

**Seekonk**

**Targeted and Focused Monitoring Report**

**Review Dates:** **March 25-29, 2024**

**Date of Final Report:** **05/02/2024**



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Commissioner of Elementary and Secondary Education

During the 2023-2024 school year, Seekonk 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**

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| **Implemented** | The requirement is substantially met in all important aspects. |
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| **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. |
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| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
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| **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).

Seekonk

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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

| **Improvement Area** **1** |
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| **Criterion:** ELE 3 - Initial Identification of ELs and FELs |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Staff interviews and documentation indicate that while some staff know the initial identification procedures, the district does not have complete written initial identification policies and procedures in accordance with the Department guidelines to identify students who may be ELs or students who are Former English Learners (FELs) as required by ESEA; Title VI; EEOA; G.L. c. 71A, Section 4; 603 CMR 14.02; G.L c. 76, Section 5; 603 CMR 26.03. |

| **Improvement Area 2** |
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| **Criterion:** ELE 5 - Program Placement and Structure |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** The Department conducted a TFM review to evaluate the effectiveness of programs serving English learners as required by G.L. c. 71A, Section 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.  Interviews indicated that language assistance staff provide direct interpretation for English learners in some SEI classes instead of sheltering the content to make it accessible for English learners. While leveraging native language and supporting translanguaging in moderation are important strategies, relying on direct translation too much at the expense of incorporating sheltering strategies does not promote the rapid learning of English nor grade level understanding of the content areas in SEI classes.  Interviews and a review of documentation also indicated that the district does not have an ESL curriculum that 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 3** |
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| **Criterion:** ELE 7 - Parent Involvement |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Interviews and review of documents indicated that although the district provides translated documents and interpretation for families who need them, it does not have clearly written and broadly understood policies and procedures in place to ensure that translation and interpretation guidance is consistently followed. |

| **Improvement Area 4** |
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| **Criterion:** ELE 8 - Declining Entry to a Program |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of the documentation indicated that the district does not have clear written procedures for declining entry to a program (opt-out), including timeline, monitoring process and frequency, and responsibilities for various stakeholder roles. |

| **Improvement Area 5** |
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| **Criterion:** ELE 10 - Parental Notification |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of the documentation indicated that the district does not have clear written procedures for parental notification, including timeline, ensuring compliance with state and federal forms, and responsibilities for various stakeholder roles. |

| **Improvement Area 6** |
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| **Criterion:** ELE 13 - Follow-up Support |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of the documentation indicated that the district does not have clear written procedures for monitoring Former English Learners (FELs), including timeframe, monitoring documentation, and responsibilities for various stakeholder roles. |

| **Improvement Area 7** |
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| **Criterion:** ELE 14 - Licensure Requirements |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Document review 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. |