

Memorandum

Mesquite Independent School District

To: Linda Henrie, Ed.D.
Superintendent

Date: July 29, 2013

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.*

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 1, 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.*
- 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.*
 - *97% of regular classroom teachers serving GT students had 30 hours of training by December.*
- 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.*
 - *96% of regular classroom teachers serving GT students received 6 hours of G/T staff development.*

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