

**Keystone Educational Collaborative**

**Tiered Focused Monitoring Report**

**Review Dates:** **November 15-19, 2021**

**Date of Final Report:** **12/21/2021**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

During the 2021-2022 school year, Keystone Educational Collaborative 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.

There are four ELE criteria for Collaboratives that target implementation of the requirements related to ELE programs under state and federal law and regulations:

ELE 5: ELE Program and Services

ELE 8: Declining Entry to a Program

ELE 13: Fallow-up Support

ELE 14: Licensure Requirements

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

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 additional documents for English Learner Education.
* Interviews of staff

**Report:**

Within approximately 20 business days of the onsite visit, the onsite chairperson will forward to the Collaborative’s contact person the findings from the Tiered Focused Monitoring Review. Within 10 business days of receipt of the findings, the Collaborative reviews and comments on the findings for factual accuracy before they are finalized. After the report is finalized, the Collaborative, 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.

# **DEFINITION OF COMPLIANCE RATINGS**

|  |  |
| --- | --- |
|  |  |
| **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 visit the Department’s [website](https://www.doe.mass.edu/ele/cpr/default.html).

Keystone Educational Collaborative

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

|  |  |
| --- | --- |
|  | **English Learner Education Requirements** |
| **IMPLEMENTATION IN PROGRESS** | ELE 5, ELE 8, ELE 13, ELE 14 |

| **Improvement Area** **1** |
| --- |
| **Criterion:** ELE 5 - Program Placement and Structure |
| **Rating:** Implementation In Progress |
|  |
| **Description of Current Issue:** Keystone Educational Collaborative is in the process of developing an ELE program. |

| **Improvement Area 2** |
| --- |
| **Criterion:** ELE 8 - Declining Entry to a Program |
| **Rating:** Implementation In Progress |
|  |
| **Description of Current Issue:** Keystone Educational Collaborative is in the process of developing an ELE program and will adopt policies and procedures to monitor students who have opted out of ELE services and provide additional support if necessary. |

| **Improvement Area 3** |
| --- |
| **Criterion:** ELE 13 - Follow-up Support |
| **Rating:** Implementation In Progress |
|  |
| **Description of Current Issue:** Keystone Educational Collaborative is in the process of developing an ELE program and will adopt policies and procedures to monitor students who have been reclassified as Former English Learners (FELs) and provide support if necessary. |

| **Improvement Area 4** |
| --- |
| **Criterion:** ELE 14 - Licensure Requirements |
| **Rating:** Implementation In Progress |
|  |
| **Description of Current Issue:** Keystone Educational Collaborative is in the process of developing an ELE program and will establish procedures to assign English learners to SEI endorsed teachers. |