

UP Approach to Teaching English Learners

Transformative teaching that leads to a love of learning and strong sense of intellectual independence

Rigor for All We believe all students can and must meet high academic expectations. We allow every student to grapple with rich, grade-level concepts, ideas and tasks and be a full member of our academic community. It is the role of teachers to ensure all students are able to master grade-level content. We do this through extraordinary core instruction, effective supports and interventions where needed.

Embrace the Struggle Struggling to make sense of ideas, rather than being given solutions, is how humans learn. The process of learning through debate and inquiry is as important as the knowledge gained. We build classroom cultures in which struggle is celebrated, not feared. We reduce and remove learning scaffolds over time, seeking creative thinking and problem solving abilities in all students.

English Immersion AND Multiculturalism English learners learn the language quickly when they hear English used by proficient speakers and when they use English to do meaningful academic work. At the same time, we believe in and reinforce the value of bilingualism and multiculturalism. Teachers do this by learning the unique knowledge English learners bring to a lesson and prompting students to use that knowledge to better understand the lesson.

Read Grade-Level Texts All English learners must be independently reading grade-level texts by the end of their first year learning English, regardless of whether they have learned English in another school or another country before coming to UP. If they are younger or our instruction is strong, students can often access grade level texts even faster. Highly supportive direct language instruction and in-class accommodations make this possible.

Everyone Teaches Language Every teacher who works with English language learners is responsible for helping students develop their language skills. Teachers design daily lesson language objectives that show students how to use the language in the content area in one small way. Students practice the language objective throughout the lesson, and the teacher assesses students' language growth daily and over time.

Everyone Scaffolds Language English learners learn English through content when the content is made meaningful to them. It is impossible for teachers to teach every aspect of language English learners might not know in a given lesson. Instead the teacher scaffolds the language and provides accommodations so that students can understand the lesson. Teachers do this by identifying the challenging language in a lesson that will not be taught and providing individualized scaffolds and accommodations to English learners. Not all students need language scaffolding, and not all lessons require language scaffolding.



**Education
Network**

UP Academy Boston
English Language Instruction Handbook

Introduction

Our Vision

The goal at UP Academy Boston is to be a leader in the field of English Language Learning where all teachers collaborate to support English Learners (ELs) by implementing innovative practices that:

- Utilize rigorous, higher-order thinking and data-driven differentiation to meet the linguistic and academic needs of all learners;
- Empower ELs as global citizens and real-world problem solvers, while celebrating their multilingual and multicultural identities; and
- Promote the acquisition of academic discourse and content knowledge necessary for EL scholars to be successful in mainstream classrooms, high school, college, and beyond.

Our Guiding Principles

- **Learning Language Through Rigorous Content** - We believe students learn language best through rigorous academic content that is relevant and meaningful and by engaging in higher-order thinking tasks. We analyze the academic language demands specific to each content and grade level and use the WIDA standards, in conjunction with content standards, to plan rigorous content instruction with embedded language supports.
- **Scaffolding Access** - We combine our knowledge of students' English language development levels and the second language acquisition process with the WIDA standards to plan differentiated scaffolds and accommodations that provide all ELs with fair entry points into grade level content and support them in making appropriate academic progress.
- **Integrating Language Practice** - In all lessons, we integrate reading, writing, listening, and speaking to provide students with ample opportunities to use and interact with language. We design our lessons so that language learning and deep robust thinking happen simultaneously. We deliver language-rich lessons that foster meaningful student collaboration, build academic discourse through oral interaction, and allow all students multiple opportunities to practice academic language in different capacities appropriate to their English language development levels.
- **Sharing Responsibility** - We share the responsibility of teaching language. We believe that all teachers should support one another by coordinating and collaborating in planning for language and content instruction. We draw on ESL teachers' knowledge and expertise in advocating for ELs and build the capacity of content teachers to teach the academic language of their discipline.
- **Using Data to Drive Instruction** - We consistently use both formal and informal measurements of students' language development across all four language domains and analyze this data to inform our instruction and differentiation.

- **Fostering Cultural Responsiveness & Multilingual Identities** - We value and seek to understand the home languages and cultures of our students by partnering with families. We incorporate those languages and cultures into our classroom communities and daily instruction. We empower our students to embrace their multilingualism and multiculturalism and see this part of their identities as an asset to society.
- **English Immersion** - English learners learn the language quickly when they hear English used by proficient speakers and when they use English to do meaningful academic work. At the same time, we believe in and reinforce the value of bilingualism and multiculturalism. Teachers do this by learning the unique knowledge English learners bring to a lesson and prompting students to use that knowledge to better understand the lesson.
- **Read Grade-Level Texts** – We believe all English learners should be independently reading grade-level texts by the end of their first year learning English, regardless of whether they have learned English in another school or another country before coming to UP. If they are younger or our instruction is strong, students can often access grade level text even faster. Highly supportive direct language instruction and in-class accommodations make this possible.
- **Everyone Teaches Language** - Every teacher who works with English learners is responsible for helping students develop their language skills. Teachers design daily lesson language objectives that show students how to use the language in the content area in one small way. Students practice the language objective throughout the lesson, and the teacher assesses students' language growth daily and over time.
- **Everyone Scaffolds Language** - English learners learn English through content when the content is made meaningful to them. It is impossible for teachers to teach every aspect of language that English learners might not know in a given lesson. Instead the teacher scaffolds the language and provides accommodations so students can understand the lesson. Teachers do this by identifying the challenging language in a lesson that will not be taught and providing individualized scaffolds and accommodations to English learners. Not all students need language scaffolding, and not all lessons require language scaffolding.

Description of the Handbook

This handbook serves as a resource for UP Academy Boston's students and families. It includes policies and procedures required by law, and describes our program and best practices.

Equal Access

UP Academy does not segregate EL students from their English-speaking peers, except where programmatically necessary to implement English Language Education (ELE.) UP Academy Boston ensures that EL students participate fully with their English-speaking peers and are provided support in non-core academic courses such as physical education and the arts. In addition, students have the same opportunities to receive support services, such as guidance and counseling, in a language that the student understands. UP Academy Boston ensures that EL students are taught to the same academic standards and curriculum as other students. UP Academy Boston uses grade-appropriate content objectives for EL students based on district curriculum taught by qualified teachers. EL students have access to the same special education services, Section 504 accommodation plans, and MTSS (Multi-tiered System of Supports) as their English-speaking peers.

EL Coordinator Responsibilities

There is an EL Coordinator in each of the UP Academies. At UP Academy Boston, the EL Coordinator is a full-time ESL teacher who has assumed additional responsibilities. The EL Coordinator ensures that the school's procedures comply with federal, state, and Network requirements, plans and leads ACCESS administration, screens new students for initial identification as EL students, reclassifies EL students as FELs (Former English Learners), or re-classifies FEL students as EL, as applicable. If your student is an EL and requires additional educational services, there will be an ESL teacher available to participate in MTSS or IEP meetings. There is an ESL teacher for each grade level at UP Academy Boston.

Identification and Placement

State and federal laws require that school districts assess the English proficiency of all newly enrolled students whose home language is a language other than English. The purpose of this assessment is to identify students' English language proficiency and to determine if they require direct instruction and support to complete ordinary class work in English. Based on the results of a linguistic evaluation, if students are identified as EL, they qualify for language support services.

Identification

- Enrollment in Boston Public Schools (BPS), including UP Academy Boston, requires registration through Welcome Services, where families must complete a Home Language Survey. If the answers to the survey indicate that a language other than English is spoken at home, the school in which they enroll must evaluate the student for language proficiency/dominance.
- Many students arrive at UP Academy Boston from other BPS schools and have already been evaluated for EL status. If a student arrives at UP Academy Boston from another school in the United States, ESL teachers will review the cumulative file from the sending school and analyze prior language testing results.
- For students who arrive at UP Academy Boston without an English proficiency score, but who live in a home where a language other than English is spoken, ESL teachers at UP Academy Boston evaluate them in the first few weeks of school using the WIDA Screener.

Placement

UP Academy Boston's EL Coordinator analyzes the WIDA levels and needs of each student. Based on those results, the school may recommend placement in a Sheltered English Immersion (SEI) classroom or in the Newcomers Class, or they might determine the student does not need ESL services. UP Academy's ESL staff then share the test results and recommended placement with the student's family, in their home language, no later than 30 days after the screening has been administered. They also place a copy of the results in the student's cumulative folder. If the parent agrees to the placement, UP Academy Boston sends a Parent Notification Letter, written in the family's home language, and places a copy of the letter in the student's cumulative folder and ESL folder.

A parent may decline to enroll their child in the recommended English language program by signing an opt-out letter. If a parent opts out, the student will not receive ESL services, and a copy of the letter will be maintained in the student's cumulative folder and the ESL folder. These students are still considered EL students until they meet the exit criteria. UP Academy will administer ACCESS annually to determine their English language proficiency.

Annual Assessments

UP Academy tests the English proficiency of all EL students annually.

Students take the WIDA ACCESS Test (ACCESS) in January of each year, which measures their proficiency in reading, writing, listening, and speaking English. ACCESS is administered by staff who have completed WIDA's ACCESS Administration training. UP Academy considers the results to drive programming for the following academic year and shares the results with families.

EL students also participate in the same standardized and curriculum-based assessments as their non-EL peers, except as described below in the section titled "Participation in State and District Wide Testing."

FELs

Annual assessments are also used to determine when an EL student meets the criteria for exit from EL programming. Those students become classified as a Former English Learner (FEL). Criteria for designation as FEL are as follows:

- Overall Score of at least Level 4.2 on ACCESS
- Composite Literacy Score of at least Level 3.9 on ACCESS
- Ability to perform ordinary class work in English as indicated by one or more of the following measures: grades, locally-administered academic assessments, written observations and recommendations from the student's teachers, WIDA Performance Definitions and CAN DO Descriptors, and performance on MCAS content area tests.

Once a student has been re-designated as FEL, UP Academy will monitor him/her for four years to assess his/her academic progress without language support. If a FEL fails to make academic progress, as measured by his or her grades and content area assessments, and the school-based team determines that this failure is due to a lack of English language proficiency, then the student must be re-classified as an EL. The student will be assigned to the SEI program with ESL services. The student will take ACCESS until he or she can demonstrate the ability to do class work in English without language support.

Benchmarks Toward Proficiency

Each year, based on a student's ACCESS scores, the Massachusetts Department of Elementary and Secondary Education determines targets for the following year. The targets, or benchmarks, are the minimum scores needed by the student to remain on track to attain English proficiency within six years.

UP Academy monitors the progress that students are making in meeting English proficiency benchmarks. For ELs who are not meeting English proficiency benchmarks, the school will:

- identify areas in which the student needs improvement;
- establish personalized goals for the student to attain English proficiency;
- assess and track the student's progress in the identified areas;
- obtain and incorporate input from the parents or legal guardian of the EL; and
- review resources and services available to assist the EL.

Some of the steps the school might take include:

- evaluate strategies for improving instructional practices and routines for ELs
- provide additional support to teachers of ELs, including professional development and coaching
- examine the adequacy of the curriculum and materials available to teachers of ELs
- obtain supplemental materials designed to assist ELs who are struggling with attaining English proficiency
- establish language support teams that may include English as a second language (ESL) teachers, content teachers, school administrators, guidance counselors, and other relevant personnel
- support structured collaborative opportunities for teachers of ELs (ESL teachers and content teachers) to review student performance data regularly

Our Program

UP Academy Boston operates a Sheltered English Immersion (SEI) program. Students designated as EL are placed in a cohort that includes both EL and non-EL students. Classes in those cohorts are taught by SEI-endorsed teachers with licenses in the appropriate content area (or teachers on DESE waivers). Depending on students' levels, as described below, they will receive pull-out services, push-in services, or a combination of the two.

Characteristics of Students' Experience

ELD Levels 1-2	ELD Level 3	ELD Levels 4-5
<ul style="list-style-type: none"> • Students are supported in acclimating to the school environment so that they feel safe, accepted, valued, and invested in learning. • Students are pulled out of ELA / literacy to receive developmentally appropriate ESL instruction and are included with supports in other sheltered content classes. • Students have multiple opportunities to produce language each day by listening, speaking, reading, and writing. • There are many opportunities for students to engage in meaningful, structured academic discussions with peers (both EL and non-EL) and teachers. • There are high expectations for language output coupled with high levels of support for speaking and writing. • Teachers utilize strategic visuals, along with gestures, appropriate pace / tone, and some native language support (when possible) to promote comprehensible input in all learning environments. • Routine structures are in place and students are provided with consistent and clear directions for all academic and behavioral expectations so that they know what is expected of them. • Students receive extra intervention support to build foundational literacy skills. • Students receive explicit instruction in social and academic vocabulary and foundational English language structures. 	<ul style="list-style-type: none"> • Students begin to feel more confidence and independence as they work with differentiated grade-level content. • Students are included in all sheltered, grade-level content classes but also receive targeted literacy and language support during an additional time. • Students have been taught multiple learning strategies they can use to work with rigorous text in different content areas. • Students have multiple opportunities to produce language each day by listening, speaking, reading, and writing. • Students have many opportunities to engage in oral, academic discourse with native English speaking peers and teachers, so they can learn from models. • Students are pushed to begin more deeply explaining their thinking. • Teachers utilize a variety of cooperative learning structures and flexible groupings to enhance language acquisition and content learning through collaboration and academic conversation. • Students receive explicit instruction in academic vocabulary and word learning strategies (word parts, dictionary skills, using context clues, etc.). 	<ul style="list-style-type: none"> • Students collaborate with non-EL peers or work independently on grade-level content. • Students participate in high-demand, academic language practice focused on the discourse of each content area. • Students independently utilize scaffolds and strategies that they've learned to access the same instruction at the same level of rigor as their non-EL peers. • Students participate in and lead whole-group, small-group, and pair discussions. • Students read grade level texts independently with minimal accommodations. • Students have many opportunities to practice academic writing across content areas and are taught explicitly how to write in different academic text structures (compare/contrast, problem/solution, etc.) • Students analyze discourse-level structures in both speaking and writing. • Students continue to receive explicit vocabulary instruction in Tier 2 and 3 words and are regularly using context clues as a primary strategy to infer meaning of unknown words. • Students participate in real-world, high-rigor applications of knowledge and language, including debates, Socratic seminars, RAFT writing, speech writing, recording radio programs, research, etc.

Newcomers Class

Students at WIDA ELD levels 1 and 2 receive two periods of direct ESL instruction in a Newcomer Humanities class aligned to WIDA ELD Standards and Common Core State Standards at grade level. Students in the Newcomer's Class receive direct instruction from an ESL teacher in the areas of vocabulary, oral language, writing, grade-level text analysis and foundational reading skills. This instruction typically occurs when the other students in their class have ELA. UP Academy's goal for students in the Newcomers Class is that they will be able to speak, listen, read, and write at a WIDA ELD Level 3 by the end of their first year. This would mean that they have mastered the social and instructional English and academic language necessary to participate meaningfully in grade-level classwork with support. Instruction is Common Core aligned, usually with the Grade 6 standards.

At the discretion of the EL Coordinator and Dean of Curriculum and Instruction, some students at an overall ELD Level 3 attend the Newcomers Class. Generally, those students are new to UP Academy and score below Level 3 on some of the categories. Newcomers spend learning time on Basic Interpersonal Communication Skills (BICS) and Cognitive Language Proficiency (CALP). At the beginning of the year, most of class time focuses on BICS. As the year progresses, time spent on CALP increases, and time spent on BICS decreases.

When students are not receiving direct ESL instruction in the Newcomers Class, they are learning with their peers in SEI classrooms.

Co-Teaching and Embedded ESL

Students at WIDA ELD Levels 3 through 5 receive their English language instruction within their general education classrooms using an SEI model. They participate with their non-EL peers in all content areas. Typically, these students are clustered to facilitate differentiation and service delivery.

ESL teachers co-teach lessons with the general education teachers during ELA. Both teachers have internalized the lesson and the needs of the students and are accountable for content mastery and language development. They meet at the beginning of the school year to establish a co-teaching relationship, norm on classroom culture, and start to get to know the students on their rosters. They have common planning time throughout the school year during which they plan for co-teaching.

Participation in State and District Wide Testing

MCAS – All Students

All EL students participate in the grade-level determined administration of the MCAS exam, as required and in accordance with state guidelines. There is one exception:

students who are in their first year of enrollment in U.S. schools do not need to participate in MCAS. If they do participate in MCAS, their scores do not count towards the school's statistics. EL students (current and former) may use approved bilingual dictionaries with word-to-word translations but not definitions during testing. They are also entitled to extra time to complete the assessments.

English Learners with Disabilities

Many students with disabilities, including English learners, are allowed accommodations on state and district wide testing, including MCAS. Their allowable accommodations are listed in their Individualized Education Plan (IEP) or 504 Accommodation Plan (504 Plan).

A student's IEP or 504 team must also determine how the student will participate in ACCESS testing and document this information in the IEP or 504 plan.

Contact Information

Rashidah Lawson
Principal
UP Academy Boston

Ashley Fogarty
Director of Student Supports
UP Education Network

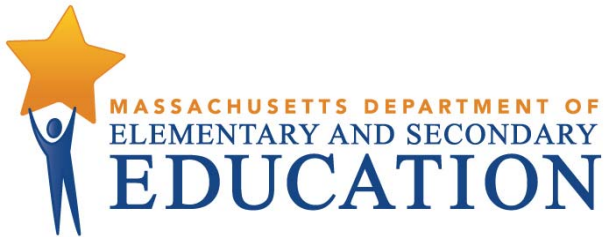
Jeanine Morris
Dean of Curriculum and Instruction
UP Academy Boston

Rachel Rosen
Manager of SPED Compliance
UP Education Network

Maryellen Leonard
EL Coordinator
UP Academy Boston

215 Dorchester Street
Boston, MA 02127
(617) 635-8819

90 Canal Street, Suite 600
Boston, 02114
(617) 307-5960



UP Academy Charter School of Boston (District)

**TIERED FOCUSED MONITORING
REPORT**

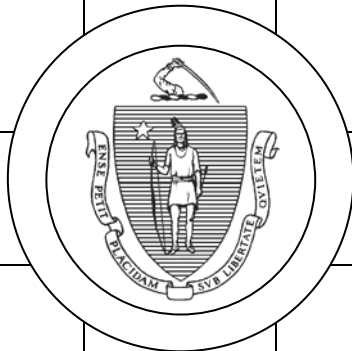
Dates of Onsite Visit: November 11-15, 2019

Date of Draft Report: December 12, 2019

Date of Final Report: December 24, 2019

Action Plan Due: January 27, 2020

**Department of Elementary and Secondary Education Onsite Team Members:
Paul Aguiar**



**Jeffrey C. Riley
Commissioner of Elementary and Secondary Education**

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
TIERED FOCUSED MONITORING REPORT**

UP Academy Charter School of Boston (District)

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MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
TIERED FOCUS MONITORING REPORT
UP Academy Charter School of Boston (District)

SCOPE OF TIER FOCUSED MONITORING REVIEWS

As one part of its accountability system, the Department of Elementary and Secondary Education oversees local compliance with education requirements through Tiered Focused Monitoring (TFM). All reviews cover selected requirements in the following areas:

Federal:

(Note: “U.S.C.” refers to the United States Code)

Title VI: Title VI of the Civil Rights Act of 1964

Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color or national origin in programs or activities receiving federal financial assistance. Title VI is codified at 42 U.S.C. 2000d *et seq.*; regulations have been promulgated in the Code of Federal Regulations (C.F.R.) at 34 C.F.R. Part 100.

EEOA: the Equal Educational Opportunities Act of 1974

Prohibits the denial of equal educational opportunity to English learners in public schools on account of national origin, by the failure “to take appropriate action to overcome language barriers that impede equal participation . . . in its instructional programs.” See 20 U.S.C. 1703(f). (The EEOA also prohibits the denial of equal educational opportunity based on race, color, or sex.)

ESEA: Elementary and Secondary Education Act of 1965

The Elementary and Secondary Education Act of 1965 (ESEA) was reauthorized through the Every Student Succeeds Act of 2015 (ESSA). ESEA governs elementary and secondary education. It is codified at 20 USC 6301 *et seq.*

Massachusetts:

(Note: Most Massachusetts education statutes are available at <http://www.doe.mass.edu/lawsregs/statelaws.html>. Legislation that has been filed may be found at <https://malegislature.gov/Laws/GeneralLaws/Search>. Department of Elementary and Secondary Education regulations are available at <http://www.doe.mass.edu/lawsregs/stateregs.html>.)

G.L. c. 69: Massachusetts General Laws, Chapter 69

Establishes the powers and duties of the Department of Elementary and Secondary Education.

G.L. c. 71A: Massachusetts General Laws, Chapter 71A

Governs the education of ELs. Regulations have been promulgated under it at 603 CMR 14.00.

G.L. c. 71B: *Massachusetts General Laws, Chapter 71B*

Governs the education of students with disabilities. State special education regulations are at 603 CMR 28.00.

G.L. c. 76: *Massachusetts General Laws, Chapter 76*

Governs school attendance and various other school-related matters. Section 5 prohibits discrimination in all public schools on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation. See also Access to Equal Educational Opportunities Regulations: 603 CMR 26.00.

St. 2002, c. 218: *Chapter 218 of the Massachusetts Acts of 2002*

Section 24 requires each school district to have at least one teacher licensed in ESL, TBE, or ELL. (See Implementation Guidance under ELE14.) In districts of 200 or more ELs, any person appointed as director of an ELE program must be licensed in ESL or bilingual education, or hold such other license required by law for such other ELE program.

TIERED FOCUSED MONITORING 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 one to five days in a school district or charter school (district).

Timing: Each school district in the Commonwealth is scheduled to receive a Tiered Focused Monitoring Review every six years except the districts and charter schools that repeat as Tier 4 for three consecutive years. These districts' ELE programs are reviewed every 3 years until such time they are no longer Tier 4. . The statewide Tiered Focused Monitoring cycle is posted at <<<http://www.doe.mass.edu/pqa/review/cpr/6yrcycle.html?district=all>>>.

Tier Level: Each district is assigned to one of four tier levels: Tier 1/Self-Directed Improvement; Tier 2/Directed Self-Improvement; Tier 3/Corrective Action; and Tier 4/Cross-unit Support and Corrective Action. The Tiered Focused Monitoring process and subsequent technical assistance varies by monitoring tier. Each district is assigned to a monitoring tier based on a risk assessment. The risk assessment will identify the potential for which districts may need support in improving outcomes for English learners (ELs). The risk assessment is based on the districts' results on the ESE Accountability measure of progress towards achieving English language proficiency and other relevant data. Districts in Tiers 1 and 2 have been determined to have no or low risk. Districts in Tiers 3 and 4 have demonstrated greater risk. Agency intervention, additional onsite monitoring, and provision of technical assistance varies based on districts' tier level, allowing the Department to direct resources to those districts requiring the most support.

1. Tier 1/Self-Directed Improvement: Data points indicate no concern on compliance and performance outcomes – meets requirements.
2. Tier 2/Directed Self-Improvement: No demonstrated risk in areas with close link to student outcomes – low risk.
3. Tier 3/Corrective Action: Areas of concern include both compliance and student outcomes – moderate risk.
4. Tier 4/Cross-unit Support and Corrective Action: Areas of concern have a profound effect on student outcomes and ongoing compliance – high risk.

Process: The monitoring process differs depending on the tier assigned to the district as well as the district's previous tier assignment.

There are 13 ELE criteria that target implementation of the requirements related to ELE programs under state and federal law and regulations:

ELE 1: Annual English Language Proficiency Assessment
ELE 2: State Accountability Assessment
ELE 3: Initial Identification of ELs and FELs
ELE 5: ELE Program and Services
ELE 6: Program Exit and Readiness
ELE 7: Parent Involvement

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ELE 8: Declining Entry to a Program
ELE 10: Parental Notification
ELE 13: Follow-up Support
ELE 14: Licensure Requirements
ELE 15: Professional Development Requirements
ELE 17: Program Evaluation
ELE 18: Records of ELs

The review process includes the following:

1- Self-Assessment

- District reviews English Learner Education documentation for required elements including document uploads.
- District reviews a sample of English learner (EL) student records selected across grade levels and EL focus areas such as opt-out students, former ELs and students and/or parents who need translation and/or interpretation.
- Upon completion of these two internal reviews, the district’s self-assessment is submitted to the Department for review.

2- Verification

- Review of EL student records: The Department may select a sample of student records and request certain documentation to be uploaded to the WBMS as evidence of implementation of the ELE criteria.
- Review of additional documents for English Learner Education
- Surveys of parents of ELs: Parents of ELs are sent a survey that solicits information regarding their experiences with the district’s implementation of English Learner Education program(s), related services, and procedural requirements.
- Interviews of staff, parents and community members as applicable

Report: For Tier 3 & 4 Tiered Focused Monitoring Reviews

At the end of the onsite visit, the onsite team holds 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 forwards to the superintendent or charter school leader a Draft Report containing comments from the Tiered Focused Monitoring Review. The Draft Report comments for English Learner Education program are provided to the district/school on-line through the Web-based Monitoring System (WBMS). Within 10 business days of receipt of the Draft Report, the district/charter school reviews and comments on the report for factual accuracy before the publication of a Final Report with ratings and findings (see below). The Tiered Focused Monitoring Final Report will be issued within approximately 60 business days of the conclusion of the onsite visit and posted on the Department’s website at

<<http://www.doe.mass.edu/pqa/review/cpr/reports/>>.

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”.

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.

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. **Districts and 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 Tiered Focused Monitoring Report.**

INTRODUCTION TO THE FINAL REPORT

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in UP Academy Charter School of Boston (District) during the week of November 11, 2019 to evaluate the implementation of English Learner Education and other related general education requirements. 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 Tiered Focused Monitoring Report containing findings made pursuant to this onsite visit. In preparing this report, the team reviewed student records, 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:

- Administrative staff
- Teaching and support services staff (as applicable)
- English Learner Education parent advisory council representative(s) (as applicable)
- Persons from the general public (as applicable)

Surveys:

- Parents of English learners

The report includes findings in the program areas reviewed based on the ELE criteria below:

ELE 1: Annual English Language Proficiency Assessment
ELE 2: State Accountability Assessment
ELE 3: Initial Identification of ELs and FELs
ELE 5: ELE Program and Services
ELE 6: Program Exit and Readiness
ELE 7: Parent Involvement
ELE 8: Declining Entry to a Program
ELE 10: Parental Notification
ELE 13: Follow-up Support
ELE 14: Licensure Requirements
ELE 15: Professional Development Requirements
ELE 17: Program Evaluation
ELE 18: Records of ELs

The Tiered Focused Monitoring 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," and “Implementation in Progress.” (Refer to the “Definition of Compliance Ratings” section of the report.) The Tiered Focused Monitoring Reports do not include criteria receiving a rating of “Implemented” or “Not Applicable.” This will allow the district/school and the Department to focus their efforts on those areas requiring corrective action. Districts are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans.

DEFINITION OF COMPLIANCE RATINGS

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
Implemented	The requirement is substantially met in all important aspects.
Implementation in Progress	This rating is used for criteria containing new or updated legal requirements; 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.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Not Applicable	The requirement does not apply to the school district or charter school.

SUMMARY OF COMPLIANCE CRITERIA INCLUDED IN THIS REPORT

The Department reviewed extensive written documentation regarding the operation of the district's ELE program(s), together with information gathered by staff interviews, a review of documentation from student records and parent surveys. This 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.)

SUMMARY OF COMPLIANCE CRITERIA RATINGS

	English Learner Education Requirements
IMPLEMENTED	ELE 1, ELE 2, ELE 3, ELE 6, ELE 8, ELE 10, ELE 13, ELE 14, ELE 15, ELE 17, ELE 18
PARTIALLY IMPLEMENTED	ELE 5, ELE 7

ENGLISH LEARNER EDUCATION

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
FINDINGS**

CRITERION NUMBER	II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT	
	Legal Standard	
<p>ELE 5</p> <p>ELE Programs and Services</p>	<ol style="list-style-type: none"> 1. The district uses assessment data to plan and implement educational programs for students at different instructional levels. 2. Children who are English learners shall be educated through sheltered English immersion or an alternative instructional program that meets the requirements of federal and state law, during a temporary transition period not normally intended to exceed the timelines established by the Department in benchmarks established pursuant to G.L. c. 71A, § 11. Alternative instructional programs include, but are not limited to, transitional bilingual education and dual language education or two-way immersion programs. 3. ELE programs shall be research-based and include subject matter content and an English language acquisition component. 4. The district only groups ELs of different ages together in instructional settings if their levels of English proficiency are similar. 5. The district’s grouping of students ensures that ELs receive effective content instruction at appropriate academic levels and that ESL instruction is provided at the appropriate proficiency level. ESL instruction should be aligned to the Massachusetts Curriculum Frameworks and must integrate components of the WIDA English Language Development (ELD) Standards. 6. The evaluation of ELE programs (by the Department) shall include, but shall not be limited to: (i) a review of individual student records of English learners; (ii) a review of the programs and services provided to English learners; (iii) a review of the dropout, graduation, discipline and special education incidence rates of the English learner population in the district; (iv) using the best available data, a review of the dropout, graduation, discipline and special education rates of English learners who exited the English learner education program within the 3 school years preceding the on-site visit for that 3-year period; (v) a description of the processes by which school-based teams, consisting of educators, administrators and support staff, monitor the progress of English learners and former English learners; (vi) a review of the amount, frequency and effectiveness of English as a second language instruction; and (vii) a review of the administration and coordination of English learner education programs. 	
	State Requirements	Federal Requirements
	G.L. c. 71A, §§ 4, 7A; 603 CMR 14.04	Title VI; EEOA
	Rating: Partially Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

The Department conducted an on-site visit to the school district to evaluate the effectiveness of programs serving English learners as required by M.G.L. c. 71A, § 7A. A review of data as a part of the evaluation of the district’s ELE program indicated that English learners do not demonstrate sufficient growth in English language acquisition and the ELE program needs improvement to promote and support the rapid acquisition of English language proficiency by ELs. Documentation also indicated that the charter school has not adopted procedures to identify English learners who do not meet English proficiency benchmarks and has not established a process for the charter school to: (i) identify areas in which identified English learners needs improvement and establish personalized

goals for the identified English learners to attain English proficiency; (ii) assess and track the progress of English learners in the identified areas of improvement; (iii) review resources and services available to identified English learners that may assist said learners in the identified areas of improvement; and (iv) incorporate input from the parents or legal guardian of the identified English learner as required under M.G.L. c. 71A, § 11.

CRITERION NUMBER	III. PARENT AND COMMUNITY INVOLVEMENT	
	Legal Standard	
<p>ELE 7</p> <p>Parent Involvement</p>	<ol style="list-style-type: none"> 1. The district develops ways to include parents or guardians of ELs in matters pertaining to their children's education and ELE programs. 2. A request by a student's parent or guardian to enroll the student in or transfer the student into a specific English learner education program offered by the school district shall be reviewed by the superintendent or the superintendent's designee. The school district shall respond to such requests in no more than 20 school days after receipt of the request. 3. If a school district receives requests from the parents or legal guardians of not less than 20 students to implement a specific program to provide language instruction in that school district, the school district shall, not later than 90 days after receiving the request, respond and provide: (i) a plan for implementation of the requested program; or (ii) a denial of the request, in writing, including an explanation of the denial. 4. Each school district serving 100 or more ELs or in which ELs comprise at least five percent of the student population, whichever is less, shall establish an English learner parent advisory council. 5. Each school designated as underperforming or chronically underperforming and operating a program for English learners shall establish an English learner parent advisory council. 6. A school district or school required to establish a parent advisory council shall annually notify parents and guardians of ELs of the opportunity to participate in the council and shall provide the notification in a language the parent or guardian can understand. 	
	State Requirements	Federal Requirements
	G.L. c. 69, § 1J(x); G.L. c. 71A, §§ 5, 6A, 12; 603 CMR 14.04 and 14.09	Title VI; EEOA; ESEA
	Rating: Partially Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Interviews and documentation indicated that the district does not have an English Learner Parent Advisory Council as required in M.G.L. c. 71A, § 6A.