MASSACHUSETTS
Department of Elementary and Secondary Education

Dighton-Rehoboth
(LEA Code: 0650)

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

Monitoring Outcomes Report

Issued: May 19, 2025
Last Updated: December 08, 2025

Federal Grant Programs Team

Resource Allocation Strategy and Planning Office

Patrick Tutwiler
Interim Commissioner

MEMORANDUM

To: Dighton-Rehoboth, Title I, IIA, and IVA Directors in FY 2024 Monitoring Cohort

From: Simone Lynch, Director of Federal Grant Programs

Date: May 19, 2025

Subject: Notice of FY 2024 ESSA (Titles I, IIA, and IVA) program monitoring required actions

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Thank you for submitting materials for your district's FY 2024 federal grant program monitoring review. Our federal grants program staff members have reviewed the materials your district submitted and, in certain cases, have requested and obtained additional documentation from your district.

All district submissions, record of review, and the district's monitoring outcomes report are located in the Communication Hub and Monitoring Portal (CHAMP). The report lists all review criteria and indicates which requirements were fulfilled and which had findings. Criteria with findings include a description of the finding, required action, and a deadline for submission of evidence that the required action to address the finding is complete.

Evidence of required actions must be uploaded in CHAMP by **October 10, 2025** in the same manner that initial submission of documentation was uploaded by the district's monitoring contact person.

The federal government, the Department (DESE), and the district all have an interest in seeing that actions taken to address findings are sufficient and that compliance with grant program requirements is sustained beyond completion of this monitoring review. To this end, your ESSA grant monitoring reviewer will be in contact as needed to provide your district support. Support and oversight can range from phone contact and online meetings to in-person visits and required in-depth technical assistance activities.

If you have any questions or concerns, please contact your ESSA grant monitoring reviewer.

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-1 Private School Outreach		Yes	
1-E-2 Private School Participation and Programming		Yes	
1-F Private School Participants	Yes		12/08/2025
1-G Equitable Access to Excellent Educators	Yes		10/20/2025
2-A Maintenance of Effort		Yes	
2-B Comparability of Services		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		12/08/2025
3-C Title I Family/Guardian Outreach and Involvement	Yes		12/08/2025
4-A Title I Evaluation		Yes	
4-C Title I Targeted Assistance Programs	Yes		12/08/2025
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	
10-A Title IIA Program Activities Evaluation		Yes	
11-A Title IVA 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-F Private School Participants — Finding

Requirements

Private School Participants:
District appropriately calculates and expends funds for equitable services to private school students, their teachers, and families.

Legal Standards

ESEA §§1117; 8306

Finding Description

The district did not provide evidence that affirmation of consultation was completed with private school officials in a timely manner.

Required Action

Submit evidence that spring distribution affirmation of consultation for school year 2025-26 participation were completed with eligible private schools, including their responses, and evidence that a reasonable amount of time was provided for consideration.

Deadline for Submission of Evidence

Oct 10, 2025

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 the specific equity gaps identified in the 3-year Student Learning Experience (SLE) report.

Deadline for Submission of Evidence

Oct 10, 2025

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

District did not submit sufficient Title I family engagement policy and did not have evidence that the family engagement policy has been reviewed by families of Title I students and revisions made.

Required Action

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 updated policy. Submit the Title I school - family/guardian compact for SY25-26.

Deadline for Submission of Evidence

Oct 10, 2025

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

District did not provide evidence of targeted family participation in annual presentation of the annual Title I meeting where information about State academic standards, assessments, and parental involvement requirements and opportunities for involvement were discussed.

Required Action

Submit agenda or other evidence of Title I topics discussed. Submit evidence that the school year 2025-26 Title I meeting occurred with families of TI students.

Deadline for Submission of Evidence

Oct 10, 2025

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 selection procedure, criteria sheet and rank-ordered list that relates to procedure and criteria sheet for each Title I school of screened/selected students for participation in the Title I program that reflects Title I Targeted Assistance (TA) program procedures.

Required Action

District must submit a rank order list for each TI school of selected students for participation in Title I program for the 2025-26 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 10, 2025