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|  |  | **Whitman-Hanson**  **Tiered Focused Monitoring Report**  **Continuous Improvement and Monitoring Plan**  **Onsite Dates:** **April 29, 2019 - May 3, 2019**  **Tier Level** **2**  **Date of Final Report:** **07/16/2019** |
|  |  | **Jeffrey C. Riley****Commissioner of Elementary and Secondary Education** |
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During the 2018-2019 school year, Whitman-Hanson participated in a Tiered Focused Monitoring Review conducted by the Department’s Office of Language Acquisition (OLA). The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on English Learner Education.

District/charter schools are reviewed every six years through Tiered Focused Monitoring except the districts that repeat as Tier 4 for three consecutive years. These districts’ ELE programs are reviewed every 3 years until such time they are no longer Tier 4.

There are 13 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 17: Program Evaluation

ELE 18: Records of ELs

Tiered Focused Monitoring allows for differentiated monitoring based on a district’s level of need, the Tiers are defined as follows:

Districts in Tiers 1 and 2 have been determined to have no or low risk:

* Tier 1/Self-Directed Improvement: Data points indicate no concern on compliance and performance outcomes – meets requirements.
* Tier 2/Directed Self-Improvement: No demonstrated risk in areas with close link to student outcomes – low risk.

Districts in Tiers 3 and 4 have demonstrated greater risk:

* Tier 3/Corrective Action: Areas of concern include both compliance and student outcomes – moderate risk.
* Tier 4/Cross-unit Support and Corrective Action: Areas of concern have profound effect on student outcomes and ongoing compliance – high risk.

The monitoring process differs depending on the tier assigned to the district as well as the district’s previous tier assignment.

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

**Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews**

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 Tiered 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, all districts in Tiers 1 and 2, as part of the reporting process, will 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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| **Commendable** | Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation. |
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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 Tiered Focused Monitoring approach, please go to: <http://www.doe.mass.edu/ell/cpr/?section=reports>

Whitman-Hanson

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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|  | **English Learner Education Requirements** |
| **IMPLEMENTED** | ELE 1, ELE 2, ELE 5, ELE 6, ELE 7, ELE 8, ELE 9, ELE 13, ELE 14, ELE 15, ELE 17, ELE 18 |
| **PARTIALLY**  **IMPLEMENTED** | ELE 3, ELE 10 |

| **CRITERION**  **NUMBER** | **ENGLISH LEARNER EDUCATION**  **II. STUDENT IDENTIFICATION AND PLACEMENT** | | |
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|  | **Legal Standard** | | |
| **ELE 3**    **Initial Identification of ELs and FELs** | 1. The district uses qualified staff, appropriate procedures, and state-required assessments to identify students who are ELs and to assess their level of English proficiency in reading, writing, speaking, and listening, as appropriate for their grade. 2. Each school district shall establish written procedures, in accordance with Department of Elementary and Secondary Education guidelines, to identify students who may be ELs and assess their level of English proficiency upon their enrollment in the school district. 3. Each school district shall establish written procedures, in accordance with Department of Elementary and Secondary Education guidelines, to identify students who are Former English Learners (FELs) to be able to design and implement a process for routinely monitoring these students’ academic progress for four years following their reclassification.   **Authority: ESEA; Title VI; EEOA; G.L. c. 71A, § 4; 603 CMR 14.02; G.L c. 76, § 5; 603 CMR 26.03.** | | |
|  | **Rating: Partially Implemented** | **District Response Required**: | **Yes** |

**Department of Elementary and Secondary Education Comments:** *A review of the documentation indicates that the district Home Language Survey and intake forms are outdated as is the submitted 2018-2019 ELL Manual. The district's current intake documents are not consistent with state guidance and the district's intake procedures.*

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| **ELE 10**  **Parent Notification** | 1. State law parental notification requirement: School districts shall, at least annually, inform the parents or legal guardians of ELs of their rights to:    1. choose a language acquisition program among those offered by the school district;    2. request a new language acquisition program; or    3. withdraw a student from a language acquisition program.   Notice shall be sent by mail **no later than 10 days after the enrollment** of the student in the school district. The notice shall, to the extent possible:   * 1. be in a language that is understandable to the parents or legal guardians;   2. contain a simple, easy to understand description of the purpose, method and content of the available programs;   3. inform the parent or legal guardian of the right to visit an ELE program in the school district; and   4. inform the parent or legal guardian of available conferences or meetings to learn more about the English learner programs offered in the school district.  1. Federal law parental notification requirement: Each local educational agency will inform parents of an English learner identified for participation or participating in an ELE program, of: 2. the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program; 3. the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement; 4. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction; 5. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child; 6. how such a program will specifically help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation; 7. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds are used for children in high schools; 8. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and 9. information pertaining to parental rights that includes written guidance:    1. detailing the right that parents have to have their child immediately removed from such program upon their request;    2. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and    3. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.   This notification must be provided **not later than 30 days after the beginning of the school year**.  For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall provide this notification during the first 2 weeks of the child being placed in an ELE program.  This notification must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.   1. The district shall send report cards and progress reports including, but not limited to, progress in becoming proficient in using English language and other school communications to the parents or legal guardians of students in the English learners programs in the same manner and the frequency as report cards and progress reports to the other students enrolled in the district. The reports are, to the maximum extent practicable, written in a language understandable to the parent/guardian.  Authority: ESEA; G.L. c. 71A, §§ 7, 12; 603 CMR 14.02. | | |
|  | **Rating: Partially Implemented** | **District Response Required:** | **Yes** |

**Department of Elementary and Secondary Education Comments:**

*A review of the documentation indicates that the parent notification letters are outdated and are not aligned with current letters posted on the department website. The district's current parent notification letters are not consistent with state guidance and the district's parent notification procedures.*