

Dedham Public Schools

ELE Corrective Action Plan

Submitted 2/6/15

DESE Response Received 4/26/15

May 27, 2015

Dedham Public Schools – Coordinated Program Review (CPR) 2014

Completed (see November 19, 2014 School Committee Minutes):

- Civil Rights
- Special Education

English Learner Education – Final Report received January 2015

Coordinated Program Review Elements

Team:

A team of three DESE staff members conducted a Coordinated Program Review over four school days during May 2014.

Timing:

Each school district and charter school in the Commonwealth receives a Coordinated Program Review every six years. (Dedham's last review was 2008 and the next will be 2020.)

Criteria:

The Program Review criteria for each program encompass the requirements that have been selected for review. 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.

CPR Methods for English Learner Education (ELE) Evaluation:

- Review of documentation about the operation of district's programs.
- Interviews of administrative, instructional, and support staff across grade levels.
- Interviews of parents of English language learners.
- Review of student records for English learner education.
- The Department selected 15 student records for the onsite team to determine whether procedural and programmatic requirements have been implemented.
- Parents of English language learners were sent a survey that solicited information regarding the district's implementation of the English learner education program and related procedural requirements in their home language.
- Observation of classrooms and other facilities. The onsite team visited classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements. They visited DHS, DMS, Riverdale and Greenlodge.

Report:

At the beginning of January 2015, the DESE Onsite Chairperson sent the Superintendent a Final Report containing specific comments from their review of our English Learner Education Program.

Findings:

The onsite team rated all but three (of 24) criteria as "implemented". The remaining three, ELE 5, ELE 10 and ELE 18 were designated as "Partially Implemented".

Response:

Where criteria were found "Partially Implemented" the district proposed corrective action to bring those areas into compliance with the relevant statutes and regulations. Dedham's corrective action plan (CAP) was submitted Electronically on February 6, 2014, and was then subject to the Department's review and approval.

DESE Corrective Action Plan (CAP) Finding Report received April 26, 2015

2008 6 Criteria were cited for correction

2014 3 Criteria cited for correction, ELE 5, ELE 10 and ELE 18

ELE Criterion 5 – Program Placement

"amount of ESL instruction indicated for students with limited English proficiency inconsistent with the hours of English as a Second Language (ESL) instruction outlined in the 'Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners dated August 2013' "

ACCESS for ELLs Overall (Composite) Score	Recommended Minimum Hours of ESL Instruction	Recommended Hours of Sheltered Content Instruction	Recommended Hours for Specials/Electives (e.g., physical education, art, music)
Entering (Level 1) and Emerging (Level 2)	2.5 hours per day to a full day of direct ESL instruction, delivered by a licensed ESL teacher.	Other hours as available outside of ESL instruction, delivered by a teacher qualified to teach ELLs ¹ and licensed in the appropriate content area.	The same hours of instruction as former ELLs and native English speaking grade-level peers.
Developing (Level 3)	1-2 hours per day of direct ESL instruction, delivered by a licensed ESL teacher.	ELA or Reading instruction, delivered by a teacher qualified to teach ELLs.	
Expanding (Level 4)	2.5 hours of direct ESL instruction per week, delivered by a licensed ESL teacher.	Other hours as available for math, science and social studies instruction, delivered by a teacher qualified to teach ELLs.	
Bridging (Level 5)	2.5 hours of direct ESL instruction per week, delivered by a licensed ESL teacher.	The same hours of content area instruction as native English speaking peers delivered by a teacher qualified to teach ELLs and licensed in the appropriate content area.	
Reaching (Level 6)	Students at Level 6 should no longer be classified as ELLs and should participate in the general education program alongside native English speaking peers. Their progress must be monitored for two years after their ELL classification was removed. Such students should also receive additional supports and services if needed.		

ELE Criterion 5 - Structure

"district does not have an ESL curriculum used for direct ESL instruction or a plan to develop one that is aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standards."

District Description of Corrective Action

Program Placement

- *Budgeting for an additional full time ESL teacher beginning with the 2015-2016 School year*
- *Building principals will review ELL student schedules with ESL teachers w/i the first three weeks of school (or entrance) for compliance*

Structure

- *Continued use of professional development time this year and next for curriculum writing*
- *Purchase of ESL Cengage materials along with sample curriculum units*

Status: Approved

DESE Required Elements by September 30, 2015:

- Spreadsheet labeled **ELL List** to be completed by the first progress report due date including proficiency levels, ESL teacher schedules and amount of service by student
- Written documentation of: process and development of ESL curriculum; WIDA training for all staff; meeting dates; minutes; sign-in sheets; and timelines.

DESE CPR Findings

ELE Criterion 10 – Parent Notification

ELE Criterion 18 – Records of ELL Students

Parent notification letters:

- *not consistently maintained in student records*
- *not always dated*
- *lacked information about specific exit requirements*

Progress reports and report cards:

- *not consistently included in student records*
- *not necessarily provided with same frequency as general education*
- *lack evidence of being provide in home language as indicated on home language survey*

Home Language Surveys:

- *Inconsistent use of forms among the school buildings*

District Description of Corrective Action

ELE Criterion 10 – Parent Notification

- *DESE forms will be used and provided to parents in language requested on the Home Language Survey, including a section on Exit Criteria*
- *Additional ESL fields have been added to PowerSchool, the student database, allowing more access to home language information for guidance counselors, principals and ELL teachers*

ELE Criterion 10 & 18 – Progress Reports, Report Cards and Records of ELL Students

- *The district will continue to translate report cards and progress reports, issuing them in the same manner and frequency as general education reporting*
- *Report cards and progress reports will be translated to top 3 languages (Spanish, Arabic, and French)*
- *Copies of progress reports and report cards will be placed in students' ELL files in addition to cumulative files*

ELE Criteria 10 and 18 Status: Approved

DESE Required Elements by September 30, 2015:

Submittal of agendas and attendance sheets of staff training about requirements for documents required in ELL student records including parent notification letters, report cards, progress reports, and the requirements for documents to be in home language of the parent as required

DESE Required Elements by November 26, 2015:

Submittal of results of an internal review of ELL student records that include copies in the home language of:

- Parent notification letters
- Report cards
- Progress reports

Additionally, the number of records reviewed in each building, noting full compliance and/or root causes for non-compliance and corrective action taken to address the non-compliance

"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: January 4, 2016