



2008-09 Title I / NCLB Program Review Procedures

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Summary

Description

The Title I / NCLB program review is a regular, systematic examination of school district administration and implementation of federal education grants.

Purpose

The Title I / NCLB program review, in conjunction with other state and federal program reviews, aims to ensure that all children in Massachusetts have a fair, equal, and significant opportunity to obtain a high-quality education. The program review is a means of holding school districts accountable for appropriate use of resources. By informing the Massachusetts Department of Elementary and Secondary Education of local activities and needs, the program review allows the State to identify both effective delivery models and technical assistance needs.

Dimensions

The Title I / NCLB program review encompasses the following five (5) interrelated dimensions. The review ensures district compliance with statutory and regulatory requirements, and provides evidence that district Title I programs and policies exhibit a focus on improving student academic achievement.

1. Fiscal Procedures
2. Parent/Guardian Communications
3. Program Design and Evaluation
4. Data Collection and Management
5. Opportunity and Equal Educational Access

Process

Every six years each school district in the Commonwealth is scheduled for a Coordinated Program Review of state and federal programs. The Department's Coordinated Program Review schedule is available at <http://www.doe.mass.edu/pqa/review/cpr/6yrcycle.html>. Districts receiving Title I funds undergo a Title I / NCLB program review in the same year they are scheduled for Coordinated Program Review.

The Department notifies each district undergoing Title I / NCLB program review of the timeline for submitting required materials. After materials have been received, Department staff conducts a desk-audit of submitted materials and other extant data. In certain cases, Department staff may conduct interviews with district staff and/or schedule on-site visits to review additional documentation, interview relevant staff, and observe programs in Title I schools.

The specific criteria used for the Title I / NCLB program review are contained in the following pages of this document. The Department staff responsible for the review provides findings of “Meets” or “Does Not Meet” for each criterion and explains the basis for findings that do not meet the relevant criteria. Following the review, the Department issues a report to the district describing any findings that do not meet the specified criteria and outlining required actions, if any. Districts are provided a specified window of time within which to submit evidence that required actions have been taken.

This document and additional information about the Title I program review process are available at <http://www.doe.mass.edu/titlei/monitoring>.

List and Description of Required Materials

Each district undergoing Title I / NCLB program review must submit to the Department copies of the following documents. Districts should organize their documentation by tab according to the categories below. All required documentation must be submitted to the Department within 30 days from the date of notification. Submission details and timelines are described in separate notification to the district. Samples are available at: <http://www.doe.mass.edu/titlei/monitoring>.

Fiscal Procedures

Tab 1A – Comparability Procedure: Districts are required to use district funds to provide educational services in Title I schools that are comparable to the services provided in non-Title I schools. The district’s Comparability Procedure describes district compliance with all comparability requirements, including establishing and implementing: (a) a district-wide salary schedule; (b) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (c) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

Tab 1B – Comparability Demonstration (updated annually): Each year Title I districts are required to demonstrate through appropriate documentation that they are in compliance with the Title I comparability requirements. The Comparability Demonstration comprises forms documenting equivalence in the assignment of instructional personnel. In addition, districts must maintain on file a district-wide salary schedule and a statement regarding the policy and procedures to ensure equivalence in the provision of instructional materials and supplies. Detailed instructions and forms for the 2008-09 school year are here: http://finance1.doe.mass.edu/account/titlei_08.html.

Tab 2 – Supplement, Not Supplant Policy and Procedures: The district’s Supplement, Not Supplant Policy and Procedures describe how the district ensures that Title I funds are used only to supplement, and not supplant, state and local funds that would, in the absence of Title I funds, be spent on Title I students.

Tab 3 – Documentation of Title I Expenditures per School Building (Current Year and Prior Year): Districts must provide reports listing major Title I expenditures, including salaries, charged

to the Title I account for each Title I school for the month of October and the month of November of the current school year, and similar financial information for the entire previous year for Title I schools.

Parent / Guardian Communications

Tab 4 – District Parent/Guardian Involvement Policy: Districts must develop jointly with, annually evaluate with, and distribute to parents/guardians of Title I students (or, in the case of Schoolwide programs, all students) a written parent/guardian involvement policy. The policy establishes the district’s expectations for parent/guardian involvement, and describes how the district will involve parents/guardians in developing the district improvement plan and in reviewing school performance; provide support to assist Title I schools in planning and implementing effective parent/guardian involvement activities to improve student achievement; build the schools’ and parents’ /guardians’ capacity for strong parental involvement; and coordinate and integrate parent/guardian involvement strategies with other programs (e.g., Head Start program, Reading First, etc.).

Tab 5 – School – Parent/Guardian Compact (updated annually): The School – Parent/Guardian Compact is a written agreement that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. In a Targeted Assistance program, compacts should identify specific grades and subject areas served, and are only required for families of students served by Title I funds. In a Schoolwide program, compacts for all families are required. Evidence consists of signed sample copies of compacts for each school served.

Tab 6 – Documentation of Parent/Guardian Outreach and Involvement (updated annually): Districts and schools are expected to involve parents/guardians of students served by Title I funds in a Targeted Assistance program or—in a Schoolwide program—the parents/guardians of all students in the school. Evidence includes copies of meeting agendas, workshop flyers, sign-in sheets, and other documentation which demonstrates the district helps parents/guardians understand such things as: the State’s high standards; State and local academic assessments, including alternative assessments; the parental involvement requirements of Section 1118 of NCLB; how to monitor their child’s progress and work with educators to improve the achievement of their child; how to become involved in performing annual needs assessments for each Title I school (both Schoolwide and Targeted Assistance programs); and how to become involved in the revision of school and/or district improvement plans for schools and districts identified for improvement, corrective action or restructuring.

Tab 7A – Parent/Guardian Notification – NCLB Report Cards (updated annually): Districts receiving Title I funds must prepare and disseminate annual report cards for the district and each of its schools containing certain information related to assessment, accountability, and teacher quality. Evidence consists of a sample notification letter sent to parents.

Tab 7B – Parent/Guardian Notification – Right-To-Know (updated annually): Districts must annually notify the parents/guardians of each student attending any Title I school that they may request information regarding certain professional qualifications of the student's classroom teachers. Evidence consists of a sample notification letter sent to parents/guardians.

Tab 7C – Parent/Guardian Notification – NCLB Accountability Status and School Choice – if applicable: Districts receiving Title I funds must notify parents/guardians of each student attending a school identified for improvement, corrective action or restructuring of that school's status and of options available to them. While a school receiving Title I funds is identified for improvement, corrective action or restructuring, the district is required to offer the parents/guardians of all students enrolled in the school the option to transfer to another public school served by the district that has not been identified for school improvement, if available. Evidence consists of a sample notification letter sent to parents/guardians.

Tab 7D – Parent/Guardian Notification – Supplemental Educational Services (SES) – if applicable: While a school receiving Title I funds is identified for improvement (year 2), corrective action or restructuring, the district is required to offer students from low-income families free tutoring, or supplemental educational services (SES). Evidence consists of a sample notification letter sent to parents/guardians.

NOTE: Districts may include Right-To-Know, NCLB Accountability Status/School Choice and Supplemental Educational Services notifications in a single letter sent prior to or at the beginning of the school year.

Program Design and Evaluation

Tab 8 – Needs Assessment Procedure: Districts are required to conduct annual needs assessments for each Title I school (both Schoolwide and Targeted Assistance programs) that include data on student achievement relative to State standards, and input from parents and educators. The Needs Assessment Procedure briefly describes how the district and schools conduct their needs assessments in order to establish priorities for action and make appropriate decisions about the allocation of resources (e.g., people, materials, time, and fiscal, including all funds under NCLB). This includes a description of the quantitative and qualitative data collected and analyzed, who is involved in the analysis, and how priority needs are determined.

Tab 9A – Program Evaluation Procedure: Districts are required to evaluate their Title I programs at least annually. The Program Evaluation Procedure describes how each school's Title I program is annually evaluated for impact on student achievement. This includes the data used, constituents consulted, process used to arrive at evaluation findings, and how these findings are utilized for planning and improvement.

Tab 9B – Program Evaluation Summary (updated annually): The Program Evaluation Summary is each Title I school's written summary of the procedures used to evaluate the Title I program, a list of strengths and weaknesses of the program as indicated by findings from data analysis, and description of any consequent program changes made.

Tab 10A – Targeted Assistance Program Plans (updated annually): Districts are required to develop Targeted Assistance program plans that are coordinated with and support regular education program(s) in relevant schools. Title I staff must be integrated with regular instructional staff in all activities, and Targeted Assistance programs must: (1) Use effective instructional methods and strategies that strengthen the core academic program of the school; (2) Use multiple, educationally related, objective criteria to identify children failing, or most at risk of failing, to meet the State's academic achievement standards (children in grades PK-2 selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures); (3) Give primary consideration to providing extended learning time for served students; (4) Provide an accelerated, high-quality curriculum; (5) Minimize the removal of children from the regular classroom during regular school hours. A "Targeted Assistance Program Plan" may be documented using a form that summarizes what is being taught to whom, by whom (e.g., number and type of teachers / paraprofessionals); in which grades; and using which model (e.g., inclusion or pull-out).

Tab 10B – Schoolwide Program Plans – if applicable (updated annually): A Schoolwide program is one in which districts have elected to use Title I funds in combination with other federal, State, and local funds to upgrade a school's entire educational program. While ten components must be addressed in a Schoolwide plan (SWP), it is not necessary for the SWP to be separate and apart from the school improvement plan (SIP). The SIP should make clear how and where the ten components of the SWP are addressed within the SIP. The SWP must demonstrate how schools in districts that are not reserving funds under Title I for homeless students are providing for appropriate services in Schoolwide programs.

Tab 11 – Revised School Improvement Plans for Title I Schools with Accountability

Status: Once identified for improvement, a school must revise its school improvement plan to address the subjects, grade levels and student groups in which the school did not make AYP. In developing or revising this plan, the school must consult with parents, school staff, and others. The plan must be revised no later than three months after the school has been identified for improvement. When schools are identified for corrective action status, the district plans for and implements corrective action steps stipulated in NCLB, as appropriate. When schools are identified for restructuring status, the district plans for and implements restructuring steps stipulated in NCLB, as appropriate.

Data Collection and Management

Tab 12 – Title I Personnel Lists: Districts must provide a list of all Title I instructional personnel in the district, organized by school for both the current and prior school years (e.g., 2008-09 and 2007-08). The list should include names and titles, grade levels and subjects taught, FTE charged to Title I, area of licensure, and NCLB Highly Qualified status.

Tab 13 – Time and Effort Records (updated as completed): Districts must maintain auditable "time and effort" records that show how each Title I employee spent his or her compensated time. These records are written, after-the fact (not estimated or budgeted) documentation of how the time was spent. Time and effort records must be prepared by any Title I staff with salary charged (1) directly

to a federal award, (2) directly to multiple federal awards, or (3) directly to any combination of a federal award and other federal, state or local fund sources. For “full-time” staff, each district must submit copies of signed semi-annual certifications documenting that staff work solely in activities supported by the Title I grant. For “split-time” staff, each district must submit documents that describe time spent on Title I and other activities.

NOTE: If a school operating a schoolwide program consolidates Federal, State, and local funds in a consolidated schoolwide pool, an employee who is paid with funds from that pool is not required to file a semi-annual certification. Because Federal funds are consolidated with State and local funds in a single consolidated schoolwide pool, there is no distinction between staff paid with Federal funds and staff paid with State or local funds. A school that consolidates Federal funds in its schoolwide program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation. However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met. A schoolwide school must identify in its schoolwide plan which programs are included in its consolidation and the amount each program contributes to the consolidated schoolwide pool.

Tab 14 – Principals’ Written Attestation - HQ (updated annually): Principals of Title I schools (Schoolwide or Targeted Assistance) must provide annual written attestation that all teachers of core academic subjects have met, or are working toward meeting, the NCLB Title II-A Highly Qualified Teacher and Paraprofessional requirements.

Tab 15A – Student Selection Procedure: Each district must have a procedure outlining the process used in Targeted Assistance schools to identify students failing, or most at-risk of failing to meet the State’s challenging student academic achievement standards on the basis of multiple, educationally related objective criteria established by the district and supplemented by the school.

Tab 15B – Title I Student Selection Criteria Sheet (updated annually): Each district must maintain and provide the actual selection criteria sheets used in Targeted Assistance schools to select students for each subject and grade where targeted Title I services are provided.

Tab 15C – Rank-Ordered Student Selection List of Title I Students in Targeted Assistance Programs – if applicable (updated annually): Each district must maintain and provide rank-ordered lists of Title I students that list, from highest total selection criteria points to lowest, each student screened for targeted Title I assistance. Lists include student names, selection score, indication of selection for service or not, and notation of any required services already provided (such as Special Education services or English language learner status).

Opportunity and Equal Educational Access

Tab 16 – Offer of Consultation to Eligible Private Schools and Affirmation of Consultation with Participating Private School Officials (updated annually): Districts are required to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits, such as professional development, parent

involvement, or materials and supplies (on loan from the public schools), that are equitable to those provided to eligible public school children, their teachers and their families. Evidence of private school outreach and programming includes signed confirmation or return receipt slips from eligible private school leaders that consultation on providing services to eligible private school students has been offered. If services are accepted, districts must submit affirmation from private schools of consultation in all required areas.

Tab 17 – Neglected or Delinquent Facility Coordination – if applicable (updated annually): Two federal grant programs covered under Title I Part D (The Prevention and Intervention Program for Children and Youth Who Are Neglected, Delinquent, or At-Risk) assist the education of certain disadvantaged children. Allocation notices are sent directly to public school districts with an eligible N/D facility located within their boundaries. Districts with N/D facilities must submit (a) documentary evidence of consultation with appropriate officials from N/D facilities regarding services for eligible children and (b) copies of formal agreements with N/D facilities, where appropriate, to deliver educational programs in local facilities that are comparable to programs in schools students would otherwise attend. If a district does not have an eligible N/D facility within its boundaries, this tab will not contain any materials.

Program Review Criteria

Fiscal Procedures		
CRITERIA		EVIDENCE
1-A	<p>Maintenance of Effort: District's combined fiscal effort per student (or aggregate local and state expenditures for free public education for the preceding fiscal year) was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year. (N.B., Maintenance of Effort applies to local and state expenditures, not to Title I or other federal expenditures.) NCLB §§1120A; 9021</p>	<ul style="list-style-type: none"> ▪ <i>Federal Grant Assurances Document (on file with the Department)</i> ▪ <i>Maintenance of Effort Records (on file with the Department)</i>
1-B	<p>Comparability of Services: District has and follows a written Comparability reporting procedure. District's Comparability Demonstration (Report) is prepared annually and demonstrates that services provided through state and local funds in Title I schools are comparable to those provided in non-Title I schools. When all schools are Title I schools, Comparability Report demonstrates that district uses state and local funds to provide services that, taken as a whole, are substantially comparable in each school. (N.B., Comparability of Services applies to local and state funds, not to Title I or other federal funds.) NCLB §§1120A</p>	<ul style="list-style-type: none"> ▪ <i>Comparability Report</i> ▪ <i>Comparability Procedure</i>
1-C	<p>Supplement, Not Supplant for Targeted Assistance Schools: District demonstrates that it uses Title I funds only to augment the level of funds that would in the absence of Title I funds be made available from non-Federal sources for the education of students participating in Title I programs. NCLB §§1120A; 1114-1116</p>	<ul style="list-style-type: none"> ▪ <i>Federal Grant Assurances Document (on file with the Department)</i> ▪ <i>Written "Supplement, Not Supplant" Policy and Procedures</i> ▪ <i>Comparability Report</i> ▪ <i>Title I School Building Expenditures</i>
1-D	<p>Supplement, Not Supplant for Targeted Assistance Schools: District/school demonstrates that Title I funds have been used for the express purpose of serving those students who were identified as being in greatest need of Title I assistance based on student selection criteria. NCLB §§1120A; 1114-1116</p>	<ul style="list-style-type: none"> ▪ <i>Federal Grant Assurances Document (on file with the Department)</i> ▪ <i>Written "Supplement, Not Supplant" Policy and Procedures</i> ▪ <i>Student Selection Criteria and rank ordered list of Title I students (if not a schoolwide program)</i>

Fiscal Procedures (continued)		
CRITERIA		EVIDENCE
1-E	<p>Supplement, Not Supplant for Schoolwide Program Schools: District demonstrates that Title I funds in Schoolwide program school(s) are in addition to total amount of funds that would, in the absence of Title I funds, be made available from state and local sources, including funds needed to provide services required by law for students with disabilities and students with limited English proficiency. NCLB §§1120A; 1114~1116</p>	<ul style="list-style-type: none"> ▪ <i>Federal Grant Assurances Document (on file with the Department)</i> ▪ <i>Written "Supplement, Not Supplant" Policy and Procedures</i> ▪ <i>Comparability Report</i> ▪ <i>Additional District Records (as requested)</i>
1-F	<p>Supplement, Not Supplant: District has developed, implemented, and disseminated written Supplement Not Supplant policy and procedures. Administrators and appropriate staff demonstrate clear understanding of policy and procedures. NCLB §§1120A; 1114~1116</p>	<ul style="list-style-type: none"> ▪ <i>Federal Grant Assurances Document (on file with the Department)</i> ▪ <i>Written "Supplement, Not Supplant" Policy and Procedures</i>
1-G	<p>Reservation of Funds: District reserves appropriate level of funds for:</p> <ol style="list-style-type: none"> 1. Homeless children 2. Children in institutions for Neglected and Delinquent children 3. Financial incentives and/or rewards for teachers in Title I schools identified for improvement, corrective action, or restructuring 4. School choice-related transportation and supplemental educational services 5. Professional development – highly qualified teachers 6. Professional development – schools or districts identified for improvement 7. Parental involvement <p>NCLB §§1113; 1116; 1118</p>	<ul style="list-style-type: none"> ▪ <i>Title I Grant Application (Form 2) (on file with the Department)</i>
1-H	<p>Private School Participants: District appropriately calculates and expends funds for equitable services to private school students, their teachers, and families. NCLB §§1120; 9306; GEPA §443</p>	<ul style="list-style-type: none"> ▪ <i>Title I Grant Application (Form 1 and 2) (on file with the Department)</i> ▪ <i>Private School Documentation</i>
1-I	<p>Single audit: Districts expending \$500,000 or more annually in Federal grant awards comply with single audit requirements (apart from districts taking program-specific audit exception). OMB Circular A-133</p>	<ul style="list-style-type: none"> ▪ <i>A-133 Single Audit Reports (on file with the Department)</i> ▪ <i>District Audit Corrective Action Plans (if appropriate) and Records (as requested)</i>

Parent / Guardian Communications		
CRITERIA		EVIDENCE
2-A	District notifies parents/guardians of school and district accountability status (identified for improvement, corrective action, restructuring). Additionally, district publishes and distributes annual NCLB Report Cards for district and all district schools and notifies parents of their right to know about teacher qualification requirements. NCLB §§1111-1112; §§1114-1118	<ul style="list-style-type: none"> ▪ <i>Sample Parent/Guardian Notification</i> ▪ <i>NCLB Report Cards</i>
2-B	Public School Choice: District notifies parents of all children in Title I schools identified for improvement, corrective action, or restructuring of option to transfer to another district school not identified for improvement, if such an option exists. NCLB §1116	<ul style="list-style-type: none"> ▪ <i>Sample Parent/Guardian Notification</i> ▪ <i>Additional District Records (as requested)</i>
2-C	Supplemental Educational Services (SES): District notifies parents of all low-income children in Title I schools identified for improvement (year 2), corrective action, or restructuring of option to enroll in SES, and establishes contracts with external providers from State List of Approved SES Providers. NCLB §1116	<ul style="list-style-type: none"> ▪ <i>Sample Parent/Guardian Notification</i> ▪ <i>Additional District Records (as requested)</i>
2-D	District creates and distributes written district parent/guardian involvement policies and School-Parent Compacts, and updates these policies and compacts periodically after evaluating their effectiveness. <ul style="list-style-type: none"> • Parent/guardian involvement policies describe each served school's approach, commitments, and services offered to parents of Title I students (all students, in Schoolwide programs). Policies describe specific rights of parents and what information and meaningful activities are offered to parents so that they are well prepared to participate in their children's educational growth. • School-Parent Compacts are agreements between the school (teachers) and the home (parents/guardians) that describe the responsibilities of each party, including the student, if desired. NCLB §§1111-1112; §§1114-1118	<ul style="list-style-type: none"> ▪ <i>Written parent/guardian involvement policies</i> ▪ <i>School-Parent Compacts</i>

Parent / Guardian Communications (continued)		
CRITERIA		EVIDENCE
2-E	<p>Schools conduct meetings at least annually to inform participating parents/guardians about Title I programs. District and its schools provide materials and training to Title I parents to help them understand such things as:</p> <ul style="list-style-type: none"> • The State’s academic content standards and State student academic achievement standards; • State and local academic assessments, including alternative assessments; • The parental involvement requirements of section 1118; and • How to monitor their child’s progress and work with educators to improve the achievement of their child. <p>Additionally, districts and schools provide materials and training to help parents work with their children to improve their children’s achievement. NCLB §§1111-1112; §§1114-1118</p>	<ul style="list-style-type: none"> ▪ <i>Written parent meeting schedule</i> ▪ <i>Workshop flyers, agendas, sign-in sheets, et cetera</i> ▪ <i>Additional District Records (as requested)</i>

Program Design and Evaluation		
CRITERIA		EVIDENCE
3-A	<p>District conducts annual needs assessment for each Title I school (both Schoolwide and Targeted Assistance programs) that includes data on achievement of children in relation to State academic content and achievement standards and input from parents and school and district staff. Needs assessment is used to determine type of programs and services to be provided to eligible students. NCLB §§1114~1115</p>	<ul style="list-style-type: none"> ▪ <i>Needs Assessments</i> ▪ <i>Additional District Records (as requested)</i>
3-B	<p>District submits annual Title I grant application (“plan”) and any necessary amendments to plan. NCLB §§1112; 1114~1116</p>	<ul style="list-style-type: none"> ▪ <i>Title I Grant Application and Amendments (on file with the Department)</i>
3-C	<p>District evaluates Title I plan at least on an annual basis and makes necessary revisions to reflect substantial changes in direction of Title I program(s). Evaluation reflects Adequate Yearly Progress (AYP) data for district and all Title I schools. NCLB §§1112; 1114~1116</p>	<ul style="list-style-type: none"> ▪ <i>Written Title I Plan Evaluation</i> ▪ <i>AYP Data (on file with the Department)</i> ▪ <i>Additional District Records (as requested)</i>

Program Design and Evaluation (continued)		
CRITERIA		EVIDENCE
3-D	<p>Schoolwide Programs: If applicable, district develops comprehensive Schoolwide Program plans with involvement of community, individuals to be served, and relevant staff. Schoolwide plans are evaluated annually and must:</p> <ol style="list-style-type: none"> 1. Identify reform strategies, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the State's proficient or advanced levels of academic achievement; 2. Provide instruction by highly qualified teachers; 3. Offer high-quality, ongoing professional development; 4. Create strategies to attract highly qualified teachers; 5. Create strategies to increase parental involvement; 6. Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs; 7. Identify measures to include teachers in decisions regarding the use of academic assessments; 8. Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; 9. Coordinate and integrate Federal, State and local services and programs; 10. Meet intent and purposes of each program whose funds are consolidated, if applicable. <p>Moreover, Schoolwide plans must indicate how schools in districts that are not reserving funds under Title I for homeless students are providing for appropriate services in Schoolwide programs. NCLB §§1112; 1114</p>	<ul style="list-style-type: none"> ▪ <i>Schoolwide plans (if applicable)</i> ▪ <i>Additional District Records (as requested)</i>
3-E	<p>Targeted Assistance Programs: District develops Targeted Assistance program plans that are coordinated with and support regular education program(s) in relevant schools. Title I staff must be integrated with regular instructional staff in all activities, and Targeted Assistance programs must:</p> <ol style="list-style-type: none"> 1. Use effective instructional methods and strategies that strengthen the core academic program of the school; 2. Use multiple, educationally related, objective criteria to identify children failing, or most at risk of failing, to meet the State's academic achievement standards (children in grades PK-2 selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures); 3. Give primary consideration to providing extended learning time for served students; 4. Provide an accelerated, high-quality curriculum; 5. Minimize the removal of children from the regular classroom during regular school hours. <p>NCLB §1115</p>	<ul style="list-style-type: none"> ▪ <i>Title I Grant Application (on file with the Department)</i> ▪ <i>Rank-order List of Students to Determine Eligibility</i> ▪ <i>Targeted Assistance Program Plans</i> ▪ <i>Additional District Records (as requested)</i>

Program Design and Evaluation (continued)		
CRITERIA		EVIDENCE
3-F	<p>District revises school improvement plan for schools identified for improvement, corrective action, or restructuring within three months of identification to address the subjects, grade levels and student groups that did not make Adequate Yearly Progress. Plan is revised in consultation with parents, staff, and others, and must include:</p> <ol style="list-style-type: none"> 1. Annual, measurable goals and improvement objectives aligned with performance targets the school must meet for each group of students in order to make AYP; 2. Analysis of the causes or reasons for the school's failing to make AYP; 3. Improvement strategies, based on scientifically based research, that address the causes of poor student performance and make the changes in instructional practices and school programs necessary to meet improvement objectives in the school's core academic subjects; 4. High-quality professional development needed to implement the school's improvement objectives; 5. Parental involvement tied to the school's improvement objectives; 6. Extended time programs, as necessary, to meet the school's improvement objectives; 7. Identification of resources needed to implement the school's improvement plan; 8. Incorporation of a teacher mentoring program; 9. Methods for coordinating and monitoring the implementation of the school's improvement plan; and 10. Identification of the responsibilities of the school, school district and the state for supporting the implementation of the plan. <p>NCLB §1116</p>	<ul style="list-style-type: none"> ▪ <i>Revised School Improvement Plans</i> ▪ <i>AYP & MCAS Data (on file with the Department)</i> ▪ <i>Local assessment data (if applicable)</i> ▪ <i>Additional District Records (as requested)</i>
3-G	<p>Schools Identified for Corrective Action and Restructuring:</p> <p>When schools are identified for corrective action status, district plans for and implements corrective action steps stipulated in NCLB, as appropriate. When schools are identified for restructuring status, district plans for and implements restructuring steps stipulated in NCLB, as appropriate.</p> <p>NCLB §1116</p>	<ul style="list-style-type: none"> ▪ <i>School improvement plans</i> ▪ <i>AYP & MCAS Data (on file with the Department)</i> ▪ <i>Additional District Records (as requested)</i>
3-H	<p>When district and/or schools are identified for improvement, district spends at least 10 percent of Title I funds for high-quality professional development that directly addresses the identified student performance issues.</p> <p>NCLB §1116</p>	<ul style="list-style-type: none"> ▪ <i>Title I Grant Application (on file with the Department)</i> ▪ <i>Additional District Records (as requested)</i>

Data Collection and Management	
CRITERIA	EVIDENCE
<p>4-A All professional staff providing Title I services, including paraprofessionals, meet Massachusetts' Highly Qualified Teacher (HQT) requirements, or are on track to meeting NCLB's highly qualified teacher and paraprofessional requirements in compliance with Title II-A requirements. http://www.doe.mass.edu/nclb/title_ii.html MGL Ch. 71, §38G; NCLB §1119</p>	<ul style="list-style-type: none"> ▪ <i>Principals' Written Attestation</i> ▪ <i>Title I Personnel List / Roster</i> ▪ <i>District Teacher Quality Improvement Plans (on file with the Department)</i>
<p>4-B Principals of Title I schools (Schoolwide or Targeted Assistance) provide written attestation that all teachers of core academic subjects have met or are on track to meeting NCLB's highly qualified teacher and paraprofessional requirements in compliance with Title II-A requirements. NCLB §1119</p>	<ul style="list-style-type: none"> ▪ <i>Principals' Written Attestation</i> ▪ <i>Title I Personnel List / Roster</i> ▪ <i>District Teacher Quality Improvement Plans (on file with Department)</i>
<p>4-C Time and Effort: District maintains Time and Effort records for all Title I staff, documenting time spent on Title I activities. <i>Full-time staff</i> funded solely by Title I grant sign semi-annual certifications that they have been working solely in activities supported by Title I grant for indicated period. <i>Split-time staff</i> funded partly by Title I grant document time spent on Title I and other activities. Time & Effort records account for total time for which employee is compensated. OMB Circular A-87; OMB Circular A-133 Compliance Supplement</p>	<ul style="list-style-type: none"> ▪ <i>Time and Effort Records (including monthly records for split-funded staff and Semi-annual Certification for full-time staff)</i>
<p>4-D Selection and Allocation: District appropriately allocates funds to eligible school attendance areas or schools in rank order of poverty based on number of children from low-income families residing in an eligible attendance area. NCLB §§1113; 1116; 1118</p>	<ul style="list-style-type: none"> ▪ <i>Title I Grant Application (Form 1) (on file with the Department)</i> ▪ <i>SIMS Enrollment Data (on file with the Department)</i> ▪ <i>Directory Administration Data (Schools in Eligible Attendance Areas) (on file with the Department)</i> ▪ <i>Title I School Building Expenditures</i>

Opportunity and Equal Educational Access		
CRITERIA		EVIDENCE
5-A	<p>All Students: District identifies as eligible for Title I services students with disabilities, limited English proficient students, and homeless students using the same basis as other students selected to receive services. District ensures that all students have equal opportunity to be selected to receive services. NCLB §1115</p>	<ul style="list-style-type: none"> ▪ <i>Rank-order List of Students to Determine Eligibility</i> ▪ <i>Title I Student Selection Criteria</i> ▪ <i>Additional District Records (as requested)</i>
5-B	<p>Private School Outreach and Programming: District consults with appropriate private school officials regarding services for eligible private school children, maintains written affirmation of consultation, provides equitable services, and evaluates Title I program serving eligible private school students. NCLB §§1120; 9306; GEPA §443</p>	<ul style="list-style-type: none"> ▪ <i>Evidence of Offers of Consultation to all Eligible Schools</i> ▪ <i>Written Affirmation of Consultation with Participating Schools</i> ▪ <i>Additional District Records (as requested)</i>
5-C	<p>Services for Neglected and Delinquent Children: District consults with appropriate officials from N/D facilities regarding services for eligible children and establishes formal agreement(s) with N/D facilities, where appropriate, to deliver educational programs in local facilities that are comparable to programs in schools students would otherwise attend. District plan contains 13 elements required under N/D subgrant. Agreements contain 11 activities under N/D subgrant. NCLB §§1423;1425</p>	<ul style="list-style-type: none"> ▪ <i>Title I Grant Application (on file with the Department)</i> ▪ <i>Copies of communications with Neglected or Delinquent (N/ D) facilities (if applicable)</i> ▪ <i>Copies of formal agreements with N/D facilities (if applicable)</i>