

Marshfield Public Schools

**COORDINATED PROGRAM REVIEW
REPORT OF FINDINGS**

Dates of Onsite Visit: January 10-12, 2018

Date of Draft Report: March 23, 2018

Date of Final Report: April 24, 2018

Action Plan Due: May 22, 2018

Department of Elementary and Secondary Education Onsite Team Members:

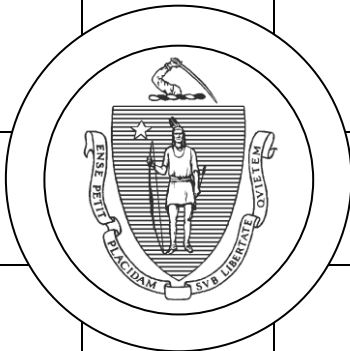
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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
COORDINATED PROGRAM REVIEW REPORT**

Marshfield Public Schools

SCOPE OF COORDINATED PROGRAM REVIEWS 3
COORDINATED PROGRAM REVIEW ELEMENTS 4
REPORT INTRODUCTION 7
DEFINITION OF COMPLIANCE RATINGS 9
LEGAL STANDARDS, COMPLIANCE RATINGS AND FINDINGS: 10
SPECIAL EDUCATION 11
CIVIL RIGHTS AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS..... 13
ENGLISH LEARNER EDUCATION 15
CAREER/VOCATIONAL TECHNICAL EDUCATION 18

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
COORDINATED PROGRAM REVIEW REPORT
Marshfield Public Schools**

SCOPE OF COORDINATED PROGRAM REVIEWS

As one part of its accountability system, the Department of Elementary and Secondary Education oversees local compliance with education requirements through the Coordinated Program Review (CPR). All reviews cover selected requirements in the following areas:

Special Education (SE)

- selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education’s Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007. The 2017 - 2018 Web-based Monitoring System (WBMS) districts conducted self-assessments across all criteria.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

- selected federal civil rights requirements, including requirements under Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with selected state requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.
- selected requirements from the Massachusetts Board of Education’s Physical Restraint regulations (603 CMR 46.00).
- selected requirements from the Massachusetts Board of Education’s Student Learning Time regulations (603 CMR 27.00).
- various requirements under other federal and state laws.
- The 2017 - 2018 Web-based Monitoring System (WBMS) districts conducted self-assessments across all criteria.

English Learner Education (ELE) in Public Schools

- selected requirements from M.G.L. c. 71A, the state law that governs the provision of education to limited English proficient students, and 603 CMR 14.00, as well as the No Child Left Behind Act of 2001 and Title VI of the Civil Rights Act of 1964. During the 2017 - 2018 school year, all districts that enroll limited English proficient students will be reviewed using a combination of updated standards and a self-assessment instrument overseen by the Department’s Office of English Language Acquisition and Academic Achievement (OELAAA), including a request for information regarding ELE programs and staff qualifications.

Some reviews also cover selected requirements in:

College, Career and Technical Education (CCTE)

- college, career and technical education programs under the federal Carl D. Perkins Vocational and Technical Education Act of 1998 and M.G.L. c. 74.

Districts providing Title I services participate in Title I program monitoring during the same year they are scheduled for a Coordinated Program Review. Details regarding the Title I program monitoring process are available at: <http://www.doe.mass.edu/titlei/monitoring>.

COORDINATED PROGRAM REVIEW ELEMENTS

Team: Depending upon the size of a school district and the number of programs to be reviewed, a team of one to eight Department staff members conducts onsite activities over two to five days in a school district or charter school.

Timing: Each school district and charter school in the Commonwealth is scheduled to receive a Coordinated Program Review every six years and a mid-cycle special education follow-up visit three years after the Coordinated Program Review; approximately 68 school districts and charter schools are scheduled for Coordinated Program Reviews in 2017 - 2018, of which all districts participated in the Web-based Monitoring System (WBMS). The Department's 2017 - 2018 schedule of Coordinated Program Reviews is posted on the Department's web site at <<<http://www.doe.mass.edu/pqa/review/cpr/schedule.html>>>. The statewide six-year Program Review cycle, including the Department's Mid-cycle follow-up monitoring schedule, is posted at <<<http://www.doe.mass.edu/pqa/review/cpr/6yrcycle.html>>>.

Criteria: The Program Review criteria for each WBMS review begins with the district/school conducting a self-assessment across all 56 current special education criteria and 26 civil rights criteria. The Office of Public School Monitoring through its Desk Review procedures examines the district/school's self-assessment submission and determines which criteria will be followed-up on through onsite verification activities. For more details, please see the section on **The Web-based Approach to Special Education and Civil Rights Monitoring** at the beginning of the School District Information Package for Special Education and Civil Rights.

The requirements selected for review in all of the regulated programs are those that are most closely aligned with the goals of the Massachusetts Education Reform Act of 1993 to promote student achievement and high standards for all students.

WBMS Methods: Methods used in reviewing special education and civil rights programs include:

Self-Assessment Phase:

- District/school review of special education and civil rights documentation for required elements including document uploads. Upon completion of this portion of the district/school's self-assessment, it is submitted to the Department for review.
- District/school review of a sample of special education student records selected across grade levels, disability categories and level of need. Additional requirements for the appropriate selection of the student record sample can be found in **Appendix II: Student Record Review Procedures** of the School District Information Package for Special Education.

Upon completion of these two portions of the district/school's self-assessment, it is submitted to the Department for review.

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On-site Verification Phase: Includes activities selected from the following;

- Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
- Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested, by other parents or members of the general public.
- Review of student records for special education: The Department may select a sample of student records from those the district reviewed as part of its self-assessment, as well as records chosen by the Department from the special education student roster. The onsite team will conduct this review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
- Surveys of parents of students with disabilities: Parents of students with disabilities are sent a survey that solicits information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Observation of classrooms and other facilities: The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.
- Review of additional documents for special education or civil rights.

Methods for all other programs in the Coordinated Program Review:

- Review of documentation about the operation of the charter school or district's programs.
- Interviews of administrative, instructional, and support staff across all grade levels.
- Telephone interviews as requested by other parents or members of the general public.
- Review of student records for English learner education and college, career and technical education: The Department selects a representative sample of student records for the onsite team to review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
- Surveys of parents of English learners whose files are selected for the record review are sent a survey of their experiences with the district's implementation of the English learner education program and related procedural requirements.
- Observation of classrooms and other facilities: The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

Report: Preparation:

At the end of the onsite visit, the onsite team will hold an informal exit meeting to summarize its comments for the superintendent or charter school leader and anyone else he or she chooses. Within approximately 45 business days of the onsite visit, the onsite chairperson will forward to the superintendent or charter school leader (and collaborative director where applicable) a Draft Report containing comments from the Program Review. The Draft Report comments for special education and civil rights are provided to the district/school on-line

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through the Web-based Monitoring System (WBMS). These comments will, once the district has had a chance to respond, form the basis for any findings by the Department. The district (and collaborative) will then have 10 business days to review the report for accuracy before the publication of a Final Report with ratings and findings (see below). The Final Report will be issued within approximately 60 business days of the conclusion of the onsite visit and posted on the Department's website at <<http://www.doe.mass.edu/pqa/review/cpr/reports/>>.

Content of Final Report:

Ratings. In the Final Report, the onsite team gives a rating for each compliance criterion it has reviewed; those ratings are “Commendable,” “Implemented,” “Implementation in Progress,” “Partially Implemented,” “Not Implemented,” and “Not Applicable.” “Implementation in Progress,” used for criteria containing new or updated legal requirements, 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.

Findings. The onsite team includes a finding in the Final Report for each criterion that it rates “Commendable,” “Partially Implemented,” “Not Implemented,” or “Implementation in Progress,” explaining the basis for the rating. It may also include findings for other related criteria.

Response: Where criteria are found “Partially Implemented” or “Not Implemented,” the district or charter school must propose corrective action to bring those areas into compliance with the relevant statutes and regulations. This corrective action plan (CAP) will be due to the Department within 20 business days after the issuance of the Final Report and is subject to the Department's review and approval. Department staff will offer districts and charter schools technical assistance on the content and requirements for developing an approvable CAP.

Department staff will also provide ongoing technical assistance as the school or district is implementing the approved corrective action plan. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department's Final Program Review Report.**

INTRODUCTION TO THE FINAL REPORT

The Massachusetts Department of Elementary and Secondary Education conducted a Coordinated Program Review in Marshfield Public Schools during the week of January 8, 2018 to evaluate the implementation of selected criteria in the program areas of special education, civil rights and other related general education requirements, English learner education and college, career and technical education. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities and to review the programs underway in the district.

The Department is submitting the following Coordinated Program Review Report containing findings made pursuant to this onsite visit. In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

Interviews of:

- Administrative staff
- Teaching and support services staff
- Special education parent advisory council representative
- Students
- Persons from the general public

Student record reviews:

- Special education student records
- English learner student records
- College, career and technical education student records

Surveys:

- Parents of students with disabilities
- Parents of English learners

Observations of classrooms and other facilities

The report includes findings in the program areas reviewed organized under nine components. These components are:

- Component I: Assessment of Students**
- Component II: Student Identification and Program Placement**
- Component III: Parent and Community Involvement**
- Component IV: Curriculum and Instruction**
- Component V: Student Support Services**
- Component VI: Faculty, Staff and Administration**
- Component VII: Facilities**
- Component VIII: Program Evaluation**
- Component IX: Recordkeeping and Fund Use**

The district conducted a self-assessment and the Department reviewed all of the criteria in the specific program areas. The Coordinated Program Review Report includes those criteria that were found by the team to be implemented in a “Commendable” manner, as well as criteria receiving a rating of “Partially Implemented,” “Not Implemented,” or “Implementation in Progress.” (Refer to the “Definition of Compliance Ratings” section of the report.) **Program Review Reports no longer include criteria receiving a rating of “Implemented” or “Not Applicable.”** This change will allow the district and the Department to focus their efforts on those areas requiring corrective action. For those criteria receiving a rating of “Partially Implemented” or “Not Implemented,” the district or charter school must propose to the Department corrective actions to bring those areas into compliance with the controlling statute or regulation. For any criteria receiving a rating of “Implementation in Progress,” the district must indicate the steps the district will continue to take in order to fulfill the regulatory requirements. Districts are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans.

DEFINITION OF COMPLIANCE RATINGS

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
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.

Marshfield Public Schools

SUMMARY OF COMPLIANCE CRITERIA RATINGS

	Special Education	Civil Rights and Other General Education Requirements	English Learner Education	College, Career and Technical Education
IMPLEMENTED	SE 1, SE 2, SE 3, SE 3A, SE 4, SE 5, SE 6, SE 7, SE 8, SE 9, SE 9A, SE 10, SE 11, SE 12, SE 13, SE 14, SE 15, SE 16, SE 17, SE 18A, SE 18B, SE 19, SE 21, SE 22, SE 24, SE 25, SE 25A, SE 25B, SE 26, SE 27, SE 29, SE 32, SE 33, SE 34, SE 35, SE 36, SE 37, SE 38, SE 39, SE 40, SE 41, SE 42, SE 43, SE 44, SE 45, SE 46, SE 47, SE 48, SE 49, SE 50, SE 51, SE 52, SE 52A, SE 53, SE 54, SE 55, SE 56, SE 59	CR 3, CR 6, CR 7, CR 7A, CR 7B, CR 7C, CR 8, CR 9, CR 10, CR 10A, CR 10B, CR 10C, CR 11A, CR 12A, CR 13, CR 14, CR 15, CR 16, CR 17A, CR 18, CR 18A, CR 20, CR 21, CR 22, CR 23, CR 24, CR 26A	ELE 1, ELE 2, ELE 3, ELE 4, ELE 6, ELE 7, ELE 8, ELE 9, ELE 10, ELE 13, ELE 15, ELE 17, ELE 18	CCTE 2, CCTE 4, CCTE 5, CCTE 6, CCTE 18, CCTE 19, CCTE 22, CCTE 23, CCTE 24, CCTE 25
PARTIALLY IMPLEMENTED	SE 20		ELE 5, ELE 14	CCTE 3, CCTE 8, CCTE 9B, CCTE 10, CCTE 11, CCTE 20, CCTE 21
NOT IMPLEMENTED		CR 25		CCTE 1, CCTE 9A, CCTE 12
NOT APPLICABLE				CCTE 7, CCTE 13, CCTE 14, CCTE 15, CCTE 16

SPECIAL EDUCATION

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
FINDINGS**

CRITERION NUMBER		
	Legal Standard	
SE 20	<p>Least restrictive program selected</p> <ol style="list-style-type: none"> 1. The program selected is the least restrictive environment for students, with consideration given to any potential harmful effect on the student or on the quality of services that he or she needs. 2. If the student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student’s program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. 3. The district does not remove an eligible student from the general education classroom solely because of needed modification in the curriculum. 4. If a student’s IEP necessitates special education services in a day or residential facility or an out-of-district educational collaborative program, the IEP Team considers whether the student requires special education services and support to promote the student’s transition to placement in a less restrictive program. 	
	State Requirements	Federal Requirements
	M.G.L. c. 71B, § 3 603 CMR 28.06(2)	34 CFR 300.114-120 34 CFR 300.42
	Rating: Partially Implemented	
	District Response Required: Yes	

Department of Elementary and Secondary Education Findings:

A review of student records indicated that IEP Teams do not consistently state why removal from the general education classroom is critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.

**CIVIL RIGHTS
METHODS OF ADMINISTRATION (CR)
AND
OTHER RELATED GENERAL EDUCATION
REQUIREMENTS**

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
FINDINGS**

CRITERION NUMBER		
	Legal Standard	
CR 25	Institutional self-evaluation The district evaluates all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. It makes such changes as are indicated by the evaluation.	
	Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); EEOA: 20 U.S.C. 1703(f); Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(4); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(3); NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 722(g)(1)(J)(i), 722(g)(7); Mass. Const. amend. art. 114; M.G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.07(1),(4) as amended by Chapter 199 of the Acts of 2011	
	Rating: Not Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of documents indicated that the district does not evaluate all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities.

ENGLISH LEARNER EDUCATION

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
FINDINGS**

CRITERION NUMBER	ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT	
	Legal Standard	
ELE 5	<p>Program Placement and Structure</p> <ol style="list-style-type: none"> 1. The district uses assessment data to plan and implement educational programs for students at different instructional levels. 2. G.L. c. 71A, sections 4 and 5 require that students classified as ELs be educated either in a Sheltered English Immersion (SEI) program or Two-Way Immersion program (TWI), unless a program waiver is sought for another ELE program model, such as Transitional Bilingual Education (TBE). The requirement to provide English language development services to ELs applies to all districts that enroll one or more EL students. 3. Districts are required to include ESL instruction in the implementation of their ELE program to advance English language development and promote academic achievement of ELs. <p>Authority: Title VI; EEOA; G.L. c. 71A, §§ 2, 4, 7; 603 CMR 7.15(9)b.; 603 CMR 14.07</p>	
	Rating: Partially Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of documents indicated that the district does not have an ESL curriculum that guides ESL instruction, nor a plan to develop one. The district should note that an ESL curriculum is integral to an effective ELE program in which English learners (ELs) become English proficient at a rapid pace.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION	
	Legal Standard	
ELE 14	<p>Licensure Requirements</p> <p>Licensure requirements for districts where ELs are enrolled:</p> <ol style="list-style-type: none"> 1. Every district, including every Commonwealth charter school, has at least one teacher who has an English as a Second Language or Transitional Bilingual Education, or ELL license under G.L. c.71, § 38G and 603 CMR 7.04(3). (This requirement does not apply separately to Horace Mann charter schools.) 2. Except at Commonwealth charter schools, <i>every</i> teacher or other educational staff member who teaches ELs holds an appropriate license or current waiver issued by the Massachusetts Department of Elementary and Secondary Education. 3. Core academic teachers who provide sheltered English instruction to English learners in school districts, including charter schools and education collaboratives, must earn an SEI Teacher Endorsement as set forth in 603 	

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION	
	Legal Standard	
	<p>CMR 7.00 and 603 CMR 14.00. Principals, assistant principals, and supervisors/directors who supervise or evaluate such teachers must earn an SEI Teacher Endorsement or SEI Administrator Endorsement as set forth in 603 CMR 7.00 and 603 CMR 14.00.</p> <ol style="list-style-type: none"> 4. Any core academic teacher who is assigned to provide sheltered English instruction to an EL shall either hold an SEI Teacher Endorsement, or is required to earn such an endorsement within one year from the date of the assignment. Any school district that assigns an EL to a core academic teacher who has a year to obtain an SEI endorsement, shall take all reasonable steps to ensure that such EL is assigned to core academic teachers with an SEI endorsement in subsequent school years. 5. No principal, assistant principal, or supervisor/director shall supervise or evaluate a core academic teacher who provides sheltered English instruction to an EL unless such principal, assistant principal, or supervisor/director holds an SEI Teacher Endorsement or SEI Administrator Endorsement, or will earn either endorsement within one year of the commencement of such supervision or evaluation. 6. Except at Commonwealth charter schools, any director of ELE program(s) who is employed in that role for one-half time or more has a Supervisor/Director license and an English as a Second Language (ESL), Transitional Bilingual Education (TBE) or an ELL license. 7. If a district with 200 or more ELs—including all charter schools with 200 or more ELs—has a director of EL programs, that director must have an English as a Second Language, Transitional Bilingual Education, or an EL license even if he or she is employed in that position for less than one-half time. (This requirement does not apply separately to Horace Mann charter schools.) <p>Authority: Title VI; EEOA; G.L. c. 71, § 38G, §89(ii); St. 2002, c. 218, §§ 24, 25, 30; 603 CMR 7.04(3), 7.09(3); 603 CMR 7.14 (1) and (2); 603 CMR 7.15(9)(b); 603 CMR 14.07.</p>	
	Rating: Partially Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

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. Similarly, most principals, assistant principals, and supervisors/directors assigned to supervise or evaluate core academic teachers who provide sheltered English instruction to English learners hold the SEI Teacher Endorsement or the SEI Administrator Endorsement, but some do not.

**OFFICE FOR COLLEGE, CAREER AND
TECHNICAL EDUCATION**

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
FINDINGS**

CRITERION NUMBER	COLLEGE, CAREER AND TECHNICAL EDUCATION I. ASSESSMENT OF STUDENTS	
	Legal Standard	
CCTE 1	<p>Career guidance and placement services, including career assessments and assistance with the development of a four-year career plan, are provided in order to assist <u>each student</u> enrolled in a career/vocational technical education program in making the transition to the workforce, postsecondary education, and/or apprenticeship programs. <i>Vocational Technical Education Regulations 603 CMR 4.03(4)(d), Perkins Section 134</i></p> <p>Definition: A career assessment is a formal assessment instrument that helps the student evaluate his/her career interests.</p>	
	<p>References: <u>Carl D. Perkins Career & Technical Education Improvement Act of 2006 at http://www.doe.mass.edu/cte/perkins/</u> <u>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at http://www.doe.mass.edu/cte/laws.html</u></p>	
	Rating: Not Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of documents and interviews indicated that not all students enrolled in a Career/Vocational Technical Education program participate in formalized program-specific career guidance and placement activities, including the development of a four-year career plan.

CRITERION NUMBER		
	Legal Standard	
CCTE 3	<p>The district assesses students for the acquisition of safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills. <i>Vocational Technical Education Regulations 603 CMR 4.03 (4); Perkins Section 3, 134, M.G.L. c.74 Section 2</i></p>	
	<p>References: <u>Carl D. Perkins Career & Technical Education Improvement Act of 2006 at http://www.doe.mass.edu/cte/perkins/</u> <u>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at http://www.doe.mass.edu/cte/laws.html</u> <u>Chapter 74 Manual for Vocational Technical Education Programs at http://www.doe.mass.edu/cte/programs/</u></p>	
	Rating: Partially Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of documents, student records, and interviews indicated that although students receive standard grades and tests/quizzes in all programs, primarily for the technical skills specific to each program (Strand 2 of the Vocational Technical Education Frameworks), most programs do not consistently document the technical competencies earned by students. In addition, not all programs assess and document the acquisition of embedded academic, employability, management and entrepreneurship, and technological knowledge and skills (VTE Frameworks Strands 4, 5 and 6) for all students enrolled in the district’s Career/Vocational Technical Education programs. Furthermore, the district does not have a formal process to share competencies with students and parents/guardians on a regular basis.

CRITERION NUMBER	
	Legal Standard
CCTE 8	The programs in which students are enrolled meet the Perkins IV definition of career and technical education as contained in Appendix A (<i>Massachusetts Perkins IV Career and Technical Education Program Checklist</i>) of the <u>Massachusetts Perkins IV Manual</u> . <i>Perkins Sections 3 & 134</i>
	References: Carl D. Perkins Career & Technical Education Improvement Act of 2006 at http://www.doe.mass.edu/cte/perkins/ <u>Massachusetts Perkins IV Manual</u> at http://www.doe.mass.edu/cte/perkins/
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of documents and interviews indicated that the programs in which students are enrolled do not fully meet the Perkins IV definition of career and technical education.

Specifically, a review of documents indicated that the district’s programs do not include both secondary and postsecondary elements that prepare students for further education. The district provided no evidence of articulation agreements with postsecondary education institutions, including registered apprenticeship programs or evidence that such agreements were in development (see also CCTE 12).

A review of documents also indicated that the district’s programs do not provide students with technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; documentation shows that the district began reporting student credential attainment for the first time in 2015-2016, and only one student has been reported as having earned a credential, certificate, or associate degree.

Furthermore, a review of documents and interviews indicated that none of the four CCTE programs are structured to ensure that students acquire employability knowledge and skills, management and entrepreneurship knowledge and skills, and computer knowledge and skills (see also CCTE 11).

CRITERION NUMBER	COLLEGE, CAREER AND TECHNICAL EDUCATION III. PARENT AND COMMUNITY INVOLVEMENT	
	Legal Standard	
CCTE 9A	The district accurately reports student data in the Department of Elementary and Secondary Education's Student Information Management System (SIMS). <i>Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05</i>	
	References: <u>Carl D. Perkins Career & Technical Education Improvement Act of 2006</u> at http://www.doe.mass.edu/cte/perkins/ <u>Massachusetts Perkins IV Manual</u> at http://www.doe.mass.edu/cte/perkins/ <u>SIMS Version 2.0 Data Handbook</u> at http://www.doe.mass.edu/infoservices/data/sims/ <u>Instructions for School Districts in Reporting Students Enrolled in Career/Vocational Technical Education Programs</u> at http://www.doe.mass.edu/cte/data/	
	Rating: Not Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of documents and interviews indicated that the district over reports the number of students enrolled in CCTE programs. The district has established neither an internal definition of what it considers a sequence of courses constituting a program nor a mechanism for distinguishing students taking courses as electives from those enrolled in a program. The district has also been inconsistent in reporting credential attainment by students enrolled in CCTE programs.

CRITERION NUMBER	COLLEGE, CAREER AND TECHNICAL EDUCATION III. PARENT AND COMMUNITY INVOLVEMENT	
	Legal Standard	
CCTE 9B	The district accurately reports student data in Career/Vocational Technical Education Graduate Follow-up Report. <i>Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05</i>	
	References: <u>Carl D. Perkins Career & Technical Education Improvement Act of 2006</u> at http://www.doe.mass.edu/cte/perkins/ <u>Massachusetts Perkins IV Manual</u> at http://www.doe.mass.edu/cte/perkins/ <u>SIMS Version 2.0 Data Handbook</u> at http://www.doe.mass.edu/infoservices/data/sims/ <u>Instructions for School Districts in Reporting Students Enrolled in Career/Vocational Technical Education Programs</u> at http://www.doe.mass.edu/cte/data/	
	Rating: Partially Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of documents indicated that the district has not submitted the graduate follow-up report, as required. The district submitted student data from at least the class of 2006 through the class of 2015 but remains one of a small number of school districts that have not yet submitted data on the class of 2016. This report was due on November 30, 2017.

CRITERION NUMBER	
	Legal Standard
CCTE 10	Representatives of business/industry; organized labor (union); colleges(s); parent(s)/guardian(s); student(s); representative(s) from registered apprenticeship program(s) (only required if the occupational field of the program has a registered apprenticeship program) are involved in the development, implementation, and review of career/vocational technical programs. Representation is race, linguistic, disability, and nontraditional by gender inclusive, and if not, there is a plan (formal recruitment process) to make it inclusive. <i>Perkins Section 134, M.G.L. c.74 Section 6, Vocational Technical Education Regulations 603 CMR 4.03 (1)</i>
	References: <u>Carl D. Perkins Career & Technical Education Improvement Act of 2006 at http://www.doe.mass.edu/cte/perkins/</u> <u>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at http://www.doe.mass.edu/cte/laws.html</u> <u>Career/Vocational Technical Education Advisory Committee Guide at http://www.doe.mass.edu/cte/resources/</u> <u>Massachusetts Perkins IV Manual at http://www.doe.mass.edu/cte/perkins/</u>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of documents indicated that the district’s CCTE programs do not meet all advisory committee requirements. Specifically, the district’s only Chapter 74 program, Marketing, has a Program Advisory Committee (PAC), as required, but the PAC does not have representation by a parent/guardian or student. Furthermore, the PAC is not inclusive with respect to disability representation, and the district provided no plan (formal recruitment process) to make the PAC inclusive. Finally, the district provided no evidence to indicate that the PAC met at least twice in the last year.

The district’s three CCTE programs which are not Chapter 74 programs are not required to have a formal PAC; however, they are required to prepare students for careers in current or emerging professions and, in order to meet this requirement, must verify the labor market for the program with an advisory committee that includes representatives from business/industry and postsecondary education, including registered apprenticeship programs (if applicable) and/or the local Workforce Investment Board (WIB). While the district did provide a PAC membership form for the non-Chapter 74 Carpentry program, it did not provide any documentation to indicate that there is an advisory committee for the other two non-Chapter 74 programs, Graphic Communications and Business Technology.

CRITERION NUMBER	COLLEGE, CAREER AND TECHNICAL EDUCATION IV. CURRICULUM AND INSTRUCTION	
	Legal Standard	
CCTE 11	Programs are structured so that students acquire safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills. <i>Perkins Section 3, 134, M.G.L. c. 74 Section 2, Vocational Technical Education Regulations 603 CMR 4.03 (4) 4.06</i>	
	References: Carl D. Perkins Career & Technical Education Improvement Act of 2006 at http://www.doe.mass.edu/cte/perkins/ Massachusetts Perkins IV Manual at http://www.doe.mass.edu/cte/perkins/Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at http://www.doe.mass.edu/cte/laws.html Massachusetts Vocational Technical Education Frameworks at http://www.doe.mass.edu/cte/frameworks/ Chapter 74 Manual for Vocational Technical Cooperative Education at http://www.doe.mass.edu/cte/programs/	
	Rating: Partially Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of student records, documents, and interviews indicated that students receive standard grades and tests/quizzes in all programs, primarily for the technical skills specific to each program (Strand 2 of the Vocational Technical Education Frameworks). However, none of the four CCTE programs are structured to ensure that students acquire embedded academic, employability, management and entrepreneurship, and technological knowledge and skills (VTE Frameworks Strands 4, 5 and 6) for all students enrolled in the district’s Career/Vocational Technical Education programs. In addition, the school district does not have a formal process to share competencies with students and parents/guardians on a regular basis.

CRITERION NUMBER		
	Legal Standard	
CCTE 12	Linkages between secondary and postsecondary education including registered apprenticeship programs exist through, at a minimum, articulation agreements that are annually reviewed and approved. <i>Perkins Section 134, Vocational Technical Education Regulations 603 CMR 4.03 (4)</i>	
	References: Carl D. Perkins Career & Technical Education Improvement Act of 2006 at http://www.doe.mass.edu/cte/perkins/ Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at http://www.doe.mass.edu/cte/laws.html	
	Rating: Not Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of documents indicated that the school district does not have articulation agreements with postsecondary education institutions, including registered apprenticeship programs or evidence that such agreements were in development.

CRITERION NUMBER			
	Legal Standard		
CCTE 20	Career/vocational technical education instructional <u>facilities</u> meet current occupational standards. <i>Perkins Section 134; Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7)(8)</i> . Each vocational technical education program shall be conducted in facilities that meet current occupational standards. <i>603 CMR 4.03 (3)(a)</i>		
	<p>References: <u>Carl D. Perkins Career & Technical Education Improvement Act of 2006 at http://www.doe.mass.edu/cte/perkins/</u> <u>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at http://www.doe.mass.edu/cte/laws.html</u> <u>Career/Vocational Technical Education Safety Guide at http://www.doe.mass.edu/cte/safety/guide.doc</u> <u>NIOSH Safety Checklist Program for Schools at http://www.doe.mass.edu/cte/safety_health.html</u> <u>Chapter 74 Manual for Vocational Technical Cooperative Education at http://www.doe.mass.edu/cte/programs/</u></p>		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Rating: Partially Implemented</td> <td style="width: 50%;">District Response Required: Yes</td> </tr> </table>	Rating: Partially Implemented	District Response Required: Yes
Rating: Partially Implemented	District Response Required: Yes		

Department of Elementary and Secondary Education Findings:

A review of documents and instructional facilities by the DESE CCTE safety specialist indicated that not all Career/Vocational Technical Education instructional facilities meet current occupational standards. The Office for College, Career, and Technical Education will send the official Safety Survey Report, which includes details specific to each program, to Superintendent Granatino under separate cover.

CRITERION NUMBER	
	Legal Standard
CCTE 21	Career/vocational technical education instructional <u>equipment</u> meets current occupational standards. <i>Perkins Section 134; Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7) (8)</i>
	<p>References: <u>Carl D. Perkins Career & Technical Education Improvement Act of 2006 at http://www.doe.mass.edu/cte/perkins/</u> <u>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at http://www.doe.mass.edu/cte/laws.html</u></p>

CRITERION NUMBER	
	Legal Standard
	<u>Career/Vocational Technical Education Safety Guide</u> at http://www.doe.mass.edu/cte/safety/guide.doc <u>NIOSH Safety Checklist Program for Schools</u> at http://www.doe.mass.edu/cte/safety_health.html <u>Chapter 74 Manual for Vocational Technical Cooperative Education</u> at http://www.doe.mass.edu/cte/programs/
	Rating: Partially Implemented
	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of documents and instructional facilities by the DESE CTE safety specialist indicated that not all Career/Vocational Technical Education instructional equipment meets current occupational standards. The Office for College, Career, and Technical Education will send the official Safety Survey Report, which includes details specific to each program, to Superintendent Granatino under separate cover.

This Coordinated Program Review Final Report is also available at:
<http://www.doe.mass.edu/pqa/review/cpr/reports/>.
Profile information supplied by each charter school and school district, including information for
individual schools within districts, is available at
<http://profiles.doe.mass.edu/>.

WBMS Final Report 2018

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Prepared by: **MB/AG/SH/LD**

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