eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

General Information
GS2000 - Certify and Submit

Due: 12/31/2026 05:00 PM
Report Status: Draft

Amendment #: 00
Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	06/10/2026 08:42 PM
Compliance Report			
PR1000 - Title I, Part A	*	New	
PR1200 - Title I, Part C - Ed of Migratory Children	*	New	
PR2000 - Title I, Part D, Subparts 1 and 2	*	New	
PR3000 - Title II, Part A	*	New	
PR3002 - Title III, Part A - ELA	*	New	
PR3114 - Title III, Part A - Immigrant	*	New	
PR3107 - Title IV, Part A	*	New	
PR3099 - Private Nonprofit (PNP) School Equitable Services Compliance Report	*	New	
PR6200 - Title VIII, Sec 8532 School Choice Option	*	New	
PR6400 - Homeless Students Enrolled	*	New	

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

Select Contact: Select One ▼ **or** Add New Contact

First Name:	Initial:	Last Name:	Title:
Phone:	Ext:	E-Mail:	

Submitter Information

First Name:	Last Name:
Approval ID:	Submit Date and Time:

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

General Information
GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant

Organization Name: [redacted] ISD

Mailing Address Line 1:

Mailing Address Line 2:

City: [redacted] State: TX Zip Code:

Part 2: Applicant Contacts

A. Primary Contact

Select Contact: Select One or Add New Contact

First Name: Initial: Last Name:

Title:

Telephone: Ext.: E-Mail:

B. Secondary Contact

Select Contact: Select One or Add New Contact

First Name: Initial: Last Name:

Title:

Telephone: Ext.: E-Mail:

C. Additional Contacts - Provide only if your district has different contacts for each program

Program	Name	Telephone	Ext.	Email
Private Nonprofit (PNP) Schools				
Title I, Part A				
Title I, Part C				
Title I, Part D				
Title II, Part A				
Title III, Part A				
Title IV, Part A				
Title VIII				
Homeless Students				

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

Part 1: Expenditures from Title I, Part A, Funds Reserved at LEA Level

Expenditures

LEA Level Expenditures	Expenditures
1. Districtwide Parent and Family Engagement Activities	
2. Services to Homeless Students	
3. Services to Students Residing in Local Facilities for the Neglected.	
4. Title I, Part A Services to Eligible Private School Students, Not Including Administration	
5. Administration of Title I, Part A Programs for Eligible Private School Students	
6. Administration of Title I, Part A Programs (including administration of Title I, Part A programs for students at facilities for neglected and delinquent)	
7. Services to Students Residing in Local Facilities for Delinquent	
8. Early Childhood Education Programs	
9. Financial incentives and rewards to teachers who serve students in Title I schools Identified for improvement under Section 1111(d)	
10. School Improvement in Title I schools Identified for improvement under Section 1111(d)	
11. Coordinated Services (i.e., Summer School, Professional Development, etc.)	
12. Foster Care Transportation	
Part 1 Total Expenditures from Title I, Part A Funds Reserved at LEA Level	

Part 2: Expenditures from Title I, Part A Campus-Based Program Budgets

Expenditures

Campus-Based Expenditures	Expenditures
1. Total Title I, Part A, Expenditures from **Schoolwide Program** Campus Budgets	
2. Total Title I, Part A, Expenditures from **Targeted Assistance Program** Campus Budgets	
Part 2 Total Expenditures from Title I, Part A Campus-Based Program Budgets	

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

Part 3: Public Schools Student Participation for Ages 0 - 2 and Ages 3 - 5 (not in PEIMS)

A. Age

Participant Age	Title I, Part A Schoolwide Program	Title I, Part A Targeted Assistance (TA) Program
1. Ages 0-2		
2. Ages 3-5 (not in PEIMS)		
Total		

B. Gender

Participant Gender	Title I, Part A Schoolwide Program	Title I, Part A Targeted Assistance (TA) Program
1. Male		
2. Female		
Total		

C. Ethnicity

Participant Ethnicity	Title I, Part A Schoolwide Program	Title I, Part A Targeted Assistance (TA) Program
1. American Indian/Alaskan Native		
2. Asian		
3. Black/African American		
4. Hispanic/Latino		
5. Native Hawaiian/Other Pacific Islander		
6. White		
7. Two or More Races		
Total		

eGrants TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

Part 4: Student Participation for Private Nonprofit Schools and Local Facilities for Neglected

A. Grade

Participant Grade	Private Nonprofit Schools	Local Facilities for Neglected
1. Ages 0-2		
2. Ages 3-5		
3. Kindergarten		
4. Grade 1		
5. Grade 2		
6. Grade 3		
7. Grade 4		
8. Grade 5		
9. Grade 6		
10. Grade 7		
11. Grade 8		
12. Grade 9		
13. Grade 10		
14. Grade 11		
15. Grade 12		
16. Ungraded		
Total		

B. Gender

Participant Gender	Private Nonprofit Schools	Local Facilities for Neglected
1. Male		
2. Female		
Total		

C. Ethnicity

Participant Ethnicity	Private Nonprofit Schools	Local Facilities for Neglected
1. American Indian/Alaskan Native		
2. Asian		
3. Black/African American		
4. Hispanic/Latino		
5. Native Hawaiian/Other Pacific Islander		
6. White		
7. Two or More Races		
Total		

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

Part 5: Program Compliance Self-Check

A. LEA Program Plan

1. The LEA/fiscal agent Title I, Part A Program Plan has been developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), administrators (including administrators of programs in other parts of Title I), other appropriate school personnel, and with parents of children in schools served under Title I, Part A.
   [Section 1112(a)(1)(A)]

   If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State. [Section 1116(b)(4)]

   a. ○ In Compliance for LEA or **all** members of the SSA
   If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.
   Strongest documentation recommended:

   - Copy of the LEA's Title I, Part A Program Plan (the requirements related to the LEA Title I, Part A Program Plan can be included in the District Improvement Plan or other LEA official plans) AND
   - Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters documenting timely and meaningful stakeholder consultation in the development of the LEA Title I, Part A Program Plan AND
   - Any other consultation documentation (i.e., surveys, correspondence) used to consult with the required stakeholder groups, if applicable.

   The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance for LEA or one or more members of the SSA
   If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

   For Fiscal Agent Use only
   List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
   SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

2. The LEA/fiscal agent Title I, Part A Program Plan includes the statutorily required descriptions noted in section 1112(b). [Section 1112(b) (1-13)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.
Strongest documentation recommended:

- Copy of the LEA's Title I, Part A Program Plan that includes the statutorily required descriptions (the requirements related to the LEA Title I, Part A Program Plan can be included in the District Improvement Plan or other LEA official plans).

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

3. The LEA/fiscal agent shall periodically review and, as necessary, revise the Title I, Part A Program Plan. [Section 1112(a)(5)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.
Strongest documentation recommended:

- Copy of the LEA's Title I, Part A Program Plan (the requirements related to the LEA Title I, Part A Program Plan can be included in the District Improvement Plan or other LEA official plans) AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting annual review of the LEA Title I, Part A Program Plan.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

B. Parent and Family Engagement

1. The LEA/fiscal agent has a written parent and family engagement policy that is incorporated into the LEA's plan developed under section 1112 and establishes the LEA's expectations and objectives for meaningful parent and family involvement.[Section 1116 (a)(2)]

   a. In Compliance for LEA or **all** members of the SSA
   If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.
   Strongest documentation recommended:

   - Copy of LEA's written parent involvement policy that is incorporated into the LEA's Title I, Part A Program Plan developed under section 1112 (the requirements related to the LEA Title I, Part A Program Plan can be included in the District Improvement Plan or other LEA official plans).

   The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. Not In Compliance for LEA or one or more members of the SSA
   If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

   For Fiscal Agent Use only
   List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
   SSA members not listed below will be considered in compliance.

2. The LEA/fiscal agent conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all Title I, Part A schools served. [Section 1116 (a)(2)(D)]

   a. In Compliance for LEA or **all** members of the SSA
   If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.
   Strongest documentation recommended:

   - Meeting agendas, meeting invitations, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting participation of parents in the annual evaluation of the content and effectiveness of the policy AND
   - Copy of annual evaluation

   The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. Not In Compliance for LEA or one or more members of the SSA
   If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

   For Fiscal Agent Use only
   List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
   SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

3. Each school served shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
[Section 1116 (b)(1)]

If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection. [Section 1116(b)(2)]

If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection. [Section 1116(b)(3)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:
For each Title I, Part A campus—

- Copy of written parent and family engagement policy for each Title I, Part A campus that includes the method of policy distribution to parents and family members of participating students, evidence of availability to the local community, and the languages in which the policy is made available to parents; AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting participation of parents in the development of the policy and periodic updates to the policy to meet the changing needs of parents and the school; AND
- Any other consultation documentation (i.e., surveys, correspondence) used to consult with parents in the development of the policy, if applicable; AND
- Evidence of policy distribution to parents and family members of participating students; AND
- Evidence of availability to the local community.

The The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

4. Each Title I, Part A campus convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. (Note: TEA requires that the annual meeting be offered on more than one day and at more than one time, so that parents have more than one option to attend.)
[Section 1116(c)(1)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:
For each Title I, Part A campus—

- Meeting invitations, agendas, meeting minutes or notes that document what was shared at the meeting, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting attendance of parents.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

5. As a component of its campus-level PFE policy, each Title I, Part A campus has jointly developed with parents for all children served with Titel I, Part A, a school-parent compact that outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. [Section 1116 (d)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:
For each Title I, Part A campus—

- Copy of the School-Parent Compact; AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting parent participation in the development of the compacts AND
- Any other consultation documentation (i.e., surveys, correspondence) used to consult with parents in the development of the compact, if applicable.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

6. The LEA and each Title I, Part A campus shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. [Section 1116(e)(1)]

   a. ○ In Compliance for LEA or **all** members of the SSA
   If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

   Strongest documentation recommended:
   For the LEA and for each Title I, Part A campus—

   - Training/meeting agendas, meeting minutes or notes that document content of training, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters).

   The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance for LEA or one or more members of the SSA
   If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

   For Fiscal Agent Use only
   List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
   SSA members not listed below will be considered in compliance.

7. The LEA and each Title I, Part A campus shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. [Section 1116(e)(2)]

   a. ○ In Compliance for LEA or **all** members of the SSA
   If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

   Strongest documentation recommended:
   For the LEA and for each Title I, Part A campus—

   - Training/meeting agendas, meeting minutes or notes that document content of training, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters).

   The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance for LEA or one or more members of the SSA
   If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

   For Fiscal Agent Use only
   List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
   SSA members not listed below will be considered in compliance.

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

8. The LEA and Title I, Part A campuses shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.[Section 1116(e)(3)]

   a. ○ In Compliance for LEA or **all** members of the SSA
   If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

   Strongest documentation recommended:
   For the LEA and for each Title I, Part A campus—

   - Training/meeting agendas, meeting minutes or notes that document content of training, documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) that show evidence of attendance for teachers, specialized instructional support personnel, principals, other school leaders, and other staff, and evidence that the meeting/training was provided with the assistance of parents.

   The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance for LEA or one or more members of the SSA
   If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

   For Fiscal Agent Use only
   List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
   SSA members not listed below will be considered in compliance.

9. The LEA and each Title I, Part A campus shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. [Section 1116(e)(4)]

   a. ○ In Compliance for LEA or **all** members of the SSA
   If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

   Strongest documentation recommended:
   For the LEA and for each Title I, Part A campus—

   - Evidence of the coordination and integration of PFE activities with other programs, such as documentation of joint meetings and programs, including public preschool programs, parent resource centers, etc.

   The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance for LEA or one or more members of the SSA
   If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

   For Fiscal Agent Use only
   List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
   SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

10. The LEA and each Title I, Part A campus shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. [Section 1116(e)(5)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:
For the LEA and for each Title I, Part A campus—

- Evidence of the coordination and integration of PFE activities with other programs, such as documentation of joint meetings and programs, including public preschool programs, parent resource centers, etc.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

11. The LEA and each Title I, Part A campus shall provide such other reasonable support for parental involvement activities under this section as parents may request. [Section 1116(e)(14)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:
For the LEA and for each Title I, Part A campus—

- Relevant statement in the PFE policies concerning the provision of such reasonable support;
- Evidence of such support having been provided.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

C. Parent's Right to Know

1. At the beginning of each school year (or upon enrollment, if later), the LEA shall notify the parents of each student that the parents may request, and the LEA will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teacher(s). [Section 1112(e)(1)(A)]
The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(e)(4)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:

- Official auditable correspondence, newsletter, website, or student handbook used to distribute information on right to request the professional qualifications of the student's classroom teacher(s).

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

c. ○ Not Applicable
If not applicable, the LEA/fiscal agent assures that the following reason applies. No other reason is acceptable.

- The LEA only operates Targeted Assistance Program campuses.

eGrants TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

2. Each Title I, Part A campus shall provide parents of each student with information concerning such student related to their level of achievement and, as applicable and available, student growth on each of the State academic assessments required under Title I, Part A. [Section 1112(e)(1)(B)(i)]
The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(e)(4)]

   a. ○ In Compliance for LEA or **all** members of the SSA
   If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

   Strongest documentation recommended:
   For each Title I, Part A campus—

   - Official auditable correspondence distributing such information to parents; meeting documentation for parent/teacher conferences where such information was discussed.

   The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance for LEA or one or more members of the SSA
   If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

   For Fiscal Agent Use only
   List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
   SSA members not listed below will be considered in compliance.

3. Each Title I, Part A campus shall provide parents of each student timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does ot meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. [Section 1112(e)(1)(B)(ii)]
The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(e)(4)]

   a. ○ In Compliance
   If in compliance, the LEA assures that it has documentation showing compliance readily available upon request.
   Strongest documentation recommended:

   - Official auditable correspondence distributing such information to parents.

   The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance
   If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

   For Fiscal Agent Use only:
   List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
   SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

4. At the beginning of each school year (or upon enrollment, if later), the LEA shall notify the parents of each student that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or LEA, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.
[Section 1112(e)(2)(A)]
The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(e)(4)]

Note: Under state law, there are no applicable opt-out options for state-mandated assessments. If the LEA administers local assessments that are required, and there is an applicable local policy, procedure, or parental right to opt the child out of such assessments, the information shall be included in the parent notification referenced above

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:

- Official auditable correspondence distributing such information to parents.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

5. Each LEA that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the LEA's website and, where practicable, on the website of each school served by the LEA) for each grade served by the LEA, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the LEA, including—

- the subject matter assessed;
- the purpose for which the assessment is designed and used;
- the source of the requirement for the assessment; and
- where such information is available—
  - the amount of time students will spend taking the assessment, and the schedule for the assessment; and
  - the time and format for disseminating results.

[Section 1112(e)(2)(B)]

In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents. [Section 1112(e)(2)(C)]

The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(e)(4)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:

- Evidence of relevant web posting.
- Or, if the LEA does not operate a website, evidence that the distribution is made to the media, through public agencies, or directly to parents.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

c. ○ Not Applicable
If not applicable, the LEA/fiscal agent assures that the following reason applies. No other reason is acceptable.

- The LEA did not use Title I, Part A funds to implement or supplement a language education Instructional program such as the one outlined in Title III.

eGrants
TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

6. Each local educational agency using funds under Title I, Part A to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of—

- (i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- (ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- (iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- (iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- (v) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- (vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and (viii) information pertaining to parental rights that includes written guidance—
  - (I) detailing the right that parents have to have their child immediately removed from such program upon their request;
  - (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
  - (III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

[Section 1112(e)(3)(A)]

For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program. [Section 1112(e)(3)(B)]

The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(e)(4)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:

- Official auditable correspondence distributing such information to parents.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

c. ○ Not Applicable
If not applicable, the LEA/fiscal agent assures that the following reason applies. No other reason is acceptable.

- The LEA did not use Title I, Part A funds to implement or supplement a language education Instructional program such as the one outlined in Title III.

7. Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—

   - (I) be involved in the education of their children; and
   - (II) be active participants in assisting their children to—
     (aa) attain English proficiency;
     (bb) achieve at high levels within a well-rounded education; and
     (cc) meet the challenging State academic standards expected of all students.

   REGULAR MEETINGS. —Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.
   [Section 1112(e)(3)(C)]

   BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status. [Section 1112(e)(3)(D)]

   The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(e)(4)]

   a. ○ In Compliance for LEA or **all** members of the SSA
   If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

   Strongest documentation recommended:

   - Evidence of the means of outreach to parents of English learners, detailing the required information.

   The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance for LEA or one or more members of the SSA
   If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

   For Fiscal Agent Use only
   List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
   SSA members not listed below will be considered in compliance.

   c. ○ Not Applicable
   If not applicable, the LEA/fiscal agent assures that the following reason applies. No other reason is acceptable.

   - The LEA did not use Title I, Part A funds to implement or supplement a language education Instructional program such as the one outlined in Title III.

eGrants
TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

D. Campus Schoolwide Program Plan

1. The Title I, Part A, schoolwide program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [Section 1114 (b)(6)]

   a. ○ LEA/fiscal agent
   In Compliance for LEA or **all** members of the SSA
   If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

   Strongest documentation recommended:
   For each Title I, Part A Schoolwide Program campus—

   - Description of the campus's comprehensive needs assessment (CNA) process that includes the date(s) that the CNA was developed (if a new campus) or the date(s) that the CNA was reviewed and revised for the current school year, list of stakeholders involved that includes the individuals by name and roles, areas examined, and a listing of the multiple data sources analyzed; AND
   - Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting alignment with the campus's CNA process description; AND
   - Campus schoolwide program plan that includes a summary of CNA results and evidence of the use of those results to determine program activities (the requirements related to the campus schoolwide program plan can be included in the Campus Improvement Plan or other Campus official plans); AND
   - Evidence that program evaluations of the schoolwide program plan from prior years (for the current year, if available, and prior year or for the last two years if the current-year program evaluation is not available) are part of the CNA process to determine effectiveness and to inform decisions concerning program implementation.

   The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance for LEA or one or more members of the SSA
   If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

   For Fiscal Agent Use only
   List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
   SSA members not listed below will be considered in compliance.

   c. ○ Not Applicable
   If not applicable, the LEA/fiscal agent assures that the following reason applies. No other reason is acceptable.

   - The LEA only operates Targeted Assistance Program campuses.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

2. The Title I, Part A Schoolwide program plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
[Section 1114 (b)(5)]

a. ◯ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:
For each Title I, Part A Schoolwide Program campus-

- Campus schoolwide program plan showing evidence of coordination and integration documented with applicable program descriptions and outlining use of funds (the requirements related to the Campus schoolwide program plan can be included in the Campus Improvement Plan or other Campus official plans) AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) from the campus planning process showing evidence of coordination and integration.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ◯ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

c. ◯ Not Applicable
If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA only operates Targeted Assistance Program campuses.

eGrants
TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

3. An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.[Section 1114 (b)(2)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:
For each Title I, Part A Schoolwide Program campus-

- Campus schoolwide program plan showing a listing of stakeholders involved in the development of the schoolwide program plan that includes the individuals by name and roles AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) from the campus planning process that shows evidence of required stakeholders involvement in the development of the schoolwide program plan; AND
- Any other documentation (i.e., surveys, correspondence) used to involve the required stakeholder groups, if applicable.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

c. ○ Not Applicable
If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA only operates Targeted Assistance Program campuses

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

4. The Title I, Part A Schoolwide program plan is available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1114 (b)(4)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:
For each Title I, Part A Schoolwide Program campus-

- Evidence of plan availability to the LEA, parents, and the public which may include posted on the campus and/or LEA website, hard copy available at the campus front desk, public library, or other public place or hard copy made available at the request of the LEA, a parent, or the public; AND
- Evidence of plan availability in multiple languages, if applicable.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

c. ○ Not Applicable
If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA only operates Targeted Assistance Program campuses.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

5. The LEA ensures that any services provided by nonprofit or for-profit external providers have expertise in using evidence-based or other effective strategies to improve student achievement. [Section 1114 (d)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:
For each Title I, Part A Schoolwide Program campus-

- Campus schoolwide program plan showing a listing of stakeholders involved in the development of the schoolwide program plan that includes the individuals by name and roles AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) from the campus planning process that shows evidence of required stakeholders involvement in the development of the schoolwide program plan; AND
- Any other documentation (i.e., surveys, correspondence) used to involve the required stakeholder groups, if applicable.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

c. ○ Not Applicable
If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA only operates Targeted Assistance Program campuses; or
- None of the LEA's Schoolwide Programs use any nonprofit or for-profit external provider to implement any part of its Schoolwide Program.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

E. Supplement, Not Supplant

1. The LEA has either a formal Supplement, Not Supplant Methodology for distributing State and local funds in order to ensure that State and local funds are distributed to its campuses in a Title I-neutral manner; or, the LEA has a formal Statement of Exemption. [Section 1118(b)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:

- Copy of SNS Methodology and summary page(s) from general ledger showing the total budget amount allocated to each campus, OR
- Copy of Statement of Exemption.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

F. Targeted Assistance Program Eligibility

1. For a Title I, Part A targeted assistance program, the LEA identifies children not older than age 21 who are entitled to a free public education through grade 12; and children who are not yet at a grade level at which the local educational agency provides a free public education. [Section 1115 (c)(1)(A)]

a. ◯ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:

- Description of the LEA's selection criteria (the criteria must be multiple, educationally related, objective criteria, except that children in preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria established by the LEA which may include teacher judgment, interviews with parents, or other developmentally appropriate measures); AND
- Description of how the campus has supplemented the LEA's criteria, if applicable.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ◯ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

c. ◯ Not Applicable
If not applicable, the LEA/fiscal agent assures that the following reason applies. No other reason is acceptable.

- The LEA only operates Schoolwide Program campuses.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

2. The LEA ensures that each of its campuses operating a Targeted Assistance Program has served those participating students identified as eligible by—

- (A) using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
- (B) using methods and instructional strategies to strengthen the academic program of the school through activities, which may include—
  - (i) expanded learning time, before- and afterschool programs, and summer programs and opportunities; and
  - (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act

[Section 1115(b)(2)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:

- provided to eligible students with Title I, Part A resources; AND
- Relevant pages from the Targeted Assistance campus plans describing the methods and instructional strategies the campus(es) use to strengthen the academic program of the school through activities, which may include expanded learning time, before-and after-school programs, and summer programs and opportunities, as well as a tiered model to prevent and address behavior problems and early intervening services.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

c. ○ Not Applicable
If not applicable, the LEA/fiscal agent assures that the following reason applies. No other reason is acceptable.

- The LEA only operates Schoolwide Program campuses.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

3. For a Title I, Part A targeted assistance program, the LEA ensures that it requires that staff paid with Title I, Part A funds spend no more than the same proportion of total work time on limited duties assigned to similar non-Title I personnel as the proportion that non-Title I staff spend on such duties. [Section 1115(d)(2)]

a. In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:
Description of the LEA's selection criteria (the criteria must be multiple, educationally related, objective criteria, except that children in preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria established by the LEA which may include teacher judgment, interviews with parents, or other developmentally appropriate measures); AND

- Description of how the campus has supplemented the LEA's criteria, if applicable.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

c. Not Applicable
If not applicable, the LEA/fiscal agent assures that the following reason applies. No other reason is acceptable.

- All of the LEA's Title I, Part A campuses have a poverty percentage of 35% or higher, or
- The LEA's total enrollment is less than 1,000.

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

4. For a Title I, Part A targeted assistance program, the LEA ensures that it uses Title I, Part A funds for "comprehensive services" only has after it has (a) engaged in a comprehensive needs assessment, and (b) funds are not reasonably available from other sources to provide such services. Comprehensive services include the following:

   - (i) the provision of basic medical equipment, such as eyeglasses and hearing aids;
   - (ii) compensation of a coordinator;
   - (iii) family support and engagement services;
   - (iv) integrated student supports; and
   - (v) professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children

   [Section 1115(e)(2)]

   a. ○ In Compliance for LEA or **all** members of the SSA
   If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

   Strongest documentation recommended:

   - Relevant pages of the comprehensive needs assessment(s).
   - Relevant Time and Effort documentation.

   The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance for LEA or one or more members of the SSA
   If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

   For Fiscal Agent Use only
   List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
   SSA members not listed below will be considered in compliance.

   c. ○ Not Applicable
   If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

   - The LEA only operates Schoolwide Program campuses; or
   - The LEA does not use Title I, Part A funds at its Title I, Part A campus(es) for comprehensive services, such as-
     - i. the provision of basic medical equipment, such as eyeglasses and hearing aids;
     - ii. compensation of a coordinator;
     - iii.family support and engagement services;
     - iv. integrated student supports; and
     - v. professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

5. The LEA ensures that any services provided by nonprofit or for-profit external providers have expertise in using evidence-based or other effective strategies to improve student achievement. [Section 1115(h)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:
For each Title I, Part A Targeted Assistance Program campus that uses nonprofit or for-profit external providers-

- Evidence that such providers have expertise in using evidence-based or other effective strategies to improve student achievement

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

c. ○ Not Applicable
If not applicable, the LEA assures that one of the following reasons applies. No other reasons are acceptable.

- The LEA only operates Schoolwide Program campuses; or
- None of the LEA's Targeted Assistance Programs uses any nonprofit or for-profit external provider to implement any part of its Targeted Assistance Program.

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

G. Campus Allocations

1. The LEA has allocated Title I, Part A funds to eligible school attendance areas or eligible schools in rank order, on the basis of the total number of children from low-income families in each area or school. [Section 1113(c)(1)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:
For each Title I, Part A Targeted Assistance Program campus that uses nonprofit or for-profit external providers—

- Spreadsheet showing campus name, campus number, enrollment, number of low-income students, low-income percentage, per-pupil amount, and amount of total Title I, Part A campus allocation for all Title I, Part A served campuses.
Note: Campus status, enrollment and low-income percentages should match what was reported on the most current SC5000.
- Relevant pages of General Ledger, showing that the Title I, Part A campus allocation amounts were budgeted for campuses.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

c. ○ Not Applicable If not applicable, the LEA assures that one of the following reasons applies. No other reasons are acceptable.

- The LEA has only one campus; or
- The LEA has fewer than 1,000 students enrolled.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

2. If the LEA is serving any campus with less than 35% poverty, the per-pupil amount of funds allocated to each school attendance area or school shall be at least 125 percent of the per-pupil amount of funds a local educational agency received for that year under the poverty criteria described by the local educational agency in the plan submitted under section 1112. [Section 1113(c)(2)(A)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:
For each Title I, Part A Targeted Assistance Program campus that uses nonprofit or for-profit external providers—

- Spreadsheet showing calculation:
  - LEA's Total Title I, Part A Allocation (before any reservations) ÷ Number of Public School and Private School Low-Income Children
  - Per-pupil amount X 1.25
- Spreadsheet showing campus name, campus number, enrollment, number of low-income students, low-income percentage, 125% per-pupil amount, and amount of total Title I, Part A campus allocation for all Title I, Part A served campuses.
  Note: Campus status, enrollment and low-income percentages should match what was reported on the most current SC5000.
- Relevant pages of General Ledger, showing that the 125% Title I, Part A campus allocation amounts were budgeted for all Title I, Part A campuses.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

c. ○ Not Applicable If not applicable, the LEA assures that one of the following reasons applies. No other reasons are acceptable.

- All the LEA's Title I, Part A campuses are 35% poverty or above; or
- The LEA has fewer than 1,000 students enrolled; or
- The LEA has only one campus.

H. LEA Reservations

1. A local educational agency shall reserve such funds as are necessary under Title I, Part A to provide services comparable to those provided to children in schools funded under this part to serve homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live. The share of funds shall be determined based on the total allocation received by the LEA; and prior to any allowable expenditures or transfers by the local educational agency. Funds reserved may be determined based on a needs assessment of homeless children and youths in the LEA, taking into consideration the number and needs of homeless children and youths in the local educational agency, and which needs assessment may be the same needs assessment as conducted under section 723(b)(1) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11433(b)(1)); and used to provide homeless children and youths with services not ordinarily provided to other students under this part, including providing funding for the homeless liaison and transportation to the school of origin.

   a. ○ In Compliance for LEA or **all** members of the SSA
   If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

   Strongest documentation recommended:

   - Worksheet showing how the amount of the homeless reservation was determined, based on need.

   The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance for LEA or one or more members of the SSA
   If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

   For Fiscal Agent Use only
   List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
   SSA members not listed below will be considered in compliance.

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR1000 - Title I, Part A

I. Coordination with Head Start/Other Early Childhood Education Agencies

1. The LEA has developed agreements with a Head Start agency(s) to increase coordination between the LEA and the agency and, if feasible, other entities carrying out early childhood education programs, and the LEA carries out the requirements in ESEA section 1119(b) to increase the coordination between the LEA and the Head Start (or similar) agency, including:

   - developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;
   - establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
   - conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
   - organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
   - linking the educational services provided by the LEA with the services provided by local Head Start agencies.

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:

- Copy of the agreement(s) with the Head Start agency and other similar entities carrying out early childhood education programs.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

c. ○ Not Applicable
If not applicable, the LEA assures that one of the following reasons applies. No other reasons are acceptable.

- The LEA has no Head Start agency or other entity carrying out early childhood education programs serving children who will attend the schools of the LEA; or
- None of the LEA's Title I, Part A campuses serves students transitioning from early childhood education programs.

Part 6: Additional Information (optional)

Additional Information

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

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

Part 1: Program Required Activities and Expenditures

A. Program Activities and Expenditures

Expenditures Related to Required Program Activities	MEP Funds
ID&R Conducted activities as outlined in the ID&R plan and ensuring Quality Control.	
TX-NGS Encoded all required data on(TX-NGS and conducted all required activities, to ensure data quality and control accuracy following quality control processes.	
Priority for Services (PFS) Identification of PFS students and development of PFS Action Plan on serving PFS students; monthly PFS reports.	
Interstate Coordination: Utilized MSIX to promote interstate coordination by responding to Move Notifications and Data Requests. Additionally, coordination with TMIP during summer months.	
Parental Engagement and Family EngAgement Coordination/training/resources for parents on reading and math strategies; school readiness; college/career opportunities. Parent Advisory Council (PAC) for parents to provide consultation on planning, implementation and evaluation of the program.	
Provision of Services	
Comprehensive Needs Assessment Conducted to identify unique educational and educationally related needs.	
Service Delivery Plan (SDP) Implementation of the required strategies in the SDP to achieve the MPOs.	
Program Evaluation Conduct an evaluation of your local MEP.	
Supplemental Activities (EE-12 and OSY)	
Supplemental Instructional Services	
Summer Programs	
Support Services	

eGrants TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

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

Part 2: Fidelity of Strategy Implementation (FSI)

Goal Area 1: Reading and Mathematics

Strategy 1-1: Coordinate/provide supplemental reading language arts (RLA) instruction to eligible migratory students in grades K-12 during the performance period (regular school year and summer).

☐ **This Strategy is not applicable to our project**

Reason:

Check (√) the ways in which this Strategy was implemented in your project

- ☐ Coordinate to provide before/after school/Saturday tutorials/tutoring.
- ☐ Coordinate to provide supplemental instructional services by a classroom/content area teacher.
- ☐ Coordinate with other local/state/federal programs and community service providers.
- ☐ Coordinate with other school system staff or school system of residency to support the identified instructional needs of eligible migratory students.
- ☐ Educate all staff on the unique needs of eligible migratory students.
- ☐ Educate parents of eligible migratory children and ensure access to available instructional opportunities and resources, both Title I, Part C and non-Title I, Part C- funded.
- ☐ If no other funds are available, and following TIC guidance, coordinate with the MEP to cover costs (e.g., technology, AP course, dual credit course).
- ☐ Provide information and/or training to all staff (TXMEP and non-TXMEP) about instructional services and resources available to support eligible migratory students in reading (e.g., TMEP K-12 Portal, Consortium Incentive Grant [CIG] resources–IDRC, iSOSY).
- ☐ Provide self-advocacy training to parents of eligible migratory children so they have the tools to access needed support (e.g., individual parent meetings, phone calls, parent advisory committee (PAC) meetings, student conferences).
- ☐ Provide students with supplemental materials, resources, and instructional programs for home use (e.g., online learning programs, TMEP Portal K-12, CIG resources–IDRC, iSOSY).
- ☐ Provide targeted services to eligible migratory children and youth during the summer to help mitigate learning loss (e.g., reading camps, weekly reading packets).
- ☐ Train individuals providing supplemental instruction.
- ☐ Use disaggregated results from informal and/or formal assessments to guide supplemental instruction (e.g., before, after school, summer, virtual, center-based, home-based).
- ☐ Utilize state assessment test-taking skill tutorials, including STAAR review/preparation prior to exam dates.

Rate the level of implementation for this Strategy:

Implementation Level				
☐ **Not Evident**	☐ **Aware**	☐ **Developing**	☐ **Succeeding**	☐ **Exeeding**
• No provision of needs-based RLA instruction to migratory students. • No coordination with other programs/service providers to address student learning needs in RLA. • No use of data to inform instruction.	• Inadequate provision of needs-based RLA instruction to migratory students. • Little coordination with other programs/service providers to address student learning needs in RLA. • Inadequate use of data to inform instruction.	• Some needs-based RLA instruction provided to migratory students. • Some coordination with other programs/service providers to address student learning needs in RLA. • Some use of data to inform instruction.	• Sufficient needs-based RLA instruction provided to migratory students. • Frequent coordination with other programs/service providers to address student learning needs in RLA. • Frequent use of data to inform instruction.	• Extensive needs-based RLA instruction provided to migratory students. • Regular coordination with other programs/service providers to address student learning needs in RLA. • Regular use of data to inform instruction.

If this Strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this Strategy in the future:

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

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

Strategy 1-2: Coordinate/provide supplemental mathematics instruction to eligible migratory students in grades K-12 during the performance period (regular school year and summer).

☐ **This Strategy is not applicable to our project**

Reason:

Check (√) the ways in which this Strategy was implemented in your project

- ☐ Coordinate to provide before/after school/Saturday tutorials/tutoring.
- ☐ Coordinate to provide supplemental instructional services by a classroom/content area teacher.
- ☐ Coordinate with other local/state/federal programs and community-based service providers.
- ☐ Coordinate with other school system staff or school system of residency to support the identified instructional needs of eligible migratory students.
- ☐ Educate all staff on the unique needs of eligible migratory students.
- ☐ Educate parents of eligible migratory children and ensure access to available instructional opportunities and resources, both Title I, Part C and non-Title I, Part C- funded.
- ☐ If no other funds are available, and following TIC guidance, coordinate with the MEP to cover costs (e.g., calculators, graphing paper, technology, AP course, dual credit course).
- ☐ Provide information and/or training to all staff (TXMEP and non-TXMEP) about instructional services and resources available to support eligible migratory students in math (e.g., TMEP K-12 Portal, Consortium Incentive Grant [CIG] resources–IDRC, iSOSY).
- ☐ Provide self-advocacy training to parents of eligible migratory children so they have the tools to access needed support (e.g., individual parent meetings, phone calls, PAC meetings, student conferences).
- ☐ Provide students with supplemental materials, resources, and instructional programs for home use (e.g., online learning programs, TMEP Portal K-12, CIG resources–IDRC, iSOSY).
- ☐ Provide targeted services to eligible migratory children and youth during the summer to help mitigate learning loss (e.g., math camps, weekly math packets).
- ☐ Train individuals providing Project SMART instruction.
- ☐ Train individuals providing supplemental instruction.
- ☐ Use disaggregated results from informal and/or formal assessments to guide supplemental instruction (e.g., before, after school, summer, virtual, center-based, home-based).
- ☐ Utilize Project SMART when providing supplemental summer services in mathematics to eligible migratory students.
- ☐ Utilize state assessment test-taking skill tutorials, including STAAR review/preparation prior to exam dates.

Rate the level of implementation for this Strategy:

Implementation Level				
☐ **Not Evident**	☐ **Aware**	☐ **Developing**	☐ **Succeeding**	☐ **Exeeding**
• No provision of needs-based mathematics instruction to migratory students. • No coordination with other programs/service providers to address student learning needs in mathematics. • No use of data to inform instruction.	• Inadequate provision of needs-based mathematics instruction to migratory students. • Little coordination with other programs/service providers to address student learning needs in mathematics. • Inadequate use of data to inform instruction.	• Some needs-based mathematics instruction provided to migratory students. • Some coordination with other programs/service providers to address student learning needs in mathematics. • Some use of data to inform instruction.	• Sufficient needs-based mathematics instruction provided to migratory students. • Frequent coordination with other programs/service providers to address student learning needs in mathematics. • Frequent use of data to inform instruction.	• Extensive needs-based mathematics instruction provided to migratory students. • Regular coordination with other programs/service providers to address student learning needs in mathematics. • Regular use of data to inform instruction.

If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:

Goal Area 2: School Readiness

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

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

Strategy 2-1: Coordinate/provide needs-based instructional services to eligible migratory children ages 3-5, not in kindergarten.

☐ **This Strategy is not applicable to our project**

Reason:

Check (√) the ways in which this Strategy was implemented in your project

- ☐ Coordinate with other school systems/ESC programs and service providers to advocate for and address the needs of eligible migratory preschool-age children in terms of school readiness.
- ☐ Coordinate with Title I, Part A to provide information about preschool services to eligible migratory students and awareness to parents.
- ☐ Host a TXMEP table at community events, HeadStart/Pre-K registration, school registration.
- ☐ Provide parents with support for enrolling their children in early childhood programs (e.g., information, referrals, translations, interpretations, information about community resources).
- ☐ Provide the TEA-approved early literacy program [A Bright Beginning (ABB)] for eligible migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtually, face-to-face, at home, and in school-based centers).
- ☐ Utilize a local needs assessment and/or other tool such as the Preliminary Family Needs Checklist found in the ID&R Manual to identify the needs of eligible migratory children ages 3-5.
- ☐ Utilize an early childhood participation form for parents to accept/deny services (e.g., ABB Participation Form, other local forms).
- ☐ Utilize MEP data to ensure 3-5-year-old eligible migratory children are identified (e.g., TX-NGS Early Childhood Recruitment Report, Two-year olds Turning Three Report, Unique Student Count with Names and Facilities Report, Needs Assessment Checklist).

Rate the level of implementation for this Strategy:

Implementation Level

☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ Exeeding
• No provision of needs-based instructional services to migratory children ages 3-5. • No coordination with other programs/service providers to address children's learning needs. • No use of data to inform instruction.	• Inadequate provision of needs-based instructional services to migratory children ages 3-5. • Limited coordination with other programs/service providers to address children's learning needs. • Inadequate use of data to inform instruction.	• Some provision of needs-based instructional services to migratory children ages 3-5. • Some coordination with other programs/service providers to address children's learning needs. • Some use of data to inform instruction.	• Sufficient provision of needs-based instructional services to migratory children ages 3-5. • Frequent coordination with other programs/service providers to address children's learning needs. • Frequent use of data to inform instruction.	• Extensive provision of needs-based instructional services to migratory children ages 3-5. • Regular coordination with other programs/service providers to address children's learning needs. • Regular use of data to inform instruction.

If this Strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this Strategy in the future:

eGrants
TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

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

Strategy 2-2: Coordinate/provide training and resources to families of eligible migratory children ages 3-5, not in kindergarten, including on the importance of school readiness.

☐ **This Strategy is not applicable to our project**

Reason:

Check (√) the ways in which this Strategy was implemented in your project

- ☐ Collaborate with parents of eligible migratory preschool children to participate in school system-sponsored parenting classes targeting school readiness/literacy
- ☐ Collaborate with school organizations like the National Honor Society to provide childcare during parent/family events or parent meetings.
- ☐ Coordinate with Head Start/PreK programs to provide in-person and/or virtual tours of the site.
- ☐ Coordinate with other school system/ESC programs and service providers to advocate for, and address the needs of, eligible migratory preschool-age children in terms of school readiness.
- ☐ Coordinate with Title I, Part A to provide information about preschool services to eligible migratory children and bring awareness to parents.
- ☐ Disseminate a P2-P3 packet of information (e.g., reading aloud to your baby, developmental activities, importance of school readiness) during residency verifications.
- ☐ Host a TXMEP table at community events, HeadStart/Pre-K registration, school registration.
- ☐ Invite families to community events where organizations distribute information on school readiness programs.
- ☐ Provide information to parents on the importance of early childhood education and the ABB program (e.g., informational meetings for families, PAC meetings, school system parent liaison, phone calls, home visits, work site visits, health fairs).
- ☐ Provide parents with information at PAC meetings.
- ☐ Provide parents with resources/activities that are age- and language-appropriate for eligible migratory children to promote family literacy.
- ☐ Provide parents with support for enrolling their children in early childhood programs (e.g., information, referrals, translations, interpretations, information about community resources).
- ☐ Utilize an early childhood participation form for parents to accept/deny services (e.g., ABB Participation Form, other local forms).

Rate the level of implementation for this Strategy:

Implementation Level

☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ Exeeding
• No provision of training and resources on school readiness provided to parents of children ages 3-5. • No coordination with other programs/service providers to provide training and resources to parents.	• Inadequate provision of training and resources on school readiness to parents of children ages 3-5. • Limited coordination with other programs/service providers to provide training and resources to parents.	• Some provision of training and resources on school readiness to parents of children ages 3-5. • Some coordination with other programs/service providers to provide training and resources to parents.	• Sufficient provision of training and resources on school readiness to parents of children ages 3-5. • Regular coordination with other programs/service providers to provide training and resources to parents.	• Extensive provision of training and resources on school readiness to parents of children ages 3-5. • Frequent coordination with other programs/service providers to provide training and resources to parents.

If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:

Goal Area 3: High School Graduation/OSY

eGrants TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

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

Strategy 3-1: Coordinate/provide credit accrual/recovery/acceleration options/support to eligible migratory high school students who lack credits and/or are not on track for graduation.

☐ **This Strategy is not applicable to our project**

Reason:

Check (√) the ways in which this Strategy was implemented in your project

- ☐ Based upon progress monitoring, provide student access to services and tools including intrastate and interstate collaboration.
- ☐ Be aware of the school system plan for awarding partial credits (as per local policy) when eligible migratory students and other transfer students move from a different school system.
- ☐ Collaborate with school system counselors to ensure course credits and recommended courses are accurately encoded into TX-NGS.
- ☐ Conduct a TX-NGS/MSIX course history review.
- ☐ Coordinate and collaborate with all staff/programs to conduct transcript reviews for transferring credits from out-of-state and to provide opportunities to continue courses started.
- ☐ Coordinate and collaborate with school system staff to provide student orientation and access to services/tools for eligible migratory students enrolling late and/or withdrawing early .
- ☐ Coordinate and collaborate with other programs to ensure eligible migratory students receive appropriate and targeted instruction.
- ☐ Coordinate and collaborate with secondary school counselors and administrators to ensure appropriate credits have been awarded (consolidation).
- ☐ Coordinate with all staff to monitor progress of eligible migratory students to ensure they are on track for graduation.
- ☐ Coordinate with TMIP and other school system/ESC programs and service providers.
- ☐ Facilitate credit accrual and recovery options (e.g., school system-funded programs, online coursework, learning opportunities).
- ☐ Facilitate MEP student transcript review between MEP staff and school system counselor.
- ☐ Implement processes to conduct credit checks, transcript reviews, endorsement pathways, etc. with students through individual student meetings with MEP advisor, school counselor, and college and career counselor.
- ☐ Provide resources and support to assist students with conducting self-reviews of their own transcripts to help them plan for their future (e.g., review graduation plan requirements and identify courses that are still needed).
- ☐ Provide supplemental financial support for credit recovery courses where other funding sources are not available.
- ☐ Survey eligible migratory high school students to identify the motivators for them to continue school.

Rate the level of implementation for this Strategy:

Implementation Level

☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ Exeeding
• No provision of credit accrual/recovery/ acceleration to high school students who lack credits and/or are not on track for graduation. • No coordination with other programs/service providers to address student credit needs.	• Inadequate provision of credit accrual/recovery/ acceleration to high school students who lack credits and/or are not on track for graduation. • Limited coordination with other programs/service providers to address student credit needs.	• Some provision of credit accrual/recovery/ acceleration to high school students who lack credits and/or are not on track for graduation • Some coordination with other programs/service providers to address student credit needs.	• Sufficient provision of credit accrual/recovery/ acceleration to high school students who lack credits and/or are not on track for graduation • Frequent coordination with other programs/service providers to address student credit needs.	• Extensive provision of credit accrual/recovery/ acceleration to high school students who lack credits and/or are not on track for graduation. • Regular coordination with other programs/service providers to address student credit needs.

If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

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

Strategy 3-2: Coordinate/provide appropriate and targeted instructional services for eligible migratory high school students.

☐ **This Strategy is not applicable to our project**

Reason:

Check (√) the ways in which this Strategy was implemented in your project

- ☐ Based upon progress monitoring, provide access to services and tools including intrastate and interstate collaboration.
- ☐ Collaborate with school system counselors to ensure course credits and recommended courses are accurately encoded into TX-NGS.
- ☐ Conduct a TX-NGS/MSIX course history review.
- ☐ Coordinate and collaborate with all staff/programs to conduct transcript reviews for transferring credits from out-of-state and to provide opportunities to continue courses started.
- ☐ Coordinate and collaborate with school system staff to provide student orientation and access to services/tools for eligible migratory students enrolling late and/or withdrawing early.
- ☐ Coordinate and collaborate with other programs to ensure eligible migratory students receive appropriate and targeted instruction.
- ☐ Coordinate and collaborate with secondary school counselors and administrators to ensure appropriate credits have been awarded (consolidation).
- ☐ Coordinate and provide before/after/ summer school STAAR test preparation and tutoring for eligible migratory students in grades 9-12 and OSY.
- ☐ Coordinate with all staff to monitor progress of eligible migratory students to ensure they are on track for graduation.
- ☐ Coordinate with TMIP, other school system/ESC programs and service providers.
- ☐ Coordinate, collaborate, and advocate for eligible migratory students to gain access to needed resources, including access to advanced courses (e.g., AP and dual credit) and career exploration.
- ☐ Facilitate MEP student transcript review between MEP staff and school system counselor.
- ☐ Implement processes to conduct credit checks, transcript reviews, endorsement pathways, etc. with students through individual student meetings with MEP advisor, school counselor, and college and career counselor.
- ☐ Monitor progress on state assessments.
- ☐ Provide online tutorials and resources for students who are away from home-based campus.
- ☐ Provide resources and support to assist students with conducting self-reviews of their own transcripts to help them plan for their future (e.g., review graduation plan requirements and identify courses that are still needed).
- ☐ Survey eligible migratory high school students to identify the motivators for them to continue school.

Rate the level of implementation for this Strategy:

Implementation Level

☐ **Not Evident**	☐ **Aware**	☐ **Developing**	☐ **Succeeding**	☐ **Exeeding**
• No provision of appropriate and targeted instruction to high school students. • No coordination with other programs/service providers to address student learning needs. • No use of data to inform instruction.	• Inadequate provision of appropriate and targeted instruction to high school students. • Inadequate coordination with other programs/service providers to address student learning needs. • Inadequate use of data to inform instruction.	• Some provision of appropriate and targeted instruction to high school students. • Some coordination with other programs/service providers to address student learning needs. • Some use of data to inform instruction.	• Sufficient provision of appropriate and targeted instruction to high school students. • Frequent coordination with other programs/service providers to address student learning needs. • Frequent use of data to inform instruction.	• Extensive provision of appropriate and targeted instruction to high school. students. • Regular coordination with other programs/service providers to address student learning needs. • Regular use of data to inform instruction.

If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

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

Strategy 3-3: Coordinate/provide opportunities and access to college and career readiness for eligible migratory high school students and OSY.

☐ **This Strategy is not applicable to our project**

Reason:

Check (√) the ways in which this Strategy was implemented in your project

- ☐ Advocate on behalf of eligible migratory students to receive services from GEAR UP programs, if applicable.
- ☐ Collaborate with CAMP projects to provide sessions (virtual and/or face-to-face) on long-term planning and career exploration, post-secondary academic readiness, parental encouragement, financial aid, college admissions/application, etc.
- ☐ Collaborate with the Texas Workforce Commission and other similar agencies to offer apprenticeships and career readiness programs.
- ☐ Conduct individual student/OSY meetings.
- ☐ Coordinate/collaborate to conduct transcript reviews for transferring credits from out-of-state.
- ☐ Develop a local list of adult education and HSED programs.
- ☐ Provide a variety of opportunities and individuals to interact with migratory students/OSY on a regular basis to build relationships and ensure awareness and access to credit accrual resources (e.g., counselors, TMIP, graduation specialists, CAMP staff).
- ☐ Provide college/university campus visits for migratory students and their families.
- ☐ Provide information/training to migratory students and their parents about the SAT/ACT, post-secondary application processes, college entry requirements, and financial aid processes.
- ☐ Provide scholarship information and assistance.
- ☐ Provide migratory students, OSY, and parents information and support about high school equivalency diploma (HSED) options; HEP/CAMP; graduation requirements; dropout recovery programs.
- ☐ Provide training (virtual or in-person) to migratory students, OSY, and parents on social-emotional wellness (e.g., sense of belonging, growth mindset, success stories, videos).
- ☐ Survey migratory students and OSY to identify the motivators for them pursue post-secondary plans.
- ☐ Work closely with school systems to identify OSY and provide pathways to graduation or to obtain their HSED, including HEP.

Rate the level of implementation for this Strategy:

Implementation Level

☐ **Not Evident**	☐ **Aware**	☐ **Developing**	☐ **Succeeding**	☐ **Exeeding**
• No provision of college and career readiness information to high school students and OSY. • No coordination with other programs/service providers to provide students/OSY with access to college and career readiness information.	• Inadequate provision of college and career readiness information to high school students and OSY. • Limited coordination with other programs/service providers to provide students/OSY with access to college and career readiness information.	• Some provision of college and career readiness information to high school students and OSY. • Some coordination with other programs/service providers to provide students/OSY with access to college and career readiness information.	• Sufficient provision of college and career readiness information to high school students and OSY. • Frequent coordination with other programs/service providers to provide students/OSY with access to college and career readiness information.	• Extensive provision of college and career readiness information to high school students and OSY. • Regular coordination with other programs/service providers to provide students/OSY with access to college and career readiness information.

If this Strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this Strategy in the future:

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

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

Strategy 3-4: Coordinate/provide opportunities and access to resources and services to meet the unique needs of eligible migratory OSY.

☐ **This Strategy is not applicable to our project**

Reason:

Check (√) the ways in which this Strategy was implemented in your project

- ☐ Coordinate with TMIP.
- ☐ Coordinate/collaborate with existing programs (CAMP, HEP, Texas Workforce Commission [TWC], etc.) and resources (virtual and/or face-to-face) for informational sessions about access to services.
- ☐ Prepare an OSY resource/information packet for personnel working with migratory OSY to use while interviewing OSY.
- ☐ Provide OSY instructional lessons utilizing iSOSY materials.
- ☐ Provide OSY with information and assistance on re-enrolling in high school programs.
- ☐ Utilize an OSY Profile to identify needs and provide needs-based services or referrals (e.g., instructional, transportation, resources, nutrition).

Rate the level of implementation for this Strategy:

Implementation Level				
☐ **Not Evident**	☐ **Aware**	☐ **Developing**	☐ **Succeeding**	☐ **Exeeding**
• No needs-based resources and services provided to OSY. • No coordination with other programs/service providers to address the needs of OSY.	• Inadequate provision of resources and services to OSY. • Limited coordination with other programs/service providers to address the needs of OSY.	• Some resources and services provided to OSY. • Some coordination with other programs/service providers to address the needs of OSY.	• Sufficient provision of resources and services to OSY. • Frequent coordination with other programs/service providers to address the needs of OSY.	• Extensive provision of resources and services to OSY. • Regular coordination with other programs/services providers to address the needs of OSY.

If this Strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this Strategy in the future:

Goal Area 4: Non-Instructional Support Services

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

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

Strategy 4-1: Coordinate/provide high quality professional development (PD) to TXMEP and non-TXMEP staff so they can better understand the unique academic and social-emotional needs of eligible migratory children.

☐ **This Strategy is not applicable to our project**

Reason:

Check (√) the ways in which this Strategy was implemented in your project

- ☐ Coordinate/provide training to school systems, ESC, and other service providers on how to address the cultural sensitivity/social-emotional training and academic needs of migratory children, youth, and OSY (e.g., SPED, GT, Title IA, Title III, McKinney-Vento, Mental Health Programs).
- ☐ Provide PD to personnel who work with migratory students on transcript reviews (intra/interstate and binational), placement and graduation planning, and awarding credit.
- ☐ Provide training on evidence-based instructional materials and curriculum.
- ☐ Provide training to school system/ESC staff who work with migratory students on TXMEP, CIG programs and resources (e.g., Project SMART, IDRC, TMEP, AIIMS, iSOSY).
- ☐ Train school system/ESC staff on the utilization of local community agencies and their resources that provide support services (e.g., FindHelp.org).

Rate the level of implementation for this Strategy:

Implementation Level				
☐ **Not Evident**	☐ **Aware**	☐ **Developing**	☐ **Succeeding**	☐ **Exeeding**
• No PD provided to TXMEP/non-TXMEP staff on the unique academic and social-emotional needs of migratory children. • No coordination with other programs/service providers to provide staff with PD.	• Inadequate PD provided to MEP/non-MEP staff on the unique academic and social-emotional needs of migratory children. • Limited coordination with other programs/service providers to provide staff with PD.	• Some PD provided to MEP/non-MEP staff on the unique academic and social-emotional needs of migratory children. • Some coordination with other programs/service providers to provide staff with PD.	• Sufficient PD provided to MEP/non-MEP staff on the unique academic and social-emotional needs of migratory children. • Frequent coordination with other programs/service providers to provide staff with PD.	• Extensive PD provided to MEP/non-MEP staff on the unique academic and social-emotional needs of migratory children • Regular coordination with other programs/service providers to provide staff with PD.

If this Strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this Strategy in the future:

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

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

Strategy 4-2: Coordinate/provide non-instructional support services to meet the needs of eligible migratory children and their families.

☐ **This Strategy is not applicable to our project**

Reason:

Check (√) the ways in which this Strategy was implemented in your project

- ☐ Collaborate/coordinate with school systems and community programs or other grants to provide migratory students with information and access to supplemental materials, resources, and technology (e.g., laptop, tablets, hotspot).
- ☐ Collaborate/coordinate with other programs, agencies, and state and school system programs to provide community non-instructional support services (e.g., clinics, food banks, Workforce solutions, child advocacy programs, daycare) to address the identified non-instructional support services needs of migratory children and youth (e.g., school supplies, clothing, healthcare support, glasses).
- ☐ Communicate with migratory families to identify specific needs and provide access to address those needs.
- ☐ Coordinate referrals with mental health awareness programs to secure or provide services (e.g., community mental health service providers, school system and ESC resources).
- ☐ Coordinate services between parents of migratory children and community service providers (e.g., assist parents with completing forms, provide transportation, provide translation/interpretation services).
- ☐ Coordinate/collaborate with school system staff to ensure the services for which students and youth are entitled to receive are being offered (e.g., SPED, GT, Title IA, Title III, McKinney-Vento, Mental Health Programs).
- ☐ Coordinate/provide migratory children and their families with access and support to community resources.
- ☐ Host community agency resource fairs that allow families to connect with providers.
- ☐ Invite service providers to PAC meetings.
- ☐ Provide families with access to technology devices and internet/technology connectivity.
- ☐ Provide food/nutrition services, including weekend food/nutrition support.
- ☐ Provide parent training on strategies to improve reading and math.
- ☐ Provide parent/student training on financial aid.
- ☐ Provide school supplies, access to Wi-Fi, clothing, and other supplemental materials and resources.
- ☐ Share information and access to resources available online and train families on how to utilize resources to locate local community agencies that provide support services (e.g., FindHelp.org).
- ☐ Utilize a needs assessment tool similar to what is found in the Texas ID&R Manual to identify the specific needs of eligible migratory students/youth.

Rate the level of implementation for this Strategy:

Implementation Level

☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ Exeeding
• No provision of needs-based support services to migratory students. • No coordination with other programs/service providers to address the support services needs of students.	• Inadequate provision of needs-based support services to migratory students. • Limited coordination with other programs/service providers to address the support services needs of students.	• Some provision of needs-based support services to migratory students. • Some coordination with other programs/service providers to address the support services needs of students.	• Sufficient provision of needs-based support services to migratory students. • Frequent coordination with other programs/service providers to address the support services needs of students.	• Extensive provision of needs based support services to migratory students. • Regular coordination with other programs/service providers to address the support services needs of students.

If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

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

Strategy 4-3: Coordinate/provide training and resources to parents of eligible migratory children and youth to build their skills to support their child's educational needs.

☐ **This Strategy is not applicable to our project**

Reason:

Check (√) the ways in which this Strategy was implemented in your project

- ☐ Collaborate with after-school programs to meet the needs of students and parents on resources appropriate to children's ages. (e.g. Safe & Effective Schools).
- ☐ Collaborate with the PFE team to ensure activities and services are aligned with the goals and priorities identified by the PAC.
- ☐ Coordinate with other programs to communicate with parents to ensure awareness of how and when to participate in their child's education.
- ☐ Disseminate to migratory families a school systems calendar of events that support student learning and facilitate parent attendance (e.g., family math/reading nights, completing college applications).
- ☐ Provide information and training to parents about resources/services to address the identified needs of the child (e.g., PAC meetings, college nights, family math/ reading nights, middle school letters, importance of summer services).
- ☐ Provide self-advocacy training to parents on accessing schoolwide resources available to support their child's learning (e.g., navigating the school portal for grades, attendance, policies).
- ☐ Utilize the TMEP/AIIMS & IDRC Portals to provide ongoing support for parents.

Rate the level of implementation for this Strategy:

Implementation Level				
☐ **Not Evident**	☐ **Aware**	☐ **Developing**	☐ **Succeeding**	☐ **Exeeding**
• No provision of training and resources to parents to build their skills to support their child's educational needs. • No coordination with other programs/service providers for parent training and resources.	• Inadequate provision of training and resources to parents to build their skills to support their child's educational needs. • Limited coordination with other programs/service providers for parent training and resources.	• Some provision of training and resources to parents to build their skills to support their child's educational needs. • Some coordination with other programs/service providers for parent training and resources.	• Sufficient provision of training and resources to parents to build their skills to support their child's educational needs. • Frequent coordination with other programs/service providers for parent training and resource.	• Extensive provision of training and resources to parents to build their skills to support their child's educational needs. • Regular coordination with other programs/service providers for parent training and resources.

If this Strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this Strategy in the future:

eGrants TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

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

Part 3: Program Compliance Self-Check

A. Program Coordination/Integration

1. The LEA/fiscal agent makes adequate provisions for serving the unmet educational needs of preschool migratory children, including preschool children and migratory children who have dropped out of school are identified and addressed through a full range of services that are available for migratory children from appropriate local, State, and Federal educational programs. [Section 1304 (b)(1) and (c)(4)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Unique Student Count Report from TX-NGS showing the number of migratory children
- Documentation of efforts to provide services to migratory children not being served through other sources
  - Local needs assessment
  - Emails
  - Communication logs
- Documentation showing service coordination with other local, State, and Federal education programs
  - Phone logs
  - Emails
  - Event invites
  - Coordinated meeting agendas
  - Evidence of service outreach activities

For preschool children:

- Unique Student Count Report from TX-NGS showing number of preschool-aged migratory children
- Documentation showing number of preschool-aged migratory children served by early childhood program (district-based program, home-based program, community preschool program, Head Start, etc.)
- Documentation of efforts to provide services to preschool-aged migratory children not being served through other sources

If no preschool migratory children are identified by the LEA/fiscal agent during the current school year, the following documentation must be readily available upon request:

- Unique Student Count Report from TX-NGS showing no preschool-aged children were identified.

For Out-of-school Youth (OSY):

- OSY Student Profile Report from TX-NGS
- Out-of-school Youth Report from TX-NGS showing number of OSY;

If no OSY are identified by the LEA/fiscal agent during the current school year, the following documentation must be readily available upon request:

- Out-of-School Youth Report from TX-NGS showing no OSY were identified.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only:
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

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

B. Priority for Services (PFS)

1. The LEA/fiscal agent gives service priority to migratory children who made a qualifying move within the previous 1-year period and who are failing or most at risk of failing to meet the challenging State academic standards or have dropped out of school. [Sections 1301(2), §1304(d)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Procedures for Prioritizing Services to PFS Students
- Priority for Service (PFS) Report from TX-NGS
- School System PFS Action Plan
- Supplemental Program Count Report from TX-NGS which lists supplemental services being provided to the PFS students
- Documentation that MEP-funded services are provided to the PFS students first

If no PFS students are identified by the LEA/fiscal agent during the current school year, the following documentation must be readily available upon request:

- PFS Report from TX-NGS showing no PFS students were identified.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only:
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

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

C. Local Needs Assessment (CLNA)

1. The LEA/fiscal agent identifies and addresses the unique educational needs of migratory children through a needs assessment and outline a comprehensive plan for the delivery of services. [Section 1306(a)(1)(A)-(G)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- A completed version of the Texas MEP local needs assessment (LNA) tool that includes:
  - MEP student profile; and
  - LNA Action Plan;
- If applicable, a copy of the school systems Collaborative Comprehensive Needs Assessment (CCNA), if it includes a MEP -specific component;
- CLNA Strategy Implementation Plan that shows consideration of the Texas Title I, Part C Service Delivery Plan (SDP) strategies; and
- District Improvement Plan pages that describe the MEP-funded activities according to SDP strategies to meet Measurable Program Objectives (MPOs)

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only:
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

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

D. Parent and Family Engagement

1. The LEA/fiscal agent has established a parent advisory council (PAC) for the migrant program and provide opportunity for appropriate consultation in the planning, implementation, and evaluation of the LEA's migrant program. [Sections 1304(c)(3); 1306(a)(1)(B)(ii); and 1116]

a. ○ In Compliance for LEA/fiscal agent or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Evidence of migratory parent advisory council meetings occurred and allowed for meaningful consultation with and input from parents of migratory children concerning the planning, implementation, and evaluation of the program.
  - Meeting agendas clearly outlining time for meaningful consultation took place;
  - Meeting notes/minutes; and
  - Attendance i.e., sign-in sheets, electronic attendance rosters
- Evidence that meetings are offered at times that parents of migratory children could attend, and that the meetings are conducted in a language that the parents could understand, or that translation is provided, as needed.

If no PAC has been established due no participation, the following must be readily available:

- Documentation to show that efforts have been made to establish a PAC, but due to factors such as extreme geographical distance, low numbers of identified migratory families within the LEA/fiscal agent, etc., a PAC was not established. (i.e., Unique Student Count Report from TX-NGS).

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only:
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

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

2. The LEA/fiscal agent coordinates/provides training/resources to parents of migratory children on reading strategies; mathematics strategies; developmentally appropriate school readiness resources and strategies; and/or information and resources about college/career opportunities. [Section 1304 (c)(1) and (c)(6)]

a. ◯ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Evidence of coordination with other school system programs for training and resources.
-
  - Meeting agenda and minutes between MEP school system staff and other program staff; and
  - Communication with other school systems programs requesting or coordinating training and resources for migratory parents
- Evidence of coordination with other programs that can benefit migratory children and their families
  - Coordination meeting agendas and minutes between MEP school system staff and other programs to discuss sharing needs and resources; and
- Evidence that training was offered to migratory parents and families.
  - Training agendas;
  - Documentation of attendance (i.e., sign-in sheets, electronic attendance rosters); and
  - Sample of material presented; or
  - Unique Student Count Report from TX-NGS showing no migratory children were identified during the current school year.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ◯ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only:
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

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

E. Evaluation

1. The LEA/fiscal agent evaluates and improves the effectiveness of the migrant program to enable all migratory students to meet the same challenging State academic standards that all Texas children are expected to meet. [Section 1304 (b)(1), (b)(2) and (c)(5)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Evidence that a Title I, Part C evaluation was conducted.
  - Copy of the school system's Title I, Part C Evaluation
- Evidence of the Title I, Part C Evaluation Planning Meeting.
  - Meeting agenda;
  - Meeting minutes; and
  - Attendance; or
- Other supporting documentation to provide evidence of the Title I, Part C Evaluation Planning Meeting.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only:
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

2025-2026 ESSA Consolidated Compliance Report

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

2. The LEA/fiscal agent uses the services evaluation results to improve services to its migratory students. [Section 1304 (b)(1), (b)(2) and (c)(5)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Evidence that evaluation results were considered to improve services to migratory children.
  - District Improvement Plan (DIP) pages addressing additional services offered to the migratory students based on the LEA MEP evaluation; or
  - List of improved services offered to the migratory students; or
  - Other documentation showing how results were used to improve services to migratory students.
- Evidence of the Title I, Part C Evaluation Planning Meeting
  - Meeting agenda;
  - Meeting minutes; and
  - Attendance; or
  - Other supporting documentation to provide evidence of the Title I, Part C Evaluation Planning Meeting.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only:
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

eGrants TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

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

F. Identification and Recruitment

1. The LEA/fiscal agent identifies and recruits migratory children and youth, including OSY, according to the specific timelines and guidance outlined in the Texas Manual for the Identification and Recruitment of Migratory Children in order to ensure the accuracy of such information. [Sections 1303(f), 1304(c)(7), 1309(2)-(5)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Evidence of ID&R activities
  - Recruiter Logs outlining the dates, times and specific ID&R activities conducted by the recruiter; and
  - Reviewer Logs showing quality control conducted by the reviewer; or
  - Other forms of supporting documentation that provide evidence of ID&R activities.
- Identification and Recruitment Action Plan showing ID&R efforts took place during the school year and summer within the school system and in the community.
- School System ID&R Quality Control Procedures

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only:
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

eGrants TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

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

G. Interstate/Intrastate Coordination

1. The LEA/fiscal agent utilizes the Migrant Student Information Exchange (MSIX) to provide educational continuity through timely transfer of pertinent school records. [Section 1304(b)(3)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- School system procedures for requesting or transferring migratory student records via MSIX, including the process for data accuracy.
- Evidence of Utilization of MSIX
  - Documentation of responses to MSIX Move Notifications; and
  - Documentation of responses to MSIX Data Requests (i.e., email notification from MSIX)

Documentation if no Move Notifications and/or Data Requests were received via MSIX.The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only:
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

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

H. Use of Funds

1. The LEA/fiscal agent ensures that all MEP-funded services and activities are supplemental. [Section 1304(c)(2)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- District Improvement Plan pages showing the MEP-funded activities section
- Documentation on use of equipment
  - Logs on use of equipment; or
  - Other supporting documentation showing use of equipment; or
  - Documentation that MEP funds were not used for purchase of equipment.
- Evidence that only migratory children are the beneficiaries of MEP-funded supplies
  - TX-NGS Supplemental Program Count Report; or
  - Documentation that MEP funds were not used to purchase supplies.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only:
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

c. ○ Not Applicable
If not applicable, the LEA/fiscal agent assures that the following reason applies. No other reason is acceptable.

- MEP funds were used only for personnel performing MEP-related duties.

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

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

I. Records Transfer

1. The LEA/fiscal agent has local policies and procedures in place to ensure that accurate migratory student records are requested and transferred in a timely manner. [Section 1304(b)(3)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Written procedures followed for sharing and/or obtaining migratory student records with/from other school systems and states.
- Evidence of Quality Control Procedures for ensuring data accuracy.
  - School system's Quality Control Procedures outlining the process to ensure migratory student data fidelity and accuracy; and
  - TX-NGS Quality Control Checklist completed by ESC.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only:
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

Part 4: Additional Information (optional)

Additional Information

eGrants
TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR2000 - Title I, Part D, Subparts 1 and 2

Part 1: LEA Program/Facility Type

LEA Program/Facility Type			
LEA Program/Facility Type	**Number of Programs/Facilities**	**Average Number of Days Served**	**Average Length of Stay (days)**
Neglected Programs (Subpart 1 only)			
1. Group Homes			
2. Shelters			
3. Community Day Programs			
4. Residential Treatment Centers			
5. Other			
Total			
Delinquent Programs (Subpart 1 or Subpart 2)			
1. Adult Corrections			
2. Community Day Programs			
3. Juvenile Detention Centers			
4. Shelters			
5. Group Homes			
6. Ranch/wilderness camps			
7. Residential Treatment Centers			
8. Long-term secure juvenile facilities			
9. Other			
Total			
At-Risk Programs (Subpart 2 only)			
1. At-Risk Programs			
Please explain if not able to provide data on a program/facility or if Other program is reported:			

eGrants TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR2000 - Title I, Part D, Subparts 1 and 2

Part 2: Student Participation

A. Gender and Race/Ethnicity

Counts are the number of unique students who benefited from the Title I, Part D funding. Count students only once, even if they were admitted to the same facility or program multiple times.

Type of Program	Gender			Race/Ethnicity							
Neglected Prorams (Subpart 1 only)											
LEA Program/Facility Type	Male	Female	Total	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African-American	Native Hawaiian or Other	White	Two or More Races	Total
1. Group Homes											
2. Shelters											
3. Community Day Programs											
4. Residential Treatment Centers											
5. Other											
Total											
Delinquent Programs (Subpart 1 or Subpart 2)											
1. Adult Corrections											
2. Community Day Programs											
3. Juvenile Detention Centers											
4. Shelters											
5. Group Homes											
6. Ranch/wilderness camps											
7. Residential Treatment Centers											
8. Long-term secure juvenile facilities											
9. Other											
Total											
At-Risk Programs (Subpart 2 only)											
1. At-Risk Programs											
Totals											
Total											

eGrants
TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR2000 - Title I, Part D, Subparts 1 and 2

B. Age

Counts are the number of unique students who benefited from the Title I, Part D funding. Count students only once, even if they were admitted to the same facility or program multiple times.

Neglected Programs (Subpart 1 only)	3-5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
1. Group Homes																		
2. Shelters																		
3. Community Day Programs																		
4. Residential Treatment Centers																		
5. Other																		
Total																		
Delinquent Programs (Subpart 1 or Subpart 2)																		
1. Adult Corrections																		
2. Community Day Programs																		
3. Juvenile Detention Centers																		
4. Shelters																		
5. Group Homes																		
6. Ranch/wilderness camps																		
7. Residential Treatment Centers																		
8. Long-term secure juvenile facilities																		
9. Other																		
Total																		
At-Risk Programs (Subpart 2 only)																		
1. At-Risk Programs																		
Totals																		
Total																		

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR2000 - Title I, Part D, Subparts 1 and 2

C. Student Groups

Counts are the number of unique students who benefited from the Title I, Part D funding. Count students only once, even if they were admitted to the same facility or program multiple times.

Neglected Programs (Subpart 1 only)	Students with Disabilities (IDEA)	English Learners (Els)	Long Term
1. Group Homes			
2. Shelters			
3. Community Day Programs			
4. Residential Treatment Centers			
5. Other			
Delinquent Programs (Subpart 1 or Subpart 2)			
1. Adult Corrections			
2. Community Day Programs			
3. Juvenile Detention Centers			
4. Shelters			
5. Group Homes			
6. Ranch/wilderness camps			
7. Residential Treatment Centers			
8. Long-term secure juvenile facilities			
9. Other			
At-Risk Programs (Subpart 2 only)			
1. At-Risk Programs			

eGrants TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR2000 - Title I, Part D, Subparts 1 and 2

Part 3: Program and Exit Outcomes

Program and Exit Outcomes

Once per student only after exit		Neglected and Delinquent Programs(Subpart 1)	At-Risk and Delinquent Programs(Subpart2)
1.	Number of students who enrolled in their local district school within 90 days after exit.		

Number of students who attain academic and career and technical outcomes while enrolled in the program.		Enrolled in Program (In Facility)	90 Days after Exit	Enrolled in Program (In Facility)	90 Days after Exit
1.	Earned a HSED				
2.	Obtained high school diploma				
3.	Earned high school course credits				
4.	Enrolled in HSED program				
5.	Accepted and/or enrolled in post-secondary education				
6.	Enrolled in job training courses/programs				
7.	Obtained employment				

Part 4: Academic Achievement and Proficiency

A. Achievement of Long Term Students

Number of the Students who showed		Reading		Math	
		Neglected and Delinquent Programs (Subpart 1)	At-Risk and Delinquent Programs (Subpart 2)	Neglected and Delinquent Programs (Subpart 1)	At-Risk and Delinquent Programs (Subpart 2)
1.	Improvement of up to one full grade level from the initital to follow-up assessment				
2.	Improvement of more than one full grade level from the initital to follow-up assessment				
3.	A negative grade level change from the initital to follow-up assessment				
4.	No change from the initital to follow-up assessment				
B. Assessment Proficiency (OPTIONAL)					
Attained Proficiency					
Not Proficient					

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR2000 - Title I, Part D, Subparts 1 and 2

Part 5: Program Compliance Self-Check

A. Program Coordination/Integration - Subpart 2

1. The LEA has a formal, written agreement with each local facility it served under Title I, Part D, Subpart 2 [Section 1423], and the agreement addresses the program provided by the LEA, as well as the responsibilities of the facility as described in section 1425.
[Section 1425]

a. ○ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request.
Strongest documentation recommended:

- Copy of the written agreement between the LEA and each facility
- Description of services provided by the LEA, **AND** description of facility responsibilities

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

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:

- 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 LEA;
- 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.

[Section 1431(a)]

a. ○ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request.
Strongest documentation recommended:

- Copy of evaluation of Title I, Part D, Subpart 2 program showing program's impact in these areas

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

eGrants
TEXAS EDUCATION AGENCY
SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR2000 - Title I, Part D, Subparts 1 and 2

B. Use of Funds - Subpart 1

1. Was the State Agency's use of Title I, Part D, Subpart 1 funds supplemental to the regular education program?

   According to statute, a Title I, Part D, Subpart 1 program that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of section 1118 without regard to the subject areas in which instruction is given during those hours.
   [Section 1415(b)]

   a. ○ In Compliance
   If in compliance, the LEA assures that it has documentation showing compliance readily available upon request.
   Strongest documentation recommended:

   - Documentation showing the number of hours added to educational program through Title I, Part D, Subpart 1

   The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance
   If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

2. In making Title I, Part D, Subpart 1 services available to children and youth in adult correctional institutions, did the State Agency give priority to children and youth who are likely to complete incarceration within a 2-year period?
   [Section 1414(c)(2)]

   a. ○ In Compliance
   If in compliance, the State Agency assures that it has documentation showing compliance readily available upon request.
   Strongest documentation recommended:

   - Documentation related to selection of program participants, including an explanation of how priority was given to children and youth who were likely to complete incarceration within a 2-year period.

   The LEA State Agency have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance
   If not in compliance, use the space below to describe how the State Agency plans to meet compliance the following year.

   c. ○ Not Applicable
   If not applicable, the State Agency assures that the following reason applies. No other reason is acceptable.

   - The State Agency does not operate any adult correctional institutions.

Compliance Report
PR2000 - Title I, Part D, Subparts 1 and 2

3. Did the State Agency maintain appropriate time and effort records for staff who were paid in whole or in part with Title I, Part D, Subpart 1 funds? [EDGAR Cost Principles].

   a. In Compliance
   If in compliance, the State Agency assures that it has documentation showing compliance readily available upon request.
   Strongest documentation recommended:

   - List of staff paid with Title I, Part D, Subpart 1 funds, including percentage of time spent working in program.
   - Documentation for charges to payroll, as required in the applicable EDGAR Cost Principles

   The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. Not In Compliance
   If not in compliance, use the space below to describe how the State Agency plans to meet compliance the following year.

   c. Not Applicable
   If not applicable, the State Agency assures that the following reason applies. No other reason is acceptable.

   - The State Agency has no staff paid out of Title I, Part D, Subpart 1.

4. Does the State Agency have, for each campus that operates an Institution-wide Program under section 1416, a comprehensive plan that meets the requirements of section 1416?

   a. In Compliance
   If in compliance, the State Agency assures that it has documentation showing compliance readily available upon request.
   Strongest documentation recommended:

   - Institution-wide Program Plan for each campus operating such a program

   The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. Not In Compliance
   If not in compliance, use the space below to describe how the State Agency plans to meet compliance the following year.

   c. Not Applicable
   If not applicable, the State Agency assures that the following reason applies. No other reason is acceptable.

   - The State Agency has no campus that operates an institution-wide program under Title I, Part D, Subpart 1.

eGrants TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR2000 - Title I, Part D, Subparts 1 and 2

5. Did the State Agency reserve not less than 15% and not more than 30% of its Title I, Part D, Subpart 1 entitlement for Transition Services, as described in section 1418?

   a. ◯ In Compliance
   If in compliance, the State Agency assures that it has documentation showing compliance readily available upon request.
   Strongest documentation recommended:

   - Documentation supporting appropriate reservation of funds
   - Expenditure records related to transition services

   The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ◯ Not In Compliance
   If not in compliance, use the space below to describe how the State Agency plans to meet compliance the following year.

6. Did the State Agency evaluate the effectiveness of its Title I, Part D, Subpart 1 program at least once every three years and use the results as well as well as longitudinal studies to make improvements to the subsequent program?
[Section 1431]

   a. ◯ In Compliance
   If in compliance, the State Agency assures that it has documentation showing compliance readily available upon request.
   Strongest documentation recommended:

   - Program effectiveness and longitudinal studies of its Title I, Part D, Subpart 1 program
   - Documentation of the comprehensive needs assessment process and program planning

   The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ◯ Not In Compliance
   If not in compliance, use the space below to describe how the State Agency plans to meet compliance the following year.

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR2000 - Title I, Part D, Subparts 1 and 2

C. Use of Funds - Subpart 2

1. Did the LEA use Title I, Part D, Subpart 2 funds only for authorized purposes:

   To support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities-

   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.

   [Section 1421]

   a. ○ In Compliance
   If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

   - LEA and/or campus plans that provide a description of the Title I, Part D, Subpart 2 program
   - Description and list of Program beneficiaries
   - Accounting records documenting Program expenditures

   The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance
   If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

2. 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?
   [EDGAR Cost Principles]

   a. ○ In Compliance
   If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

   - List of staff paid with Title I, Part D, Subpart 2 funds, including percentage of time spent working in program
   - Documentation for charges to payroll, as required in the applicable EDGAR Cost Principles

   The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance
   If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

   c. ○ Not Applicable
   If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

   - The LEA has no staff paid out of Title I, Part D, Subpart 2.

3. Did the LEA operate a program of support for students returning from a facility for the delinquent to a school operated by the LEA? [Section 1422(b)]

   a. ○ In Compliance
   If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

   - Description of this program of support as part of the LEA plan or in its written agreement with the facility

   The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance
   If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

   c. ○ Not Applicable
   If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

   - The LEA had more than 30% of students attending the school operated at the facility resided outside the area served by the LEA when they left the facility.

Part 6: Additional Information (optional)

Additional Information

eGrants TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3000 - Title II, Part A

Part 1: Funding Transferability

A. Participation

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

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

Fund Source	Alternative Uses of Funding						
	Title I, Part A	Title I, Part C	Title I, Part D	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A	Title V, Part B
Title II, Part A							

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

Fund Source	Activity Expenditure						
	Title I, Part A	Title I, Part C	Title I, Part D	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A	Title V, Part B
Title II, Part A							

Part 2: Section 5211 - Rural Education Achievement Program (REAP)

A. Participation

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

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

Fund Source	Alternative Uses of Funding				
	Title I, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A	Title IV, Part B
Title II, Part A					

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

Fund Source	Activity Expenditure				
	Title I, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A	Title IV, Part B
Title II, Part A					

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3000 - Title II, Part A

Part 3: Program Expenditures and Activities Participation

Activities and Expenditures

Activities	Expenditures
1. Recruit, Support and Retain Effective Teachers and Principals	
2. Professional Development/Educator Growth	
3. Evidence-Based Activities	
4. Administration of Title II, Part A, Program	
Total	

Part 4: Program Compliance Self-Check

A. Alignment with the Challenging State Academic Standard

1. The Title II, Part A activities carried out by the LEA/fiscal agent are aligned with the challenging State academic standards. [Section 2102(b)(2)(A)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Relevant pages of the District Improvement Plan;
- Activity documents for Title II, Part A activities (See Title II, Part A Program Guide for examples.)

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD
SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3000 - Title II, Part A

B. Meaningful Consultation

1. The LEA/fiscal agent meaningfully consults with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools) parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II, Part A. [Section 2102(b)(3)(A)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Relevant pages of the District Improvement Plan;
- Stakeholder meeting agendas and minutes, sign-in sheets, materials used during consultation events (including program evaluation data), and copies of relevant surveys and their composite results.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD
SSA members not listed below will be considered in compliance.

2. The LEA/fiscal agent seeks advice from the individuals and organizations described in Compliance Item 2, above, regarding how best to improve the LEA's activities to meet the purpose of Title II, Part A. [Section 2102(b)(3)(B)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Relevant pages of the District Improvement Plan;
- Stakeholder meeting agendas and minutes, sign-in sheets, materials used during consultation events (including program evaluation data), and copies of relevant surveys and their composite results.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD
SSA members not listed below will be considered in compliance.

eGrants TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3000 - Title II, Part A

3. The LEA/fiscal agent uses data and ongoing consultation to continually update and improve Title II, Part A activities. [Section 2102(b)(2)(D)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:
This documentation collectively should demonstrate that consultation occurred throughout the school year. For example, a minimum would be consultation for the beginning of the school year, one meeting or survey to ascertain program status or progress mid-year, and one meeting at the end of the year to evaluate the effectiveness of the Title II, Part A activities that were conducted. The documentation should show that this information is used to improve the program.

- Calendar of scheduled consultation meetings;
- Agendas and minutes (dated);
- Sign-in sheets or participant rosters.
- If used, copy of handouts provided during consultation events;
- If used, copy of survey and its composite results.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD
SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY
SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3000 - Title II, Part A

C. Coordination

1. The LEA/fiscal agent coordinates Title II, Part A, professional development activities with professional development activities provided through other federal, state, and local programs. [Section 2102(b)(2)(F)]

a. ◯ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Official promotional materials showing coordination through other federal, state and local programs for applicable activities;
- Relevant pages of the District Improvement Plan;
- Coordination meeting agendas and minutes, sign-in sheets, materials used during coordination events, and/or surveys and their results;
- Documentation showing use of funds in coordination through other federal, state and local programs.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ◯ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD
SSA members not listed below will be considered in compliance.

2. The LEA/fiscal agent coordinates activities under Title II, Part A with other related strategies, programs, and activities being conducted in the community. [Section 2102(b)(3)(C)]

a. ◯ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Official promotional materials showing coordination through other federal, state and local programs for applicable activities;
- Documentation showing use of funds in coordination through other federal, state and local programs.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ◯ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD
SSA members not listed below will be considered in compliance.

c. ◯ Not Applicable
If not applicable, the LEA/fiscal agent assures that the following reason applies. No other reason is acceptable.

- Title II, Part A activities pursued by the LEA did not exist within the community, making coordination impossible.

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3000 - Title II, Part A

D. Prioritization of Funds

1. The LEA/fiscal agent prioritizes Title II, Part A funds to schools served by the agency under Title I, Section 1111(d) and that have the highest percentage of children counted under Title I, Section 1124(c). [Section 2102(b)(2)(C)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Documentation that shows Title II, Part A activities and their costs for each campus within the LEA, demonstrating prioritization to schools served by the LEA under Title I School Improvement and that have the highest percentage of low-income children.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD
SSA members not listed below will be considered in compliance.

E. System of Professional Growth and Improvement

1. The LEA/fiscal agent has a system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. [Section 2102(b)(2)(B)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Relevant pages of the District Improvement Plan;
- LEA professional development plan.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD
SSA members not listed below will be considered in compliance.

eGrants
TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3000 - Title II, Part A

Part 5: Additional Information (optional)

Additional Information

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3002 - Title III, Part A - ELA

Part 1: Supplemental Language Instruction Educational Programs and Activities Implemented

Supplemental Language Instruction Programs Activities	
Focus Area	**Expenditures**
1. Supporting development and implementation of LIEPs	
2. Enhancing existing LIEPs and programs for restructuring and reforming schools with English learners	
3. Supporting implementation of school wide programs	
4. Supporting the development and implementation of preschool programs	
5. Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	
6. Improving instruction of English learners with disabilities	
7. Providing tutorials, career and technical education	
8. Offering programs to help English learners achieve success in post-secondary education	
Total Expenditures for Supplemental Language Instruction Educational Programs and Activities Implemented	

Part 2: Supplemental Parent, Family, and Community Engagement Activities Implemented

Supplemental Parent, Family and Community Engagement Activities	
Focus Area	**Expenditures**
1. Parent outreach and trainings	
2. Family literacy services and/or family outreach and trainings	
3. Community participation programs	
Total Expenditures for Supplemental Engagement Activities Implemented	

Part 3: Supplemental Professional Development Activities Implemented

Supplemental Professional Activities	
Focus Area	**Expenditures**
1. Supplemental Professional Development Activities	
Total Expenditures for Professional Development Activities Implemented	

Part 4: Language Instruction Education Programs

A. Programs Offered	
1. Did the LEA offer a newcomer program?	☐ Yes ☐ No
2. Did the LEA offer an English as Second Language (ESL) program?	☐ Yes ☐ No
3. What type of ESL Program Model was offered?	☐ Content-Based ESL ☐ Pull-Out ESL
4. Did the LEA offer a bilingual program?	☐ Yes ☐ No

B. Type of Bilingual Program Models			
Type of Bilingual Program Models	**Other Languages of Instruction**		
1. Transitional Bilingual/Early Exit	☐ Spanish	☐ Other (Specify):	☐ Other (Specify):
2. Transitional Bilingual/Late Exit	☐ Spanish	☐ Other (Specify):	☐ Other (Specify):
3. Dual Language Immersion/Two-way	☐ Spanish	☐ Other (Specify):	☐ Other (Specify):
4. Dual Language Immersion/One-way	☐ Spanish	☐ Other (Specify):	☐ Other (Specify):

Part 5: Teacher Information and Professional Development

Teacher Information and Professional Development

Teacher Information	Number of Teachers
1. Type the number of certified/licensed teachers serving in a Language Instruction Education Program (LIEP).	
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.)	

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3002 - Title III, Part A - ELA

Part 6: Program Compliance Self - Check

A. Needs Assessment

1. The LEA/Fiscal Agent determines that all teachers serving in Language instruction Education Programs (LIEPs) are fluent in both English and any other language used for instruction, including having written and oral communication skills. [Section 3116(c)]

a. ◯ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Documentation showing that teachers who are providing bilingual instruction are fluent in English and the other language used for instruction (e.g., hiring activities, lists provided by Human Resources of certified staff, etc.).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ◯ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. ◯ Not Applicable
If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent only offers an English as a Second Language (ESL) program.

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3002 - Title III, Part A - ELA

B. Use of Funds

1. The LEA/Fiscal Agent provides and implements effective parent engagement activities to parents of English learners/immigrant students that are above and beyond other federal programs. [Section 3115(c)(3)(A)]

a. ○ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Engagement Planning Tool: Phase 4: Communication of Outcomes
- Presentations (e.g., power point slides, presenter's notes, or handouts.)
- Meeting Agendas
- Sign-in Sheets
- Notification of activities (e.g., emails to parents, newsletters, or a flyer)

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

2. The LEA/Fiscal Agent provides and implements effective family engagement activities to families of English learners/immigrant students that are above and beyond other federal programs. [Section 3115(c)(3)(A)]

a. ○ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Engagement Planning Tool: Phase 4: Communication of Outcomes
- Presentations (e.g., power point slides, presenter's notes, or handouts.)
- Meeting Agendas
- Sign-in Sheets
- Notification of activities (e.g., emails to parents, newsletters, or a flyer)

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Note: The State understands some examples of documentation listed may not be reasonable due to the size of the LEA/Fiscal Agent's EL population.

b. ○ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

eGrants
TEXAS EDUCATION AGENCY
SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3002 - Title III, Part A - ELA

3. The LEA/Fiscal Agent provides and implements effective community engagement activities to parents of English of learners/immigrant students that are above and beyond other federal programs. [Section 3115(c)(3)(A)]

a. ○ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Engagement Planning Tool: Phase 4: Communication of Outcomes
- Presentations (e.g., power point slides, presenter's notes, or handouts.)
- Meeting Agendas
- Sign-in Sheets
- Notification of activities (e.g., emails to parents, newsletters, or a flyer)

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Note: The State understands some examples of documentation listed may not be reasonable due to the size of the LEA/Fiscal Agent's EL population.

b. ○ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

4. The LEA/Fiscal Agent maintains appropriate time and effort records for all Title III, Part A - ELA split-funded staff. [EDGAR Cost Principles]

a. ○ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- List of staff paid with Title III, Part A - ELA funds, including percentage of time spent working in program and sufficient information to indicate the work or duties carried out, as appropriate.
- Documentation for charges to payroll, as required in the applicable EDGAR cost principle

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. ○ Not Applicable
If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent has no staff who are split-funded with Title III, Part A - ELA funds.

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3002 - Title III, Part A - ELA

5. The LEA/Fiscal Agent maintains control of Title III, Part A - ELA program funds being used to provide equitable services to private school EL students and their teachers. [Section 9501(d)]

a. ○ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Written procedures for approving and processing Title III, Part A - ELA expenditures related to services to private schools
- Accounting records showing the approved expenditures according to the LEA's written procedures

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. ○ Not Applicable
If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent had no agreement to provide equitable services to private schools with Title III, Part A - ELA funds.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3002 - Title III, Part A - ELA

C. Administrative Costs

1. The LEA/Fiscal Agent meets the statutory 2% limitation on administrative costs related to the implementation of the Title III, Part A - ELA program. [Section 3115(b)]

a. ○ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Title III, Part A -ELA budget documents detailing program and administrative costs

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

2. The LEA/Fiscal Agent has third-party contractor(s) associated with the Title III, Part A program to break out administrative costs, which are included in the 2% limitation. [EDGAR Cost Principles and Section 9201]

a. ○ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Copies of any third-party contracts, requiring the break-out of administrative costs
- Title III, Part A - ELA budget documents detailing program and administrative costs, including the administrative costs from any third-party contracts.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. ○ Not Applicable
If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent has no third-party contractors associated with Title III, Part A program.

Part 7: Additional Information (optional)

Additional Information

eGrants
TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3114 - Title III, Part A - Immigrant

Part 1: Expenditures for Supplemental Activities - Language Instruction Educational Programs

Language Instruction Educational Programs

Focus Area	Expenditures
1. Identification and acquisition of curricular materials	
2. Educational software and technologies	
3. Tutorials	
4. Mentoring	
5. Academic or career counseling	
6. Basic instructional services (including costs related to classroom supplies and transportation) that are directly attributable to the presence of immigrant children and youth	
7. Other instructional services (e.g., programs of introduction to the educational system, civic education)	
Total Expenditures for Instructional Activities Implemented.	

Part 2: Expenditures for Supplemental Activities - Parent, Family, and Community Outreach

Supplemental Parent, Family and Community Activities

Focus Area	Expenditures
1. Parent outreach and trainings	
2. Family literacy services and/or family outreach and trainings	
3. Community participation programs	
Total Expenditures for Supplemental Engagement Activities Implemented.	

Part 3: Expenditures for Supplemental Activities - Support for Personnel

Supplemental Activities

Focus Area	Expenditures
1. Teacher Recruitment	
2. Teacher Training	
3. Paraprofessional Recruitment	
4. Paraprofessional Training	
Total Expenditures for Support for Personnel Activities Implemented.	

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3114 - Title III, Part A - Immigrant

Part 4: Program Compliance Self - Check

A. Administrative Costs - Immigrant Program

1. When calculating administrative costs for the Title III, Part A - Immigrant program, the LEA/Fiscal Agent includes all appropriate administrative costs, including both indirect costs and direct costs such as administrative salaries.
[EDGAR Cost Principles and Section 9201]

a. ◯ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Detailed budget ledgers that include administrative costs

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ◯ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

B. Use of Funds - Immigrant Program

1. The LEA/Fiscal Agent maintains appropriate time and effort records for all Title III, Part A - Immigrant split-funded staff. [EDGAR Cost Principles]

a. ◯ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- List of staff paid with Title III, Part A - Immigrant funds, including percentage of time spent working in program and sufficient information to indicate the work or duties carried out, as appropriate
- Documentation for charges to payroll, as required in the applicable EDGAR cost principle

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ◯ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. ◯ Not Applicable
If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent had no staff who are split funded with Title III, Part A - Immigrant funds

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3114 - Title III, Part A - Immigrant

2. The LEA/Fiscal Agent maintains control of Title III, Part A - Immigrant program funds being used to provide equitable services to private school immigrant students and their teachers.
[Section 9501(d)]

a. ○ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Written procedures for approving and processing Title III, Part A - ELA expenditures related to services to private schools
- Accounting records showing the approved expenditures according to the LEA's written procedures

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. ○ Not Applicable
If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent had no agreement to provide equitable services to private schools with Title III, Part A - Immigrant funds

3. The LEA's/Fiscal Agent's Title III, Part A - Immigrant-funded programs provides enhanced instructional opportunities for immigrant children and youth.
[Section 3115(e)]

a. ○ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Description in the LEA and/or campus plans that shows how the Title III, Part A - Immigrant program enhances instructional opportunities for immigrant children and youth
- Evidence that the program beneficiaries are immigrant children and youth

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

Part 5: Additional Information (optional)

Additional Information

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3107 - Title IV, Part A

Part 1: Funding Transferability

A. Participation

1. Did the LEA participate in the Funding Transferability program with Title IV, Part A funds?	◯ Yes ◯ No

B. Percentage of Title IV, Part A Funding Redirected under Funding Transferability

Fund Source	Alternative Uses of Funding						
	Title I, Part A	Title I, Part C	Title I, Part D	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title V, Part B
Title IV, Part A							

C. Amount of Title IV, Part A Funding Redirected under Funding Transferability That Was Expended for the Following Activities

Fund Source	Activity Expenditure						
	Title I, Part A	Title I, Part C	Title I, Part D	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title V, Part B
Title IV, Part A							

Part 2: Section 5211 - Rural Education Achievement Program (REAP)

A. Participation

1. Did LEA participate in REAP with Title IV, Part A funds? Select No if the LEA is not eligible for REAP?	◯ Yes ◯ No

B. Percentage Of Title IV, Part A Funding Redirected under REAP

Fund Source	Alternative Uses of Funding				
	Title I, Part A	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part B
Title IV, Part A					

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

Fund Source	Activity Expenditure				
	Title I, Part A	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part B
Title IV, Part A					

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3107 - Title IV, Part A

Part 3: Program Compliance Self-Check

Program Compliance Self-Check

1. The LEA/fiscal agent engaged in a timely and meaningful consultation with a broad range of stakeholders as a part of their process in determining the targeted areas of improvement related to student's access to effective program activities. [ESSA, Title IV, Part A, Section 4106(c) (1-2)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Dated agendas and/or ongoing meeting notes of stakeholder consultation sessions, focus groups, advisory committees, and/or district improvement team meetings; and
- Participant rosters/sign-in sheets of statkeholder consultation meetings that include all Title IV, Part A required stakeholders

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

2. The LEA/fiscal agent has a description of programs and activities funded with Title IV, Part A to support the program objectives and intended outcomes related to a well-rounded education, safe and healthy students, and the effective use of technology. [Section 4106(e)(1)(A-D)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- • Relevant pages of the most current LEA's District Improvement Plan (DIP) or other official auditable documentation providing a detailed description on how Title IV, Part A funds will be used for activities supporting one of the content areas (well-rounded education, safe and healthy students, or the effective use of technology).

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3107 - Title IV, Part A

3. The LEA/fiscal agent periodically evaluated the effectiveness of the Title IV, Part A programs and/or activities based on program objectives and intended outcomes. [Section, 4106(e)(1)(E)]

a. ○ In Compliance for LEA or **all** members of the SSA
If in compliance, the LEA/fiscal agent assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Relevant pages of the most current District Improvement Plan (DIP) or other official auditable documentation that provide a description which includes:
1) LEA's Title IV, Part A evaluation process;
2) How LEA will periodically evaluate effectiveness;
3) Title IV, Part A program objective(s); and
4) Title IV, Part A intended outcome(s) of funded program(s) and/or activities.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance for LEA or one or more members of the SSA
If not in compliance, use the space below to describe how the LEA/fiscal agent plans to meet compliance the following year.

For Fiscal Agent Use only
List the SSA members ONLY (County-District number and LEA name) found not in compliance. Example: 000901-ABC ISD.
SSA members not listed below will be considered in compliance.

Part 4: Additional Information (optional)

Additional Information

eGrants
TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3099 - Private Nonprofit (PNP) School Equitable Services Compliance Report

Part 1: Private Nonprofit Program Participation

A. PNP Participation reported on the ESSA Consolidated Application PS3099/SC3099 – Read Only

Title I, Part A	Title I, Part C	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A
(●) Yes ( ) No	( ) Yes (●) No	(●) Yes ( ) No	(●) Yes ( ) No	(●) Yes ( ) No	(●) Yes ( ) No

B. Did PNP schools participate?

Title I, Part A	Title I, Part C	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A
( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No

1. If the response changes from Part A to Part B for any program, an explanation is required.

Title I, Part A Explanation

Title I, Part C Explanation

Title II, Part A Explanation

Title III, Part A ELA Explanation

Title III, Part A Immigrant Explanation

Title IV, Part A Explanation

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3099 - Private Nonprofit (PNP) School Equitable Services Compliance Report

Part 2: Program Compliance Self-Check

Program Compliance

1. The LEA conducted timely and meaningful consultation with participating PNP school officials regarding the implementation of the ESSA programs according to ESSA Sections 1117 and/or 8501, as appropriate.

   The consultation occurred before the LEA made any decisions that affect the opportunities of eligible PNP school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. [Section 1117(b)(1)(A), Sections 8501(A)(3) and 8501(A)(5)]

   If compliance status is **Yes**, the LEA assures that it has dated documentation showing compliance readily available upon request. Strongest documentation recommended:

   - agendas
   - meeting minutes
   - emails and/or
   - other documentation of timely and ongoing consultation

   The LEA may have other documentation that potentially might show compliance .In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

a. **Title I, Part A** ◯ Yes ◯ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

b. **Title I, Part C** ◯ Yes ◯ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. **Title II, Part A** ◯ Yes ◯ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

d. **Title III, Part A ELA** ◯ Yes ◯ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

e. **Title III, Part A Immigration** ◯ Yes ◯ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

f. **Title IV, Part A** ◯ Yes ◯ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

eGrants TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3099 - Private Nonprofit (PNP) School Equitable Services Compliance Report

2. LEA procedures were in place ensuring it maintained control of PNP technology, equipment, and supplies purchased for the equitable services program(s). [Sections 1117(d)(1) and 8501(d(1); Code of Federal Regulations (CFR), Title 34, Section 76.661(a-d)]

If compliance status is **Yes**, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- LEA procedures that ensured it maintained control of technology, equipment, and supplies purchased for the PNP equitable services program(s).
- Copy of written policies and procedures regarding purchases of PNP technology, equipment, and supplies for equitable services; **and**
- 1 sample of dated agendas, consultation notes, and/or other documentation specifying LEA maintains control of PNP purchase(s) for equitable services; **and**
- Inventory list of items purchased for PNP equitable services on 1 participating private school campus for each participating ESSA program (i.e., supplemental property/equipment, materials, supplies, and devices such as laptops, 3-D printer, science/lab equipment, etc.)

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

a. **Title I, Part A** ○ Yes ○ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

b. **Title I, Part C** ○ Yes ○ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. **Title II, Part A** ○ Yes ○ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

d. **Title III, Part A ELA** ○ Yes ○ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

e. **Title III, Part A Immigration** ○ Yes ○ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

f. **Title IV, Part A** ○ Yes ○ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3099 - Private Nonprofit (PNP) School Equitable Services Compliance Report

3. The LEA documented the equitable services amounts used and provided a detailed explanation of the equitable services amounts provided to PNP officials for all applicable participating programs. [Section 1117(a)(4)(A-B) and Section 8501(a)(4)(A-B)]

If compliance status is **Yes**, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Documentation LEA informed PNP officials of fiscal requirements that include equitable services amounts for 1 private school campus
    - (i.e., agenda, meeting minutes, LEA program summaries, timeline of professional development travel and PNP purchase requests, calendar of program services with equitable services amounts, or other documentation meeting requirement); **or**
- Documentation LEA shared calculated equitable services amounts by program for 1 PNP school campus (i.e., LEA calculations by PNP campus and program level, calculation formulas per PNP campus, etc.); **or**
- Written procedures and documentation that provided verification/tracked LEA PNP inventory purchases that include equitable services amounts for 1 private school campus

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

a. **Title I, Part A** ○ Yes ○ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

b. **Title I, Part C** ○ Yes ○ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. **Title II, Part A** ○ Yes ○ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

d. **Title III, Part A ELA** ○ Yes ○ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

e. **Title III, Part A Immigration** ○ Yes ○ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

f. **Title IV, Part A** ○ Yes ○ No
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3099 - Private Nonprofit (PNP) School Equitable Services Compliance Report

4. The LEA documented the equitable services administration amount used and provided a written explanation to all applicable participating programs.

If compliance status is **Yes**, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Documentation LEA informed PNP officials during consultation(s) of equitable services administration amount and how it was used (i.e., amount/percentage of PNP funds appropriated, amount/percentage of PNP funds appropriated, agenda, meeting minutes, 3rd-party/Shared Services Agreement, calculated campus spreadsheet(s), indicating administration amounts).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA did not use funding or administration costs.

a. **Title I, Part A** ○ Yes ○ No ○ N/A
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

b. **Title I, Part C** ○ Yes ○ No ○ N/A
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. **Title II, Part A** ○ Yes ○ No ○ N/A
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

d. **Title III, Part A ELA** ○ Yes ○ No ○ N/A
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

e. **Title III, Part A Immigration** ○ Yes ○ No ○ N/A
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

f. **Title IV, Part A** ○ Yes ○ No ○ N/A
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

eGrants
TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR3099 - Private Nonprofit (PNP) School Equitable Services Compliance Report

Part 3: Additional Information (optional)

Additional Information

eGrants
TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR6200 - Title VIII, Sec 8532 School Choice Option

Part 1: Persistently Dangerous Schools & Criminal Incidents

A. LEA Report on Persistently Dangerous SChools	
1. Were any students transferred from any campus due to the school being identified as persistently dangerous?	◯ Yes ◯ No
2. If yes, how many students transferred to another campus?	

B. Violent Criminal Incidents	
1. Did the LEA have any violent criminal incidents on any campus in 2025-2026?	◯ Yes ◯ No
2. If "yes", how many violent criminal incidents occurred?	
3. Did the LEA have a victimized student?	◯ Yes ◯ No
4. Number of Victimized Students Whose Parents Requested a School Transfer under Section 8532.	
5. Number of Victimized Students Who Were Transferred to Another Campus under Section 8532.	
6. If the response to #5 is less than #4, explain the difference.	
7. Number of Campuses **within** LEA Boundaries to Which Students Identified in Line 5 Above Transferred.	
8. Number of Campuses **outside** the LEA Boundaries to Which Students Identified in Line 5 Above Transferred.	

eGrants TEXAS EDUCATION AGENCY

SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR6200 - Title VIII, Sec 8532 School Choice Option

Part 2: Program Compliance Self-Check

A. Program Coordination/Integration

1. The LEA, as a condition of receiving funds under the Every Student Succeeds Act, established and implements a policy requiring that:

- 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 attend,

is offered and allowed to attend a safe public elementary or secondary school within the local education agency, including a public charter school.

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 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. [Section 8532]

a. ○ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Copy of policy approved as per LEA policies and procedures;
- Documentation that any student who has been affected by either of these circumstances has been offered the opportunity to transfer.

Note: The LEA is required to have the policy regardless of whether any campuses have been identified as Persistently Dangerous or if any students have been a victim of a violent criminal offense at school. The LEA is required to have policies in place that address both these contingencies. A charter school is school of choice but must provide other types of services to ensure the safety of the student.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

2. The LEA notified parents that their student(s) may transfer and attend a safe public elementary or secondary school within the local educational agency, including a public charter school, for:

- Students who are enrolled in a persistently dangerous school (Notification was made within 14 calendar days of notification from TEA.)
- Students who are victims of a violent criminal act (Notification was made within 14 calendar days of the incident.)

[Section 8532]

a. ○ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Copy of written notification procedure;
- List of campuses identified as Persistently Dangerous Schools. (If LEA has no campuses on PDS list, this serves as documentation that the LEA has met the part of this requirement related to PDS.)
- Letters to parents of any student who has been affected by either of these circumstances, documenting the offer of the opportunity to transfer.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ○ Not In Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. ○ Not Applicable
If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA had no campuses identified as Persistently Dangerous schools and the LEA had no students who were victims of a violent crime.

eGrants TEXAS EDUCATION AGENCY

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

SAS#: ESSAAA26

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR6200 - Title VIII, Sec 8532 School Choice Option

Part 3: Additional Information (optional)

Additional Information

eGrants
TEXAS EDUCATION AGENCY
SAS#: ESSAAA26

Organization: [redacted] ISD
Campus/Site: N/A
Vendor ID: [redacted]

County District: [redacted]
ESC Region: [redacted]
School Year: 2025-2026

2025-2026 ESSA Consolidated Compliance Report

Compliance Report
PR6400 - Homeless Students Enrolled

Part 1: Homeless Students Participation and Primary Students Residency

A. Homeless Students Participation

1. Did the LEA provide services to homeless students through the McKinney-Vento Program (TEHCY)? ○ Yes ○ No

B. 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 (TEHCY)	Number of Unaccompanied Youth	Number of Students in Shelters	Number of Students Doubled Up	Number of Students Unsheltered	Number of Students in Hotels/Motels
1. Age 0-2						
2. Ages 3-5 (Not Enrolled in PK or K)						
Total						

Part 2: Additional Information (optional)

Additional Information