

Memorandum

Mesquite Independent School District

To: Linda Henrie, Ed.D.
Superintendent

Date: July 28, 2014

From: Cathy Rideout, Ed.D.
Associate Superintendent
Instructional Services

Attached is the abbreviated report of compliance for state and federal programs. A more detailed report is available that specifies the type of documentation available. Explanations for items marked "No" or "N/A" are below.

Federal Program: Title I, Part A

- Page 3: **Targeted Assistance Program Supplement, Not Supplant**
 - *All items in this area were marked "N/A" because we have no targeted assistance campuses.*
- Page 3: **Student Identification** – For a targeted assistance program, the LEA identifies students not older than 21 who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the state's student academic achievement standards.
 - *All items in this area were marked "N/A" because we have no targeted assistance campuses.*
- Page 4: **Campus Comprehensive Plan (CCP) on a Targeted Assistance Campus**
 - *All items in this area were marked "N/A" because we have no targeted assistance campuses.*
- Page 4 and 5: **Reservation of Funds** – LEA must reserve funds that are reasonable and necessary to provide services comparable to those provided to children in participating school attendance areas to serve homeless children and children in local institutions for neglected and delinquent children. LEA must reserve funds for school choice and SES services.
 - *Five items were marked "N/A" in this section because no Title I schools were identified by state/federal agencies for improvement, corrective action, or restructuring. Also, no schools were required to provide transportation due to federal school choice requirements.*

Federal Program: Title I, Part C

- Page 5: **Early Childhood Education** - The migrant-funded LEA has made adequate provision for addressing the educational needs of preschool migrant children.
 - *At present there are no migrant preschool age children in the families identified as migrant.*
- Page 6: **Supplement, Not Supplant** - The migrant-funded LEA uses migrant funds only to supplement the amount of funds that would, in the absence of such federal funds, be made available from other federal, state, and local programs for the education of migrant pupils

participating in migrant programs and not to supplant such funds. Percentage of time spent in the migrant-related duties is equivalent to the percentage of funds spent on the service(s).

- *This item was marked “N/A” because no migrant student required supplemental services; therefore, no additional personnel were hired to provide services.*
- Page 6: **Priority for Services** – Services are prioritized to give services to migrant students who are failing, or most at risk of failing to meet the state’s content and performance standards.
 - *This item was marked “N/A” because there are no migrant students identified for priority services.*
- Page 6: **Schoolwide Programs** – Before combining Title I, Part C funds into a schoolwide campus budget, the migrant-funded LEA ensures that it has met all of the identified needs of its migrant students. The amount of state and local funds was not less than nonschoolwide schools due to the receipt of federal funds for the schoolwide program.
 - *This item was marked “N/A” because funds were not combined.*
- Page 6: **Private Schools** - The migrant-funded LEA consults with officials of private schools in a timely and meaningful manner and provides or makes available equitable Title I, Part C migrant services to eligible migrant children attending private schools located within the LEA’s geographic boundaries. The migrant-funded LEA uses migrant education program funds and property to provide migrant students in private schools with services that are secular, neutral, and non ideological. The migrant-funded LEA does not mingle non-federal funds with funds used to provide services to migrant student in private schools.
 - *These items were marked “N/A” because MISD has no migrant students enrolled in private schools.*
- Page 6: **Migrant Summer School Program**
 - *All items were marked “N/A” because MISD did not have any migrant students during the summer.*

Federal Program: Title II, Part A Teacher and Principal Training and Recruiting Fund

- Page 7: **Program Coordination** – The LEA coordinates Title II, Part A professional development activities with professional development activities provided through other federal, state, and local programs and integrates Title II, Part A funds with funds received under Title II, Part D for professional development to train teachers to integrate technology into curricula and instruction to improve teaching learning, and technology literacy.
 - *One item in this section was marked “N/A” because we do not receive Title II, Part D funds.*

Federal Program: Title III Language Instruction for Limited English Proficient and Immigrant Students

- Page 8: **Immigrant Instructional Program** – If the LEA receives Title III immigrant funds, the LEA provides high-quality instruction to immigrant students.
 - *This item was marked “N/A” because MISD did not receive immigrant funds.*

Federal Program: Title VI, Part A, Subpart 2

- Page 9: **Alternate Uses of Funding**
 - *This item was marked “N/A” because funds were not transferred.*

State Program: Title III, Part A

- Page 11: **Expenditure of the Bilingual Education Allotment** - The LEA shall expend at least 85 percent of the bilingual education allotment (Program Code 25) to supplement the BE/ESL instructional program. If the LEA has an exception or waiver, the LEA spends at least 10 percent of the bilingual education allotment for staff development
 - *The item was marked "N/A" because MISD did not request an exception or waiver.*
- Page 12: **Immigrant Instructional Program** – If the LEA receives Title III immigrant funds, the LEA provides high-quality instruction to immigrant students.
 - *This item was marked "N/A" because MISD did not receive immigrant funds.*

State Program: Dyslexia

- Page 14: **Program Services Availability** - Each school must provide identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders. The LEA may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus. Written justification is included for those students who receive services at a centralized location.
 - *This item was marked "N/A" because services are available at all campuses.*

State Program: Gifted and Talented

- Page 15: **Student Assessment** - If services are available in leadership, artistic areas, and creativity, a minimum of 3 criteria are used for assessment.
 - *This item was marked "N/A" because services are not available in leadership, artistic, or creativity areas.*
- Page 15: **Professional Development** - Teachers have a minimum of 30 hours of G/T staff development.
 - *This item was marked "No."*
 - *100% of QUEST teachers have 30 hours staff development.*
 - *99% of elementary classroom teachers serving GT students had 30 hours of training by December; 98% of middle school teachers; 100% of high school teachers.*
- Page 15: **Professional Development** - Teachers have six hours of professional development annually.
 - *This item was marked "No."*
 - *100% of QUEST teachers received 6 hours of G/T staff development.*
 - *99.5% of elementary classroom teachers serving GT students received 6 hours of G/T staff development; 94% of middle school teachers; and 100% of high school teachers.*

Documentation of all the items in the compliance report is on file and available for review.

Federal Programs
Title I, Part A
Improving Basic Programs Operated by Districts (2013-2014)

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Coordination and Integration - The LEA coordinates and integrates Title I, Part A services with other educational services in the LEA or individual school, such as Head Start, Even Start, Reading First, Early Reading First, and other preschool programs, and services for children with limited English proficiency or with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program. <ul style="list-style-type: none"> ○ The LEA coordinates and integrates other educational services with services provided by Title I, Part A for the coordination activities. 	X		
<ul style="list-style-type: none"> • Private Nonprofit Schools: Consultation -The LEA consults with officials of private nonprofit schools in a timely and meaningful manner. <ul style="list-style-type: none"> ○ The LEA contacts officials of all private nonprofit schools located within the LEA’s boundaries to determine if such schools want their students to participate in Title I, Part A services and evidence that students reside in attendance area and meet academic criteria. ○ Evidence that the LEA maintains control of the Title I funds, materials, equipment, and property that support services to private school children. ○ Consultation occurred before the LEA made decisions on services to eligible private nonprofit school students, and consultation continued throughout implementation and assessment of provided services. 	X X X		
<ul style="list-style-type: none"> • Private Nonprofit Schools: Equitable Services – The LEA provides equitable Title I, Part A services to eligible children attending private nonprofit schools. <ul style="list-style-type: none"> ○ Expenditure reports for educational services for eligible private nonprofit school students. ○ Evidence that the LEA has correctly calculated the amount of funds for equitable services to private school participants, their teachers, and families, including carryover as appropriate. Funds are reserved for: 1) Instructional Services; 2) Parental Involvement; 3) Professional Development. 	X X		
<ul style="list-style-type: none"> • LEA Parent Involvement Policies and Practices - The LEA has implemented programs, activities, and procedures for the involvement of parents in the Title I, Part A program. The programs, activities, and procedures are planned and implemented with meaningful input from parents of participating children. LEA notifies parents about: a) Campus Title I Program, b) School improvement Status, c) Public School Choice, d) SES, e) Teacher and paraprofessional qualifications, f) The assignment of a child to a teacher who does not meet highly qualified for four or more consecutive weeks. <ul style="list-style-type: none"> ○ Parents have provided input into planning of all Title I, Part A programs, activities, and procedures for the involvement of parents. ○ Parents have been provided information about Title I, Part A program, activities, campus rating, and procedures for the involvement of parents. 	X X		
<ul style="list-style-type: none"> • Campus Parent Involvement Policy - Each Title I, Part A campus’s written parental involvement policy describes the means for (1) involving parents in the planning, review, and improvement of Title I, Part A programs; (2) providing parents of participating children timely information about title I, Part A programs; and (3) providing a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. <ul style="list-style-type: none"> ○ The Title I, Part A campus parental involvement policy includes the required components. ○ Parents have provided input into the development of the parental involvement policy. 	X X		
<ul style="list-style-type: none"> • School-Parent Compacts - School-parent compacts outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. <ul style="list-style-type: none"> ○ Compacts describe how parents will support their children’s learning, such as monitoring attendance, homework completion, and television watching; volunteer in their children’s classrooms; and participating as appropriate in decisions relating to the education of their children and the positive use of extracurricular time. ○ School-parent compacts address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, parent-teacher conferences, frequent reports, and reasonable access to staff. 	X X		

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • NCLB Report Card – No Child Left Behind Act (NCLB) requires that each LEA that receives Title I, Part A funds to disseminate specific LEA and campus level data to: 1) all LEA campuses, 2) all parents of all enrolled students, 3) to make the information widely available through public means such as posting on the internet, distribution through public agencies. <ul style="list-style-type: none"> ○ Report card includes: 1) Assessment results in the aggregate and disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and economically disadvantaged by performance level. 2) Shows two-year trend data for each subject and grade tested, with a comparison between annual objectives and actual performance for each student group, including the percentage of each group of students not tested. 3) Graduation rates for secondary school students. 4) Performance of school districts on adequate yearly progress measures. 5) Number and names of Title I schools identified for improvement. 6) Professional qualifications of teachers in the LEA, including the percentage of teachers teaching with emergency or provisional credentials and the percentage of classes in the LEA that are not taught by highly qualified teachers, including a comparison between high- and low-poverty schools. 	X		
<ul style="list-style-type: none"> • Staff Development for Parental Involvement - The district and campuses educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of contributions of parents. Staff members are to be educated in how to reach out to, to communicate with parents as equal partners; to implement and coordinate parent programs; and to build ties between parents and school. <ul style="list-style-type: none"> ○ Teachers, administrators, other staff members, and parents collaborate and coordinate planning efforts on program goals and objectives for staff development, and activities that will build ties between parents and school. ○ Evidence that LEA and schools have carried out the six requirements to build parents' capacity to be involved in school. ○ Evidence that LEAs communicate with parents in multiple languages, in writing and orally, as appropriate. 	X X X		
<ul style="list-style-type: none"> • Technical Assistance - The LEA provides technical assistance to Title I, Part A campuses identified for school improvement to revise and implement their campus comprehensive plans. LEA provides information to parents with students on Title I, Part A campuses identified for school improvement. Campus leaders, including parents, revise and implement their campus comprehensive plans. <ul style="list-style-type: none"> ○ The LEA has provided technical or other assistance as the school develops, implements, or revises the campus plan, such as a joint planning meeting between the district and campus that addresses specific elements of student performance problems or other activities. ○ LEA has provided appropriate information to parents. ○ Evidence that Title I schools that have been identified for improvement have reserved at least 10 percent of their allocation for professional development activities. 	X X X		
<ul style="list-style-type: none"> • Language and Form - The LEA provides communications about the Title I, Part A program in a format and, to the extent practicable, in a language that the parents can understand. The LEA has a system for ensuring fair and prompt resolution of complaints. <ul style="list-style-type: none"> ○ Provisions are made to ensure that families with different language backgrounds are able to access important information as required. ○ Evidence indicating that complaint procedures were implemented. ○ Evidence that complaints referred to the SEA have been addressed, investigated, and resolved in a timely manner. 	X X X		
<ul style="list-style-type: none"> • Campus Allocation – The campus allocation amounts to eligible Title I, Part A campuses are in compliance with Title I, Part A allocation rules and regulations. <ul style="list-style-type: none"> ○ Title I, Part A funds were allocated correctly and only to campuses eligible for services. ○ Date that LEA receives notification of its allocation from the SEA. ○ The LEA serves campuses appropriately for either a Single Attendance Area or a Multiple Attendance Area. 	X X X		
<ul style="list-style-type: none"> • Parent Notifications - Each Title I, Part A campus provides to each individual parent information on 1) the parent's right to request information regarding the professional qualifications of his or her child's classroom teachers, 2) the level of achievement of the parent's child in each of the required state academic assessments, and 3) timely notice of the child has been assigned or taught for four or more consecutive weeks by a teacher who is not highly qualified. <ul style="list-style-type: none"> ○ Each Title I, Part A campus provides notice to each parent that he or she may request information 	X		

<p>regarding the professional qualifications of the student's classroom teachers and timely notice if the child has been assigned or taught for four or more consecutive weeks by a teacher who is not highly qualified.</p> <ul style="list-style-type: none"> ○ Each Title I, Part A campus provides to each parent the level of achievement of his or her child on the state academic assessments. 	X		
Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Services to Homeless Students - The LEA must provide Title I, Part A services to a student who is homeless and attending any school served by the LEA. <ul style="list-style-type: none"> ○ Evidence that all homeless children are served based on individual needs. 	X		
<ul style="list-style-type: none"> • Schoolwide Program Supplement, Not Supplant - A schoolwide program is receiving its fair share of state and local funds, ensuring the Title I, Part A funds are supplemental. <ul style="list-style-type: none"> ○ The LEA has distributed state and local funds fairly and equitably to all its campuses, including schoolwide program campuses, without regard to whether those schools are receiving Title I, Part A or other federal education funds. 	X		
<ul style="list-style-type: none"> • Campus Comprehensive Plan on Schoolwide Campus - The campus comprehensive plan of a schoolwide campus addresses the 10 components of a schoolwide program. The LEA ensures and provides guidance to schools developing schoolwide programs that use the flexibility provided to them by the statute to improve the academic achievement of all students in the school. <ul style="list-style-type: none"> ○ The campus comprehensive plan incorporates the following 10 components of a schoolwide program: <ol style="list-style-type: none"> 1) Comprehensive needs assessment of the entire school based on information that includes the achievement of children, 2) Schoolwide reform strategies, 3) Instruction by highly qualified staff, 4) Opportunities for professional development, 5) Strategies for attracting highly qualified teachers, 6) Strategies to increase parental involvement, 7) Plan for assisting preschool children in the transition from early childhood programs, 8) Measures to include teachers in the decisions regarding the use of assessments, 9) Provision of effective, timely, additional assistance provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards, 10) Coordination of federal, state, and local services and programs. ○ The campus comprehensive plan describes how the school will use Title I, Part A and other resources to implement the 10 components of a schoolwide program. 	X		
<ul style="list-style-type: none"> • Targeted Assistance Program Supplement, Not Supplant - The targeted assistance program is supplemental by (1) serving only children who are failing or are most at risk of failing to meet the state's challenging student academic performance standards, and (2) providing supplementary services designed to meet the special educational needs of the children who are participating and to support their achievement toward meeting the state's student academic performance standards that all children are expected to meet. <ul style="list-style-type: none"> ○ Only the students who are in the greatest need who meet the eligibility criteria as stated in the campus comprehensive plan are served on the targeted assistance campus. ○ Supplementary services meet the special educational needs of the children. 			X
<ul style="list-style-type: none"> • Student Identification - For a targeted assistance program, the LEA identifies students not older than 21 who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the state's student academic achievement standards. <ul style="list-style-type: none"> ○ Identified students have the greatest need for special assistance. ○ Children from preschool through Grade 2 are selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. 			X

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Campus Comprehensive Plan (CCP) on a Targeted Assistance Campus - The campus comprehensive plan of a targeted assistance campus addresses the eight components of a targeted assistance program. The LEA ensures and provides guidance to schools developing targeted assistance programs. <ul style="list-style-type: none"> ○ The campus comprehensive plan incorporates the following eight components of a targeted assistance program: <ol style="list-style-type: none"> 1) Program resources are used to help participating children meet state academic achievement standards. 2) Planning for identified students is incorporated into existing school planning. 3) Effective methods and instructional strategies are based on scientifically based research that strengthens the core academic program. 4) Each targeted assistance program is coordinated with and supports regular education programs. 5) Instruction is provided by certified teachers. 6) Opportunities for professional development are provided. 7) Strategies to increase parental involvement are used. 8) Federal, state, and local services and programs are coordinated with the targeted assistance program. ○ Evidence that the LEA has established targeted assistance programs that address statutory purposes and meet requirements including: <ol style="list-style-type: none"> 1) Using effective instructional methods and strategies that strengthen the core academic program of the school. 2) Correctly identifying students for participation. 3) Giving primary consideration to providing extended learning time for served students. 4) Providing an accelerated, high-quality curriculum. 5) Minimizing the removal of children from the regular classroom during regular school hours. ○ Evidence that the LEA ensures that targeted assistance program planning is coordinated with and supports the regular education program in the school. ○ Evidence that the LEA promotes the integration of Title I staff with regular instructional staff in all activities. 			<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>
<ul style="list-style-type: none"> • Local Control of Funds - The LEA has procedures and internal controls for effective and efficient grant management to ensure allowable use of program funds. <ul style="list-style-type: none"> ○ The program budget approved in the application aligns to the LEA budget ledger for the program. ○ Business office personnel or other appropriate staff review vouchers/purchase orders submitted by the program staff for allowability under the authorizing program statute and for congruence with the approved budget. 	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p>		
<ul style="list-style-type: none"> • Local Uses of Funds - The LEA uses program funds to provide educational assistance as described in the application for funding. LEA ensures Title I Comparability. <ul style="list-style-type: none"> ○ Program funds reserved for LEA-wide Title I activities are expended as appropriate. ○ Program funds are expended for activities meeting Title I, Part A guidelines and indicated on the application for funding. 	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p>		
<ul style="list-style-type: none"> • Eligible Attendance Areas - The LEA only uses program funds on eligible school attendance areas. <ul style="list-style-type: none"> ○ Evidence that program funds are only expended for eligible school attendance areas. 	<p style="text-align: center;">X</p>		
<ul style="list-style-type: none"> • Reservation of Funds – LEA must reserve funds that are reasonable and necessary to provide services comparable to those provided to children in participating school attendance areas to serve homeless children and children in local institutions for neglected and delinquent children. LEA must reserve funds for school choice and SES services. <ul style="list-style-type: none"> ○ Evidence that the LEA has reserved funds that are reasonable and necessary to provide services comparable to those provided to children in participating school attendance areas to serve homeless and neglected/delinquent children. ○ Evidence that the LEA has reserved funds to provide, where appropriate, financial incentives and rewards to teachers who serve students in Title I schools identified for improvement, corrective action, or restructuring. ○ Evidence that the LEA has reserved funds for school choice-related transportation. 	<p style="text-align: center;">X</p>		<p style="text-align: center;">X</p> <p style="text-align: center;">X</p>

<ul style="list-style-type: none"> ○ Evidence that the LEA, if appropriate, has reserved an amount equal to 20 percent of its Title I, Part A allocation for school choice and SES, assuming sufficient demand unless the LEA meets these requirements with non-Title I funds. ○ Evidence that if demand from parents for transportation exceeds 5 percent, the LEA is spending at least 5 percent on transportation. ○ Evidence that, if the LEA has reallocated funds reserved for choice-related transportation and/or supplemental educational services to other activities, the LEA has first assured the SEA that eligible children and their families have had adequate time to avail themselves of the opportunity to transfer to other schools or to receive supplemental educational services. 			X
			X
			X
Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Standards – LEA ensures 100% of students with disabilities are taking the regular assessment or an alternate assessment. LEA provides curriculum and/or test administration guides that inform educators about the inclusion of students with disabilities in regular assessments, with or without accommodations, or alternate assessments based on grade-level standards, or, if the State allows it, alternate assessments based on alternate achievement standards. LEA information on assessment and accountability reported to SEA is accurate. <ul style="list-style-type: none"> ○ Special Education and LEP children participate in state assessment. ○ LEA provided training for testing to appropriate staff members. 	X		
	X		
<ul style="list-style-type: none"> • Assessment: Data Quality – LEA must have procedures in place for ensuring data quality. <ul style="list-style-type: none"> ○ Evidence that LEA has written procedures for ensuring data quality. ○ Evidence that LEA provides evidence indicating that written procedures for ensuring data quality were communicated to the LEA by the State and implemented. 	X		
	X		
<ul style="list-style-type: none"> • Highly Qualified Staff – Teachers in core academic areas must meet highly qualified. Paraprofessionals working on a schoolwide campus or are funded out of Title I on a targeted assisted campus must meet highly qualified. <ul style="list-style-type: none"> ○ Evidence that Title I instructional paraprofessionals meet NCLB requirements. ○ Evidence that core academic teachers meet NCLB requirements. ○ Evidence that Title I instructional paraprofessionals perform their work under the direct supervision of a highly qualified teacher. 	X		
	X		
	X		

Federal Programs
Title I, Part C
Education of Migratory Students

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Needs Assessment and Service Delivery Plan - The migrant-funded LEA identifies and addresses the special educational needs of migrant children through a comprehensive plan for needs assessment and service delivery. <ul style="list-style-type: none"> ○ Migrant-specific needs have been addressed in the district comprehensive plan. ○ Input was provided by migrant parents, teachers, and administrators regarding consistent criteria for needs assessment. 	X		
	X		
<ul style="list-style-type: none"> • Migrant Services Coordination - The migrant-funded LEA coordinates services to migrant children (ages 3-21) and their families. <ul style="list-style-type: none"> ○ The LEA's migrant staff consistently monitors migrant students to ensure that their needs are being met by instructional and/or support services. 	X		
<ul style="list-style-type: none"> • Early Childhood Education - The migrant-funded LEA has made adequate provision for addressing the educational needs of preschool migrant children. <ul style="list-style-type: none"> ○ All preschool migrant children (ages 3-4) are served in early childhood programs offered by the LEA or other community agency. 			X
<ul style="list-style-type: none"> • Records Transfer - The migrant-funded LEA collects and updates all required enrollment, educational, health data and migrant student data on an intrastate and interstate basis. <ul style="list-style-type: none"> ○ Student enrollment, withdrawal, demographic, academic, and health data are updated and current. 	X		
<ul style="list-style-type: none"> • Parent Involvement/Parent Advisory Council - The migrant-funded LEA has established a Parent Advisory Council (PAC) for the migrant program and has provided for appropriate consultation in the 			

planning, implementation, and evaluation of the LEA's migrant program. <ul style="list-style-type: none"> ○ The LEA has established a migrant PAC and is appropriately trained in roles and responsibilities and consulted in the planning, implementation, and evaluation of the migrant education program. 	X		
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Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Identification and Recruitment (ID&R) - The migrant-funded LEA carries out the identification and recruitment of migrant children (ages 0-21 inclusive) residing within its boundaries throughout the school year. <ul style="list-style-type: none"> ○ The migrant-funded LEA has assigned staff to carry out the identification and recruitment functions throughout the school year. ○ The LEA verified certificates of eligibility by the end of February 	X X		
<ul style="list-style-type: none"> • Supplement, Not Supplant - The migrant-funded LEA uses migrant funds only to supplement the amount of funds that would, in the absence of such federal funds, be made available from other federal, state, and local programs for the education of migrant pupils participating in migrant programs and not to supplant such funds. <ul style="list-style-type: none"> ○ The LEA's migrant staff are providing services above and beyond what is provided by the minimum foundation program. ○ Percentage of time spent in the migrant-related duties is equivalent to the percentage of funds spent on the service(s). ○ State and locally funded services are available to all students, including migrant children. 	X X		X
<ul style="list-style-type: none"> • Priority for Services - The migrant-funded LEA gives service priority to migrant children who are failing, or most at risk of failing, to meet the state's content and performance standards and whose education has been interrupted during the regular school year. <ul style="list-style-type: none"> ○ Migrant students listed as Priority for Services (PFS) are being provided migrant education program funded services before serving other migrant students are being served. 			X
<ul style="list-style-type: none"> • Professional Development - The migrant-funded LEA provided opportunities for professional development programs, including mentoring for teachers and other program personnel, as it relates to the migrant program. <ul style="list-style-type: none"> ○ Staff development topics are aligned to the needs of migrant students. ○ Migrant education program staff attended migrant education program in compliance with required program timelines: ID&R, Recruiter Certification, Recruiter Recertification, NGS, and NGS Academy. Other trainings available on a needs basis such as migrant services coordination and/or the Texas Migrant Education Program Conference, if offered. 	X X		
<ul style="list-style-type: none"> • Evaluation - For migrant children in Grades 2-12, the migrant-funded LEA evaluates and improves the effectiveness of the migrant program, where feasible, using the same approaches and standards that are used to assess the performance of students under Title I, Part A, specifically, to enable all migrant students to meet the same challenging state content and performance standards that all children are expected to meet. <ul style="list-style-type: none"> ○ The LEA annually evaluates the effectiveness of the migrant program throughout the LEA. 	X		
<ul style="list-style-type: none"> • Identification and Recruitment in Non-project Districts - The non-migrant funded LEA has cooperated in carrying out the identification and recruitment of migrant students residing in the LEA. <ul style="list-style-type: none"> ○ The LEA has conducted active identification and recruitment efforts. ○ If the LEA has not identified migrant students, there is evidence showing field recruitment activity, families visited, interview site, and miles traveled by the migrant recruiter. 	X X		
<ul style="list-style-type: none"> • Schoolwide Programs - Before combining Title I, Part C funds into a schoolwide campus budget, the migrant-funded LEA ensures that it has met all of the identified needs of its migrant students. <ul style="list-style-type: none"> ○ The LEA has effectively met the identified needs of priority for services to migrant students before funds were combined into schoolwide campus budgets. ○ The amount of state and local funds was not less than nonschoolwide schools due to the receipt of federal funds for the schoolwide program. 	X		X
<ul style="list-style-type: none"> • Private Schools - The migrant-funded LEA consults with officials of private schools in a timely and meaningful manner and provides or makes available equitable Title I, Part C migrant services to eligible migrant children attending private schools located within the LEA's geographic boundaries. <ul style="list-style-type: none"> ○ The LEA annually contacts officials of all private schools located within the LEA's boundaries to determine if such schools want their students to participate in Title I, Part C migrant services. ○ The migrant-funded LEA uses migrant education program funds and property to provide migrant students in private schools with services that are secular, neutral, and nonideological. ○ The migrant-funded LEA does not mingle nonfederal funds with funds used to provide services to migrant students in private schools. 	X		X X
<ul style="list-style-type: none"> • Migrant Summer School Program - The Migrant funded LEA that receives additional migrant summer school funds operates its summer school program in accordance with its latest, as it appears on the current year's application, Summer School Amendment. <ul style="list-style-type: none"> ○ At least 90 percent of the migrant students projected to be served were actually served through 			X

<ul style="list-style-type: none"> the LEA's migrant summer school program. ○ The LEA actually carried out the summer school program(s) and activities as specified on the application for funding. 			X
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Federal Programs
Title II, Part A
Teacher and Principal Training and Recruiting Fund

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Needs Assessment - Based on a local needs assessment for professional development and hiring as identified by LEA and campus staff with the involvement of teachers participating in Title I, part A programs in the LEA targets funds to schools within the LEA that (a) have the lowest proportion of highly qualified teachers, (b) have the largest average class size, or (c) are identified for school improvement under Title I, Part A. <ul style="list-style-type: none"> ○ The LEA conducted an assessment of local needs for professional development and hiring with the involvement of teachers, including teachers in Title I, Part A programs. ○ The LEA targets funds to schools that (a) have the lowest proportion of highly qualified teachers, (b) have the largest average class size, or (c) are identified for school improvement under Title I, Part A. 	 X X		
<ul style="list-style-type: none"> • Collaborative Planning - The LEA will collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning program activities and preparing the LEA application for funding. <ul style="list-style-type: none"> ○ The LEA collaborated with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning program activities and preparing the LEA application for funding. 	 X		
<ul style="list-style-type: none"> • Allowable Activities -The LEA expends Title II, Part A funds to conduct activities in one or more of the following areas: recruiting, hiring, retaining highly qualified personnel; providing professional development activities that meet the needs of teachers and principals; improving the quality of the teacher work force; and reducing class size, especially in the early grades. <ul style="list-style-type: none"> ○ Title II, Part A funds are targeted to activities on the comprehensive needs assessment. ○ Title II, Part A professional development activities meet the identified professional development needs of teachers and principals (not applicable if the LEA is not providing professional development activities). 	 X X		
<ul style="list-style-type: none"> • Program Coordination - The LEA coordinates Title II, Part A professional development activities with professional development activities provided through other federal, state, and local programs and integrates Title II, Part A funds with funds received under Title II, Part D for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy. <ul style="list-style-type: none"> ○ Title II, Part A professional development activities are integrated with professional development activities provided through the Title II, Part D program as required. ○ Title II, Part A professional development activities are coordinated with professional development activities provided through other federal, state, and local programs. 	 X		 X
<ul style="list-style-type: none"> • Supplement, Not Supplant - The LEA uses Title II, Part A funds to supplement, not supplant, nonfederal funds that would otherwise be used for allowable program expenditures. <ul style="list-style-type: none"> ○ Title II, Part A activities are supplemental. ○ Title II, Part A funds are combined with Title I, Part A Schoolwide campus(es) to upgrade the entire educational program and to supplement the campus's foundation program. 	 X X		
<ul style="list-style-type: none"> • Local Control of Funds - The LEA has procedures and internal controls for effective and efficient grant management to ensure allowable use of program funds. <ul style="list-style-type: none"> ○ The program budget approved aligns to the LEA budget ledger for the program. ○ The business office personnel or other appropriate staff review vouchers and purchase orders submitted by the program staff for allowability under the authorizing program statute and for congruence with the approved budget. 	 X X		

Federal Programs
Title III
Language Instruction for Limited English Proficient and Immigrant Students

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • LEP Instructional Program - The LEA provides high-quality language instructional programs to limited English proficient students. <ul style="list-style-type: none"> ○ The instructional program is designed to ensure that LEP students are meeting the same challenging State academic content and student academic achievement standards as all children are expected to meet. ○ The instructional program is designed to develop English language proficiency. ○ The program is based on scientifically based research. 	X X X		
<ul style="list-style-type: none"> • Parent Notification – (a) LEAs receiving Title III funds shall, not later than thirty (30) days after the beginning of the school year, inform parents of their child’s participation in the program; or within two (2) weeks of student enrollment after the beginning of the school year if the child has not been identified for participation. (b) An LEA that has failed to make progress in AMAOs shall separately inform the parent(s) of such failure no later than thirty (30) days after such a failure occurs. (c) Information required to be provided under subsections (a) and (b) to the parent(s) shall be provided in an understandable, uniform format, and to the extent practical, in a language the parent(s) can understand. <ul style="list-style-type: none"> ○ Each eligible entity using funds provided under this title to provide a language instruction educational program shall inform a parent or the parents of a limited English proficient child identified for participation in such programs. 	X		
<ul style="list-style-type: none"> • Program Exit – LEA must notify parents of the specific exit requirements for the program. <ul style="list-style-type: none"> ○ Each LEA shall notify parents of the specific exit requirements for the program which shall include: the expected rate of transition from such programs into classrooms that are not tailored for limited English proficient children and the expected rate of graduation from secondary schools. 	X		
<ul style="list-style-type: none"> • Monitoring after Program Exit – LEAs must monitor the progress made by children in meeting challenging state academic content and student academic achievement standards for each of the two (2) years after the child is no longer receiving services under Title III. <ul style="list-style-type: none"> ○ The LEA monitors student progress on state academic standards. 	X		
<ul style="list-style-type: none"> • Staffing – LEAs receiving Title III funds under section 3116 shall include in its plan a certification that all teachers in any language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction, including having written and oral communication skills. <ul style="list-style-type: none"> ○ Meet requirements for highly qualified under NCLB. 	X		
<ul style="list-style-type: none"> • Professional Development - The LEA provides high-quality professional development to classroom teachers, administrators, and other school or community-based organizations to improve instruction and assessment of limited English proficient students. <ul style="list-style-type: none"> ○ Professional development activities are based on scientifically based research and have been provided to increase certified teachers, improve instruction and assessment, and enhance the ability of teachers. ○ Professional development is of sufficient intensity and duration to ensure a positive and lasting impact on teacher’s performance in the classroom. ○ Professional development enhances the ability of teacher to understand and use curricula, assessment, and instructional strategies for LEP students. 	X X X		
<ul style="list-style-type: none"> • Immigrant Instructional Program - If the LEA receives Title III Immigrant funds, the LEA provides high-quality instruction to immigrant students. <ul style="list-style-type: none"> ○ Documentation that one or more of the activities approved in the state application(s) are being implemented. 			X
<ul style="list-style-type: none"> • Biennial Evaluation – Each eligible entity that receives a sub-grant from a State Education Agency (SEA) under subpart one shall provide such agency, at the conclusion of every second fiscal year during which the sub-grant is received, with an evaluation in a form prescribed by the agency. <ul style="list-style-type: none"> ○ Description of programs and activities conducted. ○ A description of the progress made by the children in meeting challenging state academic content and student academic achievement standards for each of the two years after such children are no longer receiving services. ○ The number and percentage of children in the programs and activities attaining English 	X X X		

proficiency by the end of each school year.			
Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Allowable Activities – The LEA expends Title III funds to conduct activities in one or more of the following areas: 1) developing and implementing new language instruction education programs and academic content instruction programs, 2) carrying out highly focused innovative, locally designed activities to expand or enhance existing language programs, 3) implementing schoolwide programs, and 4) implementing programs for restructuring, reforming, and upgrading all relevant programs. LEAs may use no more than two percent of funds for administrative costs. <ul style="list-style-type: none"> ○ Title III funds are targeted for activities based on identified needs. 	X		

Federal Programs
Title VI, Part A, Subpart 2
Funding Transferability

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Alternate Uses of Funding – An LEA not identified as in need of improvement or corrective action under Title I transferred no more than 50% of its formula allocation under Title II, Part A to supplement its allocation under its Title I, Part A allocation. <ul style="list-style-type: none"> ○ The LEA transferred no more than 50% of the applicable fund sources to one or more of the allowable alternative uses of funding as approved. 			X

Federal Programs
Title VI, Part B, Subpart 1
Section 6211 - REAP Flex

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Alternative Uses of Funding – Eligible LEA's may transfer the following formula funds: Title II, Part A; Title II, Part D; Title IV, Part A and Title V, Part A to support the following federal programs: Title I, Part A; Title II, Part A; Title II, Part D; Title III; Title IV, Part A; and Title V, Part A. The LEA may expend the applicable fund sources(s) for allowable alternative activities. <ul style="list-style-type: none"> ○ Applicable fund sources have been redirected for allowable alternative activities as approved. 	X		

State Programs
Title III, Part A
Bilingual Education/English as a Second Language (2013-2014)

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Implementation of Required Bilingual Education Program - Each LEA which has an enrollment of 20 or more limited English proficient students in any language classification in the same grade level district-wide shall offer a bilingual education program for LEP students in pre-kindergarten through the elementary grades who speak that language. <ul style="list-style-type: none"> ○ All LEP students in the elementary grades are enrolled in the required bilingual education program. 	X		
<ul style="list-style-type: none"> • Implementation of Required English as a Second Language Program - All LEP students for whom an LEA is not required to offer a bilingual education program shall be provided an English as a second language program regardless of the student's grade levels and home language, and regardless of the number of students. <ul style="list-style-type: none"> ○ All LEP students are enrolled in the required ESL program. ○ The ESL program addresses the affective, linguistic, and cognitive needs of the LEP students. 	X X		
<ul style="list-style-type: none"> • Administration of the RPTE - The LEA administers the Reading Proficiency Test in English (RPTE) in Grades 3-12 to all LEP students enrolled annually, including students who have parent denials. <ul style="list-style-type: none"> ○ All LEP students, including students who have parent denials, have taken the RPTE. 	X		
<ul style="list-style-type: none"> • Exemption from State-Wide Assessment - LEP students in Grades 3-8 exempted from taking the statewide assessment are immigrants and meet the general and specific criteria outlined in the <i>LPAC Decision-Making Process for the Texas Assessment Program (Grades 3-8)</i>. <ul style="list-style-type: none"> ○ Students who were exempted from the statewide assessment in Grades 3-8 are immigrants who meet the requirements for exception in the <i>LPAC Decision-Making Process for the Texas Assessment Program</i>. 	X		
<ul style="list-style-type: none"> • Summer Program - The LEA required to offer a bilingual education to ESL program shall offer a summer program that addresses the affective, linguistic, and cognitive needs of the LEP students for children eligible for admission to kindergarten for Grade 1 at the beginning of the next school year. If the LEA has ten or more eligible students LEA-wide, the required summer school program must be implemented for Grades K-1. <ul style="list-style-type: none"> ○ Notification is provided to parents/community that the LEA offers summer school for Grades K-1. ○ Enrollment does not exceed 18:1 student ratio, and instruction is provided one-half day, for a minimum of 3 hours daily for 8 weeks or a total of 120 hours. ○ The bilingual education or ESL program provided by the LEA ensures dual language instruction in the skills of comprehension, speaking, and reading, and instruction addressing history and cultural heritage. 	X X X		
<ul style="list-style-type: none"> • Annual Evaluation Report - The annual evaluation report developed by the LEA shall include information on student academic progress and other information necessary to evaluate the quality and effectiveness of the program. <ul style="list-style-type: none"> ○ The LEA annual report includes all of the following: <ol style="list-style-type: none"> 1) Periodic assessment and continuous diagnosis in the languages of instruction. 2) Educational performance reports that reflect academic progress in either language of the LEP student. 3) Measures that demonstrate the extent to which they are becoming proficient. 4) The number of students who have exited the bilingual education and ESL programs. 5) The number of teachers and aides trained and the frequency, scope and results of the training. 	X		
<ul style="list-style-type: none"> • Home Language Survey - All students in the LEA shall have a home language survey, administered in English and the home language, in their permanent record folders. The surveys shall be signed by the student's parent or guardian for students in grades pre-kindergarten through Grade 8, or by the student in Grades 9-12. The original copy of the survey shall be kept in the student's permanent record. <ul style="list-style-type: none"> ○ The original, signed home language surveys are in English and Spanish and other languages as applicable and are in the student's permanent record folder. 	X		
<ul style="list-style-type: none"> • Identification Using OLPT - For identifying LEP students in Grades PK-12, the LEA shall administer and agency-approved oral language proficiency test to each student who has a language other than English indicated on the home language survey. <ul style="list-style-type: none"> ○ If a language other than English is reported on the home language survey, students were tested with an agency-approved OLPT in English in Grades PK-12 in LEAs required to provide an ESL program; and in home language in PK-elementary grades in LEAs required to provide a bilingual education program. 	X		

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Training in OLPT Administration - The OLPT shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in language proficiency testing. <ul style="list-style-type: none"> ○ The OLPT administrator is fluent in the language of the test and trained to administer the OLPT. 	X		
<ul style="list-style-type: none"> • Timelines for Placement - Within four weeks of enrollment, the LPAC shall place LEP student in the program for which they have been recommended. <ul style="list-style-type: none"> ○ LEP students are placed in the recommended program within four weeks of initial enrollment. 	X		
<ul style="list-style-type: none"> • LPAC uses required Criteria for Identification/Placement of LEP Students - The LPAC uses required criteria for the identification and placement of LEP students. <ul style="list-style-type: none"> ○ The LPAC uses OLPT scores for students in Grades PK-1 and an OLPT and the English reading and language arts sections of an approved norm-referenced test for grades 2-12. 	X		
<ul style="list-style-type: none"> • Over-representation in the Special Education Program/Under-representation in the G/T Education Program - The LEA ensures that LEP students are not over-represented in special education or underrepresented in G/T education. <ul style="list-style-type: none"> ○ The LEA does not over-identify LEP students for special education programs. ○ Lack of English language proficiency was not used as a criterion for referral to special education. ○ The LEA does not under identify LEP students for honors or G/T education program. 	X X X		
<ul style="list-style-type: none"> • Information Provided to Parents Regarding the Benefits of the BE/ESL Program - The LEA shall provide information to parents describing the BE/ESL program, its benefits to the student, and its being an integral part of the school program to ensure that the parents understand the purpose and content of the program. <ul style="list-style-type: none"> ○ Documentation shows that the benefits of placement in the program have been explained to parents who deny permission to enroll their child in the required program. 	X		
<ul style="list-style-type: none"> • Certified Teachers Assigned - The assigned teachers in the bilingual education and ESL programs are certified in bilingual education or ESL as required. <ul style="list-style-type: none"> ○ Teachers assigned to teach in the bilingual education and/or ESL program are appropriately certified. 	X		
<ul style="list-style-type: none"> • Expenditure of the Bilingual Education Allotment - The LEA shall expend at least 85 percent of the bilingual education allotment (Program Code 25) to supplement the BE/ESL instructional program. <ul style="list-style-type: none"> ○ Funds were expended only for the following: program and student evaluation, instructional materials and supplemental staff expenses, salary supplements for teachers, and other supplies required for quality instruction and smaller class size. ○ If the LEA has an exception or waiver, the LEA spends at least 10 percent of the bilingual education allotment for staff development. 	X		X
<ul style="list-style-type: none"> • State Adopted Textbooks - The LEA shall use state adopted textbooks in the BE/ESL programs. <ul style="list-style-type: none"> ○ The LEA uses state adopted textbooks in the content areas (language arts, math, science, health, and social studies) in English and the native language for all grade levels in the BE/ESL programs. 	X		
<ul style="list-style-type: none"> • LPAC Policy and Training for Members - The board policy adopted by the LEA to establish and operate an LPAC shall provide for the selection, appointment, and training of committee members. <ul style="list-style-type: none"> ○ The LEA provides LPAC training to all members of the committee, including parents. 	X		
<ul style="list-style-type: none"> • Membership of the LPAC - The LPAC shall be composed of the required members. <ul style="list-style-type: none"> ○ The LPAC membership for a bilingual education program includes a bilingual education teacher, a professional transitional language educator, a parent of a current LEP student, and a campus administrator. ○ The LPAC membership for an ESL program includes one or more professional personnel and a parent of a current LEP student. 	X X		
<ul style="list-style-type: none"> • Review of Information for LEP Students - Upon initial enrollment and at the end of each school year, the LPAC shall review all pertinent information on all LEP students. <ul style="list-style-type: none"> ○ The LPAC reviews all pertinent information on all LEP students to place students in programs. ○ The LPAC reviews all pertinent information on all LEP students annually. 	X X		
<ul style="list-style-type: none"> • Use of State Required Criteria for Exiting the Program - The LPAC shall use required criteria to exit LEP students from the bilingual education or ESL program. <ul style="list-style-type: none"> ○ Exited students have scored at or above the 40th percentile on both English reading and the English language arts section of an Agency approved norm referenced test or passed the statewide assessment in reading, writing, and an oral and written language proficiency test in the student's primary language and English. 	X		

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Monitoring Academic Progress of Exited Students - The LPAC shall monitor the academic progress of each student who has exited from a bilingual education or ESL program within two years of exiting to determine whether the student is academically successful. <ul style="list-style-type: none"> ○ Exit scores meet state performance standards in English on the criterion referenced statewide assessment. ○ The LPAC conducts the required two-year follow-up for exited students. 	X		
<ul style="list-style-type: none"> • Notice to Parent of Student's Reclassification - The LPAC shall promptly notify the parent of the student's classification as LEP or reclassification as English proficient and exit from the BE/ESL program and acquires approval. <ul style="list-style-type: none"> ○ The parent has signed a form/letter indication that the student has been identified as LEP or has been reclassified as exiting from the program. 	X		
<ul style="list-style-type: none"> • LEP Instructional Program - The LEA provides high-quality language instructional programs to limited English proficient students. <ul style="list-style-type: none"> ○ The instructional program is designed to ensure that LEP students are meeting the same challenging State academic content and student academic achievement standards as all children are expected to meet. ○ The instructional program is designed to develop English language proficiency. ○ The program is based on scientifically based research. 	X X X		
<ul style="list-style-type: none"> • Professional Development - The LEA provides high-quality professional development to classroom teachers, administrators, and other school or community-based organizations personnel to improve instruction and assessment of limited English proficient students. <ul style="list-style-type: none"> ○ Professional development activities are based on scientifically based research and have been provided to increase certified teachers, improve instruction and assessment, and enhance the ability of teachers. 	X		
<ul style="list-style-type: none"> • Immigrant Instructional Program - If the LEA receives Title III, Part A Immigrant funds, the LEA provides high-quality instruction to immigrant students. <ul style="list-style-type: none"> ○ Immigrant students are afforded opportunities to meet the same challenging State academic and student academic achievement standards as all students are expected to meet and are provided enhanced instructional opportunities. 			X

State Programs Career and Technology Education (CTE)

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Coherent Sequence of Courses - Funding made available to eligible recipients shall be used to strengthen vocational and technical skills of students by the integration of academics and CTE programs using a coherent sequence of courses. <ul style="list-style-type: none"> ○ Students are pursuing a career objective through a coherent sequence of courses. 	X		
<ul style="list-style-type: none"> • Coordination/Planning Procedure - Planning for students with disabilities is coordinated among CTE staff, special education staff, and state rehabilitation agencies. <ul style="list-style-type: none"> ○ The CTE staff, special education staff, and state rehabilitation agencies have procedures to coordinate planning for students with disabilities. 	X		
<ul style="list-style-type: none"> • Admission, Review, and Dismissal Committee Representation - The LEA includes a representative from Career and Technology Education, preferably the teacher, when considering initial or continued placement of a student with a disability in Career and Technology Education. <ul style="list-style-type: none"> ○ The ARD committee process includes appropriate CTE staff, preferably the teacher. ○ CTE representatives participate in ARD meetings. 	X X		
<ul style="list-style-type: none"> • Individualized Education Program Modifications - Monitoring and providing supplemental services, such as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices, shall be provided by a school district so that a student with a disability can successfully complete Career and Technology Education. <ul style="list-style-type: none"> ○ Appropriate course modifications and specific CTE assignments resulting from the ARD committee process are included in the student's IEP. 	X		
<ul style="list-style-type: none"> • Integration of Academic and CTE Courses - The applied academic component of CTE is integrated in the curriculum and students are provided with an understanding of all aspects of an industry, technical education, State-of-the-art technology, and voluntary internships and mentoring programs. <ul style="list-style-type: none"> ○ Academic and CTE programs are being integrated. 	X		

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Funds Used to Supplement - Funding under the Carl D. Perkins Act of 1998 shall be used to supplement, and shall not supplant, non-federal funds expended to carry out CTE and Tech Prep activities. <ul style="list-style-type: none"> ○ Federal CTE funds are used to supplement not supplant non-federal funds expended to carry out CTE and Tech Prep activities. ○ Comparison of local and state fund expenditure amounts with CTE federal funds verifies that federal funds are supplemental. ○ Federal funds are used to improve the basic CTE program. 	X		
<ul style="list-style-type: none"> • Use of State Funds - The LEA must expend at least 90% of the current year's CTE state allotment on CTE instruction. No more than 10% of a LEA's Foundation School Program special allotment for CTE may be used for indirect cost. <ul style="list-style-type: none"> ○ At least 90% of the current year's CTE state allotment has been expended on CTE instruction. 	X		
<ul style="list-style-type: none"> • Five Percent Federal Administration Expenditure - Each LEA receiving federal funds shall not use more than 5% of the funds for administrative costs associated with administrative activities. <ul style="list-style-type: none"> ○ The district has not expended more than 5% of the total CTE federal funds allocation for administrative costs associated with the administration of activities assisted with federal funds. ○ The district expends federal CTE funds for local CTE instructional administrative purposes. 	X		
<ul style="list-style-type: none"> • Federally Purchased Equipment - The recipient shall use the equipment in the project or program for which it was acquired. Real property, equipment, intangible property and debt instruments that are acquired or improved with federal CTE funds must be held in trust by the recipient. <ul style="list-style-type: none"> ○ Equipment purchased with federal CTE funds is used for the purpose for which it was procured. ○ Equipment is being used in the course laboratory for which it was purchased. 	X		
<ul style="list-style-type: none"> • Harmful Effect on Student Learning - Enrollment numbers in CTE classes do not create a harmful effect on student learning for a student with or without disabilities. <ul style="list-style-type: none"> ○ Enrollment numbers do not create harmful effect on student learning for a student with or without disability. 	X		
<ul style="list-style-type: none"> • Annual Program Evaluation - CTE programs are evaluated annually to determine that the size, scope, quality, and effectiveness are sufficient to meet the needs of students and to be in compliance with state and federal assessment requirements. <ul style="list-style-type: none"> ○ Each district and consortium annually evaluates its CTE program. ○ CTE annual program component evaluation results are used to determine program effectiveness. 	X		
<ul style="list-style-type: none"> • Expenditure of Federal Funds Prior to Grade 7 - No CTE federal funds may be used to provide CTE programs to students prior to Grade 7. <ul style="list-style-type: none"> ○ The LEA has not expended CTE federal funds to provide CTE programs to students prior to Grade 7. ○ Expenditure of CTE federal funds is only for Grades 7-12. 	X		

State Programs Dyslexia

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Implementation of Board Procedures - The board of trustees of an LEA must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented in the district. <ul style="list-style-type: none"> ○ Written plans outline procedures and timelines for: <ol style="list-style-type: none"> a) Recommending assessment and assessing students suspected of having dyslexia. b) Identifying students with dyslexia. c) Implementing services including instruction for students with dyslexia and related disorders. 	X		
<ul style="list-style-type: none"> • Alignment of LEA Procedures with State Board of Education Approved Procedures - An LEA's procedures are implemented according to State Board of Education (SBOE) approved strategies for screening and techniques for treating dyslexia and related disorders. Screening is only conducted by individuals/professionals who are trained to assess students for dyslexia and related disorders. <ul style="list-style-type: none"> ○ LEA guidelines and implementation procedures are aligned with SBOE-approved procedures for: <ol style="list-style-type: none"> a) Recommendation for assessment b) Assessment c) Identification d) Determination of instruction and services for students having dyslexia or related disorders ○ Multiple sources of valid data for the assessment are on file. ○ Staff training is provided in screening, assessment, and instructional support for students with dyslexia. 	X		

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Reading Program for Students with Dyslexia - The LEA shall have a reading program for student with dyslexia and related disorders that is characterized by the descriptors found in <i>The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders (TEA, February 2001)</i>. Teachers who teach these students are trained in instructional strategies that use individualized, intensive, multi-sensory, and phonetic methods to teach reading. The instructional program includes writing and spelling components. <ul style="list-style-type: none"> ○ The reading program(s) contains individualized, intensive, multi-sensory, and phonetic methods to teach reading and contains writing and spelling components. ○ Teachers have received training in individualized, intensive, multi-sensory, and phonetic methods to teach reading, writing, and spelling. 	X X		
<ul style="list-style-type: none"> • Parent Notification - Before an identification or assessment procedure is used selectively with an individual student, the LEA must notify the student's parents or guardian or another person standing in parental relation to the student. <ul style="list-style-type: none"> ○ Folders of students recommended for assessment for dyslexia contain a signed letter from the parent, guardian, or person standing in parental relation to the student. 	X		
<ul style="list-style-type: none"> • Parents Informed Regarding Section 504 Services and Options - Parents/guardians of students eligible under Section 504 of the Rehabilitation Act of 1973 shall be informed of all services and options available to the student under that federal statute. <ul style="list-style-type: none"> ○ Parent/guardians are informed of service and options available to students under Section 504. 	X		
<ul style="list-style-type: none"> • Program Services Availability - Each school must provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders. The LEA may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus. <ul style="list-style-type: none"> ○ Students are being served on their home campuses. ○ Written justification is included for those students who receive services at a centralized location. 	X		X
<ul style="list-style-type: none"> • Early Identification, Intervention, and Support - A program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties shall be available in the LEA. <ul style="list-style-type: none"> ○ LEA has procedures for identifying students who are at risk for dyslexia or other reading difficulties, and administers the early reading instruments in Grades K-2. ○ LEA has procedures for identifying the reading instructional needs of the students who are at risk for dyslexia and other reading difficulties, and provides accelerated (intensive) reading instruction for students in Grades K-2 who are determined to be at risk for reading difficulties. ○ LEA has procedures for notifying parents and administrators of students who are determined to be at risk for dyslexia or other reading difficulties. 	X X X		
<ul style="list-style-type: none"> • Parent Education Program - Each LEA may provide a parent education program for parent/guardian of students with dyslexia and related disorders. This program should include: awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing. <ul style="list-style-type: none"> ○ Parent education program is provided for parents/guardians of students with dyslexia and related disorders. 	X		

State Programs Gifted and Talented

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Student Assessment - LEAs shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents that include: 1) Provisions for ongoing screening and selection; 2) Assessment measures collected from multiple sources according to each area defined in <i>The Texas State Plan for the Education of Gifted/Talented Students</i>; 3) Data and procedures designed to ensure that students from all populations have access to assessment and, if identified, services for the G/T program; 4) Provisions for final selection of students be made by a committee of at least three local LEA educators who have received training in the nature and needs of G/T students; 5) Provisions regarding furloughs, reassessment, exiting of students from program, transfer students, and appeals of LEA decisions regarding program placement. <ul style="list-style-type: none"> ○ Written board-approved policies or procedures are in place for identification, selection and placement of students. X ○ Provisions regarding furloughs, reassessment, exiting students from program services, transfer students and appeals of LEA decisions are addressed. X ○ Students not yet identified are considered for nomination and screened once a year for services. X ○ Students in grades K-12 shall be assessed and, if identified, provided services. X ○ Assessment of students for G/T includes measures collected from multiple sources for each area of giftedness served by the LEA. X ○ Students are assessed in languages they understand or with non-verbal tests. X ○ At the kindergarten level at least 3 criteria are used to assess students who perform at remarkably high levels of accomplishment relative to age peers. X ○ Assessment in the areas of intellectual and specific academic fields, grades 1-12, uses a minimum of 3 criteria including both qualitative and quantitative measures. X ○ If services are available in leadership, artistic areas, and creativity, a minimum of 3 criteria are used for assessment. X ○ Data and procedures assure that all populations of the LEA have access to assessment and, if identified, services are offered. X ○ Final selection of students for services designed for G/T is made by at least 3 local LEA or campus educators who have received training in the nature of needs of gifted students. X 			X
<ul style="list-style-type: none"> • Professional Development - LEAs shall ensure that: 1) Prior to assignment teachers who provide instruction and services for G/T students should have a minimum of 30 hours of staff development that includes nature and needs, assessing student needs, and curriculum and instruction for gifted student; 2) Teachers providing G/T instruction receive minimum of six hours annually of professional development in gifted education; 3) Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of G/T students and program options; 4) Professional development activities are evaluated, and the results are used in making decisions regarding future staff development plan. <ul style="list-style-type: none"> ○ Teachers have minimum of 30 hours of G/T staff development. X ○ Teachers have six hours of professional development. X ○ Counselors and administrators have six hours of professional development. X ○ Professional development is evaluated and results are used for planning. X 		X X	
<ul style="list-style-type: none"> • Student Services - LEAs shall provide an array of learning opportunities for G/T students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include: 1) Instruction and organizational patterns that enable identified students to work together as a group, to work with other students, and work independently; 2) A continuum of learning experiences that leads to the development of advanced-level products and performances. <ul style="list-style-type: none"> ○ Written framework shows Grades 1-12 learning opportunities that emphasize content in the four core academic areas and modify the regular school curriculum. X ○ Teachers and administrators provide adequate instructional time and planned opportunities for students to work together with other students on G/T projects. X ○ Local board policies are developed that are consistent with SBOE rules on Credit by Examination and Early High School Graduation. X ○ A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances. X ○ Opportunities are provided to accelerate in areas of student strengths. X 			

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Fiscal Responsibility - LEAs shall ensure that no more than 15% of state funds allocated for G/T education are spent on indirect costs as defined in Bulletin 679. Eighty-five percent of funds allocated to gifted education shall be spent on assessment and services for gifted. <ul style="list-style-type: none"> ○ LEA ensures that no more than 15% of state funds allocated for G/T education are spent on indirect costs. Eighty-five percent of the funds allocated are spent on assessment and services for gifted students. 	X		
<ul style="list-style-type: none"> • Program Accountability - LEAs shall ensure that student assessment and services for G/T students comply with accountability standards defined in <i>The Texas State Plan for the Education of the Gifted and Talented</i>. <ul style="list-style-type: none"> ○ Written policies include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of LEA decisions regarding program placement. 	X		
<ul style="list-style-type: none"> • Evaluation - The LEA evaluated the effectiveness of the G/T program annually and uses the data to modify and update district and campus improvement plans. Parents are included in the process. <ul style="list-style-type: none"> ○ A general program evaluation including surveys of families, students, program staff and other LEA staff is conducted annually. ○ G/T students are monitored using assessments other than TAKS, and their performance is assessed periodically to determine that program services are challenging and meet individual student's potential. 	X X		

State Programs Pre-Kindergarten Notification

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Identification - The district actively identifies four-year-old students through communication to the population in the district with children who are eligible for enrollment in a pre-kindergarten class, whether or not the class is actually offered. This notification is provided in both English and Spanish. <ul style="list-style-type: none"> ○ The community was properly notified of the program using multiple sources in English and Spanish. 	X		

State Programs State Compensatory Education (SCE)

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> • Identification of students: The LEA identifies students at risk of dropping out of school using state and local criteria. <ul style="list-style-type: none"> ○ Students at risk of dropping out of school have been identified using state and local criteria. ○ Students at risk of dropping out of school have been identified to teachers. ○ The number of locally-identified at-risk students does not exceed 10 percent of those who received SCE services from the district using state criteria during the school year. 	X X X		
<ul style="list-style-type: none"> • Inclusion of SCE in the District and/or Campus Improvement Plan(s): The district and/or campus improvement plans include SCE campus allocations for resources, needs assessment, description of strategies, FTEs, timelines, measurable performance objectives, and formative evaluation criteria. <ul style="list-style-type: none"> ○ The district improvement plan and/or campus improvement plans include FTEs, supplemental resources and funding/dollar amounts, and strategies for serving students in at-risk situations. ○ The district improvement plan and/or campus improvement plans include needs assessment information from TAKS, dropout rate, and language barrier. ○ The district improvement plan and/or campus improvement plan includes timelines, measurable performance objectives and formative evaluation methods. 	X X X		
<ul style="list-style-type: none"> • Expenditure of 85 Percent of Funds: The LEA budgets and allocates at least 85 percent of its SCE allotment to campuses based on greatest need for allowable supplemental costs to the regular education program. <ul style="list-style-type: none"> ○ 85 percent of SCE allotment is expended. ○ The district funds programs/services designated to supplement regular education program for identified students in at-risk situations. ○ Funds are allocated to campuses based on greatest need. 	X X X		
<ul style="list-style-type: none"> • Reporting of Students to PEIMS: The LEA uses the state at-risk criteria for reporting in PEIMS the number of students at risk of dropping out of school. <ul style="list-style-type: none"> ○ Correct information regarding at-risk students is reported in PEIMS. 	X		
<ul style="list-style-type: none"> • Program Evaluation: The LEA evaluates and documents the effectiveness of the SCE program in two ways; (1) the effectiveness in reducing the disparity in performance on assessment instruments between students at risk of dropping out of school and all other LEA students (beginning in the 2002-2003 school year) and (2) the effectiveness in reducing the disparity in rates of high school completion between students at risk of dropping out of school and all other students in the LEA. <ul style="list-style-type: none"> ○ The LEA has assessed the academic achievement of each student identified as being at risk of dropping out of school. 	X		