

**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Braintree**

# Required Action:

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### All Federal Programs

**1A, 1-B, 1-C: Needs Assessment**

* lDistrict 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 assessments are used to determine type of programs and services to be provided to eligible students.
* lDistrict conducts an annual needs assessment and meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other organizations with relevant and demonstrated expertise in programs and activities to determine and inform the types of services to be provided
* lDistricts that received a Title IVA allocation greater than $30,000 conducted a comprehensive needs assessment in order to examine needs for improvement of—

-A ccess to, and opportunities for, a well-rounded education for all students;

-S chool conditions for student learning in order to create a healthy and safe school environment; and

-A ccess to personalized learning experiences supported by technology and professional development for the effective use of data and technology

District needs assessment procedure did not include Title IIA funds information.

Submit needs assessment procedure that includes Title IIA for the 2020-21 school year. 9/28/2020: District submitted needs assessment procedure that includes Title IIA for the 2020- 2021 school year.

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Brookline**

# Required Action:

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

N/A

Submit the Title I program evaluation summary for the 2019-20 school year program.

11/13/20: District submitted the Title I program evaluation summary.

District did not submit a written summary of the 2018-2019 school year Title I program evaluation, including indicators of impact on student achievement, strengths and weaknesses of the program, and subsequent program changes.

**Title I Program Design and Evaluation 4-A: Program Evaluation**

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 accountability data for district and all Title I schools.

None at this time

Yes (see below)





**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Dedham**

**Required Action:**

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### Title I Family Communications 3-C: Parent Outreach

Schools conduct meetings at least annually to inform participating parents about Title I programs. District and its schools provide materials and training to Title I parents to help them understand such things as:

* + lThe state’s academic content standards and state student academic achievement standards;
  + State and local academic assessments, including alternative assessments;
  + lThe family engagement requirements of section 1116; and
  + lHow to monitor their child’s progress and work with educators to improve the achievement of their child.

Additionally, districts and schools provide materials and training to help parents work with their children to improve their children’s achievement

District did not provide a dated notice to parents informing them of the annual Title I meeting where information about State academic standards, assessments, and parental involvement requirements and opportunities for involvement were discussed.

Submit a copy of the district-level family NA engagement policy that meets ESSA

requirements and an assurance that a dated notice of communication to families will contain information about the State academic standards, assessments and parent involvement.

10/9/2020 District submitted required TI meeting notices that met all requirements.



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Duxbury**

# Required Action:

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

N/A

Provide evidence that offers of consultation were received by all eligible private schools for FY21 ESSA program participation.

Provide evidence that Bay Farm Montessori Academy was offered consultation for Title IIA and Title IVA grant participation.

7/28/20: Submitted evidence of consultation with all private schools.

District did not provide evidence that offers of consultation were received by private school officials at eligible private schools.

Additionally, no evidence was submitted to confirm Bay Farm Montessori Academy was consulted for Title IIA and IVA participation.

**All Federal Programs**

**1-E: 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

None at this time

Yes (see below)





**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Harvard**

**Required Action:**

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### Title I Opportunity and Equal Educational Access 6-A: All Students

District identifies as eligible for Title I services students with disabilities, English language learners, 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.

### Title IIA Distribution of Funds 8-A: Allocating Funds

Activities supported with Title II, Part A funds must collectively address the needs of all subgroups of students in the district. In addition, schools identified for support and improvement, and schools with the highest percentage of low-income students are prioritized for participation in activities funded by Title II, Part A

District did not submit rank-ordered lists of students screened for selection.

District professional development plan does not articulate the collective needs of all subgroups in the district. The plan does not identiy how low-income students are prioritized.

Submit list of students screened for Title I services and rank-ordered according to composite score based on assessed need for supplemental assistance for the 2020-21 school year.

Submit a professional development plan that articulates how low-income students are prioritized.

N/A

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Holyoke**

# Required Action:

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

N/A

Provide evidence that parents of children taught for four or more weeks by a teacher that does not meet licensure requirements were notified.

10/15/20: District submitted evidence that parents of children taught by a teacher that does not meet licensure requirements were notified.

District does not notify parents if their child's teacher is not appropriately licensed for grade and subject assigned to teach.

**Title I Family Communications**

**3-A: Report Card/Accountability Status/Right-to-Know**

District notifies parents of school and district accountability status as well as right to request teacher qualification information. As applicable, district notifies parents that child has been taught for four or more consecutive weeks by a teacher who does not meet licensure requirements for the grade and subject assigned to teach.

Additionally, district publishes and distributes annual report cards for district and all district schools.

None at this time

Yes (see below)





**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Lexington**

**Required Action:**

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

October 9,

2020

COMPLETE 10-21-20

Submit documentation related to district needs assessment process that includes process for prioritizing schools to receive Title IIA funds.

----------------------------------------

On 10-21-20 district provided required assessment procedures documenting how Title IIA funds prioritized

Documentation regarding needs assessment process does not include description of process for prioritizing schools to receive Title IIA funds.

**Title IIA Distribution of Funds 8-A: Allocating Funds**

Activities supported with Title II, Part A funds must collectively address the needs of all subgroups of students in the district. In addition, schools identified for support and improvement, and schools with the highest percentage of low-income students are prioritized for participation in activities funded by Title II, Part A

None at this time

Yes (see below)





**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Lynn**

# Required Action:

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### Title I Family Communications

**3-A: Report Card/Accountability Status/Right-to-Know**

District notifies parents of school and district accountability status as well as right to request teacher qualification information. As applicable, district notifies parents that child has been taught for four or more consecutive weeks by a teacher who does not meet licensure requirements for the grade and subject assigned to teach.

Additionally, district publishes and distributes annual report cards for district and all district schools.

District does not notify parents if their child's teacher is not appropriately licensed for grade and subject assigned to teach.

Notify parents that their child has been taught by a teacher that is not appropriately licensed for their grade and/or subject area for four or more consecutive weeks. District has already been notified and has begun to put process in place. Provide evidence of such

notification.

9/29/20: District submitted sample letters that were sent to parents to notify them that their child's teacher is that is not appropriately license for the grade and subject they are assigned to teach.

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Marlborough**

# Required Action:

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### All Federal Programs

**1A, 1-B, 1-C: Needs Assessment**

* lDistrict 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 assessments are used to determine type of programs and services to be provided to eligible students.
* lDistrict conducts an annual needs assessment and meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other organizations with relevant and demonstrated expertise in programs and activities to determine and inform the types of services to be provided
* lDistricts that received a Title IVA allocation greater than $30,000 conducted a comprehensive needs assessment in order to examine needs for improvement of—

-Access to, and opportunities for, a well-rounded education for all students;

-School conditions for student learning in order to create a healthy and safe school environment; and

-Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology

Needs assessment procedure does not include description of quantitative and qualitative data collected and analyzed, who is involved in the analysis, how priority needs are determined, and how school improvement planning relates to this process for Title IIA and Title IVA.

Submit revised needs assessment procedure that includes required aspects noted in finding comment. 11/2/2020: District submitted revised assessment procedures.

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Reading**

# Required Action:

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### All Federal Programs

1. **E: 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

### Title I Program Design and Evaluation 4-C: Targeted Assistance Program Plans

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:

* 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

District did not provide evidence that offers of consultation were received by private school officials at all eligible private schools.

Evidence of receipt of offer is missing for St. Patricks, St Pius V, and St Augustine.

Student selection criteria sheets do not calculate a composite score. Rank-ordered lists are not ranked based on student's composite scores. No written student selection procedure was submitted.

Submit evidence that all eligible private NA schools received an offer of consultation for the

2020-21 (FY21) school year.

10/23/20: District submitted evidence of offers of consultation to eligible private schools.

Submit revised Title I selection criteria sheets NA showing calculation of composite score, current

rank-ordered lists, and written student selection procedure for the 2020-21 school year.

10/23/20: District submitted acceptable selection criteria sheets, rank ordered lists, and student selection procedure.



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Rockland**

# Required Action:

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### All Federal Programs

**1A, 1-B, 1-C: Needs Assessment**

* lDistrict 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 assessments are used to determine type of programs and services to be provided to eligible students.
* lDistrict conducts an annual needs assessment and meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other organizations with relevant and demonstrated expertise in programs and activities to determine and inform the types of services to be provided
* lDistricts that received a Title IVA allocation greater than $30,000 conducted a comprehensive needs assessment in order to examine needs for improvement of—

-Access to, and opportunities for, a well-rounded education for all students;

-School conditions for student learning in order to create a healthy and safe school environment; and

-Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology

District did not submit a copy of the most current, dated summary of the district’s procedure for assessing areas of greatest academic need for Title IIA and Title IVA.

Submit revised needs assessment procedure that includes required aspects noted in finding comment. 11/2/2020: District submitted revised needs assessment procedure.

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Swansea**

# Required Action:

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

N/A

Submit documentation related to district needs assessment process that includes process for prioritizing schools to receive Title IIA funds.

7/16/20: The district submitted description of needs assessment process that includes prioritizing procedures for distribution of Title IIA fund use in district schools.

Documentation regarding needs assessment process does not include description of process for prioritizing schools to receive Title IIA funds.

**Title IIA Distribution of Funds 8-A: Allocating Funds**

Activities supported with Title II, Part A funds must collectively address the needs of all subgroups of students in the district. In addition, schools identified for support and improvement, and schools with the highest percentage of low-income students are prioritized for participation in activities funded by Title II, Part A

None at this time

Yes (see below)





**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Boston Green Academy Horace Mann Charter School (District)**

**Required Action:**

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### All Federal Programs

**1A, 1-B, 1-C: Needs Assessment**

* lDistrict 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 assessments are used to determine type of programs and services to be provided to eligible students.
* lDistrict conducts an annual needs assessment and meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other organizations with relevant and demonstrated expertise in programs and activities to determine and inform the types of services to be provided
* lDistricts that received a Title IVA allocation greater than $30,000 conducted a comprehensive needs assessment in order to examine needs for improvement of—

-Access to, and opportunities for, a well-rounded education for all students;

-School conditions for student learning in order to create a healthy and safe school environment; and

-Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology

District did not submit a copy of the most current, dated summary of the district’s procedure for assessing areas of greatest academic need for Title IIA.

Submit most current summary of district's procedure for assessing areas of greatest academic need for Title IIA. 10/15/2020: District submitted procedure for assessing areas of need for Title IIA.

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Cape Cod Lighthouse Charter (District)**

# Required Action:

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### All Federal Programs

**1A, 1-B, 1-C: Needs Assessment**

* lDistrict 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 assessments are used to determine type of programs and services to be provided to eligible students.
* lDistrict conducts an annual needs assessment and meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other organizations with relevant and demonstrated expertise in programs and activities to determine and inform the types of services to be provided
* lDistricts that received a Title IVA allocation greater than $30,000 conducted a comprehensive needs assessment in order to examine needs for improvement of—

-Access to, and opportunities for, a well-rounded education for all students;

-School conditions for student learning in order to create a healthy and safe school environment; and

-Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology

### Title I Family Communications

**3-A: Report Card/Accountability Status/Right-to-Know**

District notifies parents of school and district accountability status as well as right to request teacher qualification information. As applicable, district notifies parents that child has been taught for four or more consecutive weeks by a teacher who does not meet licensure requirements for the grade and subject assigned to teach.

Additionally, district publishes and distributes annual report cards for district and all district schools.

District did not submit a copy of the most current, dated summary of the district’s procedure for assessing areas of greatest academic need for Title IIA and Title IVA.

District did not submit evidence that school report cards were published to the district's website.

Submit copy of procedure for assessing areas of greatest need for Title IIA and Title IVA for school year 2020-21. 10/9/2020: District submitted copies of procedures for assessing areas of greatest need for Title IIA and IV for the 2020-2021 school year.

Submit evidence that school year 2019-20 school and district report cards are posted on the district's website. 10/9/2020: District submitted evidence that the 2019-2020 school and district report cards are posted on district's website.

N/A

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Cape Cod Lighthouse Charter (District)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion Number / Category** | **Finding** | **Required Action** | **Deadline for Submission of Evidence** |
| **Title IIA Systems of Professional Growth and Improvement 9-A: Systems of Professional Growth and Improvement**  Districts must have a system of professional growth and improvement that meets the requirements of the MA Educator Evaluation Framework, an induction and mentoring program that is strategically designed to allow for continuous improvement of new teachers and of the program itself, and professional development activities that are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom- focused. | Submitted professional development plan does not address mentoring and induction program as required. | Submit district professional development plan for school year 2020-21 that includes information about mentoring and induction program. 10/9/2020: District submitted professional development plan for the 2020- 2021 school year that include information about mentoring and induction. | N/A |
| **Title IIA Program Evaluation 10-A: Evaluation of PD Activity**  Professional development activities funded with Title IIA funds must use data and ongoing evaluation to continually update and improve activities | District did not provide a summary of the evaluation findings for professional development activities funded under Title IIA. | Submit summary of evaluation for professional development activites funded under Title IIA for school year 2019-20. 10/9/2020: District submitted summary of evaluation of professional development activites funded under Title IIA. | N/A |



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Holyoke Community Charter (District)**

# Required Action:

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

N/A

Submit copy of distributed School-Parent Compact that includes school/teacher responsibilities.

10/9/20: District submitted a copy of the School-Parent Compact that included school/teacher responsiblities.

The School-Parent Compact does not include description of school/teacher responsibilities and is not issued on an annual basis.

**Title I Family Communications 3-B(2): School-Parent Compacts**

District and schools create and distribute school-parent compacts, and updates these compacts periodically after evaluating their effectiveness.

* lSchool-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

None at this time

Yes (see below)





**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**UP Academy Charter School of Boston (District)**

**Required Action:**

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### All Federal Programs

**1A, 1-B, 1-C: Needs Assessment**

* lDistrict 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 assessments are used to determine type of programs and services to be provided to eligible students.
* lDistrict conducts an annual needs assessment and meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other organizations with relevant and demonstrated expertise in programs and activities to determine and inform the types of services to be provided
* lDistricts that received a Title IVA allocation greater than $30,000 conducted a comprehensive needs assessment in order to examine needs for improvement of—

-Access to, and opportunities for, a well-rounded education for all students;

-School conditions for student learning in order to create a healthy and safe school environment; and

-Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology

District did not submit a copy of the most current, dated summary of the district’s procedure for assessing areas of greatest academic need for Title IIA and IVA.

Submit copy of the procedure for assessing areas of greatest academic need for Title IIA and IVA. 11/2/2020: District submitted revised version of the procedure for assessing areas of greatest academic need for Title IIA and IVA.

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**River Valley Charter (District)**

# Required Action:

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### All Federal Programs

**1A, 1-B, 1-C: Needs Assessment**

* lDistrict 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 assessments are used to determine type of programs and services to be provided to eligible students.
* lDistrict conducts an annual needs assessment and meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other organizations with relevant and demonstrated expertise in programs and activities to determine and inform the types of services to be provided
* lDistricts that received a Title IVA allocation greater than $30,000 conducted a comprehensive needs assessment in order to examine needs for improvement of—

-Access to, and opportunities for, a well-rounded education for all students;

-School conditions for student learning in order to create a healthy and safe school environment; and

-Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology

Needs assessment procedure does not include a description of quantitative and qualitative data collected and analyzed, who is involved in the analysis, how priority needs are determined, and how school improvement planning relates to this process for Title IIA.

Submit revised needs assessment procedure that includes required aspects noted in finding comment. 11/2/2020: district submitted revised needs assessment procedure.

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Prospect Hill Academy Charter (District)**

# Required Action:

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

N/A

Submit copy of school-parent compact made available to all families with evidence of distribution.

10/9/20: District submitted copy of Family- School Compact contained in the school's handbook that is distributed to and signed-off on by all families.

District did not provide a sample school-parent compact.

**Title I Family Communications 3-B(2): School-Parent Compacts**

District and schools create and distribute school-parent compacts, and updates these compacts periodically after evaluating their effectiveness.

* lSchool-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

None at this time

Yes (see below)





**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Martin Luther King Jr. Charter School of Excellence (District)**

**Required Action:**

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### All Federal Programs

1. **G: Equitable Access to Excellent Educators**

The district works to identify and address any disparities that result in historically disadvantaged student groups being taught at higher rates than other students by lower rated, inexperienced, or out-of-field teachers.

* 1. How is the district closing any inequities in the rates at which low-income students, students of color, English learners, and students with disabilities are taught by lower rated, out-of-field, or inexperienced teachers?
  2. How are plans to address these inequities based in local data

### Title I Family Communications

**3-A: Report Card/Accountability Status/Right-to-Know**

District notifies parents of school and district accountability status as well as right to request teacher qualification information. As applicable, district notifies parents that child has been taught for four or more consecutive weeks by a teacher who does not meet licensure requirements for the grade and subject assigned to teach.

Additionally, district publishes and distributes annual report cards for district and all district schools.

### Title I Program Design and Evaluation 4-A: Program Evaluation

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 accountability data for district and all Title I schools.

The district did not submit documentation related to identified gaps in equitable access to excellent educators as requested under Tab 5.

District did not submit evidence that required parent notices were sent for the 2019-20 school year.

District submitted ELE program evaluation.

Submit documentation requested under Tab 5 of required materials for monitoring submission. Include updated actions with regard to addressing identified gaps as applicable.

10/9/20: District subbmitted documentation identifying gaps in equitable access to excellent eduactors.

Submit evidence that required parent notices have been

sent.

12/8/20: Districts submitted letters that will be sent to families for teachers who meet the criteria.

Submit summary of the 2019-20 Title I program evaluation that follows the district's Title I program evaluation

procedure.

10/9/20: District submitted program design and evaluation.

N/A

N/A

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Martin Luther King Jr. Charter School of Excellence (District)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion Number / Category** | **Finding** | **Required Action** | **Deadline for Submission of Evidence** |
| **Title I Program Design and Evaluation 4-B: Schoolwide Program Plans**  District develops comprehensive schoolwide program plans with involvement of community, individuals to be served, and relevant staff. Schoolwide plans are evaluated annually and must be:   * lDeveloped with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and administrators of programs included; * lRegularly monitored and revised as necessary based on student needs; * lDeveloped in coordination and integration with other Federal, State, and local services, resources, and programs; * lBased on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly those children who are failing or most at risk of failing to meet those standards; * lInclusive of description of the strategies the school will use to: o Provide opportunities for all children to meet the challenging   State academic standards, particularly those most at risk of not meeting those standards; and  o Strengthen the academic program of the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, which may include programs, activities, and  courses necessary to provide a well-rounded education | District did not submit a Title I Schoolwide Plan. | Submit Schoolwide Plan or current improvement plan that contains all required components of a Schoolwide  Plan.  10/9/20: District submitted their schoolwide plan | N/A |
| **Title IVA Report on Fund Use 13-A: Fund Use and Outcomes**  The district annually reports to the state how funds are being used and the degree to which the district has made progress toward meeting the objectives and outcomes described in its application for the use of these funds. | District did not submit a description of data collected to evaluate effectiveness of Title IVA funded activities and summary of evaluation of outcomes. | Provide summary of evaluation of goals and outcomes, including description of data used to evaluate effectiveness of Title IVA funded activities in the 2019-20 school  year.  10/9/20: District submitted an evalation of their Title IV programs. | N/A |



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Phoenix Charter Academy (District) Chelsea**

# Required Action:

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### All Federal Programs

**1A, 1-B, 1-C: Needs Assessment**

* lDistrict 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 assessments are used to determine type of programs and services to be provided to eligible students.
* lDistrict conducts an annual needs assessment and meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other organizations with relevant and demonstrated expertise in programs and activities to determine and inform the types of services to be provided
* lDistricts that received a Title IVA allocation greater than $30,000 conducted a comprehensive needs assessment in order to examine needs for improvement of—

-Access to, and opportunities for, a well-rounded education for all students;

-School conditions for student learning in order to create a healthy and safe school environment; and

-Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology

Needs assessment procedure does not include description of quantitative and qualitative data collected and analyzed, who is involved in the analysis, how priority needs are determined, and how school improvement planning relates to this process in rgeards to Title IIA.

Submit needs assessment procedure that includes Title IIA for the 2020-21 school year.11/23/2020: District submitted updated needs assessment procedure that includes Title IIA.

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Phoenix Charter Academy (District) Chelsea**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion Number / Category** | **Finding** | **Required Action** | **Deadline for Submission of Evidence** |
| **Title I Family Communications 3-C: Parent Outreach**  Schools conduct meetings at least annually to inform participating parents about Title I programs. District and its schools provide materials and training to Title I parents to help them understand such things as:   * lThe state’s academic content standards and state student academic achievement standards; * State and local academic assessments, including alternative assessments; * lThe family engagement requirements of section 1116; and * lHow to monitor their child’s progress and work with educators to improve the achievement of their child.   Additionally, districts and schools provide materials and training to help parents work with their children to improve their children’s  achievement | District did not submit evidence of materials or trainings provided to help parents work with their children to improve their achievement. | Submit evidence of materials or trainings provided to help parents work with their children to improve their academic achievement. 11/2/2020: District submitted evidence of materials and trainings provided to parents to work with their children to improve their achievement. | N/A |



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Berkshire Hills (Berkshire Hills Regional)**

# Required Action:

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### Title I Family Communications 3-C: Parent Outreach

Schools conduct meetings at least annually to inform participating parents about Title I programs. District and its schools provide materials and training to Title I parents to help them understand such things as:

* + lThe state’s academic content standards and state student academic achievement standards;
  + State and local academic assessments, including alternative assessments;
  + lThe family engagement requirements of section 1116; and
  + lHow to monitor their child’s progress and work with educators to improve the achievement of their child.

Additionally, districts and schools provide materials and training to help parents work with their children to improve their children’s achievement

### Title I Program Design and Evaluation 4-A: Program Evaluation

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 accountability data for district and all Title I schools.

### Title IVA Report on Fund Use 13-A: Fund Use and Outcomes

The district annually reports to the state how funds are being used and the degree to which the district has made progress toward meeting the objectives and outcomes described in its application for the use of these funds.

District did not submit evidence of materials or trainings provided to help parents work with

their children to improve their children’s achievement.

Title I program evaluation submitted by the district does not include evaluation of Title I program activities serving eligible private school students.

District submitted description of how Title IVA funds were used, but not an evaluation of outcomes achieved.

Submit a sampling of evidence of materials or trainings provided to help parents work with

their children to improve their children’s achievement.

11/12/20: District submitted a sampling of parent materials.

Submit the Title I program evaluation for the 2019-20 school year that includes an evaluation of Title I activities in participating private schools.

11/12/20: District submitted Title I evaluation summary.

Submit a description of outcomes achieved with Title IVA funded activities for the 2019- 20 school year.

11/12/20: District submitted Title IV outcomes.

N/A

N/A

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Farmington River Reg**

# Required Action:

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### All Federal Programs

**1A, 1-B, 1-C: Needs Assessment**

* lDistrict 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 assessments are used to determine type of programs and services to be provided to eligible students.
* lDistrict conducts an annual needs assessment and meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other organizations with relevant and demonstrated expertise in programs and activities to determine and inform the types of services to be provided
* lDistricts that received a Title IVA allocation greater than $30,000 conducted a comprehensive needs assessment in order to examine needs for improvement of—

-Access to, and opportunities for, a well-rounded education for all students;

-School conditions for student learning in order to create a healthy and safe school environment; and

-Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology

Submitted needs assessment procedure does not reference procedure related to assessing Title IIA or Title IVA needs.

Submit revised needs assessment procedure that includes process for assessing Title IIA and Title IVA-related needs in the district. 10/15/2020: District submitted assessment procedure that includes process for assessing Title IIA and IVA needs.

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Farmington River Reg**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion Number / Category** | **Finding** | **Required Action** | **Deadline for Submission of Evidence** |
| **Title I Family Communications 3-C: Parent Outreach**  Schools conduct meetings at least annually to inform participating parents about Title I programs. District and its schools provide materials and training to Title I parents to help them understand such things as:   * lThe state’s academic content standards and state student academic achievement standards; * State and local academic assessments, including alternative assessments; * lThe family engagement requirements of section 1116; and * lHow to monitor their child’s progress and work with educators to improve the achievement of their child.   Additionally, districts and schools provide materials and training to help parents work with their children to improve their children’s  achievement | District did not provide a dated notice to parents informing them of the annual Title I meeting where information about State academic standards, assessments, and parental involvement requirements and opportunities for involvement were discussed. | Provide evidence that a meeting invitation was sent to parents to learn about and get involved in the 2020-21 school year Title I program.  11/20/2020: District submitted evidence of Title I meeting for the 2019-2020 school year. | N/A |
| **Title IIA Systems of Professional Growth and Improvement 9-A: Systems of Professional Growth and Improvement**  Districts must have a system of professional growth and improvement that meets the requirements of the MA Educator Evaluation Framework, an induction and mentoring program that is strategically designed to allow for continuous improvement of new teachers and of the program itself, and professional development activities that are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom- focused. | Submitted professional development plan does not address mentoring and induction program as required. | Submit district professional development plan for school year 2020-21 that includes description of mentoring and induction program. 11/20/2020: District submitted professional development plan for school that included information of mentoring and induction program. | N/A |



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Hawlemont (Mohawk)**

# Required Action:

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### Title I Family Communications 3-C: Parent Outreach

Schools conduct meetings at least annually to inform participating parents about Title I programs. District and its schools provide materials and training to Title I parents to help them understand such things as:

* + lThe state’s academic content standards and state student academic achievement standards;
  + State and local academic assessments, including alternative assessments;
  + lThe family engagement requirements of section 1116; and
  + lHow to monitor their child’s progress and work with educators to improve the achievement of their child.

Additionally, districts and schools provide materials and training to help parents work with their children to improve their children’s achievement

District did not provide a dated notice to parents informing them of the annual Title I meeting where information about State academic standards, assessments, and parental involvement requirements and opportunities for involvement were discussed.

Provide evidence that a meeting invitation was sent to parents to learn about and get involved in the 2020-21 school year Title I program.

10/7/20: District submitted evidence that a meeting invitation as sent to all parents regarding the school's Title I programs and how to learn more and get involved.

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Mohawk Trail**

# Required Action:

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### Title I Family Communications 3-C: Parent Outreach

Schools conduct meetings at least annually to inform participating parents about Title I programs. District and its schools provide materials and training to Title I parents to help them understand such things as:

* + lThe state’s academic content standards and state student academic achievement standards;
  + State and local academic assessments, including alternative assessments;
  + lThe family engagement requirements of section 1116; and
  + lHow to monitor their child’s progress and work with educators to improve the achievement of their child.

Additionally, districts and schools provide materials and training to help parents work with their children to improve their children’s achievement

District did not provide a dated notice to parents informing them of the annual Title I meeting where information about State academic standards, assessments, and parental involvement requirements and opportunities for involvement were discussed.

Provide evidence that a meeting invitation was sent to parents to learn about and get involved in the 2020-21 school year Title I program.

10/7/20: Submitted evidence of Title I invitation sent for this school year.

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Northern Berkshire Regional Vocational Technical**

# Required Action:

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### All Federal Programs

**1A, 1-B, 1-C: Needs Assessment**

* lDistrict 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 assessments are used to determine type of programs and services to be provided to eligible students.
* lDistrict conducts an annual needs assessment and meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other organizations with relevant and demonstrated expertise in programs and activities to determine and inform the types of services to be provided
* lDistricts that received a Title IVA allocation greater than $30,000 conducted a comprehensive needs assessment in order to examine needs for improvement of—

-Access to, and opportunities for, a well-rounded education for all students;

-School conditions for student learning in order to create a healthy and safe school environment; and

-Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology

Needs assessment procedure is not dated and does not include description of quantitative and qualitative data collected and analyzed for Titles IA, IIA and IVA, and how specific needs are determined.

Submit a revised, dated needs assessment procedure that includes a description of how quantitative and qualitative data are collected and analyzed for Titles IA, IIA and IVA.

N/A



**FY20 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions**

**Norfolk County Agricultural**

# Required Action:

##  Yes (see below) None at this time

**Criterion Number / Category**

**Finding**

**Required Action**

**Deadline for Submission of Evidence**

### Title I Program Design and Evaluation 4-A: Program Evaluation

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 accountability data for district and all Title I schools.

### Title IIA Program Evaluation 10-A: Evaluation of PD Activity

Professional development activities funded with Title IIA funds must use data and ongoing evaluation to continually update and improve activities

### Title IVA Report on Fund Use 13-A: Fund Use and Outcomes

The district annually reports to the state how funds are being used and the degree to which the district has made progress toward meeting the objectives and outcomes described in its application for the use of these funds.

District did not submit a written summary of the 2018-2019 school year Title I program evaluation, including indicators of impact on student achievement, strengths and weaknesses of the program, and subsequent program changes.

District did not provide a summary of the evaluation findings for professional development activities funded under Title IIA.

District did not submit a description of the data that is collected to evaluate the effectiveness of Title IVA funded activities.

Submit the Title I program evaluation summary for the 2019-20 school year program.

9/28/20: The district submitted a summary of the previous year's Title I program evaluation.

Submit summary of evaluation for professional development activites funded under Title IIA for school year 2019-20.

9/28/20: The district submitted evaluation of PD activities funded with Title IIA funds in the 2019-20 school year.

Provide a description of the data that is collected to evaluate the effectiveness of Title IVA funded activities.

9/28/20: The district submitted a summary of previous year's data used to evaluate effectiveness of Title IVA funded activities.

N/A

N/A

N/A