

# Natick Targeted and Focused Monitoring Report

**Review Dates:** **April 7-11, 2025**

**Date of Final Report:** **06/10/2025**



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Interim Commissioner of Elementary and Secondary Education

During the 2024-2025 school year, Natick 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).

Natick

## SUMMARY OF COMPLIANCE CRITERIA RATINGS

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

| **Improvement Area** **1** |
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| **Criterion:** ELE 3 - Initial Identification of ELs and FELs |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Documentation, student records and staff interviews indicated that while the school has written initial identification policies and procedures in accordance with the Department guidelines the district does not consistently follow them. For instance, one student record indicates that the district did not screen a student who transferred from an non-WIDA state. The current initial identification procedures and practices are not in compliance with 603 CMR 14.02(1). |

| **Improvement Area 2** |
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| **Criterion:** ELE 5 - Program Placement and Structure |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** The district has adopted procedures to identify English learners who do not meet English proficiency benchmarks. However, documentation and staff interviews indicate the district does not consistently implement the benchmark requirements and its procedures relating to them.  Documentation and staff interviews indicate the district has not established a process for the district to regularly:   * assess and track the progress of English learners in the identified areas of improvement; and * review resources and services available to identified English learners that may assist said learners in the identified areas of improvement   Documentation and staff interviews indicate content teachers do not always use sheltered content instruction strategies that focus on meaningful and engaging activities designed to build content knowledge while strategically taking into account the language demands that ELs face in content classrooms, scaffolding appropriately to meet these demands, and delving into specifics about the language of the content by developing language objectives aligned to WIDA Standards 2020. |

| **Improvement Area 3** |
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| **Criterion:** ELE 6 - Program Exit and Readiness |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Documentation, staff interviews, and a review of student records indicate that the district reclassifies students prematurely before they meet exit criteria. Therefore, the Department determines the district's current reclassification procedures are not in compliance with the Department's guidelines and procedures. |

| **Improvement Area 4** |
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| **Criterion:** ELE 8 - Declining Entry to a Program |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Submitted documentation, student records, indicate the district does not have proper policies and procedures to require annual written confirmation of the parents' request to withdraw their children from an English learner education program as required by G.L. c. 71A §12. For instance, student records indicate that some parent requests were not updated since 2022 and others do not include dated parent requests. |

| **Improvement Area 5** |
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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/or parent surveys indicated the district does not sent a notification to the parents of ELs to inform them of their rights to: (i) choose a language acquisition program among those offered by the school district under section 4; (ii) request a new language acquisition program under said section 4; or (iii) withdraw a student from a language acquisition program.  A review of documentation also indicated that parents do not receive consistent notifications regarding the PK-12 English language acquisition progress of their students as required by law and the report cards are not always translated and provided in a language the parent can understand. |

| **Improvement Area 6** |
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| **Criterion:** ELE 13 - Follow-up Support |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Staff interviews indicated that the district does not always monitor the progress of Former English Learners (FELs) to ensure they make adequate progress. |

| **Improvement Area 7** |
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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 most core academic teachers assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement, but some do not. |

| **Improvement Area 8** |
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| **Criterion:** ELE 15 - Professional Development Requirements |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation reveals that district professional development plans do not include opportunities for teachers to earn 15 PDPs related to SEI, English as a Second Language or Bilingual Education in order to be eligible to renew their licenses. |