

**CONSOLIDATED STATE PERFORMANCE REPORT
PART II**

For reporting on

School Year 2014-15

2.1 IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (TITLE I, PART A)

This section collects data on Title I, Part A programs.

2.1.1 Student Achievement in Schools with Title I, Part A Programs

The following sections collect data on student academic achievement on the State's assessments in schools that receive Title I, Part A funds and operate either Schoolwide programs or Targeted Assistance programs.

2.1.1.1 Student Achievement in Mathematics in Schoolwide Schools (SWP)

In the format of the table below, provide the number of students in SWP schools who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3			(Auto calculated)
4			(Auto calculated)
5			(Auto calculated)
6			(Auto calculated)
7			(Auto calculated)
8			(Auto calculated)
High School			(Auto calculated)
Total			(Auto calculated)

2.1.1.2 Student Achievement in Reading/Language Arts in Schoolwide Schools (SWP)

This section is similar to 2.1.1.1. The only difference is that this section collects data on performance on the State's reading/language arts assessment in SWP.

2.1.1.3 Student Achievement in Mathematics in Targeted Assistance Schools (TAS)

In the table below, provide the number of all students in TAS who completed the

assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State’s mathematics assessments under Section 1111(b)(3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3			(Auto calculated)
4			(Auto calculated)
5			(Auto calculated)
6			(Auto calculated)
7			(Auto calculated)
8			(Auto calculated)
High School			(Auto calculated)
Total			(Auto calculated)

2.1.1.4 Student Achievement in Reading/Language Arts in Targeted Assistance Schools (TAS)

This section is similar to 2.1.1.3. The only difference is that this section collects data on performance on the State’s reading/language arts assessment by all students in TAS.

2.1.2 Title I, Part A Student Participation

The following sections collect data on students participating in Title I, Part A by various student characteristics.

2.1.2.1 Student Participation in Public Title I, Part A by Special Services or Programs *Table 1 (Formerly 2.1.3.1.1)*

In the table below, provide the number of public school students served by either Public Title I SWP or TAS programs at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Special Services or Programs	# Students Served
Children with disabilities (<i>IDEA</i>)	
Limited English proficient students	
Students who are homeless	
Migratory students	

2.1.2.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group **Table 2 (Formerly 2.1.3.1.2)**

In the table below, provide the unduplicated number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Race/Ethnicity	# Students Served
American Indian or Alaska Native	
Asian	
Black or African American	
Hispanic or Latino	
Native Hawaiian or other Pacific Islander	
White	
Two or more races	
Total	(Auto calculated)

2.1.2.3 Student Participation in Title I, Part A by Grade Level **Table 3 (Formerly 2.1.3.2)**

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public targeted assistance programs (Public TAS), Title I schoolwide programs (Public SWP), private school students participating in Title I programs (private), and Part A local neglected programs (local neglected). The totals column by type of program will be automatically calculated.

Age /Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age Birth					

Age /Grade	Public TAS	Public SWP	Private	Local Neglected	Total
through 2					
Age 3 through 5 (not Kindergarten)					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Ungraded					
TOTALS	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)

2.1.2.4 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services

The following sections collect data about the participation of students in TAS.

2.1.2.4.1 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional Services **Table 4a** (Formerly 2.1.3.3)

In the table below, provide the number of students receiving each of the listed instructional services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one instructional service. However, students should be reported only once for each instructional service regardless of the frequency with which they received the service.

TAS instructional service	# Students Served
Mathematics	
Reading/language arts	
Science	
Social studies	
Vocational/career	
Other instructional services	

2.1.2.4.2 Student Participation in Title I, Part A Targeted Assistance Programs by Support Services Table 4b (Formerly 2.1.3.3)

In the table below, provide the number of students receiving each of the listed support services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one support service. However, students should be reported only once for each support service regardless of the frequency with which they received the service.

TAS support service	# Students Served
Health, dental, and eye care	
Supporting guidance/advocacy	
Other support services	

2.1.3 Staff Information for Title I, Part A Targeted Assistance Programs (TAS) Table 5 (Formerly 2.1.4)

In the table below, provide the number of full-time equivalent (FTE) staff funded by a Title I, Part A TAS in each of the staff categories. For staff who work with both TAS and SWP, report only the FTE attributable to their TAS responsibilities.

For paraprofessionals only, provide the percentage of paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of ESEA.

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers		////////////////////
Paraprofessionals ¹		
Other paraprofessionals (translators, parental involvement, computer assistance) ²		////////////////////
Clerical support staff		////////////////////
Administrators (non-clerical)		////////////////////

FAQs on staff information

- a. *What is a “paraprofessional?”* An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes the following activities:

¹ Consistent with ESEA, Title I, Section 1119(g)(2).

² Consistent with ESEA, Title I, Section 1119(e).

- (1) Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- (2) Providing assistance with classroom management, such as organizing instructional and other materials;
- (3) Providing assistance in a computer laboratory;
- (4) Conducting parental involvement activities;
- (5) Providing support in a library or media center;
- (6) Acting as a translator; or
- (7) Providing instructional services to students.

b. *What is an “other paraprofessional?”* Paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance.

c. *Who is a qualified paraprofessional?* A paraprofessional who has (1) completed 2 years of study at an institution of higher education; (2) obtained an associate’s (or higher) degree; or (3) met a rigorous standard of quality and been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at: <http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

2.1.3.1 Paraprofessional Information for Title I, Part A Schoolwide Programs

In the table below, provide the number of FTE paraprofessionals who served in SWP and the percentage of these paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of *ESEA*. Use the additional guidance found below the previous table.

Paraprofessional Information	Paraprofessionals FTE	Percentage Qualified
Paraprofessionals ³		

2.1.4 Parental Involvement Reservation Under Title I, Part A

In the table below provide information on the amount of Title I, Part A funds reserved by LEAs for parental involvement activities under Section 1118 (a)(3) of the *ESEA*. The percentage of LEAs FY 2014 Title I Part A allocations reserved for parental involvement will be automatically calculated from the data entered in

³ Consistent with *ESEA*, Title I, Section 1119(g)(2).

Rows 2 and 3.

Parental Involvement Reservation	LEAs that Received a Federal Fiscal Year (FY) 2014 (School Year 2014-15) Title I, Part A Allocation of \$500,000 or less	LEAs that Received a Federal fiscal year (FY) 2014 (School Year 2014-15) Title I, Part A Allocation of more than \$500,000
Number of LEAs*		
Sum of the amount reserved by LEAs for parental involvement		
Sum of LEAs' FY 2014 Title I, Part A allocations		
Percentage of LEA's FY 2014 Title I, Part A allocations reserved for parental involvement	<i>Auto calculated (Row 2 / Row 3)</i>	<i>Auto calculated (Row 2 / Row 3)</i>

*The sum of Column 2 and Column 3 should equal the number of LEAs that received an FY 2013 Title I, Part A allocation.

In the comment box below, provide examples of how LEAs in your State used their Title I Part A, set-aside for parental involvement during SY 2014-15.

This response is limited to 8,000 characters.