# TIERED FOCUSED MONITORING MATSOL 2018



## Background

- ESE partnered with Public Consulting Group (PCG) to determine how the compliance reviews could be:
  - > more responsive to district and charter school needs;
  - > supports continuous improvement; and
  - is directly aligned to student outcomes.
- PCG proposed a focused monitoring approach that differentiates monitoring intensity based on LEA need determined by annual LEA risk analysis.



## Why Tiered Focused Monitoring?

- Direct resources towards LEAs that require the most support
- Technical assistance efforts targeted to each LEA's specific needs
- Supports continuous improvement
- Directly aligned to student outcomes
- Expands on the monitoring system used by OELAAA when reviewing a district's program for ELE 5 (Castañeda's Three-pronged Test)



#### Timeline

- OELAAA reviews will continue to be on a 6 year cycle with the exception of districts identified as Tier 4 for three consecutive years.
- Tiered Focused Monitoring starts in the SY 2018-19.
- Tiered Focused Monitoring will not affect self-assessment submissions.



#### **Tier Determination**

- Risk assessment based on Key Performance Indicators (KPIs)
- KPIs lead to a tier assignment for each district and place them into one of four risk categories.

#### **Core indicators**

Core data to determine tiers

#### **Additional Indicators**

 KPI score goes up or down depending on whether a district met or did not meet one or more of the targets below.



#### **Key Performance Indicators**

#### Core Indicators

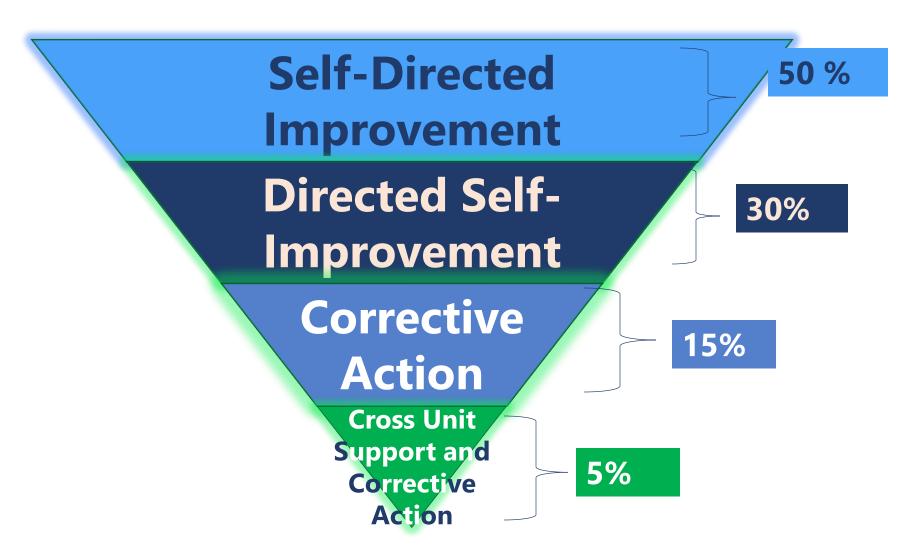
EL Student Learning Target
 Number 1: The number and
 percentage of ELs who are making
 progress toward achieving English
 language proficiency

#### Additional Indicator

- EL Student Learning Target Number 2: The number and percentage of ELs attaining English language proficiency based on ACCESS
- EL Student Learning Target Number 3: FEL and ever-FEL performance on MCAS compared to non-EL performance on MCAS
- Exit Criteria Compliance : Are all ELs exited based on the exit criteria determined by DESE?
- Graduation Rate for ELs: What percentage of ELs does not graduate in four/five years and does it mimic the rate for non-ELs?
- Proportion of Identification of ELs for Special Education Services: What percentage of ELs is identified as requiring Special Education services and does it mimic the rate for non-ELs? Is there over-identification of ELs with disabilities?
- Suspension Rates: Are ELs more likely to be suspended than non-ELs?



#### Tiers in Tiered Focused Monitoring





## Tier 1: Self-Directed Improvement

- KPIs demonstrate that these districts met the program goals and their ELE program succeeds.
- No concern on performance outcomes
- LEAs in this tier lead their own self-assessment and goal setting process.



## Tier 1: Self-Directed Improvement-Monitoring Process

- District conducts a self-assessment.
- OELAAA reviews the self-assessment and schedules a phone call with the ELE Director to clarify or to confirm the information submitted with the self-assessment.
- The district receives from OELAAA a draft letter of *Feedback* by criterion based on the data gathered.
- Final Letter of Feedback
- When there is an area of concern the district submits a *Continuous Improvement and Monitoring Plan (CIMP)* .
- Progress reporting due dates will be automatically calculated at 3, 6, and 9 month intervals from the release date of the CIMP.
- Based on OELAAA approval of the CIMP, the Focused Monitoring Report will be generated and published. LEA completes check-off in WBMS to show progress reporting is complete.



## Tier 2: Directed Self-Improvement

- KPIs demonstrate that there is minor risk associated with student outcomes in the districts classified as Tier 2.
- LEAs lead their own self-assessment and goal setting process, but are required to submit evidence of compliance when they check off their completion on WBMS.



## Tier 2: Directed Self-Improvement- Monitoring Process

- District conducts a self-assessment.
- OELAAA reviews the self-assessment and schedules a phone call with the ELE Director to clarify or to confirm the information submitted with the self-assessment.
- The district receives from OELAAA a draft letter of *Feedback* by criterion based on the data gathered.
- Final Letter of Feedback
- When there is an area of concern the district submits a *Continuous Improvement and Monitoring Plan (CIMP)* .
- Progress reporting due dates will be automatically calculated at 3, 6, and 9 month intervals from the release date of the CIMP.
- Based on OELAAA approval of the CIMP, the Focused Monitoring Report will be generated and published. LEA provides written reports on progress and evidence of progress as in the current progress reports.



#### **Tier 3: Corrective Action**

- Moderate risk
- Areas of concern include both compliance and student outcomes.
- Monitoring is similar to the current practice.



#### **Tier 3: Corrective Action**

• District conducts a self assessment.

• OELAAA reviews self-assessments and develops onsite activities.

• OELAAA conducts onsite visits.

• The district receives from OELAAA a draft report by criterion based on the data gathered.

Final report is issued

• Technical assistance is provided by OELAAA and the district develops a Corrective Action Plan (CAP).

• LEA provides OELAAA with written reports on progress and evidence of progress at dates prescribed in the CAP and previous progress reports.

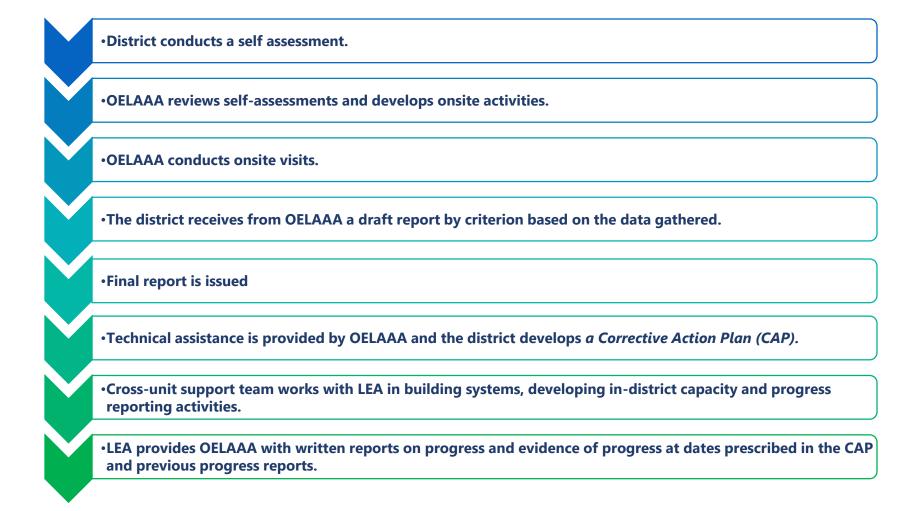


#### Tier 4: Cross-Unit Support and Corrective Action

- KPIs indicate that ongoing compliance and areas of concern have a profound effect on student outcomes.
- Monitoring process for Tier 4 districts will be similar to Tier 3 districts' monitoring, but require cross-unit support and intense technical assistance to LEAs during the process.
- Districts that repeat as Tier 4 three consecutive years will be reviewed every 3 years until such time they are no longer Tier 4.



#### Tier 4: Cross-Unit Support and Corrective Action- Monitoring Process





#### Low Incidence or No EL Districts

- A certain "n" size is required to run KPI reports.
- All districts with an n-size of less than 20 will follow the current system of monitoring.
- Onsite visits are optional and conducted only when a selfassessment review indicates that the district requires more assistance.



## THANK YOU

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