

**Frontier Regional - Union 38**

**Targeted and Focused Monitoring Report**

**Review Dates:** **January 17-18, 2024**

**Date of Final Report:** **02/14/2024**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

During the 2023-2024 school year, Frontier Regional - Union 38 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**

|  |  |
| --- | --- |
|  |  |
| **Implemented** | The requirement is substantially met in all important aspects. |
|  |  |
| **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. |
|  | |
| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
|  | |
| **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).

Frontier Regional - Union 38

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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

| **Improvement Area** **1** |
| --- |
| **Criterion:** ELE 3 - Initial Identification of ELs and FELs |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** Staff interviews and documentation indicate that while the school has written initial identification policies and procedures in accordance with the Department guidelines, these procedures were updated this school year and while staff has been trained in the new procedures, there has not yet been the opportunity to ensure that staff implement them with fidelity. |

| **Improvement Area 2** |
| --- |
| **Criterion:** ELE 5 - Program Placement and Structure |
| **Rating:** Partially Implemented |
|  |
| **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.  Additionally, the review indicated that the district does not consistently support an ESL curriculum across all grades. Academic tutoring of content subjects or sheltering the content for ELs in a regular education classroom as a part of a push-in model is not a substitute for the ESL component of SEI programs. Similarly, literacy and reading programs and materials do not replace an ESL curriculum which 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 indicated that the district has not adopted procedures to identify English learners who do not meet English proficiency benchmarks and has not established a process for the district 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.  Finally, documentation and staff interviews indicated that not all identified ELs in the district receive direct ESL instruction. All EL students, regardless of English proficiency level, must be provided systematic, sustained, and explicit language instruction from a licensed ESL educator that supports their rapid English language acquisition. |

| **Improvement Area 3** |
| --- |
| **Criterion:** ELE 6 - Program Exit and Readiness |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** Staff interviews and documentation indicate that while the school has written reclassification policies and procedures in accordance with the Department guidelines, these procedures were updated this school year and while staff has been trained in the new procedures, there has not yet been the opportunity to ensure that staff implement them with fidelity. |

| **Improvement Area 4** |
| --- |
| **Criterion:** ELE 7 - Parent Involvement |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** Staff interviews and documentation indicate that while the school has written translation and interpretation policies and procedures in accordance with the Department guidelines, these procedures were updated this school year and while staff has been trained in the new procedures, there has not yet been the opportunity to ensure that staff implement them with fidelity. |

| **Improvement Area 5** |
| --- |
| **Criterion:** ELE 8 - Declining Entry to a Program |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** While the additional documentation submitted after the draft report indicates that the district does have opt out policies and procedures in place as required by G.L. c. 71A Section 12, these procedures were updated this school year and while staff has been trained in the new procedures, there has not yet been the opportunity to ensure that staff implement them with fidelity. |

| **Improvement Area 6** |
| --- |
| **Criterion:** ELE 10 - Parental Notification |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** While the district has established policies and procedures to send notification letters to the parents or guardians of all ELs to inform them about the students' program placement, parental rights and other ELE program related information as required in 603 CMR 14.02 since the draft report, these procedures were updated this school year and while staff has been trained in the new procedures, there has not yet been the opportunity to ensure that staff implement them with fidelity. |

| **Improvement Area 7** |
| --- |
| **Criterion:** ELE 13 - Follow-up Support |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** Although interviews indicate that ELs are monitored frequently and consistently, and while the district does now have formal monitoring mechanisms and procedures in place to indicate whether language or academic deficits may exist for students who have been exited from the ELE program and provide support to those students, these procedures were updated this school year and while staff has been trained in the new procedures, there has not yet been the opportunity to ensure that staff implement them with fidelity. |

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

| **Improvement Area 9** |
| --- |
| **Criterion:** ELE 18 - Records of ELs |
| **Rating:** Partially Implemented |
|  |
| **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. While the district has updated the procedures for EL records, these procedures were updated this school year and while staff has been trained in the new procedures, there has not yet been the opportunity to ensure that staff implement them with fidelity. |