Targeted and Focused Monitoring Criteria at a Glance
Ensuring English Learner Success

ELE 1. Identification of ELs and FELs

Have written procedures and use state-required assessments and qualified staff to identify students who may be English learners and for monitoring Former English Learners.

ELE 2. ELE Programs and Services

Implement research-based EL programs that integrate content and language, align with state/WIDA standards, use data for individualized instruction, and ensure equitable program access.

ELE 3. Program Exit and Readiness

Students must be reclassified once they meet Exit criteria set by DESE.

ELE 4. Parent Empowerment

District must facilitate parents/family access and participation in the educational experience of their students (i.e., translation, interpretation, parent advisory councils, Title III).

ELE 5. Declining Entry to a Program

Honor a parent's right to opt out, withdraw, or re-enter a student from an EL program at any time, while continuing to provide meaningful access to instruction and English language support.

ELE 6. Parental Notification

Ensure timely, language-accessible annual notices to EL parents regarding program specifics, instructional methods, exit criteria, all parental rights, and student progress.

ELE 7. Follow-Up Support

Actively monitor students for four years after they exit an EL education program, providing language support if needed and addressing any academic deficits resulting from ELE program participation.

ELE 8. Licensure Requirements

Ensure all staff working with English learners, including core academic teachers and vocational technical teachers (and their evaluators), hold appropriate licenses and endorsements, including core academic teachers in sheltered English or bilingual settings.

ELE 9. Professional Development

Provide high-quality PD in second language acquisition to support recertification. Title III funds must be used to provide sustained, high-impact training that improves EL instruction and assessment practices.

ELE 10. Records of ELs

Ensure EL student records contain all essential data: language surveys, EL identification and proficiency tests results (ACCESS, MCAS, benchmarking), IEP/504/SLIFE plans, past schooling, parent communications, and follow-up / intervention for reclassified and opt-out students.

ELE 11. Annual English Language Proficiency Assessment

Ensure qualified staff annually administer WIDA ACCESS to no less than 95% of English learners for English language development progress monitoring

ELE 12. State Accountability Assessment

Ensure no less than 95% of English learners participate in annual MCAS testing.

This is a summary only. To see specific requirements for criteria, review the ELE Targeted and Focused Monitoring Guidance tool.
Massachusetts Department of Elementary and Secondary Education