



Commonwealth of Massachusetts
Supplemental Educational Services (SES)
Provider Documentation for
Desk-Based Review

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)].

This document supplements the primary provider monitoring tool published at www.doe.mass.edu/ses/monitoring.html. A provider participating in an annual desk-based review of its SES programs must complete and submit this document in addition to the following materials:

- *Student learning plans that outline goals, progress, and timelines for achievement*
- *Progress reports submitted to parents and districts by SES provider(s)*
- *Résumés for all provider staff who work with students under the State’s SES contract*
- *Documentation of hiring, training, evaluating, and corrective action procedures of staff*
- *Plans for emergency medical situations, evacuations, and ambulance and poison calls*
- *Copy of current liability insurance policy*
- *Crosswalk between provider’s achievement/progress measures and summative achievement/progress statements that must be reported annually to the Department (Exceeded goals; Met goals; Made progress but did not meet goals; Made no progress toward goals)*

Part I: General Information

Provider Name:				Fiscal Year:
Name and title of representative:				
Name of ESE reviewer(s):				
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):				

Part II: Narrative Description

EDUCATIONAL PLANS: Overarching Question: 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?

1. Describe the way in which the individual student learning plan is created. Include information about assessment data, the selection of appropriate goals.
2. Describe the way in which students learning plan addresses the needs of special education students, students covered by Section 504, and LEP students.
3. Describe the timetable for student achievement, including information regarding the minimum number of hours students receive, and how and when parents/guardians and school/district officials are informed on progress.

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

4. Describe the alignment between the provider's instructional program and state and local standards. Include information about the instructional strategies and materials used, and the link between research and program design.

5. Describe the ways in which students receive feedback regarding their progress.

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

6. Describe how the provider's program is integrated with students' daytime classroom learning activities.
7. Explain the process for meeting all timelines regarding service delivery and progress reporting, as set forth in the contract/agreement with the district.

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

8. Explain the ways in which parents/guardians are encouraged to participate in the development of student learning plans. Include information about communicating with parents/guardians whose preferred language is not English.
9. Describe how the provider works with parents and districts to maintain high levels of student attendance, especially among students with disabilities and LEP students.

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

10. Describe the qualification of instruction staff. Include sample résumés.

- 11. Explain the hiring, training, evaluating, and corrective action procedures for staff. Include information about CORI checks on staff that work with students.**

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

- 12. Describe the process for documenting and informing staff of plans for emergency medical situations, evacuations, and ambulance and poison calls.**

- 13. Describe how the provider ensures the privacy of students who receive SES.**

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

- 14. Describe the process for documenting and reporting attendance rates and student achievement data.**

- 15. Explain the ways in which the provider has taken appropriate steps to serve all eligible families equally, without restriction.**

- 16. What actions, if any, has the provider taken to correct any violations (willful or inadvertent) of the Assurances and Certification in its application to the State?**