MASSACHUSETTS
Department of Elementary and Secondary Education

Leverett
(LEA Code: 0154)

ESSA Federal Grant Program Monitoring (I, and IIA)

Monitoring Outcomes Report

Issued: May 30, 2024
Last Updated: May 30, 2024

Federal Grant Programs Team

Resource Allocation Strategy and Planning Office

{signatureName}
{signatureDesignation}

Monitoring Outcomes Report

Criteria	Finding	Requirement Fulfilled	Required Action Resolved (if applicable)
1-A Title I Needs Assessment		Yes	
1-B Title IIA Needs Assessment		Yes	
1-D Submission of Annual ESSA Grant Application		Yes	
1-E Private School Outreach and Programming		Yes	
2-A Maintenance of Effort		Yes	
2-C Title I Supplement, Not Supplant		Yes	
2-D Supplement, Not Supplant for Targeted Assistance Schools		Yes	
2-F Reservation of Title I Funds		Yes	
3-A Title I Family/Guardian Notification		Yes	
3-B Title I Family/Guardian Engagement	Yes		11/04/2024
3-C Title I Family/Guardian Outreach and Involvement	Yes		11/04/2024
4-A Title I Evaluation	Yes		11/04/2024
4-C Title I Targeted Assistance Programs	Yes		12/11/2024
5-A Title I Selection and Allocation		Yes	
6-A Title I Student Access		Yes	
7-A Title IIA Allowable Activities		Yes	
7-B Title IIA Supplement, Not Supplant		Yes	
9-A Professional Growth and Improvement	Yes		12/11/2024
10-A Title IIA Program Activities Evaluation	Yes		12/11/2024
11-A Title IIA Direct Administrative			

Costs		Yes	

3-B Title I Family/Guardian Engagement — Finding

Requirements

District and schools develop jointly with, annually evaluate and update with, and distribute to families/guardians written family/guardian engagement policies and school-family/guardian compacts.
• Family/Guardian engagement policies describe specific rights of families/guardians and the information and meaningful activities developed with families/guardians so the entire community is prepared to participate in student educational growth. Policies must also describe how families/guardians are involved in an annual evaluation of the effectiveness of the family/guardian engagement in improving academic achievement.
• School-family/guardian compacts are agreements between the entire school and the home (families/guardians) that describe the responsibilities of each party, including the student, if desired.

Legal Standards

ESEA §§1111-1112; §§1114-1116

Finding Description

The district did not submit the district or schools' family/guardian engagement policy or evidence that the family/guardian engagement policy has been reviewed by families/guardians and revisions have been made in an updated policy. Evidence can include relevant meeting agenda items, meeting notes, and written feedback.

Required Action

Submit a current, dated copy of the district's Title I family engagement policy. The policy must describe how families/guardians are involved in an annual evaluation of the effectiveness of the family/guardian engagement in improving academic achievement.

Deadline for Submission of Evidence

Oct 11, 2024

3-C Title I Family/Guardian Outreach and Involvement — Finding

Requirements

Schools conduct meetings at least annually to inform participating families/guardians of students about Title I programs. District and its schools develop materials and implement training/meeting time for Title I families/guardians to understand and collaborate on:
• The state’s academic content standards and state student academic achievement standards;
• State and local academic assessments, including alternative assessments;
• The family/guardian engagement requirements of section 1116; and
• Sharing best practices and resources with families/guardians on how to monitor and improve student academic progress and achievement
Additionally, districts and schools provide accessible tools to assist all families in understanding and collectively supporting student improvement and achievement.

Legal Standards

ESEA §§1111-1112; §§1114-1116

Finding Description

The district did not submit a dated notice sent to families/guardian informing them of the annual Title I meeting for the current school year. The district did not submit evidence of communication and training required to be provided to families/guardians of Title I students to promote family/guardian involvement at each Title I targeted assistance school for the 2023-24 school year.

Required Action

Submit the dated notice sent to families/guardian informing them of the annual Title I meeting for the 2024-25 school year. Submit a plan/schedule for the communication and training required to be provided to families/guardians of Title I students to promote family/guardian involvement at each Title I targeted assistance school for the school year 2024-25.

Deadline for Submission of Evidence

Oct 11, 2024

4-A Title I Evaluation — Finding

Requirements

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.
Each local education agency that conducts a program under [Title I, Part D] subpart 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age while protecting individual student privacy, not less than once every 3 years, to determine the program's impact on the ability of participants.

Legal Standards

ESEA §§1112; 1114~1116; 1431(a)

Finding Description

The district did not submit a written summary of the 2023-24 school year Title I program evaluation, including indicators of impact on student achievement, strengths and weaknesses of the program, and subsequent program changes.

Required Action

Submit a written summary of the 2023-24 school year Title I program evaluation, including indicators of impact on student achievement, strengths and weaknesses of the program, and subsequent program changes. The summary should include evaluation of participating private school services as well. Submit a detailed plan for how you will carry out the 2024-25 Title I program evaluation, including the timeline of steps involved, data collected and analyzed to gauge impact, individuals responsible for each step, and stakeholders consulted. Include in your plan how you will collaborate with participating private schools to evaluate services. Participate in targeted technical assistance on program evaluation as required by the Federal Grant Programs office.

Deadline for Submission of Evidence

Oct 11, 2024

4-C Title I Targeted Assistance Programs — Finding

Requirements

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:
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.

Legal Standards

ESEA §1115

Finding Description

The district did not submit a student selection procedure used in the targeted assistance program schools to identify students for participation in the Title I program. The district did not submit a student selection criteria sheet for each subject and grade level served in the targeted assistance program. The district did not submit a list of students screened for selection to participate in the Title I targeted assistance program.

Required Action

Submit a current, dated student selection procedure used in the targeted assistance program schools to identify students for participation in the Title I program in the 2024-25 school year. Submit the student selection criteria sheets for each subject and grade served in targeted assistance programs. Selection must be based on multiple, objective, educationally-related criteria. Selection criteria are weighted by attaching a range of points to each one, resulting in a total score per student screened. Submit 2024-25's list of students screened for selection. The list should be organized by subject and grade served and include individual student total scores, listed in descending order. To protect student confidentiality, please do not include student names (remove or white-out).

Deadline for Submission of Evidence

Oct 11, 2024

9-A Professional Growth and Improvement — Finding

Requirements

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.

Legal Standards

ESEA § 2103(b)(2)(B)

Finding Description

The district did not submit a professional development plan, teacher and principal induction program, or educator evaluation framework.

Required Action

Submit a professional development plan, teacher and principal induction program, or educator evaluation framework for the 2024-25 school year.

Deadline for Submission of Evidence

Oct 11, 2024

10-A Title IIA Program Activities Evaluation — Finding

Requirements

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

Legal Standards

ESEA § 2102(b)(2)(D)

Finding Description

The district did not submit an evaluation of program activities funded by Title IIA.

Required Action

vSubmit a written summary of the 2023-24 school year Title IIA program evaluation, including indicators of impact on student achievement, strengths and weaknesses of the program, and subsequent program changes. The summary should include evaluation of participating private school services as well. Submit a detailed plan for how you will carry out the 2024-25 Title IIA program evaluation, including the timeline of steps involved, data collected and analyzed to gauge impact, individuals responsible for each step, and stakeholders consulted. Include in your plan how you will collaborate with participating private schools to evaluate services. Participate in targeted technical assistance on program evaluation as required by the Federal Grant Programs office.

Deadline for Submission of Evidence

Oct 11, 2024