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| DESE Logo  **Tiered Focused Monitoring Report**  **Continuous Improvement and Monitoring Plan**  **for Group A Universal Standards**  **School: Lowell Middlesex Academy Charter School**  **Onsite Dates: November 14-15, 2018**  **Tier Level: 2**  State Seal of Massachusetts |
| Jeffrey C. Riley  Commissioner of Elementary and Secondary Education |

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| During the 2018-2019 school year, Lowell Middlesex Academy Charter School participated in a Tiered Focused Monitoring Review conducted by the Department’s Office of Public School Monitoring. The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.  District/charter schools are reviewed every three years through Tiered Focused Monitoring. This review process emphasizes elements most tied to student outcomes, and alternates the focus of each review on either Group A Universal Standards or Group B Universal Standards.  Group A Universal Standards address:   * Student identification * IEP development * Programming and support services * Equal opportunity   Group B Universal Standards address:   * Licensure and professional development * Parent/student/community engagement * Facilities and classroom observations * Oversight * Time and learning * Equal access   In addition, the Department has reserved a specific set of criteria, collectively known as  Targeted Standards, employed when LEA or school-level risk assessment data indicate that there is a potential issue. Identified Targeted Standards are assessed in addition to the Universal Standards.  Universal Standards and Targeted Standards are aligned with the following regulations:  Special Education (SE)   * selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education’s Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007.   Civil Rights Methods of Administration and Other General Education Requirements (CR)   * selected federal civil rights requirements, including requirements under Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with selected state requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19. * selected requirements from the Massachusetts Board of Education’s Physical Restraint regulations (603 CMR 46.00). * selected requirements from the Massachusetts Board of Education’s Student Learning Time regulations (603 CMR 27.00). * various requirements under other federal and state laws.   Tiered Focused Monitoring allows for differentiated monitoring based on a district/charter school’s level of need, the Tiers are defined as follows:  LEAs in Tiers 1 and 2 have been determined to have no or low risk:   * Tier 1/Self-Directed Improvement: Data points indicate no concern on compliance and performance outcomes – meets requirements. * Tier 2/Directed Improvement: No demonstrated risk in areas with close link to student outcomes – low risk.   LEAs in Tiers 3 and 4 have demonstrated greater risk:   * Tier 3/Corrective Action: Areas of concern include both compliance and student outcomes – moderate risk. * Tier 4/Cross-unit Support and Corrective Action: Areas of concern have profound effect on student outcomes and ongoing compliance – high risk.     The phases of Tiered Focused Monitoring for the charter school included:  Self-Assessment Phase:   * District/school reviewed special education and civil rights documentation for required elements, including document uploads. * District/school reviewed a sample of special education student records selected across grade levels, disability categories and levels of need. * Upon completion of these two internal reviews, the district/school’s self-assessment was submitted to the Department for review.   On-site Verification Phase:   * Review of student records for special education: The Department selected a sample of student records from those the district reviewed as part of its self-assessment, as well as records chosen by the Department from the special education student roster. The onsite team conducted this review, using standard Department procedures, to determine whether procedural and programmatic requirements are being met. * Review of additional documents for special education or civil rights. * Surveys of parents of students with disabilities: Parents of students with disabilities were sent a survey to solicit information regarding their experiences with the district’s implementation of special education programs, related services, and procedural requirements. * Interviews of staff consistent with those criteria selected for onsite verification. * Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested, by other parents or members of the general public. |

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| **Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews**  Following the onsite visit, the onsite team held an informal exit meeting to summarize its comments for the superintendent or charter school leader and anyone else he or she chooses. Within approximately 20 business days of the onsite visit, the onsite chairperson will forward to the superintendent or charter school leader the findings from the Tiered Focused Monitoring Review. All districts/charter schools in Tiers 1 and 2, as part of the reporting process, will develop a Continuous Improvement and Monitoring Plan (CIMP) for any criteria receiving a rating of "Partially Implemented," "Not Implemented," and “Implementation in Progress.” The CIMP outlines an action plan, identifies the success metric, describes the measurement mechanism and provides a completion timeframe to bring those areas into compliance with the controlling statute or regulation. District and charter schools are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans. |

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| **DEFINITION OF COMPLIANCE RATINGS** | |
| **Commendable** | Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation. |
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| **Implemented** | The requirement is substantially met in all important aspects. |
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| **Implementation in Progress** | This rating is used for criteria containing new or updated legal requirements and means that the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year. |
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| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
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| **Not Implemented** | The requirement is totally or substantially not met. |
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| **Not Applicable** | The requirement does not apply to the school district or charter school. |

**Lowell Middlesex Academy Charter School**

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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|  | **Special Education** | **Civil Rights and Other General Education Requirements** |
| **IMPLEMENTED** | SE 1, SE 2,  SE 3, SE 3A, SE 7, SE 8,  SE 9, SE 9A, SE 10, SE 11, SE 12, SE 13, SE 14, SE 18A, SE 19, SE 20, SE 22, SE 25, SE 26, SE 29, SE 34, SE 40, SE 41, SE 43, SE 48, SE 49 | CR 13, CR 14, CR 18 |
| **PARTIALLY**  **IMPLEMENTEN** | SE 6 |  |
| **NOT IMPLEMENTED** |  |  |
| **NOT APPLICABLE** | SE 17, SE 37, SE 38, SE 39, SE 42 |  |

The review instruments, that include the regulatory requirements specific to the special education and civil rights criteria referenced in the above table, can be found at <http://www.doe.mass.edu/psm/resources/default.html>.

**SUMMARY OF INDICATOR DATA REVIEW**

As part of the self-assessment process for districts or charter schools undergoing a review for Group A Universal Standards, the onsite team reviewed the results of Indicator data submissions for Indicators 11, 12 and 13. For any Indicator data noncompliance found, the district or charter school must develop and implement corrective action that includes correcting noncompliance for the individual students affected by it, addressing the root cause and underlying reasons for the identified noncompliance, and reviewing additional records as evidence that the issues have been corrected and that requirements are being met.

The results of the Department’s analysis regarding these Indicators are as follows:

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|  | **Compliant** | **Non-Compliant** |
| **Indicator 11 – Initial**  **Evaluation Timelines** |  |  |
| **Indicator 12 – Early**  **Childhood Transition** | n/a | n/a |
| **Indicator 13 –**  **Secondary Transition** |  |  |

| I**mprovement Area 1** |
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| **Criterion:** SE 6 - Determination of transition services |
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| **Description of Current Issue:** A review of student records indicated that although Transition Planning Forms are consistently completed for all students beginning at age 14, the planning forms and IEPs consisted of statements that applied to all students, rather than individualized to meet the needs of each student. |
| **LEA Outcome:** The post-secondary vision will reflect the vision of individual students, and the Transitional Planning Form (TPF) and IEP will be developed to assist the student in exploring and achieving this vision. |
| **Action Plan:** LMACS will train staff on the requirement of developing more detailed and appropriate transition plans (Transition Planning Form 28/9) and incorporating appropriate transition goals in the IEP.  LMACS will rewrite or amend the six (6) IEPs for the students whose records were identified by the Department as not being sufficiently written in terms of transition goals and Transitional Planning Forms.  LMACS will review a sample of records subsequent to the training.  LMACS will rewrite all IEPs for new students enrolling at LMACS who do not have appropriate transition goals in their current IEPs and Transitional Planning Forms that are individualized.  LMACS will implement an internal monitoring plan to ensure all Transition Planning Forms are individualized and all IEPs contain appropriate transition goals. |
| **Success Metric:** All six (6) identified IEPs will be appropriately changed, either by amendment or rewriting the IEP and TPFs.  LMACS will include language that clearly indicates individualization of 100% of the Transition Planning Forms and IEP transition goals. |
| **Measurement Mechanism:** By 3/29/19, LMACS will submit a copy of the N1, N3, N3A, (or the IEP Amendment signature page), relevant pages of the IEP, and the Transitional Planning Form for each of the six students identified by DESE in the PSM review.  By 5/29/19, LMACS will submit a copy of the training agenda, training materials, and a signed attendance sheet.  By 5/29/19, LMACS will conduct an internal review of approximately five (5) records of students aged 14 or older with IEP meetings held subsequent to implementation of the CIMP for evidence the IEP Team reviewed and revised the Transitional Planning Form (TPF) and IEP and identified measurable goals which reasonably enable the student to meet the post-secondary vision.  By 5/29/19, the five (5) reviewed Transition Planning Forms and relevant IEP pages will be submitted.  In subsequent years, LMACS will review a sample of records twice each year. |
| **Completion Timeframe:** 05/29/2019 |
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