

**Greater New Bedford Regional Vocational Technical**

**Targeted and Focused Monitoring Report**

**Review Dates:** **November 12-15, 2024**

**Date of Final Report:** **01/28/2025**



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Acting Commissioner of Elementary and Secondary Education

During the 2024-2025 school year, Greater New Bedford Regional Vocational Technical 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).

Greater New Bedford Regional Vocational Technical

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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

| **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:** A review of student records and district policies and procedures revealed that the district is using a home language survey that does not comply with DESE guidelines, Furthermore, the district's procedures lack written policies or procedures to identify Former English Learners (FELs) and guidance on addressing unclear Home Language Survey (HLS) responses and do not define the roles and responsibilities of staff involved in the decision-making process. The Department concludes that the district's current initial identification procedures and practices are not in compliance with 603 CMR 14.02(1) that requires districts and charter schools to establish procedures in accordance with the Department guidelines. |

| **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 review of the district's ELE program to evaluate its compliance with state and federal laws and regulations and identified the following issues based on district policies, student records, classroom practices, and staff interviews:  When students are scheduled to receive ESL instruction through a push-in model, English language development doesn't always happen. In many cases, the ESL teacher pushing in assists the content teacher in teaching content standards but does not provide explicit ESL instruction. While there is a curriculum in place in the pull-out classes, language art is the focus in push-in ELA/ESL class, rather than language acquisition.  Interviews with staff members further revealed that English Learners are systematically placed in core content classes with teachers who are not licensed to teach that content, meaning that English learners do not always have access to rigorous, grade-level content instruction.  The district has procedures in place to identify ELs who do not meet English proficiency benchmarks and a process to identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency; however, interviews and a review of lesson plans indicated that teachers who work with students who have not met their English language proficiency benchmarks? do not plan their lessons to support students' learning goals and there is not a process to get parental input during the process or to track and assess the progress of ELs in the identified areas in need of improvement as it is required by M.G.L 71 A §11.  Finally, 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. |

| **Improvement Area 3** |
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| **Criterion:** ELE 7 - Parent Involvement |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of district documentation revealed that the district does not have written policies regarding parent involvement in its English Learner Education (ELE) program. The Department concludes that the absence of such policies does not ensure meaningful engagement of parents in the educational process for their children, which is not in compliance with 603 CMR 14.09, requiring districts to develop and implement policies and procedures to involve parents of English learners in their children's education and the ELE program. |

| **Improvement Area 4** |
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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.  Documentation and parent surveys indicated that the district does not consistently send initial and annual notification letters to parents to inform them of their child's placement in an ELE program and other required information that needs to be communicated to parents annually.  A review of documentation submitted also indicated that progress reports are not always translated and provided to parents, and report cards are not always provided in a language they can understand. |

| **Improvement Area 5** |
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| **Criterion:** ELE 18 - Records of ELs |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of the documents requested from the district indicated that the district does not consistently keep all the required documents in students' EL records. |