MASSACHUSETTS
Department of Elementary and Secondary Education

Tyngsborough
(LEA Code: 0301)

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

Monitoring Outcomes Report

Issued: June 03, 2024
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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-F Private School Participants		Yes	
1-G Equitable Access to Excellent Educators	Yes		11/15/2024
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		11/18/2024
3-C Title I Family/Guardian Outreach and Involvement		Yes	
4-A Title I Evaluation	Yes		11/18/2024
4-C Title I Targeted Assistance Programs	Yes		12/06/2024
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		11/18/2024

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	
12-A Title IVA Distribution of Funds	Yes		11/18/2024
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-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

1. The district did not submit evidence that the Title I family engagement policies were evaluated by families/guardians. 2. The district did not submit their Title I school and family/guardian compact.

Required Action

1. Submit a current, dated copy of the district's and each Title I school's Title I family engagement policy after they have been updated with family/guardian input. Submit evidence that the family engagement policies have been reviewed by parents and revisions have been made in an update policy. 2. Submit the Title I school - family/guardian compact for SY24-25.

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

1. The Title I procedure submitted by the district is not a procedure. 2. Title I program evaluation submitted by district does not include evaluation of Title I program activities.

Required Action

1. Submit both a written dated Title I program evaluation procedure for the district. 2. 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. 3. 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. 4. Participate in targeted technical assistance on program evaluation as required by the Federal Grant Programs office. More information will be forthcoming.

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 Student Selection Procedure did not align with the Student Selection Criteria or the Rank Ordered list. The criteria and the rank ordered list does not show the use of multiple, educationally related, objective criteria to identify children failing, or most at risk of failing, to meet the state's academic achievement standards.

Required Action

1. Submit an updated dated Title I student selection procedure. 2. Submit a copy of the current school year’s student selection criteria sheets for each subject and grade served in targeted assistance programs. 3. Submit copies of the current school year’s lists of students screened for selection. Lists should be 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.

Deadline for Submission of Evidence

Oct 11, 2024

8-A Title IIA Allocating Funds — Finding

Requirements

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.

Legal Standards

ESEA § 2103(b)(2) and § 2103(b)(2)(C)

Finding Description

The district did not submit a process for how they prioritize the distribution of Title IIA funds to schools identified for support and improvement and schools with the highest percentage of low-income students.

Required Action

Submit a description of the process for prioritizing the distribution of Title IIA funds to schools.

Deadline for Submission of Evidence

Oct 11, 2024

12-A Title IVA Distribution of Funds — Finding

Requirements

Districts are required to prioritize the distribution of Title IVA funds to schools with the greatest needs, have the highest percentages or numbers of children in poverty, are identified for support and improvement, are implementing targeted support and improvement plans, or are identified as a persistently dangerous public elementary school or secondary school under section 8532.

Legal Standards

ESEA §4106(e)(2)(A)

Finding Description

The district did not submit an process for how they prioritize the distribution of Title IVA funds to schools with the greatest needs, have the highest percentages or numbers of children in poverty, are identified for support and improvement, are implementing targeted support and improvement plans, or are identified as a persistently dangerous public elementary school or secondary school under section 8532.

Required Action

Submit a description of the process for prioritizing the distribution of Title IVA funds to schools.

Deadline for Submission of Evidence

Oct 11, 2024