

Rhode Island Department of Education
Office for Diverse Learners

School Support System Report and Support Plan for the
Urban Collaborative Accelerated Program
May 26, 2010

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

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

TABLE OF CONTENTS

1. School Improvement /Family Engagement
2. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
3. Evaluation/ Individual Education Plan (IEP)
4. Transition

Urban Collaborative Accelerated Program
School Support System Review
May 26, 2010

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1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>The Urban Collaborative Accelerated Program (UCAP) is an alternative public school for students who have had limited success in traditional public schools. All students at UCAP repeated at least one year prior to entering the school. At UCAP, students are given the opportunity of accelerated promotion in grades to make up for grades they have repeated. UCAP operates as a middle school and serves students in grades 7, 8 and 9. The enrollment of UCAP is approximately 140 students in grades 7, 8 and 9 from Cranston, Central Falls, and Providence. Most of the UCAP students are recruited through the guidance departments at their district schools in the 6th and 7th grades. Some students apply directly to UCAP or are referred through organizations in their community. UCAP is managed by a board of superintendents of the participating districts.</p> <p style="text-align: center;">Mission</p> <p><i>UCAP... "Seeks to intervene in the lives of adolescents at risk of dropping out. We strive to create a supportive community that motivates students with a coherent, relevant and challenging accelerated program that will help them attain the academic and social skills necessary for success in high school and in life. We stress the importance of achieving at high levels by taking responsibility, setting goals, working hard, taking risks and having fun."</i></p>	<p>Interviews Data analysis Presentation</p>		
Result	2	<p>Professional Development</p> <p>During the past academic year, staff has visited different schools and classrooms and has engaged in job embedded professional development (every other week 1.5 hours) and staff belongs to a variety of professional statewide networks and organizations. In addition, staff has the opportunity to attend workshops and conferences</p>	<p>Interviews Data analysis Presentation</p>		

		<p>relating to their respective content areas as appropriate. There are two staff professional development days over the summer and a five study groups that review current best practice educational literature and complete action research.</p>			
Result	3	<p>Partnerships with Higher Education/Community</p> <p>Some of these include but are not limited to the following: Dorcas Place URI Mentors AS220 SPIRIT Program (A 6 week summer program. Last summer approx. 25 students from UCAP participated in the program) State-wide participation in networks works and organizations (Principal Network etc.)</p>	<p>Interviews Data analysis Presentation</p>		
Result	4	<p>Instructional Strategies/Use of Assessment to Inform Instruction</p> <p>UCAP is based upon the practices of accelerated promotion in grades so that students can complete more than one grade in a year. Students can remain at UCAP for typically two years and are expected to complete three grade levels of work within that time frame. Some students attend for one year and complete two grade levels.</p> <p>Reading comprehension groups. Students meet twice a week for 40 minutes in groups of 10 or less. Students participate in a literature circle and practice cognitive reading strategies, predictions, connections, inference, summaries and so forth. NWEA standardized testing is conducted at the beginning of the year and midyear and end of year in order to determine if the intervention should continue for each individual student.</p> <p>Math groups- Students are placed into small groups of 10</p>	<p>Interviews Data analysis Presentation</p>		

	<p>or less based on their performance on a pre-test of particular math skills. Students meet once a week for 40 minutes to work on the targeted math skills. After 5-6 weeks, students are given a post test to determine their progress.</p> <p>Intervention class periods- Every five weeks all students are placed into an "Intervention Class" that meets two times a week for 40 minutes. The majority of staff members in the school teach an intervention class. Intervention classes cover a wide variety of topics designed to help students with their greatest areas of need.</p> <ul style="list-style-type: none">-Students are placed in intervention classes from teacher recommendations, performance on standards-based assessments and report card information.-Some students are placed in enrichment classes.-Students with IEPs meet with the special educator during this time period. <p>Disciplinary Literacy- Cognitive reading strategies taught in English are incorporated into all disciplines.</p> <ul style="list-style-type: none">-Science teachers use the cognitive reading strategies to support students in their understanding of non-fiction texts, including current events articles.-Social studies teachers use the cognitive reading strategies to support students in their understanding of nonfiction texts.-All math teachers use vocabulary instruction to support students in their conceptual understanding of math.- School-wide use of writing rubric. <p>Integrated Units- Science and social studies have worked with English to reinforce different types of writing, such as persuasive writing, procedural writing, etc, in their units.</p> <ul style="list-style-type: none">-Science has worked with math to reinforce graphing and algebraic skills in their units.-Integration of math skills into social studies and science.			
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		All teachers submit curriculum maps to the Director of Curriculum. This curriculum map focuses on essential questions, common assessments, assignments, related standards, and interdisciplinary connections.			
Result	5	<p>Family Engagement</p> <p>There is a UCAP family literacy program where approximately 12 students and their parents/families come to the school twice a week from 5:00pm-8:00pm. The parents work on literacy skills to improve their knowledge of English and reading growth and the students engage in other activities. Once a week there is a combined activity for parents and their children.</p> <p>Family engagement field trips and events- There are a variety of events that parents can participate in at UCAP (gold club breakfast, showcase, etc).</p> <p>In conjunction, with a graduate class at Brown University, UCAP did a survey of parents on their view of the program /services at UCAP in order to inform improvement.</p> <p>Parents can access their local advisory committee via their sending districts.</p>	Interviews Data analysis Presentation		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	UCAP details its requirements on its "Recruitment and Selection" of student's in a one page handout. The semantics used need to be revised to reflect best practice intentions.	Interviews Document Review	UCAP will review and revise its "Recruitment and Selection" documents. Timeline: September 2010	Document has been modified and updated as of 6/2010
Compliance	2	<p>There are approximately 135 students and 21 with IEPs. Students are fully included in general education core content classes and specials with resource support per their IEPs.</p> <p>There is a full-time special educator who supports students with IEPs. The special educator prepares a list of students and reviews the student's strengths, needs/ accommodations, etc., with the various teams that teach the students. In addition students receive related services (currently speech and language is the only related service needed) and counseling per the IEP. There is not a part-time certified special education director consulting with the school. (RI Regulations 300.157)</p>	Interviews Data analysis Presentation	<p>UCAP will procure a certified Special Education Director to consult with the school regarding special education.</p> <p>Timeline: September 2010</p>	Issue resolved
Result		<p>There is full-time social worker. He provides counseling per the IEP as appropriate. The social worker also facilitates a social/emotional intervention group which has approximately 10 students. Incoming students receive home visits from the social worker/ guidance counselor and a teacher to touch base and answer questions. Each home visit lasts approximately 1 hour.</p> <p>There is full time school counselor. Activities include recruitment, discipline/crisis intervention, home visits, and high school placement.</p>			

Compliance		<p>Specials are held three times a week for approximately 6 weeks then they rotate. Specials include cooking, verbal flow, health, art, jewelry making, computers, and study skills. Art, computers and health are required specials for all students. The special education teacher met with the teachers of specials and reviewed student strengths and challenges with the teachers. This will occur at the start of the school year (2010-2011). There are issues with the certification of some individuals who teach the specials. For example, Health is taught by a contracted individual from Planned Parenthood. (RI Regulations 300.157)</p>		<p>UCAP will procure a certified physical education/health teacher for health and physical education classes.</p> <p>Timeline: Immediately and ongoing September 2010</p>	Issue Resolved
Result/ Compliance	3	<p>UCAP receives some 21st Century monies for their after school programs. These include a variety of activities such as basketball, Latin dancing, murals, rock climbing, bowling, etc. All programs occur after the homework club which all students participate in. Physical education credits are given for participation in some of the after school programs (basketball, bowling, rock climbing, Latin dance etc) which are taught by teachers or contracted individuals who are not certified in physical education (see certification issue in the box above for additional information). (RI Regulations 300.157)</p>		<p>UCAP will procure a certified physical education/health teacher for health and physical education classes.</p> <p>Timeline: Immediately and ongoing. September 2010</p>	Issued resolved
Result	4	<p>School Removals/Disciplinary Policies</p> <p>There is a "reflection" space at the school that students can self-select to go into and cool down. They must fill out a form and process with one of the administrators, school counselor or social worker before returning to class.</p> <p>An after-school detention is held on Fridays for approximately one hour. Students must work on</p>	<p>Interviews Data analysis Presentation</p>		

		<p>assignments during that time frame. If needed, a Saturday morning detention will be arranged for individual students. The student's parent also attends during this time.</p> <p>A student discipline committee may also review and address issues surrounding relationships of individuals in school. The committee is comprised of approximately 10 students and is overseen by a teacher. The committee rotates throughout the year so that all students serve at least one time on the discipline committee. The committee hears cases presented to it by students or staff and makes decisions about proper consequence or other actions. Students who receive a consequence with which they disagree may appeal the decision to the Director of the school. Generally, there are three reasons why a student may be asked to leave UCAP: poor attendance, lack of effort and poor behavior.</p>			
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3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance	1	<p>Records of approximately 3 students were reviewed prior to the on-site review by the visiting team. These were selected through a stratified random selection technique to allow the team to consider a representative variety of students. Students' records reviewed were accessible and generally well organized. The following findings illustrate the themes that emerged from the record review that will require district attention.</p> <ul style="list-style-type: none"> -Development and use of prior written notice. -Including review/discussion of transition service as part of the invitation. 	Record Review	<p>Assurances will be provided to the RI Department of Education, Office of Diverse Learners, that compliance issues are addressed and rectified.</p> <p><i>This Support Plan is applicable for all compliance findings in this section.</i></p> <p>Timeline: Immediately and ongoing. Issues resolved and verified as of 6/5/2010</p>	Documents (Prior Written Notice & IEP Invitation) have been modified and updated as of 6/2010
Result	2	<p>Evaluation Procedures and Protocols</p> <p>At UCAP the sending districts (Providence, Central Falls or Cranston) facilitate the reevaluation process as</p>	Interviews Data analysis Presentation		

		appropriate.			
Result	3	<p>Extended School Year (ESY)</p> <p>Typically, the population of students with IEPs at UCAP does not qualify for ESY. If a student did qualify the school would work with the sending district to provide ESY services as appropriate.</p>	<p>Interviews</p> <p>Data analysis</p> <p>Presentation</p>		
Result	4	<p>General education teachers who attend IEP meetings typically represent the student's core team and speak both to their respective class in addition to overall performance in other classes.</p>	<p>Interviews</p> <p>Data analysis</p> <p>Presentation</p>		

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Vocational Assessments / procedures, linkages to transition planning / connectivity to the IEP.</p> <p>The special educator in conjunction with the guidance counselor works with students with IEPs using Way to Go RI as a vocational/career exploration opportunity. Students 14 and older receive a vocational assessment done via Ten Sigma (transition team survey), and Way to Go RI, Career Direction Interest Inventory.</p>	<p>Record Review</p> <p>Interviews</p>		