



Greater Lawrence Technical School

Tiered Focused Monitoring Report

Continuous Improvement and Monitoring Plan

**For Group A Universal Standards
Tier Level 1**

Dates of Onsite Visit: February 8-11, 2022

Date of Final Report: June 30, 2022



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Commissioner of Elementary and Secondary Education

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
TIERED FOCUSED MONITORING REPORT**

Greater Lawrence Technical School

TIERED FOCUS MONITORING REPORT INTRODUCTION..... 3
TIERED FOCUSED MONITORING FINAL REPORT..... 6
DEFINITION OF COMPLIANCE RATINGS 7
SUMMARY OF COMPLIANCE CRITERIA RATINGS 8
SUMMARY OF INDICATOR DATA REVIEW..... 9
CONTINUOUS IMPROVEMENT AND MONITORING PLAN 10

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION TIERED FOCUS MONITORING REPORT INTRODUCTION

During the 2021-2022 school year, Greater Lawrence Technical 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 effective March 1, 2007.

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

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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.

Tier	Title	Description	Level of Risk
1	Self-Directed Improvement	Data points indicate no concern on compliance and student outcomes.	Meets requirements
2	Directed Improvement	No demonstrated risk in areas with close link to student outcomes.	Low
3	Corrective Action	Areas of concern include both compliance and student outcomes.	Moderate
4	Cross-unit Support and Corrective Action	Areas of concern have a profound effect on student outcomes and ongoing compliance.	High

For the 2021-2022 school year, the tier assignments are based on:

- 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 State Performance Plan/Annual Performance Reports (SPP/APR) compliance Indicator data for Indicators 11, 12, and 13 (Group A only)
 - Indicator 11: Child Find
 - Indicator 12: Early Childhood Transition
 - Indicator 13: Secondary Transition
- Special education SPP/APR performance Indicator data for Indicators 5 & 6
 - Indicator 5: Education Environments (6-21)
 - Indicator 6: Preschool Environments
- Significant Disproportionality data 2019-2020 & 2020-2021

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 or CAP. **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 Greater Lawrence Technical School

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review at Greater Lawrence Technical School during the week of February 8, 2022, 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.
- Upon completion of the self-assessment, the school submitted the data to the Department for review.
- School review of student records related to the Indicator Data Collection for Indicators 11, 12, and 13.

On-site Verification Phase (dependent upon Group A or Group B Universal Standards):

- 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 other 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 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.

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.) The Tiered Focused Monitoring Reports do not include criteria receiving a rating of "Implemented" or "Not Applicable." This will allow the school and the Department to focus their efforts on those areas requiring corrective action. Schools are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans.

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.
Implemented	The requirement is substantially met in all important aspects.
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.

Greater Lawrence Technical School

SUMMARY OF COMPLIANCE CRITERIA RATINGS

	Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Requirements
IMPLEMENTED	SE 1, SE 2, SE 3, SE 3A, SE 7, 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 35, SE 40, SE 41, SE 43, SE 48, SE 49	CR 13, CR 14
PARTIALLY IMPLEMENTED	SE 6, SE 8	CR 18
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>>.

SUMMARY OF INDICATOR DATA REVIEW

As part of the self-assessment process for 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 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:

	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 6 - Determination of transition services
Rating: Partially Implemented
Description of Current Issue: A review of student records and staff interviews indicated that beginning no later than when the student is 14 years old, the Team discusses the student's transition needs annually. However, the IEP and the Transition Planning Form do not always include measurable annual skill-based goals and transition services needed to reasonably enable the student to meet his or her post-secondary goals.
LEA Outcome: Greater Lawrence Technical School (GLTS) will ensure all Transition Planning Forms (TPFs) and IEPs include measurable annual skill-based goals and transition services needed to reasonably enable the student to meet his or her post-secondary goals.
<p>Action Plan: By August 19, 2022, GLTS will update transition planning procedures that include an internal monitoring system and provide training to relevant staff.</p> <p>By October 12, 2022, GLTS will reconvene the IEP Teams for the four students identified by the Department to review and update their TPF and IEP annual skill-based goals and services.</p> <p>By January 10, 2023, GLTS will conduct an internal review of a sample of records for students 14 years and older, subsequent to corrective actions, for evidence that IEPs and TPFs include measurable annual skill-based goals and transition services needed to reasonably enable the student to meet post-secondary goals. Furthermore, the district will conduct a root cause analysis and determine appropriate corrective action for any identified non-compliance.</p>
<p>Success Metric: By January 2023 and beyond, TPFs and IEPs will include measurable annual skill-based goals and transition services needed to reasonably enable the student to meet post-secondary goals.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Updated procedures for transition planning • Internal monitoring system • Agenda, training materials, and attendance sheets • Copies of updated IEPs, TPFs, N3As, and N1s for the students identified by the Department • Results of record review, root cause analysis, and corrective action steps, as appropriate
Measurement Mechanism: Continuing after the completion deadline, the Director of Special Education will review at least five (5) records annually to ensure TPFs and IEPs include measurable annual skill-based goals and transition services needed to reasonably enable the student to meet post-secondary goals. If non-compliance is identified, the school will conduct a root cause analysis and determine appropriate corrective action, including additional training.
Completion Timeframe: 01/10/2023

Improvement Area 2**Criterion:** SE 8 - IEP Team composition and attendance**Rating:** Partially Implemented**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 school does not always follow the required procedures, including the following:

- Documenting, in writing, that the 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 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: Greater Lawrence Technical School (GLTS) will ensure the attendance of all required IEP Team members for the duration of the IEP meeting, and when a Team member does not attend the Team meeting, the school will follow the required procedures, including the following:

- Documenting, in writing, that the 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 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 12, 2022, GLTS will train general and special education staff and supervising administrators including the principal, assistant principals, vocational supervisors, and athletic director on the existing procedures for IEP Team composition and attendance.

By January 10, 2023, GLTS will conduct an internal review of a sample of student records, subsequent to corrective actions, for evidence of compliance with the IEP Team composition and attendance procedures. Furthermore, the district will conduct a root cause analysis and determine appropriate corrective action for any identified non-compliance.

Success Metric: By January 2023 and beyond, Greater Lawrence Technical School will ensure that appropriate IEP attendance procedures are always followed.

Evidence:

- Agendas, training materials, and attendance sheets
- Results of record review, root cause analysis, and corrective action steps, as appropriate

Measurement Mechanism: Continuing after the completion deadline, the Director of Special Education will conduct quarterly record reviews to ensure the required IEP Team composition and attendance procedures are followed. If non-compliance is identified, the school will conduct a root cause analysis and determine appropriate corrective action, including additional training.**Completion Timeframe:** 01/10/2023

Improvement Area 3**Criterion:** CR 18 - Responsibilities of the school principal**Rating:** Partially Implemented**Description of Current Issue:** A review of documents and staff interviews indicated that although the school developed a curriculum accommodation plan during the 2021-2022 school year that includes direct and systematic instruction in reading and services to address the needs of children whose behavior may interfere with learning, staff are not familiar with the plan and do not consistently provide such instruction and services within the general education classroom.**LEA Outcome:** Greater Lawrence Technical School (GLTS) will ensure all instructional staff are familiar with the curriculum accommodation plan that includes direct and systematic instruction in reading and services to address the needs of children whose behavior may interfere with learning. Staff will consistently provide such instruction and services within the general education classroom.**Action Plan:** By October 12, 2022, GLTS will provide training for all instructional staff on implementation of the curriculum accommodation plan.

By January 10, 2022, GLTS will develop an internal monitoring system to assess the effectiveness of curriculum accommodations. This system shall include a review of data and systems, including special education student placement, class enrollment, and course performance, along with meeting notes from stakeholders to assess the implementation of the curriculum accommodation plan. GLTS will develop a summary of internal monitoring and for any concerns identified, implement a corrective action plan, including additional training.

Success Metric: By January 2023 and beyond, Greater Lawrence Technical School will ensure accommodations, instruction, and services are provided within the general education classroom in order to meet the needs of diverse learners.

Evidence:

- Agendas, training materials, and attendance sheets
- Summary of internal monitoring, including relevant data, systems, and meetings to solicit stakeholder (staff, student, and parents) feedback
- Corrective action plan for any identified concerns

Measurement Mechanism: Twice each school year, building administrators will assess the implementation of the curriculum accommodation plan through classroom observations, analysis of student data, and stakeholder feedback. For any identified concerns, administrators will develop and implement a corrective action plan.**Completion Timeframe:** 01/10/2023