



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

School Support System Report and Support Plan

**Beacon Charter School
March 2018**

SCHOOL SUPPORT SYSTEM A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 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 by the district as well as resources and time lines to improve programs and services.

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**Beacon Charter School
School Support System Review**

Record Review Team Leaders

Team A – Susan Wood, Sandra Cambio Gregoire

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

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

| Indicator | Findings | Support Plan |
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| Result | <p>1</p> <p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2016 – June 30, 2017 State Performance Plan information on Beacon Charter Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 100% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 5.11%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> | |
| Result | <p>2</p> <p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>Beacon: Based on the most recent data (2017), all students met the targets in reading (96.1%) and math (100%). The district target in both was 95%. Students with disabilities subgroup contained too few students for evaluation.</p> <p>Founders: Based on the most recent data (2017), all students met the targets in reading (100%) and math (100%). The district target in both was 95%. Students with disabilities subgroup contained too few students for evaluation.</p> <p>A. Participation rate for children with IEPs (State target: 100%; District Actual; 94%)</p> <p>B. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards (State target 53.6; District</p> | |

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| | | <p>Actual:17.02%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> | |
| Result | 3 | <p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>The Beacon Charter MTSS Team is made up of teachers and administrators from both Beacon Charter High School for the Arts and Founders Academy. The Beacon Charter MTSS Team has established a core culture of shared expectations of student behavior and academic performance in order to align district and school wide initiatives, supports, and resources. The MTSS framework supports student academic and behavioral growth in three tiers:</p> <p>Tier 1 - Core Instruction</p> <p>High quality standards-based instruction for all students.</p> <p>Tier 2 - Supplementary Instruction</p> <p>Research based supplemental instruction for some students.</p> <p>Tier 3 - Intensive Intervention and Supports</p> <p>Intensive research based interventions for few students.</p> <p>Through universal screening and regular progress monitoring using STAR testing and other local assessments, the MTSS team identifies students who are struggling to meet expectations and provides targeted interventions. Tier 2 and Tier 3 Academic interventions are offered in small, concentrated groups, three 45-minute sessions per week.</p> <p>The district's "Building Level Teams (BLT)" meet monthly to review School/District-level data to make decisions about possible adjustments to Tier 1 Academic Instruction. The "Target Teams" On alternating months, the teams meet locally in their school-level teams (grades 9-12 and grades 6-8) and vertically (grades 6-12) in their district teams to</p> | |

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| | | <p>ensure consistency and alignment in practices between Beacon & Founders.</p> <p>The menu of Academic Interventions include: Peer Assisted Literacy Strategies (PALS Literacy), Peer Assisted Learning Strategies (PALS Math), Reading Plus, TenMarks, and STAR Math 2.0.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |
| Result | 4 | <p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>Beacon Charter does not have publicly reportable data due to the small "n" size.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |
| Result | 5 | <p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Beacon Charter School as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |

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| Result | 6 | <p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>The Beacon Charter Schools share common behavioral expectations, which are taught, acknowledged, and reinforced throughout the entire school year. Positive behavior is acknowledged with “Beacon Bucks” or “Founders Funds,” which students may collect and enter into a monthly raffle for desirable but school-appropriate prizes.</p> <p>Challenging behaviors are documented on a common behavioral referral form and the data is entered into the SWIS program. In addition to reviewing academic data, the schools’ Building Level Teams (BLT) reviews the macro-level behavioral, attendance, and other relevant SEL data to make decisions about possible adjustments to Tier 1 instruction. The Target Teams use the data to make decisions about Tier 2 and Tier 3 interventions that may be needed for individual students.</p> <p>The District is in the process of expanding the “menu” of Social Emotional Intervention offerings as well as scaling up the faculty’s capacity to deliver them. Currently, Beacon runs the following SEL interventions: Check & Connect, Social Skills Groups (following the Social Thinking Curriculum), and individual counseling available for students in need of Social Emotional Intervention.</p> <p>School Removals/Disciplinary Policies. Throughout the district, behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><i><u>Documentation:</u></i></p> | |
| Result | 7 | <p>Preschool Continuum</p> <p>Beacon Charter Schools Corp operates a middle school and high school. This section does not apply.</p> <p><i><u>Documentation:</u></i> Data Analysis; State Performance Plan</p> | |

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| Result | 8 | <p>Program Continuum Elementary Level</p> <p>Beacon Charter Schools Corp operates a middle school and high school. This section does not apply.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p> | |
| Result | 9 | <p>Program Continuum Middle Level</p> <p>There are 135 students attending Founders Academy Middle School. 21 are students with IEPs. The special education program continuum is as follows:</p> <p>Special educators push into core academic classes to provide support, primarily in ELA and Math, and are available to support other classes as warranted to collaborate on differentiation. A reading specialist supports ELA classes with struggling readers, and an ELL coordinator pushes in/pulls students out for ELL support and to collaborate with teachers.</p> <p>Students at Founders gain exposure to the arts through rotations throughout the school year in visual art, theater and culinary. Eighth graders prepare a portfolio presentation outlining the field of art they choose to pursue in the 9th grade at Beacon.</p> <p>General education and special education students are pulled out for individual instruction as warranted for remediation, reteaching, and taking assessments in alternate locations.</p> <p>Students are assigned to IDEA (Intervention) blocks based on STAR scores and class grades as warranted per recommendation of MTSS target team.</p> <p>At both schools, students receive related services as per their IEPs by related service providers pushing into classes as appropriate. At this time there is one Occupational Therapist and one Speech Language Pathologist each working for Beacon on a part time basis providing therapy per student IEPs. Beacon/Founders employs one full time LICSW to provide counseling services for students with and without IEPs.</p> | |

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| | | <u>Documentation:</u> Data Analysis; Interviews; Observations | |
| Result | 10 | <p>Program Continuum High School Level</p> <p>At Beacon Charter High School for the Arts there are 233 students; 43 have IEPs. The program continuum is as follows:</p> <p>All but one student receives their specialized instruction in the general education setting in a fully inclusive model. Special educators push into core academic classes to provide support, primarily in ELA and Math as well as Film and Science, and are available to support Arts classes as warranted to collaborate on differentiation. A reading specialist supports ELA classes with struggling readers, and an ELL coordinator pushes in/pulls students out for ELL support and to collaborate with teachers.</p> <p>Students at Beacon choose a major course of study in one of the following arts: Culinary, Visual, and Theater. All graduating seniors are required to produce a Capstone film as a senior project regardless of their art major. Students spend one full block, 65 minutes, in their art per day.</p> <p>General education and special education students are pulled out for individual instruction as warranted and for remediation, reteaching, and taking assessments in alternate locations.</p> <p>Students are assigned to IDEA (Intervention) blocks based on STAR scores and class grades as warranted per recommendation of MTSS target team.</p> <p>A Student Engagement Specialist works with identified students on transition and vocational skills, including person centered planning (MAPS), career development plans, work exploration and short-term work trials. These students are identified either through their eligibility category (intellectual disabilities) or through an IEP team decision.</p> <p>At both schools, students receive related services as per their IEPs by related service providers pushing into classes as appropriate. At this time there is one Occupational Therapist and one Speech Language Pathologist each working for Beacon on a part time basis providing therapy per student IEPs. Beacon/Founders employs one full time LICSW to provide counseling services for students with and without IEPs.</p> | |

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| | | <u>Documentation:</u> Data Analysis; Interviews; Observation | |
| Result | 11 | <p>Adaptive Physical Education (APE)</p> <p>Beacon and Founders employ one full time (1.0 FTE) and one part time (.5 FTE) Physical Education Teachers certified in Adaptive Physical Education. At present, there is one student with this service in her IEP.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p> | |
| Result | 12 | <p>Extended School Year (ESY)</p> <p>ESY services are determined by the IEP team annually and provided for those students at risk of regression per RIDE guidelines.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p> | |
| Result | 13 | <p>Local Special Education Advisory Committee (LAC)</p> <p>Beacon Charter School facilitates a local special education advisory committee in accordance with RI regulatory requirements.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p> | |
| Result | 14 | <p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2016-2017) is 12.2% (12.5% for Beacon and 11.1% for Founder Academy) of parents whose children have IEPs.</p> | |

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| | | <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 97%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> | |
| Result | 16 | <p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Beacon Charter Schools' graduation rate is 91% for all students and 77.8% for students with disabilities. These rates exceed the state average rates of 83.2% for all students and 67.6% for students with disabilities.</p> <p>The Beacon Charter Schools' dropout rate is 1.8% for all students and 5.6% for students with disabilities. These rates are lower than the state average rates of 6.7% for all students and 11.9% for students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> | |

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

| Indicator | | Findings | Support Plan |
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| Result | 1 | <p>Records of approximately six (6) students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <p>--Overall the IEPs were complaint with requirements</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> | |

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| | | <u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i> | |
| Result | 2 | <p>Child Outreach</p> <p>Beacon Charter Schools Corp operates a middle school and high school. This section does not apply.</p> <p><u>Documentation:</u> <i>State Performance Plan; Data Interviews</i></p> | |
| Result | 3 | <p>Child Find (State Performance Plan Indicator #11)</p> <p>Beacon Charter School for the 2016-2017 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 3/12/18 Beacon Charter School was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2017-2018 school year.</p> <p><u>Documentation:</u> <i>State Performance Plan</i></p> | |
| Result | 4 | <p>Student Accommodations and Modifications</p> <p>Grade level meetings are held during Professional Development days prior to the opening of school each August during which student accommodations/modifications are reviewed with faculty. Case managers share documentation of accommodations/modifications with general education teachers. These documents are updated and shared following IEP meetings and revisions.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Document Reviews</i></p> | |
| Result | 5 | <p>Specific Learning Disabilities Determination</p> <p>IEP teams at Beacon and Founders follow the practices outlined by RIDE. Students being evaluated and reevaluated for SLD are tested using a variety of assessments including the Wechsler Intelligence Scale for Children (WISC) and Woodcock Johnson 4. Students are also observed in class. The IEP team meets to review evaluations and data including response to intervention/progress monitoring data to determine SLD eligibility.</p> <p><u>Documentation:</u> <i>Interviews; Record Review</i></p> | |

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| Result | 6 | <p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Beacon has had no (zero) complaints, mediations or hearings.</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p> | |
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3. IDEA TRANSITION

| Indicator | | Findings | Support Plan |
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| Result | 1 | <p>Part C to Part B Transition (Indicator #12)</p> <p>Beacon Charter Schools Corp serves students grades 6-12. This section is not applicable.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p> | |
| Result | 2 | <p>IDEA Transition Planning at the Middle Level</p> <p>Founders Academy students age 14 and over complete vocational aptitude and interest surveys with their case manager. At this age they are invited to their IEP and begin to discuss their plan in terms of their own goals and exploring self-advocacy. At this time the student and family are introduced to the options of working with ORS and BHDDH in the future as they get older and define their future plans.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p> | |
| Result | 3 | <p>IDEA Transition Planning at the High School Level</p> <p>Students complete interest surveys and work on WaytoGoRI with their case manager. The Student Engagement Specialist works with identified students (those with the disability category of "Intellectual Disabilities" as well as those the IEP team agrees would benefit) on MAPs person centered planning, "Skills to pay the bills" training, and</p> | |

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| | | <p>work exploration. Career Development Plans are completed by the Student Engagement Specialist as well. At this time there are 2 students working on outside supported job placements with one student having been through the process and having a job at a nursing home in his community.</p> <p>All students plan and prepare for their IEP meetings and are strongly encouraged to attend and facilitate their IEP meetings at least annually. At the high school the Student Engagement Specialist is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p><u>Documentation:</u> Interviews; Document Review</p> | |
| Result | 4 | <p>At the high school the case manager is the point for referrals to the Office of Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>92% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 84.73% (State Performance Plan Indicator #14)</p> <p>Case manager for graduating seniors writes the summary of performance and presents it to the student/family prior to graduation.</p> <p><u>Documentation:</u> Interviews; Document Review</p> | |
| Result | 5 | <p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>Case manager for graduating seniors writes the summary of performance and presents it to the student/family prior to graduation.</p> <p><u>Documentation:</u> Interviews; Document Review</p> | |
| Result | 6 | <p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Beacon Charter School is 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p> | |

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| Result | 7 | <p>92% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 84.73% (State Performance Plan Indicator #14)</p> <p><i>Documentation: Interviews; Document Review</i></p> | |
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