

**Amesbury**

**Targeted and Focused Monitoring Report**

**Review Dates:** **January 16-17, 2024**

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



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Commissioner of Elementary and Secondary Education

During the 2023-2024 school year, Amesbury 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).

Amesbury

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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

| **Improvement Area** **1** |
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| **Criterion:** ELE 1 - Annual English Language Proficiency Assessment |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of ACCESS participation rates as shown in the state database revealed that the district did only assess the English proficiency of 88% of the English learners in the district. |

| **Improvement Area 2** |
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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 the school has initial identification policies and procedures in accordance with the Department guidelines, these written procedures do not specifically include a timeline for the screening or parental notification to take place, nor do they include procedures to identify SLIFE or FEL students who enroll. |

| **Improvement Area 3** |
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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 and a review of documentation also indicate 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.  Documentation also indicates that while the district has written procedures to identify English learners who do not meet English proficiency benchmarks, staff has not implemented these procedures with fidelity including the requirements to: (i) identify areas in which identified English learners needs improvement and establish personalized goals for the identified English learners to attain English proficiency; (ii) assess and track the progress of English learners in the identified areas of improvement; (iii) review resources and services available to identified English learners that may assist said learners in the identified areas of improvement; and (iv) incorporate input from the parents or legal guardian of the identified English learner as required under M.G.L. c. 71A, Section 11. |

| **Improvement Area 4** |
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| **Criterion:** ELE 7 - Parent Involvement |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Interviews indicated that although the district has policies and procedures in place to ensure that competent, appropriately trained staff or outside resources provide translation and interpretation, staff do not implement the procedures with fidelity and these procedures are not clearly written down for staff to implement with fidelity. Therefore, the Department has determined that the district does not always provide effective language assistance to parents whose preferred language is not English and therefore, does not always meet the obligation to communicate effectively with parents to include them in matters pertaining to their children's education. |

| **Improvement Area 5** |
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| **Criterion:** ELE 8 - Declining Entry to a Program |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Staff interviews indicate that the district receives annual parental requests to opt-out students, provides English language support without ESL services, as well as monitors the progress of opt-out students. However, documentation indicates that the district does not have written policies and procedures to ensure legal requirements are known and consistently implemented by district staff. |

| **Improvement Area 6** |
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| **Criterion:** ELE 10 - Parental Notification |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicate that progress reports are not always provided at the secondary level as required in 603 CMR 14.02 and M.G.L. c71a Section 7, even though they are provided at the elementary level. |

| **Improvement Area 7** |
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| **Criterion:** ELE 13 - Follow-up Support |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Although staff interviews indicate that the district implements FEL monitoring procedures with fidelity, the written procedures include language that states that if a FEL student struggles, they are placed back into ESL instruction and are re-designated EL without reviewing data or determining if language is the cause of their struggle. |

| **Improvement Area 8** |
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| **Criterion:** ELE 14 - Licensure Requirements |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Staff interviews 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. |