



## FY09 Supplemental Educational Services (SES) Provider Monitoring Instrument

### Overview

The federal No Child Left Behind Act (NCLB) requires states to ensure that districts and providers of supplemental educational services (SES) adhere to certain parameters in the design and delivery of SES programs. The Massachusetts Department of Elementary and Secondary Education (ESE) has a responsibility, through its approval and monitoring processes, to ensure that high-quality services are delivered.

The Department must develop and implement standards and techniques for monitoring the quality, performance, and effectiveness of the services offered by approved SES providers. These standards and techniques, as well as any findings resulting from such monitoring, must be publicly reported. The quality control standards and techniques described herein are consistent with the initial criteria developed for identifying potential providers [Section 1116(e)(4)(D)].

### General Information

Provider Name:			
Name and title of representative:			
Name of ESE reviewer:			
District(s) where observed:			
Site(s) observed:			
Date(s) of review:		Subject(s) reviewed:	
Number of SES classrooms at site:		Number of SES students at site:	
SES grades served at site:		Ratio of SES staff/students at site:	
Special populations served:			
This provider provides online instruction (Yes/No):			

Follow-Up Required:	
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## Monitoring Criteria

**EDUCATIONAL PLANS: Are SES educational plans tailored to the learning needs of individual students, aligned to State and local academic achievement standards, and designed to help parents/guardians, district personnel, and the provider monitor student progress?**

Monitoring Criteria	Y	N	N/A	Comments
Plans exist for each student served				
Plans are signed by parents and district/school officials				
Plans contain specific, measurable achievement goals for students				
Achievement goals indicate State academic standards to be addressed				
Achievement goals for special education students are consistent with the student's IEP				
Achievement goals for students covered by Section 504 consistent with student's individualized services under Section 504				
Plans contain appropriate language assistance in the provision of services to LEP students				
Plans describe how student progress will be measured				
Plans describe how and when the student's parents / guardians and district/school officials (e.g., the child's teachers) will be regularly informed of progress				
Plans give a timetable for improving the student's achievement				
Plans contain activities designed to address the student's needs				

**INSTRUCTIONAL PROGRAM: Does the SES provider implement a sound instructional program that helps all students achieve proficiency in targeted areas of knowledge and skills?**

Monitoring Criteria	Y	N	N/A	Comments
Provider's curriculum is same as curriculum described in State-approved application; any changes or modifications, if different, have been approved by the Department				
Provider furnishes evidence (e.g., a crosswalk) of alignment between the provider's instructional program and State standards				
Provider's academic instruction appropriately targets the learning needs of individual students				
Students receive regular and systematic feedback on what they are learning (e.g., in the form of frequent student-instructor interaction, student-friendly progress reports, etc.)				
Provider furnishes evidence (e.g., assessment results, portfolios of student work, etc.) that students are progressing toward achievement goals outlined in the educational plans				
All instruction and content delivered within the provider's program is secular, neutral, and non-ideological.				
Provider adheres to the minimum or maximum number of students the provider agreed to serve as proposed in its application to the State.				
Provider adheres to the student-instructor ratio as proposed in its application to the State.				
Provider can explain the theoretical/empirical rationale behind major elements of its program, as well as the link between research and program design (e.g., research that demonstrates how its curriculum, instructional strategies, materials, and size and structure are designed to increase the academic achievement of students).				
If the provider provides tutoring services to non-SES eligible students alongside the eligible students it serves, the services that are provided to SES-eligible students are consistent with the SES program design approved by the State.				

**LOCAL SCHOOL DISTRICT COORDINATION: Does the SES provider fulfill their responsibilities in coordinating the initiation and delivery of educational services with the local school district?**

Monitoring Criteria	Y	N	N/A	Comments
Provider's instructional program is integrated with students' daytime classroom learning activities				
The provider meets all timelines (e.g., initiation of services and provision of regular progress reports on student academic achievement) according to the terms of the agreement signed with the district and in accordance with Departmental guidance.				

**PARENT/GUARDIAN INVOLVEMENT: Does the SES provider involve parents / guardians as active participants in the SES program?**

Monitoring Criteria	Y	N	N/A	Comments
Provider assists the State in using parental input (e.g., surveys, focus groups, etc.) to evaluate the success of the program in improving student achievement				
Provider works with parents to develop and identify specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement.				
Provider furnishes evidence that it keeps parents informed and enhances parents' awareness of their child's academic achievement goals and how they can help their child attain those goals				
Provider works with parents and districts to maintain high levels of student attendance, especially among students with disabilities and LEP students				

**INSTRUCTIONAL STAFF: Does the SES provider employ staff as proposed in its application to the State?**

Monitoring Criteria	Y	N	N/A	Comments
Qualifications of tutors (as evidenced by resumes) meet or exceed minimum qualifications described in provider's approved SES application to the Department; resumes are current				
Provider has developed procedures for the evaluation and oversight of all instructional staff				
Provider does not employ any individuals who currently serve districts in the capacity of Superintendent, Assistant or Deputy Superintendent, Charter School Leader, School Committee Member, Governing Board Member, Principal, Assistant Principal, or school or district SES Coordinator to serve students in the district of employment or service.				
Provider has conducted annual Criminal Offender Record Information (CORI) checks on all staff that work with students, and maintains a file of annually updated CORI checks for each of these staff members. (Alternatively, and at the discretion of the school district, the provider has furnished information to the school district that enabled the district to conduct CORI checks on provider staff members working in district schools (M.G.L. ch. 71 § 38R)				

**HEALTH AND SAFETY: Does the SES provider deliver educational services in an environment that is healthy and safe?**

Monitoring Criteria	Y	N	N/A	Comments
Provider meets all applicable health, safety, and civil rights laws on federal, state, and local levels, for both students and staff members, including all necessary occupancy licenses and permits, and including compliance with IDEA and ADA				
The site(s) where students receive SES have documented plans in place for emergency medical situations, evacuations, and ambulance and poison calls.				
Provider does not deliver services in a private residence other than that of the student, and not without the student's parent/guardian present				
Provider does not disclose to the public the identity of any student eligible for or receiving SES without the written permission of the parent/guardian				

**BUSINESS PRACTICES: Does the SES provider engage in sound business practices with parents/guardians, local school districts, and the State?**

Monitoring Criteria	Y	N	N/A	Comments
Provider is factual and forthright in reporting and documenting attendance rates, and evidence of program effectiveness.				
All qualified children whose parents/guardians request services from the provider are served equally, without restriction. The provider does not, on the basis of disability, exclude qualified students with disabilities or students covered under Section 504.				
Provider is financially stable and will be able to complete services to the student and the school				
Provider maintains liability insurance				
Provider does not give incentives or gifts to a student or parent for enrolling in a specific program or to switch enrollment to another program				
Provider does not offer incentives (such as cash, merchandise, or free educational services) in excess of \$5.00 in value to schools, school districts, parents, students or other entities for signing up students for their programs				
Provider does not offer "kickbacks" to school or school district officials, principals, or teachers who encourage parents to select that provider.				
Provider does not engage in false advertising about its program or other providers' programs				
If applicable, provider has taken appropriate corrective action against provider employees, consultants or contractors who act in a manner detrimental to the letter or spirit of the Assurances and Certification in its application to the State				
If applicable, provider has taken immediate steps to correct any actions on its part that willfully or inadvertently violated the letter or spirit of the Assurances and Certification in its application to the State.				