

**Hill View Montessori Charter School**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **2**

**Dates of Onsite Visit:** **February 2-3, 2021**

**Date of Final Report:** **April 16, 2021**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Hill View Montessori Charter 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/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 Hill View Montessori Charter School included:

Self-Assessment Phase:

* The school reviewed special education and civil rights documentation for required elements including document uploads.
* Upon completion of these two internal reviews, the school’s self-assessment was submitted to the Department for review.

On-site Verification Phase:

* 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 school’s implementation of special education programs, related services, and procedural requirements.
* Interviews of 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.
* Observations of classrooms and other facilities: The onsite team visited a sample of classrooms and school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

**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.

# **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 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. |
| **Not Applicable** | The requirement does not apply to the school district or charter school. |

**HILL VIEW MONTESSORI CHARTER 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 15, SE 32, SE 35, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 54, SE 55 | CR 3, CR 7, CR 7A, CR 7B, CR 8, CR 10A, CR 10B, CR 10C, CR 12A, CR 17A, CR 20, CR 21, CR 22, CR 23, CR 24 |
| **PARTIALLY**  **IMPLEMENTED** | SE 56 | CR 25 |
| **NOT APPLICABLE** |  | CR 7C, CR 16 |
| **NOT IMPLEMENTED** |  |  |

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 [www.doe.mass.edu/psm/resources/default.html](http://www.doe.mass.edu/psm/resources/default.html).

| **Improvement Area** **1** |
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| **Criterion:** SE 56 - Special education programs and services are evaluated |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Although administrative interviews indicated that staff members informally analyze outcome data to assess student progress and make individualized programmatic changes as a result, a review of documents indicated that the charter school does not regularly evaluate its special education programs and services. |
| **LEA Outcome:** Hill View Montessori Charter School will evaluate its special education programs and services on a regular basis to identify strengths and any areas of need and involve various stakeholders in the process. This process will result in the generation of a report, and the results of the evaluation will be used to create an action plan for addressing identified areas of need. |
| **Action Plan:** By May 21, 2021, the Executive Director, the Special Education Director, and the Special Education Team will submit the evaluation process, which will include the area(s) to be evaluated, the evaluation instrument(s) to be used, and the timelines for collecting/reviewing/analyzing the results.  By August 20, 2021, the charter school will submit the results of its special education evaluation. The report will include an action plan to address any identified areas of need. |
| **Success Metric:** Hill View Montessori Charter School's special education program evaluation process will involve various stakeholders and result in a report and an action plan to address identified areas of need in the school's special education programs and services.  Evidence:  \*Evaluation instrument(s), including a copy of each survey used  \*Timelines for collecting/reviewing/analyzing the results, including stakeholder involvement  \*Evaluation report containing the data analysis and the action plan to address identified areas of need |
| **Measurement Mechanism:** Hill View Montessori Charter School will evaluate its special education programs and services on a regular basis to identify strengths and any areas of need and involve various stakeholders in the process. The charter school will implement action steps to address areas of need identified in its special education program. |
| **Completion Timeframe:** 08/20/2021 |
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| **Improvement Area 2** |
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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 staff interviews indicated that the charter school does not evaluate all aspects of its K-8 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **LEA Outcome:** Hill View Montessori Charter School will develop a system to evaluate its K-8 academic, athletic, and extracurricular programs annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs. |
| **Action Plan:** By May 21, 2021, Hill View Montessori Charter School will submit evidence of the establishment of an equity team to conduct the annual equal access review.  By May 21, 2021, Hill View Montessori Charter School will submit the review process, which will include a plan identifying the data to be reviewed, the review instrument(s) to be used to collect student/parent/staff/administrator input, and the estimated annual timeline for collecting/reviewing/analyzing/posting the results.  By August 20, 2021, Hill View Montessori Charter School will submit the summary of the results and an action plan to address any inequities found. |
| **Success Metric:** Hill View Montessori Charter School's review of equal access for all K-8 programs will be completed annually and shared with the school community.  Evidence:  \*Names/roles of the equity team members and a schedule of proposed meeting dates  \*Description of the annual review process (data to be reviewed, instruments to be used, timeline for annual implementation, completion, and posting results)  \*Summary of results and action plan |
| **Measurement Mechanism:** Continuing after the completion deadline:  1) Each fall, the equity team will examine the annual review process and revise, as needed.  2) Each spring, the team will implement the selected review instrument(s), analyze the data collected, and develop an action plan to address any inequities found.  3) Each summer, the team will post the results of the equal access annual review on the charter school's website with recommended actions to address any inequities for access. |
| **Completion Timeframe:** 08/20/2021 |
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