

**Wilmington**

**Targeted and Focused Monitoring Report**

**Review Dates:** **February 5, 2024 - May 5, 2024**

**Date of Final Report:** **03/20/2024**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

During the 2023-2024 school year, Wilmington participated in a Targeted and Focused Monitoring Review conducted by the Department’s Office of Language Acquisition (OLA). The purpose of the Targeted and Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on English Learner Education.

District/charter schools are reviewed every six years through Targeted and Focused Monitoring. There are 12 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

ELE 8: Declining Entry to a Program

ELE 10: Parental Notification

ELE 13: Fallow-up Support

ELE 14: Licensure Requirements

ELE 15: Professional Development Requirements

ELE 18: Records of ELs

The monitoring process differs depending on the thorough data analysis the Department conducts.

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.

1. 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
* Classroom observations as applicable
* Parent and student focus groups as applicable

**Report:**

Within approximately 20 business days of the onsite visit, the onsite chairperson will forward to the superintendent or charter school leader the findings from the Targeted and Focused Monitoring Review. Within 10 business days of receipt of the findings, the district reviews and comments on the findings for factual accuracy before they are finalized. After the report is finalized, districts develop a Continuous Improvement and Monitoring Plan (CIMP) for any criteria receiving a rating of "Partially Implemented," "Not Implemented," and “Implementation in Progress.” The CIMP outlines an action plan, identifies the success metric, describes the measurement mechanism and provides a completion timeframe to bring those areas into compliance with the controlling statute or regulation. District and charter schools are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans.

# **DEFINITION OF COMPLIANCE RATINGS**

|  |  |
| --- | --- |
|  |  |
| **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 and means that 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. |

For more information on the Targeted and Focused Monitoring approach, please visit the Department’s [website](https://www.doe.mass.edu/ele/cpr/default.html).

Wilmington

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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

| **Improvement Area** **1** |
| --- |
| **Criterion:** ELE 5 - Program Placement and Structure |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** Interviews, documentation, and a review of student records indicate that the district lacks the ESL systems and/or staffing capacity to effectively provide essential components of an effective ELE program, such as providing time for ESL collaboration with content teachers to identify language objectives, student needs, and to provide appropriate supports and scaffolds.  A review of district documents and interviews with staff members indicate that the district has two separate grading systems - one for English Learners at developing levels of English proficiency and one for non-English Learners and English Learners at higher levels of proficiency. The Department determines that ELs with low English proficiency levels have inequitable access to the district curriculum and grade level standards and they are not expected to show mastery of grade level standards as their English-speaking peers.  Finally, the review indicated that the district does not consistently support an ESL curriculum across all grades. Literacy and reading programs and materials do not replace an ESL curriculum which is integral to an effective ELE program in which ELs of all grades and proficiency levels become English proficient at a rapid pace. |

| **Improvement Area 2** |
| --- |
| **Criterion:** ELE 7 - Parent Involvement |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** Conversations with staff members indicate that even though policies are in place to provide parents with documents in their requested language, those policies are often not known or not followed by staff members. These discussions indicate that the school does not always provide language assistance to parents whose preferred language is not English and therefore, does not always meet the obligation to communicate effectively with parents to include them in matters pertaining to their children’s education. |

| **Improvement Area 3** |
| --- |
| **Criterion:** ELE 10 - Parental Notification |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of documents indicate that the district does not send with fidelity notification letters to the parents or guardians of all ELs to inform them about the students' program placement, parental rights and other ELE program related information as required in 603 CMR 14.02. Furthermore, not all report cards are translated into parents' requested languages. |

| **Improvement Area 4** |
| --- |
| **Criterion:** ELE 14 - Licensure Requirements |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** Staff interviews and the relevant SEI Endorsement data indicated that most core academic teachers assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement, but some do not. |