



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

School Support System Report and Support Plan

William M. Davies Jr. Career and Technical High School
October 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 20 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - o The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - o The quality and effectiveness of programs and services provided by the district.
 - o 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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1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
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**William M. Davies Jr. Career and Technical High Schools
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, 2017 – June 30, 2018 State Performance Plan information on William M. Davies Jr. Career and Technical High School 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>B. Participation rate for children with IEPs 100%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 2.5% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas 2.5%.</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>Davies has an established MTSS initiative supporting a multi-tiered academic and behavioral intervention model. The MTSS included universal targeted and intensive instruction, evidence-based supports and an array of assessment tools and progress monitoring strategies. Tier I interventions are managed at the classroom level. School counselors manage the discussion addressing Tier II interventions through further exploration at the classroom level and/or participation in models of support. Tier II/III</p>	

interventions are referred by the guidance department to the RtI Team for further analysis and intervention planning.

Elementary Level

William M. Davies is a high school thus, has no Elementary Level MTSS Response to Intervention.

Middle Level

William M. Davies is a high school thus, has no Middle Level MTSS Response to Intervention.

High School Level

School-wide Academic Interventions

Intervention identification interventions begins through the application process where student's admission test results are analyzed, and targeted interventions are put in place. Interventions for academic areas include Math and ELA and reading supports.

For students participating in academic support class math and ELA intervention needs are determined by analysis of current skills and identification of targeted areas through collaboration with the regular educator and the RTI team.

Academic Support – This is a half credit or full credit course for students on IEPs, 504 or students referred to RtI who may require instructional guidance, one-on-one support, check in, social-emotional interventions, targeted skill development and additional instructional guidance.

Repeat Freshmen Academic Support - freshmen repeaters this year, targeted for intensive interventions, are enrolled academic support in lieu of technical shop rotations where they receive academic skill support through IXLs, social-emotional support through 1:1 and group support with the social workers, reading support with a reading specialist, and transitional support with other educational instructors.

Academic Recovery – An after school mandatory program (transportation provided) for all students who have failed a content course including reading. Each day addresses a different content area. The curriculum for Academic Recovery covers the essential skills taught in the classroom for the quarter.

Documentation: Data Analysis; State Performance Plan

Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>While Davies has significant disproportionality in the area of all disabilities for students who are multi-racial, file reviews and reviews of policies, procedures, and practices did not find disproportionate representation due to inappropriate identification practices.</p> <p>All Disabilities Multiracial</p> <table border="1" data-bbox="352 402 751 539"> <thead> <tr> <th>Year</th> <th>Risk Ratio</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>3.24</td> </tr> <tr> <td>2016-17</td> <td>2.55</td> </tr> <tr> <td>2017-18</td> <td>3.21</td> </tr> </tbody> </table> <p>A risk ratio of 2.5 or more for 3 consecutive years = significant disproportionality when the minimum cell size is met.</p> <table border="1" data-bbox="352 665 1276 961"> <tr> <td data-bbox="352 665 625 837">District risk</td> <td data-bbox="625 665 1276 837">Divides students with disabilities of a particular race/ethnicity by total IDEA count of students of that same race/ethnicity to get the percent of the racial/ethnic group that's identified in that category</td> </tr> <tr> <td data-bbox="352 837 625 961">District risk ratio</td> <td data-bbox="625 837 1276 961">Compares the district risk for one race/ethnicity to the district risk for all other races/ethnicities combined</td> </tr> </table> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	Year	Risk Ratio	2015-16	3.24	2016-17	2.55	2017-18	3.21	District risk	Divides students with disabilities of a particular race/ethnicity by total IDEA count of students of that same race/ethnicity to get the percent of the racial/ethnic group that's identified in that category	District risk ratio	Compares the district risk for one race/ethnicity to the district risk for all other races/ethnicities combined	
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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 Davies 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>Davies is a positive behavioral support and intervention (PBIS) school with clear student expectations. (The 3r's)</p> <p>A PBIS team manages social emotional support activities through a rewards and celebration initiatives.</p> <p>School-wide Information System (SWIS) data is analyzed to identify whole school climate issues and concerns that then can be addressed through the Advisory Program curriculum supporting character education and social emotional learning development.</p> <p>Advisory is held daily addressing specific activities as identified through SWIS analysis/PBIS lessons and transition activities.</p> <p>Another social-emotional intervention started in the 2017-2018 school year is alternative lunch setting, where students can participate in a small lunch setting.</p> <p>Elementary Level William M. Davies is a high school thus, has no Elementary Level MTSS/Social Emotional Supports /<u>Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Middle Level William M. Davies is a high school thus, has no Middle Level MTSS/Social Emotional Supports /<u>Social Emotional Resources/Positive Behavioral Supports</u></p> <p>High School Social Emotional/interventions <u>Tier I – PBIS School Wide Expectations</u></p> <ul style="list-style-type: none"> ● Parent Contact (Behavior/Academic) ● Relationship Building ● PBIS Lessons <p><u>Tier II – Group Counseling</u></p> <ul style="list-style-type: none"> ● Check and Connect (Behavior/Attendance /Grades) ● Parent/Guardian Contact (Behavior/Academic) ● PBIS Celebrations ● Alternative Lunch 	

		<p><u>Tier III – Individual Counseling</u></p> <ul style="list-style-type: none"> ● Parent Meetings ● Check and Connect ● 1:1 and Group Sessions <p>School Removals/Disciplinary Policies. Throughout the school behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	7	<p>Preschool Continuum</p> <p>William M. Davies is a high school thus, has no preschool continuum or State Performance Plan (SPP) early childhood indicators.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>William M. Davies is a high school thus, has no elementary level continuum</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	<p>Program Continuum Middle Level</p> <p>William M. Davies is a high school thus, has no middle level continuum</p> <p><i>Documentation: Data Analysis; Interviews; Observations</i></p>	
Result	10	<p>Program Continuum High School Level</p> <p>Davies has 865 students and approximately 59 have IEPs. The special education program continuum is as follows:</p> <p>Throughout the high school there were varying examples of student centered, teacher facilitated, differentiated instruction, cooperative learning, student lead projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the Common Core.</p>	

School faculty are engaged in analyzing student data such as the SWIS, the Stanford 10, DORA, SAT, PSAT, teacher generated assessments, student work and performance along with classroom observations to discuss instructional strategies and interventions.

Specialized instruction is facilitated through inclusive efforts, co-teaching classes. 100% of students receiving special education services are in the general education setting 80% or more of the school day:

Inclusive classes - (9th- 12th) Daily

- English/Language Arts- 10 classes; Math-8 classes; Social Studies-3 classes; Science- 5 classes
- All-inclusive classes have one full-time general educator and one full-time special educator. Teaching assistants' schedules are adjusted regularly based on the changing student need.

Special Education Structure

The full-time staff that support Diverse Learner Programs at Davies include the following:

- One Director of Diverse Learner Programs
- One diagnostic prescriptive teacher/LEA representative
- One parent liaison/special education clerk
- Six special educators
- Two teacher assistants
- Two Social Workers

Davies contracts for speech and language, occupational therapy and clinical psychological services, as needed.

Professional development is reported by administration and staff as a strength at Davies. A number of professional development opportunities are provided throughout the school year. In addition, the special education department has created an internal Google doc's website for educators to post and share teaching and transition strategies.

Brief Overview

William M. Davies, Jr. Career and Technical High School, located in Lincoln Rhode Island, is a local education agency (LEA) serving students throughout the state but primarily from Central Falls, Lincoln, North Providence, Providence, Pawtucket and Smithfield. Davies is a four-year high school that offers both academic and career-focused programs, plus SkillsUSA membership and competitions, intramural sports and many other activities for students. After a ninth-grade exploratory experience, students may choose a program in one of the nine (9) different career-related areas.

Davies has nine (9) technical programs of study. These include the following:

1. Automotive Careers

	<ul style="list-style-type: none"> - Auto Mechanics, Repair - ASE Certification - Re-Conditioning, Refinishing - Customer Service <p>2. <u>Biomanufacturing Technology</u></p> <ul style="list-style-type: none"> - Aseptic Laboratory Skills - Forensics - Cell Culture Techniques - Water Quality Analysis - NOCTI Certification - Biotechnology <p>3. <u>Cosmetology</u></p> <ul style="list-style-type: none"> - Cutting and Styling - Nail Care - Color Application - Salon and Business Operations - RI Cosmetology State License <p>4. <u>Electrical/Renewal Energy</u></p> <ul style="list-style-type: none"> - Residential, Commercial Wiring - Alarm, Security Systems - Blueprint Reading - Photo-voltaics - Motor Controls - Programmable Logic Controllers - NCCER Certification, Including Modules in "Green" energy and Solar Power <p>5. <u>Pre-Engineering Technology</u></p> <ul style="list-style-type: none"> - Analog & Digital Electronics - Electromechanical Applications - Underwater Robotics - Mobile Robotics, Automation <p>6. <u>Graphics and Interactive Media</u></p> <ul style="list-style-type: none"> - Advertising and Marketing - Layout and Design - Print and Production - Web Design - Adobe Certified Associate - PrintED Certification <p>7. <u>Health Careers</u></p> <ul style="list-style-type: none"> - Basic Nursing Skills - CVS Pharmacy Services Training 	
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- CNA Certification
- CPR Training
- CPCT Certification – EKG and Phlebotomy

8. Hospitality Careers

- Hot and Cold Food Preparation
- Food Safety, Table Service
- NOCTI Certification – Commercial Foods and Baking
- Baking
- ServSafe Certification

9. Machine Technology

- Blueprint Reading
- Metalworking Theory
- Milling, Grinding, Turning
- CAD/CAM, CNC Operation
- NIMS Certification

Work-Based Learning

Work-based learning is an essential component of a student's career pathway, building on their classroom knowledge with practical experience in the workplace and interaction with industry and community professionals. Work-based learning allows students to apply and develop their academic, technical, and essential skills shows students the relevance of their education as it connects to the real world, and prepares them for success in college and career. Davies' Office of Workforce Development works with students and offers students the opportunity to participate in work-based learning.

In the Office of Workforce Development the following is done:

1. Arrange business tours, job shadows, internships, and other related activities.
2. Set up and process all paperwork for work-based learning.
3. Recruit new employers, as needed, for work-based learning experiences.
4. Maintain current partnerships with area businesses, colleges, and community organizations.
5. Assist students with working papers, job search, and placements.
6. Recognize seniors and business partners who participate in WBL activities at the Partners in Education Appreciation Breakfast in May.
7. Assist rising seniors/seniors with summer work-based learning.
8. Collaborate with the Guidance Office to track senior graduate future plans.

Documentation: *Data Analysis; Interviews; Observation*

Result	11	<p>Adaptive Physical Education (APE) is offered per the IEP or 504 as appropriate. Currently, there is one student with a 504 plan who requires APE.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	12	<p>Extended School Year (ESY) Through the IEP process if eligibility is determined Davies will provide ESY per the IEP.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	13	<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>Davies has attempted to maintain a Local Special Education Advisory Committee (LAC). The LAC has members and an identified chair. The special education advisory committee information is available at all parent appropriate events at Davies and recruitment of new members occurs throughout the school year. In addition, Davies also maintains a community and public relations committee promoting parent engagement for all students. Parents of students with special needs have participated in Parent Involvement workshops such as Mega Skills and Social-Emotional Training through P.S.N.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2017-2018) is 8.1% of parents whose children have IEPs.</p> <p>Davies includes parents of students with and without special needs in all of our Parent Involvement Initiatives.</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 43%.</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 William M. Davies Jr. Career and Technical High School graduation rate is 88.7% for all students and 73.77% for students with disabilities. These rates approximate the state average rates of 83.4% for all students and 64.9% for students with disabilities.</p> <p>The William M. Davies Jr. Career and Technical High Schools dropout rate is 4.5% for all students and 0% for students with disabilities. These rates approximate the state average rates of 8.4% for all students and 19.7% for students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately four students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> -Annual goals were not brief, specific, quantitative or measurable -Short term objectives did not include intermediate steps that will assist the student in meeting the specific annual goal. <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Record Reviews</i></p>	<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: Immediately and ongoing</p> <p>Progress Check: December 2019</p> <p><u>FOLLOW-UP FINDINGS:</u> issues resolved.</p>
Result	2	<p>Child Outreach</p> <p>William H. Davies is a high school thus, has no child outreach data.</p> <p><i>Documentation: State Performance Plan; Data Interviews</i></p>	

Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Davies Career and Technical High School for the 2017-2018 year was at 100% compliant for meeting evaluation timelines for initial referrals. As of 12/13/18 Davies was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2018-2019 school year.</p> <p><i>Documentation: State Performance Plan Data</i></p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>Special educators provide all general educators with the IEP accommodation/ modification and goals pages of the IEP along with related goals as appropriate.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	
Result/ Compliance	5	<p>Specific Learning Disabilities Determination</p> <p>Davies uses data at referral or annual review meetings to determine initial or continued eligibility. Data is collected from a wide-range of assessments including; Diagnostic Online Reading Assessment (DORA), Stanford 10 Testing, PAST, SAT, Classroom Diagnostic Testing, Common Tasks, Personal Literacy Plans, Projects, RTI Intervention data, classroom observations and comparison of classroom peers.</p> <p><i>Documentation: Interviews; Record Review</i></p>	<p>Davies will update forms to include a learning disabilities identification form that aligns with regulatory requirements. Davies is working on moving to a digital process during the IEP meetings using Powerschool so teachers use this and other forms "live" while in the meetings.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: December 2019</p> <p><u>FOLLOW-UP FINDINGS:</u> issue resolved.</p>
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Davies has had the following complaints, mediations and/or hearings:</p> <p><u>COMPLAINTS</u></p> <p>FY 2016-2017: No complaints during this period</p> <p>FY 2017-2018: No complaints during this period</p> <p>FY 2018-2019: No complaints during this period</p>	

		<p><u>MEDIATIONS</u></p> <p>FY 2016-2017: No mediations during this period</p> <p>FY 2017-2018: No mediations during this period</p> <p>FY 2018-2019: No mediations during this period</p> <p><u>HEARINGS</u></p> <p>FY 2016-2017: No hearings during this period</p> <p>FY 2017-2018: 1 hearing during this period</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Case No.</th> <th style="width: 30%;">ISSUE(S)</th> <th style="width: 50%;">FINDING(S)</th> </tr> </thead> <tbody> <tr> <td>17-17</td> <td>Placement</td> <td>Settlement Agreement</td> </tr> </tbody> </table> <p>FY 2018-2019: No hearings during this period</p> <p><u>Documentation</u>: Data Analysis, RIDE, Due Process Data Base</p>	Case No.	ISSUE(S)	FINDING(S)	17-17	Placement	Settlement Agreement	
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17-17	Placement	Settlement Agreement							

3. IDEA TRANSITION

Indicator	1	Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>William H. Davies is a high school thus, has no Part C to Part B data.</p> <p><u>Documentation</u>: Data Analysis; Interviews; State Performance Plan</p>	

Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>William H. Davies is a high school thus, has no middle level IDEA transition information.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>Case managers are responsible for conducting transition assessments, to inform and drive the IEP process. Teachers use the Transition Planning Inventory (TPI), other various transitions assessments housed in either the Office of Diverse Learners or in the staff created transition google folder, as well as tools provided through the School to Career Office.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	4	<p>At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p><i>Documentation: Interviews; Document Review</i></p>	

Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. Davies High School is 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	7	<p>91% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 79% (State Performance Plan Indicator #14)</p> <p><i>Documentation: Interviews; Document Review</i></p>	