

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
COORDINATED PROGRAM REVIEW**

**District: Dudley-Charlton Regional School District
Corrective Action Plan Forms**

**Program Area: English Learner Education
Prepared by: Barbara Marderosian**

CAP Form will expand to as many lines as necessary. Before completing and emailing to pqacap@doe.mass.edu, please see separate *Instructions for Completing Corrective Action Plans*.

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report to the school or district.

Mandatory One-Year Compliance Date: May 11, 2013

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: ELE 3 - Initial Identification	Rating: Partially Implemented
<p>Department CPR Finding: <i>Documentation, student records and interviews indicated that staff being utilized to perform assessments to identify students regarding their level of English proficiency needs, although qualified to administer assessments in their professional specialty (e.g. Psychologist) are not qualified to make such determinations for English language learners.</i></p>	
<p>Narrative Description of Corrective Action: After the exit interview from the May 2011 on-site MA DESE visit where this compliance issue was made known to the district, those personnel doing initial identification were put on notice by the ELL program coordinator to desist and contact personnel in the district who were ESL certified to administer the IST screening tool.. The ELL program coordinator identified those correct people to ELL liaisons and principals.</p> <p>The district then hired two additional part-time instructors of English as a Second Language who are appropriately licensed and one ESL instructor is now assigned to each building. It is in their job description to perform LEP determinations. It is not in the job description of the ELL liaisons who were previously assisting with this task.</p> <p>Furthermore, district faculty members, and administration were trained on this and other compliance-related issues in December of 2011 by a co-presentation from the ELL Program Coordinator and the SPED Director. Team chairs were included in this training and the ELL/SPED liaison position was approved by the school committee to help ensure communication between the two disciplines and ensure correct initial identification. There will be a follow-up presentation to principals and pertinent staff in spring 2012. The Title I director will also be included in a separate training in June 2012.</p>	

Title/Role of Person(s) Responsible for Implementation: ELL Program Coordinator, ELL SPED liaison	Expected Date of Completion for Each Corrective Action Activity: : The first steps of the corrective action plans had already been completed and in place for this school year (2011-2012). The follow-up training by the ELL program coordinator will ensue during professional development time on June 19, 2012 for middle and high school faculty and administration. The elementary principals, district literacy coach, district math coach, and Director of Curriculum viewed the training presentation materials in May and will share information with their pertinent staff by the end of June. Training materials will also be shared with the Title I coordinator by June 18, 2012.
Evidence of Completion of the Corrective Action: Supporting documentation for this submission includes copies of ESL instructors' licenses, ESL instructor's job description, ELL liaison's job description, recently administered IPT signed by duly licensed ESL instructor, and power point trainings from Dec. 2011 and the relevant portion for June 19, 2012 and corresponding sign in sheets.	
Description of Internal Monitoring Procedures: The ELL program coordinator will continue to check records for the signatures of those administering screening devices such as the IPT or upcoming APT to ensure that the initial intakes are done by the ESL certified instructors.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: ELE 3 - Initial Identification	Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s):	
Progress Report Due Date(s):	

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: ELE 5 - Program Placement and Structure	Rating: Partially Implemented

Department CPR Finding: *Dudley-Charlton Regional School District has a relatively low enrollment of English Language Learners (ELLs). At the time of the onsite visit, most ELE students were enrolled in the elementary schools (38 ELLs). The middle school and high school accounted for a smaller number of ELLs: 8 and 7 respectively. In the district’s Sheltered English Immersion (SEI) program, ELE students receive one-on-one as well as grouped instruction. Teachers use the Pull-Out model to teach ESL to middle school ELLs placed in Levels 1 and 2 of the Massachusetts English Language Proficiency Assessment (MEPA). High schools ELLs, in any MEPA level, are placed in self-contained classes.*

There are no issues with the district’s curriculum. However, the Department is phasing out the ELPBO. Please refer to letter sent with draft report concerning this change.

Documentation reviewed indicated that English as a second language (ESL) instruction provided to ELE students are insufficient and not consistent with Department Guidelines (See note below). For example, ELLs in the elementary grades (K-4) and middle school placed in MEPA levels 1 and 2 receive 1.5 hours of direct ESL instruction two times a week “on average;” ELLs placed in MEPA levels 3, 4, and 5, in middle and high schools receive direct ESL instruction “as needed.” ELLs in high school, regardless of MEPA levels, receive 45 minutes of ESL instruction every other day. In addition, “a tutor comes periodically to assist students with special issues, such as MCAS and finals.”

The Department’s guidelines recommend that students receive hours of instruction that correspond to their MEPA level of English proficiency as follows: ELE students in Level 1 and Level 2 should receive 2.5 hours of ESL instruction a day or 12.5 hours a week; those in Level 3, 1-2 hours per day or 5-10 hours a week, and those in levels 4 and 5, should receive 2.5 hours per week or half an hour a day. (See Guidance on Using MEPA Results to Plan Sheltered English Immersion (SEI) Instruction and Make Reclassification Decisions for Limited English Proficient (LEP) Students.)”

Content instruction is based on the Massachusetts Curriculum Framework; however, according to district documentation, there are few teachers instructing ELLs who have completed the four categories of SEI professional development training. Therefore, many ELLs in the district are not receiving effective sheltered content. (Refer to the Commissioner’s Memorandum of June 2004. See also ELE 15 for additional comments). Although the district has made SEI training available, it had to cancel some sessions because of insufficient enrollment. All teachers in the district listed (67), except one, completed at least one of the SEI Categories; eight teachers completed all four categories; 28 and 27 teacher completed Category 1 and 3 respectively, and 17 completed Category 2. The greater gaps are in Categories 2 and 4. Information provided at each educational level is as follows:

- Across elementary schools, five teachers completed all four SEI categories, eight completed three categories, 11 completed two of the categories, and nine completed one category.*
- In the middle school, three teachers (out of 32) completed all four SEI categories. Three teachers completed three of the categories and three teachers completed two of the categories. Some teachers had not yet engaged in any SEI training, and most teachers had completed at least one of the categories (category 1).*
- In high school, three (out of 16) completed all four SEI categories, four completed two categories, and eight completed one category. The gaps are greatest in Category 4.*

In sum, English Language Learners in the district are not receiving direct hours of ESL instruction that are consistent with Department guidelines, there are content area teachers instructing ELLs who have not completed their SEI Category training, and there are ESL teachers/tutors who do not have an ESL license. Consequently, the Department concludes that the district does not have an ELE program that is consistent with Chapter 71A.

Narrative Description of Corrective Action: Please note that consistent with the memo issued by PQA and OELAAA of May 7, 2012, which identified proposed changes under the RETELL initiative impacting licensure, professional development and English language proficiency standards and assessment, the district will not be asked to prepare a CAP response for this criterion at this time. See http://www.doe.mass.edu/retell/ . Additional guidance will be issued in June.	
Title/Role of Person(s) Responsible for Implementation:	Expected Date of Completion for Each Corrective Action Activity:
Evidence of Completion of the Corrective Action:	
Description of Internal Monitoring Procedures:	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: ELE 5 - Program Placement and Structure	Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s):	
Progress Report Due Date(s):	

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: ELE 11 - Equal Access to Academic Programs and Services	Rating: Partially Implemented
Department CPR Finding: <i>Documentation and interviews indicated that the district is not providing LEP students the opportunity to receive support services in a language that the student understands. Staff members are not always qualified to teach LEP students in content areas and information in notices provided to all students is not consistently provided to LEP students in a language and mode of communication that they understand.</i>	

<p>Narrative Description of Corrective Action: : A study group was formed to make a “Parent Information Packet” to be distributed to families of LEPs in the district. This packet will be translated into various languages. It contains information on health, academic, and other services available to families school-wide, locally, and state-wide. This will be also posted on the ELL Parents’ Advisory Committee link to the district website by June 15.</p> <p>The position of ELL liaison for each building in the district had been formally approved by the school committee and training updates occurred at the start of the school year. Translations are listed under the job description of the liaison to ensure notices are sent home to those LEP students and their families who indicate this need on their home language surveys.</p> <p>Translation/interpretation needs are also listed on the master ELE roster and translation alerts on ipass have been set for those students requiring it. Secretaries were trained during the summer of 2011 on this. Liaison who translated items that are not critical, also maintained logs of any other tasks they performed throughout the school year and will continue to do so next year. Each liaison has been notified of the building’s translation and interpretation needs and this practice continues as the ELE roster is updated.</p>	
<p>Title/Role of Person(s) Responsible for Implementation: ELL Coordinator, ELL Liaisons, Guidance Personnel</p>	<p>Expected Date of Completion for Each Corrective Action Activity: Teachers, guidance counselors, administrators, and school psychologists, will be trained on the ipass alerts and made aware of the Parent Information Packet during the June 19, 2012 professional development meetings; records reviews will occur quarterly, spot checks will be done at random on Translation logs by the ELL Coordinator starting in June 2012.</p>
<p>Evidence of Completion of the Corrective Action: Supporting documentation for this finding includes the ELL liaison job description showing the translation responsibility, a copy of the master ELE roster noting translation/interpretation needs, results of the records review, a copy of the google usage notice, sample translation log, a copy of the “Parent Information Packet” which will also be posted on the ELLPAC website by June 14, 2012.</p>	
<p>Description of Internal Monitoring Procedures: A records review was conducted by the ELL program coordinator to ensure translations were being made for this school year. Records reviews will continue quarterly for 2012-2103. Instructions on how to use google translate function on the ELL website were also sent home to ELL families in languages that they can understand. This practice will continue in 2012-2013 with any new student who is eligible.</p>	
<p>CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)</p>	
<p>Criterion: ELE 11 - Equal Access to Academic Programs and Services</p>	<p>Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved</p>
<p>Basis for Partial Approval or Disapproval:</p>	
<p>Department Order of Corrective Action:</p>	
<p>Required Elements of Progress Report(s):</p>	
<p>Progress Report Due Date(s):</p>	

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: ELE 14 - Licensure Requirements	Rating: Partially Implemented
Department CPR Finding: <i>Documentation reviewed and staff interviews indicated that tutors (retired teachers licensed in other areas) are teaching ELLs without an ESL license.</i>	
Narrative Description of Corrective Action: The district notified its original ESL tutors and other interested parties who did not possess the ESL license that they would need to obtain training and attain the appropriate ESL license in order to serve in this position. One successfully did so. For the remaining positions, an ESL job posting was made. Those ESL instructors who did not have the ESL license are no longer serving the district. Those presently hired in the district as ESL “teachers/tutors” have the appropriate licenses. Throughout the 2011-2012 school year, the ESL instructors met to discuss programmatic needs with the ELL liaisons and met separately with the ELL coordinator on an as needed basis as well.	
Title/Role of Person(s) Responsible for Implementation: ELL Program Coordinator, Superintendent	Expected Date of Completion for Each Corrective Action Activity: The monitoring of ESL teacher individual professional development plans will be occurring annually to ensure that their licensure is maintained by accessing new professional development opportunities that reflect current practices. This practice begins in fall 2012.
Evidence of Completion of the Corrective Action: Supporting documentation includes obtaining copies of appropriate licenses and keeping them on file with original job postings and recommendations for hire. Also, ESL teacher evaluations will be kept on file.	
Description of Internal Monitoring Procedures: Starting in the 2012-2013 school year, ESL instructors will be evaluated by the ELL program coordinator using the state teacher rubrics and have increased supervision and meetings with ELL program coordinator, in addition to meeting with the liaisons. The ELL program coordinator will complete teacher evaluation training in August 2012.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: ELE 14 - Licensure Requirements	Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s):	
Progress Report Due Date(s):	

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: ELE 15 - Professional Development Requirements	Rating: Partially Implemented
Department CPR Finding: <i>The district submitted a two-year professional development plan to provide training to its teachers in the four SEI Categories from school years 2008-09 to 2010-11. However, this plan needs to be updated given that training beyond the current plan dates will be necessary, as there are teachers who have not completed their SEI training. (See also ELE 5 and letter sent with draft report regarding change in requirements for category 3).</i>	
Narrative Description of Corrective Action: Please note that consistent with the memo issued by PQA and OELAAA of May 7, 2012, which identified proposed changes under the RETELL initiative impacting licensure, professional development and English language proficiency standards and assessment, the district will not be asked to prepare a CAP response for this criterion at this time. See http://www.doe.mass.edu/retell/ . Additional guidance will be issued in June.	
Title/Role of Person(s) Responsible for Implementation:	Expected Date of Completion for Each Corrective Action Activity:
Evidence of Completion of the Corrective Action:	
Description of Internal Monitoring Procedures:	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: Criterion & Topic: ELE 15 - Professional Development Requirements	Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s):	
Progress Report Due Date(s):	

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: ELE 16 - Equitable Facilities	Rating: Partially Implemented

Department CPR Finding: <i>Observations indicated that at the Heritage Elementary School English language learner (ELL) instruction takes place in a portion of the library during instructional time when other classes are also accessing the space. At the Charlton Elementary Elementary School the instructional space is a small room that ELL students can only access by walking through another classroom.</i>	
Narrative Description of Corrective Action: : The principals of the Charlton and Heritage Elementary Schools immediately relocated the ESL tutoring location after last year's on site visit from MADESE. Presently, arrangements are being made for next year's classrooms to be in classrooms that are free from the access of others while instruction is taking place. The rooms will also be equal to the average standard for the rest of the system. They have been checked by the building principals, liaisons, and ELL program coordinator.	
Title/Role of Person(s) Responsible for Implementation: ELL Program Coordinator, Building Principals	Expected Date of Completion for Each Corrective Action Activity: The ELL program coordinator performed on site visits to Charlton Elementary School and Heritage School in May to ensure that the space planning on being used for 2012-2013 met the equitable facilities standards.
Evidence of Completion of the Corrective Action: : Supporting documentation is the summary report of the equitable facilities checks.	
Description of Internal Monitoring Procedures: Facilities checks will be done regularly by September of each school year. The onsite visit for this year occurred in May 2012. The first follow up visit will be made and documented in fall 2012.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: ELE 16 - Equitable Facilities	Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s):	
Progress Report Due Date(s):	

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: ELE 18 - Records of LEP Students	Rating: Partially Implemented
Department CPR Finding: <i>A review of student records of LEP students demonstrated that inconsistently contained the required documentation. Items missing from the records included home language surveys, results of identification and proficiency tests and evaluations, information about a student's previous school experiences, copies of parent notification letters including translated notices, progress reports and report cards in the native language, if necessary and individual success plans for students who have failed MCAS.</i>	

<p>Narrative Description of Corrective Action: The ELL program coordinator now maintains a master file to which ELL liaisons add copies of documents. The ELL protocol book was updated in April so that programmatic forms will reflect updates such as ACCESS and WIDA for the next school year. These files will be reviewed quarterly and a records review summary will be sent to liaisons so any missing items will be addressed in a timely fashion. A record review checklist was sent in May to all liaisons who were missing file items.</p>	
<p>Title/Role of Person(s) Responsible for Implementation: The ELL Program Coordinator and building ELL liaisons</p>	<p>Expected Date of Completion for Each Corrective Action Activity: Records reviews will occur quarterly and will be ongoing starting in school year 2012-2013.</p>
<p>Evidence of Completion of the Corrective Action: Supporting documents include records review checklist and summary of the end of the year records review results.</p>	
<p>Description of Internal Monitoring Procedures: Liaisons were trained on ELE 18 in May 2012 and the need for continued compliance. Record reviews and oversight of centrally located files will now be part of the ELL Program coordinator's job description. Building liaisons will be notified of any missing items in writing.</p>	
<p>CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)</p>	
<p>Criterion: ELE 18 - Records of LEP Students</p>	<p>Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved</p>
<p>Basis for Partial Approval or Disapproval:</p>	
<p>Department Order of Corrective Action:</p>	
<p>Required Elements of Progress Report(s):</p>	
<p>Progress Report Due Date(s):</p>	