

**Helen Y. Davis Leadership Academy Charter Public School**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

**For** **Group B Universal Standards**

**Tier Level** **2**

**Dates of Onsite Visit:** **May 13-14, 2021**

**Date of Final Report:** **October 18, 2021**



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Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Helen Y. Davis Leadership Academy 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.

Districts/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:

* The charter school reviewed special education and civil rights documentation for required elements including document uploads.
* The charter 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 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 school 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 and 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 school’s implementation of special education programs, related services, and procedural requirements.
* Interviews of staff consistent with those criteria selected for onsite verification.
* Interview of a parent of a student with an IEP.
* Observations of classrooms and other facilities: The chairperson interviewed staff and reviewed floor plans to determine general levels of compliance with program requirements.

**Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews**

Following the onsite visit, the onsite team holds an informal exit meeting to summarize its comments for the superintendent or charter school leader. Within approximately 20 business days of the onsite visit, the onsite chairperson forwards 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, then 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. Districts and charter schools are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans.

# **DEFINITION OF COMPLIANCE RATINGS**

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| **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. |
| **Not Applicable** | The requirement does not apply to the school district or charter school. |

**Helen Y. Davis Leadership Academy Charter Public School**

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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|  | **Universal Standards**  **Special Education** | **Universal Standards**  **Civil Rights and Other General Education Requirements** | **Targeted Standards** |
| **IMPLEMENTED** | SE 15, SE 35, SE 36, SE 50, SE 51, SE 52,  SE 52A, SE 54, SE 55, SE 56 | CR 3, CR 7, CR 7A, CR 7B, CR 10A, CR 10B, CR 10C, CR 12A, CR 17A, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25 | SE 44, SE 45, SE 46, SE 47 |
| **PARTIALLY**  **IMPLEMENTED** | SE 32 |  |  |
| **NOT**  **IMPLEMENTED** |  |  |  |
| **NOT APPLICABLE** |  | CR 7C, CR 16 |  |

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

| **Improvement Area** **1** |
| --- |
| **Criterion:** SE 32 - Parent advisory council for special education |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and staff interviews indicated that the charter school has offered parents membership to a special education parent advisory council (SEPAC), established bylaws, and conducted the annual workshop within the school on the rights of students and their parents and guardians under state and federal special education laws. However, the charter school has not established a SEPAC with elected officers that advises the school on matters pertaining to the education and safety of students with disabilities, or meets regularly with school officials to participate in the planning, development, and evaluation of the charter school's special education programs. The charter school has not applied for an Alternative Compliance Waiver from the Department. |
| **LEA Outcome:** Helen Y. Davis Leadership Academy Charter School (HYD) will put systems in place to establish a SEPAC or meet the requirements of an approved waiver. The SEPAC will advise the school on matters pertaining to the education and safety of students with disabilities, and meet regularly with school officials to participate in the planning, development, and evaluation of the school’s special education programs. The school will work in partnership with the SEPAC to host the annual workshop on the rights of students and their parents and guardians. |
| **Action Plan:** By November 19, 2021, HYD will submit evidence of outreach to parents of students with disabilities, including the Executive Director's newsletters and weekly parent communications, that re-introduce the parents to the SEPAC's purpose. HYD's leadership will research promising practices implemented at partner charter schools and submit a summary of such practices, implementation strategies, and short and long-term goals to increase council membership and viability moving forward.  By January 14, 2022, HYD will identify SEPAC officers and submit a yearly schedule for SEPAC meetings that includes opportunities for the SEPAC to advise the school on matters pertaining to the education and safety of students with disabilities, and participate in the planning, development, and evaluation of the school's special education programs.  By April 15, 2022, HYD will submit a description of how the SEPAC has advised the school on matters that pertain to the education and safety of students with disabilities, and engaged with school officials in the planning, development, and evaluation of the school's special education programs. If HYD has not been successful in establishing a SEPAC, it will meet the requirements for an approved waiver from the Department and continue active efforts to create a SEPAC. |
| **Success Metric:** By April 2022, HYD will establish a SEPAC or will meet all the requirements for an approved waiver. The school will obtain SEPAC input on matters pertaining to the education and safety of students with disabilities, and in the planning, development, and evaluation of special education programs and services.  Evidence:   * Documented efforts to recruit members of the SEPAC * Summary of promising practices, implementation strategies and goals * Names and titles of elected officers * Yearly schedule * Meeting agendas, minutes, and attendance * Description of how the council is fulfilling its advisory functions |
| **Measurement Mechanism:** The Principal will meet with SEPAC officers annually to review SEPAC meeting attendance and discuss plans to ensure the council is viable and fulfilling its advisory functions. |
| **Completion Timeframe:** 04/15/2022 |
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