

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

School Support System Report and Support Plan

Smithfield Public Schools
October 2011

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

- **The Orientation Meeting** The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting** The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan** The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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***SMITHFIELD SCHOOL DISTRICT
SCHOOL SUPPORT SYSTEM REVIEW
OCTOBER 3- 6, 2011***

TEAM MEMBERS

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1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.	Data Analysis State Performance Plan		
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2010 – June 30, 2011 State Performance Plan information on Smithfield Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 85.37%. (RI District Average is 70.86%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 14.55% (RI District Average is 14.55%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.13% (RI District Average is 5.14%)</p>	Data Analysis State Performance Plan		
Result	2	<p>Statewide Assessment (State Performance Plan Indicator #3)</p> <p>Participation and performance of children with IEPs on statewide assessments:</p> <ul style="list-style-type: none"> A. The district (Smithfield) disability subgroup (that meets the State’s minimum “n” size) <u>did</u> meet the State’s AYP targets for the disability subgroup. B. The participation rate for children with IEPs was 99% C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards . This was 36.83 % (as measured against the State target of 26%. Note: State has individual grade and content area targets. State target is average target across grades and content areas. District target is average percent of students proficient across content areas. 	Data Analysis State Performance Plan		
Result	3	Throughout the schools there were examples of student centered, teacher facilitated differentiated instruction, posted rubrics, modeling, cooperative learning, student lead projects and problem solving, and student work along with homework assignments,	Data Analysis Interviews Observation		

		<p>independent self-selected reading and journal writing all aligned to the Early Learning Standards, GLE's and GSE's.</p> <p>Use of student assessment and performance data to inform instructional practices was evident throughout the district. School faculty are engaged in analyzing student data such as the NWEA, NECAP, Aimsweb, teacher generated assessments, student work and performance along with classroom observations to discuss student placement and instructional strategies</p>			
Result	4	<p>Response to Intervention (Rtl)</p> <p>Response to Intervention (Rtl) at the Elementary Level At the elementary level Rtl is organized and implemented via weekly Rtl meetings. Staff are using screening tools including but not limited to DRA's, SWIS, AIMSweb, Fountas and Pinell, Math Connects (Triumphs) and district assessments for baseline assessment, tracking and graphing student response to intervention. The Rtl team is flexible with timelines and views each child with a holistic perspective when identifying individual interventions. Both elementary schools visited are also engaged in positive behavior supports and interventions (PBIS)</p> <p>Response to Intervention (Rtl) at the Middle Level Gallagher Middle School has established opportunities for faculty to address student performance outcomes along with intervention strategies for individual students, grade level student outcomes and content specific instructional planning. The following are faculty planning activities: special education common planning time, grade level teams common planning time, monthly grade level meetings, monthly department meetings, and professional learning community meetings.</p> <p>Though Rtl at the middle school remains in process, a number of activities are ongoing. Administration and faculty are continuing to review and refine assessment tools, intervention and progress monitoring strategies along with management practices and protocols. A team has been established comprised of the school principal, school counselor, school psychologists and behavior specialists, and meets weekly to plan for the implementation of the Rtl initiative within the upcoming months.</p> <p>Gallagher Middle School is in their second year of orientation and professional development and is planning a school-wide positive behavioral interventions and supports (PBIS) kick off some time in October. A PBIS Tier II Target Team will be established to develop strategies and interventions aligned to the Rtl process.</p> <p>Response to Intervention (Rtl) at the High School</p>	Data Analysis Interviews Observation		

		<p>Rtl at the high school is structured and formed with weekly meetings. They are working on continuing to expand their repertoire of interventions and supports as well as continuing to explore the use of technology for tracking progress monitoring. The Rtl teams include the promoting success team (this team reviews data and develops interventions for Tier I and II students). There is the response team which is comprised of support staff, guidance counselors, psychologist, social worker, nurse, alternative learning program teachers, administrators, and other core members. They meet on a weekly basis and review Tier III students. The final team is the fresh focus team (this team focuses on at-risk freshmen).</p>			
Result	5	<p>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)</p> <p>Smithfield does not have any significant disproportionality nor disproportionate representation due to inappropriate identification.</p>	Data Analysis State Performance Plan		
Result	6	<p>Early Childhood/Pre School Special Education</p> <p>Special Education Preschool Continuum Preschool Continuum</p> <p>Smithfield's preschool program was nationally accredited by the National Association for the Education of Young Children (NAEYC) in the past. Smithfield has applied for the renewal of their accreditation which is being sought during the 2011-2012 school year. Teaching Strategies GOLD has been implemented and is currently being utilized in alignment with the RI Early Learning Standards.</p> <p>The district-wide preschool program is located at Anna McCabe Elementary School. The program consists of an Intensive Preschool classroom and two integrated preschool classrooms which offer targeted supports to meet each child's specialized needs. The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress. The Early Childhood Coordinator is responsible for implementing processes, procedures and monitoring strategies to ensure fidelity of the data collection.</p> <p>The Child Outreach Coordinator also functions as the LEA representative for the</p>	Data Analysis State Performance Plan		

		<p>preschool program and a consultant during the summer to act on referrals from outside agencies including screenings as a diagnostician and a member of the team. As needs arise, programs are created to service students such as language groups and walk in speech and language services.</p> <p>In this district the percent of preschool children who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings) is at 88% (State Performance Plan Indicator #6)</p> <p>State Performance Plan Indicator #7</p> <p>Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> -Positive social-emotional skills (including social relationships); 100% -Acquisition and use of knowledge and skills (including early language/ communication and early literacy);100 % and -Use of appropriate behaviors to meet their needs. 80% 			
Result	7	<p>Special Education Program Continuum Elementary Level</p> <p>There are 1,007 students at the elementary level and approximately 117 students have IEPs. The special education program continuum is as follows:</p> <p>The program continuum at the elementary level provides specialized instruction for students with IEPs predominately in inclusive settings with co-teaching arrangements and flexible groupings. As appropriate small group instruction is provided for students both within the general education setting and as pull-out instruction for more intensive service delivery.</p> <p>Regrouping is based on daily progress monitoring and small group instruction enabling teachers to tailor their instruction to individual student needs. A resource setting is available for students with specific disabilities for part of the day. Intervention blocks are built into all students' schedules and common planning time for staff is consistently scheduled.</p> <p>There is a strong sense of shared responsibility for all students among the teachers and specialists, shared instruction, paraprofessional support, assistive technology,</p>	Data Analysis Interviews Observation		

		<p>specialized materials and equipment to meet individual student needs as well as a peer buddy system (Special Friends). Students with disabilities are fully supported and are accessing the general education curriculum.</p> <p>Old County Elementary School offers an intensive kindergarten classroom to serve students with multiple challenges. In addition, a multilevel consultation team enables students with significant social-emotional challenges to attend school within their home community. The behavioral support services at Old County and Winsor consist of a behavioral consultant and a specially trained teacher to support these students in their general education classrooms. LaPerche Elementary School offers an intensive special education program (ISE). The ISE program is staffed with a teacher, three paraprofessionals and an array of consultants. All students have opportunities to interact with peers in the general education setting.</p>			
Result	8	<p>Special Education Program Continuum Middle Level</p> <p>There are 581 students attending Gallagher Middle School and 51 are students with IEPs. The special education program continuum is as follows:</p> <p>The Gallagher Middle School provides the district's educational programming for Smithfield's sixth, seventh and eighth grade students. There are two teams at each grade level. Specialized instruction is facilitated through special educator assignment across grade levels as case managers, along with inclusionary support in the general education setting. Students may participate in a separate (self-contained) ELA or math class determined by individual student NECAP scores along with teacher recommendation. Special educators provide instruction in both ELA and math and are identified as the teacher of record. Additional support is provided as appropriate in literacy and reading (PLP) and numeracy in addition to specific skills and/or related services in an intervention/connect block. An Advisory program called "Anchor" is held twice a week for 30 minutes. Advisors and students loop for their middle level experience and engage in a variety of topical discussions. During this period students will be additionally exploring and developing their Individual Learning Plans in conjunction with the school counselors.</p> <p>A specialized self-contained setting is provided for students who are globally delayed needing individualized direct instruction and life skills experiences. Students participate with their typically developing peers on a limited basis in co-curricular classes as appropriate. There are currently three students participating in this instructional setting all requiring an alternate assessment.</p> <p>Functional Behavior Assessments (FBAs) are facilitated by the school social worker per</p>	Data Analysis Interviews Observation		

		<p>IDEA Regulations. FBAs may be implemented as an intervention tool however it is unclear how assessment findings are interpreted in developing behavior intervention plans.</p> <p>A school psychologist and social worker are each at the middle school 2.5 days per week. Both provide individual counseling as directed by student IEP's. In addition they provide social emotional supports school-wide including topical groups providing students opportunities to address social skills, boys and girls specific groups, conflict resolution, bullying and culture of respect.</p> <p>A behavior specialist is available at the middle level two days a week as a consultant. Currently the role is consultation and participation on various planning committees (PBIS).</p>			
Result	9	<p>Special Education Program Continuum High School Level</p> <p>At Smithfield High School there are approximately 846 students and 60 are students with IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> -Co-taught classes. There are a variety of co-taught inclusion classes. These include ELA, 9-12, math (algebra and geometry), science (physical science, biology, and technical science), and social studies (civics and American history). -Resource classes/concept strategies (7 periods) provide pull-out support to students as per the IEP. -Alternative Learning Program (ALP). This serves as a ramp up program for students in crisis and/or with intensive/chronic needs (serves both general education students as well as students with IEPs). It is staffed by two special educators who are also certified in social studies and English. Students with IEPs can access their resource service via this program. Some students may receive small group English or social studies if the need presents. - Life Skills Vocational Program (Transition Program). This program serves students with more significant intellectual disabilities. -Twelve Plus. This program targets students with IEPs (ages 18-21) who need further transition/community-based programming. These are very individualized programs developed to meet student needs as appropriate. Currently students in this program participate in a variety of settings (e.g., ABE enterprises, Bryant College, Rhode Island College, etc). 	Data Analysis Interviews Observation		

		<p>-Virtual Learning Academy (VLA). Students who are behind in course credits or students who want to accelerate their course credits can take VLA courses after school with tutoring provided by a special educator and content teacher.</p> <p>-Greenville House Classroom. Serves some of the students who are residents of this group home placed there by Family Services Inc., or the family court and deemed by the court to be clinically or behaviorally unable to attend Smithfield schools.</p> <p>The school psychologist and social worker are each at the high school 2.5 days per week. The psychologist sees students for individual counseling per their IEP and runs a girls group, as well as a group for students on the autism spectrum. The social worker also facilitates groups, mediations; conflict resolution and make community based therapeutic connections as needed.</p>			
Result	10	<p>Adaptive Physical Education(APE)</p> <p>APE is provided at LaPerche at the elementary level.</p> <p>At the middle and high school level, APE is provided per the IEP. Currently students with more intensive needs receive physical education with typical peers in the general education setting three times a week. Modifications are made as appropriate.</p>	Data Analysis Interviews Observation		
Result	11	<p>Extended School Year (ESY) is offered in the district per the IEP and held at a variety of settings (preschool, elementary, middle and high school).</p>	Data Analysis Interviews Observation		
Result	12	<p>Suspension (State Performance Plan Indicator #4): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days.</p> <p>Smithfield had less than 10 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was less than 10. There is no significant discrepancy.</p> <p>Social emotional resources / positive behavioral supports Throughout the Smithfield Public Schools Social emotional resources were school-based and varied. A number of schools have engaged in the Positive Behavioral Supports and Interventions (PBIS) with the Sherlock Center. At all school levels (elementary, middle and high) consultants from the Groden Center, Meeting Street School and independent consultants are being utilized to support teaching strategies as well as individual student</p>	Data Analysis State Performance Plan Interviews Observation		

		<p>interventions and supports.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p>			
Result	13	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The district's rate of parent participation in the annual Special Education Statewide Parent Survey for (2009-2010) was 19% of parents whose children have IEP's. Of those parents with a child receiving special education services who participated in the last survey, the percent of parents reporting their school's efforts to involve parents, as a means of improving services and results for children with disabilities at or above the state standard was 41%.</p>	Data Analysis Interviews Observation		
Result	14	<p>Local Special Education Advisory Committee (LAC)</p> <p>A Local Advisory Committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p>The Smithfield School District maintains an active Local Special Education Advisory Committee (LAC). The Special Education Administrator attends all meetings. The LAC has active members and an identified chair.</p> <p>Accomplishments to date include the development of a 2011-2012 LAC Schedule; Bi-laws have been drafted but are pending approval by the school committee; Attendance has improved somewhat however the LAC desires a more consistent turn out at meetings.</p> <p>Goals for the LAC include the following: To identify topical areas of interest with the full committee in order to develop the agendas for the 2011-2012 meetings; Improve the LAC website page on the school departments website; Increase membership; Develop a LAC brochure to better market the Smithfield LAC to parents district-wide.</p>	Data Analysis State Performance Plan		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up

					Findings
Result/ Compliance	1	<p>Records of approximately 18 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified:</p> <ul style="list-style-type: none"> -Present levels of academic achievement were listed as data or subtest titles without describing student's strengths and needs. - Baseline for academic needs did not consistently reflect specific, quantitative measurable statement that defines what the student can currently do in the area of need. -How often students progress would be measured was not noted. -Measurable short term objectives/benchmarks were not consistently measurable. - Special education/specialized instruction not consistently described -Various IEP items left blank (special assessment for accommodations, alternate assessment) -Invitations, consents, evaluations, team meeting notes not consistently seen in files <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	Data Analysis Interviews Observation	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: October 2012</p>	
Result	2	<p>SLD Determination Process (initial and reevaluation)</p> <p>At the middle and high school, special education staff was unclear with regard to the new specific learning disabilities eligibility and reevaluation criteria as to how the determination process was evolving and its alignment to the regulations. While Smithfield has a waiver for the 2011-2012 school year the expectation is that all criteria will be in place for full implementation as of September 1, 2012. (RI Regulation 300.307(2))</p>	Record Reviews Interviews	<p>Plans are underway to provide professional development in this area. The first professional development session is slated for January 2012 with follow up in March 2012.</p> <p>Timeline: October 2012 (Progress check July 2012)</p>	
Result	3	<p>Child Outreach</p> <p>The focus of child outreach is to screen all children between the ages of 3 to 5 each year before starting kindergarten in an attempt to identify students with special needs. Smithfield's child outreach screenings are available in a range of community-based early childhood programs with three mass screenings (November, January and March) and by appointment year round.</p> <p>The Child Outreach Coordinator provides refresher training for screeners at the start of the school year and once again in the spring to ensure continued implementation of</p>	State Performance Plan data Interviews		

		<p>appropriate screening techniques. Observations are also conducted to ensure appropriate screening techniques. All screening instruments are reliable, valid measures as delineated in "Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island".</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In Smithfield's most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 82.40% • 4 year olds: 83.02% • 5 year olds: 30.07% <p>Smithfield parents are notified of screening in multiple ways. These include flyers, Cox cable, internet, doctors offices, home day care center, car seat safety check through the local police department.</p> <p>There is a variety of assessment/screening tools used. These include but are not limited to the following:</p> <ul style="list-style-type: none"> -Early Screening Inventory (ESI) for development -Preschool Language Scale (PLS4) for speech and language -Vision Screening- using Lighthouse Chart -Ages and Stages- to get information from parents and social emotional development --Hearing-Automated Otoacoustic Emissions Test (AOAE) and etc. 			
Result	4	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Smithfield for the 2010-2011 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 10/5/11 Smithfield was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2011-2012 school year. This is to be commended.</p>	State Performance Plan data		
Result	5	Throughout the district special educators completed an accommodation sheet that is then sent to the general education teachers.	Data Analysis Interviews Observation		
Result	6	<p>Due Process Summary (State Performance Indicators #16,#17,#18,and #19)</p> <p>During the SSS data analysis due process information is reviewed for the past three years. A summary is provided here.</p> <p><u>Complaints</u> 2009-2011 <i># of Complaints: No complaints during this period</i></p>	State Performance Plan Due process Data Data analysis	Compliance items cited in the due process findings were verified as corrected or remedied by RIDE due process personnel.	

Mediations

Mediations 2009

of Mediations:

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	IEP	Agreement Reached
<i>Mediation #2</i>	Other/Appropriate Services	Agreement Reached

Mediations 2010-2011

of Mediations: No mediations during this period

HEARINGS

Hearings 2009

of Hearings: No hearings during this year

Hearings 2010

of Hearings:

	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
<i>Hearing #1</i>	Other/Funding	Dismissed
<i>Hearing #2</i>	Evaluation	Decision LEA

Hearings 2011

of Hearings:

	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
<i>Hearing #1</i>	Placement/Eligibility	Pending

3. IDEA TRANSITION

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The Child Outreach Coordinator manages the transition of children from Part C Early Intervention (EI) to preschool special education.</p> <p>Through an in home visit for each child, a database of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year the district achieved 100% compliance and all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p> <p>A systemic process is implemented to smooth the transition for students with disabilities moving from one level to another in the district. For preschool children with disabilities progressing from the preschool to kindergarten or from intensive kindergarten to first grade, a checklist is used to invite the receiving staff to meet, observe, and plan ahead for each student's IEP in the subsequent placement. Snapshots of each student's IEP are also provided to general education teachers at the start of the school year. A summary sheet of each student's IEP is also provided to general education teachers at the start of the school year.</p>	Data Analysis Interviews State Performance Plan		
Result/ Compliance	2	<p>IDEA Transition Planning at the Middle Level</p> <p>School counselors facilitate WayToGoRI as a comprehensive approach to provide students knowledge and awareness of vocational opportunities. Each grade level explores career options through interest inventories, career clusters and career investigations. School counselors facilitate group guidance classes for 7th and 8th grade students. Some students with IEPs participating in the connect/intervention block due to scheduling conflicts are not afforded the same opportunity.</p> <p>Currently the vocational assessment utilized for special needs students who are 14 years of age is the 1985 Vocational Research Inventory. Alignments to the Way to go RI activities and/or other transition/vocational connections are unclear for students eligible for IEP transition planning (JK 4). (RI Regulations 300.320(b)(i))</p>	Data Analysis Interviews Observation	Review and refinement of the scope and sequence as well as roles and responsibilities with regard to transition at both the middle and high school will occur. Staff will be provided professional development as appropriate.	Timeline: Immediately and ongoing. October 2012 (Progress check July 2012)
Result	3	Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)	Data Analysis Interviews		

		<p>The Smithfield School District graduation rate is 90.1% for all students and 73.1% for students with disabilities. These rates are notably higher than the state average rates of 75.50% for all students and 58.70% for students with disabilities.</p> <p>The Smithfield District dropout rate is 4.1% for all students and 7.3% for students with disabilities. These rates are notably lower than the state average rates of 13.90% for all students and 22.80% for students with disabilities.</p>	Observation		
Result/ Compliance	4	<p>IDEA Transition Planning at the High School Level</p> <p>The transition coordinator facilitates the transition assessments of individual students and attends all IEP meetings as the transition coordinator. Some special educators conveyed that they also did the WayToGoRI interest inventory in preparation for the students IEP meeting/transition planning while others use the assessment that the Transition Coordinator had facilitated. In addition, guidance counselors do WayToGoRI with all ninth graders. There is a transition booklet that outlines the typical scope and sequence for each grade; however, it is in need of being updated. In addition, the transition coordinator is the lead for Summary of Performance and assisting families with Office for Rehabilitative services and Division of Developmental Disabilities (DDD) referrals. One vocational assessment could not be produced (SW4) and one IEP listed NWEA as a transition assessment (SW4). The high school records also evidenced use of the 1985 Vocational Research Inventory. (RI Regulations 300.320(b)(i))</p> <p>There are two transition classes for students with IEPs offered at the high school:</p> <ul style="list-style-type: none"> -Students Transitioning Equally Prepared (STEP). This is a transition class for students with IEPs that focuses on career exploration, job shadowing and other transition related activities. Students receive a credit for this class. Goodwill is a contracted partner and coordinates career explorations, community trips, two week internship where students receive a stipend for their experiences. -Vocational Skills is a class for students with IEPs. They explore various vocational areas and engage in work related placements. Students receive a credit for this class. Goodwill is a contracted partner and provides vocational experiences as well as a stipend for participation 	Data Analysis Interviews Observation	<p>Review and refinement of the scope and sequence as well as roles and responsibilities with regard to transition at both the middle and high school will occur. Staff will be provided professional development as appropriate.</p> <p>Timeline: Immediately and ongoing. October 2012 (Progress check July 2012)</p>	

Result	5	Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. Smithfield is 100% compliant with the requirement. (State Performance Plan Indicator #13)	Interviews Document Review		
Result	6	92.31% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. (State Performance Plan Indicator #14)	Interviews Document Review		