DESE Logo


**Chelsea**

**Tiered Focused Monitoring Report**

**Onsite Dates:** **December 5-9, 2022**

**Date of Final Report:** **02/03/2023**



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Commissioner of Elementary and Secondary Education

During the 2022-2023 school year, Chelsea 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).

Chelsea

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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

| **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 of the district's ELE program to evaluate its effectiveness serving English learners as required by M.G.L. c. 71A, § 7A and identified some commendable practices such as services provided to Students with Limited or Interrupted Formal Education (SLIFE) in the Bridge Academy and the program available in the Chelsea Opportunity Academy (COA) for students who have struggled to be successful in traditional schools. The Department also identified the following compliance issues:  • The district places some students in different educational institutions such as Education Collaboratives to meet their unique needs; however, the district does not ensure that students who are English learners and who are placed in such programs receive ELE services and tested with ACCESS for ELLs as required by federal and state laws and regulations.  • While the district reviews proficiency benchmarks for all students every year and establishes individualized goals for EL students who have made the least progress toward meeting their English language proficiency benchmarks, the process to:   1. identify areas in which identified English learners needs improvement and establish personalized goals for the identified English learners to attain English proficiency; 2. assess and track the progress of English learners in the identified areas of improvement; 3. review resources and services available to identified English learners that may assist said learners in the identified areas of improvement; and 4. incorporate input from the parents or legal guardian of the identified English learner   needs to expand to all student who have not met their English language proficiency benchmarks as required under M.G.L. c. 71A, § 11. |

| **Improvement Area 2** |
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| **Criterion:** ELE 8 - Declining Entry to a Program |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Staff interviews and a review of the district documentation, including student records, indicated that the written confirmation of the withdrawal (opt-out request) is not provided annually to the school by the parent or legal guardian and such confirmation is not retained in the student's cumulative folder as required by G.L. c. 71A §12. Furthermore, a review of the documentation, students records and staff interviews also revealed that there is no formal monitoring mechanisms in place to ensure that opt-out students make progress in improving their academic and linguistic skills. |

| **Improvement Area 3** |
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| **Criterion:** ELE 10 - Parental Notification |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Interviews and a review of the documentation indicated that while the district sends annual notification to parents of ELs to inform them of a continuation of EL services and exit criteria, it does not currently have the procedures in place to inform parents of ELs of their rights to choose a language acquisition program among those offered by the school district and request a new language acquisition program.  Interviews and a review of the documentation, including student records, also indicated that the district does not have procedures in place to provide a copy of the department guidelines, materials describing the benchmarks and the English learning success template to the parent or guardian of each English learner, in the English learner's primary language, at the beginning of each school year or upon enrollment of the child in an English learner program if the enrollment is not concurrent with the beginning of the school year as required by G.L. C. 71A §11. |

| **Improvement Area 4** |
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| **Criterion:** ELE 13 - Follow-up Support |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation submitted indicates that there are procedures in place to monitor whether language or academic deficits may exist for students who have been exited from the ELE program and who have been reclassified as Former English Learners (FELs); however, the district should have a stronger system for ongoing FEL support that includes parent communication to address the needs of FELs as identified during the monitoring process. |

| **Improvement Area 5** |
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| **Criterion:** ELE 14 - Licensure Requirements |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of the bilingual endorsement data with district staff indicated that not all of the teachers who provide instruction in a language other than English in the district's bilingual program hold bilingual endorsement. |

| **Improvement Area 6** |
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| **Criterion:** ELE 18 - Records of ELs |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of the documents requested from the district indicated that the district does not consistently keep all the required documents in students' EL records. |