as needed	RI Department of Education, Office of Student Community and Academic Supports (OSCAS) of Special Populations staff, LEA Special Education Directors, LEA census personnel
School Support System (SSS)	Ongoing	OSCAS personnel, RI Technical Assistance Project personnel, school and LEA volunteer participants
Professional development on differentiating instruction and response to intervention.	Ongoing	RI Department of Education, OSCAS personnel; RI Technical Assistance Project personnel, full-time specialist focusing on social-emotional supports. Capacity-building funds supporting two teachers to provide professional development in schools, LEAs and regions.
Professional development and demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment.	Ongoing	Two full-time specialists supported by the OSCAS Special Populations; partners
Targeted technical assistance will be provided to districts with data demonstrating high percentages of students being served in less inclusive settings. Technical assistance will support districts in analyzing data, reviewing policies and procedures, and action plan development to address identified areas of need.	Ongoing 2008-2012	RI Department of OSCAS personnel Systems of Support Grant personnel

The combined efforts of identification of disproportionality that the 15% set aside for Early Intervention Services, and, the infusion of ARRA funding has enabled districts to design appropriate strategies to target professional development strategies to assist students who are at risk for academic and behavioral problems. Technical assistance is and will continue to be provided on the most effective use of funding to produce the most inclusive settings.	Ongoing 2008 – 2007 -2012	OSCAS personnel Systems of Support Grant personnel
Targeted technical assistance will be provided to districts with data demonstrating high percentages of students being served in less inclusive settings. Technical assistance will support districts in analyzing data, reviewing policies and procedures, and action plan development to address identified areas of need.	Ongoing 2008-2012	OSCAS personnel Systems of Support Grant personnel
Targeted technical assistance will be provided to SEA by a data systems and needs specialist to assist RI in maintaining a highly effective data collection and analyses system	2010 - 2012	Transformation Office resourced by Race to the Top funding

Part B State Performance Plan (SPP) for 2005-2012

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Monitoring Priority: FAPE in the LRE - Preschool Outcomes

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Outcomes:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

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

Measurement for Summary Statement 1:

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Overview of Issue/Description of System or Process:

As detailed in the APR 2009, Rhode Island determined that the Creative-Curriculum On-Line Assessment System provided a research-driven, curriculum-based measure most aligned with the state's early learning standards and state's system of authentic assessment for the measurement of child outcomes. Given the training requirements and expense of purchasing the on-line subscriptions, the state opted to phase in its data collection by beginning with districts which were representative of the population of

children served in the state. Within these districts data was collected on all children with Individual Education Programs who services were provided by the district. Sampling was not used. The discrepancy between the number of children included in the data collection and the annual census count used to identify the representative districts, is likely due to out-of district placements and/or children moving from the district after the June census as well as children for whom there was less than six months of data. Because out-of district placements often include children from multiple districts, the state will include out-of-district placements in the data collection process once all districts have been phased in. This will alleviate confusion in the classroom about who to assess and who is not yet included in the assessment process. The process of phasing in districts began in the fall of 2006 and has systematically added school districts each year.

In 2009, two of the largest districts in the state, Warwick and Providence, were phased into the data collection. Census data was again used to identify these districts and Tables 7J-L illustrate the representativeness of the districts currently participating. The remainders of the state and out-of-district placements were phased in during the 2010-2011 school year.

Table 7J

Selected Districts	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
Central Falls	0	12	72	0	11
Coventry	2	0	2	1	99
Cranston	11	18	23	0	174
Newport	0	9	10	0	44
Smithfield	0	0	1	0	46
Westerly	3	0	1	1	44
East Providence	5	24	11	5	107
Foster	0	0	0	0	10
Glocester	0	0	1	0	18
Pawtucket	2	26	52	3	87
West Warwick	3	2	7	0	75
North Smithfield	0	0	1	0	42
Jamestown	0	0	0	0	11
Middletown	3	2	2	0	36
North Kingstown	0	2	1	0	80
Woonsocket	9	23	47	3	145

	Cumberland	1	2	1	0	93
	Warwick	2	3	1	1	224
	Providence	17	86	256	2	100
	Totals	59	209	490	16	1482

Table 7K

Total Child Count	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
SELECTED DISTRICTS	59	209	490	16	1482
STATE	69	215	523	24	2154

Entry assessment is collected by special education team for each child entering the early childhood special education system within 6 to 8 weeks of entry. Progress checkpoints are collected at three points during the year. Exit assessments are conducted when a child no longer requires (qualifies) for early childhood special education, transitions to school age programming, reaches the age of six or moves out of state.

FFY 2009 Baseline Data:

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	**New Indicator: Status at entry data reported.** **Outcome Indicator 1: Positive social and emotional skills** • 52% (170) entered at a typical level of functioning • 48% (154) were not at a typical level of functioning **Outcome Indicator 2: Acquisition and use of knowledge and skills** • 53% (170) entered at a typical level of functioning • 47% (153) were not at a typical level of functioning **Outcome Indicator 3: Use of appropriate behaviors** • 65% (204) entered at a typical level of functioning • 35% (111) were not at a typical level of functioning Total number of children = 324
2006	**Progress data:**

(2006-2007)

Outcome 1: Positive social-emotional skills (including social relationships)

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. children who did not improve functioning	1	1%
b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	3	4%
c. children who improved functioning to a level nearer to same-aged peers but did not reach it	4	6%
d. children who improved functioning to reach a level comparable to same-aged peers	11	16%
e. children who maintained functioning at a level comparable to same-aged peers	50	72%
Totals	**69**	**100%**

Outcome 2: Acquiring and using knowledge and skills

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. children who did not improve functioning	2	3%
b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	3	4%
c. children who improved functioning to a level nearer to same-aged peers but did not reach it	6	9%
d. children who improved functioning to reach a level comparable to same-aged peers	10	14%
e. children who maintained functioning at a level comparable to same-aged peers	48	70%
Totals	**69**	**100%**

Outcome 3: Taking appropriate action to meet needs

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. children who did not improve functioning	1	1%
b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	1	1%
c. children who improved functioning to a level nearer to same-aged peers but did not reach it	3	4%
d. children who improved functioning to reach a level comparable to same-aged peers	8	12%
e. children who maintained functioning at a level comparable to same-aged peers	56	81%
Totals	**69**	**100%**

2007

(2007-2008)

Outcome 1: Positive social-emotional skills (including social relationships)

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. children who did not improve functioning	9	5%
b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	11	6%
c. children who improved functioning to a level nearer to same-	12	6%

	aged peers but did not reach it		
	d. children who improved functioning to reach a level comparable to same-aged peers	34	18%
	e. children who maintained functioning at a level comparable to same-aged peers	122	65%
	Totals	**188**	**100%**

Outcome 2: Acquiring and using knowledge and skills

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. children who did not improve functioning	8	4%
b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	14	7%
c. children who improved functioning to a level nearer to same-aged peers but did not reach it	17	9%
d. children who improved functioning to reach a level comparable to same-aged peers	24	13%
e. children who maintained functioning at a level comparable to same-aged peers	125	66%
Totals	**188**	**100%**

Outcome 3: Taking appropriate action to meet needs

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. children who did not improve functioning	8	4%
b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	6	3%
c. children who improved functioning to a level nearer to same-aged peers but did not reach it	10	5%
d. children who improved functioning to reach a level comparable to same-aged peers	30	16%
e. children who maintained functioning at a level comparable to same-aged peers	134	71%
Totals	**188**	**100%**

2008 (2008-2009)	**Baseline data** **Outcome 1: Positive social-emotional skills (including social relationships)**

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. children who did not improve functioning	10	3%
b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	25	7%
c. children who improved functioning to a level nearer to same-aged peers but did not reach it	35	9%
d. children who improved functioning to reach a level comparable to same-aged peers	76	20%
e. children who maintained functioning at a level comparable to same-aged peers	227	61%
Totals	**373**	**100%**

Summary Statements

1. Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. **76%**
2. The percent of children who were functioning within age expectations in each Outcome by the time they exited the program. **81%**

Outcome 2: Acquiring and using knowledge and skills

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. children who did not improve functioning	14	4%
b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	32	9%
c. children who improved functioning to a level nearer to same-aged peers but did not reach it	30	8%
d. children who improved functioning to reach a level comparable to same-aged peers	69	18%
e. children who maintained functioning at a level comparable to same-aged peers	228	61%
Totals	**373**	**100%**

Summary Statements

1. Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. **68%**
2. The percent of children who were functioning within age expectations

in each Outcome by the time they exited the program. **80%**

Outcome 3: Taking appropriate action to meet needs

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. children who did not improve functioning	7	2%
b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	32	9%
c. children who improved functioning to a level nearer to same-aged peers but did not reach it	15	4%
d. children who improved functioning to reach a level comparable to same-aged peers	65	17%
e. children who maintained functioning at a level comparable to same-aged peers	254	68%
Totals	**373**	**100%**

Summary Statements

1. Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. **67%**
2. The percent of children who were functioning within age expectations in each Outcome by the time they exited the program. **86%**

2009

(2009-2010)

Summary Statements	Targets FFY 2009 (% of children)	Actual FFY 2009 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	**77%**	**72%**
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	**82%**	**68%**
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		

1 Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	**69%**	**63%**
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	**81%**	**53%**
Outcome C: Use of appropriate behaviors to meet their needs		
1 Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	**68%**	**67%**
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	**87%**	**72%**

Progress Data for Preschool Children FFY 2009

A. Positive social-emotional skills (including social relationships):	**Number of children**	**% of children**
a. Percent of children who did not improve functioning	**44**	**7%**
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	**71**	**11%**
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	**94**	**15%**

d. Percent of children who improved functioning to reach a level comparable to same-aged peers	**208**	**32%**
e. Percent of children who maintained functioning at a level comparable to same-aged peers	**229**	**35%**
Total	**N=646**	**100%**
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	**Number of children**	**% of children**
a. Percent of children who did not improve functioning	**79**	**12%**
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	**100**	**15%**
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	**122**	**19%**
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	**177**	**27%**
e. Percent of children who maintained functioning at a level comparable to same-aged peers	**168**	**26%**
Total	**N=646**	**100%**
C. Use of appropriate behaviors to meet their needs:	**Number of children**	**% of children**
a. Percent of children who did not improve functioning	**54**	**8%**
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	**62**	**10%**

	c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	67	10%
	d. Percent of children who improved functioning to reach a level comparable to same-aged peers	167	26%
	e. Percent of children who maintained functioning at a level comparable to same-aged peers	**296**	**46%**
		N=646	**100%**

2010 (2010-2011)	**Summary Statements**	**Targets FFY 2010(% of children)**	**Actual FFY 2009 (% of children)**
	Outcome A: Positive social-emotional skills (including social relationships)		
	1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	**74%**	**72%**
	2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	**69%**	**68%**
	Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
	1 Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	**65%**	**63%**
	2. The percent of children who were functioning within age expectations in Outcome B by the time	**54%**	**53%**

	they exited the program		
	Outcome C: Use of appropriate behaviors to meet their needs		
	1 Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	69%	67%
	2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	73%	72%
2011 (2011-2012) 2012 (2012-2013)	The state anticipates targets to be set as the following, however, annual reassessment and analysis of targets remains imperative as the state focuses on improvement of assessment and outcomes reporting.		
	Summary Statements	**Targets FFY 2011 (% of children)**	**Target FFY 2012 (% of children)**
	Outcome A: Positive social-emotional skills (including social relationships)		
	1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	75%	76%
	2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	70%	71%
	Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
	1 Of those children who entered or exited the program below age expectations in Outcome B,	67%	69%

	the percent who substantially increased their rate of growth by the time they exited the program		
	2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	55%	56%
	Outcome C: Use of appropriate behaviors to meet their needs		
	1 Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	70%	71%
	2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	74%	75%

Improvement Activities/Timelines/Resources (through 2012):

Rhode Island's overarching goal is to establish a comprehensive assessment system for early childhood special education. Child outcomes measurement will be embedded in evaluation, development of the IEP and instruction. The assessment associated with child outcomes measurement is considered to be one of the critical components for providing children with individualized, high quality instruction that will lead to improved outcomes. The state seeks to establish systems change that will have sustainable impact on the quality of instruction to improve outcomes for children enrolled in early childhood special education. This level of system change will extend beyond the times lines reported in this document.

A needs assessment informed by data analysis and conducted with stakeholder groups of special educator staff and administration identified five key areas for growth:

1. **Transitioning from Creative Curriculum.net to Teaching Strategies GOLD while maintaining the integrity of the outcomes initiative**
2. **Establishing a common process and procedures state-wide for all children enrolled in public and private early childhood special education**
3. **Increasing state wide reporting of child outcomes data**

4. **Improving the quality and reliability of outcome's assessment data**
5. **Improving outcomes by strengthening the link between assessment and instruction**

Activity	Timelines	Resources
1. Transitioning from Creative Curriculum.net to Teaching Strategies GOLD while maintaining the integrity of the outcomes initiative		
Develop process and training that will facilitate the transition from Creative Curriculum.net to Teaching Strategies GOLD	**By August 2010**	**RI Department of Education, Office for Instruction Assessment and Curriculum, Office of Student Community and Academic Supports, Technical Assistance, Teaching Strategies**
Provide all outcomes administrators with professional development in order that they may guide staff through the transition process.	**September and August 2010**	**RI Department of Education, Office for Instruction Assessment and Curriculum, Office of Student Community and Academic Supports, Technical Assistance**
Provide outcomes administrative leadership with transition support and guidance via regional Implementation Support Groups	**October 2010 through July 2011 (six meetings)**	**RI Department of Education, Office for Instruction Assessment and Curriculum, Office of Student Community and Academic Supports, Technical Assistance**
Provide additional transition training to early childhood special education staff as requested and as needs are noted though monthly monitoring of data	**October 2010 through June 2011**	**RI Department of Education, Office for Instruction Assessment and Curriculum, Office of Student Community and Academic Supports, Technical Assistance and LEAs**

Monthly monitoring of assessment data to examine compliance with process and procedures and determine statewide and district specific needs for technical assistance.	**October 2010 through June 2011**	**RI Department of Education, Office for Instruction Assessment and Curriculum, Office of Student Community and Academic Supports, Technical Assistance**
Evaluate the success of the transition process though survey to stakeholder, input from outcomes administrative leadership, assessment of level of reporting and compliance with established policies and procedures.	**August 2011**	**RI Department of Education, Office for Instruction Assessment and Curriculum, Office of Student Community and Academic Supports, Technical Assistance, LEAs and stakeholders**
2. Establish a common process and procedures state-wide for all children enrolled in public and private special education.		
Complete the Scale for Assessing State Implementation of a Child Outcomes Measurement System developed by the Early Childhood Outcomes Center with stakeholders analyze results to assist in strategic planning and program improvement process.	Annually in June through 2012	**RI Department of Education, Office for Instruction Assessment and Curriculum, Office of Student Community and Academic Supports, Technical Assistance, LEAs and stakeholders**
Based on information provided by the Scale for Assessing State Implementation of the Child Outcomes Measurement System, develop an outcomes program improvement plan, establish timelines for implementation and evaluation schedule.	Annually through 2012	**RI Department of Education, Office for Instruction Assessment and Curriculum, Office of Student Community and Academic Supports, Technical Assistance, LEAs and stakeholders**
Transition final cohort of remaining LEAs and all private early childhood special education providers into outcomes measurement system.	September 2010 through June 2011	**RI Department of Education, Office for Instruction Assessment and Curriculum, Office of Student Community and Academic Supports, Technical Assistance**
3. Increase statewide reporting of child outcomes data		
State will establish target of 100% reporting of data and calculate the percentage of missing data from all programs using both CRP and Teaching Strategies GOLD data. This will establish baseline data. The state	FFY 2010 through 2012	**RI Department of Education, Office for Instruction Assessment and Curriculum, Office of**

will calculate the missing data for the Annual Performance Report on an annual basis. LEAs will receive reports relative to their attainment of 100% reporting of child outcomes data and receive professional development to assist them in increasing their level of reporting. Comparison of overall percentage of reporting will be conducted annually to evaluate progress and assess any additional required improvement activities.		**Student Community and Academic Supports, Technical Assistance, LEAs and stakeholders**
4. Improve the quality and reliability of outcomes assessment data		
Develop rubrics for early childhood special educators and administrators to use in assessing the quality of observational data and portfolios. Provide professional development regarding the use of these rubrics as both a self assessment and basis for supervision.	Development of Rubrics by Sept. 2010 Professional development for implementation through FFY 2011	**RI Department of Education, Office for Instruction Assessment and Curriculum, Office of Student Community and Academic Supports, Technical Assistance, LEAs and stakeholders**
Evaluate reliability certification program provided by Teaching Strategies, GOLD. If this certification meets fidelity and evidence based standards, develop volunteer group to pilot reliability certification. Develop criteria and evaluate impact of certification on practice of the volunteer group and develop plan to extend certification state-wide.	FFY 2010-2012	**RI Department of Education, Office for Instruction Assessment and Curriculum, Office of Student Community and Academic Supports, Technical Assistance, Teaching Strategies GOLD, LEAs and stakeholders**
Convene an end-of-the-year meeting with programs and districts to explore successes, challenges, and recommendations for future relative to improving the quality and reliability of data collection.	Complete annually through 2012	**RI Department of Education, Office for Instruction Assessment and Curriculum, Office of Student Community and Academic Supports, Technical Assistance, LEAs and stakeholders**
5. Improving outcomes for children on all three outcomes by strengthening the link between assessment and instruction		
Development and implementation of statewide plan to integrate outcomes measurement into, development	January-February 2011	**RI Department of Education, Office for Instruction Assessment**

and implementation of the Individual Education Plan. Plan will be evaluated by sampling IEPs developed following training to reflect incorporation of outcomes measurement.	development of IEP reflecting outcomes Implementation and evaluation FFY 2010 through FFY 2011	**and Curriculum, Office of Student Community and Academic Supports, Technical Assistance, LEAs and stakeholders**
Survey stakeholders, review evidence based practice and TA and D models and analyze data to assist in the development, implementation and evaluation of statewide strategic plan to improve outcomes.	FFY 2011 and ongoing	**RI Department of Education, Office for Instruction Assessment and Curriculum, Office of Student Community and Academic Supports, Technical Assistance, ECO Center, NECTAC, LEAs and stakeholders**

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:
http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/ .

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Parent Involvement

Indicator- 8 Percent of 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.

Measurement: Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

Overview of Issue/Description of System or Process:

In Rhode Island, state level collaboration among educators and parents of students receiving special education services is well established. Likewise, in local school districts, there exist many examples of positive school efforts to inform or involve parents. However, educator and parent agency partners at the state level readily acknowledge, and have historically devoted extensive resources and energies to address, the challenge of ensuring at the school level a widespread, systemic, service-driven culture that cultivates genuine, reciprocal partnership between school personnel and families, especially those whose children face learning and behavioral challenges. Establishing an accountability system for productive school-family partnership has been limited by the lack of a valid, reliable measurement of parent involvement efforts, leaving progress assessment, feedback to schools, and accountability for local policies and practices highly anecdotal. Further, districts and schools have been stretched to their professional development limits to address dimensions of education, particularly student performance that are, in fact, measured. Despite research findings clearly showing the importance of parental involvement to student achievement, the system's resources and energies have been devoted chiefly to activities that are formally measured and publicly reported. Rhode Island anticipates that introducing and publicly reporting the results of a valid, reliable state measure of schools' efforts to involve parents, albeit for a subgroup of families, will catapult accountability and continuous improvement in this critical arena.

Description of System and Process

Although the parent involvement indicator has only been in effect for the past five years, a very effective, active working relationship among the parent organizations and the state department of education is well underway in Rhode Island. The state's Parent Training and Information Center (PTIC) and Parent Information and Resource Center (PIRC) are active partners in state policy, planning, program, and professional development. As a small state, Rhode Island has long enjoyed face-to-face relationships with the key parent groups, as a regularity of the system.

As an outgrowth of broad stakeholder engagement in its earlier Continuous Improvement and Monitoring Process and Parent Partnership Cluster of its State Improvement Plan (SIP), the RIDE Office of Special Populations added to its parent engagement opportunities a *State Advisory Committee on School/Family/Community Partnership*, comprised of more than 20 representatives of Rhode Island's lead parent organizations, community-based organizations, districts, and schools. Although convened as an activity of the Parent Involvement component of the RI SIP, this stakeholder group's work was integrally connected to the broader RIDE agenda and PS & I action team regarding Community and Family Engagement. The R I Office of Student, Community and Academic Supports convened the group quarterly to advise state level policies and activities related to both the Parent Involvement component of the RI SIP as well as to the Family and Community Engagement work of the RI Department of Education's (RIDE's) school accountability system. *The National Standards for Parent/Family Involvement Programs* developed by the National Parent Teacher Association emerged as the centerpiece of this Advisory Committee's recommendations for parent partnership improvement. These National Standards have been formally endorsed as well by RIDE's governing board, the Rhode Island Board of Regents for Elementary and Secondary Education.

The rich experience and perspective of parents and schools represented on Rhode Island's *State Advisory Committee on School/Family/Community Partnership* offered a valuable stakeholder resource for planning how to improve schools' efforts, capacity, and competency in engaging parents in positive, reciprocal relationships, genuine decision-making on behalf of their children's learning, and in a continuum of options based on their needs and interests. To determine the state's approach to

addressing this indicator of the SPP, various parent representatives, particularly Rhode Island's Parent Training and Information Center (PTIC), and a small subgroup of the earlier *Advisory Committee on School/Family/ Community Partnership* collaborated with RIDE to establish the statewide approach. RIDE and the PTIC collaborated to address feedback from OSEP regarding the state's 2005-2006 proposed sampling plan that called for revising our approach to measurement for this indicator. This collaboration resulted in the following action step:

- **Plan Revision:** Rhode Island revised its plan and shifted from a sampling plan to a census-based approach, surveying parents of **every student** in the state receiving special education services. This represented approximately 30,000 students. Rhode Island established a baseline measure in the 2006-2007 school year and will survey parents statewide in every subsequent school year.
- **Measurement Tool:** The state has adopted the National Center for Special Education Accountability Monitoring (NCSEAM) Parent/Family Involvement Survey using the 25-item Part B School Efforts Scale, as its annual measurement instrument for this indicator. (Appendix)
- **Survey Accessibility for Multiple Languages:** The state contracted with a private in-state translation service for translations of the NCSEAM survey into the five languages most frequently utilized in Rhode Island: English, Spanish, Portuguese, Cape Verdian, and Cambodian.
- **Expert Assistance:** The state entered into a five-year contract with Avatar International, LLC, for assistance as needed with all required steps of the Indicator 8 measurement process outlined by OSEP and NCSEAM. This survey vendor and the translation contractor were connected to collaborate directly as needed for final formatting and production of the NCSEAM survey in five languages. Rhode Island relied on the survey vendor particularly for customizing and producing the surveys, disseminating and collecting the mailings, conducting the data analyses and reports, and educating RIDE as well as the stakeholder workgroup to enable the state to make maximal use of the survey results in target-setting and improvement planning. RIDE has also relied on the Chief Investigating Officer at Avatar for additional consultation, including a webinar for the Indicator 8 stakeholder work group, as well as to generate and explain state-specific disaggregated reports to assist with improvement planning.
- **Building State Capacity for the Measurement Process:** The state's central information system, eRIDE, collects and stores all but two of the data elements (student address, home language) needed to conduct the parent survey. In 2006, the RIDE developed a data upload program and issued a special data request to all school districts to submit a student data file to the RIDE containing student addresses and home language for every RI student aged 3-21 receiving special education services. Some data elements already in the state system, such as student identifier or date of birth, were also requested for crosschecking. Other student information needed for the survey data file was pulled at the state level from the state's existing census, and the full data file was forwarded to the survey vendor. This ensures that the vast majority of students in the state were accounted for in the final data file used for

administration of the survey, and an adequate sample size of parent respondents was successfully obtained.

- **Survey Marketing:** RIDE and its PTIC umbrella agency, the Rhode Island Parent Information Network (RIPIN), partnered in marketing the NCSEAM survey during Fall 2006. RIPIN convened a statewide evening dinner meeting to gather input from RI's statewide network of all district Local Advisory Committees (LACs) and the state's Special Education Advisory Committee. Based on this input, RIDE and RIPIN developed and implemented the following marketing strategies:

⇒ Dissemination of one-page color and black/white notices in five languages to each local Special Education Advisory Committee and to each school district for local dissemination. *"Coming to Your Mailbox in October…."*

⇒ As planned within the statewide Special Education Advisory Network (SEAN), a variety of locally implemented Local Advisory Committee activities, such as local automatic phone messages, mailings, or meetings, to inform parents within their communities about the upcoming survey and to encourage their participation.

[Note: Local Special Education Advisory Committees (LACs) in RI represent committees parallel to State Advisory Committees under IDEA and have been in place in RI local school districts for more than 25 years as a requirement under state special education regulations. The school committee of each local and regional special education program must appoint and support such an advisory committee on special education, comprised of parents of children with disabilities, school personnel, and individuals with disabilities. Each LAC advises the local district on matters concerning the unmet needs of students with disabilities and advocates in partnership with parents for students with disabilities to ensure entitlements, among other roles and responsibilities.

The RIDE collaborates with the RI PTIC, RI Special Education Advisory Committee (RISEAC), and the network of district LACs, who jointly convene for statewide networking dinner meetings throughout the school year. This network, referred to as SEAN, facilitates communication, program development, and professional development of all partners, with the express purpose of supporting RISEAC and local LACs in their roles of advising state and local special education improvement.

This network of local committees offers a potentially rich resource to the ongoing work of data collection and improvement activities, particularly in maximizing culturally competent and locally effective outreach to encourage survey participation and to facilitate improvement efforts.]

⇒ Joint advertisement (quarter-page ad w/photos) in the Providence Sunday Journal, the state's largest newspaper, at the start of the survey period.

⇒ Joint advertisement on public transportation vehicles prior to and throughout the survey period—interior posters on all busses and exterior posters on 30 public transport vans.

⇒ Joint public service announcements in English and Spanish on all major radio stations, including Spanish stations.

⇒ Joint signatories and agency logos on the survey cover letter and survey

⇒ Joint contact persons and call-in lines at both agencies to receive calls and provide multilingual assistance in response to parental inquiries and help requests throughout the survey period. A log is kept of all issues identified by the relatively small number of callers for use in informing subsequent administrations of the parent survey.

Marketing Challenges Encountered: Despite extensive marketing, the return rate of 15% was somewhat lower than anticipated. Discussions with stakeholders contributing conditions that may have influenced the return rate were considered. These conditions included families' unfamiliarity with a new survey, the short period of time for marketing at the start of the school year, some minor student information errors in districts' student data submission, and, in particular, the timing of the mailing, which coincided with a flurry of political campaign advertisements. Additionally, two significant elements of RI's accountability system coincided with administration of the NCSEAM survey. The state assessments are administered in October, and an extensive, statewide self-assessment survey of all parents, students, teachers, and principals in RI is administered each fall.

Solution: Through discussion with stakeholders, the state has decided to shift the schedule of the annual parent survey to March of each year. This will enable student information necessary for the survey data file to be incorporated into RIDE's annual fall central data collection and to be continually updated and accessible within that system (eRIDE) without a separate data upload from districts. Further, the survey administration will be scheduled at a less eventful time of year in terms of other statewide assessment activity and the predictable future political campaign mailings occurring in the fall season.

- **Stakeholder Collaboration:** RIDE conducted a series of work sessions with a small stakeholder workgroup, comprised of representatives of the earlier *Advisory Committee on School/Family/Community Partnership* and additional organizations, to advise the state as it addressed the results of the NCSEAM survey, established baseline measurements, confirmed the state's standard for this indicator, set measurable and rigorous targets, and projected approaches to improvement planning. Indicator 8 workgroup participants included:

⇒ Rhode Island Parent Information Network (umbrella agency for the state's PTIC)

⇒ Parent Support Network of RI (parent-to-parent support network for parents whose children experience social, emotional, and behavioral challenges)

⇒ Parent liaison staff of the Paul V Sherlock Center on Disabilities at Rhode Island College (RI's University Center for Excellence on Developmental Disabilities (UCEDD))

⇒ RIDE Title I Parent Involvement Liaison, Office of Progressive Support and Intervention

- ⇒ LEA Special Education Administrator
- ⇒ LEA Principal
- ⇒ RIDE Office of Student, Community and Academic Supports (workgroup chair)

Baseline Data for FFY 2006:

The results of Rhode Island's first administration of the NCSEAM Part B School Efforts Scale are portrayed in the following three figures:

Figure1A: "Rhode Island Part B Partnership Efforts Measures" (unweighted)

Figure 1B: "Rhode Island Part B Partnership Efforts Measures" (weighted)

Figure 2: "Statistical Summary of Baseline Data"

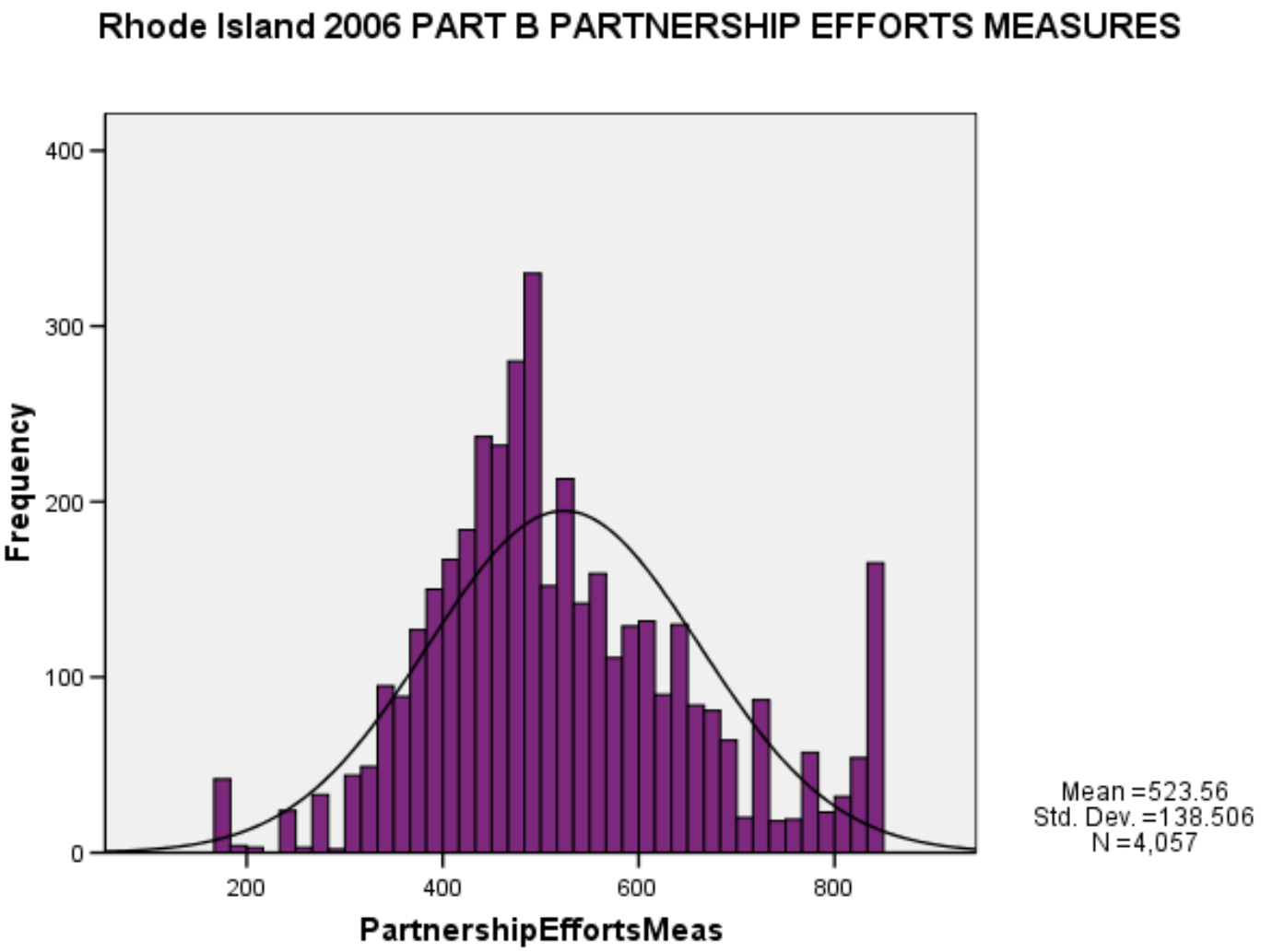

Figure 1A Distribution of Unweighted Rhode Island Part B Partnership Efforts Measures, 2006

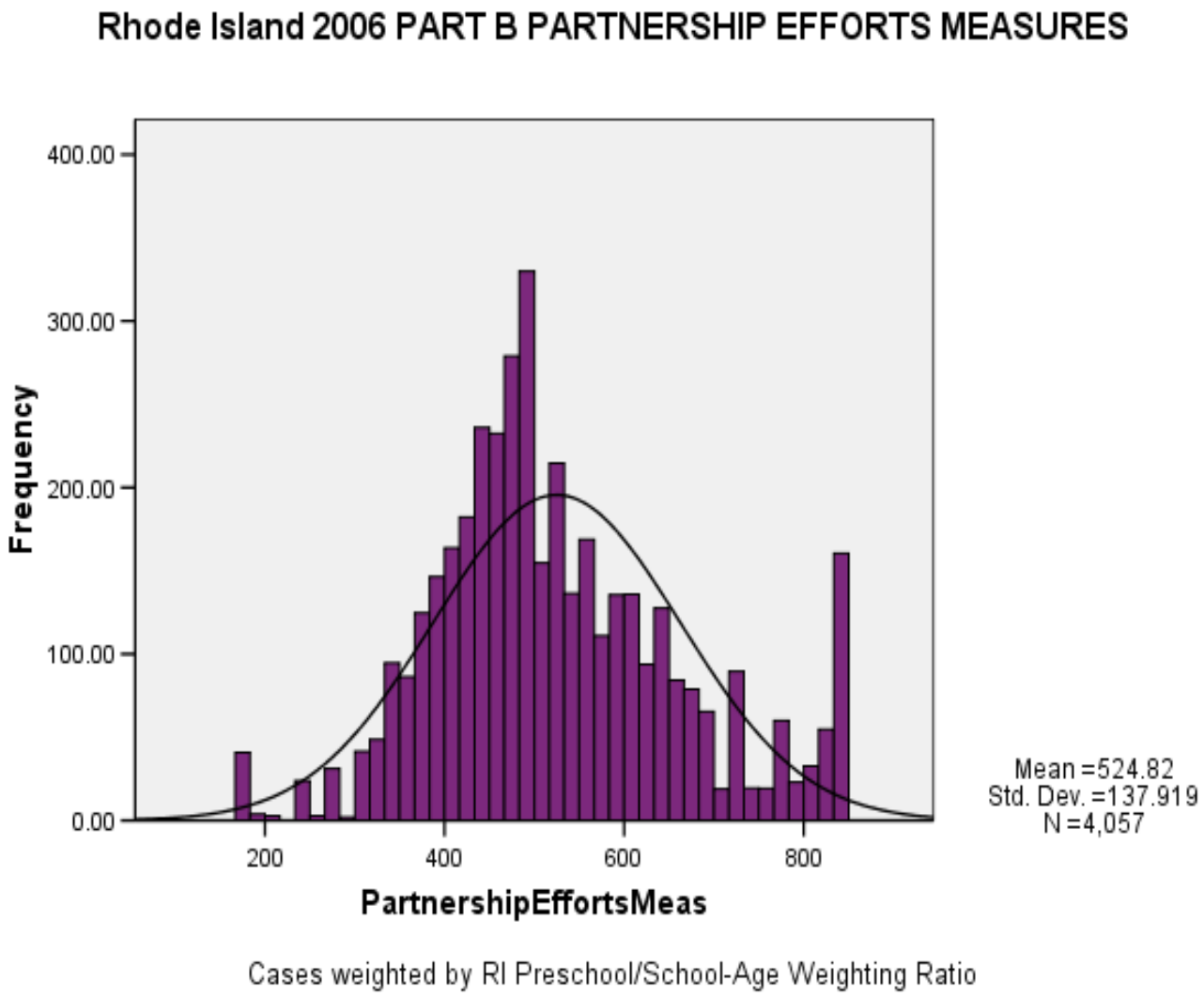

Figure 1B. Distribution of Weighted Rhode Island Part B Partnership Efforts Measures, 2006

Figure 2: Statistical Summary of Baseline Data

SPP/APR Indicator #8: Percent of 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.

Rhode Island Standard: **600,** which indicates a .95 likelihood of a response of "agree," "strongly agree" or "very strongly agree" with the following item having a calibration of 600 on the NCSEAM survey's Partnership Efforts scale:

"The school explains what options parents have if they disagree with a decision of the school."

PART B Section 619 (Preschool children ages up through 4)

Percent at or above indicator 8 standard: 29% (SE of the mean = 3.4%)

Number of Valid Responses:	185		
Mean Measure:	545	Measurement SD	127

PART B School Age (Children ages 5 and up)

Percent at or above indicator 8 standard: 26% (SE of the mean = 0.7%)

Number of Valid Responses:	3,872		
Mean Measure:	523	Measurement SD	139

ALL PART B (Preschool and School Age) **UNWEIGHTED**

Percent at or above indicator 8 standard: 26% (SE of the mean = 0.7%)

Number of Valid Responses:	4,057	Measurement reliability:	.92
Mean Measure:	524	Measurement SD	139

ALL PART B (Preschool and School Age) WEIGHTED

Percent at or above indicator 8 standard: 26% (SE of the mean = 0.7%)

Number of Valid Responses:	4,057	Measurement reliability: .92	
Mean Measure:	525	Measurement SD	138

EXTERNAL BENCHMARK: ALL PART B (6 US states, 2005 NCSEAM PILOT STUDY)

Percent at or above indicator 8 standard: 17% (SE of the mean = 0.7%)

Number of Valid Responses:	2,705	Measurement reliability:	0.94
Mean Measure:	481	Measurement SD	135

Discussion of Baseline Data:

The preceding Figure 1A shows the distribution of *unweighted* measures on the NCSEAM Part B Partnership Efforts scale for Rhode Island parents of children with disabilities ages 3-21 whose data were submitted and measured for this analysis. The unweighted average of these individual family Part B Partnership Efforts measures is 524 with a standard deviation of 139.

Figure 1B shows the distribution of *weighted* measures on the Partnership Efforts scale for the same group of Rhode Island parents. The sample of data gathered from Rhode Island parents whose children receive services in preschool settings is proportionately less than half than what would be expected given the numbers of preschool children receiving services in the population. The mean measure changes enough with the weighting that the average measure increases by a point but is not significant enough to impact the Indicator 8 percentage of parents reporting efforts at or above the state standard.

The percents being reported here for Indicator 8 are calculated as the percent of families whose measures are at or above a standard cutoff value, weighted by preschool/school age ratio. Rhode Island is applying the standard of 600 recommended by a nationally representative stakeholder group convened by NCSEAM. This group identified items that most closely represented the content of each of the indicators and recommended the level of agreement that should be required on these items. For Part B indicator 8, the recommended standard was operationalized as a measure of 600, since this is the calibration of the item chosen by the stakeholder group as the minimum amount of partnership effort that can reasonably be said to have met the terms of SPP/APR Indicator 8. Thus, the percent reported here is the percent of respondent families of children aged 3-21 with measures on the NCSEAM Part B School Efforts scale that are at or above this standard.

In Figure 1B, a vertical line drawn at 600 on the x-axis would illustrate that the mean percentage of Rhode Island parents with measures at or above this level is 26%, as shown in the Table 2 summary statistics, item “All Part B (Preschool and School Age) Weighted”.

There is always a certain amount of error in estimating a value for the entire population of families in a state, based on data from a sample of families. Given the size of the population of families receiving special education services in Rhode Island and the number of families from whom completed surveys were received, there is a 95% likelihood that the true value of these percentages is as much as 1.4% less or more than the indicator value shown on Table 2.

Setting Rhode Island's Improvement Targets

The Indicator 8 workgroup consisted of stakeholders from the RI Department of Education Office of Student, Community and Academic Supports, Office of Progressive Support and Intervention's Title I Parent Involvement, the state's PTIC (at Rhode Island Parent Information Network), the Parent Support Network of Rhode Island, and parent liaison members of the Paul V Sherlock Center on Disabilities at Rhode Island College (RI's UCEED). The workgroup studied the data analysis of the state's survey results, participated in an interactive webinar with our state's survey vendor who employs one of the NCSEAM survey developers, and carefully considered the hierarchy of NCSEAM survey items, their calibrations, and their implications for focused program and professional development. Several scenarios using the NCSEAM calculator were graphed considered, from improvements reflecting minimal statistically significant change, to highly ambitious jumps in the percentage reporting above the standard.

Setting measurable and rigorous improvement targets for the state's performance on these indicators involved determining (a) the amount of change that would indicate *real* improvement (not just random variation due to sampling error) measured by statistical significant change (based on the NCSEAM calculator) and (b) the amount of change that would indicate improvement meaningful within Rhode Island's context and acceptable to stakeholders' expectations for parent partnership in our state.

The final projections regarding Rhode Island's five-year and annual targets represent the stakeholders' determination to promptly mobilize, connect, and integrate the state's many promising structures and initiatives in a concerted effort to produce measurable change in the way our mean measure reflects practices at higher calibrations on the NCSEAM scale. Although the targets that follow are ambitious in comparison to the minimal changes needed to show statistically significant improvement, Rhode Island is seeking change substantial enough to improve services and results for children with disabilities in our state.

Beginning with the first survey administration completed this year (FFY 2006), Rhode Island will administer the NCSEAM parent survey <u>every school year</u> as its measurement of progress toward the following improvement targets. The RI state standard is established at 600.

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	Indicator 8 revision and capacity building for annual, census-based survey of parents of children aged 3-21 receiving special education services. Measurement Instrument: NCSEAM Parent/Family Involvement Survey, Part B School Efforts Scale. State Standard: 600 (using the NCSEAM established standard)
2006 **(2006-2007)**	**Baseline Measure: 26 percent** of parents with a child receiving special education services reported school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities. Baseline Average (Mean Measure): 525 Baseline Standard Deviation: 138 Baseline Measurement Reliability: .92 Survey Date: November 2006 N = 4057 measured (4075 respondents;15% response rate). Actual baseline sample gathered from census-based data collection from parents of approximately 28,000 students with disabilities. Scores weighted for preschool and school-aged students. Respondents from every school district statewide.
2007 **(2007-2008)**	**Target:** 26 percent of parents with a child receiving special education services reported school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities. (no change) Target increase: 0%. Target Increase in Mean Measure: 0. Mean measure: 525 Standard Deviation: 138

	Measurement Reliability: .92 Survey Date: November 2006 N = 4057 measured (4075 respondents; 15% response rate). Actual baseline sample gathered from census-based data collection from parents of approximately 28,000 students with disabilities. Scores weighted for preschool and school-aged students. Respondents from every school district statewide. **Note: Measurement will occur during this school year, but subsequent to the February APR.** Improvement will be measured during this and every school year, but for this one year, as the statewide parent survey schedule is shifted to establish March as the annual survey date, measurement will occur subsequent to the reporting period and will be reported for the FFY 2008. Additionally, this will provide a one-year period of improvement activities from the time of the baseline measure to the time of the second survey.
2008 **(2008-2009)**	**Target: 31.37** percent of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities. Target Increase: 5.37% Target Increase in Mean Measure: 8 points. Mean Measure: 533. Expected Standard Deviation: 138 or lower Expected Measurement Reliability: .90 or better Survey Date: March 2008 N = 6000 (20% response rate). Target sample size from census-based data collection from approximately 30,000 parents of students with disabilities, weighted as necessary for preschool and school-aged students, with respondents from every school district statewide.
2009 **(2009-2010)**	**Target: 38.88** percent of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities. Target Increase: 7.51 % Target Increase in Mean Measure: 28 points. Mean Measure: 561. Expected Standard Deviation: 138 or lower Expected Measurement Reliability: .90 or better Survey Date: March 2009 N = 7000 (23% response rate). Target sample size from census-based data collection from approximately 30,000 parents of students with disabilities, weighted as necessary for preschool and school-aged students, with respondents from every school district

	statewide.
2010 **(2010-2011)** **Revision**	**Target: 34.5%** percent of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities. Target Increase: 1.5% from previous year (FY09) results Target Increase in Mean Measure: 8 . Mean Measure: 556 . Expected Standard Deviation: 150 or lower Expected Measurement Reliability: 0.90 or better Survey Date: March 2010 N =5400 (18% response rate). Target sample size from census-based data collection from approximately 30,000 parents of students with disabilities, weighted as necessary for preschool and school-aged students, with respondents from every school district statewide. Note: Projected Targets for 2006-2012 were established in 2006. In retrospect the goals were statistically too ambitious. The response rate was set with an expected growth rate of approximately 1,000 respondents per year, while the response rate has stagnated around 4,000 since 2006. Also, the mean measure was expected to grow by about 20 points per year, while an increase of 8-10 points seems more reasonable. Original target setting was based upon an incorrect assumption that *measures* are normally-distributed. As seen from the histograms, the distribution of *measures* is tri-modal: there are low-scorers, high-scorers, and a large density of scorers around 500. It is for these reasons that the 2010 targets have been revised.
2011 **(2011-2012)** **New-extension**	**Target: 36.1** percent of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities. Target Increase: 1.6 % Target Increase in Mean Measure: 8 points. Mean Measure: 556 Expected Standard Deviation: 150 or lower Expected Measurement Reliability: 0.90 or better Survey Date: March 2011 N = 6300 (21% response rate). Target sample size from census-based data collection from approximately 30,000 parents of students with disabilities, weighted as necessary for preschool and school-aged students, with respondents from every school district statewide.
2012	**Target: 38.0** percent of parents with a child receiving special education services

(2012-2013) **New-extension**	reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities. Target Increase: 1.9 % Target Increase in Mean Measure: 8 points. Mean Measure: 564 Expected Standard Deviation: 150 or lower Expected Measurement Reliability: 0.90 or better Survey Date: March 2012 N =7500 (25% response rate). Target sample size from census-based data collection from approximately 30,000 parents of students with disabilities, weighted as necessary for preschool and school-aged students, with respondents from every school district statewide. Note: Response rate increases in subsequent years will be targeted until a minimum of 30% response rate is achieved.

Improvement Activities/Timelines/Resources (through 2012):

Under the previous iterations of the state improvement process under the CIMP and SIP, Rhode Island worked with a broad stakeholder group to delineate a statewide professional development plan for school, family, and community partnership. With the introduction of the 2005-2010 SPP requirements, these plans were tabled to enable the state to devote its energies to building capacity for measurement of the new Parent Involvement Indicator and establishing the state's baseline and 5-year targets to inform and focus improvement efforts in parent/family involvement.

To advise improvement planning for the 2005-2010 SPP, the RIDE collaborated with a smaller, more focused stakeholder group of parent organizations and expanded to partner with its Title I Parent Involvement initiative. This Indicator 8 Workgroup very recently completed the work of becoming conversant with the NCSEAM measurement, interpreting RI's survey results, determining measurable and meaningful targets, and projecting how all of the partners in the state will now capitalize on our active working relationships and many related activities already under development, to build and implement a more focused parent involvement improvement effort with measurable results.

In concert with its Indicator 8 Workgroup, the RIDE welcomes annual measurement and accountability for schools' efforts at parent involvement. The partners are readily committing to a unified, multi-organizational improvement effort that builds on our effective, active working relationship and engages a broad stakeholder effort on behalf of shared ownership and a clarified focus. It is clear to all of us that

effecting lasting and measurable improvement will mean integrating and focusing our efforts even further. Rhode Island has the willingness and ability to collaborate, with few logistical roadblocks. The following elements are essential features of Rhode Island's improvement plan:

- **Stakeholder Collaboration:** To ensure that the Parent Involvement Indicator is addressed through effective and focused improvement activities, ongoing assessment, and annual measurement by a broad stakeholder group influencing key constituencies, the RIDE Office of Student, Community and Academic Supports Family Partnership Liaison is collaborating with RI's PTIC, PIRC, and the RIDE Title I/NCLB Parent Involvement Liaison to reconstitute the former *Advisory Committee on School/Family/Community Partnership* for Indicator 8 as the *School/Family Partnership Workgroup*. The *Workgroup* will engage members of the current Indicator 8 workgroup and expand to reengage key school and district partners.

- **Guiding Principles of Improvement Efforts:** Planning, implementation, assessment, annual measurement, and public reporting will be accomplished jointly with parents and educators working effectively and actively as partners. All adult learning activities will likewise jointly involve parent and educator partners as facilitators and learners. Culturally competent practices will be employed in program and professional development activities, beginning with representative membership on the newly forming state School-Family Partnership Workgroup.

- **Framework and Message:** RIDE and its partners will integrate the state's efforts within a results-driven, standards-referenced, and research-based framework. The RIDE/PS&I accountability action team, an interdepartmental table, will serve as a primary organizing structure within RIDE. This structure will support cross-office work in promoting the development of family partnership policies and programs. Likewise, the RIDE and its stakeholders—our key parent organizations and schools/districts—will connect and further integrate our school-family partnership initiatives and resources under NCLB, Title I, and IDEA. The Rhode Island school accountability system already delineates family and community engagement as one of seven indicators of effective schools. District strategic plans submitted to the RIDE. Progressive Support and Intervention (PS&I) negotiated agreements for districts designated as being in need of improvement address family and community engagement as a key component.

  The National Standards for Parent/Family Involvement Programs (PTA) will serve as the organizing reference for policy, program, and professional development. Additionally, RIDE will become a member of the National Network of partnership Schools to incorporate the research work of Dr. Joyce Epstein at Johns Hopkins University. RIDE will also incorporate best practices documented in the literature. This reference point will be cross walked with other important reference points, particularly the Early Childhood Outcomes Center's recommended Family Outcomes, as well as widely endorsed guidelines such as the Federation of Families for Children's Mental Health (FFCMH) Principles for Family Involvement.

Improvement work focused on school partnership competencies and practices to support achievement of improvement targets will be addressed as strands within this standards-based, integrated framework. Moving the state average measure to higher calibration levels on the NCSEAM survey implies targeted professional development. For example, the partners have agreed that professional development focused on effective facilitation of IEP dialogue and joint decision-making will be addressed within the Communication component of the National Standards for Parent/Family Involvement Programs.

- **Annual Statewide Measurement:**

1) **The NCSEAM Part B School Efforts Scale** will serve as the primary measure of improvement for the SPP Parent Involvement Indicator and be administered in every school year beginning in the current 2006-2007 (FFY 2006) baseline year.

2) **A second annual, publicly reported statewide measure of parent involvement in Rhode Island is its SALT Survey** (SALT: School Accountability for Learning and Teaching). The RI SALT Survey is conducted each fall, reaches every RI student, faculty member, principal, and parent, and provides a systematic, structured opportunity for self-report across seven elements delineated by the state as expectations and performance indicators of schools and districts (Parent Involvement is one of the seven expectations). SALT Survey results are delineated as one of three High Value-Added Indicators of school performance; parent response rate on the SALT Survey (36% in 2006) is one of three SALT Survey data scores reported for this indicator. Further, Parental Involvement is one of the state's three Learning Support Indicators for elementary and middle schools (adding graduation rates, one of four for high schools). Based on SALT Survey responses, a score is calculated and publicly reported for every Rhode Island school regarding "Parent Reports of the School's Efforts to Involve Parents." With higher scores equaling greater presence of the indicator, the aim is a score of 100 on each of the four parent involvement subscales.

Clearly, the relationship between and application of these two different but powerful measures will be addressed in Rhode Island's improvement activities**.,** Figures 3A and 3B illustrate examples of SALT Survey-related data related to parent involvement published on the RIDE website (www.ride.ri.gov).

Using Information: State Indicators

Rhode Island

SALT Survey indicators

	The State
SALT Survey teacher response rate	52%
SALT Survey student response rate	84%
SALT Survey parent response rate	36%

Student indicators

	The State
Student attendance	93%
Stability Index	85%
Mobility Index	17%
Dropout rate	15%
Rate of suspensions (incidents per 100 students enrolled): Statewide	29
Rate of suspensions (incidents per 100 students enrolled): Elementary Schools	4
Rate of suspensions (incidents per 100 students enrolled): Middle Schools	48

Figure 3A: Rhode Island SALT Survey Results, 2004-2005:
Parent Response Rate as one of three SALT Survey data scores reported under
High Value-Added Indicators of school performance
www.ride.ri.gov

Using Data: Learning Support Indicators *(Page 1 of 4)* Rhode Island Elementary Schools

School Name & District	Attendance Rate	SALT Survey Indicators: School Climate	Parental Involvement	Instruction
Meadowcrest Early Childhood Center, E. Providence	100.0%	NA	55	44
Lonsdale Elementary School, Lincoln	98.4%	80	74	57
Lincoln Central Elementary School, Lincoln	98.2%	86	82	59
Northern Early Learning Center, Lincoln	97.9%	NA	65	49
Northern Lincoln Elementary School, Lincoln	97.9%	77	66	45
Fairlawn Elementary, Lincoln	97.6%	NA	72	51
Saylesville Elementary School, Lincoln	97.1%	80	62	44
Community School, Cumberland	96.7%	84	77	51
Harold F. Scott School, Warwick	96.7%	81	79	50
William Winsor School, Smithfield	96.7%	84	85	71
Anna M. McCabe School, Smithfield	96.6%	85	75	66
Cedar Hill School, Warwick	96.6%	81	61	?
Glen Hills School, Cranston	96.6%	84	49	55
Meadowbrook Farms School, E. Greenwich	96.6%	NA	81	63
Stony Lane Elementary School, N. Kingstown	96.6%	79	83	55
George Hanaford School, E. Greenwich	96.5%	75	67	?
James H. Eldredge Elementary School, E. Greenwich	96.5%	80	81	?
Metcalf School, Exeter-W. Greenwich	96.5%	80	72	47
Raymond C. LaPerche School, Smithfield	96.5%	84	85	69
Wickford Elementary School, N. Kingstown	96.5%	78	84	41
Cumberland Hill School & Annex, Cumberland	96.4%	78	71	44
Garvin Memorial School, Cumberland	96.4%	82	71	51
Hope Elementary School, Scituate	96.4%	82	77	73

Figure 3B: Rhode Island SALT Survey Results, 2004-2005:

Parent Involvement as One of Four Learning Support Indicators on the SALT Survey

for Rhode Island Elementary Schools

www.ride.ri.gov

- Public Reporting and Use of Disaggregated Survey Results: **RIDE and its stakeholders have agreed to produce and utilize the following disaggregated NCSEAM survey results to provide baseline feedback to individual schools and districts and to focus and individualize improvement planning and activities:**

  ⇒ **Individual school response rate and results**

  ⇒ **Individual district response rate and results**

  ⇒ **Comparison of district response rates and results**

  ⇒ **State results by student race/ethnicity**

  ⇒ **State results by type of disability**

  ⇒ **State results by home language**

  Given Rhode Island's small size, routine public reporting of student assessment and SALT Survey results, and requirement for ongoing district strategic planning and school improvement planning, the practice of using publicly reported data for local self-study and continuous improvement is well underway. The SPP Indicator 8 improvement plan has capacity for targeted professional and program development individualized for pockets of professional development needs across the state system. Further, because the Office of Student, Community and Academic Supports includes staff responsible for English Language Learners and Disproportionality, as well as Early Childhood, these staff will participate in advising Indicator 8 improvement activities. For example, NCSEAM survey results disaggregated by student race/ethnicity may indicate a need for more culturally competent family partnership practices; professional development in these practices will connect with work underway to improve culturally competent instructional practices addressing disproportionality.

  Rhode Island has projected with a small workgroup of parent stakeholders its approach to improvement planning for the parent involvement indicator. However, the state received the results of its first survey only weeks ago and has just emerged from

educating itself and its first small group of stakeholders in analyzing the results, establishing baseline, setting targets, and projecting our approach to improvement planning. RI is committed to engaging broader stakeholder participation in further delineating the 5-year and first year improvement plans outlined. The state is now preparing to convene and educate a broader, more representative stakeholder committee (School/Family Partnership Workgroup). Next steps for this broader Workgroup include study of the NCSEAM measurement, study of disaggregated results of the survey, connection of the initiatives, and delineation of specific focus for program and professional development within the following plan.

Table One: Rhode Island Seven Year (2005 – 2012) Improvement Plan Overview

for School/Family Partnership

(Activities and resources specified in Table Two.)

Year	Schedule	Chief Accomplishments
FFY 2005 **2005-2006**	Fall 2005	Program and Professional Development Plan for School-Family Partnership emerging from State Improvement Plan Develop Sampling Plan for new State Performance Plan Indicator 8 Parent Involvement
	Spring 2006	Revise SPP Indicator 8 based on OSEP feedback
	Spring/Summer 2006	Create state capacity for necessary student data file and survey administration Establish state contracts with survey and translation vendors
FFY 2006 **2006-2007**	Fall 2006	Collaborate with vendors to produce and administer NCSEAM survey in 5 languages
	Fall 2006	Publicize/Market the NCSEAM survey in 5 languages
	December-January 2007	Analyze results, establish state baseline data, and set state targets
	January 2007	Determine general approach to improvement planning

	January 2007	In collaboration with Title I, enroll RIDE as a member in the National Network of Partnership Schools to connect with additional resources, research, evaluation, and training tools.
	February-June 2007	Educate key leaders within RIDE and partner agencies regarding NCSEAM measure and results. Explore implications for aligning initiatives into one accountability system.
	March 2007	Expand, convene, and educate Stakeholder Workgroup
	June 2007	Determine 5-year improvement activities
	July-August 2007	• Establish joint funding/resourcing for Year One improvement activities • Build necessary student information into RIDE's central information system (eRIDE)
FFY 2007 **2007-2008**	September-October 2007	• Launch School-Family Partnership Initiative: -publicly report results of Parent Involvement Measure: state, district, and individual school results -market improvement activities • Convene Interdepartmental/Interagency Learning Cadre and prepare for program/professional development role. Establish continuous development and support to Cadre.
	October-November 2007	Collect as part of annual student data system additional data elements re: student information necessary to construct data file for conducting NCSEAM Survey
	October 2007-July 2008	Implement interdepartmental/interagency school + district-based improvement activities for school teams, through continuous support to Interdepartmental/interagency Learning Cadre. • regional program development opportunities/supports • professional development topical offerings • family-friendly walk-throughs with feedback reports • other development supports identified in delineated improvement activities Continue to explore with key leaders within RIDE and partner agencies NCSEAM measure, improvement plan, and integration as one accountability system.

	November 2007-March 2008	• Prepare for survey production and administration • Publicize/Market upcoming survey, in collaboration with local organizational networks and communities
	April – June 2008	• Analyze survey results in light of improvement targets • Refine/adjust improvement plan • Market School-Family Partnership Initiative within and across RIDE and stakeholder agencies and schools -publicly report results of Parent Involvement Measure: state, district, and individual school results -promote ongoing improvement activities
	July-August 2008	• Reissue/adjust joint funding/resourcing for Year Two improvement activities
FFY 2008 **2008-2009**	September-October 2008	Continue to convene, enhance, and support state *School-Family Partnership Workgroup* and Interdepartmental/ Interagency Learning Cadre.
	October-November 2008	Collect as part of annual student data system additional data elements re: student information necessary to update data file for conducting NCSEAM Survey.
	October 2008-July 2009	Continue interdepartmental/interagency school + district-based improvement activities for school teams, through continuous support to Interdepartmental/interagency Learning Cadre. • regional program development opportunities/supports • professional development topical offerings • family-friendly walk-throughs with feedback reports • growing development supports identified in delineated improvement activities
	November 2008-March 2009	• Prepare for annual survey production and administration • Publicize/Market annual survey, in collaboration with local organizational networks and communities, to continue to increase parent participation

	April – June 2009	• Analyze survey results in light of improvement targets • Refine/adjust improvement plan • Continue to market School-Family Partnership Initiative within and across RIDE and stakeholder agencies and schools -publicly report results of Parent Involvement Measure: state, district, and individual school results -promote ongoing improvement activities
	June 2009	Establish an integrated accountability system within RIDE and with partner agencies that incorporates the NCSEAM measure and improvement plan.
	July-August 2009	• Reissue/adjust joint funding/resourcing for Year Three improvement activities
FFY 2009 **2009-2010**	September-October 2009	Continue to convene, enhance, and support state *School-Family Partnership Workgroup* and Interdepartmental/ Interagency Learning Cadre.
	October-November 2009	Collect through annual student data system student information necessary to update data file for conducting NCSEAM Survey.
	October 2009-July 2010	Continue interdepartmental/interagency school + district-based improvement activities for school teams, through continuous support to Interdepartmental/interagency Learning Cadre and other emerging mechanisms. • regional program development opportunities/supports • professional development topical offerings • family-friendly walk-throughs w/feedback reports • growing development supports identified in delineated improvement activities
	November 2009-March 2010	• Prepare for annual survey production and administration • Publicize/Market annual survey, in collaboration with local organizational networks and communities, to continue to increase parent participation

	April – June 2010	• Analyze survey results in light of improvement targets • Refine/adjust improvement plan • Continue to market School-Family Partnership Initiative within and across RIDE and stakeholder agencies and schools -publicly report results of Parent Involvement Measure: state, district, and individual school results -promote ongoing improvement activities
	June 2010	Establish an integrated accountability system within RIDE and with partner agencies that incorporates the NCSEAM measure and improvement plan.
	July-August 2010	Reissue/adjust joint funding/resourcing for Year Four improvement activities
FFY 2010 **2010-2011**	September- October 2010	Continue to convene, enhance, and support state *School-Family Partnership Workgroup* and Interdepartmental/ Interagency Learning Cadre.
	October-November 2010	Collect through annual student data system student information necessary to update data file for conducting NCSEAM Survey.
	October 2010-July 2011	Continue interdepartmental/interagency school + district-based improvement activities for school teams, through continuous support to Interdepartmental/interagency Learning Cadre and other emerging mechanisms. • regional program development opportunities/supports • professional development topical offerings • family-friendly walk-throughs w/feedback reports • growing development supports identified in delineated improvement activities
	November 2010-March 2011	• Prepare for annual survey production and administration • Publicize/Market annual survey, in collaboration with local organizational networks and communities, to continue to increase parent participation

	April – June 2011	• Analyze survey results in light of improvement targets • Refine/adjust improvement plan • Continue to market and promote integration of School-Family Partnership Initiative within and across RIDE and stakeholder agencies and schools -publicly report results of Parent Involvement Measure: state, district, and individual school results -promote ongoing improvement activities
	June 2011	Continue to refine integrated accountability system within RIDE and with partner agencies that incorporates the NCSEAM measure and improvement plan.
	July-August of 2011	Reissue/adjust joint funding/resourcing for Year Five improvement activities
FFY 2011 **2011-2012**	September- October 2011	Continue to convene, enhance, and support state *School-Family Partnership Workgroup* and Interdepartmental/ Interagency Learning Cadre.
	October-November 2011	Collect through annual student data system student information necessary to update data file for conducting NCSEAM Survey.
	October 2011-July 2012	Continue interdepartmental/interagency school + district-based improvement activities for school teams, through continuous support to Interdepartmental/interagency Learning Cadre and other emerging mechanisms. • regional program development opportunities/supports • professional development topical offerings • family-friendly walk-throughs w/feedback reports • growing development supports identified in delineated improvement activities
	November 2011-March 2012	• Prepare for annual survey production and administration • Publicize/Market annual survey, in collaboration with local organizational networks and communities, to continue to increase parent participation

	April – June 2012	• Analyze survey results in light of improvement targets • Refine/adjust improvement plan • Continue to market and promote integration of School-Family Partnership Initiative within and across RIDE and stakeholder agencies and schools -publicly report results of Parent Involvement Measure: state, district, and individual school results -promote ongoing improvement activities
	June 2012	Continue to refine integrated accountability system within RIDE and with partner agencies that incorporates the NCSEAM measure and improvement plan.
	July 2012	Reissue/adjust joint funding/resourcing for Year Six improvement activities
FFY 2012 **2012-2013**	September- October 2012	Continue to convene, enhance, and support state *School-Family Partnership Workgroup* and Interdepartmental/ Interagency Learning Cadre.
	October-November 2012	Collect through annual student data system student information necessary to update data file for conducting NCSEAM Survey.
	October 2012-July 2013	Continue interdepartmental/interagency school + district-based improvement activities for school teams, through continuous support to Interdepartmental/interagency Learning Cadre and other emerging mechanisms. • regional program development opportunities/supports • professional development topical offerings • family-friendly walk-throughs w/feedback reports • growing development supports identified in delineated improvement activities
	November 2012-March 2013	• Prepare for annual survey production and administration • Publicize/Market annual survey, in collaboration with local organizational networks and communities, to continue to increase parent participation

	April – June 2013	• Analyze survey results in light of improvement targets • Refine/adjust improvement plan • Continue to market and promote integration of School-Family Partnership Initiative within and across RIDE and stakeholder agencies and schools -publicly report results of Parent Involvement Measure: state, district, and individual school results -promote ongoing improvement activities
	June 2013	Continue to refine integrated accountability system within RIDE and with partner agencies that incorporates the NCSEAM measure and improvement plan.
	July 2013	Reissue/adjust joint funding/resourcing for Year Seven improvement activities
	August 2013	Prepare for seven year review of the state's progress in addressing Indicator 8, successes and challenges in meeting improvement targets, successes and challenges in implementing improvement plans, and implications for the next state performance plan for addressing parent involvement.

Table Two: Improvement Activity Detail for FFY06 – FFY08 Extension

(2006-2007 and 2007-2008)

Activity	Completion Timeline	Resources
1. Engage stakeholders. Establish the *School/Family Partnership Workgroup*, an expansion of the Indicator 8 workgroup, with educator and parent co-chairs. The Workgroup will advise, oversee, and share in the implementation of improvement activities.	March 2007	Staffing, space, and equipment contributed from partnering organizations. Materials contributed by RIDE. Co-Chair staffing provided by RIDE and PTIC.
2. Build *Workgroup* capacity. Educate new *School/Family Partnership Workgroup members* regarding Indicator 8, the NCSEAM measure, state baseline measure, improvement targets, National Standards, Best Practices, and existing structures/initiatives underway.	May 2007	Indicator 8 workgroup member knowledge. RIDE-sponsored webinar(s) with measurement experts. Materials provided by RIDE and partnering organizations. Staffing, space, and equipment contributed from partnering organizations. Co-Chair staffing provided by

		RIDE and PTIC.
3. **Create improvement plan**. Delineate joint improvement activities within a unified framework, to occur over a five-year period. (*School/Family Partnership Workgroup)* Build on the RIDE Title I/NCLB initiative begun in 2006-2007 which convened schools for self-study and to share practices related to two key National PTA Standards: Communication and Student Learning. Establish collaboration with the state PIRC's Family-Friendly Schools developmental work, including Walk-Throughs and other strategies underway under NCLB in collaboration with the RIDE Title I work. Continue and refocus collaboration with the state PTIC's statewide network of state and local special education advisory committees (SEAN) and its well-established professional development capacity and offerings. Re-align previous professional development plans that emerged under RI's CIMP/SIP activities related to skill-building for facilitating reciprocal school-parent communication, positive school-parent relationships, and for engagement of parents in genuine dialogue in IEP meetings and other decision-making regarding their child.	July 2007	*School/Family Partnership Workgroup* and SEAN members' time, expertise, organizational resources such as meeting space, equipment, or materials Materials provided by RIDE and partnering organizations. Staffing, space, and equipment contributed from partnering organizations. Co-Chair staffing provided by RIDE and PTIC.
4. Put joint funding in place. Collaboratively fund (interoffice and interagency) a statewide, regionally accessible professional development mechanism and state level facilitators cadre for delivering professional development components of the improvement plan.	August 2007	Funding through RIDE using sources under IDEA and Title I. In-kind staffing, facilities, equipment, and materials contributed by partnering agencies. Explore additional resource contributions.
5. **Build a strong training cadre**. Develop and support capacity of state level cadre to facilitate targeted adult learning for leaders, staff, and parent members of school communities by supporting their development as a community of learning. Cadre will reflect cross-department and cross-agency education and parent facilitators, including a subgroup of the *School/Family Partnership Workgroup*. Cadre members will shift when needed to address improvement activities.	August 2007 and ongoing	Oversight from *School/Family Partnership Workgroup*. Support from funding sources identified above and interagency contributions of staff time, facilities, and equipment.
6. **Conduct Public Reporting/Market the Plan.** Launch implementation of the Family Partnership improvement activities through enhanced public	September 2007	RIDE funding sources under IDEA and Title I. In-kind staffing, facilities, equipment, and materials

reporting specific to the Parent Involvement Measure. Report the RI's baseline measure of schools' efforts at parent involvement; improvement targets; and improvement plan. Report disaggregated results. Presenters: Members of the *School/Family Partnership Workgroup*. Audiences: RIDE, involved legislators, key parent and community organizations, school districts	Annually thereafter in April-June 2008-2012	contributed by partnering agencies on the *Workgroup*. Time and agendas of state level associations: Special Education Directors; Superintendents; Principals; School Social Workers; Psychologists.
7. Implement the Plan. Implement professional development activities of the improvement plan and annually revise based on results determined by annual measurement and based on continuous progress toward integrated systems across RIDE.	September 2007 through June 2012	RIDE funding sources under IDEA and Title I. Additional funding sources and other resources to be generated over time. In-kind staffing, facilities, equipment, and materials contributed by partnering agencies on the *Workgroup*.
8. **Promote integrated public policy and accountability re: family partnership**. Promote integration of public policy, accountability, program and professional development that support the improvement effort and integrate parental involvement efforts under IDEA and Title I with efforts under NCLB and the RIDE's Parent Involvement expectations for all schools and districts.	2006-2007 school year and ongoing.	Opportunities: Existing accountability structures within the RIDE Progressive Support & Intervention action team on Family & School Engagement; Interested legislators; The power of the NCSEAM survey as the first valid, reliable measure of schools' parent involvement efforts. Engagement of members of the SPP *School/Family Partnership Workgroup* in most general education developmental committees.
9. Market the annual survey. Strategies: -Printed materials in the state's top five languages -Flyers disseminated within every district -Engagement of Local Special Education Advisory Committees and community centers in generating locally accessible, community-based, culturally competent avenues to encourage participation, such as meetings, read-alouds, notices, and phone trees. -Public Service Announcements in multiple languages	January – March of each year (advertising) April-June of each year (public reporting as a demonstration of usefulness)	RIDE-funded contracts utilizing IDEA and other funds *School/Family Partnership Workgroup* members' constituencies SEAN-Special Education Advisory Network RIDE PS&I Action Team on Family and Community Engagement and members' constituencies

-Newspaper advertisements -Public transportation posters -Parent-to-parent messages from partner parent agencies -Joint RIDE/PTIC cover letter and survey -Joint RIDE/PTIC call-in contacts for assistance -Public reporting of survey results and their influence on improvement efforts		PTIC and RIDE staffing School and district dissemination avenues

The enclosed appendix, *Parent Involvement in Rhode Island (Indicator 8)***, contains the following supportive documents related to both the NCSEAM survey process and earlier work that the RI Indicator 8 effort will build upon as improvement plans are further developed, implemented, and assessed:**

A) Measurement Tool

B) Survey Marketing

C) Family Engagement in RI Policy and Planning

D) Earlier State Improvement Activities for consideration in SPP Improvement Planning

E) Standards for Parent/Family Involvement Programs-excerpt.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:
http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/ .

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator 9 – Percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by # of districts with disproportionate representation times 100.

Overview of Issue/Description of System or Process: Rhode Island Department of Education, Office of Student, Community and Academic Supports personnel review 618 data, identify districts with disproportionate representation, and continue to coordinate with other staff to conduct verification activities and provide district and state updates. To support this work, RI has convened a special Disproportionality Workgroup to focus the attention and resources of the State on the issue of disproportionality. The workgroup consists of individuals with expertise in different areas relative to

disproportionality. While it was anticipated that collaboration with a University of Rhode Island doctoral level graduate student would inform Rhode Island's definition of significant disproportionality, however, the doctoral student's educational career has taken a different turn and Rhode Island is currently in discussions to seek other data analysis support.

Baseline Data from FFY04 (2004-2005) :
Statewide Methodology for Determining Disproportionate Representation:

At this time, Rhode Island was unable to determine if disproportionate representation was the result of inappropriate identification for this reporting period; however, Rhode Island will implement a process to make this determination in the immediate future using multiple data sources. Rhode Island‟s Collaborative System of Focused Monitoring: School Support System (SSS) and RI‟s Consolidated Resource Plan (CRP), which provide data on LEA policies and procedures in special education and general education, inform and contribute to this work. (Currently, the following occur during SSS and CRP processes: Review of the continuum of services and supports available to students within the district prior to referral for special education; SSS review of currently available disproportionality data; review of written LEA screening, referral, evaluation, and eligibility determination policies, practices, and procedures; review of discipline polices, pre-referral procedures, placement procedures, etc; record reviews of a selection of student records to identify problematic or discriminatory policies or procedures and to determine if LEA policies and procedures were being followed; interviews with LEA general and special education staff, administrators, parents, and other stakeholders).

Discussion of Baseline Data: Rhode Island does not yet have baseline data on the percentage of districts with significant disproportionality due to inappropriate identification. Please see the Improvement Activities/Timelines/ Resources section for additional information.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**0%** of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2006 (2006-2007)	**0%** of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2007 (2007-2008)	**0%** of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2008 (2008-2009)	**0%** of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2009 (2009-2010)	**0%** of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2010 (2010-2011)	**0%** of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2011 (2011-2012)	**0%** of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

2012 **(2012-2013)**	**0%** of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Improvement Activities/Timelines/Resources (through 2012):

Key: Yellow Highlight=Revised, Red Font=New

At the state level, Rhode Island is examining existing policies, practices, and procedures to determine where changes may need to occur across the system and working to build its capacity to address these and other systemic issues. Rhode Island has requested technical assistance from Northeastern Regional Resource Center (NERRC), New England Equity Assistance Center (NEEAC), and other national consultants to address associated issues from a systems improvement perspective. A Disproportionality Workgroup has been convened to review Rhode Island's data analysis and to advise on Rhode Island procedures for identifying and addressing racial, linguistic, gender, and disability status disproportionality. Within the SEA, information on disproportionality in Rhode Island will be shared to familiarize state staff with the issues and related factors, including using disproportionality data to guide practices and revise policies and procedures. Rhode Island's data analysis will continue to utilize data collected from narrative reports, interviews, and record reviews through Rhode Island's Collaborative System of Focused Monitoring: School Support System as well as the LEAs' applications for Consolidated Resource Plan for Federal Funding to determine if disproportionate representation is due to inappropriate identification. Both self-assessments and paper reviews will inform regular on-site visits as well as the day-to-day district liaison work conducted by Office of Student, Community and Academic Supports staff. Rhode Island will continue to implement procedures for identifying, monitoring, and addressing racial, linguistic, gender, and disability status disproportionality based on the data analysis. Attention will be given to the determination of causal factors for disproportionate representation due to inappropriate identification.

Activities/Results	Timelines	Resources
Interaction with disproportionate districts to support district self-analysis, planning, design of tailored Technical Assistance with priority on those districts that have alternate or weighted risk ratios > 2 SD above the mean; Results: multiple meetings with LEAs plus contracted technical assistance delivered (agendas, ppts, handouts)	**2006-2007**	Districts, RI Department of Education, Office of Student, Community and Academic Supports personnel, RI Technical Assistance Project, RI Disproportionality Workgroup, Professional Development Group via Northern RI Collaborative
Development of TA Guidance and Self- Assessment Tools on Early Intervening and Cultural Competence Results: Guidance and Tools folded into CRP process for annual use	**2007-2008**	RI Disproportionality Workgroup, Professional Development Group via Northern RI Collaborative, NEEAC, NERRC
Interaction with disproportionate districts to support district implementation of plans in an evaluation and revision cycle through the Consolidated Resource Plan Process: This process includes a review of written LEA screening, referral, evaluation, and eligibility	**Annually:** **May/June 2007** **May/June 2008** **May/June 2009**	RI Department of Education, Office of Student, Community and Academic Supports personnel RIDE Office of Student,

determination policies, practices, and procedures; review of discipline polices, referral procedures, placement procedures, etc. Results: TA sessions held, email correspondence for ongoing support, submission of policies, procedures, and practices including revisions and public reporting in CRP annually through Accelegrants online system.	**May/June 2010** **May/June 2011** **May/June 2012** **May/June 2013**	Community and Academic Supports personnel and contracted TA partners (NRIC, NEEAC) RIDE Office for Student, Community, and Academic Supports personnel and contracted TA partners (NRIC, NEEAC, URI, RIC)
Interaction with disproportionate districts to support district implementation of plans in an evaluation and revision cycle through the RI Department of Education, Office of Student, Community and Academic Supports collaborative system of focused monitoring: School Support System (SSS). This process includes a review of the continuum of services and supports available to students within the district prior to referral for special education; SSS review of currently available disproportionality data; record reviews of a selection of student records to identify problematic or discriminatory policies or procedures and to determine if LEA policies and procedures were being followed; interviews with LEA general and special education staff, administrators, parents, and other stakeholders. Results: examination of policies, procedures, and practices plus disproportionality data in each monitoring process and report	**Ongoing**	RI Department of Education, Office of Student, Community and Academic Supports personnel, RI Technical Assistance Project personnel, school and LEA volunteer participants
Individual meetings with districts to examine data on significant disproportionality and EIS data to support district self-analysis, planning, and, in some cases, design of tailored Technical Assistance Results: Annual meetings with agendas, handouts, action plans	**Annually:** **March/April 2007** **March/April 2008** **March/April 2009** **March/April 2010** **March/April 2011**	RIDE Office for Student, Community, and Academic Supports personnel sometimes including contracted TA partners (NRIC, NEEAC, URI, RIC)

	March/April 2012 **March/April 2013**	
Individual meetings with disproportionate districts (out of compliance) to support district self-analysis, planning, design of tailored Technical Assistance via examination of district self-assessment and evidence checklist information, revised policies, procedures, and practices, risk ratio data, enrollment trends, file review data, and any pertinent connections from Indicators 4 and 11, AYP determinations under Title I, and/or AMAO targets under Title III. Results: Annual meetings with agendas, handouts, action plans	**March/April 2008** **March/April 2009** **March/April 2010** **March/April 2011** **March/April 2012** **March/April 2013**	RIDE Office for Student, Community, and Academic Supports personnel and contracted TA partners (NRIC, NEEAC, URI, RIC)
Provide both regional and district embedded and ongoing targeted technical assistance on the implementation of Response to Intervention to prevent and reduce disproportionality, improve achievement of at risk general education students (RI Strategic Plan Priority AS1.2 and 1.3), and clarify the role of RtI in the Full and Individual Evaluation. Results: TA sessions delivered, materials posted on web	**Ongoing each school year** **2008-2009** **2009-2010** **2010-2011** **2011-2012** **2012-2013**	RIDE Office for Student, Community, and Academic Supports personnel and contracted TA partners (NRIC, NEEAC, URI, RIC)

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:
http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is:
https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/ .

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator 10 – Percent of districts that report disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of districts with disproportionate representation times 100.

Overview of Issue/Description of System or Process: Rhode Island Department of Education, Office of Student, Community and Academic Supports personnel review 618 data, identify districts with disproportionate representation, and continue to coordinate with other staff to conduct verification activities and provide district and state updates. To support this work, RI has convened a special Disproportionality Workgroup to focus the attention and resources of the State on the issue of disproportionality. The workgroup consists of individuals with expertise in different areas relative to disproportionality. While it was anticipated that collaboration with a University of Rhode Island

doctoral level graduate student would inform Rhode Island's definition of significant disproportionality, however, the doctoral student's educational career has taken a different turn and Rhode Island is currently in discussions to seek other data analysis support.

Baseline Data from FFY04 (2004-2005) :
Statewide Methodology for Determining Disproportionate Representation:

At this time, Rhode Island was unable to determine if disproportionate representation was the result of inappropriate identification for this reporting period; however, Rhode Island will implement a process to make this determination in the immediate future using multiple data sources. Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) and RI"s Consolidated Resource Plan (CRP), which provide data on LEA policies and procedures in special education and general education, inform and contribute to this work. (Currently, the following occur during SSS and CRP processes: Review of the continuum of services and supports available to students within the district prior to referral for special education; SSS review of currently available disproportionality data; review of written LEA screening, referral, evaluation, and eligibility determination policies, practices, and procedures; review of discipline polices, pre-referral procedures, placement procedures, etc; record reviews of a selection of student records to identify problematic or discriminatory policies or procedures and to determine if LEA policies and procedures were being followed; interviews with LEA general and special education staff, administrators, parents, and other stakeholders).

Discussion of Baseline Data: Rhode Island does not yet have baseline data on the percentage of districts with significant disproportionality due to inappropriate identification. Please see the Improvement Activities/Timelines/ Resources section for additional information.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**0%** of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2006 (2006-2007)	**0%** of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2007 (2007-2008)	**0%** of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2008 (2008-2009)	**0%** of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2009 (2009-2010)	**0%** of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2010 (2010-2011)	**0%** of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2011 (2011-2012)	**0%** of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

2012 **(2012-2013)**	**0%** of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Improvement Activities/Timelines/Resources (through 2012):

Key: Yellow Highlight=Revised, Red Font=New

At the state level, Rhode Island is examining existing policies, practices, and procedures to determine where changes may need to occur across the system and working to build its capacity to address these and other systemic issues. Rhode Island has requested technical assistance from Northeastern Regional Resource Center (NERRC), New England Equity Assistance Center (NEEAC), and other national consultants to address associated issues from a systems improvement perspective. A Disproportionality Workgroup has been convened to review Rhode Island's data analysis and to advise on Rhode Island procedures for identifying and addressing racial, linguistic, gender, and disability status disproportionality. Within the SEA, information on disproportionality in Rhode Island will be shared to familiarize state staff with the issues and related factors, including using disproportionality data to guide practices and revise policies and procedures. Rhode Island's data analysis will continue to utilize data collected from narrative reports, interviews, and record reviews through Rhode Island's Collaborative System of Focused Monitoring: School Support System as well as the LEAs' applications for Consolidated Resource Plan for Federal Funding to determine if disproportionate representation is due to inappropriate identification. Both self-assessments and paper reviews will inform regular on-site visits as well as the day-to-day district liaison work conducted by Office of Student, Community and Academic Supports staff. Rhode Island will continue to implement procedures for identifying, monitoring, and addressing racial, linguistic, gender, and disability status disproportionality based on the data analysis. Attention will be given to the determination of causal factors for disproportionate representation due to inappropriate identification.

Activities/Results	Timelines	Resources
Interaction with disproportionate districts to support district self-analysis, planning, design of tailored Technical Assistance with priority on those districts that have alternate or weighted risk ratios > 2 SD above the mean; Results: multiple meetings with LEAs plus contracted technical assistance delivered (agendas, ppts, handouts)	**2006-2007**	Districts, RI Department of Education, Office of Student, Community and Academic Supports personnel, RI Technical Assistance Project, RI Disproportionality Workgroup, Professional Development Group via Northern RI Collaborative
Development of TA Guidance and Self- Assessment Tools on Early Intervening and Cultural Competence Results: Guidance and Tools folded into CRP process for annual use	**2007-2008**	RI Disproportionality Workgroup, Professional Development Group via Northern RI Collaborative, NEEAC, NERRC
Interaction with disproportionate districts to support district implementation of plans in an evaluation and revision cycle through the Consolidated Resource Plan Process: This process includes a review of written LEA screening, referral, evaluation, and eligibility	**Annually:** **May/June 2007** **May/June 2008** **May/June 2009**	RI Department of Education, Office of Student, Community and Academic Supports personnel RIDE Office for Student,

determination policies, practices, and procedures; review of discipline polices, referral procedures, placement procedures, etc. Results: TA sessions held, email correspondence for ongoing support, submission of policies, procedures, and practices including revisions and public reporting in CRP annually through Accelegrants online system.	**May/June 2010** **May/June 2011** **May/June 2012**	Community, and Academic Supports and contracted TA partners (NRIC, NEEAC) RIDE Office for Student, Community, and Academic Supports personnel and contracted TA partners (NRIC, NEEAC, URI, RIC)
Interaction with disproportionate districts to support district implementation of plans in an evaluation and revision cycle through the RI Department of Education, Office for Student, Community, and Academic Supports's collaborative system of focused monitoring: School Support System (SSS). This process includes a review of the continuum of services and supports available to students within the district prior to referral for special education; SSS review of currently available disproportionality data; record reviews of a selection of student records to identify problematic or discriminatory policies or procedures and to determine if LEA policies and procedures were being followed; interviews with LEA general and special education staff, administrators, parents, and other stakeholders. Results: examination of policies, procedures, and practices plus disproportionality data in each monitoring process and report	**Ongoing**	RI Department of Education, Office of Student, Community and Academic Supports personnel, RI Technical Assistance Project personnel, school and LEA volunteer participants
Individual meetings with districts to examine data on significant disproportionality and EIS data to support district self-analysis, planning, and, in some cases, design of tailored Technical Assistance Results: Annual meetings with agendas, handouts, action plans	**Annually:** **March/April 2007** **March/April 2008** **March/April 2009** **March/April 2010** **March/April 2011**	RIDE Office for Student, Community, and Academic Supports personnel sometimes including contracted TA partners (NRIC, NEEAC, URI, RIC)

	March/April 2012	
Individual meetings with disproportionate districts (out of compliance) to support district self-analysis, planning, design of tailored Technical Assistance via examination of district self-assessment and evidence checklist information, revised policies, procedures, and practices, risk ratio data, enrollment trends, file review data, and any pertinent connections from Indicators 4 and 11, AYP determinations under Title I, and/or AMAO targets under Title III. Results: Annual meetings with agendas, handouts, action plans	**March/April 2008** **March/April 2009** **March/April 2010** **March/April 2011** **March/April 2012**	RIDE Office for Student, Community, and Academic Supports personnel and contracted TA partners (NRIC, NEEAC, URI, RIC)
Provide both regional and district embedded and ongoing targeted technical assistance on the implementation of Response to Intervention to prevent and reduce disproportionality, improve achievement of at risk general education students (RI Strategic Plan Priority AS1.2 and 1.3), and clarify the role of RtI in the Full and Individual Evaluation. Results: TA sessions delivered, materials posted on web	**Ongoing each school year 2008-2009** **2009-2010** **2010-2011** **2011-2012**	RIDE Office for Student, Community, and Academic Supports personnel and contracted TA partners (NRIC, NEEAC, URI, RIC)
Reconvene stakeholder group to develop guidance on determining students eligible under OHI and ED. Results: draft guidance developed, finalized, and distributed	**Ongoing meetings for drafting guidance Feb 2011 - Sept 2011** **Finalize guidance by Jan 2012** **Distribute Jan-April 2012**	RIDE Office for Student, Community, and Academic Supports personnel and contracted TA partners (NRIC, NEEAC, URI, RIC) along with district representatives.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator – Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a) (3) (B)

Measurement: # of children for whom parental consent to evaluate was received.

a. # of children for whom parental consent to evaluate were received.
b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in a. but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

Overview of Issue/Description of System or Process:

The Rhode Island Department of Education utilizes a web-based eRIDE Special Education Evaluation System to annually collect data for reporting purposes on Indicator 11. This system is inclusive of all applicable local education agencies. Data is not obtained by sampling. The eRIDE Special Education Evaluation System was modified to meet the simplified measurement of Indicator 11.

To ensure that the data is accurate, reliable and valid, the system has built in reports, tools and required documentation to assist the local education agencies with the reporting requirements. The system validates the data upon input into the system via data validation rules to ensure that the data is within system specifications. The system has built in maintenance reports, to ensure the data is cleaned, accurate and reliable. RIDE provides local education agency personnel with technical assistance and professional development opportunities to ensure ease of use of the system and data reliability.

The system has verifying mechanisms that were developed to ensure that local education agencies are reporting all relevant students, not just only those students whose initial evaluation data falls within the 100% compliance rate. The first method starts with the current Special Education Census System (state wide database). The current school year's Special Education Census is compared with the previous year's Special Education Census. Any student who only appears in the current year's Special Education Census (state wide database) and was not reported in the previous year's Special Education Census, is listed on Maintenance Report 42. Report 42 captures students who are Not in the June 2010 Special Education Census and **currently** in the Special Education Census **without** an Evaluation Record. This maintenance report appears on the two separate systems- the current eRIDE Special Education Census as well as on the eRIDE Special Education Evaluation System (Indicator 11). All students on Maintenance Report 42 must be accounted for on the eRIDE Special Education Evaluation System by their local education agency. Until the local education agency accounts for all students on Report 42, by recording the student appropriately on the Special Education Evaluation System, the student will continue to appear on Maintenance Report 42. The logic behind this report is simple, any student who appears only on the current Special Education Census, most likely had an initial evaluation recently and was determined eligible for special education services, but was not recorded.

Another feature of the Special Education Evaluation System is the quarterly reporting feature. The Special Education Evaluation System generates cumulative percentage rate reports and student record reports. These features allow the local education agencies to submit required quarterly reports to RIDE with ease. The following requirements for each local education agency are as follows:

1) Each local education agency must submit an **Annual Corrective Action Plan** to RIDE. Each quarter the local education agency must review their Corrective Action Plan, and if the local education agency is not at 100%, the local education agency must add or revise steps to the Corrective Action Plan to explain what modifications or additions they will implement ensure 100% compliance.

2) The Special Education Evaluation System generates an Indicator 11 report for each local education agency with their cumulative percentage rate of compliance at the close of each quarter. In turn, the local education agency is required to submit a **Quarterly Report** to RIDE inclusive of their cumulative percentage rate at that point in time and status of their Annual Corrective Action Plan. If the local education agency has met 100% compliance, no revisions are required to their Corrective Action Plan for that quarter. The local education agency simply records their percentage rate on the appropriate quarterly report and checks off a box that states "I have reached 100% compliance and will maintain my Corrective Action Plan and will not add or revise any action steps this quarter" If a local education agency has not met 100% compliance revisions to the Corrective Action Plan are required. The local education agency simply records their percentage rate of non compliance on the appropriate quarterly report, checks off the box that states" I have NOT reached 100% compliance and will revise my Corrective Action Plan as follows by adding or revising the following steps." in order to meet 100% compliance. A local education agency is required to revise or add steps to their Annual Corrective Action plan each quarter as to ensure the local education agency is focused on the present data in the system and has a plan toward the target of 100% compliance on Indicator 11 by the close of the year. This Quarterly Report is dated and submitted to RIDE by the Special Education Administrator from each local education agency at the end of every quarter.

3) The Special Education Evaluation System generates a student record verification report each quarter for each local education agency, which randomly selects students entered on the Special Education Evaluation System. The local education agency is required to submit a **Quarterly Student Record Verification Sheet** on the selected students to RIDE, in order to verify the student information entered on the system. The Student Record Verification Sheet includes a summary of the student information for the selected students and supporting documentation. This verification method is utilized to ensure accuracy and reliability of the data on the system for all local education agencies. In addition, during RIDE School Support System visits to the local education agencies, a number of student records are selected for review and verification. This verification of selected student records is another effort utilized to ensure a comprehensive and reliable data system.

The data is collected electronically via the eRIDE Special Education Evaluation System on July 30th to allow a month beyond the completion of the school year to ensure that all pertinent data is recorded. In a case where a child's evaluation information has not been completed and the child's data is still in process when the data is collected, their records are not closed out on the system, but carried forward until the evaluation process is completed and the completion date is entered into the Special Education Evaluation System, this useful function is built into the database itself. The data is reviewed by the Rhode Island Department of Education on a quarterly basis and reminders are sent to Special Education Administrators to address such scenarios. Special Education Administrators have access to their local education agency's timeline information on a daily basis via the eRIDE system. The eRIDE Special Education Evaluation System provides each local education agency with an Indicator 11 report which displays their percentage rate of compliance at any given time. This affords each local education agency to be apprised of their compliance rate at any time during the school year.

Baseline Data from FFY07 64%**:**

Discussion of Baseline Data:

Though the rate of compliance for Indicator 11 for the baseline data was low, the Rhode Island Department of Education has worked toward the rigorous target of 100% compliance.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**Not Applicable**
2006 (2006-2007)	**Not Applicable**
2007 (2007-2008)	**100%**
2008 (2008-2009)	**100%**
2009 (2009-2010)	**100%**
2010 (2010-2011)	**100%**
2011 (2011-2012)	**100%**
2012 (2012-2013)	**100%**

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Result of Activity
1) RIDE will continue to refine, simplify and clarify the Special Education Evaluation System.	Ongoing	RIDE personnel
2) RIDE will provide professional development and technical assistance to the local education agencies to ensure the accuracy, reliability and validity of the data collection process.	Annual/Ongoing	RIDE personnel
3) Engage the local education agencies in further discussions on developing more relevant materials and templates that will assist them in reaching the target of 100%.	Annual/Ongoing	RIDE personnel
4) Provide relevant materials, tools and reports for the local education agencies and incorporate these resources on the system so as to be readily available any time.	Annual/Ongoing	RIDE personnel
5) Review process and protocol manual and frequently asked questions for effectiveness and efficiency for the use of all documentation related to Indicator 11.	Annual/Ongoing	RIDE personnel
6) Establish and enhance verification processes to ensure complete compliance for every local education agency.	Annual/Ongoing	RIDE personnel
7) The RIDE, OSCAS supports and the district/local educational agency engage in ongoing data analysis and review that provides a picture of the present status of programs and services for students with disabilities. The School Support System not only looks at the LEAs degree of compliance with special education laws and regulations, but also the relationships among the district/educational setting's teaching and learning practices and the performance indicators for students with disabilities. The process includes a review of qualitative/ quantitative data sources that have the most direct relationship with student performance and program effectiveness. This data review always includes a review of the LEAs federal funding application which in RI, is referred to as the Consolidated Resource Plan as well as a review of the LEA's SPP/APR data.	Annual/Ongoing Annual/Ongoing	RIDE personnel RIDE personnel
8) In accordance with OSEP memo 09-02, Rhode Island will continue to take the necessary steps to ensure instances of non-compliance are corrected and verified based upon 34 CFR § 300.301 (c) (1).	**Annual/Ongoing**	**RIDE personnel**

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:
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(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator – Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a) (3) (B))

Measurement:

a. # of children who have been served in Part C and referred to Part for Part B eligibility determination.
b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d, or e. Indicate the range of days beyond

the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d – e)] times 100.

Overview of Issue/Description of System or Process:

The Rhode Island Department of Education continues to develop a process of establishing a system that provides for fidelity in data collection. The primary source continues to be the data reported in the Consolidate Resource Plan (CRP). Secondary sources include data reported at the initial IEP meeting and in addition to data shared with RIDE from the Department of Human Services Data collection system.

The primary data source uses the LEA's application for their federal funds, the CRP, to collect data for this indicator. District CRPs are due June 1st and districts submit data through May 31st with that application. RIDE issues a separate information request to obtain the transition data for the remainder of the reporting period through June 30th.

The CRP allows for electronic data collection specifically designed to ensure that complete information regarding the number of children whose transition from Part C to Part B was delayed and the reason for those delays. For example, the system gives an error message when the number of children found eligible for Part B does not equal the number of children who had an IEP in place by their third birthday plus the number of children who were delayed. LEAs also receive an error message if they enter numbers under the delay category "Other", but do not provide an explanation in the corresponding text box. Additionally, the CRP requires the LEA to describe their data collection practices. In 2009, the CRP was modified to more accurately report data regarding delay factors and corresponding length of delay. For example, data reported currently reflects the specific delay factor e.g. parental refusal to provide consent or delayed referral from Part C and reports the range of delays associated with each specific factor. This has allowed both for greater specificity in reporting and more detailed analysis of delay factors.

The second source of data is collected at the initial IEP meeting for each student eligible for early childhood special education. The data collection page of the IEP (Section 38, see Appendix) This data page is completed at the initial IEP meeting and entered into the Department of Education's data collection system, eRIDE, by district census clerks. The goal of this system of data collection is to afford the state an additional assurance of reliability as the page is completed at the child's first IEP meeting by a diverse group which includes the parent. Training in the use of this data collection page was provided, however, the data reporting remains inconsistent with under reporting of children a primary issue. For example, the data page reports only 414 children transitioning from Part C, while CRP information more reliably reports 525 such children. Improvement activities will need to be implemented before this data source can be considered reliable.

The third source of data is obtained from the Department of Human Services (DHS), the lead agency for Part C. DHS data indicates that 114 children exited EI without a Part B eligibility determination and developed IEP. Department of Education data indicates that 146 children fell into this category. Although the two data sources do not concur, it is probable that the LEAs may have more reliable information related to date of implementation of IEP and hence report a higher incidence.

Given the need for accurate and reliable data, for the past four years, the state has continued to work toward a data collection effort focused on collaborating with the Department of Human Services to allow for more effective data system by issuing a unique student identifier (SASID) to all children enrolled in Early Intervention. Although an interagency agreement signed by the Commissioner of Education and Director of the Department of Human Services was being reviewed and revised to enable Part C to assign children a unique identifier that will be used by both Part C and Part B, the current plan is to develop a more comprehensive system that will allow for data sharing across multiple departments including early childhood special education and early intervention. The data sharing plan will allow the Department of Education to unequivocally determine whether children who were referred from Early Intervention and were determined to be eligible for special education services, had an IEP developed and implemented by their third birthday. The current eRIDE data system collects information on when

children's services begin. With data sharing of children, the state will be able to compare the information provided by Part C, the date of birth, and the initial date of the child's IEP. Additional revisions to the eRIDE system will allow the state to require identification of delay factors. The state sees this as the most reliable method of collecting the data required for this indicator. This work was initially delayed due to fiscal constraints, as well as, workforce capacity issues at the Department of Human Services (DHS). The fiscal constraints were related to the cost of building a new field for the SASID within the Part C data collection system. The Department of Education's collaboration with the newly formed Early Learning Council and an initiative spearheaded by National Governor's Association in which RI chose to focus on data create the potential for establishing a comprehensive, collaborative data system allowing for more accurate tracking of children transitioning into Part B programming as well as integration of other data sources.

Baseline Data from FFY

<table>
<tr><th>FFY</th><th>Measurable and Rigorous Target</th></tr>
<tr><td>2005
(2005-2006)</td><td>Target set by the Secretary at 100%
998 children were referred to Part B from Part C
405 children were found NOT eligible
328 children had an IEP developed and implemented by their third birthday
50 children had delays due to parental failure to provide consent
[328/998-405-50]100 = 60

60% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday. Delay factors were reported for some, but not all, children and are as follows:
24 children were delayed due to late referral from Early Intervention
6 children were delayed due to child illness
72 children were delayed due to their birthday occurring during a period of school closing
17 children were delayed due to outside evaluations extending beyond the third birthday
22 children were delayed due to other factors not specified
Data collection during this year did not include range of delays.</td></tr>
<tr><td>2006
(2006-2007)</td><td>Target set by the Secretary at 100%
945 children were referred to Part B from Part C
330 children were found NOT eligible
430 children had an IEP developed and implemented by their third birthday
60 children had delays due to parental failure to provide consent

[430/945-330-60]100 = 77
77% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday.

Range of delays is indicated below:
<table>
<tr><td>Range of Delays</td><td>>10 days</td><td>10-20 days</td><td>21-30 days</td><td>31-40 days</td><td>41-60 days</td><td>61 days or more</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
</table>

	61	38	16	10	21	16

2007

(2007-2008)

Target set by the Secretary at 100%

953 children were referred to Part B from Part C

395 children were found NOT eligible

456 children had an IEP developed and implemented by their third birthday

8 children had delays due to parental failure to provide consent

[456/(953-395-8)100=83

83% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday.

Range of delays is indicated below:

Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more
	73	53	26	11	13	17

2008

(2008-2009)

Target set by the Secretary at 100%

1012 children were referred to Part B from Part C

336 children were found NOT eligible

548 children had an IEP developed and implemented by their third birthday

46 children had delays due to parental failure to provide consent

[456/(953-395-8)100=83

87% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday.

Range of delays is indicated below:

Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more
	89	64	11	9	15	9

2009

(2009-2010)

Target set by the Secretary at 100%

1090 children were referred to Part B from Part C

415 children were found NOT eligible

576 children had an IEP developed and implemented by their third birthday

62 children had delays due to parental failure to provide consent

17 of children were referred to Part C less than 90 days before their birthdays

20 children were referred to Part B from Part C less than 90 days before their third birthday

[456/(953-395-8)100=83

97% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday.

	Delay factor/Range of delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	<60 days
	Delayed Referral from Part C (less than 90 days before third birthday	6	5	3	3	1	2
	Children referred to Part C less than 90 days before their third birthday	5	2	5	2	3	0
	Parent Refusal to Provide Consent	24	16	6	3	4	9
2010 (2010-2011)	**Target 100%**						
2011 (2011-2012)	**Target 100%**						
2012 (2012-2013)	**Target 100%**						

Discussion of Baseline Data:

The APR 2009 describes in depth the system of data collection in the state. Essentially the primary source is the LEA's application for their federal funds, the Consolidated Resource Plan, used to collect data for this indicator. Additional sources considered includes a data page completed at the initial IEP meeting and entered into the Department of Education's data collection system, eRIDE as well as data reported from the Department of Human services, the lead agency for Part C.

Since FFY 2005 when Rhode Island reported a compliance of 60%, the state has implemented systematic improvement activities to improve the transition system. The proposed improvement target for 2009-10 was set at 100% of children referred from Part C and found eligible for Part B will have an IEP developed and implemented by their third birthday. Although RIDE demonstrated considerable growth in achieving 97% compliance, a growth of ten percent in respect to FFY 2008, continued effort will be required to achieve 100% compliance. The progress demonstrated is attributed to implementation of an aggressive plan and improvement activities to improve the transition system. In addition, to the modifications of the CRP allowing greater specificity in reporting previously discussed, the CRP also requires the LEA to develop improvement plans based on their transition data. These plans are reviewed annually and compared with improvement plans from previous years to determine their effectiveness.

As part of the SPP during FFY 2009, LEAs were also contacted individually to reiterate the importance of compliance with the indicator and review their individual levels of compliance. Twelve districts were congratulated in meeting the target of 100% compliance. The remaining LEAs were grouped into two categories: those who were making progress toward meeting compliance target (n=14) and those with significant compliance issues (n =4). All LEAs were required to develop a corrective action plan addressing improving the quality of data collection and prevention of delayed transition. LEAs were required to submit these plans specifying goals, improvement activities, date of implementation and monitoring strategies. The four LEAs experiencing significant compliance issues received technical

assistance in development of data collection and tracking plans and well as guidance in coordination with Early Intervention. Additionally as outlined in the SPP for FFY 2009, a Transition subcommittee of Part C and Part B service providers and parents was established to review the Transition process and guidelines in order to identify and address issues/barriers creating delays associated with transition.

The impact of Rhode Island's improvement activities and plan is reflected in moving from 87% compliance in 2008-2009 to 97% compliance for the 2009-10. Twenty seven of the thirty three districts met the target of 100% compliance. All four of the LEAs identified with significant issues in 2008 achieved the target of 100% compliance. Six LEAs did not meet the target for compliance; however, three of those LEAs have made significant progress toward compliance. The positive impact of the Transition subcommittee resulted not only in increasing collaboration, but also provided clarification of policy and procedures to improve the transition system. The subcommittee agreed that it would become an ongoing group to foster timely transition. The progress of the state in moving significantly closer to the compliance target is thus attributed to multiple factors including increased commitment and development of improvement plans instituted by the LEAs, increased monitoring and support from RIDE, as well as the increasing level of collaboration with Part C.

Analysis of the data reported that the factors contributing to the failure of children to have an IEP developed and implemented by their third birthday was due exclusively to late referrals received from Part C. Individual record review indicates that multiple factors contributed to these delays staffing changes in Part C, delays of parents in consenting to referral, issues related to custody and residency as well as other systems level issues.

Improvement Activities/Timelines/Resources (through 2012):

The improvement plans and activities developed as part of the SPP to date have provided major improvements in the transition process. Analysis of the current system suggests that the root cause for a failure to meet the target of 100% compliance is the need to improve collaboration across Part C and Part B. A second and strongly linked area for improvement is found in the need to enhance the fidelity of the data system for the analysis, reporting, and monitoring of transition. The third area for investigation is related not to compliance, but toward understanding the nature of the delays associated with parent refusal to provide consent. Additionally, RIDE would like to review policy and procedures of effective transition in the state, pending clarification of the Early Childhood Transition FAQ.

Long term goals include:

1. Improving collaboration across Part C and Part B programs.
2. Improving the fidelity or the data reporting system
3. Improving delayed transition associated with parental consent
4. Establishing policy and procedures for effective transition in the state

Activities/Timelines and Resources are advanced toward these four long term goals include:

Improvement Activity	Timelines	Resources
Activities supporting the improved collaboration across Part B and Part C programs		
Transition Subcommittee of Part C and Part B service providers and parents will continue to meet to review the Transition process and guidelines in order to identify and ameliorate any issues/barriers creating delays associated with transition.	Regular meetings (4 time/year) through 2012	RI Department of Education, Office for Instruction, Assessment and Curriculum, Office of Student, Academic and Community Support, the Department of Human Service (DHS, Part C), Early Intervention Providers, LEA representatives and parents.
The Transition Committee will conduct Regional Forums biannually for combined Part C and Part B service providers to reinforce communication and common understanding of the transition systems and procedures.	Fall and Spring annually through 2012	RI Department of Education, Office for Instruction, Assessment and Curriculum, Office of Student, Academic and Community Support, the Department of Human Service (DHS, Part C), Early Intervention Providers, LEA representatives and parents.
Data will be delineated by district. RIDE will review identified patterns of delayed transition with LEAs to elicit more detailed information and assist them in setting up dialogue with targeted EI agencies to develop and implement appropriate plans to improve collaboration. RIDE will request documentation of meeting, plan and evaluation of these activities.	March 2011 and annually through 2012	RI Department of Education, Office for Instruction, Assessment and Curriculum, Office of Student, Academic and Community Support, and the Department of Human Service (DHS, Part C), Early Intervention Providers,
RIDE will review Part B and Part C data with Part C representatives to assess comparability of the separate data collections systems, to identify patterns specific to individual delay factors and to examine procedures and process associated with eligibility determination.	Annually through 2012	RI Department of Education, Office of Instruction, Assessment and Curriculum; Office of Student, Community and Academic Support; the Department of Human Service (DHS, Part C) and other collaborative partnerships and stakeholders
Targeted improvement plans will be developed and implemented in districts and/or early intervention programs that data indicates are performing below the standard.	March 2011 and annually through 2012 with implementation and evaluation/review dates indicated within each targeted plan.	RI Department of Education, Office of Instruction, Assessment and Curriculum; Office of Student, Community and Academic Support; the Department of Human Service (DHS, Part C) and other collaborative partnerships and

		stakeholders
Activities supporting improving the fidelity of the data reporting system		
RIDE will conduct a review of the current system to improve collection and reporting on the CRP as related to late referrals from EI.	By May 2011	RI Department of Education, Office of Instruction, Assessment and Curriculum; Office of Student, Community and Academic Support
The causal factors of the discrepancies between the data reported on the CRP system and the data collection page completed at the initial IEP meeting and entered into the eRIDE system by census clerks will be analyzed and appropriate improvement activities undertaken.	Analysis of issues completed by June 2011. Development, implementation and evaluation of improvement activities in 2011-12.	RI Department of Education, Office of Instruction, Assessment and Curriculum; Office of Student, Community and Academic Support and LEAs
RIDE will continue to provide training and technical assistance to ensure that the LEAs are completing data collection forms and tables in accordance with OSEP guidelines.	September 2011 and onward through 2012	RI Department of Education, Office of Instruction, Assessment and Curriculum; Office of Student, Community and Academic Support
RIDE will continue to pursue the implementation of the use of a shared system of student identification to be used by both RIDE and the Department of Human Services, which oversees IDEA Part C.	2011 and onward	RI Department of Education, Office of Instruction, Assessment and Curriculum; Office of Student, Community and Academic Support and the Department of Human Service (DHS, Part C) and other collaborative partnerships and stakeholders
RIDE will continue to monitor and modify data collection reporting systems to establish greater reliability and validity of the data.	February 2011 and through 2012	RI Department of Education, Office of Instruction, Assessment and Curriculum; Office of Student, Community and Academic Support
Activities supporting improving delayed transition associated with parental consent		
A root cause analysis will be conducted to clarify factors contributing to delays associated with parental consent. LEAs will be surveyed and a workgroup established to investigate issues contributing to delays. Examine evidence-based practices from	Analysis and review of evidence base practices completed by July 2011. Development of improvement activities by Sept. 2011. Ongoing implementation and evaluation through 2012.	RI Department of Education, Office of Instruction, Assessment and Curriculum; Office of Student, Community and Academic Support; the Department of Human Service (DHS, Part C) and other collaborative partnerships and stakeholders

other states and TA and D Centers. Appropriate improvement activities will be developed, implemented and evaluated.		
Activities supporting establishing policy and procedures for effective transition in the state		
The concerns expressed on behalf of the IDEA Infant and Toddler Coordinators Association and National Association of State Directors of Special Education related to the OSEP Early Childhood Transition FAQ and subsequent technical assistance documents released by OSEP will be addressed in order to allow the clarification and examination required to develop policies and procedures for effective transition in the state	The timeline is dependent on OSEP's response to the concerns expressed. Once clarification regarding the Early Childhood FAQ is communicated from OSEP policies and procedure for establishing effective transition in the state will be revised and adjustments made within six months.	OSEP,RI Department of Education, Office of Instruction, Assessment and Curriculum; Office of Student, Community and Academic Support; the Department of Human Service (DHS, Part C) and other collaborative partnerships and stakeholders
Provide professional development to Part B regarding any revision required in policy and procedures.	Target of September and October 2011.	RI Department of Education, Office of Instruction, Assessment and Curriculum; Office of Student, Community and Academic Support
Review LEA compliance with any revisions required in policy and procedure.	June 2011 and ongoing through 2012	RI Department of Education, Office of Instruction, Assessment and Curriculum; Office of Student, Community and Academic Support

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(The following items are to be completed for each monitoring priority/indicator)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of 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, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of 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, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to

the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Note: States must provide actual numbers used in its calculation for this indicator.

Overview of Issue/Description of System or Process:

Collecting Indicator 13 Data in Rhode Island

RIDE utilizes the special education census as a means to monitor compliance with this indicator in addition to the RIDE School Support System focused monitoring process (compliance monitoring). As the data is collected by each LEA form every IEP form and entered into the RIDE census data system, RIDE is able to target LEA's with poor compliance for this indicator and provide targeted intervention. This method was initially chosen over utilization of the monitoring process as the sole method, because it allowed RIDE to monitor every IEP for essential compliance with this indicator.

The following table indicates the data that will be collected through the state special education census from the new IEP form. (The Rhode Island state IEP form and instructions may be viewed at: http://www.ritap.org/iep/publications/publication.html)

Rhode Island IEP Page	Item	Information reported
1	Date of Birth = 16 plus	"Percent of youth age 16 and older with an IEP…" (Ind. 13)
2	Student at IEP meeting - yes/no	Student participation in transition planning (not specific in indicator 13 but illustrates student involvement including consideration of preferences and interest)
3	Assessment Tools - one or more assessment tool listed on IEP yes/no	Based on age appropriate transition assessment (not specific in indicator 13 but a compliance item in IDEA)
3	Measurable Post-school goals - List one or more yes/no	"…coordinated, measurable, annual IEP goals…" (Ind. 13)
5	Transition services - List one or more yes/no	"…and transition services… (Ind. 13)
6	Assurance of Transition Services - Assurance checked off with response yes/no	"… reasonable enable he student to meet the post-secondary goals." (Ind. 13) Student agrees/disagrees.
6 (beginning in 2010 census)	Program of Study List Program of Study yes/no	"…including courses of study" (Ind. 13)

By the 2009 special education census, all IEPs will include the required data for Indicator 13.

Through the RIDE School Support System focused monitoring process (compliance monitoring), RIDE has always monitored LEAs for compliance with the secondary transition requirements of IDEA. This has been completed through record review, student and parent interview and on-site monitoring. LEAs with issues of noncompliance for the transition requirements are notified in the School Support report and are provided a deadline for compliance. RIDE schedules a follow-up verification review to ensure compliance with noncompliant items based on the nature of the issue, but no more that one year from the release of the report. For measures not included in the special education census for Indicatory 13 such as the actual invitation of the student to the IEP meeting (form or letter) and parent/student consent for the representative of a participating agency to attend the IEP meeting (consent form); these will continue to be monitored through the School Support System focused monitoring process.

Rhode Island continues to improve capacity to collect Indicator 13 data through the state special education census. In addition, this year (2010/2011 school year), the Regional Transition (Technical Assistance) Centers are assisting the state in the collection of qualitative evidence on the LEAs results on I-13 in coordination with the state's School Support System. The purpose of the on site evaluation of I-13 evidence is twofold; (a) to verify the data as reported in the special education census related to I-13, (b) identify possible technical assistance needs with the LEA. A rubric was developed based on the NSTTAC I-13 checklist and was piloted in the spring of 2010 and full implementation began in September 2010.

Baseline Data for FFY 2009 (2009-2010):

$$98.21\% = \frac{4924}{5014} \times 100$$

Discussion of Baseline Data:

Rhode Island has a 98.21% performance rate with this indicator for FFY2009. This means that 90 IEP records reported in the census may be missing essential transition components. As in the past, RIDE will notify the LEAs with non-compliant IEPs and request evidence that subsequent verification of compliance is achieved. The process will involve notification of the LEA special education director of the transition requirements in 34 CFR 300.320(b) with a required timeline to correct the individual issues of noncompliant IEPs. RIDE will be able to ensure compliance by the records produced by the district and subsequent confirmation through the special education census. If an LEA fails to comply RIDE will perform an on-site review of the questionable records and interview teachers, students and parents in necessary.

FFY	Measurable and Rigorous Target
2010 (2010-2011)	**100%**
2011 (2011-2012)	**100%**
2012 (2012-2013)	**100%**

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Continue improvement of the data collected through the special education census through the training of special education directors, school personnel and data managers.	Ongoing	RIDE, LEA data managers, Special Education Directors.
Improve direct technical assistance to LEAs with I-13 compliance issues identified through the School Support process and completing of the I-13 Rubric.	Ongoing	RIDE, Regional Transition Centers.
Ensure compliance and subsequent verification of noncompliance with LEAs and for individual students.	Ongoing	RIDE

Please be sure to project improvement activities through FFY 2012 (2012-2013).

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Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had

IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Rhode Island Results

There were 1010 total respondents to the Rhode Island survey of 1672 leavers for a 60% response rate.

1 = 336 respondent leavers were enrolled in "higher education".
2 = 336 respondent leavers were engaged in "competitive employment" (and not counted in 1 above).
3 = 81 of respondent leavers were enrolled in "some other postsecondary education or training" (and not counted in 1 or 2 above).
4 = 37 of respondent leavers were engaged in "some other employment" (and not counted in 1, 2, or 3 above).

Thus,

A = 336 (#1) divided by 1010 (total respondents) = 33%
B = 336 (#1) + 336 (#2) divided by 1010 (total respondents) = 67%
C = 336 (#1) + 336 (#2) + 81 (#3) + 37 (#4) divided by 1010 (total respondents) = 78%

Overview of Issue/Description of System or Process:

Collecting the Data on Student Outcomes in Rhode Island

Rhode Island has now completely operationalized the collection of Transition Outcome Data. All LEAs, state operated schools (including adult and youth correctional facilities and programs) and Charter schools participate in the data collection. RIDE achieved a 60% response rate this year which has increased in each year of the data collection. RIDE has utilized the assistance of the National Post-School Outcome Center (NPSO) though regular conference calls, participation in the regional and national assistance meetings, ongoing technical assistance and utilization of the NPSO tools (note: all reports and tables in the SPP were developed with NPSO tools). The following is a summary of key features in the Rhode Island Outcome Data Collection System.

- Rhode Island is using a census approach for conducting the data collection.
- All students have a common student identifier administered by RIDE. This identifier is used to target the survey population of school leavers including graduates, students who age out of eligibility (21 years old), and those that drop out. Each district is provided with a list of the leavers they reported in the previous school year special education census. Each leaver's identifier is linked to an on-line survey for district personnel to complete.
- Rhode Island uses the NPSO survey protocol for collecting data.
- Rhode Island targets the students last known case manager (certified special education teacher) to contact the student and complete the survey.
- RIDE will not publically report n size data below 10 students, however this data is shared confidentially with the LEA so district personnel may analyze student outcomes and plan systems improvements.

Based on the changes in the Indicator measurement, RIDE revised the definitions for the survey based on the NPSO definitions:

Competitive employment means youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Higher Education means youth have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term, at any time in the year since leaving high school.

Leavers are youth who left school by graduating with a regular diploma, aging out, left school early (i.e., dropped out).

Exiters – same as leavers.

Other postsecondary education or training means youth enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program).

Respondents are youth or their designated family member who answered the survey or interview questions.

Some Other Employment means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

Regional meetings are offered annually in the spring for LEA Census Clerks and Special Education Administrators to review the administration of the outcome data collection. This year RIDE provided this training through WebEx and the response to this format was favorable from the participants. The typical content for these meetings includes:

- A review of all protocols and tools (survey form, tracking response rates, etc.).
- The identification of a point person within the district for the data collection. The point person has access to the list of school leavers, can assign surveys to specific school personnel for completion and can track the completion of the surveys for their district.
- Recommendations to collect additional student contact information on students exiting at the end of the school year including cell phone number, email address, etc. RIDE has installed fields in the special education census for this information and it was incorporated into the new state IEP form, July 1, 2008.
- Districts are encouraged to notify students that their case manager will contact them in the spring after school exit and RIDE provides a sample letter for this purpose.
- RIDE has drafted a brochure based on the NPSO model for district personnel to provide to students at school exit to explain the purpose of the survey.
- This year RIDE posted the Pacer Center post-school outcome survey YouTube videos to the state Transition page for students to view and teachers to utilize as a resource: http://ritap.org/ritap/mytransition/upcoming-events.php.

Response Rate and Representativeness

The adjusted respondent pool (subtracting the students who returned after dropping out or diseased, n=24) for the survey of the 2008-09 leavers was 1672. Of this number 1010 former students responded to the survey for a response rate of 60% (1010/1672 = 60%). The table below summarizes the respondent rates.

Table 1 Response Rate Calculation

Number of leavers in the state	1696

- subtract the number of youth ineligible (those who had returned to school or were deceased)	-24
Number of youth contacted	1672
Number of completed surveys	1010
Response rate: (1010/1672)*100	60%

RIDE used the NPSO Response Calculator (see Table 2) to calculate representativeness of the respondent group based on the characteristics of disability type, ethnicity, gender, and dropout in order to determine whether the youth who responded to the interviews were similar to, or different from, the total population of youth with an IEP who exited school in 2008-09.

According to the NPSO Response Calculator, differences between the Respondent Group and the Target Leaver Group of ±3% are important. Negative differences indicate an under-representativeness of the group and positive differences indicate over-representativeness. In the Response Calculator, **red** indicates a difference exceeding the ±3% interval.

As seen in Table 2, Rhode Island was overrepresented for students with Learning Disabilities (LD) and underrepresented for students with Emotional Disturbance (ED) and students who dropped out (Dropout). Strategies for improving representativeness are discussed in the Improvement Activities section of this report.

Table 2 NPSO Response Calculator

NPSO Response Calculator

Representativeness

	Overall	LD	ED	MR	AO	Female	Minority	ELL	Dropout
Target Leaver Totals	1672	784	304	82	502	561	403	2	331
Response Totals	1010	508	148	46	308	362	249	2	129
Target Leaver Representation		46.89%	18.18%	4.90%	30.02%	33.55%	24.10%	0.12%	19.80%
Respondent Representation		50.30%	14.65%	4.55%	30.50%	35.84%	24.65%	0.20%	12.77%
Difference		3.41%	-3.53%	-0.35%	0.47%	2.29%	0.55%	0.08%	-7.02%

Note: positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than +/-3% is highlighted in red. We encourage users to also read the Westat/NPSO paper Post-School Outcomes: Response Rates and Non-response Bias, found on the NPSO website at http://www.psocenter.org/collecting.html.

Selection Bias

Rhode Island continues to have under-representation of youth in the ED category and dropouts. Teachers report that this group continued to be particularly difficult to reach and to convince to participate in the survey. For the first time Rhode Island was overrepresented in the LD category. However, in both the LD and ED categories, Rhode Island was very close to the +/- 3% threshold. RIDE has implemented strategies (described above in the Overview section) to improve tracking of these students and encouraging their participation in the survey. RIDE will continue to implement these strategies in future data collections.

Missing Data

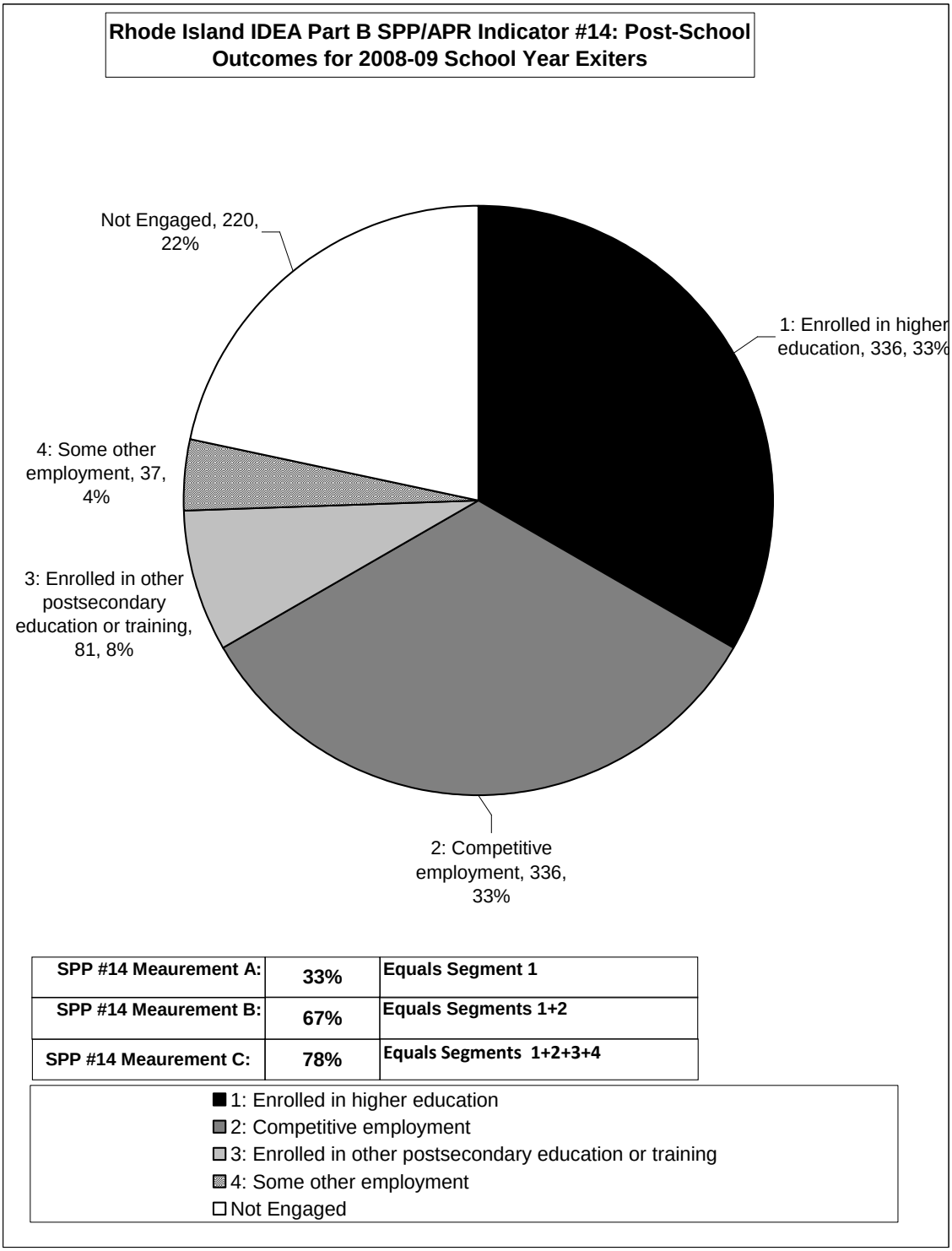
The Rhode Island overall response rate was 60%. Out of 1672 students who left school last year, we are missing post-school outcome information for 40% (n = 662) of the former students in the sample. Rhode Island collects contact attempt information for the students in the survey including the date, time and method of attempted contact. Teachers are asked to make three attempts and log each attempt. This information may be useful in analyzing the most effective time and method for contacting students. In addition, the respondent data is shared with each LEA and, as part of the LEA's annual application for federal funds (Consolidated Resource Plan & Application) the district is asked to describe the improvements they have taken to sustain and improve response rates. These descriptions are reviewed and approved by the RIDE Indicator 14 coordinator.

Baseline Data from FFY 2009 (2009-2010):

As seen in Figure 1, Reporting Pie Chart for State Baseline Data, Rhode Island baseline data for the three measures A, B, C are as follows:

A = 33% of respondent leavers were enrolled in higher education within one year of leaving high school
B = 67% of respondent leavers were enrolled in higher education or competitively employed within one year of leaving high school.
C = 78% of respondent leavers were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Figure 1 Reporting Pie Chart for State Baseline Data

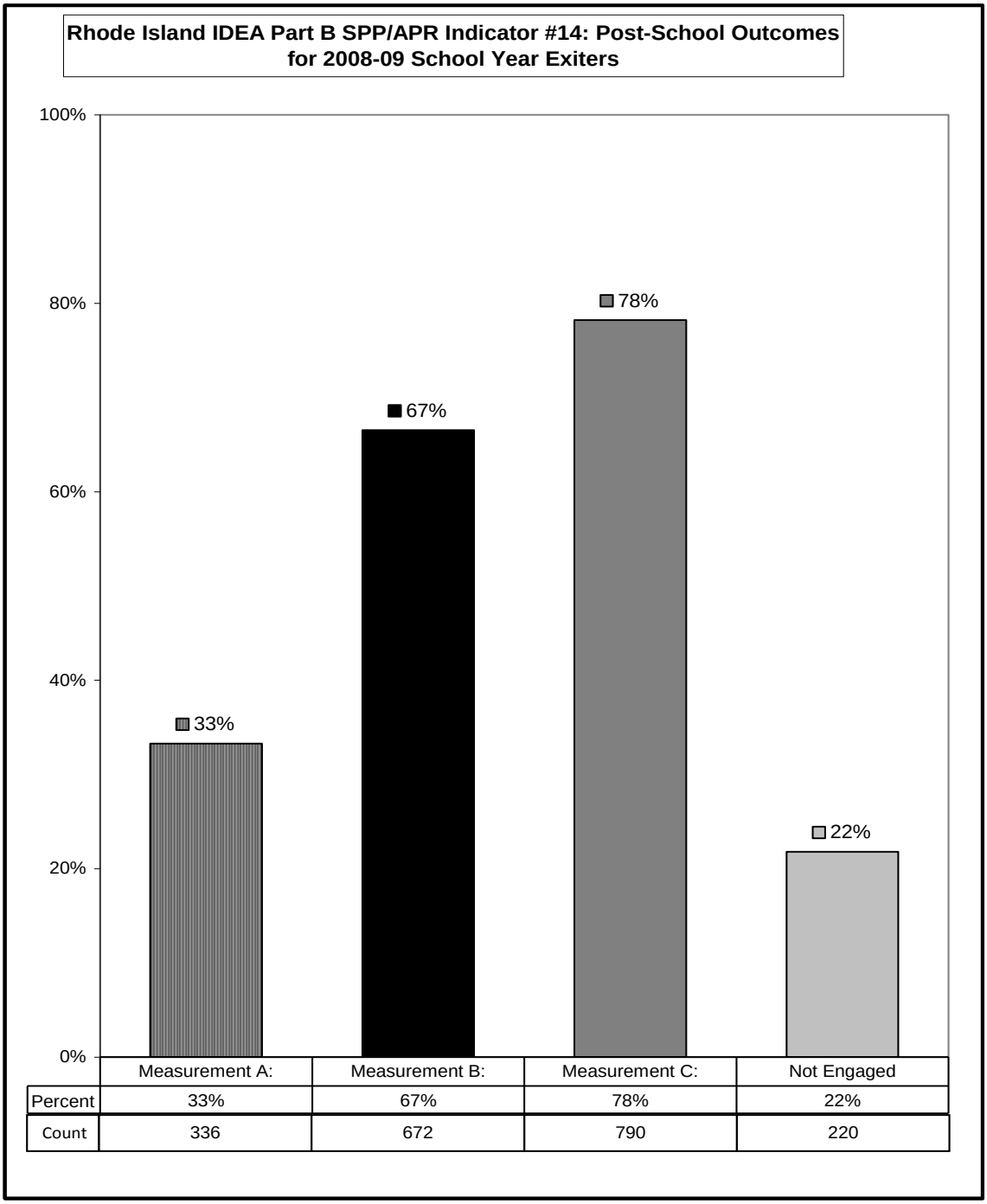


SPP #14 Meaurement A:	**33%**	**Equals Segment 1**
SPP #14 Meaurement B:	**67%**	**Equals Segments 1+2**
SPP #14 Meaurement C:	**78%**	**Equals Segments 1+2+3+4**

Discussion of Baseline Data:

Figure 2 represents the baseline data for the 2008-2009 Leavers in Rhode Island. The Rhode Island engagement rate for leavers has remained relatively stable from previous outcome data collections; 79% in 2006-07 and 78% in 2007-08 (2007-08 was collected but not required to be reported in the SPP/APR).

Figure 2 Baseline Outcomes

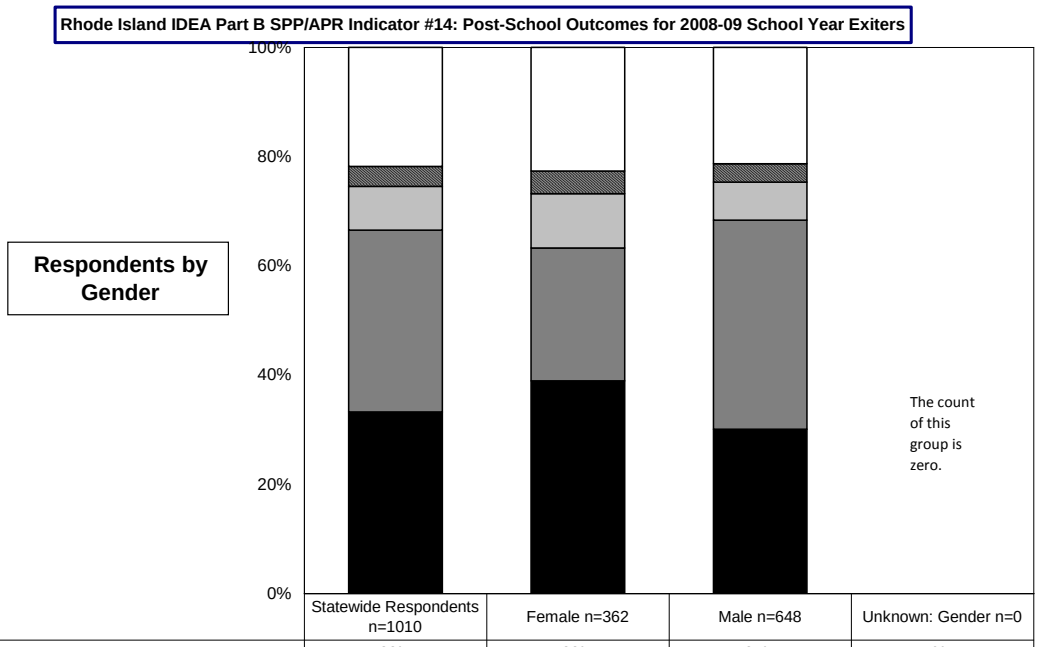


To provide a better understand of the post-school outcomes of youth in Rhode Island, four additional data figures are presented below. These figures were developed using the NPSO Data Use Toolkit. Presented first, are the outcomes by gender, then outcomes by disability category, outcomes by ethnicity and outcomes by exit type. Below is a summary of each analysis.

Outcomes by Gender

As seen in Figure 3, Post-School Outcomes by Gender, the only significant difference between male and female leavers is between enrolled in higher education and competitive employment. Females were enrolled in higher education more than males, 39% compared to 30% and males were leading in competitive employment at 38% compared to 24%. The not engaged rate for males and females was not significantly different, 21% and 23% respectively.

Figure 3 Outcomes by Gender



	Statewide Respondents n=1010	Female n=362	Male n=648	Unknown: Gender n=0
Not Engaged	22%	23%	21%	0%
4: Some other employment	4%	4%	3%	0%
3: Enrolled in other postsecondary education or training	8%	10%	7%	0%
2: Competitive employment	33%	24%	38%	0%
1: Enrolled in higher education	33%	39%	30%	0%

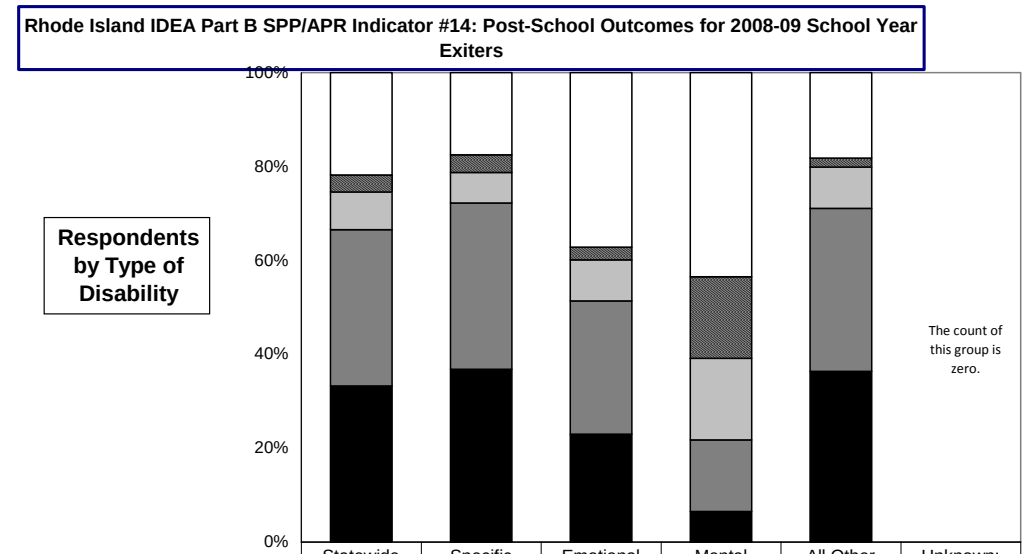
Outcomes by Disability

When examining the post-school outcomes data by disability category, as seen in Figure 4, it is noted that two groups are under represented in higher education; leavers with emotional disturbance at 23% and leavers with mental retardation at 7% compared to the state average of 33%. These same groups are highly represented in the numbers of leavers that are not engaged; 37% for leavers with emotional disturbance and 43% for leavers with mental retardation compared to the state average of 22%.

Previous analysis of this data with life skills teachers who work with students with mental retardation indicated that these students are often engaged in community based opportunities that are not paid or provide few hours in a work week. Many of these teachers report that this is by choice (concern by the family for loss of benefits) or because of the severity of the students disability. Regardless, the not engaged rate for this population is exceptionally high and further empirical analysis is required.

There has been no formal or informal analysis of the data for students with emotional disturbance in Rhode Island. RIDE has limited capacity to conduct further analysis, but options through higher education research partners will continue to be pursued.

Figure 4 Post-School Outcomes by Disability Category



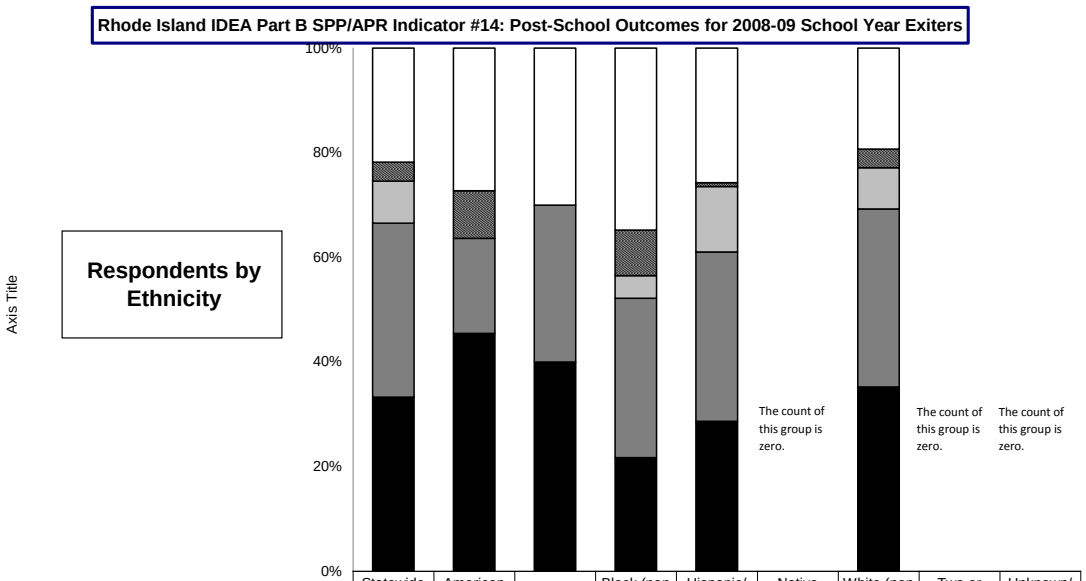
	Statewide Respondents n=1010	Specific Learning Disability	Emotional Disturbance n=148	Mental Retardation n=46	All Other Disabilities n=308	Unknown: Disability Type n=0
Not Engaged	22%	18%	37%	43%	18%	0%
4: Some other employment	4%	4%	3%	17%	2%	0%
3: Enrolled in other postsecondary education or training	8%	6%	9%	17%	9%	0%
2: Competitive employment	33%	35%	28%	15%	35%	0%
1: Enrolled in higher education	33%	37%	23%	7%	36%	0%

Outcomes by Ethnicity

Figure 5 presents the outcome for Rhode Island leavers by ethnicity. Of note on this figure are the three major ethnic groups represented in the state; white, African American and Hispanic which represent 98% of the respondents in the outcome data. Of note on this figure are the higher than state average of African American and Hispanic leavers who are not engaged; 35% and 26% respectively compared to the state average of 22%. Also of concern is the lower than state average of African American leavers enrolled in higher education; 22% with the state average of 33%.

Analysis data from the previous outcome data collection in 2007-08, indicated that Hispanic leavers were not engaged at a rate of 33% and African American leavers were not engaged at a rate of 25%. Compared to this year's data, Hispanic leavers appear to be doing better at 26% while African American leavers have seen a further decline from 25% to 35%.

Figure 5 Outcomes by Ethnicity



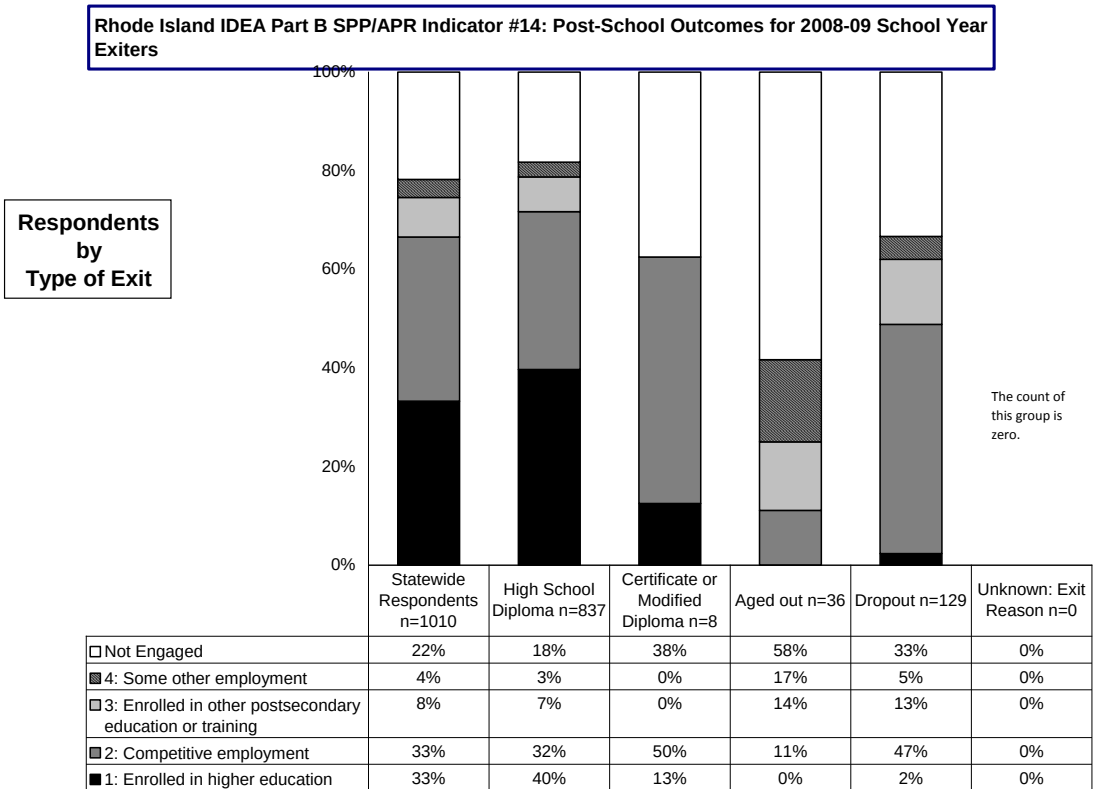
	Statewide Respondents n=1010	American Indian or Alaska	Asian n=10	Black (non Hispanic) n=92	Hispanic/ Latino n=136	Native Hawaiian or Other	White (non Hispanic) n=761	Two or more races n=0	Unknown/ Other Ethnicity
Not Engaged	22%	27%	30%	35%	26%	0%	19%	0%	0%
4: Some other employment	4%	9%	0%	9%	1%	0%	4%	0%	0%
3: Enrolled in other postsecondary education or training	8%	0%	0%	4%	13%	0%	8%	0%	0%
2: Competitive employment	33%	18%	30%	30%	32%	0%	34%	0%	0%
1: Enrolled in higher education	33%	45%	40%	22%	29%	0%	35%	0%	0%

* note: the American Indian or Alaska category is n=11, the number did not transfer from the NPSO data entry table to this graph.

Outcomes by Exit Type

Figure 6 presents the outcomes by exit type. Leavers who exited with a certificate or modified diploma (38%) and those who aged out (58%) were less likely to be engaged; exceeding the state average of 22%. As described in Indicators 1 & 2, Rhode Island is currently revising the RI Secondary Regulations which will directly affect the reporting of exit credentials. Currently, the exit criteria for credentials other that the high school diplomas are determined by each LEA, therefore analysis of this data is difficult to complete. The performance of the two groups presented here (exited with a certificate or modified diploma and those who aged out) will warrant monitoring once the regulations are approved and definitions are clarified. Data presented in the other tables in this section provide a more reliable analysis.

Figure 6 Outcomes by Exit Type



	Statewide Respondents n=1010	High School Diploma n=837	Certificate or Modified Diploma n=8	Aged out n=36	Dropout n=129	Unknown: Exit Reason n=0
Not Engaged	22%	18%	38%	58%	33%	0%
4: Some other employment	4%	3%	0%	17%	5%	0%
3: Enrolled in other postsecondary education or training	8%	7%	0%	14%	13%	0%
2: Competitive employment	33%	32%	50%	11%	47%	0%
1: Enrolled in higher education	33%	40%	13%	0%	2%	0%

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**71.88% Baseline year.**
2006 (2006-2007)	**72.88% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school***
2007 (2007-2008)	**73.88% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school***
2008 (2008-2009)	**74.88% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school***
2009	**75.88% of youth who had IEPs, are no longer in secondary school and who have**

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(2009-2010)	**been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school***
2010 (2010-2011)	**A = 34%** enrolled in higher education **B = 68%** enrolled in higher education or competitively employed **C = 79%** enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment
2011 (2011-2012)	**A = 35%** enrolled in higher education **B = 69%** enrolled in higher education or competitively employed **C = 80%** enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment
2012 (2012-2013)	**A = 36%** enrolled in higher education **B = 70%** enrolled in higher education or competitively employed **C = 81%** enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment

*from previous SPP/APR reports

Improvement Activities/Timelines/Resources (through 2012):

Based on the analysis of the baseline data and previous transition outcome data collections with input from stakeholders, the following activities have been targeted through 2012:

1. Continue improvement in data collection including the closing of representative respondent gaps.

2. Develop the capacity to improve the outcomes for leavers with emotional disturbance and mental retardation.

3. Develop the capacity to improve the outcomes for Hispanic and African American leavers including a reduction in the number of leavers not engaged and improved numbers enrolled in higher education.

Improvement Activities	Timelines	Resources
1.1 Rhode Island was awarded an NPSO Intensive state technical assistance award. This TA will be utilized to identify areas for improvement in the data collection process, improve the capacity of LEAs to process and analyze their own data and develop methods for closing representativeness gaps.	**Begins January 2011 and continues through 2012.**	**RIDE personnel, NPSO resources, representative LEA participation.**
2.1 Rhode Island currently has a cadre of life skills teachers, (the Teachers of Life Skills Network – TLS). This network primarily serves students with mental retardation in transition	**TLS Network is established. Data to be shared in the spring 2011 with analysis and recommended capacity building to follow and provide through 2012.**	**RIDE, Regional Transition Centers, Parent Support Network and Truancy network.**

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and meets several times a year. RIDE will investigate establishing a similar network for students with emotional disturbance. Sharing the outcome data with these constituents and identifying strategies for improvement will be a focus.	**Development of an emotional disturbance network will be investigated in the summer of 2011 with implementation in the fall of 2011. Activities will continue through 2012.**	
2.2 RIDE will continue to seek higher education partners to assist with further analysis of the outcome data for leavers with mental retardation and emotional disturbance.	**Immediate and ongoing through 2012.**	**RIDE, RI College and other higher education partners.**
3.1 Engage the transition to college (forum and speakers bureau) in LEAs with high numbers of Hispanic and African American students.	**Schedule activities through the spring of 2011 and ongoing through 2012.**	**RIDE, Regional Transition Centers.**

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first complied and analyzed data for the development of the Annual Performance Report/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document. Progress and slippage in meeting the targets in the SPP are discussed in detail in each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). The link to access Rhode Island's public reporting information which details the performance of each LEA on the targets in the SPP is:
https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/ .

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator – Indicator #15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Measurement:

Percent of noncompliance corrected within one year of identification:

a. # of findings of noncompliance.
b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. The

process is a focused 5-year cycle for LEAs and requires LEA self-assement, data analysis, interviews, surveys and on-site visits. The process is framed upon a self-assessment system that requires data collection analysis and continuous improvement planning. These multiple sources of information are used to develop a support plan that is directed at increasing student performance and is founded on proven practice. Moreover, the Rhode Island Department of Education, Office of Student, Community and Academic Supports seeks to create collegial and collaborative relationships with the school district, thereby involving the entire district in evaluating the quality of special education services. As a result, the process delineates the district's strengths and needs, culminating in the development of a plan to improve service delivery. Our goal is to implement agreements in a timely and systematic way to get corrective actions instituted in order to assure continuous high performance of all children. Moreover, the School Support System addresses the Comprehensive Education Strategy and the R.I. Student Investment Initiative. These are state general education initiatives designed to close gaps in student performance and prepare students for the 21^{sr} century. The School Support System is designed to align with current standards-based reform efforts and supports the following beliefs and assumptions:

- an assigned category or level of disability does not define the educational needs of students

- to the maximum extent possible, students with special needs are meaningfully included in the general education program

- the curricula are based on standards that are sufficiently broad to support the learning needs of all students and include academic and skill areas

- Individual Education Programs reflect state and local standards for student performance, incorporate varied assessments, and utilize a broad array of accommodations for teaching and learning

- a comprehensive system of professional training must support and encourage the involvement of all personnel in addressing the learning needs of students with the full range of abilities and disabilities

The SSS procedures, instruments, monitoring schedules, and final reports are available online a www.ritap.org . Through the SSS self-assessment process qualitative and quantitative data sources that have the most direct relationship with student performance and program effectiveness are analyzed. These include:

- collecting and reviewing a range of performance measures (e.g., data from the Rhode Island Department of Education's Information Works and Rhode Island's School Accountability for Learning and Teaching (SALT) Survey, graduation and drop-out rates of special education students, suspensions, expulsions)

- reviewing a sample of students' special education records

- surveying administrators, special educators, general educators, parents, and related personnel

- observing special education students randomly selected for the SSS visit

- engaging in on-site discussions/interviews with students randomly selected for the SSS visit

- interviewing special and general education personnel, and parents

Baseline Data from FFY Baseline Data for FFY 2004 (2004-2005):

During 2004-2005 there were six overlying focus areas and 35 indicators for program review. Five districts and two charter schools were monitored for a total of seven LEAs. The priority areas for monitoring as detailed in Section 616 of IDEA, 2004 are an integral part of the School Support System (SSS) process and are reflected indicators that are monitored. The resolution sessions, however, are new so as of July 1, 2005 became part of the due process system information that is integrated into the SSS process. Indicator areas are rated either Performance or Compliance. Performance is equated with overall practice being legally compliant, concerns limited to a few isolated situations: data sources agree; data equal to state average or expected comparative data. Compliance is equated with a violation of a legal requirement occurring, data sources agree and indicate a compliance violation, policies and procedures are not implemented correctly throughout the LEA.

LEAs must address non-compliance concerns immediately so that no indicator is noncompliant. Performance areas under the guidance of the Office of Student, Community and Academic Supports are also reflected via the continuous improvement support planning process strategies for growth as related to best practices and improving outcomes for students. The SSS Team and the district jointly develop the Support Plan. Furthermore, the Support Plan details technical assistance and training needed to enable the schools and district to strengthen selected educational programs and correct essential areas. Resources are identified and made available to the district to assist in carrying out their support plans. The School Support System continuous improvement planning will include action plans, specific resources, staff responsibilities, timelines for completion, and mechanisms for verification. It is critical that these plans focus on continuous improvement in delivery systems and curricula that lead to higher achievement for students with disabilities. Approximately nine months from the date that RIDE accepts the monitoring support plan, verification documentation is submitted to RIDE for review. One year from the date of the monitoring support plan was accepted by RIDE a closure /verification letter is issued to the LEA based on RIDE's verification of the LEA's successful completion of the support plan. School Support System monitoring reports, complaints mediation and due proces hearing information is available on the Rhode Island Technical Assistance Project webiste at www.ritap.org . Data from 2004-2005 are as follows:

. **Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification: 100% within the one year timeline of identification***

a. 28 findings of noncompliance were made related to monitoring priority areas and indicators.
b. 26* corrections were completed as soon as possible but in no case later than one year from identification.

*The two (2) findings in the process of being corrected were from district's monitored in spring 2005, hence, there are still within their one year timeline for correction and will be corrected no later than May 2006.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken. N/a at this time

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification: 100% within the one year timeline of identification*

a. 44 findings of noncompliance made related to such areas.
b. 38* corrections were completed as soon as possible but in no case later than one year from identification.

*The six (6) findings in the process of being corrected were from district's monitored in spring 2005, hence, there are still within their one year timeline for correction and will be completed no later than May 2006.

For any noncompliance not corrected within one year of identification, describe what actions, including

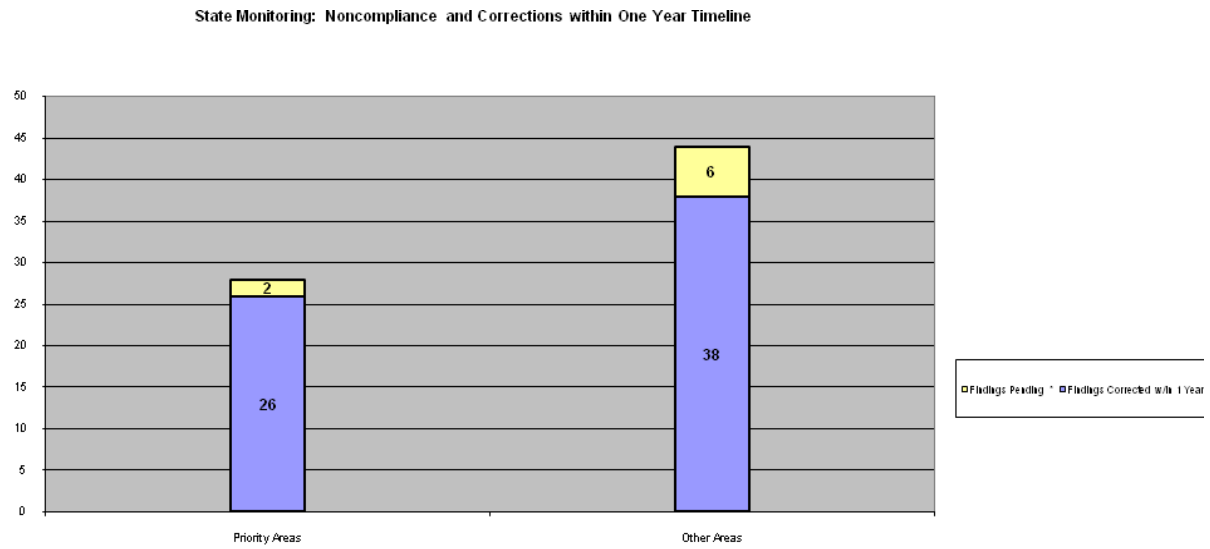
technical assistance and/or enforcement that the State has taken. N/A at this time.

Topical areas for noncompliance related to areas not included in the above monitoring priority areas

IEP Issues*	Compliance Issue and Performance Issue: Area to Improve

*** Record Review IEP Issues were framed on IEP development and is both a compliance and performance indicator. Also refer to the discussion of baseline data and activities for improvement section for additional information.**

Table 1:



*The two (2) findings in the process of being corrected were from district's monitored in spring 2005, hence, there are still within their one year timeline for correction and will be corrected no later than May 2006.

*The six (6) findings in the process of being corrected were from district's monitored in spring 2005, hence, there are still within their one year timeline for correction and will be completed no later than May 2006.

Discussion of Baseline Data:

Table 1 reflects the LEAs meeting requirements through the 5-year focused monitoring cycle for 2004-2005. In summary, the School Support System is a comprehensive and collaborative system of focused monitoring that not only looks at the school district's degree of compliance with special education laws and regulations, but also the relationships among the district's teaching and learning practices and the performance indicators for students with disabilities. Hence, the system analyzes the districts' compliance with the Individuals with Disabilities Education Act and the states Regents Regulations and how the district practices related to critical performance indicators for students with disabilities. We believe the data continue to support this assessment.

The Rhode Island Department of Education through its Rhode Island Technical Assistance Project provides training and technical assistance in IEP development that assists in establishing the connection between improved student results and procedural compliance with issues such as general education teacher participation, quality present levels of performance statements, measurable goals, progress monitoring and consideration of students; strengths and needs. Not only are these procedural issues, these are relevant components of effective teaching. In addition, the Supporting All Students (SAS) capacity building initiative addresses differentiated instruction and universal design for learning to further service delivery in the least restrictive environment. Supporting All Students assists teachers, school-based administrators, special education directors and others to effectively use these philosophies to inform their education practices and service delivery continuums.

Systemic issues are identified through the analysis of all data. As we examine our data, the specificity of our information increases and thus our abilities to effectively use the data to inform and refine our process, procedures and instruments. This specificity across procedures highlights systemic issues to be addressed such as differentiated instruction and universal design for learning, inclusive educational practices, and IEP development. RI Department of Education, Office of Student, Community and Academic Supports in conjunction with the RI Technical Assistance Project and the Supporting all Students initiative will target and provide technical assistance through a myriad of professional development and technical assistance opportunities to address needs as identified through the School Support System process. These include:

-The IEP Network is designed to assist families, students and school personnel in developing individualized programs for students with disabilities that meet the same high standards established for all

students. This initiative strives to increase access to the general curriculum for students with disabilities, to ensure the participation of students with disabilities in accountability and assessment efforts, and to provide technical assistance on IEP development. The IEP Network's long-range goal is to have at least one teacher and one parent in every school building in the state as a resource network member.

-RIDE Legal Services provide technical assistance to state and local education departments, parents, and interest groups on regulatory requirements of special education: coordinates a system of due process including complaints, mediation and due process hearings; and publishes informational documents.

-The Supporting All Students (SAS) initiative builds capacity within schools and districts to differentiate instruction for all students, by preparing educators to provide professional development, demonstrate strategies, coach and otherwise support their colleagues. The initiative increases educators' understanding of differentiated instruction and how to implement differentiated instruction strategies in schools and classrooms to meet the needs of and improve results for students K-12.

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	Target set by the Secretary at 100%
2006 **(2006-2007)**	Target set by the Secretary at 100%
2007 **(2007-2008)**	Target set by the Secretary at 100%
2008 **(2008-2009)**	Target set by the Secretary at 100%
2009 **(2009-2010)**	Target set by the Secretary at 100%
2010 **(2010-2011)**	Target set by the Secretary at 100%
2011 **(2011-2012)**	Target set by the Secretary at 100%
2012 **(2012-2013)**	Target set by the Secretary at 100%

Improvement Activities/Timelines/Resources (through FFY 2012): In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets. There are ongoing continuous improvement activities that the State utilizes to support districts in their improvement efforts. Activities related to indicators measurements A and B are reflected in the chart below**.**

Improvement Activities/Ongoing Results	Timelines**(through June 2013):**	Resources
Continue to support districts in their continuous improvement efforts through Support Plan planning, guidance documents; procedures and policies; SSS self-assesments and analysis of data from formal complaints, mediations, and due process hearings. Ongoing result. Support Planning/corrective actions completed wihtin the specificed timeframe.	Ongoing through June 2013	Monitoring procedures and schedules Monitoring reports LEA Support Plans/Corrective Actions Refined due process databases RIDE Legal Services State Improvement Plan/State Improvement Plan Liaison Rhode Island Technical Assistance Project programs and resources RIDE Office for Student, Community, and Academic Supports School Support System personnel and contraced TA partners (Northern RI Collaborative, West Bay Collaborative, NEEAC, University of RI , RI College)
Continue to provide targeted assistance to LEAs through guidance documents, Supporting All Students initiatives, part B discretionary funds targeting improvement strategies through support planning, and technical assistance specifically in the areas of concern; IEP development through a variety of sources such as the IEP Network, RIDE Legal Office and other technical assistance supports such as the Supporting All Students (SAS) initiative, Autism Spectrum Disorders Support Center, Children's Behavioral Health Initiative and the Traumatic Brain Injury Resource Center. Ongoing result. Discretionary monies utilized to support improvement planning and systemic technical assistance as outlined in the support plans/corrective actions. The Rhode Island State Improvement Grant (RISIG) has enabled Rhode Island College hired a fulltime faculty member to foster greater collaboration between higher education special and general education departments and to produce long-term program and curriculum changes in higher education (RISIG). Ongoing result. Higher education personnel participate in state-wide technical assistance forums and TA delivery on a range of topical	Ongoing through June 2013	Rhode Island Technical Assistance Project programs and resources IEP Network Supporting All Students (SAS) initiative/ Response to Intervention initiative Part B Discretionary funds targeting improvement strategies through support planning, Rhode Island State Improvement Grant (RISIG) work with IHEs RIDE Office for Student, Community, and Academic Supports, personnel and contraced TA partners (NRIC, NEEAC, University of RI , RI College)

areas of expertise including collaboration/ co-teaching / inclusive educational practices. RIDE/Rhode Island College/University of Massachusetts has an established partnership to prepare Teachers of the Visually Impaired (TVIs) and Orientation and Mobility Specialists. Ongoing result. There is a continuing increase in the numbers of RI certified personnel in the areas Visually Impaired (TVIs) and Orientation and Mobility Specialists.		
Continue to develop, refine and maintain database and performance of system for the identification and correction of IDEA noncompliance. Ongoing result. Renfinement and improvement of the web based mechncisms system for the identification and correction of IDEA noncompliance.	Ongoing through June 2013	Rhode Island Technical Assistance Project programs and resources IEP Network Supporting All Students (SAS) /Response to Intervention initiative Part B Discretionary funds targeting improvement strategies through support planning, Rhode Island State Improvement Grant (RISIG) work with IHEs RIDE Office for Student, Community, and Academic Supports personnel

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/ .

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16:

Percent of signed, written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.
(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

Overview of Issue/Description of System or Process:

As one component of its conflict resolution and due process system, the Rhode Island Department of Education's State Complaint Procedures mirror 34 CFR §§300.151-300.153 in its IDEA implementing regulations, the *Rhode Island Board of Regents for Elementary and Secondary Education Regulations Governing the Education of Children with Disabilities.* Rhode Island's complaint procedures and submission forms are widely disseminated, including through its website posting at www.ride.ri.gov among resources under the heading "When Schools and Families Do Not Agree (Dispute Resolution Option)". Complaint procedures are also explained in the state's widely disseminated and publicly posted Procedural Safeguards.

Signed, written complaints can be submitted by an individual or organization to the Office of Student, Community and Academic Supports at the Rhode Island Department of Education. Complaints must allege a public agency's violation of an IDEA Part B requirement as well as contain all elements of 34 CFR §300.153. In addition to the Department's website, procedures and forms are available within the state's parent organizations and agencies as well as low cost legal agencies and advocacy organizations. Forms are also available upon request from the Department of Education.

The Rhode Island Department of Education's Office of Student, Community and Academic Supports operates a Call Center offering daily, direct telephone assistance to parents, schools, community members, organizations and agencies seeking information or assistance regarding special education matters. The Call Center, located within the Office, is staffed through a contract the Rhode Island Parent Information Network, a non-profit agency administering the state's sole Parent Training and Information Center (PTIC). PTIC-employed staff work on site at the Department of Education's Call Center.

Upon receiving calls from individuals or organizations, the Office of Student, Community and Academic Supports Call Center staff members listen, offer individually tailored support and information, suggest problem-solving approaches, and facilitate parent-school collaboration, including, with callers' agreement, informally intervening with school personnel or parents through follow-up phone conferencing. Call Center staff members assist callers in clarifying issues, to identify informal resolutions and strategies for preventing escalation of issues or disagreements. As applicable, Call Center staff ensure that callers are informed about and have prompt access to the complaint process as well as the full array of dispute resolution options and due process steps available in the state, in compliance with 34 CFR §§300.151-153, 300.506-300.518, and 300.500-300.529.

Baseline Data from FFY 2005: 100%

Discussion of Baseline Data:

The baseline data reported for FFY 2005 indicated that all signed, written complaints with reports issued were resolved within 60 days or a timeline extended for exceptional circumstances with respect to a particular complaint. This met the target established by the U.S. Secretary of Education.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**100%**
2006 (2006-2007)	**100%**
2007 (2007-2008)	**100%**
2008 (2008-2009)	**100%**
2009 (2009-2010)	**100%**
2010 (2010-2011)	**100%**
2011 (2011-2012)	**100%**
2012 (2012-2013)	**100%**

Justification to Proposed Targets / Improvement Activities / Timelines / Resources through FFY 2012:

Target justification: Proposed targets are set by the U.S. Secretary of Education.

Description of Previous Improvement Activities:
Current review of the cumulative improvement plans for this Indicator reveals the following past improvement plans. These FFY2005-2008 highlights are followed by a revised improvement plan from this point forward through FFY 2012.

As described for FFY 2005:
The RI Department of Education was continuing to monitor the complaint investigation process and procedures to ensure compliance with Federal regulations and requirements.
Changes to complaint investigation procedures followed by the SEA resulted in more efficient complaint investigations.
Resources: RI Technical Assistance Project (RITAP) at RI College and Northeast Regional Resource Center

As described for FFY 2006: The RI Department of Education was continuing to monitor the complaint investigation process and procedures to ensure compliance with Federal regulations and requirements. The Department had contracted with additional personnel to provide increased efficiency in investigating and monitoring complaints. In addition, new guidelines and procedures were to be developed and an improved data collection system was to be in use during the upcoming fiscal year. These changes should ensure complete compliance with Federal requirements.

As described for FFY 2007: New procedures that were in place and were reported to be working to insure that all complaints are handled within the required timelines, and parents and districts receive opportunities to work through any issues outside of the due process system. These new procedures included a second person tracking timelines; timelines beginning only after all necessary documentation is received from the complainant, and providing districts and parents

with an additional opportunity to resolve the dispute prior to the initiation of the complaint process. In addition, technical assistance offered by OSEP and other regional technical assistance groups, such as the Northeast Regional Resource Center, would be utilized to insure improvements over the complaint system for the following years.

As described for FFY 2008: New procedures that were then in place were cited as having worked to insure that all complaints are handled within the required timelines, and parents and districts receive opportunities to work through any issues outside of the due process system. The new procedures cited included a second person tracking timelines. These timelines begin only after all necessary documentation is received from the complainant, and providing districts and parents with an additional opportunity to resolve the dispute prior to the initiation of the complaint process. In addition, technical assistance offered by OSEP and other regional technical assistance groups, such as the Northeast Regional Resource Center, would be utilized to insure improvements over the complaint system for the following years.

FFY2009: Improvement Activities/Timelines/Resources (through 2012):

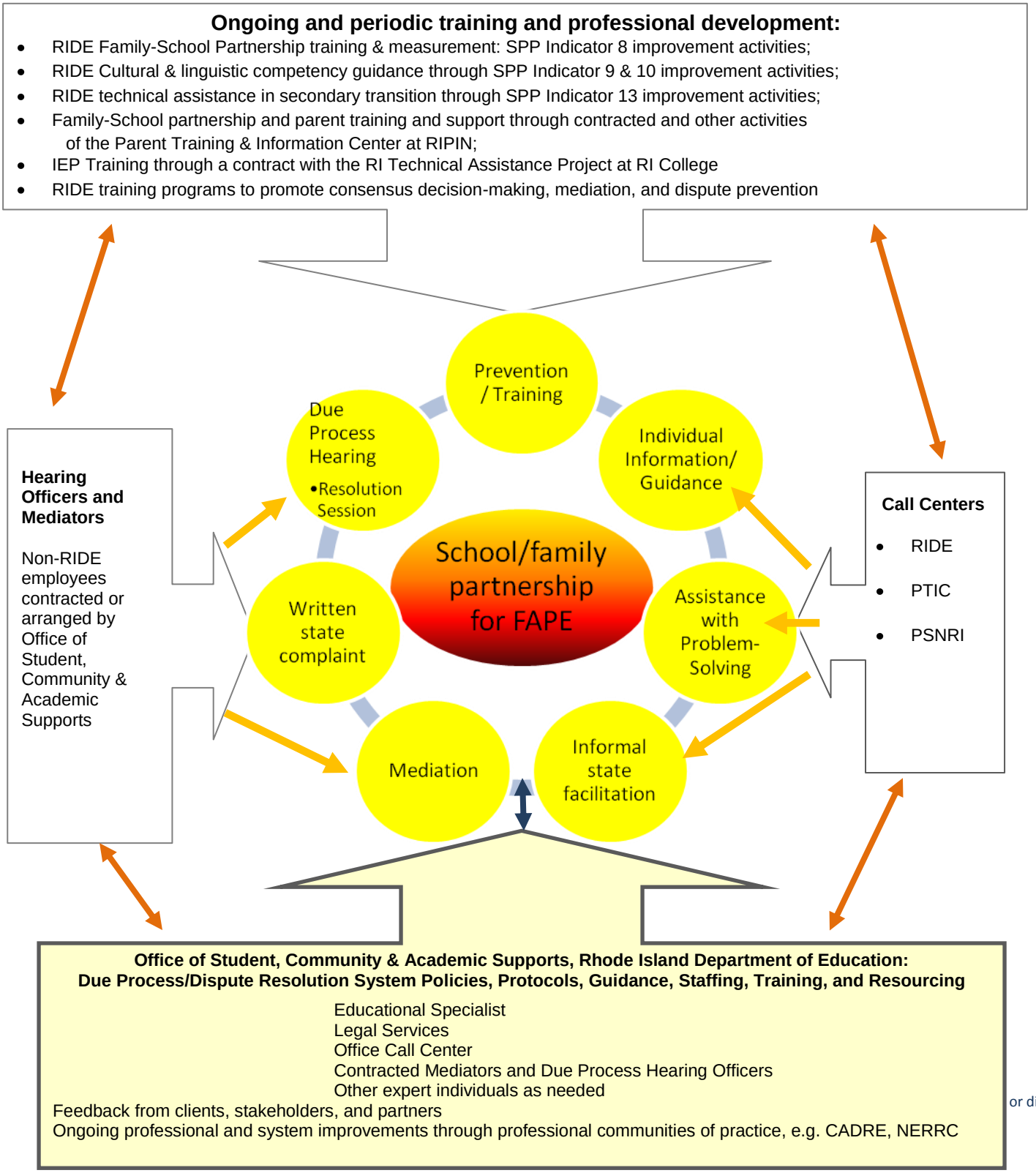
Charting a Preventive Course

The Rhode Island Department of Education is establishing a new plan through FFY 2012 for continuous improvement and development of an effective, high quality system of dispute resolution and due process in special education. During FFY 2009, the Department changed SEA special education leadership and restructured the state special education office, previously administered as the Office for Diverse Learners. Now reorganized within the Division of Accelerating School Performance, state administration of IDEA, including the dispute resolution system, now occurs within the Office of Student, Community and Academic Supports and is well integrated with efforts of Title I, Title III and the state's ELL programs, and comprehensive school health programs.

Within the RIDE special education dispute resolution system, Call Center staff have been reassigned as of Fall 2010 to an SEA staff member for enhanced support and supervision, with reconsideration of professional development and staffing structures. Reenergized connections with important professional communities of practice, namely the Center for Appropriate Dispute Resolution in Special Education (CADRE) and Northeast Regional Resource Center, as well as reestablished connections with key Rhode Island parent and special education leader organizations to build and sustain improvement within the dispute resolution arena are a commitment in this plan. The image in Figure 1 (next page) portrays the special education dispute resolution and due process system Rhode Island seeks to develop through the improvement plan outlined.

The Rhode Island Department of Education's improvement activities, timelines, and resources through FFY 2012 will be directed to achieve a continuum of dispute resolution options and a due process system that emphasizes productive relationships between families and schools in the interest of productive, shared decision-making and ensures delivery of entitlements and FAPE for every child with a disability. Although a preventive approach, the system will promote an understanding that relationships and trust are the core to partnership, that conflict is not a necessary result of difference, and that differences in perspective and opinion among parents and professionals, within and beyond the IEP process, are not only expected, but are valuable when productively managed. Although the focus of Indicator 16 is to ensure that every signed, written complaint with a report issued is resolved within a 60-day timeline (or a timeline extended for exceptional circumstances with respect to a particular complaint), the Rhode Island Department of Education will approach this indicator within the context of continuous improvement within its full due process and dispute resolution system

Figure 1: Rhode Island Department of Education (RIDE) Dispute Resolution: A System of Continuous Improvement



or disability.

Specific to Indicator 16 and the timely management of written state complaints, the following table delineates the Rhode Island Department of Education's planned improvement activities, timelines, and projected resources.

Improvement Plan for Indicator 16: Written Complaints		
Improvement Activity	***Timeline***	***Resource(s)***
1. Annually review state performance data regarding complaint resolution timelines and consider implications for adjustments/ improvements.	Fall 2010	RIDE Offices of Student, Community and Academic Supports and Legal Services
2. Evaluate factors facilitating and/or impeding timely complaint resolution, including policies, procedures, protocols, staffing, training, and supervision.	Fall 2010 /Winter 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services with input from Parent groups and Special Education leaders
3. Review all state complaint procedures, protocols, practices to evaluate alignment with IDEA requirements, and identify needed revisions.	Fall 2010 /Winter 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services
4. Review exemplary Dispute Resolution Systems in Special Education, as profiled by CADRE; make inquiries about procedures specific to selected complaint procedures and protocols as needed for additional information.	Winter 2011	RIDE Offices of Student, Community; Center for Appropriate Dispute Resolution in Special Education (CADRE); NE Regional Resource Center (NERRC); colleagues in other states
5. Design changes needed in policies, procedures, protocols, staffing, training, and supervision.	Winter 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services; PTIC and Parent organizations/groups; Local Special Education Administrators; CADRE; NERRC
6. Confirm proposed changes through Legal review.	Winter 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services
7. Revise broader, related practices and protocols within the agency (across offices) to ensure practices compliant with complaint procedural compliance. Example: Ensure that all agency conclusions regarding written state complaints are enforced as final decisions	Winter 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services

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of the agency and understood by all offices and attorneys seeking administrative appeal.		
8. Collaborate with stakeholders and partner organizations to review and finalize revisions to procedures and protocols.	Winter 2011	RIDE Office of Student, Community and Academic Supports; PTIC and Parent partner organizations; Local special education administrators
9. Secure language translations in top languages within the state; identify mechanism for generating other translations as needed.	Spring 2011	RIDE Office of Student, Community and Academic Supports with contracted vendor
10. Disseminate widely to all relevant constituencies—State and Local Special Education Advisory Committees, PTIC and other parent, organizations, special education leaders and school communities; stakeholder and technical assistance organizations and agencies, and state website.	Spring 2011	RIDE Office of Student, Community and Academic Supports; Contracted assistance from RI Technical Assistance Project at RI College; PTIC and Parent partner organizations; Local special education administrators
11. Implement revised policies, procedures, protocols, staffing, training, and supervision as applicable. Collaborate with the RIDE Legal Office for legal reviews as needed to support ongoing complaint management.	Spring 2011 & ongoing	RIDE Offices of Student, Community and Academic Supports and Legal Services
12. Promote a two-pronged statewide effort to reduce the reliance on written state complaints for dispute resolution, through: a) establishing, promoting, and building local capacity to implement a dispute prevention-focused model(Fig.1); and b) enhancing special education technical assistance, training, and dissemination regarding local application of regulatory provisions.	Summer 2011 & ongoing	RIDE Office of Student, Community and Academic Supports; Contracted assistance from RI Technical Assistance Project at RI College; PTIC and Parent partner organizations; Local special education administrators
13. Track, monitor, and assess patterns in written state complaints received to determine and address issue patterns and areas of need for special education technical assistance, training, and dissemination.	Winter 2011 & ongoing	RIDE Office of Student, Community and Academic Supports

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/ .

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17– Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

Overview of Issue/Description of System or Process:

As one component of its conflict resolution and due process system, the Rhode Island Department of Education's Due Process Complaint and Appeals Procedures mirror 34 CFR §§300.507-300.300.518 & 300.532-533 in its IDEA implementing regulations, the *Rhode Island Board of Regents for Elementary and Secondary Education Regulations Governing the Education of Children with Disabilities.* Rhode Island's due process complaint procedure and model forms are widely disseminated, including through its website posting at www.ride.ri.gov among resources under the heading "When Schools and Families Do Not Agree (Dispute Resolution Option)". Due Process complaint and Appeal procedures are also explained in the state's widely disseminated and publicly posted Procedural Safeguards.

Requests for impartial due process hearings to resolve disputes pursuant to §300.532 or address allegations of special education violations on any matter described in §300.503(a)(1)&(2) are filed with the LEA and the Office of Student, Community and Academic Supports at the Rhode Island Department of Education and Complaints. In addition to the Department's website, procedures and forms are available within the state's parent organizations and agencies as well as key legal agencies and advocacy organizations. Model forms are also available upon request from the Department of Education.

The Rhode Island Department of Education's Office of Student, Community and Academic Supports operates a Call Center offering daily, direct telephone assistance to parents, schools, community members, organizations and agencies seeking information or assistance regarding special education matters. The Call Center, located within the Office, is staffed through a contract the Rhode Island Parent Information Network, a non-profit agency administering the state's sole Parent Training and Information Center (PTIC). PTIC-employed staff work on site at the Department of Education's Call Center. Call Center staff members assist callers with information and support needed to clarify issues and identify solutions for addressing questions or differences. The Call Center goal is to support parent-school consensus and provision of FAPE.

As applicable, Call Center staff members assist parents and public agencies with prompt access to the Due Process Complaint and Appeals processes, as well as the full array of dispute resolution options and due process steps available in the state.

Baseline Data from FFY 2005: **100%**

Discussion of Baseline Data:

The baseline data reported for FFY 2005 indicated that all adjudicated due process hearing requests were adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

This met the target established by the U.S. Secretary of Education.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**100%**
2006 (2006-2007)	**100%**
2007 (2007-2008)	**100%**
2008 (2008-2009)	**100%**
2009 (2009-2010)	**100%**
2010 (2010-2011)	**100%**
2011 (2011-2012)	**100%**
2012 (2012-2013)	**100%**

Justification to Proposed Targets

Target justification: Proposed targets are set by the U.S. Secretary of Education.

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Improvement Activities / Timelines / Resources through FFY 2012:

Charting a preventive course

The Rhode Island Department of Education (RIDE) recognizes the need to ensure continuous development, improvement, and supervision of its due process system to ensure that all required data for system monitoring is well maintained and to reduce the escalation of differences between families and schools to the level of formal disputes. Therefore, the RIDE has created a new plan for continuous improvement and development of an effective, high quality system of dispute resolution and due process in special education. At the close of FFY2009, the Rhode Island Department of Education made a change in SEA special education leadership and restructured the state special education office, previously administered as the Office for Diverse Learners. Reorganized within the Division of Accelerating School Performance, state administration of IDEA, including the dispute resolution system, now occurs within the Office of Student, Community and Academic Supports and is well integrated with efforts of Title I, Title III and the state's ELL programs, and comprehensive school health programs.

Within the RIDE special education dispute resolution system, Call Center staff have been reassigned as of Fall 2010 to an SEA staff member for enhanced support and supervision, with reconsideration of professional development and staffing structures. Reenergized connections with important professional communities of practice, namely the Center for Appropriate Dispute Resolution in Special Education (CADRE) and Northeast Regional Resource Center, as well as reestablished connections with key Rhode Island parent and special education leader organizations to build and sustain improvement within the dispute resolution arena are a commitment in this plan. The image in Figure 1 (next page) portrays the special education dispute resolution and due process system Rhode Island seeks to develop through the improvement plan outlined.

The Rhode Island Department of Education's improvement activities, timelines, and resources through FFY 2012 will be directed to achieve a continuum of dispute resolution options and a due process system that emphasizes collaborative relationships between families and schools in the interest of productive, shared decision-making, to ensure delivery of entitlements and FAPE for every child with a disability. Although a preventive approach, the system will promote an understanding that relationships and trust are the core of partnership, that conflict is not a necessary result of difference, and that differences in perspective and opinion among parents and professionals, within and beyond the IEP process, are not only expected, but are valuable when productively managed. The Rhode Island Department of Education is committed to maintaining the target of 100% for Indicator 17, ensuring that every adjudicated due process hearing is adjudicated within timelines. At the same time, to reduce the need to resort to due process hearings to manage differences and deliver FAPE, the Rhode Island Department of Education will address this indicator within the context of continuous improvement of its full due process and dispute resolution system.

Figure 1: Rhode Island Department of Education (RIDE) Dispute Resolution: A System of Continuous Improvement

Ongoing and periodic training and professional development:

- RIDE Family-School Partnership training & measurement: SPP Indicator 8 improvement activities;
- RIDE Cultural & linguistic competency guidance through SPP Indicator 9 & 10 improvement activities;
- RIDE technical assistance in secondary transition through SPP Indicator 13 improvement activities;
- Family-School partnership and parent training and support through contracted and other activities of the Parent Training & Information Center at RIPIN;
- IEP Training through a contract with the RI Technical Assistance Project at RI College
- RIDE training programs to promote consensus decision-making, mediation, and dispute prevention

Hearing Officers and Mediators

Non-RIDE employees contracted or arranged by Office of Student, Community & Academic Supports

Call Centers

- RIDE
- PTIC
- PSNRI

Office of Student, Community & Academic Supports, Rhode Island Department of Education:
Due Process/Dispute Resolution System Policies, Protocols, Guidance, Staffing, Training, and Resourcing

Educational Specialist
Legal Services
Office Call Center
Contracted Mediators and Due Process Hearing Officers
Other expert individuals as needed

Feedback from clients, stakeholders, and partners
Ongoing professional and system improvements through professional communities of practice, e.g. CADRE, NERRC

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Specific to Indicator 17, the following table delineates the Rhode Island Department of Education's planned improvement activities, timelines, and projected resources.

Improvement Plan for Indicator 17: Due Process Hearings		
Improvement Activity	***Timeline***	***Resource(s)***
14. Annually review state performance data regarding Due Process Complaints and Appeals and consider implications for adjustments/ improvements.	Fall 2010	RIDE Offices of Student, Community and Academic Supports and Legal Services
15. Assess and establish mechanisms to address needs among due process hearing officers for SEA communication, professional development, and procedures/protocols.	Fall/ Winter 2011 and ongoing	RIDE Offices of Student, Community and Academic Supports and Legal Services
16. Obtain input from local special education directors and family organizations regarding strengths and needs within the due process system.	Fall 2010 and ongoing	RIDE Offices of Student, Community and Academic Supports and Legal Services; PTIC and Parent organizations/groups; Local Special Education Administrators
17. Review state due process hearing procedures, protocols, practices to evaluate alignment with IDEA requirements, and identify needed revisions.	Winter/ Spring 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services
18. Review exemplary Dispute Resolution Systems in Special Education, as profiled by CADRE; make inquiries about due process hearings specific to exemplary models as needed for additional information.	Winter 2011	RIDE Offices of Student, Community; Center for Appropriate Dispute Resolution in Special Education (CADRE); NE Regional Resource Center (NERRC); colleagues in other states
19. Design changes needed in due process policies, procedures, protocols, staffing, training, and supervision.	Winter 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services; PTIC and Parent organizations/groups; Local Special Education Administrators; CADRE; NERRC
20. Confirm proposed changes through Legal review.	Winter 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services
21. Collaborate with stakeholders and partner organizations to review and finalize revisions to procedures and protocols.	Winter 2011	RIDE Office of Student, Community and Academic Supports; PTIC and Parent

		partner organizations; Local special education administrators
22. Secure language translations in top languages within the state; identify mechanism for generating other translations as needed.	Spring 2011	RIDE Office of Student, Community and Academic Supports with contracted vendor
23. Disseminate widely to all relevant constituencies—State and Local Special Education Advisory Committees, PTIC and other parent, organizations, special education leaders and school communities; stakeholder and technical assistance organizations and agencies, and state website.	Spring 2011	RIDE Office of Student, Community and Academic Supports; Contracted assistance from RI Technical Assistance Project at RI College; PTIC and Parent partner organizations; Local special education administrators
24. Implement revised policies, procedures, protocols, staffing, training, and supervision as applicable. Collaborate with the RIDE Legal Office for legal reviews as needed	Spring 2011 & ongoing	RIDE Offices of Student, Community and Academic Supports and Legal Services
25. Promote a two-pronged statewide effort to reduce the reliance on due process hearings for dispute resolution, through: c) establishing, promoting, and building local capacity to implement a dispute prevention-focused model (Fig.1); and d) enhancing special education technical assistance, training, and dissemination regarding local application of regulatory provisions.	Summer 2011 & ongoing	RIDE Office of Student, Community and Academic Supports; Contracted assistance from RI Technical Assistance Project at RI College; PTIC and Parent partner organizations; Local special education administrators
26. Track, monitor, and assess patterns in due process hearings to determine issue patterns and areas of need for special education technical assistance, training, and dissemination.	Winter 2011 & ongoing	RIDE Office of Student, Community and Academic Supports
27. Make periodic adjustments and refinements of the system to address needs determined by Step 13.	Ongoing	RIDE Office of Student, Community and Academic Supports

Telephone (401)222-4600 **Fax** (401)222-6178 **TTY (**800)745-5555 **Voice** (800)745-6575 **Website:** www.ride.ri.gov
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Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/ .

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18 – Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

Overview of Issue/Description of System or Process: The Rhode Island Department of Education operates a resolution process consistent with 34 CFR §300.510 consisting, in part, of the following:
Requirement that a resolution session be convened within 15 days of receiving notice of the parent's due process complaint and prior to the initiation of a due process hearing under § 300.511; requirement that the resolution time period be consistent with 34 CFR §300.510; provision for the opportunity for the parties to waive the resolution session or to use mediation; procedures for written settlement agreement consistent with 34 CFR §300.510.

Baseline Data from FFY 2005: **42%**
43 resolution sessions were conducted during this reporting period, with 18 settlement agreements reached. Note: A correction in the baseline reported for FFY 2005 has been made. Baseline percentage initially reported was 43%. However, for 18 settlement agreements among 43 resolution sessions, the corrected percentage is 41.86, or 42%.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target

2005 (2005-2006)	**42%**
2006 (2006-2007)	**44%**
2007 (2007-2008)	**45%**
2008 (2008-2009)	**46%**
2009 (2009-2010)	**47%**
2010 (2010-2011)	**48%**
2011 (2011-2012)	**49%**
2012 (2012-2013)	**50%**

Prior Improvement Activities:

2006-2007 Improvement Plan:

In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets. The RI Department of Education continues to monitor the resolution process and procedures to ensure compliance with Federal regulations and requirements. The RI Department of Education offers technical
assistance to LEA's on resolution session through a contract with the RI Technical Assistance Project (RITAP) at RI College.

The RI Department of Education will provide several direct training workshops for all LEAs in RI. These trainings will also be offered to parents and parent organizations and parent advocacy organizations. The workshop series: ***How to Facilitate and Participate in a Resolution Session*** will focus on meeting the requirements of Federal Regulation 300.510.
Timeline: The identified training activities will commence in June 2007.
Resources: The RI Technical Assistance Project at RI College, the Northeast
Regional Resource Center and Regional Educational Collaboratives.

Improvement Activities/Timelines/Resources (through 2012):

Charting a Preventive Course

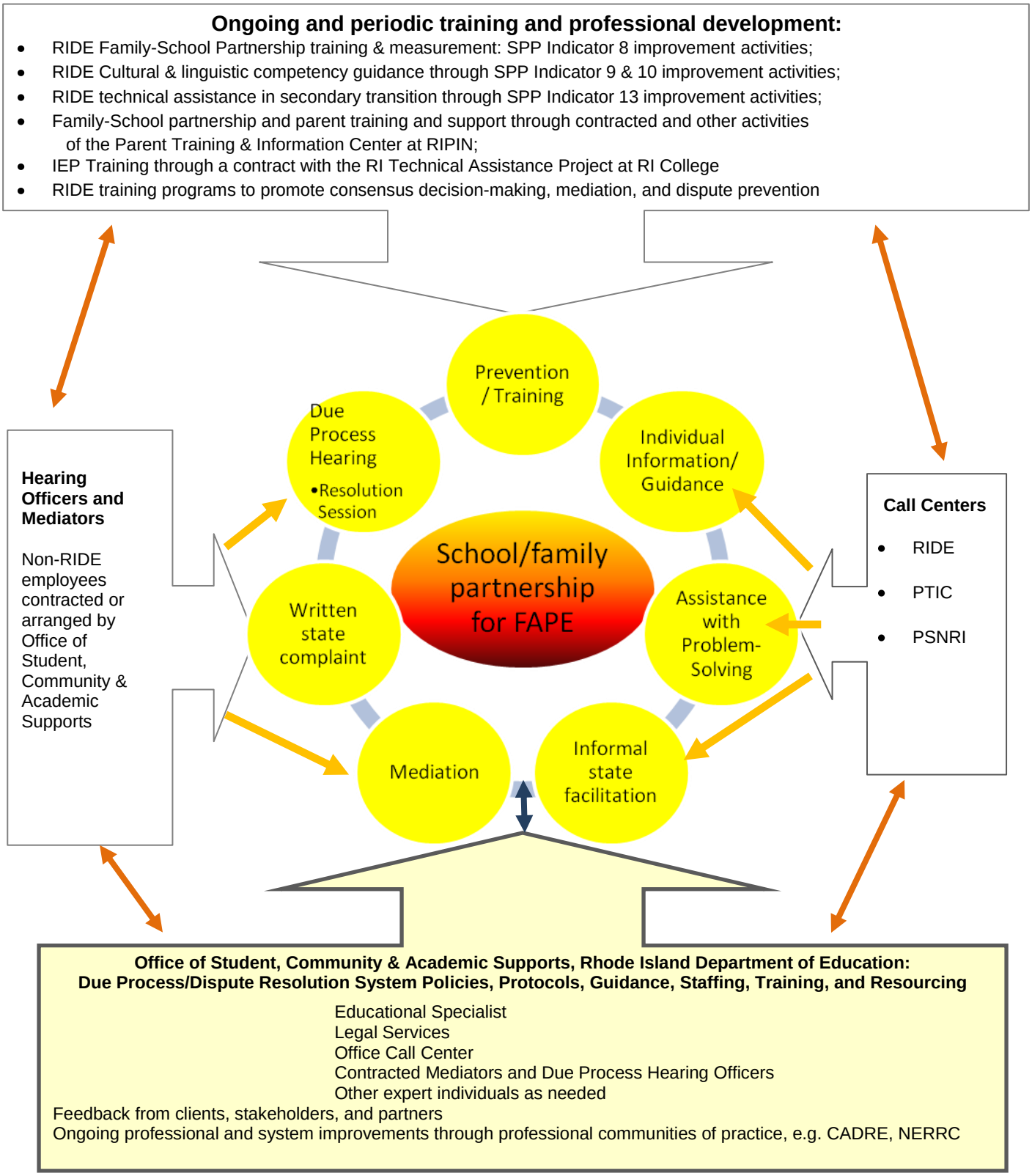
The Rhode Island Department of Education (RIDE) recognizes the need to ensure continuous development, improvement, and supervision of its due process system to ensure the implementation of resolution sessions consistent with 34 CFR §300.510. In those cases where differences have risen to request for due process hearings, RIDE is

committed to ensuring the effective conduct and reporting of resolution sessions. Therefore, the SEA has created a new plan for continuous improvement and development of an effective, high quality system of dispute resolution and due process in special education. At the close of FFY2009, the Rhode Island Department of Education made a change in SEA special education leadership and restructured the state special education office, previously administered as the Office for Diverse Learners. Reorganized within the Division of Accelerating School Performance, state administration of IDEA, including the dispute resolution system, now occurs within the Office of Student, Community and Academic Supports and is well integrated with efforts of Title I, Title III and the state's ELL programs, and comprehensive school health programs.

Within the RIDE special education dispute resolution system, Call Center staff have been reassigned as of Fall 2010 to an SEA staff member for enhanced support and supervision, with reconsideration of professional development and staffing structures. Reenergized connections with important professional communities of practice, namely the Center for Appropriate Dispute Resolution in Special Education (CADRE) and Northeast Regional Resource Center, as well as reestablished connections with key Rhode Island parent and special education leader organizations to build and sustain improvement within the dispute resolution arena are a commitment in this plan. The image in Figure 1 (next page) portrays the special education dispute resolution and due process system Rhode Island seeks to develop through the improvement plan outlined.

The Rhode Island Department of Education's improvement activities, timelines, and resources through FFY 2012 will be directed to achieve a continuum of dispute resolution options and a due process system that emphasizes collaborative relationships between families and schools in the interest of productive, shared decision-making, to ensure delivery of entitlements and FAPE for every child with a disability. Although a preventive approach, the system will promote an understanding that relationships and trust are the core of partnership, that conflict is not a necessary result of difference, and that differences in perspective and opinion among parents and professionals, within and beyond the IEP process, are not only expected, but are valuable when productively managed. The Rhode Island Department of Education is committed to supporting effective resolution sessions and their accurate reporting. At the same time, to reduce the need to rely on due process hearing requests to manage differences and deliver FAPE, the Rhode Island Department of Education will address this indicator within the context of continuous improvement of its full due process and dispute resolution system. See Figure 1.

Figure 1: Rhode Island Department of Education (RIDE) Dispute Resolution: A System of Continuous Improvement



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Specific to Indicator 18 and continual improvement in the percentage of resolution sessions resulting in written agreements, the following table delineates the Rhode Island Department of Education's planned improvement activities, timelines, and projected resources.

Improvement Plan for Indicator 18: Resolution Sessions		
Improvement Activity	***Timeline***	***Resource(s)***
1. Annually review state performance data regarding resolution agreements, and consider implications for further development and improvement.	Spring/ Summer 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services
2. Evaluate factors facilitating and/or impeding successful resolution agreements, including capacities, practices, procedures, staffing, training, and supervision.	Spring 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services with input from Parent groups and Special Education leaders
3. Review exemplary resolution session training models, as profiled by CADRE; make inquiries about processes and resources specific to selected models as needed for additional information.	Spring 2011	RIDE Offices of Student, Community; Center for Appropriate Dispute Resolution in Special Education (CADRE); NE Regional Resource Center (NERRC); colleagues in other states
4. Design training and development plans for enhancing successful resolution sessions in Rhode Island	Spring 2011	RIDE Offices of Student, Community & Academic Supports and Legal Services; PTIC and Parent organizations/groups; Local Special Education Administrators; CADRE; NERRC
5. Collaborate with stakeholders and partner organizations to begin implementation of early steps of training activities	Summer 2011	RIDE Office of Student, Community & Academic Supports; PTIC and Parent partner organizations; Local special education administrators
6. Track, monitor, and assess data and patterns in local dispute resolution and resolution sessions, to determine issue patterns and areas of need for special education technical assistance, training, and dissemination.	Summer 2011 & ongoing	RIDE Office of Student, Community & Academic Supports with feedback from clients, stakeholders, and partner agencies
7. Make periodic adjustments and refinements of the system to address needs determined by Step 6.	Ongoing	RIDE Office of Student, Community & Academic Supports

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Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.
Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/ .

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19 – Percent of mediations held that resulted in mediation agreements.
(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

Overview of Issue/Description of System or Process:

FFY 2005 Description: The process currently used includes the following:

Request for mediation can be taken in writing, by phone, or in person
Intake sheet with timelines completed
Mediator appointed on a rotating basis
Mediator conducts the mediation
Mediator file sent to RIDE following mediation
RIDE completes data collection and case is closed
The mediation system continues to operate at a high level of performance. Staff contracted by the RI Department of Education continues to encourage the use of mediation to resolve disputes.
Mediator trainings have included changes in the state special education regulations and the new state IEP form.

Baseline Data from FFY 2005: 79%

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**57%**
2006 (2006-2007)	**58%**
2007 (2007-2008)	**59%**
2008 (2008-2009)	**60%**
2009 (2009-2010)	**61%**
2010 (2010-2011)	**62%**
2011 (2011-2012)	**70%**
2012 (2012-2013)	**75-85%**

Revisions, with Justification, to Proposed Targets for FFY 2009:

No changes in the FFY 2009 or FFY 2010 targets are proposed. However, Rhode Island recognizes the consensus among mediation practitioners, as well as national mediation success rate data, that 75-85% is a reasonable rate of mediations that result in agreements. Therefore, as the state adds targets to its State Improvement Plan through 2012, targets are being advanced to strive for mediation results within that range.

Improvement Activities/Timelines/ Resources through 2012:

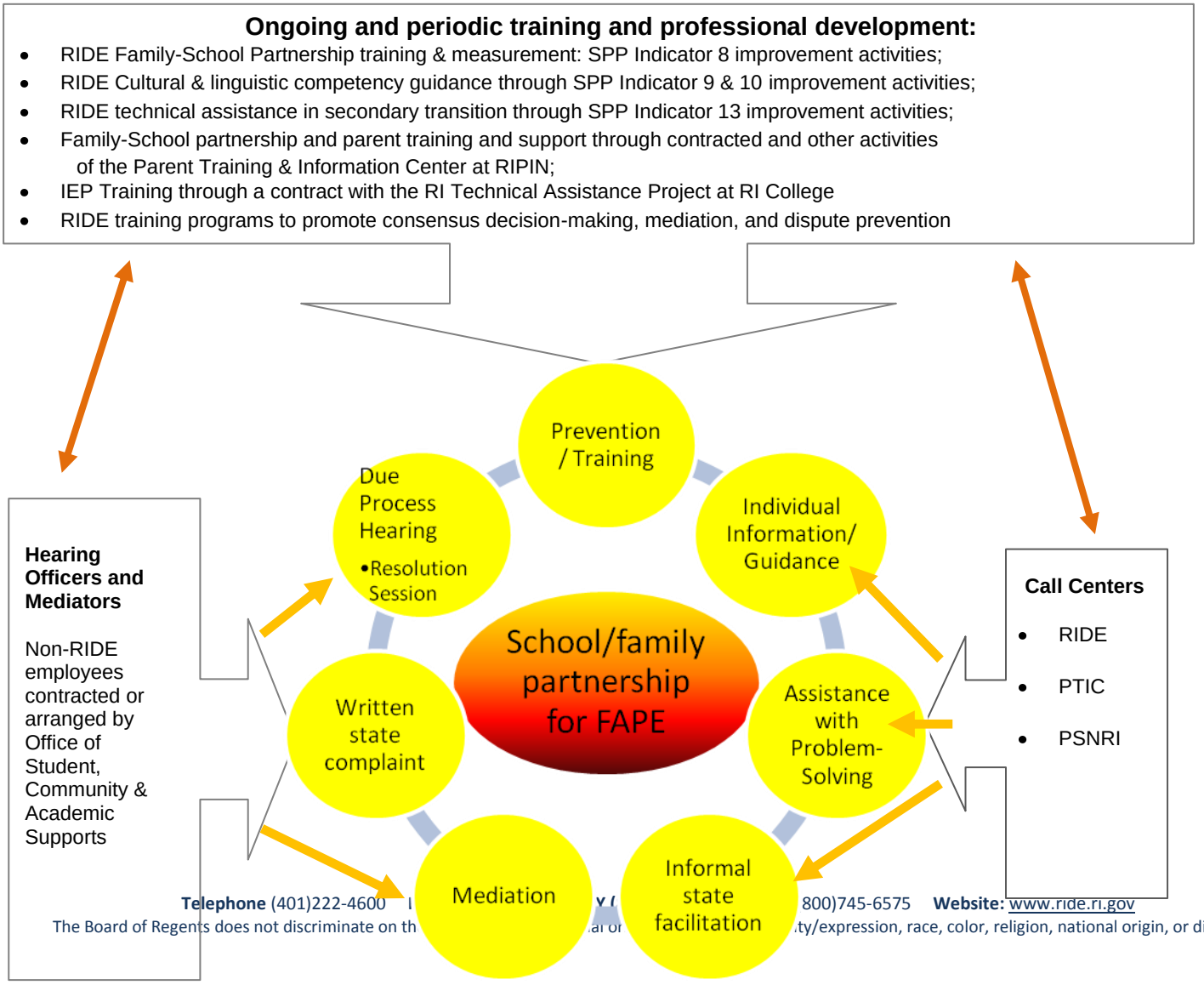
The Rhode Island Department of Education (RIDE) recognizes the importance of mediation as a constructive tool to assist parents and school personnel in discovering common ground and reaching agreements regarding a free, appropriate public education for children with disabilities. RIDE is committed to increasing the percentage of mediations that result in agreements to achieve nationally recognized success rates. With the aim of promoting partnership between parents and school personnel, RIDE is establishing a new plan for continuous improvement and development of an effective, high quality system of dispute resolution and due process in special education. At the close of FFY2009, the Rhode Island Department of Education made a change in SEA special education leadership and restructured the state special education office, previously administered as the Office for Diverse Learners. Reorganized within the Division of Accelerating School Performance, state administration of IDEA, including the dispute resolution system, now occurs within the Office of Student, Community and Academic Supports and is well integrated with efforts of Title I, Title III and the state's ELL programs, and comprehensive school health programs.

Within the RIDE special education dispute resolution system, Call Center staff have been reassigned as of Fall 2010 to an SEA staff member for enhanced support and supervision, with reconsideration of professional development and staffing

structures. Reenergized connections with important professional communities of practice, namely the Center for Appropriate Dispute Resolution in Special Education (CADRE) and Northeast Regional Resource Center, as well as reestablished connections with key Rhode Island parent and special education leader organizations to build and sustain improvement within the dispute resolution arena are a commitment in this plan. The image in Figure 1 (next page) portrays the special education dispute resolution and due process system Rhode Island seeks to develop through the improvement plan outlined.

The Rhode Island Department of Education's improvement activities, timelines, and resources through FFY 2012 will be directed to achieve a continuum of dispute resolution options and a due process system that emphasizes collaborative relationships between families and schools in the interest of productive, shared decision-making, to ensure delivery of entitlements and FAPE for every child with a disability. Although a preventive approach, the system will promote an understanding that relationships and trust are the core of partnership, that conflict is not a necessary result of difference, and that differences in perspective and opinion among parents and professionals, within and beyond the IEP process, are not only expected, but are valuable when productively managed. The Rhode Island Department of Education is committed to successful agreements resulting from mediation. To continue its support of mediation as a constructive tool as well as to support informal, local use of mediation where possible, the Rhode Island Department of Education will address Indicator 19 within the context of continuous improvement of the due process and dispute resolution system.

Figure 1: Rhode Island Department of Education (RIDE) Dispute Resolution: A System of Continuous Improvement



Specific to Indicator 19 and continual development and improvement in mediation results, the following table delineates the Rhode Island Department of Education's planned improvement activities, timelines, and projected resources.

Improvement Plan for Indicator 19: Mediation		
Improvement Activity	***Timeline***	***Resource(s)***
8. Annually review state performance data regarding mediation and consider implications for further development and improvement.	Spring/ Summer 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services
9. Evaluate factors facilitating and/or impeding successful mediation agreements, including capacities, practices, protocols, staffing, training, and supervision.	Spring 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services with input from Parent groups and Special Education leaders
10. Review exemplary mediation training models, as profiled by CADRE; make inquiries about processes and resources specific to selected models as needed for additional information.	Spring 2011	RIDE Offices of Student, Community; Center for Appropriate Dispute Resolution in Special Education (CADRE); NE Regional Resource Center (NERRC); colleagues in other states
11. Design training and development plans for enhancing successful mediation in Rhode Island	Spring 2011	RIDE Offices of Student, Community & Academic Supports and Legal Services; PTIC and Parent organizations/groups; Local Special Education Administrators; CADRE; NERRC
12. Collaborate with stakeholders and partner organizations to begin implementation of early steps of training activities	Summer 2011	RIDE Office of Student, Community & Academic Supports; PTIC and Parent partner organizations; Local special

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		education administrators
13. Track, monitor, and assess data and patterns in local dispute resolution and state level mediations, to determine issue patterns and areas of need for special education technical assistance, training, and dissemination.	Summer 2011 & ongoing	RIDE Office of Student, Community & Academic Supports with feedback from clients, stakeholders, and partner agencies
14. Make periodic adjustments and refinements of the system to address needs determined by Step 6..	Ongoing	RIDE Office of Student, Community & Academic Supports

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

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Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator – 20 State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Measurement:
State reported data, including 618 data and annual performance reports are:

a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Assessment and Annual Performance Reports); and

b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

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Overview of Issue/Description of System or Process:

Rhode Island utilizes a number of different databases across multiple programs to meet both OSEP and state data reporting requirements. One of the primary systems is the eRIDE system which is utilized to collect the data for the following OSEP reporting: the Child Count, Personnel, Educational Environments, and the Exiting data reporting. The eRIDE system is a web-based system which was implemented to streamline data collection and information. The system provides a secured portal for each district and school to input, submit or upload data through a single pipeline. The eRIDE system has been in place for a number of years. eRIDE provides a Record Identifier Module which assigns and ensures a unique statewide identifier to each school, each teacher, and each student. The student identifier is called a SASID, State Assigned Student Identifier. The various data collection systems within eRIDE are straightforward. In addition to eRIDE, the following databases are in various stages of being moved into the data warehouse. The state utilizes the State Reporting Module (SRM) before any data can be uploaded into the data warehouse. The State Reporting Module is an additional mechanism which ensures further validation and accuracy of the data. The State Reporting Module has more sophisticated business rules which validate the data across databases. For instance, a student's information in the special education census is validated against the student's enrollment record. Any discrepancies in the information between systems are listed as errors to be addressed by the local education agency or school district.

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	**100%** **Accuracy and Timelines. All reports will be sent to OSEP on or before the designated date.**
2006 **(2006-2007)**	**100%** **Accuracy and Timelines. All reports will be sent to OSEP on or before the designated date.**
2007 **(2007-2008)**	**100%** **Accuracy and Timelines. All reports will be sent to OSEP on or before the designated date.**
2008 **(2008-2009)**	**100%** **Accuracy and Timelines. All reports will be sent to OSEP on or before the designated date.**
2009 **(2009-2010)**	**100%** **Accuracy and Timelines. All reports will be sent to OSEP on or before the designated date.**
2010 **(2010-2011)**	**100%** **Accuracy and Timelines. All reports will be sent to OSEP on or before the designated date.**
2011 **(2011-2012)**	**100%** **Accuracy and Timelines. All reports will be sent to OSEP on or before the designated date.**

2012 **(2012-2013)**	**100%** **Accuracy and Timelines. All reports will be sent to OSEP on or before the designated date.**

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources
1. Continue to develop, refine the eRIDE system to maintain databases and performance of systems for the identification of noncompliance.	2005-06 through school year 2012-2013.	RIDE personnel
2. Continue to improve data collection activities, including cleaning and reporting activities.	Ongoing through school year 2012-2013.	RIDE personnel.
3. Continue public dissemination of district data on RIDE website.	Ongoing through school year 2012-2013.	RIDE personnel.
4. Continue to meet with LEA Data Managers on a weekly basis to provide technical assistance and to collaborate, coordinate and further develop policies and procedures to improve data collection processes, accuracy and validity of data.	Ongoing through school year 2012-2013.	RIDE personnel.
5. Continue to collaborate with other RIDE offices to ensure more timeliness for meeting data reporting	Ongoing through school year 2012-2013.	RIDE personnel.

requirements.		
6. Identify and address state and federal reporting data system modifications as data reporting requirements change.	**Ongoing through school year 2012-2013.**	**RIDE personnel.**
7. Continue to provide technical assistance and training on various systems to ensure better data are valid, accurate and reliable data.	**Ongoing through school year 2012-2013.**	**RIDE personnel.**
8. Develop and modify documentation and disseminate to all appropriate personnel.	**Ongoing through school year 2012-2013.**	**RIDE personnel.**
9. RIDE will continue to meet with Dept of Human Services to investigate the feasibility of adding the unique State Assigned Student Identifier to Part C data to facilitate a better method of matching children in Part C to Part B.	**Ongoing through school year 2012-2013.**	**RIDE personnel and Dept of Human Services personnel.**
10. Move the data from eRIDE to the Data Warehouse to accelerate the processing of data.	**Ongoing through school year 2012-2013.**	**RIDE personnel.**
11. Modify computer programming code as necessary to ensure meeting federal and state reporting requirements.	**Ongoing through school year 2012-2013.**	**RIDE personnel.**