



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

School Support System Report and Support Plan

**Compass Charter School
December 2017**

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 timelines to improve programs and services.

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**Compass 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
Result	1	<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 Compass 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	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>A. Participation rate for children with IEPs 94.12%. (2016-2017)</p> <p>B. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards. Cell size is too small for public reporting.</p> <ul style="list-style-type: none"> ● 69.6% of all students were proficient in reading on the PARCC assessment. ● 33.3% of special education students were proficient in reading on the PARCC assessment. ● 54.5% of all students were proficient in math on the PARCC assessment. ● 41.7% of special education students were proficient in math on the PARCC assessment. <p>Relative to closing the gap for the special education students, work will focus on developing skills in the major content ideas, assessment and curriculum.</p>	

		<p>Mathematics: The purpose is to organize, implement, and provide guided math to formulate hands-on interactive group activities that meet the diverse needs of the students.</p> <p>Writing/Reading: In this area, students will construct meaning from written text, be fluent, and coordinate a number of interrelated sources of information.</p> <p>In all these subjects, the focus is to have students develop effective skills in mathematical application and reasoning, comprehension, writing, and word usage. This will be formulated within the daily special education services. Student progress will be monitored by pre and post tests, teacher observations, and classroom assessments. These services will assist in improving the special education students' ability within the three specific areas tested on the PARCC (now RICAS) and at the same time aid in the overall development of academic skills that will be reflected on their IEP goals/ benchmarks.</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>Elementary and Middle Levels:</p> <p>Compass revamped its MTSS plan this school year. All students at Compass are universally screened using Aimsweb and iReady. Those who fall below the benchmark may be referred to MTSS for support. The Compass MTSS process is as follows:</p> <ul style="list-style-type: none"> ● Classroom teachers fills out a referral form. ● The referral is sent to the Compass Director and the Director of Special Education for review. If there is sufficient evidence that strategies already tried are not working, the referral is forwarded to the MTSS Team (comprised of two regular education teachers, the Director and the Director of Special Education). ● The MTSS team puts the child on the MTSS schedule and invites the classroom teacher. ● At the meeting, the teacher explains the student's strengths and areas of concern. ● The team brainstorm a goal(s), intervention strategy(ies), a timeframe for how long the intervention will be implemented (typically 4-6 weeks), frequency of the intervention, how progress will be monitored, who will carry out the intervention and where will it be done. 	

		<ul style="list-style-type: none"> ● The student is put on the MTSS schedule at a future date (typically 4-6 weeks) for review. ● The document is then shared with anyone involved in the implementation of the interventions. ● A letter is sent home to the parent explaining the concern, goals, interventions and suggests additional strategies they can work on at home. ● At the review meeting, the goal and intervention strategy are reviewed and the progress towards the goal is reported as <ul style="list-style-type: none"> ○ 1 - making progress, continue with strategy ○ 2 - no progress made, change strategy ○ 3 - goal met ● At this point, the parent/guardian(s) are sent a letter to let them know how their child is progressing: <p>High School Level:</p> <p>Compass does not have a high school and therefore this section is not applicable.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>Compass Charter does not have publicly reportable data due to the small "n" size.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></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 Compass Charter Schools 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</p>	

		<p>the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Elementary and Middle Levels:</p> <p>The Compass School follows the Responsive Classroom model in all grades K-8. As their website describes, “<i>Responsive Classroom</i> is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness.” Choice Theory and Zones of Regulation in the classrooms are incorporated on a regular basis.</p> <p>In addition, a number of positions have been created and professionals have been hired to address the social/emotional needs of the students at Compass. In the school year 15-16, there was no support for these areas outside of the Director. Last year, Compass added a very part time school psychologist and psychology intern and this year their FTE’s have increased. The school psychologist is now .2FTE and the intern is .5FTE. In addition, a Behavior Specialist position was added this year to work directly with students who are struggling in this realm as well as oversee the two psychologists’ work.</p> <p>The Compass MTSS process is also used for children who are struggling socially, emotionally or behaviorally. The process is as follows:</p> <ul style="list-style-type: none"> ● Classroom teachers fills out a referral form. ● The referral is sent to the Compass Director and the Director of Special Education for review. If there is sufficient evidence that strategies already tried are not working, the referral is forwarded to the MTSS Team (comprised of two regular education teachers, the Director and the Director of Special Education). ● The MTSS team puts the child on the MTSS schedule and invites the classroom teacher. ● At the meeting, the teacher explains the student’s strengths and areas of concern in approximately five minutes. ● The team spends approximately ten minutes to brainstorm a goal(s), intervention strategy(ies), a timeframe for how long the intervention will be 	

		<p>implemented (typically 4-6 weeks), how progress will be measured, who will carry out the intervention and where will it be done.</p> <ul style="list-style-type: none"> ● The student is put on the MTSS schedule at a future date (typically 4-6 weeks) for review. ● The document is then shared with anyone involved in the implementation of the interventions. ● A letter is sent home to the parent explaining the concern, goals, interventions and suggests for additional strategies they can work on at home. At the review meeting, the goal and intervention strategy are reviewed and the progress towards the goal is reported as: <ul style="list-style-type: none"> ○ 1 - <i>making progress, continue with strategy</i> ○ 2 - <i>no progress made, change strategy</i> ○ 3 - <i>goal met</i> ● At this point, the parent/guardian(s) are contacted to let them know how their child is progressing. <p>High School: Compass does not have a high school and therefore this section is not applicable.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	7	<p>Preschool Continuum:</p> <p>Compass does not have a preschool and therefore this section is not applicable.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 96 students at the elementary level and approximately 21 have IEPs. The special education program continuum is as follows:</p>	

The Compass Charter School currently offers a Kindergarten through eighth grade educational program. Four multi-age / multi-year steps and one stand alone step configuration fosters a climate that allows differentiated instruction tailored to the individual student. The multi-age / multi – year configuration is as follows:

Explorers: Grades K and 1
Adventurers: Grade 2
Discoverers: Grades 3 and 4
Investigators: Grades 5 and 6
Navigators: Grades 7 and 8

The educational program at each multi-year step is facilitated by two general educators, a special educator along with a paraprofessional.

Specialized instruction is provided through an inclusive model in the general education setting. As needed, students requiring more specific direct instruction are provided this support through small group or one- on-one pull out.

The continuum of services includes, but is not limited to, the following:

- Individual and Small group evidence based instruction
- Station / Center Teaching
- Parallel Teaching (differentiated groups)
- One full time and one .8 special education teacher deliver in-class and pull-out instruction
- Speech therapist delivers services in the classroom as well as outside of the general education classroom
- Special education teachers work with students with IEPs and with students at risk academically
- Additional faculty provide academic and behavior intervention support
- One part time (.5) school psychology intern conducts evaluations, facilitates social skills groups and provides individual counseling as well as consults with classroom teachers on strategies and interventions for children who are struggling socially/emotionally
- One .2 school psychologist meets with individual students based on need and also collaborates with teachers, administrators and parents on plans of action for struggling students. In addition, he oversees the school psychology interns work.
- Occupational Therapy services are provided in both separate, small group and integrated, whole class environments
- Currently there are no students requiring PT services but should this need arise

		<p>Compass would contract with an outside agency or hire an certified outside contractor.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	<p>Program Continuum at the Middle School Level</p> <p>There are 78 students at the middle level and approximately 12 have IEPs. The special education program continuum is as follows:</p> <p>The Compass Charter School currently offers a Kindergarten through eighth grade educational program. Four multi-age / multi-year steps and one stand alone step configuration fosters a climate that allows differentiated instruction tailored to the individual student. The multi-age / multi – year configuration is as follows:</p> <p style="padding-left: 40px;">Explorers: Grades K and 1 Adventurers: Grade 2 Discoverers: Grades 3 and 4 Investigators: Grades 5 and 6 Navigators: Grades 7 and 8</p> <p>The educational program at each multi-year step is facilitated by two general educators, a special educator along with a paraprofessional.</p> <p>Specialized instruction is provided through an inclusive model in the general education setting. As needed, students requiring more specific direct instruction are provided this support through small group or one- on-one pull out.</p> <p>The continuum of services includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> ● Individual and Small group evidence based instruction. ● Station / Center Teaching. ● Parallel Teaching (differentiated groups) ● One full time and one .8 special education teacher deliver in-class and pull-out instruction. ● Speech therapist delivers services in the classroom as well as outside of the general education classroom. ● Special education teachers work with students with IEPs and with students at risk academically. ● Additional faculty provide academic and behavior intervention support ● One part time (.5) school psychology intern conducts evaluations, facilitates social skills groups and provides individual counseling as well as consults with 	

		<p>classroom teachers on strategies and interventions for children who are struggling socially/emotionally.</p> <ul style="list-style-type: none"> • One .2 school psychologist meets with individual students based on need and also collaborates with teachers, administrators and parents on plans of action for struggling students. In addition, he oversees the school psychology interns work. • Occupational therapy services are provided in both separate, small group and integrated, whole class environments. • Currently there are no students requiring PT services but should this need arise Compass would contract with an outside agency or hire a certified outside contractor. <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p>Program Continuum High School Level</p> <p>Compass does not have a high school and therefore this section is not applicable.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Currently, Compass does not have any students (0) who require adaptive physical education services. However, if Compass has a student who becomes eligible for APE or a child chosen through the lottery admission process needs this service, the PE teacher is certified in adaptive PE and can provide it.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	12	<p>Extended School Year (ESY)</p> <p>The IEP teams determines a child’s eligibility for ESY at each student’s annual IEP meeting using the ESY determination tool. If the student meets the requirement for Extended School Year and the team then decides which IEP goals should be addressed through ESY.</p> <p>The schedule for ESY is determined at the end of each school year and is based on student need. In the summer of 2017, Compass ran a six-week program, two days a week from 9-11am. ESY was taught by a special educator and speech pathologist.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	

Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The Compass School has a Local Advisory Committee that meets four times per year. After consultation with the Director of Special Education, the parents set the agenda, they take and post the minutes as well as take on responsibilities as they arise. The Compass SELAC plans on surveying parents this year to see what topics they would like to see on upcoming agendas. The SELAC is also considering having guest professionals/speakers lead a meeting in an area of interest that the parents identify. In addition, meeting agendas may include information to be shared with families about important statewide and school wide topics. Meetings this year are/were scheduled on October 13, 2017, January 19, 2018, March 16, 2018 and June 1, 2018. Parents are informed of and invited to the SELAC meetings via the attached flier at the beginning of each school year, at their child's IEP meetings and again right before a meeting.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2016-2017) is 46% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 84%.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>Compass does not have a high school and therefore this section is not applicable.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result/ Compliance	<p>1</p> <p>Records of approximately three (3) students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. Overall the records were well organized and in compliance.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	<p>2</p> <p>Child Outreach</p> <p>Child outreach is not applicable to the Compass School.</p>	
Result	<p>3</p> <p>Child Find (State Performance Plan Indicator #11)</p> <p>The Compass Charter School for the 2016-2017 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 12/18/17 to the Compass Charter School was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2015-2016 school year.</p> <p><i>Documentation: State Performance Plan Data</i></p>	
Result	<p>4</p> <p>Student Accommodations and Modifications</p> <p>At the beginning of each school year and after each annual IEP meeting, the special education teacher shares individual student IEPs with the general education teacher and any other teachers with whom the child will work. The special educator meets with the regular education teachers to ensure their understanding of the accommodations and modifications. Throughout the school year, special educators meet with general educators regularly to make sure the accommodations and modifications are being implemented as outlined in the IEP with fidelity.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	
Result	<p>5</p> <p>Specific Learning Disabilities Determination</p>	

		<p>When determining if a student has a specific learning disability, evaluation and assessment information is gathered from a variety of sources including but not limited to formal evaluations, formative and summative assessment information, progress monitoring data, benchmark assessment data, classroom observation, parent and teacher reports and outside evaluations, where applicable. For any referral where a specific learning disability is suspected students are first given intensive interventions through the school's MTSS/RtI processes.</p> <p>When a student is referred for special education evaluation, the evaluation team reviews all relevant data to determine a) if the student's achievement on state approved grade level expectations and English language proficiency standards is significantly different than his/her peers and b) that the student is not making sufficient progress to meet age or state approved grade level expectations and English language proficiency standards after receiving evidence based interventions that were delivered with fidelity. Areas assessed to complete the achievement gap and sufficient progress analysis include; oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, math calculation and math problem solving. If the evaluation team determines that there is an achievement gap and insufficient progress after two cycles of intervention, then the student is identified as having a specific learning disability and in need of specially designed instruction.</p> <p><u>Documentation:</u> Interviews; Record Review</p>	
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years the Compass Charter School has had zero (0) complaints, mediations or hearings</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Database</p>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>Compass does not have a preschool so therefore, this section is not applicable.</p>	

		<i>Documentation: Data Analysis; Interviews; State Performance Plan</i>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>Compass begins the transition process as early as fifth grade for some students but no later than seventh grade (or the year they turn 14) as required on the transition IEP. Prior to an IEP meeting in which the student will attend and participate, the student meets with their special education teacher to identify their areas of strength and growth and the IEP meeting process is explained to the student. The teachers asks the student questions that are listed on the transition IEP. The students prepares to participate in the IEP meeting by writing down one or two strengths and one or two areas of need that he/she will share with the team. The teacher explains the purpose and agenda for the meeting and answers any question the student may have. During the meeting, they share their strengths and needs and continue to participate throughout, if they are comfortable. Currently teacher made questionnaires are being used. The use of formal assessments is being implemented this year. Compass is looking into having students explore Way To Go RI as well as using other assessment tools to assist in the transition process. In addition, Compass holds a high school choice night where families can hear from students and principals about the programs at various high schools. The students also have the option to shadow a student at a high school that they are interested in.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>Compass does not have a high school and therefore this section is not applicable.</p> <p><i>Documentation:</i></p>	
Result	4	<p>At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>Compass does not have a high school and therefore this section is not applicable.</p> <p><i>Documentation: Interviews; Document Review</i></p>	

Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>Compass does not have a high school and therefore this section is not applicable.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	6	<p>The Compass Charter School is not applicable, as Compass does not have a high school. (State Performance Plan Indicator #13)</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	7	<p>Compass Charter School does not serve high school age students so this indicator is not applicable. (State Performance Plan Indicator #14)</p> <p><i>Documentation: Interviews; Document Review</i></p>	