



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

School Support System Report and Support Plan

**Village Green Virtual Charter School
November 2015**

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 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 by the district as well as resources and time lines to improve programs and services.

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**Village Green Virtual Charter School
School Support System Review**

Record Review Team Leaders

Team A – Susan Wood and 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, 2013 – June 30, 2014 State Performance Plan information on Village Green Virtual Charter 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 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 4.35%)</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>This is only the third year of existence for Village Green so there has been only one administration of the state standardized assessment (baseline year of PARCC). Village Green will closely review test results in the late fall and put together a comprehensive plan to boost achievement for all students, including those with disabilities. Village Green does administer the Northwest Educational Assessment (NWEA) three times a year, and uses this data to provide interventions and progress monitor students. Students with IEPs receive extra support from the full-time Reading Specialist and have the opportunity to attend Saturday school, for which transportation is provided.</p> <p><i>Documentation: Data Analysis; Special Education Performance Plan</i></p>	

Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Elementary Level Village Green serves high school age students, thus, there is no elementary continuum.</p> <p>Middle Level Village Green serves high school age students, thus, there is no middle level continuum.</p> <p>High School Level The Village Green (VGV) MTSS Handbook (9/23/15 draft) was introduced to the full faculty on 9/23/15 at a common planning time (CPT) meeting and was followed by a one-hour MTSS professional development session presenting an overview of MTSS with a follow-up activity held on 9/28/15 at a faculty meeting.</p> <p>Village Green uses the fully online Edgenuity (formerly e2020) platform as the primary curriculum delivery system (CDS). This online learning experience at the high school level is a dramatic change to students' previous experience in lower grades in a traditional school setting—with all teaching and learning occurring in a traditional classroom mostly with textbooks and teacher-centered pacing. In contrast, VGV students are given great autonomy in that they can work at virtually “any time, any place, any path, any pace.” Further, the Edgenuity platform allows teachers to customize courses. Thus, VGV can personalize students' educational experience to the point that, theoretically, no two students in the building need be at the exact same place. However, evidence-based research within the first year of operation established that a majority of students do not possess the ability to self-regulate and thus can quickly fall behind in the VGV Program of Study.</p> <p>Given the vast amount of real-time data, a major goal for us over the last two years has been to build an infrastructure of internal data sources and processes that identifies “at risk” students as quickly as possible. Over 20 specific data sources have been developed/identified within VGV that inform the MTSS process; both academic and behavioral.</p> <p>Examples of MTSS academic data sources are:</p> <p>NWEA, Measure of Academic Progress (MAP), Math, Reading, and Language Usage assessments administered in the fall and spring to every student each year. Incoming students to VGV are assessed in late summer prior to beginning at VGV. The NWEA Rasch Unit scores are used to identify and inform Personal Literacy Plans (PLP), Math Personal Plans (MPP), and Individual Learning Plan (ILP) courses that are leveled to the student's ability (e.g., basic, intermediate, advanced). Further, Lexile data for each student is provided by the NWEA reading assessment and is used for course customization and supplementary material if needed. The faculty has recently</p>	
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		<p>conducted a study of the relation between student NWEA Lexile scores and Edgenuity courses.</p> <p>Edgenuity provides vast real-time data as to the exact percent of curriculum a student has completed, the target percent to have been completed, and overall grade for each course the student is enrolled in. This drastically reduces having a student fall between the cracks in a course. However, the “any pace” autonomy does make ensuring students are on pace for the school’s overall Program of Study. To address this issue several data sources are used that provide students, teachers, and administrators with tools that identify pacing issues as soon as possible so that the earliest response may be realized. These include but are not limited to the following:</p> <p>The Living Transcript, Program of Study (POS) Completion Date Prediction Algorithm Course Completion Rate Attendance data ALMA SIS (report card) Learning Center (LC) Snapshot Edgenuity student Progress Report Guidelines for determining PLP qualification based on NWEA MAP RIT scores Guidelines for determining MPP qualification based on NWEA MAP RIT scores End-of-Year (EOY) student surveys School Climate Survey Edgenuity Research Studies of VGV Student Performance PARCC (Math and ELA/L) and NECAP (Science) performance</p> <p>In this new blended learning model the Edgenuity curriculum is rigorous with reading levels beyond a significant number of VGV students’ Lexile range causing some students to slow down their learning activities. The school has been analyzing NWEA data for Lexile ranges for the students and the school is currently in the process of studying the relationship between Lexiles, Edgenuity performance, and behavior.</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>The cell size is ten or under, thus, there is no public reporting information.</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 Village Green Virtual 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 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>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Elementary Level Village Green services high school age students, thus, there is no elementary continuum.</p> <p>Middle Level Village Green services high school age students, thus, there is no middle level continuum.</p> <p>High School To address the MTSS Social-Emotional Domain, VGV has created/identified several data sources as part of the overall MTSS data infrastructure to identify “at risk” students. These include but are not limited to the following:</p> <ul style="list-style-type: none"> Daily behavior tracking Confidential Connections Survey (administered in November) Honor Code Compliance (currently implementing) Edgenuity daily report of student “idle time” and “on task” time School Climate Survey (adults and students) 21st Century Report Card (developed and ready to implement) <p>Now that the data infrastructure has been established and documented, the next two primary areas of focus are (1) Intervention policies and procedures and (2) given a specific intervention, documenting formal progress monitoring policies, procedures, and</p>	

		<p>method of analyses/reporting.</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> Data analysis, interviews</p>	
Result	7	<p>Preschool Continuum</p> <p>Village Green services high school age students, thus, there is no preschool continuum.</p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>Village Green services high school age students, thus, there is no elementary continuum.</p>	
Result	9	<p>Program Continuum Middle Level</p> <p>Village Green services high school age students, thus, there is no preschool continuum.</p>	
Result	10	<p>Program Continuum High School Level</p> <p>At the Village Green Virtual Charter School there are approximately 210 students and 28 have IEPs. The overview and program continuum is as follows:</p> <p><u>Overview</u></p> <p>Village Green Virtual (VGV) Charter School opened in Providence, Rhode Island in September, 2013. Starting with 136 students across grades 9 and 10 in the first year, the school has grown to grades 9 through 12 with an enrollment of 210 students. The school is the first of its kind in Rhode Island and one amongst a very few “bricks and mortar schools” in the U.S. that uses a type of a “blended learning” model. Students attend school everyday spending about 60% of their time working on-line on their coursework in personal partitioned workspaces in large rooms approaching an “adult-like office working environment” referred to as Learning Centers and 40% in classrooms referred to Workshops (i.e., classrooms) with real (i.e., physical) teachers for face-to-face teaching and learning. Students are able to access the e-curriculum 24/7—365 days a year from anywhere in the world that has Internet availability. Students have</p>	

		<p>great autonomy in their learning and can work “<i>Any Time, Any Place, Any Path, Any Pace.</i>”</p> <p>The e-curriculum delivery system is a proficiency/competency-based and provides real-time data on students’ percent of curriculum completed and overall grade amongst several other metrics. The teachers at Village Green work with students when there is a skill or strategy that cannot be mastered in the on-line curriculum. So the teacher’s role is dramatically different from the traditional school in that the teacher in this blended-learning data-rich environment is now primarily both a data analyst and skill gap interventionist. They are freed from designing and assessing lessons and can turn their attention to targeting the learning needs of each student.</p> <p><u>Program Continuum</u> Specialized instruction for students with individual education plans is provided in 80% to 100% within the general education settings. Resource teachers work in content area classes along with the general education teacher. Students are provided small group and/or individual instruction outside of the general education setting as needed.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Village Green does not currently have any students who require adaptive physical education. If the need should arise, there is an agreement in place with our neighboring small school, the Urban Collaborative Accelerated Program, to have service provided by their certified Adaptive Physical Education teacher who is on staff.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	12	<p>Extended School Year (ESY)</p> <p>Village Green considers the need for Extended School Year Services at every annual IEP meeting. Additional services beyond the school are provided for any student at risk of not meeting their annual goals and regressing over the course of breaks in schooling. Because VGV uses an online curriculum, a plan of study is put in place for all IEP students over the course of the summer as a part of good teaching practice. For those requiring additional services to target IEP goals, tutoring services are provided on an as needed basis.</p> <p><u>Documentation:</u> Data Analysis; Interview</p>	

Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>Village Green Virtual has a strong and active Local Advisory Committee. Parents/Guardians participate in school wide policy development, support and outreach. The committee plans presentations to support families of students with individual education plans and provides information regarding IDEA and families' rights. The VGV LAC also takes an active role in advising the school on matters concerning the unmet needs of students with disabilities by taking an active role in reviewing the annual School Improvement Team plan.</p> <p>The Local Advisory Committee meets four times a year for regularly scheduled meetings, and adds meetings throughout the school year as the need arises. The LAC traditionally schedules four workshops for families, two in the fall and two in the spring. The LAC has by-laws and is comprised of parents of children with special needs, an administrator, special educators, general educator, a person with a disability and members of the community.</p> <p>Village Green has a part-time Parent Engagement Coordinator who takes an active role in notifying LAC and community members of upcoming meetings and workshops. All parents/guardians are made aware of the VGV LAC during the admission process, beginning in June at the welcome for new families. A brochure is given to families at Open House and IEP meetings. A binder is available to review 2014-2015 school year activities.</p> <p>This school year new officers were elected at the first LAC meeting. A workshop on Cyber security presented by the state police was held on October 27th. Consultants will be presenting on the Teenage Brain on Wednesday, November 18th. To encourage parents to attend, incentives such as raffles and the Superintendent making his specialty pizza are offered. The Spring workshops will be determined by parents' requests.</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 charter school's rate of parent participation in the annual Special Education Statewide Parent Survey (2013-2014) is 16.7% 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 33.3%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>Village Green Virtual Charter School is in its third year of existence, and this will be the first year (2016) that has students graduating. Village Green has hired a full time college transition teacher who will work with all students including those with IEPs to ensure that they are on track to graduate and have the supports in place so they do not drop out. She will work closely with the IEP students' case manager(s) and the Director of Special Education.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately two students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. All appropriate information was seen in the files and written IEPs were appropriate to meet the needs of the students.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	2	<p>Child Outreach</p> <p>Village Green services high school age students, thus, there is no preschool continuum.</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Village Green Virtual Charter School for the 2014-2015 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 11/19/15 VGT was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2013-2014 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>At the August teacher professional development week, and again at the beginning of the school year, special education teachers review the IEPs of the students on their</p>	

		<p>case load with the general education teachers on the team. Special education teachers then create a template that is easy to read and access outlining each students' accommodations and modifications. The four school teams (based on grade level) meet weekly giving the special educator dedicated time to discuss the needs of the students with IEPs. Professional development on issues such as meeting IEP requirements, classroom management, working with students' with Autism, and communication between special and general education. All IEPs are kept locked in the special education office on the third floor, where access is limited to the Director of Special Education and special educators. A special request to review the IEP must be made to the Director who will make the IEP available in her office.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result	5	<p>Specific Learning Disabilities Determination</p> <p>VGV follows the state procedures for determining whether or not a student has a specific learning disability. The process begins in general education with a universal screener (NWEA). Those scores are used by the full-time Reading Specialist to place students in reading interventions. Data from interventions is reviewed every six weeks, and adjustments are made as necessary. When a student is not making progress after several rounds of intervention, a referral is made to the Director of Special Education, who then calls a meeting within ten days to determine if there is sufficient evidence to accept the referral. VGV uses the Woodcock Johnson IV to conduct three year educational evaluations. These results are, however, only one piece of evidence that is used to determine if a student continues to have a specific learning disability. Other evidence includes Edgenuity daily achievement data from the Learning Center, workshop data, NWEA assessments, Read Theory, teacher made math assessments and classroom observations.</p> <p>Math interventions are provided by way of targeted playlists added to the student's online curriculum. Using both Edgenuity and Kahn Academy, students receive lessons on the areas where data shows there is a gap. A certified math teacher is available to provide one-on-one support. Students' progress is monitored closely, and when a student is not making sufficient progress after three rounds of six weeks of targeted intervention, the data is presented to the evaluation team for review.</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 Village Green Virtual Charter School has no (zero) complaints, mediations or hearings.</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>	

3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1 Part C to Part B Transition (Indicator #12)</p> <p>Village Green services high school age students, thus, there are no Part C to Part B transitions.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result	<p>2 IDEA Transition Planning at the Middle Level</p> <p>Village Green services high school age students, thus, there are no middle level students.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	<p>3 IDEA Transition Planning at the High School Level</p> <p>When a student has been accepted to attend VGV, the Special Education Director interviews the student and his/her teachers from the sending school. Educators review all relevant data to assist in the development of an appropriate IEP along with course selection that reflects the goals and objectives the student's plans to engage in while attending VGV. There are many electives to choose from along with the traditional high school plan of study.</p> <p>Starting in the freshman year all 9th grade students engage in some level of vocational exploration including post-secondary planning. Interest inventories such as WaytoGoRI, and transition planning inventories are tools available for students to engage in. In addition, the VGV has an advisory program where numerous conversations take place about college and career. Students begin college visits in 10th grade, and often take field trips into the community. Last year the students went to Johnson and Wales and viewed their 3D printing lab; they went to RI School of Design to view their library and special books collection; they attended and participated in Dare to Dream where there was a college panel presentation by current college students with disabilities.</p> <p>The case manager of each student with and IEP assigns a WaytoGoRI account and completes inventories that are kept in their Individual Learning Plan. VGV supplements the general education work with specific transition planning when a student turns 14 years old. At this time, a student interview is conducted, reflections on learning styles are completed, potential careers evaluated and a transition plan is begun. All students</p>	

		<p>work closely with the Transition Counselor to determine where they will apply to college. Special educators work closely with their students to find the right fit for their learning style, academic skills and career goals. Students also review their progress reports to set short and long term goals for their future.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	4	<p>In the 9th grade, 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). The VGV, ORS contact person, attends the IEP meetings at Village Green when appropriate.</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>This year will be the first graduating class at Village Green Virtual. The special education department will begin working on SOPs early in the school year so that they are available to students during the college application process. VGV has a full time Transition Counselor who works closely with all seniors to make sure that they explore all options available for career and college. When a student graduates or enters a GED program, the special education department provides all documentation per the SOP which is modeled from the state suggested form.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	6	<p>Village Green has not had any students graduate to date. The first graduating class will be this spring, and their progress will be carefully monitored.</p> <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. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>Village Green has not had any students graduate to date. The first graduating class will be this spring, and their progress will be carefully monitored.</p>	

	<p>NA% 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><u>Documentation:</u> Interviews; Document Review</p>	
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