

**King Philip**

**Targeted and Focused Monitoring Report**

**Review Date:** **January 15, 2024**

**Date of Final Report:** **02/05/2025**



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Acting Commissioner of Elementary and Secondary Education

During the 2024-2025 school year, King Philip 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).

King Philip

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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

| **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:** A review of the district's initial identification of ELs and FELs procedures, student records, and staff interviews indicated that students were already identified as EL or FEL in a former district do not have their records reviewed to ensure the district is only screening students who have not already been determined to be EL or FEL. The Department concludes that the district does not properly identify students who need English language support and the current initial identification procedures and practices are not in compliance with 603 CMR 14.02(1) that requires districts and charter schools to establish procedures in accordance with the Department guidelines. |

| **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:** Interviews, documentation, and a review of student records indicated that the district lacks the ELE staffing capacity to effectively provide essential components of an effective ELE program, such as: providing scheduled time for ESL collaboration with content teachers to identify language objectives, student needs and to provide appropriate supports and scaffolds for students with low levels of proficiency in content courses; providing effective oversight and monitoring of the ELE program and compliance requirements; advocating for English Learners at the district level; providing support to content staff to implement sheltered content instruction with fidelity; reviewing student enrollment data and assessment data to allocate appropriate staffing at each building to ensure sufficient minutes of ELE instruction are provided; and ensuring district-wide systems and structures are established and implemented with fidelity including updating written procedures and providing staff training on the procedures to ensure full compliance with ELE programmatic requirements.  The review also found that English Learners in some buildings do not have equitable access to some academic programs available in the district. Equitable access issues identified during the review are as follows: ELs at the middle school do not have access to grade level ELA courses; English learners and former English Learners do not have equitable access to higher level courses; and newcomers are not held to the same learning standards as their peers since a review of district documents and interviews with staff members indicated that the district has two separate grading systems at the middle school - one for English Learners at developing levels of English proficiency and one for non-English Learners and English Learners at higher levels of proficiency.  Additionally, staff interviews indicated that 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. Instead, content staff rely on translating materials, directions and assignments for EL students of lower proficiency levels. While leveraging native language and supporting translanguaging in moderation are important strategies, relying on direct translation too much at the expense of incorporating sheltering strategies does not promote the rapid learning of English nor grade level understanding of the content areas in SEI classes. Relatedly, the district does not provide structured support for SEI instruction, such as systematic co-planning time or clear expectations for SEI strategies and language objectives from evaluators. These practices do not align with the requirements of G.L. c. 71A, ? 7, and 603 CMR 14.04(3), which mandate that SEI programs deliver content instruction that is comprehensible and supports English language development.  Also, interviews and a review of documentation indicated 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.  Finally, documentation, student records, and staff interviews 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, ? 11. |

| **Improvement Area 3** |
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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 provides translated documents and interpretation for families who need them and has have policies and procedures in place to ensure that competent, appropriately trained staff or outside resources provide translation and interpretation. However, staff do not implement these with fidelity and therefore, the district does not always meet the obligation to communicate effectively with parents to include them in matters pertaining to their children’s education. |

| **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 and staff interviews indicated that the district has the proper policies and procedures to request annual parental requests to opt-out students and provide English language acquisition without ESL services. However, student records and staff interviews indicated that the district does not regularly monitor the progress of opt-out students which would indicate if steps need to be taken if a student's academic and linguistic needs are not met. |

| **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 documents indicate that the district sends 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. However, there is no indication that parents or guardians receive benchmark notifications as required. |

| **Improvement Area 6** |
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| **Criterion:** ELE 13 - Follow-up Support |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Submitted documentation and staff interviews indicated that the district does not regularly monitor the progress of FEL students which would indicate if steps need to be taken if a student's academic and linguistic needs are not met. Additionally, written procedures have not been revised after the monitoring requirement under Every Student Succeeds Act (ESSA) was extended to four years. |

| **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 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 8** |
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| **Criterion:** ELE 18 - Records of ELs |
| **Rating:** Partially Implemented |
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| **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. |