

**Codman Academy Charter Public (District)**

**Tiered Focused Monitoring Report**

**Onsite Dates:** **March 8, 2023**

**Date of Final Report:** **04/07/2023**



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Commissioner of Elementary and Secondary Education

During the 2022-2023 school year, Codman Academy Charter Public (District) participated in a Tiered Focused Monitoring Review conducted by the Department’s Office of Language Acquisition (OLA). The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on English Learner Education.

District/charter schools are reviewed every six years through Tiered Focused Monitoring. There are 12 ELE criteria that target implementation of the requirements related to ELE programs under state and federal law and regulations:

ELE 1: Annual English Language Proficiency Assessment

ELE 2: State Accountability Assessment

ELE 3: Initial Identification of ELs and FELs

ELE 5: ELE Program and Services

ELE 6: Program Exit and Readiness

ELE 7: Parent Involvement

ELE 8: Declining Entry to a Program

ELE 10: Parental Notification

ELE 13: Fallow-up Support

ELE 14: Licensure Requirements

ELE 15: Professional Development Requirements

ELE 18: Records of ELs

Tiered Focused Monitoring allows for differentiated monitoring based on a district’s level of need, the Tiers are defined as follows:

Districts in Tiers 1 and 2 have been determined to have no or low risk:

* Tier 1: Data points indicate no concern on compliance and performance outcomes – meets requirements.
* Tier 2: No demonstrated risk in areas with close link to student outcomes – low risk.

Districts in Tiers 3 and 4 have demonstrated greater risk:

* Tier 3: Areas of concern include both compliance and student outcomes – moderate risk.
* Tier 4: Areas of concern have profound effect on student outcomes and ongoing compliance – high risk.

The monitoring process differs depending on the tier assigned to the district as well as the district’s previous tier assignment.

The review process includes the following:

1. Self-Assessment
* District reviews English Learner Education documentation for required elements including document uploads.
* District reviews a sample of English learner (EL) student records selected across grade levels and EL focus areas such as opt-out students, former ELs and students and/or parents who need translation and/or interpretation.
* Upon completion of these two internal reviews, the district’s self-assessment is submitted to the Department for review.
1. Verification
* Review of EL student records: The Department may select a sample of student records and request certain documentation to be uploaded to the WBMS as evidence of implementation of the ELE criteria.
* Review of additional documents for English Learner Education
* Surveys of parents of ELs: Parents of ELs are sent a survey that solicits information regarding their experiences with the district’s implementation of English Learner Education program(s), related services, and procedural requirements.
* Interviews of staff
* Classroom observations as applicable
* Parent and student focus groups as applicable

**Report:**

Within approximately 20 business days of the onsite visit, the onsite chairperson will forward to the superintendent or charter school leader the findings from the Tiered Focused Monitoring Review. Within 10 business days of receipt of the findings, the district reviews and comments on the findings for factual accuracy before they are finalized. After the report is finalized, districts develop a Continuous Improvement and Monitoring Plan (CIMP) for any criteria receiving a rating of "Partially Implemented," "Not Implemented," and “Implementation in Progress.” The CIMP outlines an action plan, identifies the success metric, describes the measurement mechanism and provides a completion timeframe to bring those areas into compliance with the controlling statute or regulation. District and charter schools are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans.

# **DEFINITION OF COMPLIANCE RATINGS**

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| **Implemented** | The requirement is substantially met in all important aspects. |
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| **Implementation in Progress** | This rating is used for criteria containing new or updated legal requirements and means that the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year. |
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| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
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| **Not Implemented** | The requirement is totally or substantially not met. |
| **Not Applicable**  | The requirement does not apply to the school district or charter school. |

For more information on the Tiered Focused Monitoring approach, please visit the Department’s [website](https://www.doe.mass.edu/ele/cpr/default.html).

Codman Academy Charter Public (District)

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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|  | **English Learner Education Requirements** |
| **IMPLEMENTED** | ELE 1, ELE 2, ELE 3, ELE 8, ELE 10, ELE 13, ELE 15, ELE 18 |
| **PARTIALLY****IMPLEMENTED** | ELE 5, ELE 6, ELE 7, ELE 14 |

| **Improvement Area** **1** |
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| **Criterion:** ELE 5 - Program Placement and Structure |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** The Department conducted a review to evaluate the effectiveness of programs serving English learners as required by M.G.L. c. 71A, § 7A. A review of data as a part of the evaluation of the charter school’s ELE program indicated that English learners do not demonstrate sufficient growth in English language acquisition and the ELE program needs improvement to promote and support the rapid acquisition of English language proficiency by ELs. The compliance issues are listed below:* Interviews and a review of documentation indicate that the charter school does not have an ESL curriculum. While the charter school has the flexibility to choose the appropriate setting and method of ESL instruction as part of their SEI program, the ESL instructional focus must include at a minimum unit plans of ESL curriculum that integrate the WIDA 2020 standards.
* Documentation and staff interviews also indicated that the charter school has not adopted procedures to identify English learners who do not meet English proficiency benchmarks and has not established a process for the charter school to: (i) identify areas in which identified English learners needs improvement and establish personalized goals for the identified English learners to attain English proficiency; (ii) assess and track the progress of English learners in the identified areas of improvement; (iii) review resources and services available to identified English learners that may assist said learners in the identified areas of improvement; and (iv) incorporate input from the parents or legal guardian of the identified English learner as required under M.G.L. c. 71A, § 11.
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| **Improvement Area 2** |
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| **Criterion:** ELE 6 - Program Exit and Readiness |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Staff interviews indicated that the charter school reclassifies students before they score at least 4.2 overall composite and 3.9 literacy composite on ACCESS. The charter school's reclassification practices allow students to be exited from the program if a team of professionals determines that a student has been successful in the general education classrooms. The charter school's current reclassification procedures are aligned with guidance, however staff practices are not in compliance with 603 CMR 14.02 that requires schools and districts to establish exit criteria in accordance with the Department guidelines. |

| **Improvement Area 3** |
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| **Criterion:** ELE 7 - Parent Involvement |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Interviews indicated that although the charter school provides translated documents and interpretation for families who need them, it does not have policies and procedures in place to ensure that competent, appropriately trained staff or outside resources provide translation and interpretation. Appropriate and competent translators or interpreters have proficiency in target languages, ease of written and oral expression, knowledge of specialized terms or concepts, expertise in the content being interpreted as well as have training on their role, the ethics of interpreting and translating, and the need for confidentiality. The district needs to ensure that all of its translations sent to families are from competent, appropriately trained staff or outside resources that meet its legal obligations. Therefore, the Department has determined that the charter school does not always provide effective language assistance to parents whose preferred language is not English and therefore, does not always meet the obligation to communicate effectively with parents to include them in matters pertaining to their children's education. Additionally, interviews and documentation indicated that the charter school does not have an English Learner Parent Advisory Council as required in M.G.L. c. 71A, § 6A. |

| **Improvement Area 4** |
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| **Criterion:** ELE 14 - Licensure Requirements |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Staff interviews and the relevant SEI Endorsement data indicated that most core academic teachers assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement, but some do not. Similarly, the administrator assigned to supervise or evaluate core academic teachers who provide sheltered English instruction to English learners does not hold the SEI Teacher Endorsement or the SEI Administrator Endorsement. |