



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR2000 Title I, Part D, Subparts 1 and 2

Part 5: Program Impact (continued)

Program Performance Data Sources

Data Sources		Objective 1 Maintain and Improve Educational Achievement	Objective 2 Accrue School Credits That Meet State Requirements for Grade Promotion and Secondary School Graduation	Objective 3 Make the Transition to a Regular Program or Other Education Program Operated by a LEA	Objective 4 Complete Secondary School (or equivalency requirements) and/or Obtain Employment after Leaving Facility
17.	GED Test Results	€	€	€	€
18.	Individual Education Plan (IEP)	€	€	€	€
19.	Public Education Information Management System (PEIMS)	€	€	€	€
20.	Standardized Achievement Tests (SAT)	€	€	€	€
21.	Statewide Student Assessment	€	€	€	€
22.	After-School Programs	€	€	€	€
23.	Correctional Facility/Probation Records	€	€	€	€
24.	Counselor Records	€	€	€	€
25.	Juvenile Justice Center Credits/Point Received	€	€	€	€
26.	Discipline Referrals	€	€	€	€
27.	Follow-up Data on Exiting Students	€	€	€	€
28.	High School Degrees Awarded	€	€	€	€
29.	Home School Records	€	€	€	€
30.	Report Cards	€	€	€	€
31.	Results of Pre-/Post-Testing on Academic Skills	€	€	€	€
32.	Student Attendance Records	€	€	€	€
33.	Student Retention Records	€	€	€	€
34.	Student Transcripts	€	€	€	€
35.	Teacher/Staff Observations	€	€	€	€
36.	Vocational Records	€	€	€	€
37.	Weekly Grade Reports	€	€	€	€
38.	Other (Specify):	€	€	€	€

Program Impact Criteria

(LEA must define criteria for determining all three levels of impact.)

Objective 1 Maintain and Improve Educational Achievement	Limited	
	Moderate	
	Great	
Objective 2 Accrue School Credits That Meet State Requirements for Grade Promotion and Secondary School Graduation	Limited	
	Moderate	
	Great	



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR2000 Title I, Part D, Subparts 1 and 2

Part 6: Program Impact (continued)

Objective 3 Make the Transition to a Regular Program or Another Education Program Operated by an LEA	Limited	
	Moderate	
	Great	
Objective 4 Complete Secondary School (or equivalency requirements) and/or Obtain Employment after Leaving Facility	Limited	
	Moderate	
	Great	

Program Impact Rating

	N/A	Limited	Moderate	Great
Objective 1 Maintain and Improve Educational Achievement	jn	jn	jn	jn
Objective 2 Accrue School Credits That Meet State Requirements for Grade Promotion and Secondary School Graduation	jn	jn	jn	jn
Objective 3 Make the Transition to a Regular Program or Another Education Program Operated by an LEA	jn	jn	jn	jn
Objective 4 Complete Secondary School (or equivalency requirements) and/or Obtain Employment after Leaving Facility	jn	jn	jn	jn

Part 6: Institution-Wide Projects - Texas Juvenile Justice Department Only

Number of Institution-Wide Projects Operated by the Texas Juvenile Justice Department

Part 7: Academic and Vocational Outcomes

1.	Is the facility able to collect data on student outcomes after exit?	jn Yes jn No
If no, please explain.		500 of 500

#	Number of Students Who	While in Facility	Within 90 Days after Exit
2.	Enrolled in Their Local School District		
3.	Earned High School Course Credits		
4.	Enrolled in GED Program		
5.	Earned a GED		



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR2000 Title I, Part D, Subparts 1 and 2

Part 7: Academic and Vocational Outcomes (continued)

6.	Obtained High School Diploma		
7.	Accepted and/or Enrolled into Post-Secondary Education		
8.	Enrolled in Job Training Courses/Programs		
9.	Obtained Employment		

Part 8: Academic Performance of Long-Term Students in Reading

#	Performance Data (Based on most recent pre/post test data)	Number of Students
1.	Students Who Were in Placement at Least 90 Consecutive Days at Any Time from July 1, 2012, to June 20, 2013	
2.	Students from Line 1 Who Tested below Grade Level upon Entry	
3.	Students from Line 1 Who Took Both the Pre- and Post-Test Reading Exams	
4.	Students from Line 3 Who Showed Negative Grade Level Change from the Pre- to Post-Test Reading Exams	
5.	Students from Line 3 Who Showed No Change in Grade Level from the Pre- to Post-Test Reading Exams	
6.	Students from Line 3 Who Showed Improvement of Up to One Full Grade Level from the Pre- to Post-Test Reading Exams	
7.	Students from Line 3 Who Showed Improvement of More Than One Full Grade Level from the Pre- to Post-Test Reading Exams	
Total of lines 4 to 7		

Part 9: Academic Performance of Long-Term Students in Math

#	Performance Data (Based on most recent pre/post test data)	Number of Students
1.	Students Who Were in Placement at Least 90 Consecutive Days at Any Time from July 1, 2012, to June 20, 2013	
2.	Students from Line 1 Who Tested below Grade Level upon Entry	
3.	Students from Line 1 Who Took Both the Pre- and Post-Test Math Exams	
4.	Students from Line 3 Who Showed Negative Grade Level Change from the Pre- to Post-Test Math Exams	
5.	Students from Line 3 Who Showed No Change in Grade Level from the Pre- to Post-Test Math Exams	
6.	Students from Line 3 Who Showed Improvement of Up to One Full Grade Level from the Pre- to Post-Test Math Exams	
7.	Students from Line 3 Who Showed Improvement of More Than One Full Grade Level from the Pre- to Post-Test Math Exams	
Total of lines 4 to 7		



Organization: County District:
 Campus/Site: ESC Region:
 Vendor ID: School Year: 2012-2013

SAS#: NCLBAA13

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR2000 Title I, Part D, Subparts 1 and 2

Part 10: Program Implementation

Requirement	Compliance Status	Date
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Program Coordination/Integration - Subpart 2

1.	The district has on file a current written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program. [P.L. 107-110, Section 1423(2)]	jn Yes jn No jn N/A	
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Explanation of Compliance Status: 500 of 500

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2.	Title I, Part D, Subpart 2 data are collected, disaggregated, and evaluated to show the program's impact on the ability of participants to: <ul style="list-style-type: none"> maintain and improve educational achievement; accrue school credits that meet State requirements for grade promotion and secondary school graduation; make the transition to a regular program or other educational program operated by a district; complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the facility; and, as appropriate, to participate in postsecondary education and job training programs. 	jn Yes jn No jn N/A	
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[P.L. 107-110, Section 1431(a)]

Explanation of Compliance Status: 500 of 500

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Use of Funds - Subpart 1

These questions are hidden because you did not receive Title I, Part D, Subpart 1 funds.



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR2000 Title I, Part D, Subparts 1 and 2

Part 11: Program Implementation

Requirement	Compliance Status	Date
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Use of Funds - Subpart 2

9.	<p>Did the LEA use Title I, Part D, Subpart 2 funds only for authorized purposes:</p> <p>To support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities-</p> <ol style="list-style-type: none"> 1. to carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education; 2. to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and 3. to operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth. <p>[P.L. 107-110, Section 1421]</p>		
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Explanation of Compliance Status: 500 of 500

10.	<p>Did the LEA maintain appropriate time and effort records for staff who were paid in whole or in part with Title I, Part D, Subpart 2 funds?</p> <p>[OMB Circular A-87]</p>		
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Explanation of Compliance Status: 500 of 500

11.	<p>Does the LEA have a formal, written agreement with each local facility it serves under Title I, Part D, Subpart 2, and does the agreement address the program that will be provided by the LEA, as well as the responsibilities of the facility as described in §1425?</p> <p>[P.L. 107-110, Section 1425]</p>		
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Explanation of Compliance Status: 500 of 500

12.	<p>Did the LEA operate a program of support for students returning from a facility for the delinquent to a school operated by the LEA?</p> <p>[P.L. 107-110, Section 1422(b)]</p>		
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Explanation of Compliance Status: 500 of 500

Part 11: Additional LEA Data (Optional) 1000 of 1000



Organization: County District:
 Campus/Site: ESC Region:
 Vendor ID: School Year: 2012-2013

SAS#: NCLBAA13

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR3000 Title II, Part A

Part 1: Funding Transferability

Did the LEA participate in the Funding Transferability program with Title II, Part A, funds? j Yes j No

Percentage of Title II, Part A, Funding Redirected under Funding Transferability

Fund Source	Alternative Uses of Funding			
Column A	Column B Title I, Part A	Column C Title II, Part D	Column D Title IV, Part A	Column E Title V, Part A
Title II, Part A	%	%	%	%

Amount of Title II, Part A, Funding Redirected under Funding Transferability That Was Expended

Fund Source	Activity Expenditures			
Column A	Column B Title I, Part A	Column C Title II, Part D	Column D Title IV, Part A	Column E Title V, Part A
Title II, Part A				

Part 2: Section 6211 - Rural Education Achievement Program (REAP)

Did the LEA participate in REAP with Title II, Part A, funds? Check No if the LEA is not eligible for REAP. j Yes j No

Percentage of Title II, Part A, Funding Redirected under REAP

Fund Source	Alternative Uses of Funding					
Column A	Column B Title I, Part A	Column C Title II, Part D	Column D Title III	Column E Title IV, Part A	Column F Title IV, Part B	Column G Title V, Part A
Title II, Part A	%	%	%	%	%	%

Amount of Title II, Part A, Funding Redirected under REAP That Was Expended for the Following Activities

Fund Source	Activity Expenditures				
Column A	Column B Title I, Part A Targeted Assistance Programs	Column C Title I, Part A Schoolwide Programs	Column D Title II, Part D Technology-Related Activities	Column E Title IV, Part A Drug and Violence Prevention Activities	Column F Title V, Part A Innovative Programs Activities
Title II, Part A					

Part 3: Private Nonprofit School Participation

Did private nonprofit schools participate? j Yes j No

Consultation Number

1.	Participating Private Nonprofit Schools That Received Equitable Services					
2.	Months the LEA Had Ongoing Consultation with the Private Nonprofit Schools					
	€ January	€ February	€ March	€ April	€ May	€ June
	€ July	€ August	€ September	€ October	€ November	€ December

Inventory

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				
4.	Dates Inventory Was Conducted at the Private Nonprofit Schools (At least one date is required)				

Equitable Services

5.	Indicate how the LEA calculated equitable services for Title II, Part A, to participating private nonprofit schools.					
	j Amount of Title II, Part A, Funds Budgeted for Professional Development Activities for LEA Staff					
	j 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)]					



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR3000 Title II, Part A

Part 4: Program Expenditures and Activities Participation

		LEA	PNP	# of Staff		
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					
3.	Class-Size Reduction					
4.	Improving the Quality of the Paraprofessional Workforce to Meet the Paraprofessional Qualifications under P.L. 107-110, section 1119					
5.	Professional Development in Core Academic Subject Areas					
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	Science	Arts	
	Civics/Government	Economics	Foreign Language	History	Geography	Other

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 type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
	Explanation of Compliance Status:			500 of 500
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 type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
	Explanation of Compliance Status:			500 of 500
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 type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
	Explanation of Compliance Status:			500 of 500



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR3000 Title II, Part A

Part 5: Program Implementation (Continued)

	Requirement	Compliance Status	Date
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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)]	jn Yes jn No jn N/A	
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Explanation of Compliance Status: 500 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]	jn Yes jn No jn N/A	
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Explanation of Compliance Status: 500 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)]	jn Yes jn No jn N/A	
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Explanation of Compliance Status: 500 of 500

Part 6: Additional LEA Data (Optional)

1000 of 1000



Organization: County District:
 Campus/Site: ESC Region:
 Vendor ID: School Year: 2012-2013

SAS#: NCLBAA13

2012-2013 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? Yes No

Consultation Number

1.	Participating Private Nonprofit Schools That Received Equitable Services	
2.	Months the LEA Had Ongoing Consultation with the Private Nonprofit Schools	
	<input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input type="checkbox"/> June <input type="checkbox"/> July <input type="checkbox"/> August <input type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> December	

Inventory 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	
4.	Dates Inventory Was Conducted at the Private Nonprofit Schools (At least one date is required)	

Part 2: Private Nonprofit School Participation - Immigrant

Did private nonprofit schools participate in Immigrant activities? Yes 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		
2.	Supplemental Curricula, Instructional Materials, Educational Software, and/or Assessment Procedures		
3.	Supplemental Tutorials and/or Intensified Instruction		
4.	Supplemental Language Instruction Education Program That is Coordinated with Other Programs and Services		
5.	Supplemental Community Participation Program, Family Literacy Services, and/or Parent Outreach and Parent Training Activities		
6.	Supplemental Resources (Technology, Materials, Access to Electronic Networks, etc.) Incorporated into the Curricula and Educational Program		
7.	Other (Specify):		
Total Expenditures for Supplemental Language Instruction Educational Programs and Activities Implemented			

Part 5: Expenditures for Supplemental Professional Development Activities Implemented

#	Focus Area	Expenditure Amount	
		LEA	PNP
1.	Supplemental Professional Development Activities		
Total Expenditures for Supplemental Professional Development Activities Implemented			



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 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 Programs Offered

Did the LEA offer bilingual programs?

Yes No

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

Part 8: ESL Programs Offered

Did the LEA offer English as Second Language (ESL) programs?

Yes No

Content-Based ESL

Pull-Out ESL

Other (Specify):



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR3002 Title III, Part A

Part 9: Title III, Part A, Program Participation

LEP Program

Gender			Ethnicity							
Male	Female	Total	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Total

Grade														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total

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.	
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.)	
#	Type of Professional Development (PD) Activity	
3.	<input 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 type="checkbox"/> Other (Specify):	
#	Participant Information	Number of Participants
9.	Professional Development Provided to Content Classroom Teachers	
10.	Professional Development Provided to LEP Classroom Teachers	
11.	Professional Development Provided to Principals	
12.	Professional Development Provided to Administrators/Other Than Principals	
13.	Professional Development Provided to Other School Personnel/Nonadministrative	
14.	Professional Development Provided to Community-Based Organization Personnel	



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR3002 Title III, Part A

Part 11: Program Implementation

	Requirement	Compliance Status	Date
Needs Assessment			
1.	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)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
	Explanation of Compliance Status:		500 of 500
Parental Involvement			
2.	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)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
	Explanation of Compliance Status:		500 of 500
Private Nonprofit School Services			
3.	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]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
	Explanation of Compliance Status:		500 of 500
Administrative Costs - LEP Program			
4.	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)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
	Explanation of Compliance Status:		500 of 500
5.	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]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
	Explanation of Compliance Status:		500 of 500



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 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 type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 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 type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 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)]	j m Yes j m No j m N/A	
Explanation of Compliance Status:			500 of 500

Part 12: Additional LEA Data (optional)

1000 of 1000



Organization: County District:
 Campus/Site: ESC Region:
 Vendor ID: School Year: 2012-2013

SAS#: NCLBAA13

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR5000 Title V, Part A

Report Not Applicable

Part 1: Funding Transferability

Did the LEA participate in the Funding Transferability program with Title V, Part A, funds? j n Yes j n No

Percentage of Title V, Part A, Funding Redirected under Funding Transferability

Fund Source	Alternative Uses of Funding			
Column A	Column B Title I, Part A	Column C Title II, Part A	Column D Title II, Part D	Column E Title IV, Part A
Title V, Part A	%	%	%	%

Amount of Title V, Part A, Funding Redirected under Funding Transferability That Was Expended

Fund Source	Activity Expenditures			
Column A	Column B Title I, Part A	Column C Title II, Part A	Column D Title II, Part D	Column E Title IV, Part A
Title V, Part A				

Part 2: Section 6211 - Rural Education Achievement Program (REAP)

Did the LEA participate in REAP with Title V, Part A, funds? Check No if the LEA is not eligible for REAP. j n Yes j n No

Percentage of Title V, Part A, Funding Redirected under REAP

Fund Source	Alternative Uses of Funding					
Column A	Column B Title I, Part A	Column C Title II, Part A	Column D Title II, Part D	Column E Title III	Column F Title IV, Part A	Column G Title IV, Part B
Title V, Part A	%	%	%	%	%	%

Amount of Title V, Part A, Funding Redirected under REAP That Was Expended for the Following Activities

Fund Source	Activity Expenditures				
Column A	Column B Title I, Part A Targeted Assistance Programs	Column C Title I, Part A Schoolwide Programs	Column D Title II, Part A Professional Development Activities	Column E Title II, Part D Technology-Related Activities	Column F Title IV, Part A Drug and Violence Prevention Activities
Title V, Part A					

Part 3: Private Nonprofit School Participation

Did private nonprofit schools participate? j n Yes j n No

Consultation Number

1.	Participating Private Nonprofit Schools That Received Equitable Services						
2.	Months the LEA Had Ongoing Consultation with the Private Nonprofit Schools						
	€ January	€ February	€ March	€ April	€ May	€ June	
	€ July	€ August	€ September	€ October	€ November	€ December	

Inventory 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					
4.	Dates Inventory Was Conducted at the Private Nonprofit Schools (At least one date is required)					



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR5000 Title V, Part A

Part 4: Participation and Expenditure of Funds for Title V, Part A

		LEA			Private/ Nonprofit		
		Col. A Funds Expended	Col. B # of Student Participants	Col. C # of Staff Trained	Col. D Funds Expended	Col. E # of Student Participants	Col. F # of Staff Trained
		Col. B & C May Be Duplicate Counts			Col. E & F May Be Duplicate Counts		
Innovative Assistance Programs							
Teacher Quality, Professional Development, and Class Size Reduction							
1.	Programs to Recruit, Train, and Hire Highly Qualified Teachers						
Technology							
2.a.	Professional Development Activities to Assist Teachers and Other School Personnel (including school library media personnel) on How to Use Technology Effectively						
2.b.	Technology Activities Related to the Implementation of School-Based Reform Efforts						
Educational Materials							
3.a.	Library Services and Materials (including media materials)						
3.b.	Computer Software and Hardware for Instructional Use						
3.c.	Other Instructional/Educational Materials Including Assessments and Curricular Materials						
Education Reform and School Improvement							
4.	Promising Education Reform Projects, Including Magnet Schools						
5.	Programs to Establish Smaller Learning Communities						
6.	Activities That Encourage and Expand Improvements throughout the Area Served by the LEA That Are Designed to Advance Student Academic Achievement						
7.	Programs and Activities That Expand Learning Opportunities through Best-Practice Models Designed to Improve Classroom Learning and Teaching						
8.	Programs That Employ Research-Based Cognitive and Perceptual Development Approaches and Rely on a Diagnostic Prescriptive Model to Improve Students' Learning of Academic Content at the Preschool, Elementary, and Secondary Levels						
9.	Supplemental Educational Services, as Defined in Section 1116(e)						
10.	School Improvement Programs or Activities under Sections 1116 and 1117						



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR5000 Title V, Part A

Special Needs

11.	Programs to Improve the Academic Achievement of Educationally Disadvantaged Elementary School and Secondary School Students, Including Activities to Prevent Students from Dropping Out of School						
12.	Programs to Provide for the Educational Needs of Gifted and Talented Children						
13.	Alternative Educational Programs for Those Students Who Have Been Expelled or Suspended from Their Regular Educational Setting						
14.	Academic Intervention Programs That Are Operated Jointly with Community-Based Organizations						

Parental Options

15.	Activities to Promote, Implement, or Expand Public School Choice						
16.	School Safety Programs, Including Programs to Implement the Policy Described in Section 9532 and Which May Include Payment of Reasonable Transportation Costs and Tuition Costs for Such Students						
17.	Programs to Provide Same-Gender Schools and Classrooms (consistent with applicable law and pursuant to guidelines issued by the USDE)						
18.	Planning, Design, and Initial Implementation of Charter Schools as Described in Part B						

Literacy, Early Childhood Education, and Adult Education

19.	Programs to Establish or Enhance Prekindergarten Programs for Children						
20.	Activities to Promote Consumer, Economic, and Personal Finance Education						
21.	Programs to Improve the Literacy Skills of Adults, Especially the Parents of Children Served by the LEA, Including Adult Education and Family Literacy Programs						

Community Service and Community Involvement

22.	Community Service Programs That Use Qualified School Personnel to Train and Mobilize Young People to Measurably Strengthen Their Communities through Nonviolence, Responsibility, Compassion, Respect, and Moral Courage						
23.	Service Learning Activities						
24.	Initiatives to Generate, Maintain, and Strengthen Parental and Community Involvement						



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR5000 Title V, Part A

Health Services

25.	Programs to Hire and Support School Nurses						
26.	Expansion and Improvement of School-Based Mental Health Services, Including Early Identification of Drug Use and Violence, Assessment, and Direct Individual, or Group Counseling Services Provided to Students, Parents, and School Personnel by Qualified School-Based Mental Health Services Personnel						
27.	Programs for Cardiopulmonary Resuscitation (CPR) Training in Schools						

Other

28.	Title I, Part A, Schoolwide Programs under Section 1114						
29.	Administration (Direct and Indirect Costs)						

Subtotals

Sum of Lines 1-29 (Cols. B, C, E, and F may be duplicate counts.)							
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Grand Totals

Grand Total of Title V, Part A, Funds (LEA and PNP)							
Grand Total of Title V, Part A, Student Participants (LEA and PNP)							
Grand Total of Title V, Part A, Staff Participants (LEA and PNP)							

Part 5: Program Implementation

#	Requirement	Compliance Status	Date
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Need Assessment

1.	Title V program activities are based on credible, locally identified needs. [P.L. 107-110, Section 5133(b)(1)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:		500 of 500	

Parental Involvement

2.	The district systematically consults with parents, teachers, administrators, and other appropriate school personnel (such as librarians, school counselors, and other pupil services personnel), in both public and participating private nonprofit schools, in designing, planning, and implementing the Title V program. [P.L. 107-110, Section 5133 (7)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:		500 of 500	



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR5000 Title V, Part A

Part 5: Program Implementation (Continued)

#	Requirement	Compliance Status	Date
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Program Evaluation

3.	Title V programs are evaluated annually, and the evaluation is used to make decisions about appropriate program changes for the subsequent year. [P.L. 107-110, Section 5133 (8)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500

Private Nonprofit School Services

4.	The LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Title V, 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, Section 5142(a)(1)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500

Part 6: Additional LEA Data (Optional)

1000 of 1000



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 NCLB Consolidated Compliance Report

Compliance Report

PR6400 Homeless Students Enrolled

Part 1: Homeless Students Participation

1.	Were any homeless students enrolled at the LEA at any time during the year?	jñ Yes	jñ No
2.	Did the LEA provide services to homeless students through the McKinney-Vento Program (TEXSHEP)?	jñ Yes	jñ 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	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							
Ages 3-5 (Not Enrolled in PK or K)							
Ungraded							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
Total							

Part 3: Additional LEA Data (Optional)

eGrants TEXAS EDUCATION AGENCY	Organization:	County District:
SAS#: NCLBAA13	Campus/Site:	ESC Region:
	Vendor ID:	School Year: 2012-2013

2012-2013 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 2012-2013 under the Elementary and Secondary Education Act, as amended?	j n Yes j n No
2.	Were any students transferred from any campus due to the school being identified as persistently dangerous?	j n Yes j n 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 2012-2013?	j n Yes j n No
2.	If "yes," how many violent criminal incidents occurred?	
3.	Did the LEA have a victimized student?	j n Yes j n 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>	j n Yes j n No j n N/A	

Explanation of Compliance Status: 500 of 500



Organization:

County District:

Campus/Site:

ESC Region:

SAS#: NCLBAA13

Vendor ID:

School Year: 2012-2013

2012-2013 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. The LEA notified parents that their student(s) may transfer to a safe public school <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. 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]	jn Yes jn No jn N/A	

Explanation of Compliance Status: 500 of 500

3. 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.L. 107-110, Section 9532]	jn Yes jn No jn N/A	
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Explanation of Compliance Status: 500 of 500

Part 4: Additional LEA Data (Optional) 1000 of 1000