

BOARD OF TRUSTEES
AGENDA☐ Workshop☒ Regular☐ Special(A) ☒ Report Only☐ Recognition

Presenter(s): SAMUEL MIJARES, DEPUTY SUPT. for C & I
ROLANDO SALINAS, FEDERAL PROGRAMS DIRECTOR

Briefly describe the subject of the report or recognition presentation.

COMPLIANCE REPORTS FOR SCHOOL YEAR 2013-2014 FOR THE GUN-FREE SCHOOLS DISTRICT REPORT; TITLE I, PART A REPORT; TITLE I, PART C-ED OF MIGRATORY CHILDREN; TITLE II, PART A REPORT; TITLE III, PART A REPORT; TITLE IX, SEC9532 UNSAFE SCHOOL CHOICE; HOMELESS STUDENTS ENROLLED; PRIVATE NONPROFIT SCHOOL PARTICIPATION; TITLE I FOCUS SCHOOL GRANT (SAM HOUSTON ELEMENTARY).

☐


(B) Action Item


Presenter(s):


Briefly describe the subject of the report or recognition presentation.


(C) Funding Source: Identify the course of funds if any are required

(D) Clarification: Explain any question or issues that might be raised regarding this item.

Report Status: Submitted		FORMULA		Report ID: 0016830272530001	
 SAS#: NCLBAA14		Organization: Eagle Pass ISD		County District: 159901	
		Campus/Site: N/A		ESC Region: 20	
		Vendor ID: 1746000701		School Year: 2013-2014	
2013-2014 NCLB Consolidated Federal Grant Application					
PR6000					
PR6000 - Gun-Free Schools District Report					
				Amendment #	Version #
				00	01
LEA Report					Help
1.	Will the LEA request any federal funds in 2014-2015 under the Elementary and Secondary Education Act, as amended?				<input checked="" type="radio"/> Yes <input type="radio"/> No
2.	Were any students found to have brought a firearm (as defined by Title 18 U.S.C., Section 921) to school? Include students even if expulsion was shortened or no penalty was imposed.				<input type="radio"/> Yes <input checked="" type="radio"/> No
Additional LEA Data (optional)					1000 of 1000
Primary Contact					
First Name		25 of 30	Initial	Last Name	25 of 30
Tracy			S	Mynar	
Telephone		Ext.	Fax	E-Mail	37 of 60
830-773-5181		1024	830-757-2792	tmynar@eaglepassisd.net	
				Confirm E-Mail	37 of 60
				tmynar@eaglepassisd.net	
Copy - Copy Primary Contact information to Authorized Official.					
Certification and Incorporation Statement					
I hereby certify that the information contained in this report is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding.					
Authorized Official					
First Name		22 of 30	Initial	Last Name	22 of 30
Gilberto				Gonzalez	
Telephone		Ext.	Fax	E-Mail	34 of 60
830-773-5181		1001	830-773-7252	ggonzalez@eaglepassisd.net	
				Confirm E-Mail	34 of 60
				ggonzalez@eaglepassisd.net	
Submitter Information					
First Name		Last Name		Approval ID	Submit Date and Time
Tracy		Mynar		e159901tmyn	6/6/2014 3:16:12 PM
Only the legally responsible party may submit this report.					Certify and Submit

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	Vendor ID: 1746000701	School Year: 2013-2014	
2013-2014 NCLB Consolidated Compliance Report			
Compliance Report			
PR1000 - Title I, Part A			
Part 1: Private Nonprofit School Participation			
Did private nonprofit schools participate?			<input type="radio"/> Yes <input checked="" type="radio"/> No
The remainder of Part 1 is hidden because no Private Nonprofit Schools participated for this LEA.			
Part 2: Estimated Expenditures from Title I, Part A, Funds Reserved at LEA Level			
		Expenditures	
1.	LEA Parental Involvement activities (Minimum 1% required if current-year entitlement exceeds \$500,000. At least 95% of the 1% must be allocated to Title I, Part A, campuses. This 95% of the 1% is over and above the regular Title I, Part A, campus allocation.)	552,074	
2.	Title I, Part A, Services to Eligible Private Nonprofit School Students , Not Including Administration		
3.	Preschool programs	0	
4.	Administration of Title I, Part A, programs (including administration of Title I, Part A, programs for eligible private school students and students at facilities for neglected and delinquent)	427,335	
5.	LEA Professional development activities	368,345	
6.	Professional Development if LEA Was Identified for School Improvement Excluding the Amount Expended in Line 5	149,990	
7.	School Improvement Activities under P.L. 107-110, Section 1116 or 1117, Excluding the Amount Expended in Line 6	0	
Part 2: Estimated Expenditures from Title I, Part A, Funds Reserved at LEA Level (Continued)			
8.	Services to Homeless Students Attending Campuses Not Served by Title I, Part A	0	
9.	Services to Students Residing in Local Facilities for the Neglected	0	
10.	Services to Students Residing in Local Facilities for the Delinquent	0	
11.	Other (specify):	0	
Part 3: Schoolwide Campus Programs			
		Expenditures	
1.	Estimated Total Title I, Part A, Expenditures from Schoolwide Campus Budgets	4,080,088	
Part 4: Targeted Assistance Campus Programs			
Part 4 is hidden because it does not apply to your organization.			
Total			
Total Title I, Part A, Estimated Expenditures for Parts 2 through 4			5,577,832

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SAS#: NCLBAA14			
2013-2014 NCLB Consolidated Compliance Report			
Compliance Report			
PR1000 - Title I, Part A			
Part 5: High-Quality Professional Development			
1.	Total Number of Teachers in the LEA (inclusive of Title I campuses and non-Title I campuses)		880
2.	Number (Title I and non-Title I) Reported Above Who Participated in High-quality Professional Development Activities (as defined by P.L. 107-110, Section 9101) During 2013-2014		880
3.	Expenditure for Professional Development to Meet Highly Qualified Requirements for Teachers and the Qualification Requirements for Paraprofessionals under section 1119 (regardless of fund source)		820
Part 6: Services Provided			
1.	Does the LEA provide family literacy services funded by Title I, Part A?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
2.	How many Title I, Part A, campuses (including both Targeted Assistance and Schoolwide) provided extended learning opportunity programs (before- and after-school programs, extended-day Kindergartens, Saturday and/or weekend programs, summer programs, and/or intersession programs)?		16
3.	Types of Title I, Part A, services provided to homeless students:		
	<input type="checkbox"/> Tutoring <input type="checkbox"/> Instructional Services to Accelerate Learning <input type="checkbox"/> School/Instructional Supplies <input type="checkbox"/> Medical/Health Services <input checked="" type="checkbox"/> Before- or After-School Programs <input type="checkbox"/> Clothing <input type="checkbox"/> Other		
4.	Number of Students for the Following:	Number of Students	
	A. Students with One or More Disabilities		1,093
	B. Limited English Proficient		5,188
	C. Migrant		973
Part 7: Federally Funded Staff on a Targeted Assistance Program			
Part 7 is hidden because it does not apply to your organization.			

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Compliance Report				
PR1000 - Title I, Part A				
Part 8: Student Participation				
	Schoolwide Program	Targeted Assistance Program	Private Nonprofit Schools	Local Facilities for Neglected
By Grade				
Ages 0-2	0			
Ages 3-5	704			
Kindergarten	1,206			
Grade 1	1,351			
Grade 2	1,250			
Grade 3	1,185			
Grade 4	1,192			
Grade 5	1,177			
Grade 6	1,231			
Grade 7	1,285			
Grade 8	1,186			
Grade 9	1,560			
Grade 10	1,187			
Grade 11	942			
Grade 12	957			
Ungraded	0			
Total	16,413			
By Gender				
Male	8,505			
Female	7,908			
Total	16,413			
By Ethnicity				
American Indian/Alaskan Native	248			
Asian	34			
Black/African American	8			
Hispanic/Latino	15,981			
Native Hawaiian/Other Pacific Islander	4			
White	120			
Two or More Races	18			
Total	16,413			
By Type of Instructional Service - TA Only				
Reading/Language Arts				
Mathematics				
Social Studies				
Science				
Vocational/Career				
Other				

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2013-2014 NCLB Consolidated Compliance Report
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Compliance Report


PR1000 - Title I, Part A


Part 8: Student Participation (Continued)
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By Type of Support Service - TA Only				
Guidance/Counseling				
Health/Dental/Eye Care				
Other				


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2013-2014 NCLB Consolidated Compliance Report		
Compliance Report		
PR1000 - Title I, Part A		
Part 9: Program Implementation		
Requirement	Compliance Status	Date
Program Coordination/Integration		
1. 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. [P.L. 107-110, Section 1112(b)(1)(E)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status: The Title I Coordinating Council consisting of members from the Teaching Mentoring Communities, Community Service Agency, Office of Border Affairs, Maverick County Colonias Ombudsman, Texas AM-HEP, Early Childhood Intervention, WIC, Head-start, Community Businesses, Texas Workforce Commission, M.E.T. INC., and District staff. Monthly meeting sign-in sheets, agendas, hand-outs and minutes are on file at the district office.		73 of 500
2. The LEA coordinates Title I, Part A, services with Title I, Part C, services in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program. [P.L. 107-110, Section 1112(b)(1)(E)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status: The district coordinates after-school programs with Title I, Part C Migrant Funds. After-school program payroll, student enrollment ledgers, surveys and attendance rosters are on file at the district office.		292 of 500
Needs Assessment		
3. For Title I, Part A, schoolwide program, the campus conducts a comprehensive needs assessment of the entire school. [P.L. 107-110, Section 1114(b)(1)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status: Each campus conducts a comprehensive needs assessment and includes it in their campus improvement plan.		397 of 500
4. For a Title I, Part A, targeted assistance program, the LEA identifies students not older than age 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. [P.L. 107-110, Section 1115(b)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		500 of 500
5. The LEA conducts a comprehensive needs assessment that includes an assessment of local needs for professional development and hiring. This assessment includes the participation of teachers, including Title I, Part A teachers, and takes into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement standards. [P.L. 107-110, Section 2122(c)(2)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status: LEA use the TEA recommended CNA process. A summary of needs assessment findings from the District Wide Committee and Sub-Committees as well as LEA summary documents are available on file as data sources.		297 of 500


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2013-2014 NCLB Consolidated Compliance Report					
Compliance Report					
PR1000 - Title I, Part A					
Part 9: Program Implementation (Continued)					
Requirement		Compliance Status		Date	
Parental Involvement					
6.	The LEA has a written parent involvement policy that is developed jointly with, agreed upon by, and distributed to, parents of participating students. [P.L. 107-110, Section 1118(a)(2)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		10/4/2013	
Explanation of Compliance Status:		405 of 500			
The district has adopted a legal and local parent involvement policy (EHBD) adopted: 02/12/2010					
7.	Each Title I, Part A, campus has a written parent involvement policy that is developed jointly with, agreed upon by, and distributed to parents of participating students. [P.L. 107-110, Section 1118(b)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		2/28/2014	
Explanation of Compliance Status:		219 of 500			
Each campus has meetings at the beginning and end of the school year in which parents are involved in the discussion and review of the campus and district parent involvement policies. Campus meeting sign-in sheets, agendas, minutes and hand-outs are on file at the district office.					
8.	Each Title I, Part A, campus convenes an annual meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. [P.L. 107-110, Section 1118(c)(1)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		10/4/2013	
Explanation of Compliance Status:		299 of 500			
All campuses have an annual meeting in which program information, rights and requirements are discussed. Each campus submitted sign-in sheets, agendas and copies of the data distributed to the parents.					
9.	The LEA has School-Parent compacts at each Title I, Part A, campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards. [P.L. 107-110, Section 1118(d)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A			
Explanation of Compliance Status:		194 of 500			
Each campus has meetings at the beginning and end of the school year in which parents are involved in the discussion and review of the campus and district parent involvement policies and school compacts. Each campus submitted sign-in sheets, minutes, agendas, and copies of the data distributed to parents.					
10.	The Title I, Part A, LEA and campuses educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. [P.L. 107-110, Section 1118(e)(3)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		8/22/2013	
Explanation of Compliance Status:		322 of 500			
Each campus is provided staff development annually on how to utilize and value the contributions of parents. Campus sign-in sheets and agendas are on file at the district office.					
11.	The LEA provides communications about the Title I, Part A, program in a format, and to the extent practicable, in a language that parents can understand. [P.L. 107-110, Section 1111 and 1118(e)(5) and (f)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A			
Explanation of Compliance Status:		363 of 500			
The district has translators on staff. Agendas, hand-outs, notices and copies of translated documents are on file at the district office.					

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2013-2014 NCLB Consolidated Compliance Report				
Compliance Report				
PR1000 - Title I, Part A				
Part 9: Program Implementation (Continued)				
Requirement		Compliance Status		Date
Parental Involvement (Continued)				
12.	Each Title I, Part A, campus provides, to each individual parent, information on the level of achievement of the parent's child in each of the required state academic assessments. [P.L. 107-110, Section 1111(h)(6)(A-B)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	6/4/2014	
Explanation of Compliance Status:		82 of 500		
Parents are provided failure reports, state assessment results and report cards. Parents can review their child's grades/progress on Gradespeed (Internet-based reporting system). Grade level meeting sign-in sheets, copies of failure reports, report cards and assessment data are available at the campus. Grade level meeting sign-in sheets copies of failure report cards and assessment data are available at the campus.				
13.	Each Title I, Part A, campus provides timely notice, to each individual parent, if the child has been assigned to or taught by a teacher who is not highly qualified for four or more consecutive weeks. [P.L. 107-110, Section 1111(h)(6)(A-B)]	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	10/21/2013	
Explanation of Compliance Status:		366 of 500		
Campus number 159901-041, Eagle Pass Junior High did send the parent notification letter but not within the required 30 day time-line.				
14.	The LEA ensures that parents of students in Title I schools are informed of their right to request and receive information on the qualifications of their children's teachers. [P.L. 107-110, Section 1111(h)(6)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	8/16/2013	
Explanation of Compliance Status:		60 of 500		
Campuses keep copies of the "Right to Request Teacher Qualifications," letters sent to parents of their right to request and receive information of the qualifications of their child's teacher. Parents are provided a copy of the Student/Parent Handbook at registration and a notice is also sent home at the beginning of the school year informing parents of these rights. Student handbook and a copy of the notice are available at the campus.				
Program Evaluation				
15.	The LEA has a written parent involvement policy and conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A, schools. [P.L. 107-110, Section 1118(a)(2)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		
Explanation of Compliance Status:		57 of 500		
A district wide survey is distributed to all parents to evaluate all federally funded programs. Surveys, tallies and summaries are on file at the district office. Each campus has meetings at the beginning and end of the school year in which parents are involved in the discussion and review of the campus and district parent involvement policies. Campus meeting sign-in sheets, agenda, minutes and hand-outs are on file at the district office.				
16.	The LEA academically assessed Title I, Part A, services provided to participating private schools as agreed upon during consultation, and these results were used to improve services to private schools. [P.L. 107-110, Section 1120(b)(1)(D); 9501(c)(1)(D)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		
Explanation of Compliance Status:		500 of 500		

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Compliance Report		
PR1000 - Title I, Part A		
Part 9: Program Implementation (Continued)		
Requirement	Compliance Status	Date
Private Nonprofit Services		
17. The LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A, program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Sections 1120(a), 1120(b)(2)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		500 of 500
Highly Qualified Plan		
18. The LEA publicly reported the annual progress of the LEA as a whole and of each of its campuses in meeting the highly qualified teachers requirements. [P.L. 107-110, Section 1119 (b)(1)(A)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	12/10/2013
Explanation of Compliance Status:		248 of 500
Highly qualified teacher data is reported on each NCLB Campus Repot Card and as well as the district NCLB report card. Highly qualified teacher data is also reported publicly at the School Board of Trustees meetings and posted on the district web-site.		
19. The LEA has ensured that each campus has a highly qualified teacher plan that includes strategies to ensure that teachers who are not highly qualified in all core academic subject areas taught become highly qualified within a reasonable timeframe. [P.L. 107-110, Section 2122 (b)(10)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		409 of 500
The district works with each campus and maintains on file copies of highly qualified plans.		
20. Does the LEA have on file for each Title I, Part A, campus, a written attestation signed by the principal stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements? [P.L. 107-110, Section 1119(i)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		417 of 500
The district has on file attestation letters from every principal for all campuses.		
Part 10: Additional LEA Data (Optional)		1000 of 1000

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Compliance Report			
PR1200 - Title I, Part C- Ed of Migratory Children			
Part 1: Private Nonprofit School Participation			
Did private nonprofit schools participate?			<input type="radio"/> Yes <input checked="" type="radio"/> No
The remainder of Part 1 is hidden because no Private Nonprofit Schools participated for this LEA.			
Part 2: Intensive Reading and Math Instruction Offered to Priority for Service Students			
1.	Enter the total number of Priority for Service (PFS) students identified in your district for the 2013-2014 school year. (This should be an unduplicated count.)	359	
2.	Has the LEA offered any Intensive Reading and Math instruction to Priority for Service Students?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
The remainder of Part 2 is hidden because the LEA does not have an Intensive Reading and Math Instruction offered to Priority for Service Students.			

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Compliance Report			
PR1200 - Title I, Part C- Ed of Migratory Children			
Part 3: Project SMART - Summer/Intersession Term			
Does the LEA have a Project SMART Summer/Intersession term?			<input type="radio"/> Yes <input checked="" type="radio"/> No
The remainder of Part 3 is hidden because the LEA does not have Project SMART Summer/Intersession term.			

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Compliance Report		
PR1200 - Title I, Part C- Ed of Migratory Children		
Part 4: Other Migrant Funded Summer Program Data (If Project SMART not implemented)		
Does the LEA have another Migrant Funded Summer Program?		<input checked="" type="radio"/> Yes <input type="radio"/> No
1. Provide the name of the scientifically based curriculum used.		0 of 100
The "Keep on Reading Program," is a research-based program developed through People's Education Inc.		
2. Provide the names of the pre/post assessment instruments used.		66 of 300
The "Keep on Reading Program," incorporates the Skill E-Path Prescriptive Testing based on skills taught during the duration of the program. The tests measure mastery of TEKS objectives and adheres to current state academic standards.		
3. Describe how the migrant funded summer program is supplemental to other summer programs offered by the district.		8 of 300
The program incorporates unique and special support by focusing on the development of reading comprehension, fluency, and vocabulary through the use of authentic literature, learning centers, and technology. No other summer program is available to provide such service for struggling readers.		
4. Describe how the district evaluated the overall effectiveness of the migrant summer program.		380 of 600
Reading and Math improvement was measured through weekly exercises, unit quizzes, and daily grades were maintained to determine growth. Student work-portfolios and Pre and Post tests were administered to determine gains.		
Part 5: Key Migrant Education Program (MEP)-Funded Personnel		
Does the LEA have key MEP-Funded Personnel?		<input checked="" type="radio"/> Yes <input type="radio"/> No
	Regular-Term	Summer-Term/ Intersession
	Headcount	FTE
Administrators	1	1.00
Teachers	2	2.00
Counselors	1	1.00
All Paraprofessionals	28	20.30
Recruiters	15	5.60
Records Transfer Staff	2	2.00
Totals	49	31.90
Qualified Paraprofessionals (from All Paraprofessionals above)	28	20.30



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County District: 159901

Campus/Site: N/A

ESC Region: 20

SAS#: NCLBAA14

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2013-2014 NCLB Consolidated Compliance Report

Compliance Report


PR1200 - Title I, Part C- Ed of Migratory Children


Part 6: Estimated Expenditures from Title I, Part C Funds


Only select the corresponding box if the LEA does not have the campus type.


- ☐ Select this box if you have no secondary high school (grades 9-12).
- ☐ Select this box if you have no middle school (grades 6-8)/junior high (grades 7-8).
- ☐ Select this box if you have no elementary school (grades 1-6).
- ☐ Select this box if you have no Early Childhood/School Readiness Program (EE-Kindergarten).
- ☐ Select this box if you have no support services.


Expenditures Related to Required Program Activities		Funding Source	
		MEP	Other
1.	ID&R: Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> .	193,702	0
2.	ID&R: Conduct ID&R activities as outlined in the ID&R plan in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> .	48,322	0
3.	NGS: Encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the <i>Manual for New Generation System (NGS) Data Management Requirements</i> .	67,924	0
4.	Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.	163,652	0
5.	Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.	33,835	0
6.	Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.	79,635	0
7.	Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.	24,303	0
8.	Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.	21,736	0
9.	Middle School Students: Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. The presentation or information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.	20,944	0
10.	Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.	15,342	0
11.	Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.	27,671	0
12.	Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.)	25,884	0


Report Status: Complete		FORMULA				Report ID: 0016860272530001					
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SAS#: NCLBAA14											
2013-2014 NCLB Consolidated Compliance Report											
Compliance Report											
PR1200 - Title I, Part C- Ed of Migratory Children											
Part 6: Estimated Expenditures from Title I, Part C Funds											
Expenditures Related to Required Program Activities						Funding Source					
						MEP		Other			
13.	District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant students with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration.					7,837		0			
14.	Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs.					31,359		0			
15.	Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.					8,360		0			
16.	Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC bylaws established by the district. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.)					1,061		0			
17.	Program Evaluation: Conduct an evaluation of your Migrant Education Program.					12,277		0			
18.	PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code.					8,360		0			
Expenditures Related to Planned Supplemental Activities						Funding Source					
						MEP		Other			
19.	Secondary High School (Grades 9-12) (PFS = Priority For Service) (PNP = Private Nonprofit)					118,221		1,589			
						Population Served					
						All Migrant		PFS		PNP	
Graduation Plan Support (Migrant Counselor or Specialized Staff)						<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Credit Accrual - Alternative Methods						<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Credit Accrual - Other Computer-Assisted Instruction						<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Credit Accrual - Tuition or Fees						<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Extended-Day Tutoring						<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Tutoring During Regular School Day						<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Extended-Day Statewide Student Assessment Tutorials						<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>	
						Other (Specify):		Financial Aid Mtg.,Leadership Academy,College Tour		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	
20.	Middle School (Grades 6-8)/Junior High (Grades 7-8)					37,591		2,520			
						Population Served					
						All Migrant		PFS		PNP	
Extended-Day Tutoring						<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Tutoring During Regular School Day						<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Extended-Day Statewide Student Assessment Tutorials						<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Statewide Student Assessment Tutorials During Regular School Day						<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Reading Instruction by a Teacher						<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Math Instruction by a Teacher						<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
						Other (Specify):		Leadership Academy,College Tours,Student Workshop		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	


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2013-2014 NCLB Consolidated Compliance Report			
Compliance Report			
PR1200 - Title I, Part C- Ed of Migratory Children			
Part 6: Estimated Expenditures from Title I, Part C Funds (Continued)			
Expenditures Related to Planned Supplemental Activities (Continued)		Funding Source	
		MEP	Other
21. Elementary Students (Grades 1-6)	610,851		5,964
	Population Served		Population Served
	All Migrant	PFS	PNP
Extended-Day Tutoring	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Supplemental Instructional Support by a Teacher for Migrant 1st Graders
Tutoring During Regular School Day	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Summer Programs - Project SMART
Extended-Day Statewide Student Assessment Tutorials	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Summer Programs - Other (Specify):
Statewide Student Assessment Tutorials During Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Migrant Literacy Program (1st-5th)
Reading Instruction by a Teacher	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Other (Specify): Summer Academy 6th,Elem. Educational Field Trip
Math Instruction by a Teacher	<input type="checkbox"/>	<input type="checkbox"/>	
22. Early Childhood/School Readiness Program (EE-Kindergarten)	106,757		0
	Population Served		Population Served
	All Migrant	PFS	PNP
Center-based Program for 3- and 4-Year Olds (Specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Summer Programs - Project SMART
Home-based Program for 3- and 4-Year Olds (Specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Summer Programs - Other (Specify):
Supplemental Instructional Support by a Teacher for Migrant Pre-K or Kindergarten Students	<input type="checkbox"/>	<input type="checkbox"/>	Other (Specify): Stepping Stones Program(3-yrs.old),Ed.Field Trip


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PR1200 - Title I, Part C- Ed of Migratory Children					
23.	Support Services			123,751	600
<input checked="" type="checkbox"/> To Meet Identified Needs for Academic and Nonacademic Support Services				Population Served	
				All Migrant	PFS
				PNP	
Clothing				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School Supplies				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vision Screening (When Not Provided as Part of Foundation Program)				<input type="checkbox"/>	<input type="checkbox"/>
Hearing Screening (When Not Provided as Part of Foundation Program)				<input type="checkbox"/>	<input type="checkbox"/>
Other Health Support Services (Specify):				<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> To Facilitate Involvement of Migrant Parents				All Migrant	PFS
				PNP	
Childcare				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transportation				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Light Snack				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Registration for State and/or National Workshops and Conferences				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Outreach Activities for Out-of-School Youth and Their Parents				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Other Support Services				All Migrant	PFS
				PNP	
Other (Specify): District Parent Conference				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Total					
Total Title I, Part C Estimated Expenditures for Part 6				1,789,375	10,673


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2013-2014 NCLB Consolidated Compliance Report		
Compliance Report		
PR1200 - Title I, Part C- Ed of Migratory Children		
Part 7: Program Implementation		
	Requirement	Compliance Status Date
Program Coordination/Integration		
1.	<p>The LEA has made adequate provision for serving the unmet educational needs of preschool migrant children. [P.L. 107-110, Section 1304 (b)(1) and (c)(4)]</p> <p>Explanation of Compliance Status:</p> <p>The EPISD Migrant Program provides for the implementation of the Stepping Stones Program throughout the regular school year. Through our NGS system our staff surveys and refers migrant families to other local pre-school programs such as Teaching and Mentoring Communities, the Community Service Agency of South Texas, and other services. Evidentiary documentation is maintained in the form of referral forms, preschool residency data, family logs and NGS Reports.</p>	<p><input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p> <p style="text-align: right;">37 of 500</p>
Needs Assessment		
2.	<p>The 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. [P.L. 107-110, Sections 1301(2), §1304(d)]</p> <p>Explanation of Compliance Status:</p> <p>The EPISD Migrant Education Program coordinates with local school administrators and educators at schools in order to identify low performing migrant students that are at risk of failing courses or that need extensive remediation. This is conducted through analysis of state assessment results, campus-based assessments, benchmarks, and grade speed progress reports. Documentation is maintained in the form of PEIMS Grade Rosters, Academic Tracking Reports and STAAR results.</p>	<p><input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p> <p style="text-align: right;">25 of 500</p>
3.	<p>The LEA identifies and addresses the special educational needs of migrant children through a comprehensive plan for needs assessment and service delivery. [P.L. 107-110, Sections 1306(a)(1)(A)-(G)]</p> <p>Explanation of Compliance Status:</p> <p>A Comprehensive Needs Assessment is prepared every year based on critical analysis of migrant student local academic performance data and state assessment results. Through this process the program identifies low performing academic subject areas, low performing objectives, and identifies gaps in learning. Evidentiary documentation is available in the form of annual analysis of STAAR Results, School Assessment Results, and Dropout Data and Secondary Credit Accrual data.</p>	<p><input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p> <p style="text-align: right;">27 of 500</p>
Parental Involvement		
4.	<p>The 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. [P.L. 107-110, Sections 1304(c)(3); 1306(a)(1)(B)(ii); and 1118]</p> <p>Explanation of Compliance Status:</p> <p>The Migrant Education Program maintains an advisory committee composed of migrant parents that meet throughout the year for the purpose of planning, implementing, and evaluating the year-round services and programs. PAC meetings are conducted on a monthly basis beginning in October and ending in March. Committee discussions, recommendations, and responses are archived in the department in the form of recorded minutes, agendas and information, surveys, and sign-in sheets.</p>	<p><input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p> <p style="text-align: right;">25 of 500</p>


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PR1200 - Title I, Part C- Ed of Migratory Children		
Part 7: Program Implementation (Continued)		
	Requirement	Compliance Status Date
Program Evaluation		
5.	<p>The 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 Texas children are expected to meet. [P.L. 107-110, Section 1304 (b)(1), (b)(2), and (c)(5)]</p>	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		17 of 500
<p>The EPISD evaluates the Migrant Education Program through local, state, or federal programs criteria. Goals and desired measurable outcomes are designated for all facets of the migrant program. Program improvements are determined based on comparable data related to state standards, assessment results and other applicable data. The following documentation is available: District STAAR Analysis, District Improvement Plan, MEP-End of Year Evaluation, the PFS Action Plan & ID&R Plan.</p>		
6.	<p>The LEA academically assessed Title I, Part C services provided to participating private schools as agreed upon during consultation, and these results were used to improve services to private schools. [P.L. 107-110, Section 1120(b)(1)(D); 9501(c)(1)(D)]</p>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		500 of 500
Private Nonprofit Schools		
7.	<p>The LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Migrant program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Section 9501]</p>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		500 of 500
Use of Funds		
8.	<p>Did the LEA ensure that MEP funds not consolidated in a schoolwide program were only used to carry out activities authorized under the MEP? [P.L. 107-110, Section 1304(c)(1)]</p>	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		60 of 500
<p>The EPISD ensures that all migrant funds are used appropriately in accordance with the Federal Programs Guidelines and guidelines delineated in the U.S.D.E. Non-Regulatory Guidance. Funds are used for the implementation of all required program activities planned supplemental activities and support services. Monthly Federal Programs' meetings are held to verify that program activities are implemented as planned and monitored accordingly.</p>		
9.	<p>Did the LEA ensure that all MEP-funded services and activities were supplemental? [P.L. 107-110, Section 1304(c)(2)]</p>	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		19 of 500
<p>The district ensures that migrant funds are used strictly for supplemental purposes by verifying that the service or program is not being offered through other federal, state, or local programs. Coordination is conducted with other curriculum programs (Title I.A, Title III) to ensure that supplanting does not occur. Documentation available includes the following: department meetings, principals' meetings, memorandums, district improvement plan, budget plans and appropriations.</p>		

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PR1200 - Title I, Part C- Ed of Migratory Children		
Part 7: Program Implementation (Continued)		
	Requirement	Compliance Status Date
Use of Funds (Continued)		
10.	Did the LEA ensure that MEP-funded supplies, materials, and equipment were used only for MEP activities and to the benefit of MEP students? [P.L. 107-110, Section 1304(c)(1)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		4 of 500
The Migrant Education Program ensures that supplies, materials and equipment purchased through migrant funds are for the explicit use and benefit of migrant students. All items are reviewed, monitored, and approved through the program director. Items purchased must be for direct use with migrant students or for the support a specific migrant functions or services. Evidentiary documentation is found in the form of district plans, PO rationales, student logs, MEP handbooks and MEP inventories.		
11.	Did the LEA ensure that appropriate time and effort records were maintained for staff who were split-funded with Title I, Part C and other funds? [OMB Circular A-87]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		5 of 500
The EPISD maintains time and effort records for all split funded personnel throughout the year. All split funded staff are required to keep record of all MEP activities performed and must comply with the amount of time dedicated for duties and activities. MEP staff must log in time, type of service, and students serviced at schools. The following documentation is maintained as evidence of duties completed: time and effort logs, migrant resource binders, student ledgers, and daily schedules.		
12.	Did the LEA ensure that it maintained control of Title I, Part C program funds being used to provide equitable services to private school migrant students and their teachers? [P.L. 107-110, Section 9501; and 34 CFR 299.6]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		500 of 500
13.	Did the LEA ensure that migrant student records were requested and transferred in a timely manner? [P.L. 107-110, Section 1304(b)(3)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		0 of 500
The EPISD coordinates with other outside school districts throughout the year in the transfer and retrieval of academic records. Records requests and submission are efficiently done through migrant NGS and counseling staff. The NGS system and MSIX are used as portals to obtain information. The migrant NGS staff maintain open communication with outside districts on academic records. The following evidence is maintained: e-mails, academic grades, partial grades, course transcripts and withdrawals.		
Part 8: Additional LEA Data (Optional)		

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	Vendor ID: 1746000701	School Year: 2013-2014	
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Compliance Report			
PR3000 - Title II, Part A			
Part 1: Funding Transferability			Help
Did the LEA participate in the Funding Transferability program with Title II, Part A, funds? <input type="radio"/> Yes <input checked="" type="radio"/> No			
The remainder of Part 1 is hidden because the LEA did not participate in the Funding Transferability program with Title II, Part A, Funds.			
Part 2: Section 6211 - Rural Education Achievement Program (REAP)			Help
Did the LEA participate in REAP with Title II, Part A, funds? Check No if the LEA is not eligible for REAP. <input type="radio"/> Yes <input checked="" type="radio"/> No			
The remainder of Part 2 is hidden because the LEA did not participate in REAP with Title II, Part A, Funds.			
Part 3: Private Nonprofit School Participation			
Did private nonprofit schools participate?			<input checked="" type="radio"/> Yes <input type="radio"/> No
Consultation			Number
1.	Participating Private Nonprofit Schools That Received Equitable Services		2
2.	Months the LEA Had Ongoing Consultation with the Private Nonprofit Schools		
	<input type="checkbox"/> January <input type="checkbox"/> February <input checked="" type="checkbox"/> March <input type="checkbox"/> April <input checked="" type="checkbox"/> May <input type="checkbox"/> June <input type="checkbox"/> July <input type="checkbox"/> August <input checked="" type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> December		
Inventory			<input type="checkbox"/> Not Applicable
3.	Position of the LEA Person Responsible for Maintaining Auditable Records and Labeling the LEA Material and Equipment Housed at the Participating Private Nonprofit Schools		Media Clerk
4.	Dates Inventory Was Conducted at the Private Nonprofit Schools (At least one date is required)		
	10/8/2013	2/24/2014	
Equitable Services			
5.	Indicate how the LEA calculated equitable services for Title II, Part A, to participating private nonprofit schools.		
	<input type="radio"/> Amount of Title II, Part A, Funds Budgeted for Professional Development Activities for LEA Staff <input checked="" type="radio"/> Total Amount of Eisenhower Professional Development Programs and Class-Size Reduction Program Funds Expended for Professional Development Activities in School Year 2001-2002 [P.L. 107-110, Section 9501 (b)(3)]		

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Compliance Report		
PR3000 - Title II, Part A		
Part 4: Program Expenditures and Activities Participation		
	LEA	PNP
1. Recruiting, Hiring and Retention of Highly Qualified Teachers, Assistant Principals, and Pupil Services Personnel		
2. Improving the Quality of the Teacher Workforce to Meet the Requirements of P.L.107-110, section 1119	820	1
3. Class-Size Reduction	788,288	18
4. Improving the Quality of the Paraprofessional Workforce to Meet the Paraprofessional Qualifications under P.L. 107-110, section 1119	0	0
5. Professional Development in Core Academic Subject Areas	110,837	19
6. Title II, Part A, Funds Combined in One or More Title I, Part A Schoolwide Campus Budgets to Upgrade the Entire Educational Program at the Campus		
7. Other Allowable Activities (not included in questions 1-6 above)		
8. Number of Professional Development Activities by Core Academic Subject Area (unduplicated count)		
English/Lang Arts	Reading	Mathematics
3	1	2
Civics/Government	Economics	Foreign Language
0	0	0
	Science	Arts
	2	0
	History	Geography
	1	0
		Other
		1
Part 5: Program Implementation		
Requirement	Compliance Status	Date
Program Coordination/Integration		
1. The LEA coordinated the use of Title II, Part A, with Title I, Part A, funding to provide professional development for teachers and principals and other appropriate staff, for parental involvement and teacher/paraprofessional qualifications. [P.L. 107-110, Section 1112(b)(1)(D)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		282 of 500
Funds were expended for those uses identified in the campus needs assessment for Title I, Part A and Title II, Part A district needs assessment. A list of staff development conducted are on file at the district office.		
2. The LEA coordinated with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A, program activities and preparing the LEA application for funding. [P.L. 107-110, Section 2122(b)(7)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		322 of 500
Planning meetings were held at the end of the school year at every campus. Agendas, sign-in sheets, minutes and hand-outs were reviewed during the preparation of the application.		
3. The LEA coordinated professional-development activities funded under Title II, Part A, with professional-development activities funded under other Federal, State, and local programs. [P.L. 107-110, Section 2122(b)(4)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		259 of 500
Title II, Part A activities used complemented and supported Staff Development purchased through, Title I, Part A and Title III. Staff Development Activity sign-in sheets, registration forms and evaluation are on file at the district office.		

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PR3000 - Title II, Part A		
Part 5: Program Implementation (Continued)		
Requirement	Compliance Status	Date
Program Coordination/Integration (Continued)		
Needs Assessment		
4. Based on an assessment of local needs for professional development and hiring, the LEA targeted Title II, Part A, funds to schools within the LEA that: <ul style="list-style-type: none"> 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. [P.L. 107-110, Section 2122(b)(3) and (c)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status: All teachers are highly qualified. Student teacher ratios were analyzed and no significant differences were found. Title II funds were targeted on district and campus needs assessments. District and campus needs assessment, personnel data, enrollment counts are available for submission. Staff development needs on a campus identified as being in school improvement were met by Title I.		114 of 500
Private Nonprofit Services		
5. The LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Title II, Part A, program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of eligible private school teachers and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Section 9501]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	5/28/2013
Explanation of Compliance Status: Consultations occurred throughout the year. Meeting sign-in sheets, agendas and hand-outs are on file at the district office.		375 of 500
Use of Funds		
6. Teachers paid with Title II, Part A funds for class-size reduction meet the HQ teacher requirements. [P.L. 107-110, Section 2123(a)(2)(B)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status: All teachers paid from Title II, Part A funds were Highly Qualified. Highly Qualified determination sheets and other appropriated personnel data are available for submission.		326 of 500
Part 6: Additional LEA Data (Optional)		

Report Status: Complete	FORMULA	Report ID: 0016860272530001	
 SAS#: NCLBAA14	Organization: Eagle Pass ISD	County District: 159901	
	Campus/Site: N/A	ESC Region: 20	
	Vendor ID: 1746000701	School Year: 2013-2014	
2013-2014 NCLB Consolidated Compliance Report			
Compliance Report			
PR3002 - Title III, Part A			
Part 1: Private Nonprofit School Participation - Limited English Proficiency (LEP)			
Did private nonprofit schools participate in LEP activities?		<input type="radio"/> Yes <input checked="" type="radio"/> No	
The remainder of Part 1 is hidden because no Private Nonprofit Schools - LEP participated for this LEA.			
Part 2: Private Nonprofit School Participation - Immigrant			
Did private nonprofit schools participate in Immigrant activities?		<input type="radio"/> Yes <input checked="" type="radio"/> No	
The remainder of Part 2 is hidden because no Private Nonprofit Schools - Immigrant participated for this LEA.			
Part 3: Teacher Language Proficiency			
<input type="checkbox"/> Spanish <input type="checkbox"/> Vietnamese <input type="checkbox"/> Urdu <input type="checkbox"/> Korean <input type="checkbox"/> Arabic <input type="checkbox"/> Mandarin <input type="checkbox"/> Cantonese <input type="checkbox"/> NA			
<input type="checkbox"/> Other (Specify): _____ <input type="checkbox"/> Other (Specify): _____ <input type="checkbox"/> Other (Specify): _____			
Part 4: Expenditures for Supplemental Language Instruction Educational Programs and Activities Implemented			
#	Focus Area	Expenditure Amount	
		LEA	PNP
1.	Supplemental Upgrades to Program Objectives and Effective Instruction Strategies	0	
2.	Supplemental Curricula, Instructional Materials, Educational Software, and/or Assessment Procedures	80,033	
3.	Supplemental Tutorials and/or Intensified Instruction	146,169	
4.	Supplemental Language Instruction Education Program That is Coordinated with Other Programs and Services	138,015	
5.	Supplemental Community Participation Program, Family Literacy Services, and/or Parent Outreach and Parent Training Activities	55,508	
6.	Supplemental Resources (Technology, Materials, Access to Electronic Networks, etc.) Incorporated into the Curricula and Educational Program	19,066	
7.	Other (Specify): _____	0	
Total Expenditures for Supplemental Language Instruction Educational Programs and Activities Implemented		438,791	
Part 5: Expenditures for Supplemental Professional Development Activities Implemented			
#	Focus Area	Expenditure Amount	
		LEA	PNP
1.	Supplemental Professional Development Activities	1,000	
Total Expenditures for Supplemental Professional Development Activities Implemented		1,000	

	Organization: Eagle Pass ISD Campus/Site: N/A Vendor ID: 1746000701	County District: 159901 ESC Region: 20 School Year: 2013-2014
SAS#: NCLBAA14		

2013-2014 NCLB Consolidated Compliance Report

Compliance Report

PR3002 - Title III, Part A

Part 6: Supplemental Activities with Title III - Immigrant Funds

Part 6 is hidden because the LEA did not apply as an independent or fiscal agent for Title III, Immigrant.

Part 7: Bilingual Program Offered


Did the LEA offer a bilingual program? ☒ Yes ☐ No


Type of Bilingual Program Models	Other Languages of Instruction			
Transitional Bilingual/Early Exit	<input checked="" type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify):	<input type="checkbox"/> Other (Specify):	<input type="checkbox"/> Other (Specify):
Transitional Bilingual/Late Exit	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify):	<input type="checkbox"/> Other (Specify):	<input type="checkbox"/> Other (Specify):
Dual Language Immersion/Two-way	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify):	<input type="checkbox"/> Other (Specify):	<input type="checkbox"/> Other (Specify):
Dual Language Immersion/One-way	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify):	<input type="checkbox"/> Other (Specify):	<input type="checkbox"/> Other (Specify):


Part 8: ESL Program Offered


Did the LEA offer English as Second Language (ESL) program? ☒ Yes ☐ No


Type of ESL Program Models	
<input checked="" type="checkbox"/> Content-Based ESL	
<input type="checkbox"/> Pull-Out ESL	
<input type="checkbox"/> Other (Specify):	


Report Status: Complete		FORMULA										Report ID: 0016860272530001			
		Organization: Eagle Pass ISD										County District: 159901			
		Campus/Site: N/A										ESC Region: 20			
		Vendor ID: 1746000701										School Year: 2013-2014			
SAS#: NCLBAA14															
2013-2014 NCLB Consolidated Compliance Report															
Compliance Report															
PR3002 - Title III, Part A															
Part 9: Title III, Part A, Program Participation															
LEP Program															
Students By Gender															Number
Male															2,828
Female															2,360
Total															
Total Students By Gender															5,188
Students By Ethnicity															Number
American Indian/Alaskan Native															41
Asian															3
Black/African American															0
Hispanic/Latino															5,100
Native Hawaiian/Other Pacific Islander															5
White															37
Two or More Races															2
Total															
Total Students By Ethnicity															5,188
Students By Grade															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
472	774	828	671	579	456	399	258	222	181	183	104	44	17	5,188	
Immigrants															
1. Type the unduplicated number of students who qualify as immigrants who are LEP.															
2. Type the unduplicated number of students who qualify as immigrants who are non-LEP.															
Total LEP and Non-LEP Immigrant Students															
Part 10: Teacher Information and Professional Development															
#	Teacher Information														Number of Teachers
1.	Type the number of all of the certified/licensed teachers currently working in a bilingual/ESL assignment.														520
2.	Type the estimated number of additional certified/licensed teachers that will be needed for bilingual/ESL assignments in the next 5 years. (This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in bilingual/ESL assignments.)														100
#	Type of Professional Development (PD) Activity														
3.	<input checked="" type="checkbox"/> Instructional Strategies for LEP Students														
4.	<input type="checkbox"/> Understanding and Implementation of Assessment of LEP Students														
5.	<input type="checkbox"/> Understanding and Implementation of LEP Standards and Academic Content Standards for LEP Students														
6.	<input type="checkbox"/> Subject Matter Knowledge for Teachers														
7.	<input type="checkbox"/> Alignment of the Curriculum in Language Instruction Educational Programs to LEP Standards														
8.	<input checked="" type="checkbox"/> Other (Specify): Oral Language Development/ Early Literacy														
#	Participant Information														Number of Participants
9.	Professional Development Provided to Content Classroom Teachers														0
10.	Professional Development Provided to LEP Classroom Teachers														19
11.	Professional Development Provided to Principals														0
12.	Professional Development Provided to Administrators/Other Than Principals														1
13.	Professional Development Provided to Other School Personnel/Nonadministrative														19
14.	Professional Development Provided to Community-Based Organization Personnel														0


Report Status: Complete	FORMULA	Report ID: 0016860272530001
	Organization: Eagle Pass ISD	County District: 159901
	Campus/Site: N/A	ESC Region: 20
	SAS#: NCLBAA14	Vendor ID: 1746000701
2013-2014 NCLB Consolidated Compliance Report		
Compliance Report		
PR3002 - Title III, Part A		
Part 11: Program Implementation		
	Requirement	Compliance Status
Needs Assessment		
1.	<p>The district has determined the needs for instruction in languages other than English and ensures that all teachers in Title III language instructional programs for LEP children are fluent in both English and any other language used for instruction, including having written and oral communication skills. [P.L. 107-110, Section 3116(c)]</p>	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status: Title III, funded teaching staff are certified in Bilingual Education. Certificates and other fluency assessment information are on file in personnel file.		345 of 500
Parental Involvement		
2.	<p>The district implements an effective means of outreach to parents of LEP/immigrant students to inform the parents of how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State standards expected of all students. [P.L. 107-110, Section 3302(e)]</p>	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status: Service Advocate Recruiters (SARs) Outreach Workers made contact with parents. Office visits travel logs, telephone log are documented as contact is made with parents as per their job description. The parent center provided training on how to assist their children in core area subjects. Sign-in sheets registration forms, brochures and evaluations are on file at the parent center.		118 of 500
Private Nonprofit School Services		
3.	<p>The LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Title III, Part A program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of the eligible private school children, teachers, and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Section 9501]</p>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		500 of 500
Administrative Costs - LEP Program		
4.	<p>Did the LEA adhere to the statutory 2% limitation on administrative costs related to the implementation of the Title III, Part A-LEP program? [P.L. 107-110, Section 3115(b)]</p>	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status: The indirect cost is the only administrative cost budgeted and is less than 2% and is documented in the district budgetary finance records.		361 of 500
5.	<p>Did the LEA ensure that all appropriate administrative costs for the Title III, Part A-LEP program, including both indirect costs and direct costs such as administrative salaries, were included with calculating administrative costs? [34 CFR 80.3; and P.L. 107-110, Section 9201]</p>	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status: The indirect cost is the only administrative cost budgeted and is less than 2% and is documented in the district budgetary finance records.		361 of 500

Report Status: Complete	FORMULA	Report ID: 0016860272530001
	Organization: Eagle Pass ISD	County District: 159901
	Campus/Site: N/A	ESC Region: 20
	SAS#: NCLBAA14	Vendor ID: 1746000701
2013-2014 NCLB Consolidated Compliance Report		
Compliance Report		
PR3002 - Title III, Part A		
Part 11: Program Implementation		
	Requirement	Compliance Status Date
Administrative Costs - LEP Program (Continued)		
6.	Did the LEA ensure that any third-party contracts associated with the Title III, Part A-LEP program required the contractor to break out administrative costs, which were included in the 2% limit? [34 CFR 80.3; and P.L. 107-110, Section 9201]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status: The LEA required all third party contracts to itemize administrative costs. Copies of third party contracts are available for review.		366 of 500
Use Of Funds - LEP Program		
7.	Did the LEA ensure that appropriate time and effort records were maintained for staff who were split-funded with Title III, Part A-LEP and other funds? [OMB Circular A-87]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status: Yes, we have documented logs for time and effort. All split funded personnel maintain time and effort records.		389 of 500
8.	Did the LEA ensure that it maintained control of Title III, Part A-LEP program funds being used to provide equitable services to private school ELL students and their teachers? [P.L. 107-110, Section 9501(d)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		500 of 500

Report Status: Complete	FORMULA	Report ID: 0016860272530001
	Organization: Eagle Pass ISD	County District: 159901
	Campus/Site: N/A	ESC Region: 20
	SAS#: NCLBAA14	Vendor ID: 1746000701
2013-2014 NCLB Consolidated Compliance Report		
Compliance Report		
PR3002 - Title III, Part A		
Part 11: Program Implementation		
	Requirement	Compliance Status Date
Administrative Costs - Immigrant Program		
9.	Did the LEA adhere to the statutory 2% limitation on administrative costs related to the implementation of the Title III, Part A-Immigrant program? [P.L. 107-110, Section 3115(b)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		500 of 500
10.	Did the LEA ensure that all appropriate administrative costs for the Title III, Part A-Immigrant program, including both indirect costs and direct costs such as administrative salaries, were included with calculating administrative costs? [34 CFR 80.3; and P.L. 107-110, Section 9201]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		500 of 500
11.	Did the LEA ensure that any third-party contracts associated with the Title III, Part A-Immigrant program required the contractor to break out administrative costs, which were included in the 2% limit? [34 CFR 80.3; and P.L. 107-110, Section 9201]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		500 of 500
Use Of Funds - Immigrant Program		
12.	Did the LEA ensure that appropriate time and effort records were maintained for staff who were split-funded with Title III, Part A-Immigrant and other funds? [OMB Circular A-87]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		500 of 500
13.	Did the LEA ensure that it maintained control of Title III, Part A-Immigrant program funds being used to provide equitable services to private school immigrant students and their teachers? [P.L. 107-110, Section 9501(d)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:		500 of 500

Report Status: Complete		FORMULA		Report ID: 0016860272530001	
		Organization: Eagle Pass ISD		County District: 159901	
		Campus/Site: N/A		ESC Region: 20	
		Vendor ID: 1746000701		School Year: 2013-2014	
SAS#: NCLBAA14					
2013-2014 NCLB Consolidated Compliance Report					
Compliance Report					
PR3002 - Title III, Part A					
Part 11: Program Implementation					
		Requirement	Compliance Status	Date	
Use Of Funds - Immigrant Program (Continued)					
14.	Did the LEA ensure that Title III, Part A-Immigrant-funded programs provided enhanced instructional opportunities for immigrant children and youth? [P.L. 107-110, Section 3115(e)]		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		
	Explanation of Compliance Status:				500 of 500
Part 12: Additional LEA Data (optional)					1000 of 1000

Report Status: Complete	FORMULA		Report ID: 0016860272530001
 SAS#: NCLBAA14	Organization: Eagle Pass ISD	County District: 159901	
	Campus/Site: N/A	ESC Region: 20	
	Vendor ID: 1746000701	School Year: 2013-2014	
2013-2014 NCLB Consolidated Compliance Report			
Compliance Report			
PR5000 - Title V, Part A			
<input checked="" type="checkbox"/> Report Not Applicable			
This schedule is hidden because you checked "Report Not Applicable" checkbox. If you wish to enter data on the schedule, uncheck the checkbox and the schedule will reappear.			

 SAS#: NCLBAA14	Organization: Eagle Pass ISD Campus/Site: N/A Vendor ID: 1746000701	County District: 159901 ESC Region: 20 School Year: 2013-2014
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2013-2014 NCLB Consolidated Compliance Report

Compliance Report

PR6400 - Homeless Students Enrolled

Part 1: Homeless Students Participation


1. Did the LEA provide services to homeless students through the McKinney-Vento Program (TEXSHEP)?	<input checked="" type="radio"/> Yes <input type="radio"/> No
--	---


Part 2: Counts and Primary Nighttime Residency


Unduplicated Homeless Count			Unduplicated Number of Homeless Students at Any Time During the Year by Primary Nighttime Residence			
Grade	Number of Homeless Students in McKinney-Vento Program (TEXSHEP)	Number of Unaccompanied Youth	Number of Students in Shelters	Number of Students Doubled Up	Number of Students Unsheltered	Number of Students in Hotels/Motels
Age 0-2	0	0	0	0	0	0
Ages 3-5 (Not Enrolled in PK or K)	0	0	0	0	0	0
Total	0	0	0	0	0	0

Part 3: Additional LEA Data (Optional)

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Report Status: Complete		FORMULA		Report ID: 0016860272530001	
		Organization: Eagle Pass ISD		County District: 159901	
		Campus/Site: N/A		ESC Region: 20	
		Vendor ID: 1746000701		School Year: 2013-2014	
2013-2014 NCLB Consolidated Compliance Report					
Compliance Report					
PR6200 - Title IX, Sec 9532 Unsafe School Choice					
Part 1: LEA Report on Persistently Dangerous Schools					
1.	Did the LEA request any federal funds in 2013-2014 under the Elementary and Secondary Education Act, as amended?	<input checked="" type="radio"/> Yes <input type="radio"/> No			
2.	Were any students transferred from any campus due to the school being identified as persistently dangerous?	<input type="radio"/> Yes <input checked="" type="radio"/> No			
3.	If yes, how many students transferred to another campus?				
Part 2: Violent Criminal Incidents					
1.	Did the LEA have any violent criminal incidents on any campus in 2013-2014?	<input checked="" type="radio"/> Yes <input type="radio"/> No			
2.	If "yes," how many violent criminal incidents occurred?	11			
3.	Did the LEA have a victimized student?	<input type="radio"/> Yes <input checked="" type="radio"/> No			
4.	Number of Victimized Students Whose Parents Requested a School Transfer under Section 9532				
5.	Number of Victimized Students Who Were Transferred to Another Campus under Section 9532				
If the response to #5 is less than #4, explain the difference.					
6.	Number of Campuses within LEA Boundaries to Which Students Identified in Number 4 Above Transferred				
7.	Number of Campuses outside the LEA Boundaries to Which Students Identified in Number 4 Above Transferred				
Part 3: Program Implementation					
Requirement		Compliance Status		Date	
Program Coordination/Integration					
1.	<p>The district, as a condition of receiving funds under the No Child Left Behind Act, established and implements a policy requiring that:</p> <ul style="list-style-type: none"> a student attending a persistently dangerous public elementary school or secondary school (as determined by the Texas Education Agency), or a student who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, <p>is offered and allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school.</p> <p>Note: If another campus is not available within the LEA, the policy should provide for other types of services to ensure the safety of the student. In addition, the LEA is encouraged to attempt to secure a cooperative agreement with another LEA to accept transfers when reasonable and appropriate. [P.L. 107-110, Section 9532]</p>	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	11/6/2009		
Explanation of Compliance Status:					
Board Policy FDE (Legal) addresses school safety transfers-school safety choice option, transfer of victim, sexual assault transfer and transfer of assailant. Policy is stated in the Student/Parent Handbook and district web-site.					

Report Status: Complete	FORMULA		Report ID: 0016860272530001
	Organization: Eagle Pass ISD	County District: 159901	
	Campus/Site: N/A	ESC Region: 20	
	SAS#: NCLBAA14	Vendor ID: 1746000701	School Year: 2013-2014
2013-2014 NCLB Consolidated Compliance Report			
Compliance Report			
PR6200 - Title IX, Sec 9532 Unsafe School Choice			
Part 3: Program Implementation (Continued)			
	Requirement	Compliance Status	Date
Program Coordination/Integration (Continued)			
2.	<p>The LEA notified parents that their student(s) may transfer to a safe public school</p> <ul style="list-style-type: none"> at least within 14 calendar days of the start of the school year for students enrolled in a persistently dangerous school, or Generally, within 14 calendar days of the incident for students who are victims of a violent criminal act. <p>is offered and allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. [P.L. 107-110, Section 9532]</p>	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	6/4/2014
Explanation of Compliance Status:		165 of 500	
The LEA had no campuses identified as persistently dangerous and the LEA had no victim of violent crime. Board Policy FDE (Legal) addresses school safety transfers, school safety choice option, transfer of victim, sexual assault transfer and transfer of assailant. Policy is stated in the Student/Parent Handbook and district web-site.			
3.	<p>If the district consolidates administrative funds for NCLB programs, the district does not use any other funds under the NCLB programs included in the consolidation for administration for the fiscal year of the consolidation.</p> <p>[P.L. 107-110, Section 9532]</p>	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	
Explanation of Compliance Status:		445 of 500	
The district does not consolidate administrative funds.			
Part 4: Additional LEA Data (Optional)			1000 of 1000

Report Status: Submitted		FORMULA				Report ID: 0016940272530001				
		Organization: Eagle Pass ISD				County District: 159901				
		Campus/Site: N/A				ESC Region: 20				
		Vendor ID: 1746000701				School Year: 2013-2014				
SAS#: NCLBAA14										
2013-2014 NCLB Consolidated Federal Grant Application										
PR7000										
PR7000 - Private Nonprofit School Participation										
								Amendment #	Version #	
								00	01	
Part 1: Participation										
Total Schools Within Boundary								<input type="checkbox"/> None within Boundary		
Total Number of Private Nonprofit (PNP) Schools Within Boundaries								3		
If LEA Received Title I, Part A funds, Total Number of Eligible PNP Schools Attended Out of Boundary								0		
Program Participation										
	Title I, Part A	Title I, Part C	Title II, Part A	Title II, Part D	Title III, Part A, LEP	Title III, Part A, Immigrant	Title IV, Part A	Title V, Part A		
Number of PNP Schools Participating	0	0	2		0					
Number of Eligible PNP Students Enrolled	0	0			0					
Part 2: Certification and Incorporation										
Primary Contact										
First Name		25 of 30		Initial	Last Name		25 of 30		Title	31 of 40
Tracy				S	Mynar				Evaluator	
Telephone	Ext.	Fax	E-Mail		37 of 60		Confirm E-Mail		37 of 60	
830-773-5181	1024	830-757-2792	tmynar@eaglepassisd.net				tmynar@eaglepassisd.net			
Certification and Incorporation Statement										
<p>I hereby certify that the information contained in this report is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding.</p>										
Authorized Official										
<input type="button" value="Copy"/> Click this button if the Authorized Official's contact information is the same as the Primary Contact information.										
First Name		22 of 30		Initial	Last Name		22 of 30		Title	26 of 40
Gilberto					Gonzalez				Superintendent	
Telephone	Ext.	Fax	E-Mail		34 of 60		Confirm E-Mail		34 of 60	
830-773-5181	1001	830-773-7252	ggonzalez@eaglepassisd.net				ggonzalez@eaglepassisd.net			
Submitter Information										
First Name				Last Name				Approval ID	Submit Date and Time	
Alma R				Saucedo				e159901asau	4/29/2014 3:07:28 PM	
Only the legally responsible party may submit this report.								<input type="button" value="Certify and Submit"/>		

Report Status: Submitted		FORMULA		Report ID: 0016910608740001	
SAS#: PFSGRA14		Organization: Eagle Pass ISD		County District: 159901115	
		Campus/Site: SAM HOUSTON ELEMENTARY		ESC Region: 20	
		Vendor ID: 1746000701		School Year: 2013-2014	
2013-2014 Title I, 1003(a) Priority and Focus School Grant Application					
PR9100					
PR9100 - 1003(a) Compliance Report					
				Amendment #	Version #
				00	01
Campus Identification					
<input type="radio"/> Priority <input checked="" type="radio"/> Focus					
Part 1: Expenditures					
Enter the amount of 1003(a) funds that were expended.					
				Total Budgeted Amount	20,000
				Expenditure	0
				Percentage	0
Class/Object Code and Description					
6100	Payroll Costs			9,014	45.07
6200	Professional Costs and Contracted Services			1,400	7.00
6300	Supplies and Material			0	0.00
6400	Other Operating Costs			0	0.00
6600	Capital Outlay			0	0.00
8911	Operating Transfers Out (Schoolwide Campus Programs Only)			0	0.00
Indirect Costs				0	0.00
Totals				10,414	52.07
Part 2: Focus School Activities					
Were the widest gaps between the subgroups in reading /math performance decreased?					<input checked="" type="radio"/> Yes <input type="radio"/> No
If "Yes", list the activities used and explain how each of them was effective. If "No", list the activities used and explain why they were not effective.					
1081 of 1500					
1.	ELL Reading 2012-13 27%. Same gap in 2013-14 decreased to 20%. ELL Math gap decreased from 19% in 2012-13 to 16% in 2013-14. Two activities: ESC-20 training on data, data usage for teaching staff and ed. aides. Saturday session: Whole teaching staff analyzed data and planned strategy. Evidence: All Students data: Reading improved from 58% to 63% met standard. Math All students: Improved from 64% to 70% met standard.				
Were the Annual Measureable Objective (AMO) targets of 75% met or was progress made toward the 75% for the subgroups?					<input checked="" type="radio"/> Yes <input type="radio"/> No
If "Yes", list the activities used and explain how each of them was effective. If "No", list the activities used and explain why they were not effective.					
865 of 1500					
2.	Yes, Two activities: ESC-20 training on data, data usage for teaching staff and ed. aides. Saturday session: Whole teaching staff analyzed data and planned strategy. Evidence: All Students data: Reading improved from 58% to 63% met standard. Math All students: Improved from 64% to 70% met standard. Reading SpEd. gap increased (17 to 24) Reading ELL gap decreased (27 to 20). Math SpEd. gap stayed the same (9 to 9). ELL Math gap decreased (19 to 16). NOTE: There were only 23 SpEd. tests administered in 2014 compared to all students (404). There were 202 tests administered to ELL students making a more comparable sample than SpEd.				
Campus funds reserved at the LEA level?		<input type="radio"/> Yes <input checked="" type="radio"/> No		Percentage of Funds Reserved at the LEA Level	
				Estimated Percentage:	Actual Percentage:
Describe how those funds were used to address the School Goals. If the actual percentage of funds reserved at the LEA level is less than the original estimate, please also explain why reserved funds were not used. 1500 of 1500					
3.					
Part 3: Focus School Technical Assistance					
TEA awarded each Education Service Center (ESC) a contract for funds to provide the following technical assistance to the focus schools in their region:					
<ul style="list-style-type: none"> • Deliver on-going and continuous support around the Texas Accountability Intervention System (TAIS) • Review with the campus the Elementary and Secondary Education Act (ESEA) turnaround principles and Critical Success Factors (CSFs) • Assist the campus and district in identifying, implementing and including in the 2013-2014 campus improvement plan, no less than one instructional intervention specifically targeted to meet the deficiencies of the campus and assist in closing existing achievement gaps. 					
Was the campus offered technical assistance from the ESC?					<input checked="" type="radio"/> Offered and utilized <input type="radio"/> Offered but not utilized <input type="radio"/> No assistance was offered
Describe the assistance offered by the ESC and how the assistance provided affected the campus success in meeting the Focus School goals. 1373 of 1500					
1.	ESC-20 offered and campus utilized the service for a training session in a data analysis and usage for Reading and Mathematics.				
Part 4: Priority School Activities					
Part 4 is hidden because your campus is identified as a Focus School.					
Part 5: Additional Information (optional)					
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Part 6: Certification and Incorporation					
Primary Contact					
First Name		23 of 30		Initial	
Last Name		23 of 30		Title	
Rolando		Salinas		Federal Programs Director	
Telephone		Ext.		Fax	
830-773-5181		1027		830-757-2792	
E-Mail		34 of 60		Confirm E-Mail	
rsalinas3@eaglepassisd.net		rsalinas3@eaglepassisd.net		34 of 60	
Certification and Incorporation Statement					
I hereby certify that the information contained in this report is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding.					
Authorized Official					
<input type="button" value="Copy"/> Click this button if the Authorized Official's contact information is the same as the Primary Contact information.					
First Name		23 of 30		Initial	
Last Name		23 of 30		Title	
Rolando		Salinas		Federal Programs Director	
Telephone		Ext.		Fax	
830-773-5181		1027		830-757-2792	
E-Mail		34 of 60		Confirm E-Mail	
rsalinas3@eaglepassisd.net		rsalinas3@eaglepassisd.net		34 of 60	
Submitter Information					
First Name		Last Name		Approval ID	
Tracy		Mynar		e159901tmy	
				Submit Date and Time	
				9/2/2014 10:44:41 AM	
Only the legally responsible party may submit this report.					
Certify and Submit					