

**Marblehead Community Charter Public (District)**

**Targeted and Focused Monitoring Report**

**Review Dates:** **January 29, 2024 - February 2, 2024**

**Date of Final Report:** **03/21/2024**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

During the 2023-2024 school year, Marblehead Community Charter Public (District) participated in a Targeted and Focused Monitoring Review conducted by the Department’s Office of Language Acquisition (OLA). The purpose of the Targeted and Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on English Learner Education.

District/charter schools are reviewed every six years through Targeted and 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

The monitoring process differs depending on the thorough data analysis the Department conducts.

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 Targeted and 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**

|  |  |
| --- | --- |
|  |  |
| **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 Targeted and Focused Monitoring approach, please visit the Department’s [website](https://www.doe.mass.edu/ele/cpr/default.html).

Marblehead Community Charter Public (District)

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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

| **Improvement Area** **1** |
| --- |
| **Criterion:** ELE 3 - Initial Identification of ELs and FELs |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** Submitted documentation and interviews state that the district considers additional information, including student observation, to determine if a student is an English learner regardless of initial screening results. Although the district states that they follow DESE guidelines, this practice indicates that they do not consistently apply them to identify ELs. 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.  Submitted documentation indicates that the district does not have clear written procedures for initial identification of English Learners, including procedures for analyzing HLS results to determine whether the student is a potential EL and should complete a screening test, that defines the roles and responsibilities of the staff making initial placement decisions, informing parents of such decisions by sending out parent notification letters, and data entry. |

| **Improvement Area 2** |
| --- |
| **Criterion:** ELE 5 - Program Placement and Structure |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** The Department conducted a TFM review 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.  Documentation indicated that the district has not adopted clear written procedures to identify English learners who do not meet English proficiency benchmarks, including a process for the district 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.  Documentation and interviews also indicated that English Learner students are not provided services by an licensed ESL teacher, as required by G.L. c.71, §38G and 603 CMR 7.04(3). |

| **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 4.6. However, the district's exit notification lists exit scores of 4.2 overall and 3.9 in composite literacy. The charter school has inconsistent practices in implementing district procedures and communicating them to parents. |

| **Improvement Area 4** |
| --- |
| **Criterion:** ELE 7 - Parent Involvement |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** Interviews and documentation indicated that the district does not have an English Learner Parent Advisory Council as required in M.G.L. c. 71A, § 6A. |

| **Improvement Area 5** |
| --- |
| **Criterion:** ELE 10 - Parental Notification |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** Documentation indicates that the district does not consistently send notification forms that include all required information to comply with federal and state requirements. (E.g., the district notification to the parents of ELs does not inform them of their rights to: (i) choose a language acquisition program among those offered by the school district under section 4; (ii) request a new language acquisition program under said section 4; or (iii) withdraw a student from a language acquisition program.) |

| **Improvement Area 6** |
| --- |
| **Criterion:** ELE 14 - Licensure Requirements |
| **Rating:** Partially Implemented |
|  |
| **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.  Further, the district does not have a licensed ESL teacher to provide ESL services to English Learners. |

| **Improvement Area 7** |
| --- |
| **Criterion:** ELE 15 - Professional Development Requirements |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of documentation reveals that district professional development plans do not include district level activities for teachers to earn 15 PDPs related to SEI, English as a Second Language or Bilingual Education in order to be eligible to renew their licenses. The Department concludes that this practice is not in compliance with 603 CMR 44.06(1) which requires districts to develop a professional development plan and provide training for teachers in second language acquisition techniques for the re-certification of teachers and administrators. |

| **Improvement Area 8** |
| --- |
| **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. |