

BURLINGTON PUBLIC SCHOOLS

2008 – 2009 TITLE I/NCLB
PROGRAM SELF EVALUATION

OCTOBER 2008
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DIRECTOR OF PUPIL SERVICES

Summary

The Title I / NCLB program review is a regular, systematic examination of school district administration and implementation of federal education grants. The Self Evaluation affords the Burlington Public Schools the opportunity to review the implementation of its Title I procedures and to self correct any procedures which are not fully implemented. The Director of Pupil Services reviewed the Massachusetts Department of Elementary and Secondary Education compliance requirements. As the Director reviewed the compliance requirements, the Director fully implemented each requirement. This Summary describes the process as it was as well as the improvements made to the implementation in order to be in full compliance. This summary also describes three model Title 1 programs within Burlington's Title I program. These three model programs are the Summer Camp program (1-E and 3-D), Math Nights (2-D and 2-E) and the Math Coach professional development program (3-H).

In the Self Evaluation, the Director met with the Principals, Math coach, Summer School Director, and the Title I Assistants and Tutors to discuss the program and the goals of the program and how to improve the program. The Principals met with their PTO's to review the Title I program and gather their input. The meetings were vital to the writing of this report and the improvement of the Title I program. All dimensions of the Title I program were part of the discussion and this compliance report. The dimensions are:

1. Fiscal Procedures
2. Parent/Guardian Communications
3. Program Design and Evaluation
4. Data Collection and Management
5. Opportunity and Equal Educational Access

In addition to the meetings, the Director reviewed all procedures and written materials.

FISCAL PROCEDURES

CRITERIA	EVIDENCE	BURLINGTON IMPLEMENTATION
<p>1-A Maintenance of Effort: District's combined fiscal effort per student (or aggregate local and state expenditures for free public education for the preceding fiscal year) was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year. (N.B., Maintenance of Effort applies to local and state expenditures, not to Title I or other federal expenditures.) NCLB §§1120A; 9021</p>	<ul style="list-style-type: none"> ▪ <i>Federal Grant Assurances Document (on file with the Department)</i> <p><i>Maintenance of Effort Records (on file with the Department)</i></p>	<p>The Superintendent signed the Federal Grant Assurances document on file with the Department of Elementary and Secondary Education.</p> <p>Every year, the Burlington Public Schools completes the Title I grant. Maintenance of Effort is part of every grant. See 1-G for copies of the grant.</p>
<p>1-B Comparability of Services: District has and follows a written Comparability reporting procedure. District's Comparability Report is prepared annually and demonstrates that services provided through state and local funds in Title I schools are comparable to those provided in non-Title I schools. When all schools are Title I schools, Comparability Report demonstrates that district uses state and local funds to provide services that, taken as a whole, are substantially comparable in each school. (N.B., Comparability of Services applies to local and state funds, not to Title I or other federal funds.) NCLB §§1120A</p>	<ul style="list-style-type: none"> ▪ <i>Comparability Report</i> ▪ <i>Comparability Procedure</i> 	<p>The Evaluation Administrator gathers information and completes the comparability study every year. The comparability study ensures that local funds are used to provide services to Title I students in a comparable way in each school. The Burlington Public Schools files the Comparability Study every year.</p>
<p>1-C Supplement, Not Supplant for Targeted Assistance Schools: District demonstrates that it uses Title I funds only to augment the level of funds that would in the absence of Title I funds be made available from non-Federal sources for the education of students participating in Title I programs. NCLB §§1120A; 1114-1116</p>	<ul style="list-style-type: none"> ▪ <i>Federal Grant Assurances Document (on file with the Department)</i> ▪ <i>Written "Supplement, Not Supplant" Policy and Procedures</i> ▪ <i>Comparability Report</i> ▪ <i>Title I School Building Expenditures</i> 	<p>See 1-A for the Grant Assurances. See 1-B for the Comparability Report.</p> <p>In Burlington, Title I funds are used in 2 Title I schools, Memorial and Francis Wyman Elementary School to provide a .5 Title I Assistant and a 30 hour a week Title I Tutor in each school. The Math Coach has trained the Assistants and the Tutors in assessment and in the Kathy Richardson remedial Math materials. This training program is a model program for providing students quality services. These services augment services within Burlington.</p> <p>The Burlington Public Schools uses a computer program to document all expenditures. The Director of Pupil Services uses this document to track expenditures by school. Documented is the expenditures by the District and then by school with all of the back up.</p>

FISCAL PROCEDURES

CRITERIA	EVIDENCE	BURLINGTON IMPLEMENTATION
<p>1-D Supplement, Not Supplant for Targeted Assistance Schools:</p> <p>District demonstrates that Title I funds have been used for the express purpose of serving those students who were identified as being greatest need of Title I assistance based upon student selection criteria.</p> <p>NCLB §§1120A; 1114-1116</p>	<ul style="list-style-type: none"> • <i>Federal Grant Assurances Document (on file with the Department)</i> ▪ <i>Written “Supplement, Not Supplant” Policy and Procedures</i> ▪ <i>Student selection Criteria and ranked order list of Title I students (if not a school wide program)</i> 	<p>See 1-A for the Grant Assurances. See 1-C for the Supplement Not Supplant Policy and Procedures.</p> <p>The Student Selection process has been updated this fall. There has been a change in services provided. In 2007-2008, all four elementary schools received Title I funds to provide a .5 Assistant in each school. The Assistants worked with Grade 4 and 5 students on Math. Each student’s MCAS Math score was used as the basis for the selection process. In 2008-2009, two Elementary Schools qualify and services are offered in grades 1 through 5. Assessments that are the basis of the student selection process are MCAS, Comprehensive Test of Mathematical Abilities (CMAT) and the Test of Elementary Mathematical Abilities (TEMA). From the assessment scores, teacher recommendations and student performance, priority lists of students are completed and services begin for the students. The lists are reviewed with the Principal and the Math Coach. Parents are notified of services and give permission for student participation. Progress of students is monitored by beginning and end of year assessment data.</p>
<p>1-E Supplement, Not Supplant for Schoolwide Program Schools:</p> <p>District demonstrates that Title I funds in Schoolwide program school(s) are in addition to total amount of funds that would, in the absence of Title I funds, be made available from state and local sources, including funds needed to provide services required by law for students with disabilities and students with limited English proficiency.</p> <p>NCLB §§1120A; 1114-1116</p>	<ul style="list-style-type: none"> ▪ <i>Federal Grant Assurances Document (on file with the Department)</i> ▪ <i>Written “Supplement, Not Supplant” Policy and Procedures</i> ▪ <i>Comparability Report</i> ▪ <i>Additional District Records (as requested)</i> 	<p>See 1-A for the Grant Assurances.</p> <p>See 1-C for the Supplement Not Supplant Policy and Procedures.</p> <p>See 1-B for the Comparability Report.</p> <p>The Summer Literacy Camp is a four week program offered to Title I students. The basis of student selection for this program is teacher recommendation, reading teacher recommendation and DRA scores in reading. Title I students attend the program free of charge and receive reading services for four week/five days a week program. The Title I funds are used to pay certified Elementary Teachers to teach the students in small groups. <u>This is a model program to service students. There are high attendance rates of the Title I students in this quality theme oriented provision of extended services.</u></p>
<p>1-F Supplement, Not Supplant:</p> <p>District has developed, implemented, and disseminated written Supplement Not Supplant policy and procedures. Administrators and appropriate staff demonstrate clear understanding of policy and procedures.</p> <p>NCLB §§1120A; 1114-1116</p>	<ul style="list-style-type: none"> ▪ <i>Federal Grant Assurances Document (on file with the Department)</i> ▪ <i>Written “Supplement, Not Supplant” Policy and Procedures</i> 	<p>See 1-A for the Grant Assurances. See 1-C for the Supplement Not Supplant Policy and Procedures..</p> <p>The Supplement Not Supplant Policy has been reviewed with the 2 Elementary Principals, the Math coach, Title I Assistants and Tutors and Parents at Math Nights. The Policy can also be found online under Pupil Services, Title I.</p>

FISCAL PROCEDURES

CRITERIA	EVIDENCE	BURLINGTON IMPLEMENTATION
<p>1-G Reservation of Funds: District reserves appropriate level of funds for:</p> <ol style="list-style-type: none"> 1. Homeless children 2. Children in institutions for Neglected and Delinquent children 3. Financial incentives and/or rewards for teachers in Title I schools identified for improvement, corrective action, or restructuring 4. School choice-related transportation and supplemental educational services 5. Professional development – highly qualified teachers 6. Professional development – schools or districts identified for improvement 7. Parental involvement <p>NCLB §§1113; 1116; 1118</p>	<ul style="list-style-type: none"> ▪ <i>Title I Grant Application (Form 2) (on file with the Department)</i> 	<p>The Burlington Public Schools has a Homeless Policy and services homeless children in accordance. The Burlington Public Schools also services students in institutions for Neglected and Delinquent Children. There are financial incentives for teachers in schools identified for improvement in that the teachers are paid in accordance with the Teacher Contract to work in the afterschool Homework Clubs and afterschool services offered to the students.</p> <p>The Burlington Public Schools has devoted 20 % of Title I monies for professional development. For 2007-2008, the focus was on the development of written response to Open Response Questions. From interview feedback from Curriculum Administrators, Principals and Teachers, the Burlington Public Schools wanted to develop an in-house weekly and monthly coaching of staff to address Math difficulties at the Elementary level. For the 2008-2009 school year, the focus of the professional development funds is to pay part of the salary of the Math Coach to work with Assistants and Math tutors for the first 3 days of school then once a month, to work with Elementary Special Education Teachers once a month developing remedial math strategies and to work with Elementary Teachers to develop and implement model lessons engaging student in mathematical thinking and solving of problems.</p>
<p>1-H Private School Participants: District appropriately calculates and expends funds for equitable services to private school students, their teachers, and families. NCLB §§1120; 9306; GEPA §443</p>	<ul style="list-style-type: none"> ▪ <i>Title I Grant Application (Form 1 and 2) (on file with the Department)</i> ▪ <i>Private School Documentation</i> 	<p>The Burlington Public Schools has developed a standard Title I letter to private schools. This Title I letter has been sent September 30, 2008. It will be sent to private school in the fall of every school year on a consistent basis. This letter is sent certified mail in order to have the documentation that the letter was sent and received by the private school. The letters are sent by certified mail (see 5-B).</p>
<p>1-I Single audit: Districts expending \$500,000 or more annually in Federal grant awards comply with single audit requirements (apart from districts taking program-specific audit exception). OMB Circular A-133</p>	<ul style="list-style-type: none"> ▪ <i>A-133 Single Audit Reports (on file with the Department)</i> ▪ <i>District Audit Corrective Action Plans (if appropriate) and Records (as requested)</i> 	<p>The Burlington Public Schools consistently files the “End- of –Year Pupil and Financial Report”. Also every year, the Burlington Public Schools hires Powers and Sullivan, Certified Public Accountants to conduct an audit on the “End- of –Year Pupil and Financial Report.”</p>

PARENT / GUARDIAN COMMUNICATIONS

CRITERIA	EVIDENCE	BURLINGTON IMPLEMENTATION
<p>2-A District notifies parents/guardians of school and district accountability status (identified for improvement, corrective action, restructuring). Additionally, district publishes and distributes annual NCLB Report Cards for district and all district schools and notifies parents of their right to know about teacher qualification requirements. NCLB §§1111-1112; §§1114-1118</p>	<ul style="list-style-type: none"> ▪ <i>Sample Parent/Guardian Notification</i> ▪ <i>NCLB Report Cards</i> 	<p>The Burlington Public Schools uses the Department of Elementary and Secondary Education sample Parent Notification letters as models for its notification letters. The Burlington Public Schools incorporates information regarding Teacher Qualifications, School Accountability and Student Achievement into one Parent Notification letter. Burlington Sample Letters are provided. All Burlington Schools notify parents of their standing for all 3 aspects.</p>
<p>2-B Public School Choice: District notifies parents of all children in Title I schools identified for improvement, corrective action, or restructuring of option to transfer to another district school not identified for improvement, if such an option exists. NCLB §1116</p>	<ul style="list-style-type: none"> ▪ <i>Sample Parent/Guardian Notification</i> ▪ <i>Additional District Records (as requested)</i> 	<p>No school in the Burlington Public Schools has been required to offer School Choice.</p>
<p>2-C Supplemental Educational Services (SES): District notifies parents of all low-income children in Title I schools identified for improvement (year 2), corrective action, or restructuring of option to enroll in SES, and establishes contracts with external providers from State List of Approved SES Providers. NCLB §1116</p>	<ul style="list-style-type: none"> ▪ <i>Sample Parent/Guardian Notification</i> ▪ <i>Additional District Records (as requested)</i> 	<p>None of the Elementary Schools in Burlington have been identified year 2 for improvement.</p>

PARENT / GUARDIAN COMMUNICATIONS

CRITERIA	EVIDENCE	BURLINGTON IMPLEMENTATION
<p>2-D District creates and distributes written district parent/guardian involvement policies and School-Parent Compacts, and updates these policies and compacts periodically after evaluating their effectiveness.</p> <ul style="list-style-type: none"> • Parent/guardian involvement policies describe each served school's approach, commitments, and services offered to parents of Title I students (all students, in Schoolwide programs). Policies describe specific rights of parents and what information and meaningful activities are offered to parents so that they are well prepared to participate in their children's educational growth. • School-Parent Compacts are agreements between the school (teachers) and the home (parents/guardians) that describe the responsibilities of each party, including the student, if desired. <p>NCLB §§1111-1112; §§1114-1118</p>	<ul style="list-style-type: none"> ▪ <i>Written parent/guardian involvement policies</i> ▪ <i>School-Parent Compacts</i> 	<p>Parent Involvement Policy and the Parent School Compact have been updated in the fall of 2008. Each of these documents are reviewed at Title I Math Nights for parents.</p> <p>The Burlington Public Schools has developed procedures to implement both the Parent Involvement Policy and the Parent School Compact. These procedures have been updated in the fall of 2008.</p> <p>Parents do not want a separate meeting to go over policies. When that has been done in the past, there was very low attendance at the meetings even with announcements of the meetings in each school's newsletter.</p> <p><u>Title I Math Nights at the Elementary Schools is a very successful program to teach parents interactive games and math concepts in the Investigations Math Program.</u> At the beginning of the Math Nights, Principals will review the Parent Involvement Policy and the Parent School Compact in order to have a broad successful information sharing and parent participation.</p>
<p>2-E Schools conduct meetings at least annually to inform participating parents/guardians about Title I programs. District and its schools provide materials and training to Title I parents to help them understand such things as:</p> <ul style="list-style-type: none"> • The State's academic content standards and State student academic achievement standards; • State and local academic assessments, including alternative assessments; • The parental involvement requirements of section 1118; and • How to monitor their child's progress and work with educators to improve the achievement of their child. <p>Additionally, districts and schools provide materials and training to help parents work with their children to improve their children's achievement.</p> <ul style="list-style-type: none"> • NCLB §§1111-1112; §§1114-1118 	<ul style="list-style-type: none"> • <i>Written parent meeting schedule</i> • <i>Workshop flyers, agendas, sign-in sheets, et cetera</i> <p><i>Additional District Records (as requested)</i></p>	<p><u>Title I Math Nights at the Elementary Schools is a very successful program to teach parents interactive games and math concepts in the Investigations Math Program.</u> At the beginning of the Math Nights, Principals will review the Parent Involvement Policy and the Parent School Compact in order to have a broad successful information sharing and parent participation. From Parent input, Math Nights for the 2008-2009 school year will be held in the fall instead of in the spring.</p>

PROGRAM DESIGN AND EVALUATION

CRITERIA	EVIDENCE	BURLINGTON IMPLEMENTATION
<p>3-A District conducts annual needs assessment for each Title I school (both Schoolwide and Targeted Assistance programs) that includes data on achievement of children in relation to State academic content and achievement standards and input from parents and school and district staff. Needs assessment is used to determine type of programs and services to be provided to eligible students. NCLB §§1114~1115</p>	<ul style="list-style-type: none"> ▪ <i>Needs Assessments</i> ▪ <i>Additional District Records (as requested)</i> 	<p>In past years, Title I would conduct assessments with the involvement of teachers, parents and principals. In the 2007-2008 school year, the Director of Pupil Services interviewed parents, teachers and administrators in order to improve the program. With this personal and direct interactive involvement, the Director with the Math Coach has made significant improvements to the Title I program for the 2008-20098 school year.</p> <p>Continued documented evidence of student achievement is collected every year. This documentation looks at progress of the Title I students during the school year.</p> <p>The Summary of student achievement indicates, for example: For grade 3, 17 of 18 students at Pine Glen, 17 of 22 at Francis Wyman, 11 old 12 students at Memorial and 20 of 22 students at Fox Hill tested at a grade level of ≥ 3.7. All of the other students showed improvement and tested between 3.2 and 3.4 grade level at the end of the year.</p>
<p>3-B District submits annual Title I grant application (“plan”) and any necessary amendments to plan. NCLB §§1112; 1114~1116</p>	<ul style="list-style-type: none"> ▪ <i>Title I Grant Application and Amendments (on file with the Department)</i> 	<p>See 1-G for Grant Application. The Director of Pupil Services is responsible for writing, on a yearly basis, the Title I Grant and any amendments to the Grant as needed.</p>
<p>3-C 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 Adequate Yearly Progress (AYP) data for district and all Title I schools. NCLB §§1112; 1114~1116</p>	<ul style="list-style-type: none"> ▪ <i>Written Title I Plan Evaluation</i> ▪ <i>AYP Data (on file with the Department)</i> ▪ <i>Additional District Records (as requested)</i> 	<p>A Program Evaluation was completed by Dr. Estep, Director of Pupil Services. The Evaluation consisted of focusing on the pre and post test for student data from the school program as well as a summer school report. A Special Education and Free and Reduced Lunch Report for MCAS is summarized.</p>

PROGRAM DESIGN AND EVALUATION

CRITERIA	EVIDENCE	BURLINGTON IMPLEMENTATION
<p>3-D Schoolwide Programs: If applicable, district develops comprehensive Schoolwide Program plans with involvement of community, individuals to be served, and relevant staff. Schoolwide plans are evaluated annually and must:</p> <ol style="list-style-type: none"> 1. Identify reform strategies, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the State's proficient or advanced levels of academic achievement; 2. Provide instruction by highly qualified teachers; 3. Offer high-quality, ongoing professional development; 4. Create strategies to attract highly qualified teachers; 5. Create strategies to increase parental involvement; 6. Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs; 7. Identify measures to include teachers in decisions regarding the use of academic assessments; 8. Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; 9. Coordinate and integrate Federal, State and local services and programs; 10. Meet intent and purposes of each program whose funds are consolidated, if applicable. <p>Moreover, Schoolwide plans must indicate how schools in districts that are not reserving funds under Title I for homeless students are providing for appropriate services in Schoolwide programs. NCLB §§1112; 1114</p>	<ul style="list-style-type: none"> ▪ <i>Schoolwide plans (if applicable)</i> ▪ <i>Additional District Records (as requested)</i> 	<p>The Summer Literacy Camp is a four week program offered to Title I students. The basis of student selection for this program is teacher recommendation, reading teacher recommendation and DRA scores in reading. Title I students attend the program free of charge and receive reading services for four week/five days a week program. The Title I funds are used to pay certified Elementary Teachers to teach the students in small groups. <u>This is a model program to service students.</u> There are high attendance rates of the Title I students in this quality theme oriented provision of extended services.</p>

PROGRAM DESIGN AND EVALUATION

CRITERIA	EVIDENCE	BURLINGTON IMPLEMENTATION
<p>3-E 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:</p> <ol style="list-style-type: none"> 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. NCLB §1115 	<ul style="list-style-type: none"> ▪ <i>Title I Grant Application (on file with the Department)</i> ▪ <i>Rank-order List of Students to Determine Eligibility</i> ▪ <i>Targeted Assistance Program Plans</i> ▪ <i>Additional District Records (as requested)</i> 	<p>The Student Selection process has been updated this fall. There has been a change in services provided. In 2007-2008, all four Elementary Schools received Title I funds to provide a .5 Assistant in each school. The Assistants worked with Grade 4 and 5 students on Math. Each student's MCAS Math score was used as the basis for the selection process. In 2008-2009, two Elementary Schools qualify and services are offered in grades 1 through 5. Assessments that are the basis of the students selection process are MCAS, Comprehensive Test of Mathematical Abilities (CMAT) and the Test of Elementary Mathematical Abilities (TEMA). From the assessment scores, teacher recommendations and student performance, priority lists of students are completed and services begin for the students. The lists are reviewed with the Principal and the Math Coach. Parents are notified of services and give permission for student participation. Progress of students is monitored by beginning and end of year assessment data.</p>

PROGRAM DESIGN AND EVALUATION

CRITERIA	EVIDENCE	BURLINGTON IMPLEMENTATION
<p>3F District revises school improvement plan for schools identified for improvement, corrective action, or restructuring within three months of identification to address the subjects, grade levels and students groups that did not make Adequate Yearly Progress. Plan is revised in consultation with parents, staff, and others, and must include:</p> <ol style="list-style-type: none"> 1. Annual, measurable goals and improvements objectives aligned with performance targets the school must meet for each group of students in order to make AYP; 2. Analysis of the causes or reasons for the school's failing t make AYP; 3. Improvement strategies, based on scientifically based research, that address the causes of poor student performance and make the changes in instructional practices and school programs necessary to meet improvement objectives in the school's core academic subjects; 4. High-quality professional development need to implement the school's improvement objectives; 5. Parental involvement ties to the school's improvement objectives; 6. Extended time programs, as necessary, to meet the school's improvement objectives; 7. Identification of resources needed to implement the school's improvement plan; 8. Incorporation of a teacher mentoring program; 9. Methods for coordinating and mentoring the implementation of the school's improvement plan; and 10. Identification of the responsibilities of the school district and the state for supporting the implementation of the plan. 11. NCLB § 1116 	<ul style="list-style-type: none"> • <i>Revised School Improvement Plans</i> • <i>AYP & MCAS Data (on file with the Department)</i> • <i>Local assessment data (if applicable)</i> • <i>Additional District Records (as requested)</i> 	<p>School Improvement Plans are rewritten to incorporate the needed improvements to address the finding on AYP Improvement.</p> <p>AYP and MCAS Data reports are reviewed at the school level, district level and at School Committee. MCAS reports are on file.</p>

PROGRAM DESIGN AND EVALUATION

CRITERIA	EVIDENCE	BURLINGTON IMPLEMENTATION
<p>3-G Schools Identified for Corrective Action and Restructuring:</p> <p>When schools are identified for corrective action status, district plans for and implements corrective action steps stipulated in NCLB, as appropriate. When schools are identified for restructuring status, district plans for and implements restructuring steps stipulated in NCLB, as appropriate.</p> <p>NCLB §1116</p>	<ul style="list-style-type: none"> ▪ <i>School improvement plans</i> ▪ <i>AYP & MCAS Data (on file with the Department)</i> ▪ <i>Additional District Records (as requested)</i> 	<p>School Improvement Plans are rewritten to incorporate the needed improvements to address the finding on AYP Improvement.</p>
<p>3-H When district and/or schools are identified for improvement, district spends at least 10 percent of Title I funds for high-quality professional development that directly addresses the identified student performance issues. (<i>N.B.</i>, Department may issue waiver to allow district to use funds from an alternative source in meeting the 10 percent requirement. See http://www.doe.mass.edu/forms/waivers/)</p> <p>NCLB §1116</p>	<ul style="list-style-type: none"> ▪ <i>Title I Grant Application (on file with the Department)</i> ▪ <i>Form E Waiver (if applicable) (on file with the Department)</i> ▪ <i>Additional District Records (as requested)</i> 	<p>The Burlington Public Schools has devoted 20% of Title I monies for professional development. For 2007-2008, the focus was on the development of written response to Open Response Questions. From interview feedback from Curriculum Administrators, Principals and Teachers, the Burlington Public Schools wanted to develop an in-house weekly and monthly coaching of staff to address Math difficulties at the Elementary level. For the 2008-2009 school year, the focus of the professional development funds is to pay part of the salary of the Math Coach to work with Assistants and Math tutors for the first 3 days of school then once a month, to work with Elementary Special Education Teachers once a month developing remedial math strategies and to work with Elementary Teachers to develop and implement model lessons engaging student in mathematical thinking and solving of problems.</p>

DATA COLLECTION AND MANAGEMENT

CRITERIA	EVIDENCE	BURLINGTON IMPLEMENTATION
<p>4-A All professional staff providing Title I services, including paraprofessionals, meet Massachusetts' Highly Qualified Teacher (HQT) requirements, or are on track to meeting NCLB's highly qualified teacher and paraprofessional requirements in compliance with Title II-A requirements.</p> <p>http://www.doe.mass.edu/nclb/title_ii.html MGL Ch. 71, §38G; NCLB §1119</p>	<ul style="list-style-type: none"> ▪ <i>Principals' Written Attestation</i> ▪ <i>Title I Personnel List / Roster</i> ▪ <i>District Teacher Quality Improvement Plans (on file with the Department)</i> 	<p>Principals have completed the Written Attestation. Lists by school of Personnel and certification or education attest all staff being highly qualified.</p>
<p>4-B Principals of Title I schools (Schoolwide or Targeted Assistance) provide written attestation that all teachers of core academic subjects have met or are on track to meeting NCLB's highly qualified teacher and paraprofessional requirements in compliance with Title II-A requirements.</p> <p>NCLB § 1119</p>	<ul style="list-style-type: none"> ▪ <i>Principals' Written Attestation</i> ▪ <i>Title I Personnel List/Roster</i> ▪ <i>District Teacher Quality Improvement Plans (on file with Department)</i> 	<p>Principals have completed the Written Attestation. List by school of Personnel and certification or education attest all staff being highly qualified.</p>
<p>4-C Time and Effort: District maintains Time and Effort records for all Title I staff, documenting time spent on Title I activities.</p> <p><i>Full-time staff</i> funded solely by Title I grant sign semi-annual certifications that they have been working solely in activities supported by Title I grant for indicated period.</p> <p><i>Split-time staff</i> funded partly by Title I grant document time spent on Title I and other activities. Time & Effort records account for total time for which employee is compensated.</p> <p>OMB Circular A-87; OMB Circular A-133 Compliance Supplement</p>	<ul style="list-style-type: none"> ▪ <i>Time and Effort Records (including monthly records for split-funded staff and Semi-annual Certification for full-time staff)</i> 	<p>The Title I Assistants signed a School Time Certification form for Title I for September through December then signed a form for January through June. For the 2008-2009 school year, The Title I Assistants and Tutor signed a School Time Certification form for September through December. Each form is then signed by the building Principal.</p>
<p>4-D Selection and Allocation: District appropriately allocates funds to eligible school attendance areas or schools in rank order of poverty based on number of children from low-income families residing in an eligible attendance area.</p> <p>NCLB §§1113; 1116; 1118</p>	<ul style="list-style-type: none"> ▪ <i>Title I Grant Application (Form 1) (on file with the Department)</i> ▪ <i>SIMS Enrollment Data (on file with the Department)</i> ▪ <i>Directory Administration Data (Schools in Eligible Attendance Areas) (on file with the Department)</i> ▪ <i>Title I School Building Expenditures</i> 	<p>Grant is completed every year and funds are used by school to address the needs of the student population. There is a list of expenditures by school in order to establish how funds were allocated and spent. See 1-C Expenditure Report.</p> <p>The Burlington Public Schools uses a computer program to document all expenditures. The Director of Pupil Services uses this document to track expenditures by school. Documented is the expenditures by the District and then by school with all of the back up.</p>

OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

<p>5-A All Students: District identifies as eligible for Title I services students with disabilities, limited English proficient students, and homeless students using the same basis as other students selected to receive services. District ensures that all students have equal opportunity to be selected to receive services. NCLB §1115</p>	<ul style="list-style-type: none"> ▪ <i>Rank-order List of Students to Determine Eligibility</i> ▪ <i>Title I Student Selection Criteria</i> ▪ <i>Additional District Records (as requested)</i> 	<p>There is a rank order list of students to determine eligibility based on the student selection process.</p> <p>The Student Selection process has been updated this fall. There has been a change in services provided. In 2007-2008, all four Elementary Schools received Title I funds to provide a .5 Assistant in each school. The Assistants worked with Grade 4 and 5 students on Math. Each student's MCAS Math score was used as the basis for the selection process. In 2008-2009, two elementary schools qualify and services are offered in grades 1 through 5. Assessments that are the basis of the student selection process are MCAS, Comprehensive Test of Mathematical Abilities (CMAT) and the Test of Elementary Mathematical Abilities (TEMA). From the assessment scores, teacher recommendations and student performance, priority lists of students are completed and services begin for the students. The lists are reviewed with the Principal and the Math Coach. Parents are notified of services and give permission for student participation. Progress of students is monitored by beginning and end of year assessment data.</p>
<p>5-B Private School Outreach and Programming: District consults with appropriate private school officials regarding services for eligible private school children, maintains written affirmation of consultation, provides equitable services, and evaluates Title I program serving eligible private school students. NCLB §§1120; 9306; GEPA §443</p>	<ul style="list-style-type: none"> ▪ <i>Evidence of Offers of Consultation to all Eligible Schools</i> ▪ <i>Written Affirmation of Consultation with Participating Schools</i> ▪ <i>Additional District Records (as requested)</i> 	<p>The Burlington Public Schools has developed a standard Title I letter to private schools. This Title I letter was sent out on September 30, 2008. It will be sent to private school at the end of the school year on a consistent basis. This letter is sent certified mail in order to have the documentation that the letter was sent and received by the private school.</p>
<p>5-C Services for Neglected and Delinquent Children: District consults with appropriate officials from N/D facilities regarding services for eligible children and establishes formal agreement(s) with N/D facilities, where appropriate, to deliver educational programs in local facilities that are comparable to programs in schools students would otherwise attend. District plan contains 13 elements required under N/D subgrant. Agreements contain 11 activities under N/D subgrant. NCLB §§1423;1425</p>	<ul style="list-style-type: none"> ▪ <i>Title I Grant Application (on file with the Department)</i> ▪ <i>Copies of communications with Neglected or Delinquent (N/ D) facilities (if applicable)</i> i. <i>Copies of formal agreements with N/D facilities (if applicable)</i> 	<p>Two students were in Delinquent facilities. The communication occurred with the school system and the facility through the Special Education Department. Both students were on IEPs.</p>