

**Match Charter Public School**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

**For** **Group A Universal Standards**

**Tier Level** **1**

**Dates of Onsite Visit:** **March 7-8, 2022**

**Date of Final Report:** **07/07/2022**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**TIERED FOCUSED MONITORING REPORT**

**Match Charter Public School**

[TIERED FOCUS MONITORING REPORT INTRODUCTION 3](#_Toc108100647)

[TIERED FOCUSED MONITORING FINAL REPORT 6](#_Toc108100648)

[DEFINITION OF COMPLIANCE RATINGS 7](#_Toc108100649)

[SUMMARY OF COMPLIANCE CRITERIA RATINGS 8](#_Toc108100650)

[SUMMARY OF INDICATOR DATA REVIEW 9](#_Toc108100651)

[CONTINUOUS IMPROVEMENT AND MONITORING PLAN 10](#_Toc108100652)

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

# **TIERED FOCUS MONITORING REPORT INTRODUCTION**

During the 2021-2022 school year, Match Charter Public School 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/6yrcycle.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.

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

For the 2021-2022 school year, the tier assignments are based on:

* 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 State Performance Plan/Annual Performance Reports (SPP/APR) compliance Indicator data for Indicators 11, 12, and 13 (Group A only)
* Indicator 11: Child Find
* Indicator 12: Early Childhood Transition
* Indicator 13: Secondary Transition
* Special education SPP/APR performance Indicator data for Indicators 5 & 6
* Indicator 5: Education Environments (6-21)
* Indicator 6: Preschool Environments
* Significant Disproportionality data 2019-2020 & 2020-2021

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 or CAP. **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**

**Match Charter Public School**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review at Match Charter Public School during the week of March 7, 2022, to evaluate the implementation of Group A 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 and to review the programs underway in the school.

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

**Self-Assessment Phase:**

* School review of special education and civil rights documentation for required elements including document uploads.
* School review of a sample of special education student records selected across grade levels, disability categories, and levels of need.
* School review of student records related to the Indicator data collection for Indicator 13.
* Upon completion of the self-assessment, the school submitted the data to the Department for review.

**On-site Verification Phase (dependent upon Group A or Group B Universal Standards):**

* 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 other 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 solicited information regarding their experiences with the school’s implementation of special education programs, related services, and procedural requirements.
* 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 have been met.

|  |
| --- |
| 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.) The Tiered Focused Monitoring Reports do not include criteria receiving a rating of “Implemented” or “Not Applicable.” This will allow the district/school 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. |
|  |

# **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. |
|  |  |
| **Implemented** | The requirement is substantially met in all important aspects. |
|  |  |
| **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. |
|  |
| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
|  |
| **Not Implemented** | The requirement is totally or substantially not met. |
| **Not Applicable**  | The requirement does not apply to the school district or charter school. |

**Match Charter Public School**

# **SUMMARY OF COMPLIANCE CRITERIA RATINGS**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Universal Standards** **Special Education** | **Universal Standards** **Civil Rights and Other General Education Requirements** | **Targeted Standards** |
| **IMPLEMENTED** | SE 1, SE 2, SE 3, SE 3A, SE 6, SE 7, SE 8, SE 9A, SE 10, SE 11, SE 12, SE 14, SE 19, SE 22, SE 25, SE 26, SE 29, SE 34, SE 35, SE 40, SE 41, SE 43, SE 48, SE 49 | CR 13, CR 14, CR 18 | SE 44, SE 45,SE 46, SE 47 |
| **PARTIALLY****IMPLEMENTED** | SE 9, SE 13, SE 18A, SE 20 |  |  |
| **NOT** **IMPLEMENTED** | None |  |  |
| **NOT** **APPLICABLE** | SE 17, SE 37, SE 38, SE 39, SE 42 |  |  |

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>>.

# **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 PSM team reviewed the results of Indicator data submissions for Indicators 11, 12, and 13. The Indicator review is completed prior to the onsite visit and helps inform the scope of the onsite review. 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 Office of Special Education Programs (OSEP) requires correction of noncompliance within one year of the finding.

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Compliant** | **Non-Compliant** | **Not Applicable** |
| **Indicator 11 – Initial** **Evaluation Timelines** |  |  | X |
| **Indicator 12 – Early** **Childhood Transition** |  |  | X |
| **Indicator 13 –** **Secondary Transition** | X |  |  |

| **CONTINUOUS IMPROVEMENT AND MONITORING PLAN** |
| --- |
| **Improvement Area** **1** |
| **Criterion:** SE 9 - Timeline for determination of eligibility |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of student records and staff interviews indicated that within 45 school-working days after receipt of a parent's written consent to an initial evaluation or a re-evaluation, the charter school does not always convene a Team meeting to determine whether the student is eligible for special education. |
| **LEA Outcome:** Match Charter Schools will ensure that IEP Teams always convene within 45 school-working days after receipt of a parent's written consent to an initial or a re-evaluation to determine whether the student is eligible for special education. |
| **Action Plan:** By September 20, 2022, Match Charter Schools will develop written procedures for determination of eligibility timelines. The procedures will include an internal tracking and monitoring system to ensure future compliance and administrative oversight. The Match Charter Network Special Education Coordinator will meet with the Special Education Directors at each campus weekly and review evaluation timelines to ensure they are processed in a timely manner.By October 18, 2022, the Network Special Education Coordinator will train the Special Education Directors for each campus on the updated eligibility timeline procedures and internal monitoring system. By February 17, 2023, Match Charter Schools will conduct an internal review of five records from each campus for students who have undergone either an initial or re-evaluation during the 2022-2023 school year. The school will conduct a root cause analysis and determine appropriate corrective action for any identified noncompliance. |
| **Success Metric:** By February 2023 and beyond, Match Charter Schools will convene the IEP Team to determine eligibility within 45 school-working days of receipt of parent consent to an evaluation. Evidence:* Written eligibility timeline procedures
* Description of the internal monitoring system
* Agendas, training materials, and attendance for special education staff
* Results of record review, root cause analysis, and corrective actions steps, as needed
 |
| **Measurement Mechanism:** Continuing after the completion deadline: Each quarter, the Match Charter Network Special Education Coordinator will track evaluation timelines and consult with Special Education Directors at each Match campus in order to ensure the Team convenes and determines eligibility within 45 school-working days. If noncompliance is identified, the school will conduct a root cause analysis and determine corrective action. |
| **Completion Timeframe:** 02/17/2023 |
|  |

| **Improvement Area 2** |
| --- |
| **Criterion:** SE 13 - Progress Reports and content |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of student records and staff interviews indicated that although parents receive progress reports at least as often as parents are informed of the progress of non-disabled students, progress reports do not always include written information on the student's progress towards the annual goals in the IEP. |
| **LEA Outcome:** Match Charter Schools will ensure that progress reports always include written information on the student's progress towards the annual goals and benchmarks in the IEP. |
| **Action Plan:** By September 20, 2022, Match Charter Schools will develop written procedures for progress reports. The procedures will include an internal tracking and monitoring system to ensure future compliance and administrative oversight. The school will train special educators and administrators on the procedures. By November 29, 2022, the Special Education Directors for each campus will review all progress reports prior to sending home to parents. If information on the student’s progress is missing, the directors will follow up with special education staff to ensure all required information is included.By February 17, 2023, Match Charter Schools will conduct an internal review of five student records from each campus to determine if student progress reports include written information on student's progress toward the annual goals in the IEP. The school will conduct a root cause analysis and determine appropriate corrective action for any identified noncompliance. |
| **Success Metric:** By February 2023 and beyond, all progress reports will always include written information on the student's progress towards the annual goals in the IEP. Evidence:* Written procedures for writing progress reports
* Description of the internal monitoring system
* Agendas, training materials, and attendance sheets
* Results of record review, root cause analysis, and corrective actions steps, as needed
 |
| **Measurement Mechanism:** Continuing after the completion deadline: Each quarter, the Match Charter Network Special Education Coordinator will continue to implement the internal tracking system and consult with the Special Education Directors at each Match campus in order to ensure progress reports include written information on the student’s progress towards IEP goals. If noncompliance is identified, the administration will conduct a root cause analysis and determine corrective action, as necessary. |
| **Completion Timeframe:** 02/17/2023 |
|  |

| **Improvement Area 3** |
| --- |
| **Criterion:** SE 18A - IEP development and content |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of student records and staff interviews indicated that the charter school does not consistently address all elements of the most current IEP format provided by the Department of Elementary and Secondary Education. Specifically, in the Measurable Annual Goal section, the Current Performance Level and Benchmark Objectives for each annual goal are not consistently completed. |
| **LEA Outcome:** Match Charter Schools will ensure that the Current Levels of Performance and Benchmark Objectives in the Measurable Annual Goal section of the IEP are always completed. |
| **Action Plan:** By September 20, 2022, for the three students identified by the Department, Match Charter Schools will submit evidence demonstrating that the Current Levels of Performance and Benchmark Objectives in the Measurable Annual Goal section of the IEP have been completed by the IEP Team.By October 18, 2022, Match Charter Schools will develop written procedures on the completion of IEPs. The procedures will include an internal tracking and monitoring system to ensure future compliance and administrative oversight. The school will train special educators and administrators on the procedures. By February 17, 2023, Match Charter Schools will conduct an internal review of five student records from each campus to determine if the Current Levels of Performance and Benchmark Objectives are completed for each annual goal. The school will conduct a root cause analysis and determine appropriate corrective action for any identified noncompliance. |
| **Success Metric:** By February 2023 and beyond, Match Charter Schools will consistently complete the Current Performance Level and Benchmark Objectives in the Measurable Annual Goal section in all IEPs.Evidence:* Updated IEPs and N1s, as appropriate, for the students identified by the Department
* Written procedures
* Description of the internal monitoring system
* Agendas, training materials, and attendance sheets
* Results of record review, root cause analysis, and corrective actions steps, as needed
 |
| **Measurement Mechanism:** Continuing after the completion deadline: Prior to sending a proposed IEP to parents, the Special Education Directors will review the IEP to ensure the Current Levels of Performance and Benchmark Objectives in the Measurable Annual Goal section of the IEP are completed. If non-compliance is identified, the administration will conduct a root cause analysis and determine appropriate corrective action, including additional staff training, as necessary. |
| **Completion Timeframe:** 02/17/2023 |
|  |

| **Improvement Area 4** |
| --- |
| **Criterion:** SE 20 - Least restrictive program selected |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of student records indicated that if a student is removed from the general education classroom at any time, the IEP Team does not consistently state in the IEP Nonparticipation Justification statement why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **LEA Outcome:** Match Charter Schools will ensure that when a student is removed from the general education classroom at any time, the IEP Team always states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Action Plan:** By September 20, 2022, Match Charter Schools will develop procedures for writing appropriate Nonparticipation Justification statements. The procedures will include an internal tracking and monitoring system to ensure future compliance and administrative oversight. By October 18, 2022, Match Charter School will train all appropriate special education staff on the development of Nonparticipation Justification statements. By February 17, 2023, Match Charter Schools will conduct an internal review of five student records from each campus to determine if IEPs include appropriate Nonparticipation Justification statements. The school will conduct a root cause analysis and determine appropriate corrective action for any identified noncompliance. |
| **Success Metric:** By February 2023 and beyond, Match Charter Schools will ensure that when a student is removed from the general education classroom at any time, the Team always states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. Evidence:* + Written procedures
	+ Description of the internal monitoring system
	+ Agendas, training materials, and attendance sheets
	+ Results of record review, root cause analysis, and corrective actions steps, as needed
 |
| **Measurement Mechanism:** Continuing after the completion deadline: Quarterly, the Special Education Directors will review Nonparticipation Justification statements from a sample of records at each campus to ensure the statements address why removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. If noncompliance is identified, the directors will conduct a root cause analysis and determine appropriate corrective action. |
| **Completion Timeframe:** 02/17/2023 |