

Nevada Department of Education

Office of Student & School Supports



Title I, Part A School District Performance Reporting Instructions and Data Collection Report

PLEASE SUBMIT THE DATA INFORMATION IN EPAGE
DUE BY OCTOBER 1

Title I

School District Performance Report Instructions

SY2018-19 Title I Data

The following pages contain the instructions to help school districts complete the Title I School District Performance Report accurately.

For the 18-19 there are only two Title 1 files to collect:

- FS137- Title 1 Part A SWP/TAS Participation (Ethnicity and Services)
 - The unduplicated number of students participating in and served by Title I of ESEA, as amended, Part A, Sections 1114 (Schoolwide Programs (SWP)) and 1115 (targeted assistance (TAS) programs).
- FS134- Title 1 Part A Participation (Age and Grade Level)
 - The unduplicated number of students participating in and served by programs under Title I, Part A of ESEA as amended.

Title 1 Part A SWP/TAS Participation FS137

Definition for this data group is:

- The **unduplicated** number of students participating in and served by Title I of ESEA, as amended, Part A, Sections 1114 (Schoolwide Programs (SWP)) and 1115 (targeted assistance (TAS) programs).
- The data collected using this file specification are used to monitor and report performance on programs and activities supported by the Elementary and Secondary Education Act (ESEA), as amended. These data will be used as responses in the Consolidated State Performance Report (CSPR).

Guidance and Technical Assistance for FS137:

- Which students should be reported? Include **public school** students served by either Title I, Part A SWP or TAS at any time during the regular school year.
- Which students **should not be** reported? Exclude:
 - Adult participants of adult literacy programs funded by Title I,
 - Private school students participating in Title I programs operated by local educational agencies,
 - Students served in Part A local neglected programs.
- Are all students reported in all the category sets? No. All students are included in columns D-J. For columns K through N, only include the students that meet the category being collected. For example, category set K includes only students with disabilities (IDEA).
- How student counts are reported by the category Racial Ethnic?
SEAs must submit racial and ethnic data using 7 permitted values, which are:
AM7 – American Indian or Alaska Native
AS7 – Asian
BL7 – Black or African American
HI7 – Hispanic/Latino
PI7 – Native Hawaiian or Other Pacific Islander

WH7 – White
MU7 – Two or more races

- How are student counts reported by the category Disability Status (Only)? Include students who meet the definition of children with disabilities (IDEA) in the *EDFacts* Workbook.
- **Revised!** How are student counts reported by the category English Learner Status (Only)? Include students who meet the definition of English learners in the *EDFacts* Workbook.
- **Revised!** How are student counts reported by the category Migratory Status? Include students who meet the definition of eligible migratory students in the *EDFacts* Workbook.
- **How are student counts reported by the category Homeless Status (Only)?** Include students who meet the definition of Homeless children and youth in section 2.5. Include students who have been identified as homeless regardless of whether the students are receiving services under programs funded by McKinney-Vento.
- **Do other files collect related data?** Yes. FS134 Title I Part A Participation is used to collect data on Title I Part

Title 1 Part A Participation FS134

Definition for this data group is:

- **Revised!** The unduplicated number of students participating in and served by programs under Title I, Part A of ESEA as amended.
- The data collected using this file specification are used to monitor and report performance on programs and activities supported by the Elementary and Secondary Education Act (ESEA), as amended. These data will be used as responses in the Consolidated State Performance Report (CSPR).

Guidance and Technical Assistance for FS134:

- **What age/grade levels should be reported?** Records for LEAs need only include those grade levels offered at the LEA. For example, if the highest grade at an LEA is 6th, the record for that LEA does not need to include grades 7th through 12th.
- **Revised!** **How is age determined?** For the age permitted values (Age Birth through 2 and Age 3 through 5 (Not Kindergarten)) states should make a determination about when to determine the student's age and then apply that consistently each year.
- **What are the permitted values for the category Title I program type?** The permitted values which are mutually exclusive are:
 - TAS - Public Targeted Assistance program - Report the number of students attending a Title I, Part A public school operating a Targeted Assistance program who were selected for Title I, Part A services and actually provided Title I, Part A services in accordance with section 1115 of the Elementary and Secondary Education Act (ESEA).
 - SWP - Public Schoolwide program – Report all of the students attending a Title I, Part A public school operating a Schoolwide Program in accordance with section 1114 of ESEA.
 - PRIVTITLEI – Private school students - Report only the number of students attending a private school who were selected for Title I, Part A services and

provided Title I, Part A services by a local educational agency (LEA) in accordance with Section 1117 of ESEA, as amended.

- NEG - Local Neglected program – Report only the number of students in locally operated institutions for neglected children who were provided Title I, Part A services in accordance with Section 1113(c)(3)(A)(ii) of ESEA, as amended. Do not include students served under Title I, Part D.
- **Revised! Do other files collect related data?** Yes. The FS037 Title I Part A SWP/TAS Participation file specification is also used to collect data on Title I Part A programs.

Definitions

English Learners:

In coordination with the state’s definition based on Section 8101(20) of the ESEA, as amended by the ESSA, the term ‘English learner’, when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (who is i, ii, or iii)
 - (i) who was not born in the United States or whose native languages are languages other than English;
 - (ii) (who is I and II)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (*who is denied i or ii or iii*)(*must be determined by valid assessment*)
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society

*Note - To be classified as an English learner, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.*³

Eligible Migratory children or students:

Any child who meets the statutory definition of a migratory child found in section 1309(2) of the statute and section 200.81 of the regulations and for whom the SEA approved a Certificate of Eligibility. In brief, the term migrant child means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work (A) has

moved from one school district to another; (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity

Disabilities Categories under IDEA (IDEA Section 300.8(c)(1-13))

Autism — This refers to a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance

Deaf-blindness — This refers to concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with blindness or for children with deafness.

Developmental delay— A child with a developmental delay, as defined by the Individuals with Disabilities Education Act, is a child who is experiencing developmental delays, as defined by your state, and as measured by appropriate diagnostic instruments and procedures in one or more of the following cognitive areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development.

Note: A state may only use this disability category for children with disabilities (*IDEA*) ages 3 through 9.

Emotional disturbance — This refers to a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects a child's educational performance: (1) an inability to learn, which cannot be explained by intellectual, sensory or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate behavior or feelings under normal circumstances; (4) a general pervasive mood of unhappiness or depression; or (5) a tendency to develop physical symptoms or fears associated with personal or school problems. This term includes schizophrenia. The term does not apply to children who are socially maladjusted; unless it is determined they have an emotional disturbance.

Hearing impairment — This refers to an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. It also includes a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Intellectual disability — This refers to significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

Multiple disabilities — This refers to concomitant impairments (e.g., intellectual disability-blindness, intellectual disability -orthopedic impairments, etc.) the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic impairment — This refers to a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.) and impairments from other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures).

Specific learning disability — This refers to a disability in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that primarily result from visual, hearing or motor disabilities, of intellectual disability, of emotional disturbance or of environmental, cultural or economic disadvantage.

Speech or language impairment — This refers to a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

Traumatic brain injury — This refers to an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Visual impairment — This refers to a visual impairment that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Other health impairment — This refers to having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes, which adversely affects a child's educational performance.

Homeless Students:

Children/youth who lack a fixed, regular, and adequate nighttime residence, and includes:

- (1) students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- (2) students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- (3) students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (4) migratory students who qualify as homeless for the purposes of this subtitle because they are living in circumstances described in (1) through (3) above

Additional Resources

[EDFacts SY2017-18 File Specifications](#)

[EDFacts Workbook](#)

Once you have completed the Data Collection Report please submit to Rhonda Hutchins via email. In addition, school districts should call Rhonda Hutchins for questions regarding the Title I School District Performance Report. Her contact information is:

Rhonda Hutchins, Education Programs Professional
Nevada Department of Education
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702-486-6468

Data Collection Report SY2018-19

District: _____

FS137 Student Participation in Title I, Part A by Special Services/Programs and Racial/Ethnic Groups

Provide the district total for number of **public school** students served by either Public Title I SWP or TAS programs at any time during the regular school year. 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.

Chart 1: Count each student only once:

AM	Asian	BL	HI	PI	WH	MU	Total*

Chart 2: Count each student in as many of the categories that are applicable to the student:

WDIS	LEP	Migrant	Homeless

C. Table 134 - Student Participation in Title I, Part A by Grade Level

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, do NOT include students served under Title I, D).

Chart 3: Unduplicated number of students participating in Title I, Part A:

Grade Level	Public TAS	Public SWP	Private	Local Neglected
Age B-2				
Age 3-5 (not K)				
K				
1				
2				
3				
4				
5				
6				
7				

Grade Level	Public TAS	Public SWP	Private	Local Neglected
8				
9				
10				
11				
12				
Ungraded				
TOTALS				
Total TAS and SWP*				

The total number of students reported under the “Public TAS” column PLUS the total number of students reported under the “Public SWP” in Chart 3 must equal the total number of students in the different ethnic groups reported in Chart 1.