



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

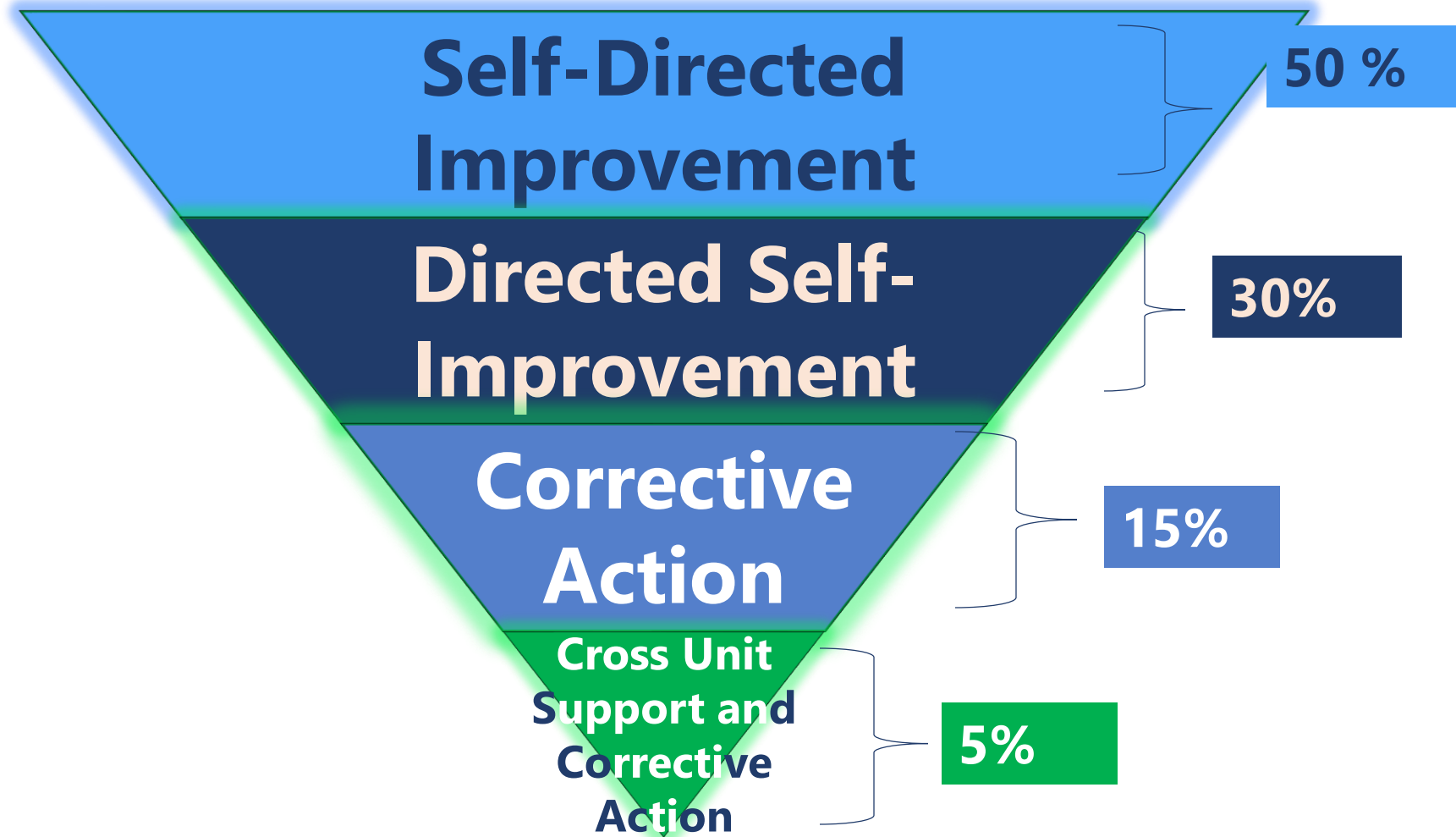
Core Indicators

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

Additional Indicators

- **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

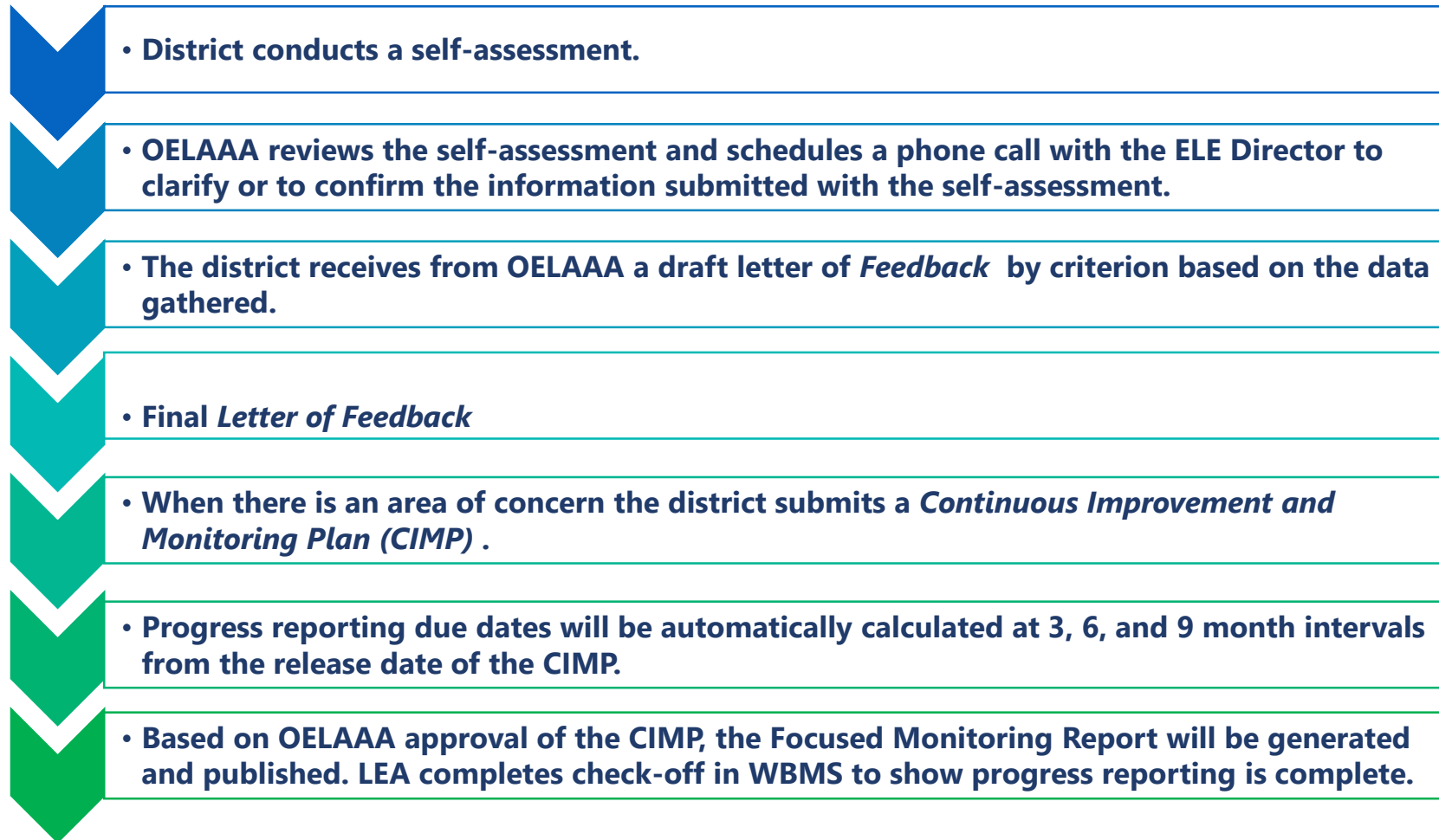


Tier 1: Self-Directed Improvement

- 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.



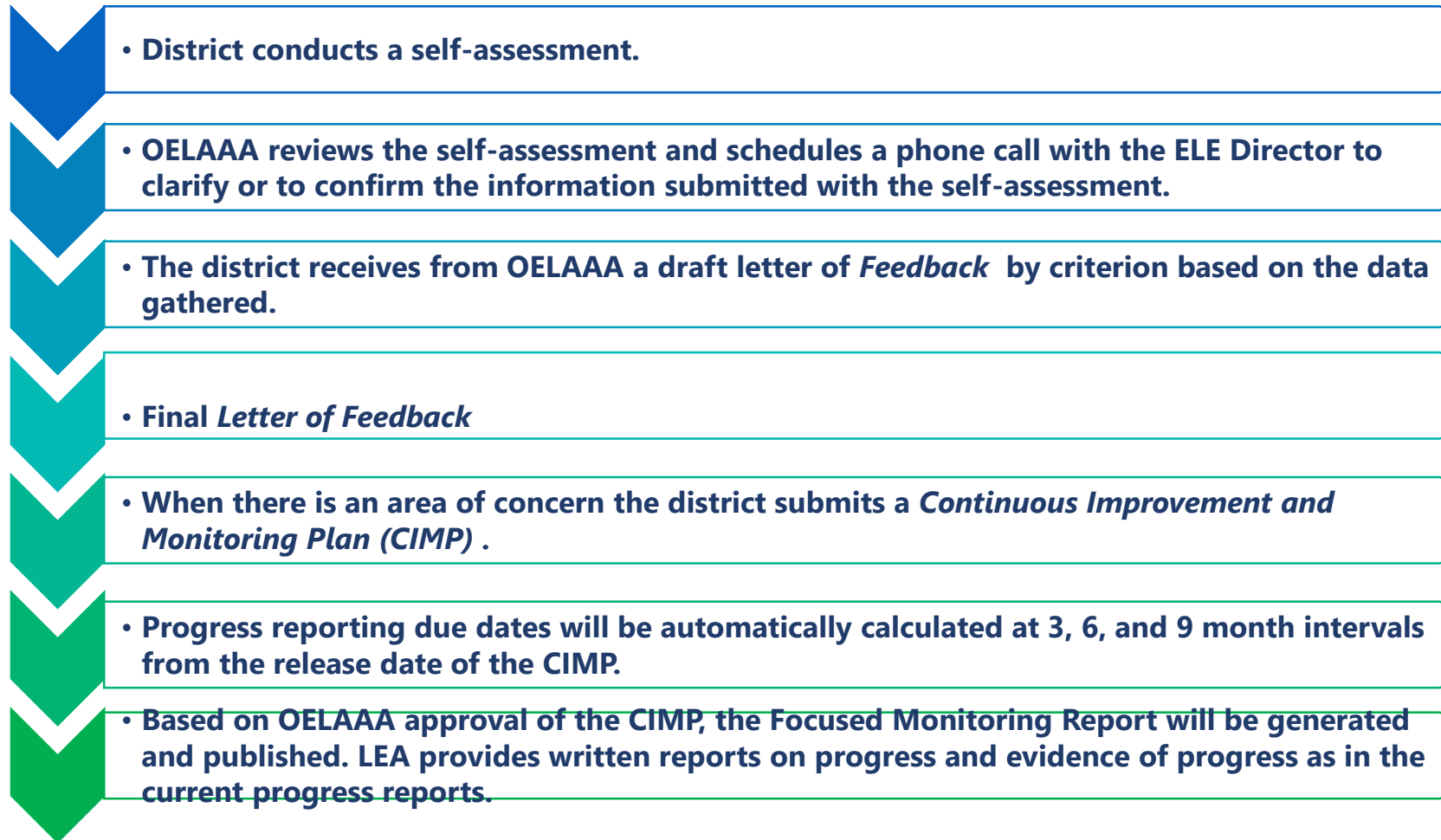
Tier 1: Self-Directed Improvement-Monitoring Process



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.

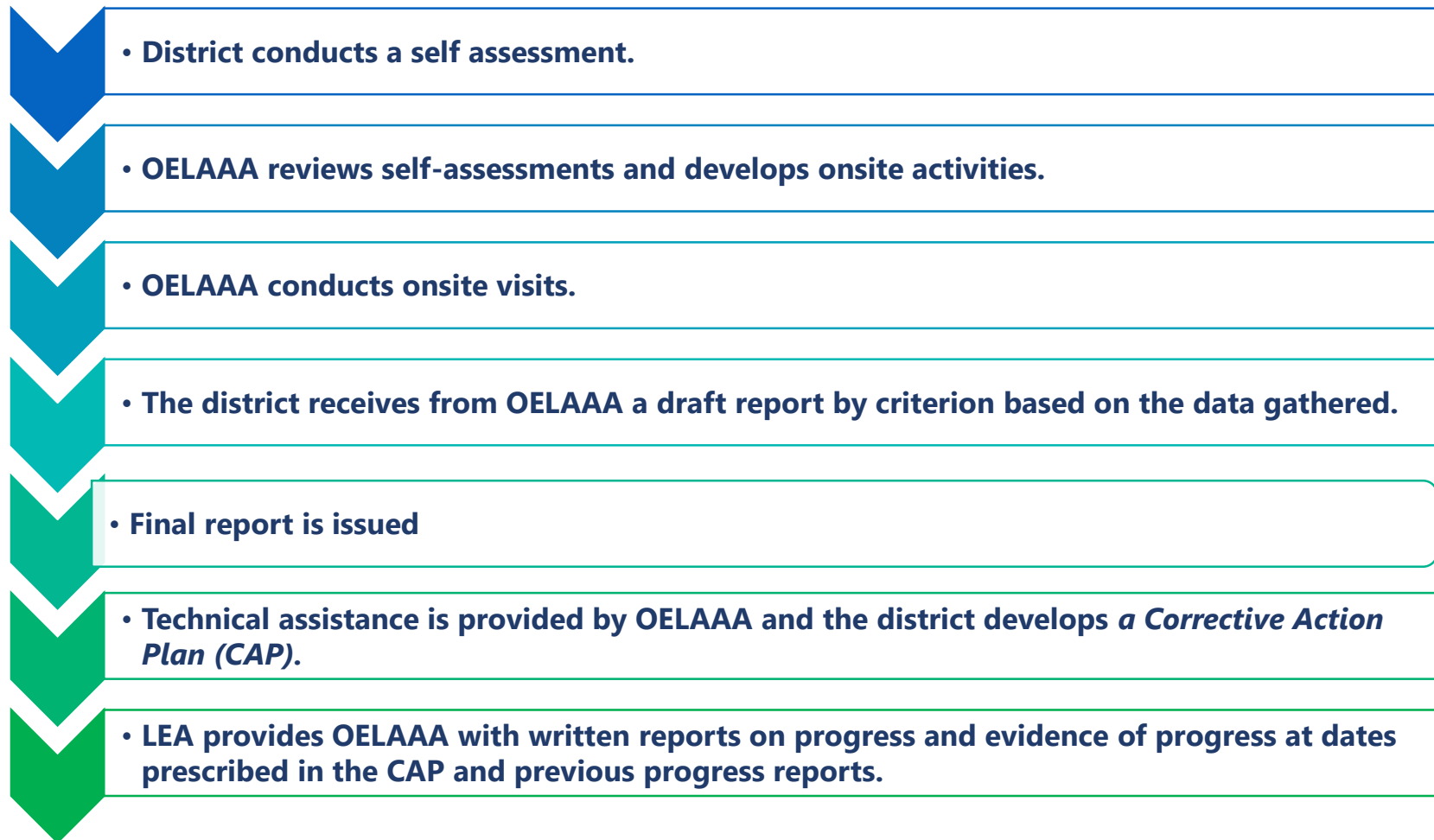
Tier 2: Directed Self-Improvement- Monitoring Process



Tier 3: Corrective Action

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

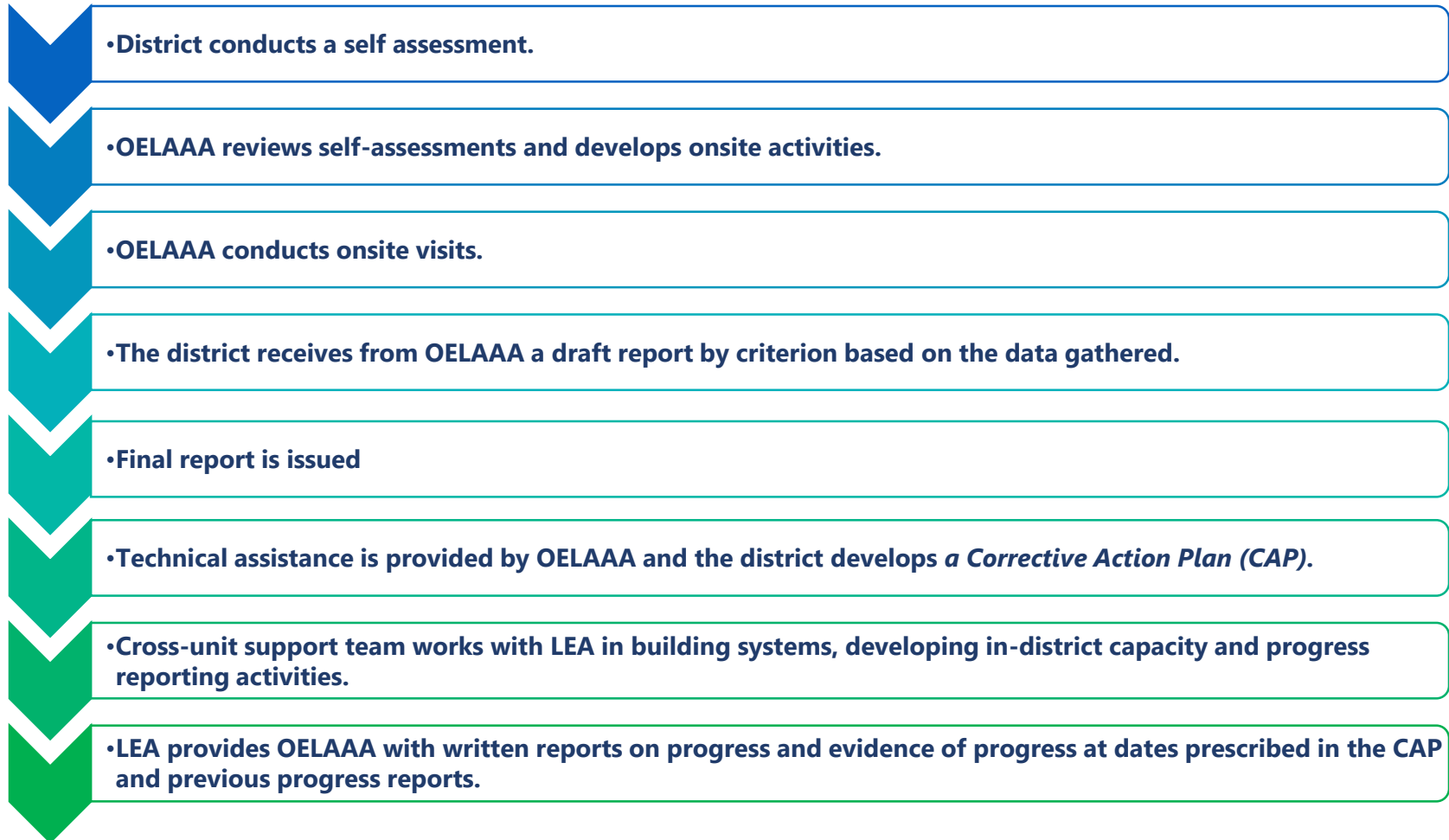
Tier 3: Corrective Action



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 self-assessment review indicates that the district requires more assistance.

THANK YOU

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