MASSACHUSETTS
Department of Elementary and Secondary Education

Plainville
(LEA Code: 0238)

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-G Equitable Access to Excellent Educators	Yes		11/19/2024
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	
3-C Title I Family/Guardian Outreach and Involvement	Yes		10/25/2024
4-A Title I Evaluation	Yes		11/06/2024
4-C Title I Targeted Assistance Programs	Yes		11/06/2024
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	
8-A Title IIA Allocating Funds		Yes	
9-A Professional Growth and Improvement	Yes		11/06/2024
10-A Title IIA Program Activities Evaluation		Yes	

11-A Title IIA Direct Administrative Costs		Yes	
11-B Title IVA Supplement, not Supplant		Yes	
12-A Title IVA Distribution of Funds		Yes	
13-A Title IVA Program Activities Evaluation		Yes	

1-G Equitable Access to Excellent Educators — Finding

Requirements

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?

Legal Standards

ESEA § 1111(g)(1)(B)

Finding Description

The district did not submit sufficient documentation related to identified gaps in equitable access to excellent educators.

Required Action

Submit plans to address and resolve the specific equity gaps identified in the 3-year Student Learning Experience (SLE) report for the district.

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.

Required Action

Submit the dated notice sent to families/guardians informing them of the annual Title I meeting for the 2024-25 school year.

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

District did not submit a written summary of the 2022-23 school year Title I program evaluation that includes analysis of the data used to evaluate program impact.

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

District did not submit a the current, dated student selection procedure used in targeted assistance program schools to identify students for participation in the Title I program in the current school year (SY2023-24).

Required Action

Submit a detailed and dated Title I student selection procedure for the 2024-25 school year.

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

District did not submit district-wide professional development plan, teacher and principal induction program, or educator evaluation framework.

Required Action

Submit district-wide professional development plan, teacher and principal induction program, and educator evaluation framework.

Deadline for Submission of Evidence

Oct 11, 2024