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|  |  | **Boston Public Schools**  **COORDINATED PROGRAM REVIEW**  **REPORT OF FINDINGS**  **Dates of Onsite Visit:** **April 24-28, 2017**  **Date of Draft Report:** **September 6, 2017**  **Date of Final Report: December 22, 2017**  **Action Plan Due: January 29, 2018**  **Department of Elementary and Secondary Education Onsite Team Members:**  **Sibel Hughes, Office of English Language Acquisition and Academic Achievement (OELAAA) Chair**  **Paul Aguiar, OELAAA**  **Fernanda Kray, OELAAA**  **Melanie Manares, OELAAA**  **Sara Niño, OELAAA**  **Sally Orme, Office of Public School Monitoring (PSM) Chair**  **Andrew MacKenzie, PSM**  **Maura Russell, College, Career & Technical Education (CCTE) Chair**  **David Edmonds, CCTE**  **Larry DeSalvatore, CCTE**  **Lisa Weinstein, CCTE** |
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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**COORDINATED PROGRAM REVIEW REPORT**

**Boston Public Schools**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**COORDINATED PROGRAM REVIEW REPORT**

**Boston Public Schools**

**SCOPE OF COORDINATED PROGRAM REVIEWS**

As one part of its accountability system, the Department of Elementary and Secondary Education oversees local compliance with education requirements through the Coordinated Program Review (CPR). All reviews cover selected requirements in the following areas **(Please note that for Boston Public Schools, the areas of Special Education and Civil Rights were reviewed separately during SY**

**2014-2015)**:

Special Education (SE)

* selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education’s Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007. The 2016 - 2017 Web-based Monitoring System (WBMS) districts conducted self-assessments across all criteria.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

* selected federal civil rights requirements, including requirements under Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with selected state requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.
* selected requirements from the Massachusetts Board of Education’s Physical Restraint regulations (603 CMR 46.00).
* selected requirements from the Massachusetts Board of Education’s Student Learning Time regulations (603 CMR 27.00).
* various requirements under other federal and state laws.
* The 2016 - 2017 Web-based Monitoring System (WBMS) districts conducted self-assessments across all criteria.

English Learner Education (ELE) in Public Schools

* selected requirements from M.G.L. c. 71A, the state law that governs the provision of education to limited English proficient students, and 603 CMR 14.00, as well as the No Child Left Behind Act of 2001 and Title VI of the Civil Rights Act of 1964. During the 2016 - 2017 school year, all districts that enroll limited English proficient students will be reviewed using a combination of updated standards and a self-assessment instrument overseen by the Department’s Office of Language Acquisition and Academic Achievement (OELAAA), including a request for information regarding ELE programs and staff qualifications.

Some reviews also cover selected requirements in:

College, Career and Technical Education (CCTE)

* college, career and technical education programs under the federal Carl D. Perkins Vocational and Technical Education Act of 1998 and M.G.L. c. 74.

Districts providing Title I services participate in Title I program monitoring during the same year they are scheduled for a Coordinated Program Review. Details regarding the Title I program monitoring process are available at: <http://www.doe.mass.edu/federalgrants/resources/monitoring/>.

**COORDINATED PROGRAM REVIEW ELEMENTS**

**Team:** Depending upon the size of a school district and the number of programs to be reviewed, a team of one to eight Department staff members conducts onsite activities over two to five days in a school district or charter school.

**Timing:** Each school district and charter school in the Commonwealth is scheduled to receive a Coordinated Program Review every six years and a mid-cycle special education follow-up visit three years after the Coordinated Program Review; approximately 66 school districts and charter schools are scheduled for Coordinated Program Reviews in 2016 - 2017, of which all districts participated in the Web-based Monitoring System (WBMS). The Department’s

2016 - 2017 schedule of Coordinated Program Reviews is posted on the Department’s web site at <<<http://www.doe.mass.edu/psm/tfm/default.html>>>.  The statewide six-year Program Review cycle, including the Department’s Mid-cycle follow-up monitoring schedule, is posted at <<<http://www.doe.mass.edu/psm/tfm/default.html>>>.

**Criteria:** The Program Review criteria for each WBMS review begins with the district/school conducting a self-assessment across all 56 current special education criteria and 26 civil rights criteria. The Office of Public School Monitoring through its Desk Review procedures examines the district/school’s self-assessment submission and determines which criteria will be followed–up on through onsite verification activities. For more details, please see the section on **The Web-based Approach to** **Special Education and Civil Rights Monitoring** at the beginning of the School District Information Package for Special Education and Civil Rights.

The requirements selected for review in all of the regulated programs are those that are most closely aligned with the goals of the Massachusetts Education Reform Act of 1993 to promote student achievement and high standards for all students.

**WBMS Methods:** Methods used in reviewing special education and civil rights programs include:

Self-Assessment Phase:

* District/school review of special education and civil rights documentation for required elements including document uploads. Upon completion of this portion of the district/school’s self-assessment, it is submitted to the Department for review.
* District/school review of a sample of special education student records selected across grade levels, disability categories and level of need. Additional requirements for the appropriate selection of the student record sample can be found in **Appendix II: Student Record Review Procedures** of the School District Information Package for Special Education.

Upon completion of these two portions of the district/school’s self-assessment, it is submitted to the Department for review.

On-site Verification Phase: Includes activities selected from the following;

* Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
* Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested, by other parents or members of the general public.
* Review of student records for special education: The Department may select a sample of student records from those the district reviewed as part of its self-assessment, as well as records chosen by the Department from the special education student roster. The onsite team will conduct this review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
* Surveys of parents of students with disabilities: Parents of students with disabilities whose files are selected for the record review, as well as the parents of an equal number of other students with disabilities, are sent a survey that solicits information regarding their experiences with the district’s implementation of special education programs, related services, and procedural requirements.
* Observation of classrooms and other facilities: The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.
* Review of additional documents for special education or civil rights.

**Methods for all other programs in the Coordinated Program Review:**

* Review of documentation about the operation of the charter school or district's programs.
* Interviews of administrative, instructional, and support staff across all grade levels.
* Telephone interviews as requested by other parents or members of the general public.
* Review of student records for English learner education and college, career and technical education:  The Department selects a representative sample of student records for the onsite team to review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
* Surveys of parents of English learners whose files are selected for the record review are sent a survey of their experiences with the district's implementation of the English learner education program and related procedural requirements.
* Observation of classrooms and other facilities: The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

**Report:** **Preparation:**

At the end of the onsite visit, the onsite team will hold an informal exit meeting to summarize its comments for the superintendent or charter school leader and anyone else he or she chooses. Within approximately 45 business days of the onsite visit, the onsite chairperson will forward to the superintendent or charter school leader (and collaborative director where applicable) a Draft Report containing comments from the Program Review. The Draft Report comments for special education and civil rights are provided to the district/school on-line through the Web-based Monitoring System (WBMS). These comments will, once the district has had a chance to respond, form the basis for any findings by the Department. The district (and collaborative) will then have 10 business days to review the report for accuracy before the publication of a Final Report with ratings and findings (see below). The Final Report will be issued within approximately 60 business days of the conclusion of the onsite visit and posted on the Department’s website.

**Content of Final Report:**

*Ratings.* In the Final Report, the onsite team gives a rating for each compliance criterion it has reviewed; those ratings are “Commendable,” “Implemented,” “Implementation in Progress,” “Partially Implemented,” “Not Implemented,” and “Not Applicable.” “Implementation in Progress,” used for criteria containing new or updated legal requirements, 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.

*Findings.* The onsite team includes a finding in the Final Report for each criterion that it rates “Commendable,” “Partially Implemented,” “Not Implemented,” or “Implementation in Progress,” explaining the basis for the rating. It may also include findings for other related criteria.

**Response:** Where criteria are found “Partially Implemented” or “Not Implemented,” the district or charter school must propose corrective action to bring those areas into compliance with the relevant statutes and regulations.  This corrective action plan (CAP) will be due to the Department within 20 business days after the issuance of the Final Report and is subject to the Department’s review and approval. Department staff will offer districts and charter schools technical assistance on the content and requirements for developing an approvable CAP.

Department staff will also provide ongoing technical assistance as the school or district is implementing the approved corrective action plan. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department’s Final Program Review Report.**

# **INTRODUCTION TO THE FINAL REPORT**

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An eleven-member Massachusetts Department of Elementary and Secondary Education team conducted a Coordinated Program Review in Boston Public Schools during the week of April 24, 2017 to evaluate the implementation of selected criteria in the program areas of English learner education and college, career and technical education. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities and to review the programs underway in the district.

The Department is submitting the following Coordinated Program Review Report containing findings made pursuant to this onsite visit. In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

* Interviews of 53 administrative staff.
* Interviews of 143 teaching and support services staff across all levels, including 62 sheltered English immersion (SEI) teachers and 49 English as a second language (ESL) teachers.
* Interviews with 26 parents of English learners.
* Interviews with three parents of college, career, and technical education (CCTE) students.
* Interviews with four Program Advisory Committee members.
* Interviews with 34 CCTE students.
* Interviews as requested by persons from the general public.
* Student record review: A sample of 188 English learner education student records and 48 college, career and technical education student records were selected by the Department. These student records were first examined by local staff, whose comments were then verified by the onsite team using standard Department record review procedures.
* Surveys of parents of ELE students: 95 parents of ELE students were sent surveys that solicited information about their experiences with the district’s implementation of English learner education programs, services, and procedural requirements. Eight of these parent surveys were returned to the Department of Elementary and Secondary Education for review.
* Observation of classrooms and other facilities. A sample of 89 English learner education and 67 CCTE instructional classrooms and other school facilities used in the delivery of programs and services was visited to examine general levels of compliance with program requirements.

The report includes findings in the program areas reviewed organized under nine components. These components are:

**Component I: Assessment of Students**

**Component II: Student Identification and Program Placement**

**Component III: Parent and Community Involvement**

**Component IV: Curriculum and Instruction**

**Component V: Student Support Services**

**Component VI: Faculty, Staff and Administration**

**Component VII: Facilities**

**Component VIII: Program Evaluation**

**Component IX: Recordkeeping and Fund Use**

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| The district conducted a self-assessment and the Department reviewed all of the criteria in the specific program areas. The Coordinated Program Review Report includes those criteria that were found by the team to be implemented in a “Commendable” manner, as well as criteria receiving a rating of "Partially Implemented," "Not Implemented," or “Implementation in Progress.” (Refer to the “Definition of Compliance Ratings” section of the report.) **Program Review Reports no longer include criteria receiving a rating of “Implemented” or “Not Applicable.”** This change will allow the district and the Department to focus their efforts on those areas requiring corrective action. For those criteria receiving a rating of “Partially Implemented” or “Not Implemented,” the district or charter school must propose to the Department corrective actions to bring those areas into compliance with the controlling statute or regulation. For any criteria receiving a rating of “Implementation in Progress,” the district must indicate the steps the district will continue to take in order to fulfill the regulatory requirements. Districts are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans. |

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| **DEFINITION OF COMPLIANCE RATINGS** | |
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| **Commendable** | Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation. |
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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. |
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| **Not Applicable** | The requirement does not apply to the school district or charter school. |

**Boston Public Schools**

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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| --- | --- | --- |
|  | **English Learner Education** | **College, Career and Technical**  **Education** |
| **IMPLEMENTED** | ELE 1, ELE 2, ELE 3, ELE 4, ELE 6, ELE 9, ELE 11, ELE 15, ELE 16, ELE 17 | CCTE 1, CCTE 2, CCTE 4, CCTE 5, CCTE 8, CCTE 14, CCTE 16, CCTE 19, CCTE 22, CCTE 25 |
| **PARTIALLY**  **IMPLEMENTED** | ELE 5, ELE 7, ELE 8, ELE 10, ELE 12, ELE 13, ELE 14, ELE 18 | CCTE 3, CCTE 6, CCTE 9A,  CCTE 9B, CCTE 10,  CCTE 11, CCTE 12, CCTE 18, CCTE 20, CCTE 21, CCTE 23, CCTE 24 |
| **NOT IMPLEMENTED** |  |  |
| **NOT APPLICABLE** |  | CCTE 7, CCTE 13, CCTE 15 |

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| |  | | --- | | **ENGLISH LEARNER EDUCATION**  **LEGAL STANDARDS,**  **COMPLIANCE RATINGS AND**  **FINDINGS** | |

| **CRITERION**  **NUMBER** | ENGLISH LEARNER EDUCATION **II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT** | | | |
| --- | --- | --- | --- | --- |
|  | **Legal Standard** | | | |
| ELE 5 | **Program Placement and Structure**   1. The district uses assessment data to plan and implement educational programs for students at different instructional levels. 2. G.L. c. 71A, **§** 5 requires that students classified as ELs be educated either in a Sheltered English immersion (SEI) program or Two-Way Immersion program (TWI), unless a program waiver is sought for another ELE program model, such as Transitional Bilingual Education (TBE). The requirement to provide English language development services to ELs applies to all districts that enroll one or more EL students. 3. Core academic teachers in ALL of these programs are expected to hold the SEI Teacher Endorsement and to shelter the content for ELs to make the content of their lessons more comprehensible and to promote the development of academic language needed to successfully master content standards by providing English language development (ELD) to ELs. 4. Districts are required to include ESL instruction in the implementation of their ELE program to advance English language development and promote academic achievement of ELs.   **Authority: Title VI; EEOA; G.L. c. 71A, §§ 2, 4, 7; 603 CMR 7.15; 603 CMR 14.07** | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents indicated that the district has adopted policies and procedures necessary to provide all English learners (ELs) with systematic, explicit and sustained English language development opportunities. However, staff interviews, classroom observations and a review of documents indicated that the implementation of ELE programs in schools is not always consistent with the information and guidance provided by the district. The compliance issues identified by the Department are as follows:*   * *The Department requested a copy of the district’s ESL curriculum and the district did not provide a copy of it, but informed the Department that the district’s “ESL curriculum is based off the WIDA Standards” and that it allows “schools autonomy to meet the needs of their diverse population without a scope and sequence, or planned out unit maps.” Staff interviews and a review of documents indicated that the district does not consistently implement an ESL curriculum. The Department observed that in some schools, purchased materials that should serve only as resources are used as the ESL curriculum; in some other schools, ESL teachers do not have any instructional guides or resources that can support ESL instruction; and in a few schools, ESL teachers create unit plans in collaboration with content teachers. A consistently implemented ESL curriculum is integral to an effective ELE program.* * *The district currently uses an “embedded ESL” model for ELs at the transitional ELD level and for students in Two-Way Immersion programs, where ESL is embedded in ELA, humanities or literacy courses. Staff interviews, classroom observations and a review of documents indicatedthat instruction in “embedded ESL” classes primarily focuses on content and does not always include systematic, explicit and sustained English language development.*   *The district is not consistently implementing its ELE program as described in the Castañeda Three-Pronged Test. The district’s ELE program requires adjustments to ensure consistent implementation in all of its schools and to promote and support the rapid acquisition of English language proficiency and equal access to the district's educational program.* |

| **CRITERION**  **NUMBER** | ENGLISH LEARNER EDUCATION **III. PARENT AND COMMUNITY INVOLVEMENT** | | | |
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|  | **Legal Standard** | | | |
| ELE 7 | **Parent Involvement**  The district develops ways to include parents or guardians of ELs in matters pertaining to their children's education and ELE programs.  **Authority: Title VI; EEOA; Title III; G.L. c. 71A, § 7** | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *Staff interviews and a review of student records indicated that the district does not consistently translate progress reports and report cards or provide language assistance to parents whose preferred language is not English. The Department determined that the district does not always meet the obligation to communicate effectively with parents whose preferred language of communication is not English.* |

| **CRITERION**  **NUMBER** | ENGLISH LEARNER EDUCATION **III. PARENT AND COMMUNITY INVOLVEMENT** | | | |
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|  | **Legal Standard** | | | |
| ELE 8 | **Declining Entry to a Program**  The district provides English language support to students whose parents have declined entry to a sheltered English immersion, two-way immersion, or other ELE program.  **Authority: Title VI; EEOA; G.L. c. 71, §38Q1/2** | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *Staff interviews and a review of relevant records indicated that the district has adopted procedures necessary to monitor the progress of students whose parents have declined ELE services. However, it appears that not all of the schools within the district are following these procedures and monitoring the progress of these students as required.* |

| **CRITERION**  **NUMBER** | ENGLISH LEARNER EDUCATION **IV. CURRICULUM AND INSTRUCTION** | | | |
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|  | **Legal Standard** | | | |
| ELE 10 | **Parental Notification**   1. Upon identification of a student as EL, and annually thereafter, a notice is mailed to the parents or guardians written where practicable in the primary/home language as well as in English, that informs parents of:    1. the reasons for identification of the student as EL;    2. the child's level of English proficiency;    3. program placement and/or the method of instruction used in the program;    4. how the program will meet the educational strengths and needs of the student;    5. how the program will specifically help the child learn English;    6. the specific exit requirements;    7. the parents' right to apply for a waiver (see ELE 4), or to decline to enroll their child in the program (see ELE 8) 2. The district shall send report cards and progress reports including, but not limited to, progress in becoming proficient in using English language and other school communications to the parents or legal guardians of students in the English learners programs in the same manner and the frequency as report cards and progress reports to the other students enrolled in the district. The reports are, to the maximum extent practicable, written in a language understandable to the parent/guardian.  Authority: NCLB, Title III, Part C, Sec. 3302(a), (c); G.L. c. 71A, § 7; 603 CMR 14.02 | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents indicated that not all schools in the district send progress reports that include information about "progress in becoming proficient in using the English language" to the parents or legal guardians of students in the ELE program. G.L. c. 71A, § 7.* |

| **CRITERION**  **NUMBER** | ENGLISH LEARNER EDUCATION **V. STUDENT SUPPORT SERVICES** | | | |
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|  | **Legal Standard** | | | |
| ELE 12 | **Equal Access to Nonacademic and Extracurricular Programs**   1. The district provides appropriate support, where necessary, to ELs to ensure that they have equal access to the nonacademic programs and extracurricular activities available to their English-speaking peers. 2. Information provided to students about extracurricular activities and school events is provided to ELs in a language they understand.   **Authority: Title VI; EEOA; G.L. c. 76, § 5; 603 CMR 26.06(2)** | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *Staff interviews indicated that although notices of school events, programs, and extracurricular activities are consistently translated into Spanish, and the district provides schools with options for translating documents in other languages, schools do not consistently translate notices into other languages unless specifically requested by a parent.* |

| **CRITERION**  **NUMBER** | ENGLISH LEARNER EDUCATION **V. STUDENT SUPPORT SERVICES** | | | |
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|  | **Legal Standard** | | | |
| ELE 13 | **Follow-Up Support**   1. The district actively monitors students who have exited an ELE education program for four years and provides language support to those students , if needed. 2. The district provides language support, if needed, to remedy any academic deficits the student incurred as a result of participation in the ELE program.   **Authority: Title VI; EEOA; NCLB; Title III** | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *Staff interviews and a review of relevant documents indicated that the district has procedures in place to monitor the progress of the students who have exited the ELE program. However, not all of the schools in the district follow these procedures and monitor the progress of these students and provide them with support, as needed.* |

| **CRITERION**  **NUMBER** | ENGLISH LEARNER EDUCATION **VI. FACULTY, STAFF AND ADMINISTRATION** | | | |
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|  | **Legal Standard** | | | |
| ELE 14 | **Licensure Requirements**  Licensure requirements for districts where ELs are enrolled:  Every district, including every Commonwealth charter school, has at least one teacher who has an English as a Second Language or Transitional Bilingual Education, or ELL license under G.L. c.71**,** § 38G and 603 CMR 7.04(3). (This requirement does not apply separately to Horace Mann charter schools.)  Except at Commonwealth charter schools, *every* teacher or other educational staff member who teaches ELLs holds an appropriate license or current waiver issued by the Massachusetts Department of Elementary and Secondary Education.  Core academic teachers\* of ELs, including charter schools and education collaboratives, must hold an SEI Teacher Endorsement as set forth in 603 CMR 7.00 and this section. A core academic teacher who does not have the Endorsement may be assigned an EL but the teacher must obtain the SEI Endorsement within a year of the assignment, as set forth at 603 CMR 7.15(9)(b)1.  \* Under Department regulations adopted in June 2012, starting on July 1, 2016, core academic teachers (including pre-school teachers) in public schools who are assigned to teach ELs must have an SEI Endorsement or must earn the Endorsement within one year of the assignment. 603 CMR §§7.15(9)(b)1 and 14.07(3); The following teachers are “core academic teachers” for purposes of providing SEI instruction: teachers of students with moderate disabilities; teachers of students with severe disabilities; subject-area teachers in English, reading or language arts; mathematics, science; civics and government, economics, history, and geography; and early childhood and elementary teachers who teach such content. Core academic teachers of ELs at Commonwealth charter schools are not required to hold an educator license but they are subject to the same SEI Endorsement requirements as core academic teachers of ELs in other public schools.  Any school district that assigns an EL to a core academic teacher who has a year to obtain an SEI endorsement, must take all reasonable steps to ensure that such EL is assigned to core academic teachers with an SEI endorsement in subsequent school years.  Starting on July 1, 2016, no principal, assistant principal, or supervisor/director shall supervise or evaluate a core academic teacher who provides sheltered English instruction to an English learner unless such principal, assistant principal, or supervisor/director holds an SEI Teacher Endorsement or SEI Administrator Endorsement, or will earn either endorsement within one year of the commencement of such supervision or evaluation.  Except at Commonwealth charter schools, any director of ELE program(s) who is employed in that role for one-half time or more has a Supervisor/Director license and an English as a Second Language (ESL), Transitional Bilingual Education (TBE) or an ELL license.  If a district with 200 or more ELs—including all charter schools with 200 or more ELs—has a director of EL programs, that director has an English as a Second Language, Transitional Bilingual Education, or an EL license even if he or she is employed in that position for less than one-half time. (This requirement does not apply separately to Horace Mann charter schools.)  **Authority: Title VI; EEOA; G.L. c. 71, § 38G, §89(qq); St. 2002, c. 218, §§ 24, 25, 30; 603 CMR 7.04(3), 7.09(3); 603 CMR 7.14 (1) and (2); 603 CMR 7.15(9)(b); 603 CMR 14.07.** | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *Staff interviews, a review of relevant documents and data from the Educator Licensure And Renewal (ELAR) system indicated that most teachers who provide ESL instruction hold an ESL license or a current waiver issued by the Department, but some do not. Similarly, most teachers who provide content instruction to students in the Students with Limited or Interrupted Formal Education (SLIFE) Program hold an appropriate license for the subject matter that they teach or a current waiver issued by the Department, but some do not.*  *Staff interviews and the relevant sheltered English immersion (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, most principals, assistant principals, and supervisors/directors assigned to supervise or evaluate core academic teachers who provide sheltered English instruction to English learners hold the SEI Teacher Endorsement or the SEI Administrator Endorsement, but some do not.* |

| **CRITERION**  **NUMBER** | ENGLISH LEARNER EDUCATION **IX. RECORD KEEPING** | | | |
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|  | **Legal Standard** | | | |
| ELE 18 | **Records of ELL Students**  ELL student records include:   1. home language survey; 2. results of identification and proficiency tests and evaluations; 3. ACCESS for ELLs report; 4. MCAS/PARCC report; 5. information about students' previous school experiences if available; 6. copies of parent notification letters; 7. progress reports, in the native language, if necessary; 8. report cards, in the native language, if necessary; 9. evidence of follow-up monitoring, if applicable; 10. documentation of a parent’s consent to “opt-out” of ESL instruction, if applicable; 11. waiver documentation, if applicable; 12. individualized learning plan (optional).   **Authority: Title VI; EEOA; G.L. c. 69, § 1I; c. 71A, §§ 5, 7; 603 CMR 14.02, 14.04** | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *Staff interviews and a review of relevant records indicated that documents relating to initial identification of English learners are maintained at the Boston Public Schools Newcomers Assessment Center. Information from those documents, as well as report cards, ACCESS scores, and MCAS scores, are accessible through the district's electronic database. However, the school-based records and the district's database do not consistently include waiver documentation and information reflecting follow-up monitoring of former English learners.* |

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| **OFFICE FOR COLLEGE, CAREER, AND TECHNICAL EDUCATION**  **LEGAL STANDARDS,**  **COMPLIANCE RATINGS AND**  **FINDINGS** |

| **CRITERION NUMBER** |  | | | |
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|  | Legal Standard | | | |
| CCTE 3 | The district assesses students for the acquisition of safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills. *Vocational Technical Education Regulations 603 CMR 4.03 (4); Perkins Section 3, 134, M.G.L. c.74 Section 2* | | | |
|  | **References:**  Carl D. Perkins Career & Technical Education Improvement Act of 2006 at  <http://www.doe.mass.edu/cte/perkins/>  Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>  Chapter 74 Manual for Vocational Technical Education Programs at  <http://www.doe.mass.edu/cte/programs/> | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents and staff interviews indicated that while the district has acquired a competency tracking tool and has begun training teachers on its use, not all schools assess students for the acquisition of safety and health, management and entrepreneurship, and employability.*   * *Safety and Health knowledge and skills are not assessed for the Programming and Web programs at Boston International Newcomers Academy and Urban Science Academy.* * *Management and Entrepreneurship knowledge and skills are not assessed for the Medical Assisting program at Boston International Newcomers Academy, the Design and Visual Communications and Business Technology programs at East Boston High, the Design and Visual Communications program at TechBoston, the Design and Visual Communications and Marketing programs at West Roxbury High and the Programming and Web program at Urban Science Academy.* * *Employability knowledge and skills are not assessed for the Design and Visual Communications and Business Technology programs at East Boston High, the Design and Visual Communications program at TechBoston, the Design and Visual Communications program at West Roxbury High and the Programming and Web program at Urban Science Academy.* |

| **CRITERION NUMBER** |  | | | |
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|  | Legal Standard | | | |
| **CCTE 6** | *(Note: This criterion applies only to Chapter 74-approved vocational technical education*.)  The district uses its Department-approved admission policy and an appropriate application for admission. *Vocational Technical Education Regulations 603 CMR 4.03(6). M.G.L. c. 76 Section 5.* | | | |
|  | **References:**  Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>  Chapter 74 Manual for Vocational Technical Education Admission Policies at <http://www.doe.mass.edu/cte/admissions/>  Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs (34 CFR, Part 100, Appendix B at <http://www.doe.mass.edu/cte/admissions/>  Massachusetts Special Education Regulations 603 CMR 28.10 6) (c) at <http://www.doe.mass.edu/lawsregs/603cmr28.html?section=all#start>  Massachusetts General Law Chapter 76, Section 5 at <http://www.mass.gov/legis/laws/mgl/gl-pt1-toc.htm>  Massachusetts Access to Equal Educational Opportunity Regulations 603 CMR 26.00 at <http://www.doe.mass.edu/lawsregs/603cmr26.html> | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents and staff interviews indicated that the district does not have an approved admission policy in place for Boston Arts Academy.* |

| **CRITERION NUMBER** | **CAREER/VOCATIONAL TECHNICAL EDUCATION**  **III. PARENT AND COMMUNITY INVOLVEMENT** | | | |
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|  | Legal Standard | | | |
| **CCTE 9A** | The district accurately reports student data in the Department of Elementary and Secondary Education’s Student Information Management System (SIMS). *Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05* | | | |
|  | **References:**  Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <http://www.doe.mass.edu/cte/perkins/>  Massachusetts Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/>  SIMS Version 2.0 Data Handbook at <http://www.doe.mass.edu/infoservices/data/sims/>  Instructions for School Districts in Reporting Students Enrolled in Career/Vocational Technical Education Programs at <http://www.doe.mass.edu/cte/data/> | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents and staff interviews indicated that there are errors in reporting of student data in SIMS; for example, students are reported as attending programs for which they are not enrolled.* |

| **CRITERION NUMBER** | **CAREER/VOCATIONAL TECHNICAL EDUCATION**  **III. PARENT AND COMMUNITY INVOLVEMENT** | | | |
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|  | Legal Standard | | | |
| **CCTE 9B** | The district accurately reports student data in Career/Vocational Technical Education Graduate Follow-up Report. *Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05* | | | |
|  | **References:**  Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <http://www.doe.mass.edu/cte/perkins/>  Massachusetts Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/>  SIMS Version 2.0 Data Handbook at <http://www.doe.mass.edu/infoservices/data/sims/>  Instructions for School Districts in Reporting Students Enrolled in Career/Vocational Technical Education Programs at <http://www.doe.mass.edu/cte/data/> | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |
| **Department of Elementary and Secondary Education Findings:** | | | | | |
| *The district return rate submitted to ESE for its 2015 graduates was 29%. Department review of the actual supporting documentation maintained by the school supported this total. Although our review concluded that the Data Collection was accurate, the process for collection was inadequate and did not comply with the Federal return rate of 65%.* | | | | | |

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| **CRITERION NUMBER** |  | | | |
|  | Legal Standard | | | |
| CCTE 10 | Representatives of business/industry; organized labor (union); colleges(s); parent(s)/guardian(s); student(s); representative(s) from registered apprenticeship program(s) (only required if the occupational field of the program has a registered apprenticeship program) are involved in the development, implementation, and review of career/vocational technical programs. Representation is race, linguistic, disability, and nontraditional by gender inclusive, and if not, there is a plan (formal recruitment process)to make it inclusive. *Perkins Section 134, M.G.L. c.74 Section 6, Vocational Technical Education Regulations 603 CMR 4.03 (1)* | | | |
|  | **References:**  Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <http://www.doe.mass.edu/cte/perkins/>  Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>  Career/Vocational Technical Education Advisory Committee Guide at <http://www.doe.mass.edu/cte/resources/>  Massachusetts Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/> | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents and staff interviews indicated that not all programs have the required representation on program advisory committees or a formal recruitment plan to address the recommended representation.*   * *Schools/programs missing the required parent member are Boston International Programming and Web and Medical Assisting programs, and West Roxbury Business Tech and Design and Visual Communications.* * *School/program missing the required postsecondary member is West Roxbury Design and Visual Communication.* * *Schools/programs missing an individual who can represent the interests of individuals with disabilities are Boston Arts Academy Design and Visual Communication, Boston International Programming and Web and Medical Assisting, Jeremiah Burke, Charlestown Programming and Web, TechBoston Design and Visual Communications, Urban Science Academy Programming and Web, and West Roxbury Business Tech and Design and Visual Communications.* |

| **CRITERION NUMBER** | **CAREER/VOCATIONAL TECHNICAL EDUCATION**  **IV. CURRICULUM AND INSTRUCTION** | | | |
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|  | Legal Standard | | | |
| **CCTE 11** | Programs are structured so that students acquire safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills. *Perkins Section 3, 134, M.G.L. c. 74 Section 2, Vocational Technical Education Regulations 603 CMR 4.03 (4) 4.06* | | | |
|  | **References:**  Carl D. Perkins Career & Technical Education Improvement Act of 2006 at  <http://www.doe.mass.edu/cte/perkins/>  Massachusetts Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/>  Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>  Massachusetts Vocational Technical Education Frameworks at  <http://www.doe.mass.edu/cte/frameworks/>  Chapter 74 Manual for Vocational Technical Cooperative Education at  <http://www.doe.mass.edu/cte/programs/> | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents and staff interviews indicated that not all programs in all schools are structured to provide students with safety and health, employability, and management & entrepreneurship.*   * *Safety and Health knowledge and skills are not addressed in the Programming and Web programs at Boston International Newcomers Academy and Urban Science Academy.* * *Employability knowledge and skills are not addressed for the Design and Visual Communications and Business Technology programs at East Boston High, the Design and Visual Communications program at TechBoston, the Design and Visual Communications program at West Roxbury High, and the Programming and Web program at Urban Science Academy.* * *Management and Entrepreneurship knowledge and skills are not addressed for the Medical Assisting program at Boston International Newcomers Academy, the Design and Visual Communications and Business Technology programs at East Boston High, the Design and Visual Communications program at TechBoston, the Design and Visual Communications and Marketing programs at West Roxbury High, and the Programming and Web program at Urban Science Academy.* |

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| **CRITERION NUMBER** |  | | | |
|  | Legal Standard | | | |
| **CCTE 12** | Linkages between secondary and postsecondary education including registered apprenticeship programs exist through, at a minimum, articulation agreements that are annually reviewed and approved. *Perkins Section 134, Vocational Technical Education Regulations 603 CMR 4.03 (4)* | | | |
|  | **References:**  Carl D. Perkins Career & Technical Education Improvement Act of 2006 at  <http://www.doe.mass.edu/cte/perkins/>  Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html> | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings: Findings:** |
| *A review of documents and staff interviews indicated that while most programs do have articulation agreements, there is not a process in place for regular review and updating.* |

| **CRITERION NUMBER** |  | | | |
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|  | Legal Standard | | | |
| **CCTE 18** | Staff in career/vocational technical education programs are appropriately licensed or are working under a current Department-issued waiver. *Perkins Section 134, M.G.L. c. 74 Section 18, Vocational Technical Education Regulations 603 CMR 4.03 (5) 4.07 and M.G.L. c. 71 Section 38G, Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00* | | | |
|  | **References:**  Massachusetts General Law Chapter 74, Section 18 at  <http://www.mass.gov/legis/laws/mgl/gl-74-toc.htm>  Massachusetts General Law Chapter 71, Section 38G at <http://www.mass.gov/legis/laws/mgl/gl-71-toc.htm>  Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>  Chapter 74 Manual for Vocational Technical Education Programs at <http://www.doe.mass.edu/cte/programs/manual.doc>  Chapter 74 Guide for Preliminary Vocational Technical Teacher Licensure at <http://www.doe.mass.edu/cte/licensure/prelimguide.doc>  Chapter 74 Guide for Professional Vocational Technical Teacher Licensure at <http://www.doe.mass.edu/cte/licensure/profguide.doc>  Chapter 74 Guide for Vocational Technical Administrator and Cooperative Education Coordinator Licensure at <http://www.doe.mass.edu/cte/licensure/admin_cecguide.doc>  Chapter 74 Guide for Vocational Technical Educator License Renewal at <http://www.doe.mass.edu/cte/licensure/renewalguide.doc>  Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00 at  <http://www.doe.mass.edu/lawsregs/603cmr7.html> | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents and staff interviews indicated that one staff member teaching in a non-Chapter 74 career/technical education program is not appropriately licensed or working under a current Department-issued waiver.* |

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| **CRITERION NUMBER** |  | | | |
|  | **Legal Standard** | | | |
| **CCTE 20** | Career/vocational technical education instructional facilities meet current occupational standards. *Perkins Section 134; Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7)(8).* Each vocational technical education program shall be conducted in facilities that meet current occupational standards. *603 CMR 4.03 (3)(a)* | | | |
|  | **References:**  Carl D. Perkins Career & Technical Education Improvement Act of 2006 at  <http://www.doe.mass.edu/cte/perkins/>  Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>  Career/Vocational Technical Education Safety Guide at  <http://www.doe.mass.edu/cte/safety/guide.doc>  NIOSH Safety Checklist Program for Schools at  <http://www.doe.mass.edu/cte/safety_health.html>  Chapter 74 Manual for Vocational Technical Cooperative Education at  <http://www.doe.mass.edu/cte/programs/> | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A site visit by the Office for College, Career and Technical Education safety specialist revealed that not all instructional facilities used for college, career and technical education meet current occupational standards. The Office for College, Career and Technical Education sent a Safety Survey Report, which included details specific to each program, to Superintendent Chang under separate cover.* |

| **CRITERION NUMBER** |  | | | |
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|  | Legal Standard | | | |
| **CCTE 21** | Career/vocational technical education instructional equipment meets current occupational standards. *Perkins Section 134; Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7) (8)* | | | |
|  | **References:**  Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <http://www.doe.mass.edu/cte/perkins/> Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>  Career/Vocational Technical Education Safety Guide at  <http://www.doe.mass.edu/cte/safety/guide.doc>  NIOSH Safety Checklist Program for Schools at  <http://www.doe.mass.edu/cte/safety_health.html>  Chapter 74 Manual for Vocational Technical Cooperative Education at  <http://www.doe.mass.edu/cte/programs/> | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A site visit by the Office for College, Career and Technical Education safety specialist revealed that not all instructional equipment used for college, career and technical education meets current occupational standards. The Office for College, Career and Technical Education sent a Safety Survey Report, which included details specific to each program, to Superintendent Chang under separate cover.* |

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| **CRITERION NUMBER** |  | | | |
|  | Legal Standard | | | |
| **CCTE 23** | Perkins Local Plans and Standard Contract Forms and Application for Program Grants are appropriately designed, amended, and locally monitored. *Perkins Sections 113, 201, and 135* | | | |
|  | **References:**  Carl D. Perkins Career & Technical Education Improvement Act of 2006 at  <http://www.doe.mass.edu/cte/perkins/>  Massachusetts Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/>  Grants for Schools: Getting Them and Using Them, A Procedural Manual at <http://finance1.doe.mass.edu/Grants/procedure/manual.html>  Education Department General Administrative Regulations (EDGAR) at  <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>  OMB Circular A **–** 87 at <http://www.whitehouse.gov/OMB/circulars/a087/a087-all.html> | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents and staff interviews indicated that there is not an adequate system in place for local monitoring of the Perkins grant by program administration.* |

| **CRITERION NUMBER** |  | | | |
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|  | Legal Standard | | | |
| **CCTE 24** | The district uses Perkins funds in accordance with statutory fund-use rules, including supplement not supplant provisions. *Perkins Sections 135* | | | |
|  | **References:**  Carl D. Perkins Career & Technical Education Improvement Act of 2006 at  <http://www.doe.mass.edu/cte/perkins/>  Massachusetts Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/>  Education Department General Administrative Regulations (EDGAR)  <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>  OMB Circular A – 87 at <http://www.whitehouse.gov/OMB/circulars/a087/a087-all.html> | | | |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *See CCTE 23.* |

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| This Coordinated Program Review Final Report is also available at:  <http://www.doe.mass.edu/psm/tfm/default.html>.  Profile information supplied by each charter school and school district, including information for individual schools within districts, is available at  <http://profiles.doe.mass.edu/>. |

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| WBMS Final Report 2017 | |
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| Last Revised on: | December 22, 2017 |
| Prepared by: | SO/JLE/SH |

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