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| DESE Logo  **Seven Hills Charter Public School**  **Tiered Focused Monitoring Report**  **Continuous Improvement and Monitoring Plan**  **For** **Group A Universal Standards**  **Tier Level** **1**  **Date of Onsite Visit:** **November 15, 2018**  **Date of Final Report:** **April 16, 2019**  State Seal of Massachusetts |
| Jeffrey C. RileyCommissioner of Elementary and Secondary Education |

During the 2018-2019 school year, Seven Hills Charter Public 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.

Districts and 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 Seven Hills Charter Public 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 charter 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 charter 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 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 charter 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 advisory council (PAC) representative and other telephone interviews, as requested, by other parents or members of the general public.

**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.

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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. |

**Seven Hills 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** |
| **IMPLEMENTED** | SE 2, SE 3, SE 3A, SE 6,  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**  **IMPLEMENTED** | SE 1, SE 8 |  |
| **NOT APPLICABLE** | SE 7, 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 table above, 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 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:

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

| **Improvement Area** **1** |
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| **Criterion:** SE 1 - Assessments are appropriately selected and interpreted for students referred for evaluation |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Record review and interviews indicated that assessments are not consistently administered in the student's primary language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally. Students identified as English learners, whose IEP indicated a primary language other than English, were not evaluated in their primary language. |
| **LEA Outcome:** Seven Hills Charter Public School (SHCPS) will consistently administer assessments in the student's primary language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally. |
| **Action Plan:** By 4/22/19, SHCPS will develop procedures and clearly document, as part of the evaluation/re-evaluation process, the language a student is evaluated in and how the determination was made.  By 4/22/19, SHCPS will train staff on the procedures.  By 4/22/19, for the three students identified by the Department, the school must provide a copy of the following documents as evidence the school has conducted a special education eligibility evaluation in the student’s primary language:  1) Administrative Data Sheet of the student’s current IEP, which indicates the primary language of the student;  2) Evaluation Consent Form Attachment to N 1 signed by the parent, which indicates all areas of suspected disability the school was required to assess;  3) Report on the results of each assessment that indicates the qualification of the professional who conducted the assessment in the student’s primary language, as indicated on the Administrative Data Sheet or, if applicable, that an interpreter fluent in the student’s primary language was present during the testing; and  4) Evidence that the Team was reconvened to review assessments conducted in the student’s primary language:  a. Team meeting invitation (N 3)  b. Signed Team meeting attendance sheet (N 3A)  c. Student’s updated IEP or amendment, if applicable    By 6/30/19, SHCPS will review files, post training, for students identified as English learners (ELs) to ensure the procedures were followed, language determination was documented, and an evaluation was conducted in the language most likely to yield accurate information on what the student knows and can do academically and functionally. |
| **Success Metric:** SHCPS will review its procedures for evaluating students identified as ELs and develop new procedures that clearly identify a student's primary language based upon the definition of native language from 34 CFR 300.29.  - Staff will be trained on the new procedures for evaluating and re-evaluating ELs.  - When a student is identified as an English learner, the determination for the language of evaluation will be documented and included as part of the evaluation/re-evaluation.  - For the three student files identified during the TFM review, the school will provide evidence that it has conducted a special education eligibility evaluation in the student’s primary language.  - The charter school will review files for students evaluated and re-evaluated two times per year to ensure the new procedures are being followed.  - The charter school will document the results of the reviews. |
| **Measurement Mechanism:** Annually, SHCPS will review the procedures, and the charter school will review files for students evaluated and re-evaluated two times per year to ensure the procedures are followed. |
| **Completion Timeframe:** 06/30/2019 |
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| **Improvement Area 2** |
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| **Criterion:** SE 8 - IEP Team composition and attendance |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Record review indicated that the charter school does not consistently document, in writing, the agreement by the charter school and parent to excuse an invited Team member whose attendance is not required because the member's area of the curriculum or related services is not being modified or discussed. |
| **LEA Outcome:** SHCPS will consistently document, in writing, the agreement by the charter school and parent to excuse invited Team members. |
| **Action Plan:** SHCPS will train staff by 4/22/19.  SHCPS will review a sample of ten N 3As from student records, documenting either 100% attendance or parent agreement, in writing, of Team member excusal by 4/22/19.  A file review will be conducted to ensure that SHCPS consistently documents the agreement, in writing, by the charter school and parent to excuse an invited Team member by 6/30/19. |
| **Success Metric:** Train staff on Team attendance and the excusal process.  - Submit a sampling of ten students who have had IEP meetings by including the N 3A.  - Ongoing, the files will be reviewed two times per year to ensure excusals are documented in the files.  - The charter school will document the results of the reviews. |
| **Measurement Mechanism:** Ongoing, the files will be reviewed two times per year to ensure that SHCPS consistently documents the agreement, in writing, by the charter school and parent to excuse an invited Team member. |
| **Completion Timeframe:** 06/30/2019 |
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