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|  | DESE Logo | **Tiered Focused Monitoring Report**  **Continuous Improvement and Monitoring Plan**  **for Group A Universal Standards**  **Bristol County Agricultural High School**  **Onsite Dates: November 13 & 15, 2018**  **Tier Level: 1** |
|  |  | Jeffrey C. Riley  Commissioner of Elementary and Secondary Education |

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| During the 2018-2019 school year, Bristol County Agricultural High 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 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 Bristol County Agricultural High School included:    Self-Assessment Phase:   * District reviewed special education and civil rights documentation for required elements, including document uploads. * District 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 district’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 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 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 district’s implementation of special education programs, related services, and procedural requirements. * Interviews of staff consistent with those criteria selected for onsite verification.   **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. | |
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**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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|  | **Special Education** | **Civil Rights and Other General Education Requirements** |
| **IMPLEMENTED** | SE 1, SE 2, SE 3,  SE 3A, SE 6, SE 8, 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 18 |
| **PARTIALLY**  **IMPLEMENTED** | SE 7 | CR 14 |
| **NOT IMPLEMENTED** |  |  |
| **NOT APPLICABLE** | 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 above table, can be found at [www.doe.mass.edu/pqa/review/.](http://www.doe.mass.edu/pqa/review/.)

**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 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** | x |  |  |
| **Indicator 12 – Early**  **Childhood Transition** |  |  | x |
| **Indicator 13 –**  **Secondary Transition** | x |  |  |

| **Improvement Area 1** |
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| **Criteria:** SE 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** An interview and review of student records indicated that, upon turning 18, the district does not consistently implement procedures to obtain consent from the student to continue with her or his special education program. |
| **LEA Outcome:** 100% compliance regarding SE 7. |
| **Action Plan:** By April 24, 2019, the district will develop, document and implement procedures to obtain consent from each student who turns 18 to continue with his or her special education program. Student Services will contact students by their 18th birthday to remind them of their rights as an 18 year old with an IEP. The student will be offered the opportunity to schedule a meeting to discuss the IEP if they would like to make any changes to it. If the student is pleased with the IEP as is, he or she will be asked to sign the IEP. All future IEPs will also be signed by the student.  The district will conduct training for the appropriate special education staff and administrators on these procedures.  By October 21, 2019, the district will review all records of students who are 18 years old to ensure compliance and that the IEPs have been appropriately signed. |
| **Success Metric:** Procedures for obtaining consent from students who turn 18 to continue their special education program.  Completion of training for special education staff and administrators on the new procedures.  Completion of a review of records for students who are at least 18 years old to ensure that all IEPs have been appropriately signed. |
| **Measurement Mechanism:** Documented procedures.  Training evidence (materials and names and titles of training recipients).  Results of the record review (number of records reviewed, number of records in compliance, explanation of the root cause for any continued non-compliance, and actions taken by the district to address any identified non-compliance). |
| **Completion Timeframe: 10/21/2019** |
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| **Improvement Area 2** |
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| **Criteria:** CR 14 - Counseling and counseling materials free from bias and stereotypes |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and an interview indicated that the district does not currently examine testing materials for bias and counteract any found bias when administering tests and interpreting test results. |
| **LEA Outcome:** 100% compliance regarding CR 14. |
| **Action Plan:** By April 24, 2019, the district will develop a form for guidance counselors to review testing materials for bias and stereotypes. They will complete the form and review it with their department chairperson before submitting it to the building principal for review. |
| **Success Metric:** The new form for reviewing testing materials for bias.  Procedures for reviewing all testing materials.  Completion of training for guidance counselors. |
| **Measurement Mechanism:** The new testing materials review form.  Documented procedures for conducting review of testing materials.  Training evidence (materials and names and titles of training recipients). |
| **Completion Timeframe: 04/24/2019** |
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