

**Federal Program Monitoring and Support Division**  
**Cross Program Consolidated Monitoring Report**  
Thomasville City Schools, 2020-21

Summary	Programs Monitored
LEA Code: 292	<b>YES Title I-A: Improving Basic Programs</b>
LEA Contact: Dr. Chris Kennedy	<b>NO Title I-D: Neglected, Delinquent &amp; At-Risk Youth</b>
NCDPI Lead PA: Dr. Thomas Benson	<b>YES Title II-A: Supporting Effective Instruction</b>
Monitoring Start: 12/14/2020	<b>YES Title III-A: English Language Acquisition</b>
Visitation Date: 12/17/2020	<b>YES Title IV-A: Student Support &amp; Academic Enrichment</b>
Monitoring End: 12/18/2020	<b>YES Title I-C: Migrant Education Program</b>
Report Date: 1/13/2021	<b>NO Title V-B: Rural and Low-Income Schools</b>
Findings: 0	<b>NO Title V-B: Small, Rural School Achievement</b>
Recommendations: 2	

The Cross-Program Consolidated Monitoring Review summarized above is based on examination of program files, visits to schools and interviews with stakeholders. Details about the monitoring process are provided in Guidelines for Cross-Program Consolidated Monitoring. The criteria for monitoring and the types of documents that demonstrate compliance are explained in Description of Elements and Supporting Documents for Cross-Program Consolidated Monitoring. Both documents were provided to the public school unit (PSU) prior to monitoring and are also available on the Federal Programs Monitoring and Support web site and from the lead Program Administrator listed above.

Each of the elements applicable to the PSU have been rated according to the following rubric:

A rating of Meets Requirement will be issued if the following are True:

- Compliance Element is 100% met and supported by all required evidence.
- All required documents are provided and support compliance.
- Interviews are consistent with documentation and indicate proper processes and implementation.
- Compliance is consistent at the PSU level and throughout the schools.

A rating of Meets Requirement with Recommendations will be issued if:

- Basic compliance requirements are met.
- Compliance and/or documentation could be strengthened with reasonable measures.

A Finding will be issued if either of the following is true:

- Evidence or lack of evidence shows compliance element has not been met.
- Documentation is incomplete or lacking.
- Interviews do not support documentation.
- Interviews reveal a lack of understanding of processes or implementation.
- Compliance is inconsistent at the PSU level or at the schools

The following pages present detailed results of this monitoring review. For each element rated with a finding, a narrative provides details and indicates corrective action required of the PSU. Recommendations are also described in narratives but require no corrective actions. A chart listing all elements and their ratings is also provided.

In accordance with department policy, no NCDPI staff member who contributed to the contents of this report has any affiliation or interests that would compromise an impartial review.

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Element		Rating	Date Finding Resolved (For DPI Use Only)
1	Development, Evaluation & Review of the District Parent and Family Engagement Policy	Meets Requirements with Recommendation	
2	Contents and Dissemination of the District Parent and Family Engagement Policy	Meets Requirements	
3	The School Parent and Family Engagement Policy	Meets Requirements	
4	Information to Parents about Instruction at their Children's School	Meets Requirements	
5	Building Capacity for Parent Engagement	Meets Requirements	
6	Information to Parents about Qualifications of Teachers and Paraprofessionals	Meets Requirements	
7	Development, Review and Revision of School Plans	Meets Requirements	
8	Implementation of Title IV-A Programs	Meets Requirements	
9	Understandable Language and Format of Information Disseminated to Parents	Meets Requirements	
10	The Use of Funds for Eligible Attendance Areas and Students	Meets Requirements	
11	The Use of Federal Funds to Supplement, Not Supplant	Meets Requirements	
12	Development and Revision of the District Plan	Meets Requirements	
13	Implementation of the District Equity Plan	Meets Requirements with Recommendation	
14	District Monitoring and Support of Participating School Plans	Meets Requirements	
15	Notification and Consultation for Equitable Services to Private School Children	Meets Requirements	
16	Provision of Equitable Services to Private School Children	Not Applicable	
17	Service to Eligible Homeless Children and Neglected or Delinquent Students	Meets Requirements	
18	Program Requirements for Locally Operated Facilities for Neglected, Delinquent or At-Risk Children and Youth	Not Applicable	
19	Youth in Transition from Neglected and Delinquent Institutions	Not Applicable	
20	Youth in Transitions from Early Childhood Programs	Meets Requirements	

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21	Service to Migratory Children	Meets Requirements	
22	Collaboration with State or Local Child Welfare Agencies	Meets Requirements	
23	Plans for Schoolwide Programs	Meets Requirements	
24	Identification of Students at Targeted Assistance Schools	Not Applicable	
25	Dissemination of English Language Development Standards	Meets Requirements	
26	Procedures to Identify Students for English Language Proficiency Testing	Meets Requirements	
27	Activities to Enhance Instruction for English Learners and Immigrant Children and Youth	Meets Requirements	
28	Language Fluency of Teachers	Meets Requirements	
29	Certification and Licensure Requirements of Teachers and Paraprofessionals	Meets Requirements	
30	Professional Development	Meets Requirements	
31	Coordination and Integration of Migrant Education Program	Meets Requirements	
32	Alignment with MEP State Service Delivery Plan	Meets Requirements	
33	Reduction of Overuse of Discipline	Meets Requirements	
34	Annual Report Cards for the District and Schools	Meets Requirements	
35	Information Shared with Parents Regarding Achievement Level and Growth	Meets Requirements	
36	Testing Transparency	Meets Requirements	
37	Evaluation of Migrant Education Program	Meets Requirements	
38	Evaluation of Programs for Neglected, Delinquent and At-Risk Children and Youth	Not Applicable	
39	Approval, Evaluation and Contents of Targeted Support and Improvement Plans	Meets Requirements	
40	Targeted Support and Improvement Plan Implementation	Meets Requirements	
41	Resources for Targeted Support and Improvement Schools	Meets Requirements	
42	Title I-A Early Learning Programs	Meets Requirements	

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**Element 1: Development, Evaluation & Revision of the District Parent and Family Engagement Policy**

**ESSA Citation: 1116(a)(2)(A,D,E), 1304(c)(3)(A), 1304(c)(3)(A), 3115(c)(3), and 4108 (3)**

**Meets Requirements with Recommendations:** Thomasville City Schools (TCS) provided sign-in sheets, agendas, parent surveys, and meeting minutes as evidence that English Learner (EL) parents and migratory parents participate in Federal Program meetings and/or a local Migrant Parent Advisory Council (PAC) as required by section 1304(c)(3)(A). However, there was no documented evidence of EL or migratory parent involvement in the development, evaluation, and revision of the District Parent and Family Engagement Policy as required by section 1116(a)(2)(D). It is recommended that TCS establish a protocol for involving EL and migratory parents in developing, evaluating, and revising district-wide policies such as the Parent and Family Engagement Policy either by soliciting feedback from EL or migratory parents during Federal Program meetings or by including an EL or migratory parent on the district PAC.

**Element 13: Implementation of the District Equity Plan**

**ESSA Citation: 1112(b)(2)**

**Meets Requirements with Recommendations:** The Equity Plan for Thomasville City Schools was verified in documents provided and CCIP. However, interview responses from principals indicated that the contents of the equity plan have not been clearly communicated. Therefore, it is recommended that the district develop a process for the review of the equity plan to include an analysis of the effectiveness of the strategies employed. In addition, it is recommended that the district involve principals in this process to ensure a clear line of communication between the district and the schools.



**PUBLIC SCHOOLS OF NORTH CAROLINA**  
State Board of Education  
Department of Public Instruction

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