

**North Andover Public School District**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

**Onsite Dates:** **May 17-22, 2021**

**Date of Final Report:** **06/14/2021**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, North Andover Public School 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 except the districts that repeat as Tier 4 for three consecutive years. These districts’ ELE programs are reviewed every 3 years until such time they are no longer Tier 4.

There are 13 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/Self-Directed Improvement: Data points indicate no concern on compliance and performance outcomes – meets requirements.
* Tier 2/Directed Self-Improvement: 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/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 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

**Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews**

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, all districts in Tiers 1 and 2, as part of the reporting process, will 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**

|  |  |
| --- | --- |
| **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 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. |
|  | |
| **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. |

For more information on the Tiered Focused Monitoring approach, please go to: [*https://www.doe.mass.edu/ele/cpr/*](https://www.doe.mass.edu/ele/cpr/)

North Andover Public School District

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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

| **Improvement Area** **1** |
| --- |
| **Criterion:** ELE 3 - Initial Identification of ELs and FELs |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** Interviews and student records indicated that the district administers the Home Language Survey only after a parent indicates they have a language other than English spoken at the home during the online registration process. As a result, some English learners are not identified during registration. Furthermore, the district does not train all staff members involved in the initial identification process, which contributes to some English learners not being identified and placed as required by law. The Department concludes that the district does not properly identify students who need English language support and the current initial identification procedures and practices are not in compliance with 603 CMR 14.02(1) that requires districts and charter schools to establish procedures in accordance with the Department guidelines. |

| **Improvement Area 2** |
| --- |
| **Criterion:** ELE 5 - Program Placement and Structure |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** The Department conducted an on-site visit to the school district to evaluate the effectiveness of programs serving English learners as required by G.L. c. 71A, § 7A. A review of data as a part of the evaluation of the district’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. A review of submitted documents and interviews also indicated that the district does not have enough ESL staff to implement its ELE program in fidelity. |

| **Improvement Area 3** |
| --- |
| **Criterion:** ELE 6 - Program Exit and Readiness |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of the documentation indicated that the district keeps students in the language acquisition program until they have an ACCESS score of 4.0. Student records indicated that some students are reclassified at before reaching that benchmark. The district's current reclassification practices are not consistent with the district's reclassification policy and procedures. The district's current reclassification procedures are not in compliance with 603 CMR 14.02 that requires districts to establish exit criteria in accordance with the Department guidelines. |

| **Improvement Area 4** |
| --- |
| **Criterion:** ELE 7 - Parent Involvement |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of student records and documentation submitted by the district indicate that translations and interpretations are not always provided for parents who have requested them. Furthermore, documentation and interviews indicated that the district does not have policies and procedures to keep track of all parents who request translations and interpretation, nor does the district provide training to all staff on the procedures for requesting these services for parents. Therefore, the district does not always meet the obligation to communicate effectively with parents to include them in matters pertaining to their children's education. |

| **Improvement Area 5** |
| --- |
| **Criterion:** ELE 8 - Declining Entry to a Program |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of the district documentation and staff interviews indicate 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. 71, §38Q1/2. |

| **Improvement Area 6** |
| --- |
| **Criterion:** ELE 18 - Records of ELs |
| **Rating:** Partially Implemented |
|  |
| **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. |