MASSACHUSETTS
Department of Elementary and Secondary Education

Lincoln-Sudbury
(LEA Code: 0695)

ESSA Federal Grant Program Monitoring (I, IIA, and IVA)

Monitoring Outcomes Report

Issued: June 03, 2024
Last Updated: June 03, 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	
1-G Equitable Access to Excellent Educators		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		10/22/2024
3-C Title I Family/Guardian Outreach and Involvement		Yes	
4-A Title I Evaluation	Yes		11/04/2024
4-C Title I Targeted Assistance Programs	Yes		11/04/2024
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	
10-A Title IIA Program Activities			

Evaluation		Yes	
11-A Title IIA Direct Administrative Costs		Yes	
11-B Title IVA Supplement, not Supplant		Yes	
13-A Title IVA Program Activities Evaluation	Yes		10/22/2024

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 stated they did not have a family engagement policy and did not submit one that meets the required components.

Required Action

Submit a current, dated copy of the district's Title I family engagement policy that was developed with family/guardian input.

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 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 the rank-ordered list of screened/selected students for participation in the Title I program, a student selection procedure that meets Targeted Assistance requirements, or a criteria sheet for student selection that meets the requirements of a Title I Targeted Assistance program.

Required Action

District must submit rank order list of selected students for participation in Title I program for the 2024-25 school year, a student selection procedure, and a criteria sheet for student selection that meets Title I Targeted Assistance program requirements.

Deadline for Submission of Evidence

Oct 11, 2024

13-A Title IVA Program Activities Evaluation — Finding

Requirements

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.

Legal Standards

ESEA §4106(e)(2)(F)

Finding Description

The district submitted a Title IV program evaluation that does not include 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 IVA 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 IVA 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