Pembroke Public Schools

Tiered Focused Monitoring Report

For Group B Universal Standards
Tier Level 1

Date of Onsite Visit: January 8, 2020
Date of Final Report: March 11, 2020

Jeffrey C. Riley
Commissioner of Elementary and Secondary Education
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 Pembroke Public Schools included:

Self-Assessment Phase:
- District reviewed special education and civil rights documentation for required elements including document uploads.
- Upon completion of this internal review, the district'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 district's implementation of special education programs, related services, and procedural requirements.
- Interviews of staff consistent with those criteria selected for onsite verification.
- 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.
**DEFINITION OF COMPLIANCE RATINGS**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>Commendable</td>
<td>Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.</td>
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<tr>
<td>Implemented</td>
<td>The requirement is substantially met in all important aspects.</td>
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<tr>
<td>Implementation in Progress</td>
<td>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.</td>
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<tr>
<td>Partially Implemented</td>
<td>The requirement, in one or several important aspects, is not entirely met.</td>
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<tr>
<td>Not Implemented</td>
<td>The requirement is totally or substantially not met.</td>
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<tr>
<td>Not Applicable</td>
<td>The requirement does not apply to the school district or charter school.</td>
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**Improvement Area 1**

**Criterion:** CR 25 - Institutional self-evaluation

**Rating:** Partially Implemented

**Description of Current Issue:** A review of documentation and administrator interviews indicated that the district does not annually review all aspects of its K-12 programming 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:** Pembroke Public Schools will review all aspects of the K-12 programming 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 and, if applicable, create an action plan to address any concerns identified.

**Action Plan:** The district will conduct a self-evaluation of K-12 programming through equity walks, surveys, and review of data points. The district will include administrators, content supervisors, teachers, students and families in this evaluation. Specifically, the evaluation will include:

1) Equity Walks: By April 22, 2020, Administrative Teams will "walk" through all five buildings and observe a variety of classes/courses to evaluate our teachers' ability to support equity and inclusion for all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability or housing status.

2) Equity Data Walks: By May 20, 2020, Administrative Teams will conduct data walks to analyze and discuss equity using achievement data; entrance criteria for advanced programming; supports for students; policies and handbook procedures; data on bullying and discipline; complaints about accessibility; athletics and extracurricular participation; and distribution of students in programs.

3) Surveying/Questionnaires: By June 19, 2020, the district will conduct surveys for administrators, teachers, families, and students to obtain feedback about equal access for all students to the district's programs, including athletics and other extracurricular activities and, if applicable, create an action plan to address any identified concerns.

4) Survey Results: By October 19, 2020, the district will analyze survey results, identify discrepancies or concerns, and set Smart Goals and timelines to address any identified areas of concern.

**Success Metric:** The district will provide assurance to the Department that each of the following steps are accomplished:

- Equity walks will be conducted in all five school buildings in the district.
- Student data will be analyzed and discussed.
- Surveys will be conducted for administrators, teachers, families, and students.
- Identified areas of concern will be addressed by setting Smart Goals with timelines.

**Measurement Mechanism:** The district will conduct annual institutional self-evaluations to ensure 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 the district's programs,