

**Andover Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **2**

**Dates of Onsite Visit:** **December 6-7, 2022**

**Date of Final Report: April 7, 2023**

**Department of Elementary and Secondary Education Onsite Team Members:**

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Commissioner of Elementary and Secondary Education

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**TIERED FOCUSED MONITORING REPORT**

**Andover Public Schools**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

# **TIERED FOCUSED MONITORING REPORT INTRODUCTION**

During the 2022-2023 school year, Andover Public Schools participated in a Tiered Focused Monitoring Review (TFM) conducted by the Department’s Office of Public School Monitoring (PSM). The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.

Each school district, charter school, vocational school, and virtual school undergoes a Tiered Focused Monitoring Review every three years. The statewide Tiered Focused Monitoring cycle is posted at <<https://www.doe.mass.edu/psm/tfm/3yrcycle.html>>.

Regularly monitored standards are divided into two groups, known as Group A Universal Standards and Group B Universal Standards. Districts and schools are monitored on an alternate set of Universal Standards every three years.

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

The Department has also reserved a specific set of criteria, collectively known as Targeted Standards, employed if LEA or school level risk assessment data indicate there is a potential issue; the 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 the Every Student Succeeds Act (ESSA); 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.

**PSM Team:**

Depending upon the size of a school district and the number of special education programs to be reviewed, a team of one to four Department staff members conducts onsite activities over one to five days in a school district or charter school.

**Tier Level:**

The level of monitoring varies based on tier designation, aligning supports to the level of need and ensuring that districts and schools with greater needs receive appropriate supports to make sustained improvements.

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| Tier | Title | Description |
| 1 | Self-Directed Improvement | Data points indicate no concern on compliance and student outcomes. |
| 2 | Directed Improvement | No demonstrated risk in areas with close link to student outcomes. |
| 3 | Corrective Action | Areas of concern include both compliance and student outcomes. |
| 4 | Cross-unit Support and Corrective Action | Areas of concern have a profound effect on student outcomes and ongoing compliance. |

For the 2022-2023 school year, the tier assignments are based on:

* Annual drop-out rate for students with disabilities
* Five-year cohort graduation rate for students with disabilities
* Public School Monitoring compliance data from the previous review
* Problem Resolution System data, specifically findings of noncompliance
* Special education SPP/APR compliance Indicator data for Indicators 4B, 9 & 10
  + Indicator 4B: Significant discrepancy by race or ethnicity in removal of students with

IEPs greater than 10 days

* + Indicator 9: Overall disproportionate representation of racial and ethnic groups identified

as eligible for special education

* + Indicator 10: Disproportionate representation of racial and ethnic groups within specific

disability categories

* Special education SPP/APR performance Indicator data for Indicators 5 & 6
  + Indicator 5: Education Environments (6-21)
  + Indicator 6: Preschool Environments
* Significant Disproportionality data 2021-2022 & 2022-2023

Tiering adjustments may be made for districts engaged in work with the Department’s Statewide System of Support and have schools identified as requiring assistance and intervention. Tiering assignments may also be adjusted for schools and districts unable to remedy noncompliance within one year of the previous TFM review, as well as for charter schools requiring additional oversight based on conditions of their charter.

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

Following the onsite visit, the PSM team holds an informal exit meeting to summarize the review for the superintendent or charter school leader. Within approximately 20 business days of the onsite visit, the chairperson forwards the TFM Feedback Summary that includes findings from the Tiered Focused Monitoring Review to the superintendent or charter school leader.

As part of the reporting process, all districts/charter schools in Tiers 1 and 2 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 is due to the Department within 20 business days after the issuance of the Feedback Summary and is subject to the Department’s review and approval. 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. Department staff provide support and assistance to districts and charter schools on the development of a CIMP.

Once the CIMP is approved, it is issued as the Final Report.

Department staff also provide ongoing technical assistance as the school or district is implementing the approved CIMP. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department’s Feedback Summary.**

For more information regarding the TFM Review Process, including district and parent resources, please visit < <https://www.doe.mass.edu/psm/tfm/default.html>>.

# **TIERED FOCUSED MONITORING FINAL REPORT**

**Andover Public Schools**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Andover Public Schools during the week of December 5, 2022, to evaluate the implementation of Group B Universal Standards in the program areas of special education, civil rights, and other related general education requirements. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities, and to review the programs underway in the district.

In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

**Self-Assessment Phase:**

* District review of special education and civil rights documentation for required elements including document uploads.
* Upon completion of the self-assessment, the district submitted the data to the Department for review.

**On-site Verification Phase:**

* Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
* Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested by parents or members of the general public.
* Review of additional documents for special education and civil rights.
* Surveys of parents of students in special education: Parents of students in special education were sent a survey that solicits information regarding their experiences with the district’s implementation of special education programs, related services, and procedural requirements.
* Observations of classrooms and other facilities: The onsite team visited a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

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| The Tiered Focused Monitoring Report includes those criteria that were found by the team to be implemented in a “Commendable” manner, as well as criteria receiving a rating of "Partially Implemented," "Not Implemented," and “Implementation in Progress.” (Refer to the “Definition of Compliance Ratings” section of the report.) Tiered Focused Monitoring Reports do not include criteria receiving a rating of “Implemented” or “Not Applicable.” This will allow the district and the Department to focus their efforts on those areas requiring corrective action. Districts are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans. |
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# **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; 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. |

**Andover Public Schools**

# **SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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|  | **Universal Standards**  **Special Education** | **Universal Standards**  **Civil Rights and Other General Education Requirements** |
| **IMPLEMENTED** | SE 15, SE 32, 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 7C, CR 8, CR 10A,  CR 10B, CR 12A, CR 16, CR 17A, CR 20, CR 21, CR 22, CR 23 |
| **PARTIALLY**  **IMPLEMENTED** |  | CR 10C, CR 24, CR 25 |
| **NOT**  **IMPLEMENTED** | None |  |
| **NOT**  **APPLICABLE** | None |  |

The full list of criteria and information regarding the requirements can be found in Appendix B of the Tiered Focused Monitoring Toolkit available at < <https://www.doe.mass.edu/psm/resources/tfm-toolkit.docx>>.

# **CONTINUOUS IMPROVEMENT AND MONITORING PLAN**

| **Improvement Area** **1** |
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| **Criterion:** CR 10C - Student Discipline |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and administrative interviews indicated that the district's discipline procedures are inconsistent with 603 CMR 53.00. Specifically, the district does not have a School-wide Education Service Plan that describes the educational services the district will make available to ensure that students who are expelled or placed on long-term suspension have the opportunity to make academic progress. Additionally, the district does not have a system or procedures in place for periodic reviews of discipline data in order to assess the impact of suspensions, removals, and expulsions on selected student populations, and to determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion or suspension. |
| **LEA Outcome:** Andover Public Schools will develop a School-Wide Education Service Plan that describes the educational services the district will make available to ensure students have the opportunity to make academic progress during a long-term suspension or expulsion. Andover Public Schools will also develop a system and procedures for the periodic review of discipline data for selected student populations. Reviews will occur during the fall, winter, and spring of each year. Discipline data analysis will assess the impact of the removals on selected student populations and determine whether it is necessary to modify disciplinary practices due to over-reliance on suspension or expulsion. |
| **Action Plan:** By May 26, 2023, the Assistant Superintendent of Teaching and Learning will submit the School-wide Education Service Plan and procedures for the periodic review of discipline data. The district will train appropriate staff on both the Education Service Plan and discipline review procedures.  By June 30, 2023, the Assistant Superintendent of Teaching and Learning and building principals will conduct a review of discipline data to assess the impact of suspensions, removals, and expulsions on selected student populations.  By June 30, 2023, the Assistant Superintendent of Teaching and Learning and building principals will modify disciplinary practices at the school level, as necessary, and add revised disciplinary practices in school handbooks. Professional development or coaching for teachers to support equitable disciplinary and classroom practices will be created to address any needs and implemented at the start of the 2023-2024 school year.  By June 30, 2023, the Assistant Superintendent will create the fall, winter, and spring review cycle for the 2023-2024 school year. |
| **Success Metric:** By June 2023 and beyond, the district will have a School-wide Education Service Plan in place. Furthermore, the Assistant Superintendent of Teaching and Learning and school principals will systematically review school and district discipline data by selected student populations. A root cause analysis for any over-represented group will be accompanied by revisions to policies, professional development content, and classroom practices to ensure effective supports for students and teachers.  Evidence:   * School-Wide Education Service Plan * Procedures and tools for discipline data review * Agenda, training materials, and signed attendance for training on discipline data review * Agenda, training materials, and signed attendance sheets for training on student disciplinary practices, as necessary * Analysis of data reviews with any corresponding action plans * Updated handbooks, as necessary * Data review timeline |
| **Measurement Mechanism:** Each year the Assistant Superintendent of Teaching and Learning will review the School-wide Education Service Plan and conduct training for school principals and assistant principals on implementation of the plan.  The Assistant Superintendent of Teaching and Learning will oversee the discipline data reviews and work with the principals to revise discipline policies and address classroom practices to ensure equitable discipline procedures are consistently implemented. |
| **Completion Timeframe:** 06/30/2023 |
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| **Improvement Area 2** |
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| **Criterion:** CR 24 - Curriculum review |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and administrative interviews indicated that the district developed a protocol and has trained some staff to ensure that all educational materials are reviewed for simplistic and demeaning generalizations on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. The protocol and training also address the use of appropriate activities, discussions, and supplementary materials to provide balance and context for any such stereotypes depicted in such materials. However, the procedures have not yet been implemented across the district and training has not been provided to all appropriate staff. |
| **LEA Outcome:** Andover Public Schools will ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. The district will also ensure that teachers use appropriate activities, discussions, and/or supplementary materials to provide balance and context for any such stereotypes depicted in materials. |
| **Action Plan:** On December 1, 2022, the district submitted evidence of in-depth training for some staff on cultural proficiency and diversity, equity, and inclusion practices in the learning environment. The training materials included procedures, protocols, and tools to ensure individual teachers review all educational materials and utilize appropriate activities, discussions, and/or supplementary materials when necessary.  By May 26, 2023, the Assistant Superintendent of Teaching and Learning will train all school principals on the procedures, protocols, and tools developed to ensure individual teachers review all educational materials and utilize appropriate activities, discussions, and/or supplementary materials when necessary.  By September 22, 2023, school principals, the Assistant Superintendent of Teaching and Learning, the Executive Directors of Elementary and Secondary Operations, and the Executive Director of Student Services will train all K-12 teachers on the procedures, protocols, and tools.  By October 30, 2023, school principals, the Assistant Superintendent of Teaching and Learning, the Executive Directors of Elementary and Secondary Operations, and the Executive Director of Student Services will implement the internal monitoring protocols. The district will submit the results of five classroom observations and lesson plans from each school. If non-compliance is identified, the Assistant Superintendent will work with each principal and building-level administrative team to identify the root cause of non-compliance and provide additional teacher coaching and support to ensure cultural proficiency in teaching practices. |
| **Success Metric:** By October 2023 and beyond, all individual teachers in the district will review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. In addition, school principals and the Executive Directors of Elementary and Secondary Operations will ensure that appropriate activities, discussions, and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in materials.  Evidence:   * Comprehensive training plan, including agenda, training materials, and signed attendance * Results of internal monitoring * Documentation of additional teacher support and coaching, as necessary |
| **Measurement Mechanism:** The Assistant Superintendent of Teaching and Learning will embed the teacher training within the mandated trainings that occur at the beginning of the year. Through quarterly internal monitoring, the district will ensure the implementation of the procedures, protocols, and tools. Any non-compliance will be addressed through additional coaching and support. |
| **Completion Timeframe:** 10/30/2023 |
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| **Improvement Area 3** |
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| **Criterion:** CR 25 - Institutional self-evaluation |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and administrative interviews indicated that although the district engages in self-evaluation activities related to equity and school climate, the district does not annually evaluate all aspects of its K-12 programs to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **LEA Outcome:** The administrative leadership team, comprised of the Assistant Superintendent of Teaching and Learning, the Executive Directors of Elementary and Secondary Operations, the Executive Director of Student Services, and the Assistant Director Student Services will conduct an annual evaluation of all aspects of the district's K-12 programs to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, English proficiency, sexual orientation, disability, or housing status have equal access to all programs, including athletics and other extracurricular activities. |
| **Action Plan:** On November 28, 2022, the district submitted evidence that the Assistant Superintendent of Teaching and Learning, the Executive Directors of Elementary and Secondary Operations, the Executive Director of Student Services, and the Assistant Director of Student Services participated in training on data literacy, data-informed coaching, building coherence to improve practices and structures, and sustaining continuous improvement cycles.  On December 1, 2022, the district submitted evidence that the Superintendent, the Assistant Superintendent of Teaching and Learning, and the Social Emotional Learning Director participated in training on racial equity, diversity, and inclusion.  By May 26, 2023, the district will submit evidence that the district data team, comprised of building principals, program coordinators, the Assistant Superintendent of Teaching and Learning, and the Superintendent, meet regularly to focus on data practices and build the infrastructure necessary for using data more effectively at the system level.  By June 30, 2023, the Assistant Superintendent of Teaching and Learning, the Executive Directors of Elementary and Secondary Operations, the Executive Director of Student Services, and the Assistant Director Student Services will develop an annual review process to include the following:   * Data to be reviewed; * Data collection instruments, including online or paper surveys, focus groups, and equity walks to ensure the inclusion of student, parent, staff, and administrator input; * Estimated annual timeline for collecting, reviewing, and analyzing data; * Process for conducting an actionable root-cause analysis; * Process for identifying opportunities for improvement, a meaningful action plan; and * Process for disseminating the results of the review to the school community, including the school committee, families, community partners, students and staff.   By October 30, 2023, the Assistant Superintendent of Teaching and Learning, the Executive Directors of Elementary and Secondary Operations, the Executive Director of Student Services, and the Assistant Director of Student Services will administer the review instruments, collect the data to be reviewed, analyze the results, and conduct an actionable root cause analysis to determine specific barriers to access. A summary of the results and a meaningful action plan to address any identified inequities will be developed and disseminated.  By December 14, 2023, the Assistant Superintendent of Teaching and Learning, the Executive Directors of Elementary and Secondary Operations, the Executive Director of Student Services, and the Assistant Director of Student Services will assess the effectiveness of the annual review and action planning process and make adjustments as needed. |
| **Success Metric:** By December 2023 and beyond, the Assistant Superintendent of Teaching and Learning, the Executive Directors of Elementary and Secondary Operations, the Executive Director of Student Services, and the Assistant Director Student Services will evaluate all aspects of its K-12 programs for equal access and will share the results of its review with the school community.  Evidence:   * Data to be collected * Instruments and protocols for data collection * Process and summary of actionable root cause analysis * Meaningful action plan * Procedures for dissemination * Effectiveness of the action plan |
| **Measurement Mechanism:** Each fall, the Assistant Superintendent of Teaching and Learning, the Executive Directors of Elementary and Secondary Operations, the Executive Director of Student Services, and the Assistant Director of Student Services will implement the selected review instruments, analyze the data collected, conduct an actionable root cause analysis, and develop an action plan to address opportunity gaps identified through the data review. The Assistant Superintendent of Teaching and Learning will post the results of the equal access review on the district's website with recommended actions to address any opportunity gaps.  Each spring, the Assistant Superintendent of Teaching and Learning, the Executive Directors of Elementary and Secondary Operations, the Executive Director of Student Services, and the Assistant Director of Student Services will review and revise the annual equal access evaluation process, as needed. |
| **Completion Timeframe:** 12/14/2023 |
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