

**Masconomet Regional School District**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **2**

**Date of Onsite Visit:** **May 15, 2023**

**Date of Final Report: November 27, 2023**

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

**Gillian Lange, Chairperson**

**Andrew MacKenzie**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**TIERED FOCUSED MONITORING REPORT**

**Masconomet Regional School District**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

# **TIERED FOCUSED MONITORING REPORT INTRODUCTION**

During the 2022-2023 school year, Masconomet Regional School District 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 September 22, 2022.

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**

**Masconomet Regional School District**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in the Masconomet Regional School District during the week of May 15, 2023, 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 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.
* District review of a sample of special education student records selected across grade levels, disability categories, and levels of need.
* District review of student records related to the Indicator Data Collection for Indicators 11 and 13.
* 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 solicited information regarding their experiences with the district’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 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 have been met.

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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. |

# **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. |
|  |
| **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. |

**Masconomet Regional School District**

# **SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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

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# **SUMMARY OF INDICATOR DATA REVIEW**

As part of the self-assessment process for districts 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 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 district’s submissions for these Indicators are as follows:

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|  | **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 20 - Least restrictive program selected |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of student records, documents, and staff interviews indicated that two instructional groupings that serve exclusively special education students are listed as general education classrooms on student IEPs. Furthermore, the district does not always accurately calculate the time students spend outside of the general education classroom. As a result, student placement does not consistently align with the decision made by the IEP Team. |
| **LEA Outcome:** Masconomet Regional High School (MRHS) will ensure instructional groupings that exclusively serve special education students are listed as special education classrooms in the Service Delivery Grid on student IEPs. Furthermore, the district will accurately calculate the time students spend outside of the general education classroom so that student placement consistently aligns with the decision made by the IEP Team. |
| **Action Plan:** By December 18, 2023, MRHS will submit 2023-2024 rosters for the two instructional groupings identified by the Department indicating the number of students with and without disabilities. The district will submit a sample of IEP Service Delivery Grids for students enrolled in these two groupings, demonstrating that the groupings are correctly identified in the IEPs.  By December 18, 2023, for the three students identified by the Department, MRHS will submit updated and/or amended IEPs, Placement Consent Forms (PL1), and Notices of Proposed School District Action (N1). The district will also submit corresponding class rosters for all services indicated as provided in the general education setting on the Service Delivery Grids. The rosters will include the number of students with and without disabilities. By February 29, 2024, MRHS will update and submit procedures to ensure that special education instructional groupings are listed correctly on the IEP and that the district accurately calculates the time students spend outside of the general education classroom. The district will identify and assign staff responsible for oversight and implementation of the procedures. In addition, the district will submit a description of the internal monitoring system designed to track the IEP Team process to ensure future compliance and administrative oversight.  By February 29, 2024, MRHS will provide evidence of training for relevant staff on legal requirements and updated district procedures. In addition, MRHS will submit evidence of training for all staff on inclusive general education practices.  By May 20, 2024, MRHS will submit evidence of an internal review of ten special education student records to ensure that the service delivery location is appropriately identified, and student placement aligns with the decision made by the IEP Team. Records selected for review should be for those students enrolled in classes that were incorrectly identified as general education classes. If non-compliance is identified, the district will conduct a root cause analysis and determine appropriate corrective action. |
| **Success Metric:** By May 2024 and beyond, MRHS will have updated procedures in place to ensure that special education student placement always aligns with the decision made by the IEP team and that the location of each service is listed correctly on the IEP. Evidence:* 2023-2024 rosters for two groups identified
* IEPs, amendments, PL1, N1, and relevant rosters for students identified
* Updated procedures
* Internal monitoring system
* Training materials, agenda, and attendance sheets (for both procedure and inclusive practice trainings)
* Results of student record review, root cause analysis, and corrective action steps, as appropriate
 |
| **Measurement Mechanism:** Twice a year, the Assistant Superintendent for Student Services (or designee) will conduct a review of class schedules to ensure that classes are appropriately identified as general or special education. In addition, MRHS will review a representative sample of special education records and rosters to ensure that the student’s schedule correctly reflects the IEP Team’s placement decision. If non-compliance is identified, the district will conduct a root cause analysis and determine appropriate corrective action. Annually, MRHS will conduct training on inclusive practices for returning and newly hired staff. |
| **Completion Timeframe:** 05/20/2024 |
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| **Improvement Area 2** |
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| **Criterion:** SE 40 - Instructional grouping requirements for students aged five and older |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and staff interviews indicated that one special education grouping at Masconomet Regional High School exceeds the maximum student to paraprofessional ratio. |
| **LEA Outcome:** Masconomet Regional High School (MRHS) will ensure that all special education instructional groupings meet the requirements for the appropriate student to teacher to paraprofessional ratio. |
| **Action Plan:** By December 18, 2023, MRHS will submit evidence demonstrating that the grouping identified by the Department is compliant for the 2023-2024 school year.  By January 29, 2024, MRHS will submit written procedures that ensure compliance with the size and composition requirements of instructional groupings for eligible students. This plan will include a description of protocols and internal monitoring addressing the following: * Internal district systems that track and monitor instructional grouping sizes;
* Notification procedure when student to staff ratio is at maximum capacity;
* In the event grouping is noncompliant, district provision of written notification to the Department and the parents of all group members; and
* Any additional steps necessary to address the noncompliance.

 By February 29, 2024, MRHS will submit evidence of training provided to relevant staff on the instructional grouping procedures and internal monitoring system.  By February 29, 2024, MRHS will confirm that the internal monitoring system is utilized to track compliance and proactively address any potential issues. |
| **Success Metric:** By February 2024 and beyond, MRHS will implement procedures to ensure that special education groupings do not exceed the maximum student to staff ratio. Evidence: * Ratio for identified grouping
* Grouping procedures
* Internal monitoring system
* Training agendas, materials, and attendance sheets
* Confirmation of implementation of tracking system

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| **Measurement Mechanism:** Annually, the Assistant Superintendent for Student Services (or designee) will review instructional grouping requirements with relevant staff. The Assistant Superintendent for Student Services (or designee) will regularly implement the district’s internal tracking system to ensure instructional grouping sizes meet requirements. For any identified noncompliance, the district will provide written notification to the Department and parents of all group members and take any additional steps necessary to address the noncompliance. |
| **Completion Timeframe:** 02/29/2024 |
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| **Improvement Area 3** |
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| **Criterion:** CR 18 - Responsibilities of the school principal |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and staff interviews indicated that although the district has developed a curriculum accommodation plan, the plan does not include direct and systematic reading instruction and intervention for general education students in grades 9-12. |
| **LEA Outcome:** Masconomet Regional High School (MRHS) will ensure that the district curriculum accommodation plan (DCAP) includes direct and systematic reading instruction and intervention for general education students in grades 9-12 and that such services are effectively provided when appropriate. |
| **Action Plan:** By January 29, 2024, MRHS will convene its leadership team to review and revise the DCAP to include direct and systematic reading instruction and intervention for general education students in grades 9-12.  By February 29, 2024, MRHS will conduct training for all relevant staff on the revised DCAP and disseminate the DCAP to the school community.  By February 29, 2024, MRHS will identify an internal monitoring and tracking system to identify general education students in need of direct and systematic reading instruction and intervention.  By May 20, 2024, MRHS will submit results of a staff survey assessing understanding of the DCAP, implementation practices, and overall effectiveness in implementing direct and systematic reading instruction and intervention for general education students in grades 9-12. MRHS will make any necessary adjustments based on the survey results. |
| **Success Metric:** By the end of June 2024 and beyond, the MRHS DCAP will include all required information, including direct and systematic reading instruction and intervention for general education students in grades 9-12. All relevant staff will demonstrate proficiency in implementing the DCAP, resulting in increased student access to general education programming and improved student outcomes.  Evidence: * Revised DCAP that includes all required information
* Staff training agendas, training materials, and attendance sheets
* Survey results on staff use of the DCAP
* Any revisions based on survey feedback
 |
| **Measurement Mechanism:** Continuing after the completion timeframe, MRHS will review the DCAP annually and provide annual training to all relevant staff on implementation of accommodations, including direct and systematic reading instruction and intervention. |
| **Completion Timeframe:** 05/20/2024 |
|  |