



**Leicester Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

**For Group B Universal Standards**  
**Tier Level 2**

**Dates of Onsite Visit: November 18-19, 2021**

**Date of Final Report: January 12, 2022**



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

**Leicester Public Schools**

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## MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION REPORT INTRODUCTION

During the 2021-2022 school year, Leicester Public Schools 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 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.

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- 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

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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 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 implements 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**

### **Leicester Public Schools**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Leicester Public Schools during the week of November 15, 2021, to evaluate the implementation of Group B 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, to observe classroom facilities, and to review the programs underway in the district.

In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

#### **Self-Assessment Phase:**

- District review of special education and civil rights documentation for required elements, including document uploads.
- Upon completion of the self-assessment, the district submitted the data to the Department for review.

#### **On-site Verification Phase:**

- Interviews of staff consistent with those criteria selected for onsite verification.
- Interview of a parent advisory council (PAC) representative and 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 district's implementation of special education programs, related services, and procedural requirements.
- Observations of classrooms and other facilities: The onsite team visited a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

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 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.

## DEFINITION OF COMPLIANCE RATINGS

<b>Commendable</b>	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
<b>Implemented</b>	The requirement is substantially met in all important aspects.
<b>Implementation in Progress</b>	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.
<b>Partially Implemented</b>	The requirement, in one or several important aspects, is not entirely met.
<b>Not Implemented</b>	The requirement is totally or substantially not met.
<b>Not Applicable</b>	The requirement does not apply to the school district or charter school.

## Leicester Public Schools

### SUMMARY OF COMPLIANCE CRITERIA RATINGS

	Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Requirements
<b>IMPLEMENTED</b>	SE 15, SE 32, SE 35, SE 36, SE 50, SE 51, SE 52, SE 54, SE 55, SE 56	CR 3, CR 7, CR 7A, CR 7B, CR 7C, CR 8, CR 10A, CR 10B, CR 10C, CR 12A, CR 16, CR 17A, CR 20, CR 21, CR 22, CR 23
<b>PARTIALLY IMPLEMENTED</b>		CR 24, CR 25
<b>NOT IMPLEMENTED</b>		
<b>NOT APPLICABLE</b>	SE 52A	

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>>.

**CONTINUOUS IMPROVEMENT MONITORING PLAN**

<b>Improvement Area 1</b>
<b>Criterion:</b> CR 24 - Curriculum review
<b>Rating:</b> Partially Implemented
<b>Description of Current Issue:</b> A review of documents and interviews indicated that the district has developed a plan to ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. The plan also ensures that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials. However, interviews indicated that the plan has not yet been implemented across the district.
<b>LEA Outcome:</b> Leicester Public Schools will implement the plan they have developed to ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. The district will ensure that appropriate activities, discussions and/or supplemental materials are used to provide balance and context for any such stereotypes depicted in such materials.
<p><b>Action Plan:</b> By March 9, 2022, Leicester Public Schools will form an Instructional Leadership Team (ILT) to include teachers from each school, school administrators, district administrators, a school committee member, and parent and student representatives. The ILT will develop procedures and a screening tool for the purpose of evaluating all educational materials for bias. If materials do contain bias, a written plan will be developed to provide context and balance when using the materials. Evidence will include a list of ILT team members, procedures, and the screening tool.</p> <p>By March 9, 2022, Leicester Public Schools will also submit the description of an internal monitoring system that includes administrative oversight of training, classroom observations, completion of the screening tool, and provision of feedback.</p> <p>By September 9, 2022, Leicester Public Schools will provide training to all teachers on the procedures, screening tool, and plans for addressing identified bias and stereotypes. Evidence will include agendas, training materials, and sign-in sheets.</p> <p>By October 28, 2022, Leicester Public Schools will submit the results of internal monitoring. For any concerns identified, the district will implement appropriate corrective action, including feedback and additional staff training, when necessary.</p>

## CONTINUOUS IMPROVEMENT MONITORING PLAN

<b>Improvement Area 1</b>
<p><b>Success Metric:</b> By October 2022 and beyond, all individual teachers in Leicester Public Schools will review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. Additionally, the district will ensure that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any stereotypes depicted in materials. Leicester Public Schools will implement an internal monitoring system which includes administrative oversight, classroom observations, completed screening tools review, and the provision of feedback, as necessary.</p> <p>Evidence:</p> <ul style="list-style-type: none"><li>-List of ILT members</li><li>-Procedures</li><li>-Educational materials screening tool</li><li>-Description of internal monitoring system</li><li>-Staff training agenda, training materials, signed attendance sheets</li><li>-Results of internal monitoring, including completed screening tools and corrective action</li></ul>
<p><b>Measurement Mechanism:</b> By October 30th of each school year, Leicester Public Schools will provide training to all staff on the procedures and tools developed to ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. This annual training will ensure that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in materials. Leicester Public Schools will implement a quarterly internal monitoring system to ensure procedures are followed and to address any specific areas of concern with additional feedback and training for staff.</p>
<p><b>Completion Timeframe:</b> 10/28/2022</p>

**CONTINUOUS IMPROVEMENT MONITORING PLAN**

<b>Improvement Area 2</b>
<b>Criterion:</b> CR 25 - Institutional self-evaluation
<b>Rating:</b> Partially Implemented
<p><b>Description of Current Issue:</b> A review of documents and interviews indicated that the district has developed a plan to evaluate all aspects of its K-12 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. The plan includes the development of surveys, a protocol and checklist for equity walks, and implicit bias training for all staff. However, interviews indicated that the plan has not yet been implemented across the district.</p>
<p><b>LEA Outcome:</b> Leicester Public Schools will implement the plan they have developed for conducting the institutional self-evaluation 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 K-12 programs, including athletics and other extracurricular activities.</p>
<p><b>Action Plan:</b> By March 9, 2022, the Leicester Public Schools Instructional Leadership Team (ILT) will develop procedures for completing a self-evaluation that include protocols for completing equity walks and data reviews; survey distribution; analysis of data and feedback; and plans for corrective actions. The procedures will also include clear implementation timelines and designate appropriate staff for completion. The ILT will develop evaluation tools including a checklist for equity walks and data review and surveys for students, parents, and staff. Evidence will include procedures, checklists, and sample surveys.</p> <p>By September 9, 2022, Leicester Public Schools will provide training to the appropriate staff on the procedures and protocols for conducting an annual self-evaluation. Evidence will include agendas, training materials, and sign-in sheets.</p> <p>By October 28, 2022, Leicester Public Schools will submit the results of the self-evaluation including a summary of the equity walks, analysis of data points chosen by the ILT, and results of the surveys, along with a plan to address any findings. The evaluation and corresponding action plan will be reviewed with the school committee.</p>
<p><b>Success Metric:</b> By October 2022 and beyond, Leicester Public Schools will conduct an annual institutional self-evaluation 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 K-12 programs, including athletics and other extracurricular activities. Leicester Public Schools will make such changes as are indicated by the evaluation.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>-Self-evaluation procedures</li> <li>-Equity-walk and Data Review checklists</li> <li>-Surveys for parents, students, and staff</li> <li>-Narrative summary of the institutional self-evaluation, with recommended changes based on results</li> </ul>

## CONTINUOUS IMPROVEMENT MONITORING PLAN

Improvement Area 2
<b>Measurement Mechanism:</b> Leicester Public Schools will annually conduct an institutional self-evaluation, make changes based on the results of the self-evaluation, and report to the school committee on the outcomes of the review.
<b>Completion Timeframe:</b> 10/28/2022