

**Baystate Academy Charter Public School**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **2**

**Dates of Onsite Visit:** **May 9-10, 2023**

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

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

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Commissioner of Elementary and Secondary Education

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**TIERED FOCUSED MONITORING REPORT**

**Baystate Academy Charter Public School**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

# **TIERED FOCUSED MONITORING REPORT INTRODUCTION**

During the 2022-2023 school year, Baystate Academy 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 September 20, 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**

**for Baystate Academy Charter Public School**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Baystate Academy Charter Public School (District) during the week of May 9, 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 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 Indicators 11, 12, and 13.
* Upon completion of the self-assessment, the school 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 a parent advisory council (PAC) representative.
* 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.

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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/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. |
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# **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. |
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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. |

**Baystate Academy 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 1, SE 3, SE 3A, SE 7, SE 9,SE 9A, SE 10, SE 11, SE 12,SE 18A, SE 19, SE 22, SE 26,SE 29, SE 35, SE 40, SE 41,SE 43, SE 44, SE 45, SE 46,SE 47 SE 48, SE 49 | CR 13, CR 14, CR 18 |
| **PARTIALLY****IMPLEMENTED** | SE 2, SE 6, SE 8, SE 13, SE 14, SE 20, SE 25, SE 34 | CR 10C |
| **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>>.

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# **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 school’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 |  |

The school submitted evidence of corrective action, including additional data sets, to address the non-compliance identified for Indicators 11 and 13. The submissions have been reviewed and approved by the Department; no further action is required.

| **CONTINUOUS IMPROVEMENT AND MONITORING PLAN** |
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| **Improvement Area** **1** |
| **Criterion:** SE 2 - Required and optional assessments |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of student records and staff interviews indicated that the charter school does not consistently complete all the required assessments for initial and re-evaluations. Specifically, the school does not conduct an educational assessment completed by a school representative that includes a history of the student's educational progress in the general curriculum (Educational Assessment A) or an assessment completed by a teacher(s) with current knowledge of the student's specific abilities, attention skills, participation behaviors, communication skills, memory, and social skills (Educational Assessment B). |
| **LEA Outcome:** Baystate Academy Charter School will complete all required assessments for all initial evaluations and re-evaluations. Specifically, the school will ensure that an educational assessment is completed by a school representative that includes a history of the student's educational progress in the general curriculum (Educational Assessment A) and an assessment is completed by a teacher(s) with current knowledge of the student's specific abilities, attention skills, behavior, communication skills, memory, and social skills (Educational Assessment B). |
| **Action Plan:** By October 13, 2023, Baystate Academy Charter School will complete the Educational Assessments A and B for the three students identified by the Department, reconvene the Teams to review the results of the evaluations, and amend or revise the IEPs, as necessary. The school will also review the procedures for completing assessments, including educational assessments, and make any necessary changes. The procedures will include an internal tracking and monitoring system to ensure future compliance and administrative oversight. By November 17, 2023, the school will submit evidence of training for all special education teachers and other relevant staff on the school’s assessment and internal monitoring procedures. By March 3, 2024, the school will submit the results of a review of initial evaluation and re-evaluation student records to ensure all required educational assessments were completed. For any noncompliance identified, the school will conduct a root cause analysis and implement appropriate corrective actions. |
| **Success Metric:** By March 2024 and beyond, Baystate Academy Charter School will ensure that all required assessments are completed, including educational assessments, when initial evaluations and re-evaluations are conducted. Evidence: * Completed educational assessments
* Notices of proposed school action (N1), and amendments or revised IEPs, if applicable
* Revised procedures and internal monitoring system
* Staff training agenda, training materials, and attendance sheets
* Results of record review
* Root cause analysis and corrective action, if applicable
 |
| **Measurement Mechanism:** Continuing after the completion deadline, Baystate Academy Charter School will conduct internal monitoring activities each semester to ensure ongoing compliance with assessment requirements. For any identified noncompliance, the school will conduct a root cause analysis and implement appropriate corrective actions. Additionally, all relevant special education staff will be provided with training at the beginning of the school year on the required assessments for eligibility determination. |
| **Completion Timeframe:** 03/03/2024 |
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| **Improvement Area 2** |
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| **Criterion:** SE 6 - Determination of transition services |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of student records and staff interviews indicated that the charter school does not always begin the secondary transition planning process no later than when the student is 14 years old. Additionally, eligible students of transition age are not always invited and encouraged to attend part or all of Team meetings when transition services are discussed. Furthermore, Transition Planning Forms are not consistently reviewed and updated annually. |
| **LEA Outcome:** Baystate Academy Charter School will ensure that transition planning for eligible students begins no later than when the student is 14 years old. Additionally, the charter school will ensure that eligible students of transition age are always invited and encouraged to attend part or all of Team meetings when transition services are discussed. The school will also review and update Transition Planning Forms annually until the new Massachusetts DESE IEP is implemented at the school. Upon implementation, the school will annually review and update the Postsecondary Transition Planning section of the IEP. |
| **Action Plan:** By October 13, 2023, Baystate Academy Charter School will complete the Transition Planning Forms for the two students identified by the Department and reconvene the Teams to review, amend, or revise the IEP, as necessary. The school will ensure that the identified students are invited and encouraged to attend the team meeting. By November 17, 2023, the school will update the postsecondary transition planning procedures and conduct training for all special education staff on the procedures. The procedures will include an internal monitoring system to ensure future compliance and administrative oversight. By March 3, 2024, the school will submit the results of a review of applicable student records to ensure that all postsecondary transition procedures are implemented no later than when the student is 14 years old. For any identified noncompliance, the school will conduct a root cause analysis and implement appropriate corrective actions. |
| **Success Metric:** By March 2024 and beyond, Baystate Academy Charter School will ensure that all required postsecondary activities begin no later than when the student is 14 years old. Evidence * Team meeting invitation, N1, completed Transition Planning Forms, revised IEP
* Revised procedures and internal monitoring system
* Staff training agenda, training materials, and attendance sheets
* Results of record review
* Results of the root cause analysis and corrective actions, if applicable
 |
| **Measurement Mechanism:** Continuing after the completion deadline, Baystate Academy Charter School will conduct internal monitoring activities each quarter to ensure ongoing compliance with the requirements for postsecondary transition planning. For any noncompliance identified, the school will conduct a root cause analysis and implement appropriate corrective actions, including reconvening IEP Teams for any identified students, completing Transition Planning Forms, and revising the IEPs. Additionally, all relevant special education staff will be provided with training at the beginning of the school year on postsecondary transition planning. |
| **Completion Timeframe:** 03/03/2024 |
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| **Improvement Area 3** |
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| **Criterion:** SE 8 - IEP Team composition and attendance |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of student records and staff interviews indicated that when a Team member does not attend the Team meeting, the charter school does not always follow the required procedures, including the following: * Documenting, in writing, that the charter school and the parent agree the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed; or
* Documenting, in writing, the charter school and the parent agree to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting.
 |
| **LEA Outcome:** Baystate Academy Charter School will ensure that the charter school follows the required procedures for Team meeting attendance, including the following: * Documenting, in writing, that the charter school and the parent agree the attendance of the Team member is not necessary because the member's area of the curriculum or related service is not being modified or discussed; or
* Documenting, in writing, the charter school and the parent agree to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting.
 |
| **Action Plan:** By October 13, 2023, Baystate Academy Charter School will revise the Team meeting attendance procedures to include all requirements. The procedures will include an internal monitoring system to ensure future compliance and administrative oversight. By November 17, 2023, the school will provide training to all special education staff on the updated Team meeting attendance procedures. By March 3, 2024, the charter school will submit the results of a review of student records to ensure that Team meeting attendance procedures are implemented. For any noncompliance identified, the school will conduct a root cause analysis and implement appropriate corrective action. |
| **Success Metric:** By March 2024 and beyond, Baystate Academy Charter School will implement all required procedures when a Team member does not attend an IEP Team meeting. Evidence: * Revised procedures and internal monitoring system
* Staff training agenda, training materials, and attendance sheets
* Results of record review
* Results of the root cause analysis and corrective actions, if applicable
 |
| **Measurement Mechanism:** Continuing after the completion due date, Baystate Academy Charter School will review a sample of student records each semester to determine if Team meeting attendance procedures were implemented as required. For any noncompliance identified, the school will conduct a root cause analysis and implement appropriate corrective actions. Additionally, the school will provide annual training to all special education staff on Team meeting attendance requirements and the necessary documentation. |
| **Completion Timeframe:** 03/03/2024 |
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| **Improvement Area 4** |
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| **Criterion:** SE 13 - Progress Reports and content |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of student records and staff interviews indicated that the charter school does not consistently provide written progress reports to parents on the student's progress towards reaching the annual goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. |
| **LEA Outcome:** Baystate Academy Charter School will ensure that written progress reports are provided to parents on the student's progress towards reaching the annual goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. |
| **Action Plan:** By October 13, 2023, Baystate Academy Charter School will review and revise, as necessary, the procedures for issuing written progress reports. The procedures will include an internal monitoring system to ensure future compliance and administrative oversight. By November 17, 2023, the school will provide training to all relevant staff on the revised procedures for issuing written progress reports.  By March 3, 2024, the school will submit the results of a review of student records to determine if progress reports were issued as required. For any noncompliance identified, the school will conduct a root cause analysis and implement appropriate corrective action. |
| **Success Metric:** By March 2024 and beyond, Baystate Academy Charter School will ensure that parents are provided with written progress reports on the student's progress towards reaching the annual goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. Evidence: * Revised procedures and internal monitoring system
* Staff training agenda, training materials, and attendance sheets
* Results of record review
* Results of the root cause analysis and corrective actions, if applicable
 |
| **Measurement Mechanism:** Continuing after the completion deadline, Baystate Academy Charter School will conduct internal monitoring activities each quarter to ensure ongoing compliance with progress report requirements. For any identified noncompliance, the school will conduct a root cause analysis and implement appropriate corrective actions. Additionally, all relevant special education staff will be provided with training at the beginning of the school year on progress report requirements. |
| **Completion Timeframe:** 03/03/2024 |
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| **Improvement Area 5** |
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| **Criterion:** SE 14 - Review and revision of IEPs |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of student records indicated that IEP Teams do not always meet at least annually, on or before the anniversary date of the IEP, to consider the student's progress and to review, revise, and develop a new IEP or refer the student for a reevaluation, as appropriate. In addition, immediately following the development of the IEP, the school does not always provide the parents with the proposed IEP and proposed placement. |
| **LEA Outcome:** Baystate Academy Charter School will ensure that a Team meeting is always held at least annually, on or before the anniversary of the IEP, to consider the student's progress and to review, revise, and develop a new IEP or refer the student for a re-evaluation, as appropriate. Additionally, the charter school will always provide parents/guardians with a proposed IEP and proposed placement immediately following the development of the IEP. |
| **Action Plan:** By October 13, 2023, the school will revise the IEP timeline and provision procedures and develop an internal monitoring system to ensure ongoing compliance.  By November 17, 2023, the school will provide training to all relevant staff on the requirements for conducting annual IEP reviews and the immediate provision of the proposed IEP and placement. By March 3, 2024, the school will submit the results of a review of student records to ensure compliance with the requirements for annual reviews and immediate provision of the proposed IEP and placement. For any identified noncompliance, the school will conduct a root cause analysis and implement appropriate corrective actions. |
| **Success Metric:** By March 2024 and beyond, Baystate Academy Charter School will ensure that IEP Team meetings are held at least annually, on or before the anniversary date of the IEP, to consider the student's progress and to review, revise or develop a new IEP. Additionally, the school will ensure that parents are provided with the proposed IEP and placement immediately following the development of the IEP. Evidence: * Revised procedures and internal monitoring system
* Staff training agenda, training materials, and attendance sheets
* Results of record review
* Results of the root cause analysis and corrective actions, if applicable
 |
| **Measurement Mechanism:** Continuing after the completion deadline, Baystate Academy Charter School will conduct internal monitoring activities each semester to ensure ongoing compliance with the requirements for IEP timelines and provision of the IEP. For any noncompliance identified, the school will conduct a root cause analysis and implement appropriate corrective actions. Additionally, all special education staff will be provided with training at the beginning of the school year on the procedures. |
| **Completion Timeframe:** 03/03/2024 |
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| **Improvement Area 6** |
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| **Criterion:** SE 20 - Least restrictive program selected |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** An analysis of data and staff interviews indicated that IEP Teams do not always consider the least restrictive environment for students when making special education placement decisions. The charter school's data demonstrated the following: * Approximately 44.9% of eligible special education students are served in full inclusion, a rate significantly lower than the state rate of approximately 67.2%.
 |
| **LEA Outcome:** Baystate Academy Charter School will ensure that the least restrictive environment is always considered in order to maximize inclusive opportunities for special education students. The school will also ensure that all teachers are appropriately trained in providing supports to students in general education classrooms. |
| **Action Plan:** By October 13, 2023, Baystate Academy Charter School will assemble an appropriate team comprised of school administrators, teachers, and parents who will be responsible for analyzing data; conducting a root cause analysis; and developing an action plan to address the low inclusion rates and the provision of appropriate supports in the general education classroom. By November 17, 2023, the team will conduct a data analysis and identify and prioritize actionable root causes. Evidence will include meeting agendas, data analysis results, and summary of the root cause analysis and prioritization. The charter school will prioritize staff professional development and training on supports for students in the general education classroom. By December 18, 2023, the team will develop and submit an action plan to address overall inclusion rates and supports for students in the general education classroom. Subsequent progress updates will be based on the steps outlined in the action plan. |
| **Success Metric:** Baystate Academy Charter School will ensure that all IEP Teams consider the least restrictive environment for students when making special education placement decisions. The low rates of full inclusion placements will be resolved through action steps and progress monitoring based on a thorough root cause analysis. Evidence: * List of data team review members
* Data team meeting agenda
* Results of data analysis
* Root cause analysis and action plan
* Additional evidence based on steps in action plan
 |
| **Measurement Mechanism:** Continuing after the completion deadline, the school will regularly review placement data to ensure continued improvement in overall inclusion rates and evaluate teacher readiness to support students in the general education classroom. For any identified lack of improvement, school leadership will conduct a root cause analysis and implement appropriate corrective actions. Other initiatives will be implemented based on the root cause analysis, action plan, and results from ongoing progress monitoring. |
| **Completion Timeframe:** 03/03/2024 |
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| **Improvement Area 7** |
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| **Criterion:** SE 25 - Parental consent |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of student records and staff interviews indicated that although the charter school has developed procedures regarding parental consent, when parents fail or refuse to consent to the proposed IEP and placement, the school does not always make multiple attempts to obtain consent using a variety of methods which are documented by the school.  |
| **LEA Outcome:** When parental consent to the services proposed on a student's IEP is required, and the parent/guardian fails or refuses to consent, Baystate State Academy will always ensure multiple attempts are made to obtain consent using a variety of methods that are documented by the school. The methods will include written notices, emails, telephone calls, and, if necessary, home visits. |
| **Action Plan:** By October 13, 2023, Baystate Academy Charter School will review and revise, as necessary, the procedures for obtaining parental consent and documentation of attempts. The procedures will include an internal monitoring system to ensure future compliance and administrative oversight. By November 17, 2023, the school will provide training to all relevant special education staff on the procedures for obtaining parental consent and the school's system for documenting attempts and methods used to obtain parental consent. By March 3, 2024, the school will submit results of a review of records for which parental consent to the IEP was not obtained to determine if multiple efforts were made through a variety of methods that were documented. For any noncompliance identified, the school will conduct a root cause analysis and implement appropriate corrective action. |
| **Success Metric:** By March 2024 and beyond, when parental consent is required, and the parent fails to provide consent, Baystate Academy Charter School will ensure that multiple attempts are made to secure parental consent through a variety of methods that are documented. Evidence: * Revised procedures and internal monitoring system
* Staff training agenda, training materials, and attendance sheets
* Results of record review
* Results of the root cause analysis and corrective actions, if applicable
 |
| **Measurement Mechanism:** Continuing after the completion due date, each semester the school will implement internal monitoring activities to determine if the required procedures are followed when a parent fails or refuses to provide consent. For any noncompliance identified, the school will conduct a root cause analysis and implement appropriate corrective actions. Additionally, all special education staff will be provided with training at the beginning of the school year on the procedures. |
| **Completion Timeframe:** 03/03/2024 |
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| **Improvement Area 8** |
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| **Criterion:** SE 34 - Continuum of alternative services and placements |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** See SE 20 regarding the lack of inclusive opportunities for students within the special education continuum of alternative services and placements. |
| **LEA Outcome:** See SE 20. |
| **Action Plan:** See SE 20. |
| **Success Metric:** See SE 20. |
| **Measurement Mechanism:** See SE 20. |
| **Completion Timeframe:** 03/03/2024 |
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| **Improvement Area 9** |
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| **Criterion:** SE 47 - Procedural requirements applied to students not yet determined to be eligible for special education |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and staff interviews indicated that the school does not have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility for instances when the school had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action. |
| **LEA Outcome:** Baystate Academy Charter School will ensure that the school' s procedures for evaluations include provision of an expedited evaluation to determine eligibility in instances where the school had no reason to consider the student disabled, and the parent requests an evaluation subsequent to a disciplinary action. |
| **Action Plan:** By October 13, 2023, Baystate Academy Charter School will update discipline and evaluation procedures to include provision of an expedited evaluation. By November 17, 2023, the charter school will provide training to all relevant staff on the updated discipline and evaluation procedures. |
| **Success Metric:** By March 2024 and beyond, Baystate Academy Charter School will ensure the school' s procedures for evaluations include provision of an expedited evaluation to determine eligibility in instances where the school had no reason to consider the student disabled, and the parent requests an evaluation subsequent to a disciplinary action. Evidence: * Revised procedures
* Staff training agenda, training materials, and attendance sheets
 |
| **Measurement Mechanism:** Continuing after the completion deadline, the school will annually review and update, as necessary, procedures to ensure compliance. The school will also conduct quarterly monitoring activities to ensure the procedures are followed when the need for expedited evaluation arises. For any noncompliance identified, the school will conduct a root cause analysis and implement appropriate corrective actions. Additionally, all special education staff will be provided with training at the beginning of the school year on the procedures. |
| **Completion Timeframe:** 03/03/2024 |
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| **Improvement Area 10** |
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| **Criterion:** CR 10C - Student Discipline |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and staff interviews indicated that the charter school has developed procedures for reviewing discipline data to identify trends and areas of improvement. However, the school does not disaggregate data by student subgroups, including race, ethnicity, gender, socio-economic status, English language learner status, and disability status to assess the extent and impact of disciplinary actions on specific student subgroups and to modify practices to address any discrepancies. The charter school's discipline data indicated the following: * The discipline rate for all students is approximately 25.2%, a rate significantly higher than the state rate of approximately 4.2%.
* The discipline rate for students with disabilities is approximately 31.6%, a rate significantly higher than the state rate of approximately 23.5%.
* The discipline rate for African American students is approximately 32.1%, a rate higher than the rate of all other student racial groups of approximately 21.8%.
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| **LEA Outcome:** Baystate Academy Charter School will ensure that student discipline data is periodically reviewed and disaggregated by student subgroups, including race, ethnicity, gender, socio-economic status, English language learner status, and disability status to assess the extent and impact of disciplinary actions on specific student subgroups and to modify practices to address any discrepancies. The school will also ensure that the high overall rate and current disparities in student discipline data are addressed and resolved. |
| **Action Plan:** By October 13, 2023, Baystate Academy Charter School will update procedures and provide training for all administrative staff on the periodic review of discipline data; disaggregation by student subgroups; modification of disciplinary practices; and the use of alternatives to suspension. By November 17, 2023, the school will conduct a root cause analysis for the overall high rates of student discipline and a root cause analysis for the current discrepancies found for African American students and students with disabilities. Evidence will include meeting agendas and summary of the root cause analyses and prioritization.  By December 18, 2023, the school will develop and submit action plans to address the overall discipline rate and identified discrepancies for African American students and students with disabilities. Subsequent progress updates will be based on the steps outlined in the action plans. |
| **Success Metric:** Bay State Academy Charter School will ensure that discipline data is periodically assessed, and any subgroup discrepancies are addressed through modification of disciplinary practices. The charter school will also continuously monitor progress to ensure that modifications effectively resolve discrepancies in any subgroup, including African American students and students with disabilities. Evidence: * Updated discipline review procedures
* Training materials, agenda, and attendance
* Results of the root cause analysis for overall discipline rates
* Results of the root cause analysis for identified discrepancies
* Action and progress monitoring plans
* Results of subsequent data analysis
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| **Measurement Mechanism:** Continuing after the completion due date, the school's administrative team will conduct quarterly reviews of discipline data to address the overall discipline rate; identify any discrepancies by student subgroups; and implement alternative interventions to address the discrepancies. Additionally, the school will provide annual training for relevant staff on student discipline requirements. Other initiatives will be implemented based on the root cause analysis, action plan, and results from ongoing progress monitoring. |
| **Completion Timeframe:** 12/18/2023 |
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