OMB NO. 1810-0614

# CONSOLIDATED STATE PERFORMANCE REPORT:
# Parts I and II

**for**
**STATE FORMULA GRANT PROGRAMS**
**under the**
**ELEMENTARY AND SECONDARY EDUCATION ACT**
**As amended by the**
**No Child Left Behind Act of 2001**

For reporting on
## School Year 2003-2004

**PART I DUE JANUARY 31, 2005**
**PART II DUE APRIL 15, 2005**

**U.S. DEPARTMENT OF EDUCATION**
**WASHINGTON, DC 20202**

## INTRODUCTION

Sections 9302 and 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB) provide to States the option of applying for and reporting on multiple ESEA programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and ESEA programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies -- State, local, and federal -- is a more coherent, well-integrated educational plan that will result in improved teaching and learning.

The Consolidated State Application and Report includes the following ESEA programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children*
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title I, Part F – *Comprehensive School Reform*
- Title II, Part A – *Improving Teacher Quality State Grants* (*Teacher and Principal Training and Recruiting Fund)*
- Title II, Part D – *Enhancing Education through Technology*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 - *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title IV, Part B – *21st Century Community Learning Centers*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*

The NCLB Consolidated State Performance Report for the 2003-2004 school year consists of two information collections. Part I of this report is due to the Department by January 31, 2005. Part II is due to the Department by April 15, 2005.

## PART I

Part I of the Consolidated State Report, which States must submit to the Department by **January 31, 2005**, requests information related to the five ESEA Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in section 1111(h)(4) of NCLB. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

- **Performance goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- **Performance goal 2**: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- **Performance goal 3**: By 2005-2006, all students will be taught by highly qualified teachers.

- **Performance goal 4**: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- **Performance Goal 5**: All students will graduate from high school.

**PART II**

Part II of the Consolidated State Performance Report consists of information related to State activities and outcomes of specific ESEA programs for the 2003-2004 school year. Part II of the Consolidated State Performance Report is due to the Department by **April 15, 2004**. The information requested in Part II of the Consolidated State Performance Report for the 2003-2004 school year necessarily varies from program to program. However, for all programs, the specific information requested for this report meets the following criteria.

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations.
3. The information will provide valid evidence of program outcomes or results.
4. The Consolidated State Performance Report is the best vehicle for collection of the data.

The Department is continuing to work with the Performance-Based Data Management Initiative (PBDMI) to streamline data collections for the 2003-2004 school year and beyond.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2003-2004 school year must respond to this Consolidated State Performance Report. Part I of the Report is due to the Department by **January 31, 2005**. Part II of the Report is due to the Department by **April 15, 2005**. Both Part I and Part II should reflect data from the 2003-2004 school year, unless otherwise noted. If needed, States should include for each section an explanation of the data provided (e.g., data irregularities).

States may use this format or a format of their choosing to submit the required information. If the information is available through another source, States may refer the Department to that source, e.g., State Report Cards. If a State refers the Department to another source, it must provide specific information on where the data may be accessed, e.g. the URL for the State Report Card.

## TRANSMITTAL INSTRUCTIONS

To expedite the receipt of this report, please send your report via the Internet as a .doc file, pdf file, rtf or .txt file to conreport@ed.gov, or provide the URL for the site where your submission is posted on the Internet. Please send a follow-up, signed paper copy of "Consolidated State Performance Report Signature Page" via an express courier to the address below.

A State that submits only a paper report should mail the submission by express courier to:

Daisy Greenfield
U.S. Department of Education
Room 3E307
400 Maryland Avenue, S.W.
Washington, DC 20202-6400

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 182 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) or suggestions for improving this form, please write directly to Consolidated State Performance Report, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E231, Washington, DC 20202-6400.

OMB Number: 1810-0614
Expiration Date: 07/31/2006

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended by the
No Child Left Behind Act of 2001

Name of State Educational Agency (SEA) Submitting This Report:

Ohio Department of Education

Address:

25 South Front Street
Columbus, Ohio 43215-4183

Person to contact about this report:

Name: Barry L. Bentley

Telephone: 614-728-7851

Fax: 614-752-1622

e-mail: barry.bentley@ode.state.oh.us

Name of Authorizing State Official: (Print or Type):

Susan T Zelman, Superintendent Of Public Instruction

Signature

Date

OMB NO. 1810-0614

# CONSOLIDATED STATE PERFORMANCE REPORT: PART II

For reporting on

## School Year 2003-2004

**PART II DUE APRIL 15, 2005**

# I. Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)

## A. Student Achievement and High-Poverty Schools

**1.** Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **reading/language arts** as measured by State assessments administered in the 2003-2004 school year as compared to assessments administered in the 2002-2003 school year. 808

**2.** Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **mathematics** as measured by State assessments administered in the 2003-2004 school year as compared to assessments administered in the 2002-2003 school year. 952

### B. Title I, Part A Schools by Type of Program

For the 2003-2004 school year, please provide the following:

| | |
|---|---|
| **1.** Total Number of Title I schools in the State | 2099 |
| **2.** Total Number of Title I Targeted Assistance Schools in the State | 1076 |
| **3.** Total Number of Title I Schoolwide Program Schools in the State | 1023 |

## C. Title I, Part A Student Participation

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

In the following tables, please provide the *unduplicated* number of children participating in Title I, Part A in the State by special services/programs and racial/ethnic groups during the 2003-2004 school year. Count a child only once (*unduplicated* count) in each category even if the child participated during more than one term or in more than one school or district in the State during the reporting period. Include students in both Title I schoolwide and targeted assistance programs.

| **Student Participation in Title I, A by Special Services or Programs 2003-2004 School Year** | |
|---|---|
| | Number of Students Served |
| Students with Disabilities | 76,680 |
| Limited English Proficient | 13,448 |
| Homeless | 4,067 |
| Migrant | 977 |

| **Student Participation in Title I, A by Racial or Ethnic Group 2003-2004 School Year** | |
|---|---|
| | Number of Students Served |
| American Indian/Alaskan Native | 897 |
| Asian/Pacific Islander | 3,789 |
| Black, non-Hispanic | 182,039 |
| Hispanic | 20,109 |
| White, non-Hispanic | 280,863 |
| Multiracial | 14,349 |

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**2. Student Participation in Title I, Part A by Grade Level**

Title I, Part A student participation counts by grade and by public, private and local neglected should be reported as *unduplicated* counts. Please enter the number of participants by grade in Title I public targeted assistance programs (TAS), Title I schoolwide *programs* (SWP), private school students participating in Title I programs, and students served in Part A local neglected programs during the 2003-2004 school year.

| Student Participation in Title I, Part A by Grade Level 2003-2004 School Year | | | | | | |
|---|---|---|---|---|---|---|
| | **Public TAS** | **Public SWP** | **Private** | **Local Neglected** | **Total** | **Percent of Total** |
| **Age 0-2** | 0 | 0 | 0 | 0 | 0 | 0.00 |
| **Age 3-5** | 159 | 11,885 | 13 | 0 | 12,057 | 2.39 |
| **K** | 3,576 | 52,223 | 80 | 0 | 55,879 | 11.09 |
| **1** | 15,674 | 55,893 | 257 | 1 | 71,825 | 14.26 |
| **2** | 12,355 | 54,967 | 302 | 2 | 67,626 | 13.43 |
| **3** | 9,049 | 56,865 | 236 | 8 | 66,158 | 13.14 |
| **4** | 6,944 | 54,997 | 167 | 14 | 62,122 | 12.33 |
| **5** | 3,488 | 50,954 | 96 | 17 | 54,555 | 10.83 |
| **6** | 2,145 | 39,876 | 77 | 32 | 42,130 | 8.37 |
| **7** | 1,233 | 25,885 | 33 | 75 | 27,226 | 5.41 |
| **8** | 911 | 23,997 | 26 | 142 | 25,076 | 4.98 |
| **9** | 670 | 4,922 | 9 | 873 | 6,474 | 1.29 |
| **10** | 378 | 3,959 | 3 | 273 | 4,613 | .92 |
| **11** | 275 | 3,635 | 5 | 87 | 4,002 | .79 |
| **12** | 297 | 3,236 | 5 | 45 | 3,583 | .71 |
| **Ungraded** | 106 | 183 | 0 | 0 | 289 | .06 |
| **TOTALS** | 57,260 | 443,477 | 1,309 | 1,569 | 503,615 | 100.00 |

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

In the following chart, please provide the number of students receiving instructional and support services funded by Title I, A in targeted assistance (TAS) programs during the 2003-2004 school year.

| Student Participation in Title I, A Targeted Assistance (TAS) Programs by Instructional and Support Services 2003-2004 School Year | |
|---|---|
| **Instructional Services** | |
| | Number of Students Served |
| Mathematics | 21,688 |
| Reading/Language Arts | 57,260 |
| Science | 3,121 |
| Social Studies | 7,005 |
| Vocational/Career | 7,358 |
| Other (specify) | 1,661 |
| **Support Services** | |
| Health, Dental, and Eye Care | 365 |
| Supporting Guidance/Advocacy | 3,994 |
| Other (specify) | 959 |

### C. Staff Information for Title I, Part A Targeted Assistance Programs

In the following chart, please provide the number of full-time equivalent (FTE) staff funded through Title I, A targeted assistance (TAS) programs during the 2003-2004 school year by job category. For administrators and supervisors who service both targeted assistance and schoolwide programs, report the FTE attributable to their TAS duties only.

| Staff Information for Title I, A Targeted Assistance Programs 2003-2004 School Year | |
|---|---|
| | Number of Title I Targeted Assistance Program FTE Staff |
| Administrators (non-clerical) | 76 |
| Teachers | 1,666 |
| Teacher Aides | 274 |
| Support Staff (clerical and non-clerical) | 11 |
| Other (specify) | 16 |

## II. William F. Goodling Even Start Family Literacy Programs (Title I, Part B, Subpart 3)

### A. Subgrants and Even Start Program Participants

For the 2003-2004 school year, please provide the following information:

**1. Federally Funded Even Start Subgrants in the State**

a. Number of federally funded Even Start subgrants in the State 35

**2. Even Start Families Participating**
**("Participating" means participating in all applicable core services.)**

| | |
|---|---|
| a. Total number of families served | 1136 |
| b. Total number of adults participating | 1144 |
| ("Adults" includes teen parents.) | |
| c. Total number of adults who are English language learners | 145 |
| d. Total number of children participating | 1834 |

**3. Characteristics of newly enrolled families <u>at the time of enrollment</u>**
(A newly enrolled family means a family who is enrolled for the first time in Even Start at any time during the year.)

| | |
|---|---|
| a. Number of newly enrolled families | 1136 |
| b. Number of newly enrolled adult participants | 1144 |
| c. Percent of newly enrolled families at or below the Federal Poverty level | 86% |
| d. Percent of newly enrolled adult participants without a high school diploma or GED | 80% |
| e. Percent of newly enrolled adult participants who have not gone beyond the 9th grade | 31% |

**4. Percent of families that have remained in the program**
(Include families that are newly enrolled and those that are continuing.)

| | |
|---|---|
| a. From 0 to 3 months | 25% |
| b. From 4 to 6 months | 28% |
| c. From 7 to 12 months | 30% |
| d. More than 12 months | 17% |

## B. State Even Start Performance Indicators

Using the format of the table below, describe the State's progress in meeting its performance indicators developed under section 1240 of the Elementary and Secondary Education Act (ESEA). Include all State indicators, as developed under section 1240, including both required and optional indicators. Provide any targets set, measures used and results for each indicator, as well as an assessment and explanation of progress. For targets with no set targets or standards, provide a descriptive assessment of progress. For indictors with more than one year of available data, please note the data in the results column and include trend information in the assessment of progress. Please indicate where data are not yet available.

| **Indicator** *Name of required or optional indicator* | **Target or Standards** *Description of target or standard set by State of desired performance on indicator* | **Measure** *Measurement tool used to assess progress for indicator* | **Result** *Data for the current reporting year and trend data where available* | **Assessment of Progress** *Status of progress on indicator (1) Target met (2) Target not met* | **Explanation of Progress** *Description of why results were obtained* |
|---|---|---|---|---|---|
| **PI-I:** 100% of children, ages 0-5, whose families have participated in Even Start for at least four months will demonstrate progress in reading and reading strategies as measured by the set of child observation scales called the Measurement and Planning system (MAPS) found in the Galileo software package | 100% of children will demonstrate progress in reading and reading strategies | Galileo/MAPS | 99% of children demonstrated progress | Target of 100% was not met, but only barely. | Participants who remained in the program for 8 months or more met the target. |

| **Indicator** *Name of required or optional indicator* | **Target or Standards** *Description of target or standard set by State of desired performance on indicator* | **Measure** *Measurement tool used to assess progress for indicator* | **Result** *Data for the current reporting year and trend data where available* | **Assessment of Progress** *Status of progress on indicator (1) Target met (2) Target not met* | **Explanation of Progress** *Description of why results were obtained* |
|---|---|---|---|---|---|
| **PI-2:** 100% of children who are age eligible for admittance to kindergarten by Ohio law and whose families have participated in Even Start for at least four months will have written transition plans to maintain educational continuity. | 100% of children ate-eligible for Kindergarten will have transition plans | Written transition plan in file | 100% of children had a written transition plan in their Even Start file | Target MET | School districts are required to have written transition plans for children in Ohio. Even Start programs embellish and add specific items to the plans. |
| **PI-3:** 90% of children, grades 1-3 whose families are enrolled in Even Start from at least November 1 to June 1 of the program year are | 90% of children will be promoted as determined by school district policy. | Promotion Reports/records from school district | 97% of children were promoted as determined by school district policy | Target MET | Ohio has implemented a new teacher licensure requirement and has increased the number of professional development opportunities around best practices, using data to plan interventions, and Ohio's new Pre-K to K English language Arts Content Standards. All of these factors have contributed to improved instruction. |

| **Indicator** *Name of required or optional indicator* | **Target or Standards** *Description of target or standard set by State of desired performance on indicator* | **Measure** *Measurement tool used to assess progress for indicator* | **Result** *Data for the current reporting year and trend data where available* | **Assessment of Progress** *Status of progress on indicator (1) Target met (2) Target not met* | **Explanation of Progress** *Description of why results were obtained* |
|---|---|---|---|---|---|
| promoted as determined by school district policy. | | | | | |
| **PI-4**: 80% of children attending grades K through 3 whose families have participated in Even Start for at least four months will have a school attendance rate of 90% or better. | 80% of children will have a school attendance rate of at least 90%. | Attendance records from school district | 84% of children had a school attendance rate of at least 90% | Target MET | Consistently high attendance at school is a strong indicator of opportunities for learning success. |
| **PI-5**: 75% of adult Even Start participants who have identified achievement in | 75% of adult ES participants who have identified achievement in basic skills as a | Performance on tests of Adult Basic Education:<br><br>TABE | 92% of adults made progress towards achievement in basic skills. | Target MET | Adult Basic and Literacy Education (ABLE) program provides excellent adult basic and GED services for all our Even Start programs in Ohio. |

| **Indicator** *Name of required or optional indicator* | **Target or Standards** *Description of target or standard set by State of desired performance on indicator* | **Measure** *Measurement tool used to assess progress for indicator* | **Result** *Data for the current reporting year and trend data where available* | **Assessment of Progress** *Status of progress on indicator (1) Target met (2) Target not met* | **Explanation of Progress** *Description of why results were obtained* |
|---|---|---|---|---|---|
| basic skills (reading, writing, English language and acquisition, problem solving, numeracy) as a primary or secondary goal will complete or progress toward this goal during the program year. | goal will make progress towards that goal. | BEST<br>CASAS | | | |
| **PI-6**: 20% of adult Even Start participants who have identified enrollment in post-secondary education or training, including adult career-technical education, as a primary or secondary goal will enroll in such an educational or training program during the program | 20% of adults whose goal is secondary education or training will initiate enrollment for that goal. | Enrollment records of educational institution or training. | 66% of adults who identified post-secondary education as a goal, enrolled in a program for that training. | Target MET | Retention rates of over 50% and supportive teaching staff in the Even Start program helped adults to reach this goal, as reported by programs. |

| **Indicator** *Name of required or optional indicator* | **Target or Standards** *Description of target or standard set by State of desired performance on indicator* | **Measure** *Measurement tool used to assess progress for indicator* | **Result** *Data for the current reporting year and trend data where available* | **Assessment of Progress** *Status of progress on indicator (1) Target met (2) Target not met* | **Explanation of Progress** *Description of why results were obtained* |
|---|---|---|---|---|---|
| year. | | | | | |
| **PI-7**: 25% of adult Even Start participants who have identified placement in unsubsidized employment as a primary or secondary goal will become employed during the program year. | 25% of adults with an employment goal will achieve that goal within the year. | Proof of employment (Pay stub, tax record, etc.) | 76% of adults with an employment goal, achieved this goal within the year | Target MET | Retention rates of over 50% and supportive teaching staff in the Even Start programs helped adults to reach this goal, as reported by programs. |
| **PI-8**: 40% of adult Even Start participants who have identified receipt of a secondary school diploma or Ohio High School Equivalence Diploma/GED as a primary or secondary goal will earn a secondary | 40% of adults in Even Start who have a goal of a HS diploma or GED attainment will achieve their goal within the program year. | High School Diploma or GED | 50% of adults with the goal of receiving a HS diploma or GED attained that goal within the school year. | Target MET | Retention rates of over 50% and supportive teaching staff in the Even Start programs helped adults to reach this goal, as reported by local programs. |

| **Indicator** *Name of required or optional indicator* | **Target or Standards** *Description of target or standard set by State of desired performance on indicator* | **Measure** *Measurement tool used to assess progress for indicator* | **Result** *Data for the current reporting year and trend data where available* | **Assessment of Progress** *Status of progress on indicator (1) Target met (2) Target not met* | **Explanation of Progress** *Description of why results were obtained* |
|---|---|---|---|---|---|
| school diploma or Ohio High School Equivalence Diploma/GED during the program year. | | | | | |
| **PI-9**: 75% of parents who have participated in Even Start for at least four months within the reporting year will demonstrate at least a 0.3 gain in supporting interactive literacy activities as indicated on the Parenting | 75% of parents will demonstrate a gain in supporting interactive literacy activities. | Score on the Parenting Educational Profile (PEP) | 88% of parents demonstrated a gain in supporting interactive literacy activities with their children. | Target MET | Increased focus on literacy in programming for the parenting education component and the PACT component due to professional development provided by the State. |

| **Indicator** *Name of required or optional indicator* | **Target or Standards** *Description of target or standard set by State of desired performance on indicator* | **Measure** *Measurement tool used to assess progress for indicator* | **Result** *Data for the current reporting year and trend data where available* | **Assessment of Progress** *Status of progress on indicator (1) Target met (2) Target not met* | **Explanation of Progress** *Description of why results were obtained* |
|---|---|---|---|---|---|
| Education Profile.<br><br>**PI-10**: 50% of parents who have participated in Even Start for at least four months within the reporting year will demonstrate at least a 0.3 gain in supporting children's learning in formal educational settings as indicated on the Parenting Education Profile. | 50% of parents will demonstrate a gain in supporting children's learning in formal educational settings. | Score on the Parenting Educational Profile (PEP) | 81% of parents demonstrated a gain in supporting children's learning in formal educational settings. | Target MET | The assessment tool (PEP) has a clearly defined rubric for standardized reporting. |

## C. Federal Even Start Performance Indicators

Using the format of the table below, describe the State's progress in meeting the federal performance indictors listed for Even Start participants in your State. States should report data if local projects are using the indicated measures and the state collects the data.

| **Indicator** | **Target** *Baseline data will be set with the 2002-2003 data* | **Measure** *Measurement tool used to assess progress for indicator* | **Cohort** Number of participants to whom the indicator applies | **Result** *Number of participants who met the achievement goal* | **Assessment of Progress** *Status of progress on indicator: "Target met" or "Target not met"* | **Explanation of Progress** *Description of why results were obtained or not* |
|---|---|---|---|---|---|---|
| A. Percentage if adults showing significant learning gains on measures of reading | 75% of adult Even Start participants who have identified achievement in basic skills (i.e., reading, writing, English language acquisition, problem solving, and numeracy) as a primary or secondary goal will complete or progress toward this goal during the program year. | TABE:<br>BEST<br>CASAS: | 812 | 719 | Target MET | Adult Basic and Literacy Education (ABLE) program provides excellent adult basic and GED services for all our Even Start programs in Ohio. |
| B. Percentage of adults showing significant learning gains on measures of | NA<br>Refer to the performance indicator above: Ohio Even Start | NA<br>Refer to performance indicator above. | NA<br>Refer to performance indicator above. | NA<br>Refer to performance indicator above. | NA<br>Refer to performance indicator above. | NA<br>Refer to performance indicator above: Ohio Even Start does not separate achievement in basic skills for |

| **Indicator** | **Target** *Baseline data will be set with the 2002-2003 data* | **Measure** *Measurement tool used to assess progress for indicator* | **Cohort** Number of participants to whom the indicator applies | **Result** *Number of participants who met the achievement goal* | **Assessment of Progress** *Status of progress on indicator: "Target met" or "Target not met"* | **Explanation of Progress** *Description of why results were obtained or not* |
|---|---|---|---|---|---|---|
| mathematics | does not separate achievement in basic skills for adults into reading and mathematics | | | | | adults into reading and mathematics. |
| C. Percentage of LEP adults showing significant learning gains on measures of English language acquisition | Ohio Even Start Performance indicators include LEP adult's progress data with non-LEP adults' progress data. However, programs did separate this out this year. | BEST<br><br>Portfolio Assessment<br><br>ESOLOA<br>. | BEST-115<br><br>Portfolio-2<br><br>ESOLOA-1 | BEST-98<br><br>Portfolio-2<br><br>ESOLOA-1 | Target MET. | Ohio Even Start Performance indicators include LEP adult's progress data with non-LEP adults' progress data; although we did keep a separate account for this year's reporting. |
| D. Percentage of school age adults who earn a high school diploma or GED | 40% of Adult Even Start participants who have identified receipt of a secondary school diploma or Ohio High School Equivalence Diploma/GED as a primary or | H.S. Diploma<br><br>GED. | HS Diploma-32<br><br>GED-3. | HS Diploma-26<br><br>GED-3 | Target MET | Adult Basic and Literacy Education (ABLE) program provides excellent adult basic and GED services for all our Even Start programs in Ohio. |

| **Indicator** | **Target** *Baseline data will be set with the 2002-2003 data* | **Measure** *Measurement tool used to assess progress for indicator* | **Cohort** Number of participants to whom the indicator applies | **Result** *Number of participants who met the achievement goal* | **Assessment of Progress** *Status of progress on indicator: "Target met" or "Target not met"* | **Explanation of Progress** *Description of why results were obtained or not* |
|---|---|---|---|---|---|---|
| | secondary goal will earn a secondary school diploma or Ohio High School Equivalence Diploma/GED during the program year. | | | | | |
| E. Percentage of non- school age adults who earn a high school diploma or GED | Please see indicator above | GED | GED-274. | GED-148. | Target MET. | Please see indicator above. |
| F. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development | Ohio's indicator reads:100% of children ages 0-5 whose families have participated in Even Start for at least four months will demonstrate progress in reading and reading strategies as measured by the set of child | Galileo/MAPS | MAPS-175 | MAPS-170 | Target Not Met | At 97% our target of 100% was close to being met. Programs noted that the target was not met due to the challenges of low attendance and retention rates for a few families. |

| **Indicator** | **Target** *Baseline data will be set with the 2002-2003 data* | **Measure** *Measurement tool used to assess progress for indicator* | **Cohort** Number of participants to whom the indicator applies | **Result** *Number of participants who met the achievement goal* | **Assessment of Progress** *Status of progress on indicator: "Target met" or "Target not met"* | **Explanation of Progress** *Description of why results were obtained or not* |
|---|---|---|---|---|---|---|
| | observation scales called Measurement and Planning System (MAPS) Found in the Galileo software package. This year, we did in Ohio separate out this data for the purpose of this report. | | | | | |
| G. Percentage of children entering kindergarten who are achieving significant learning gains on measures of reading readiness | Ohio's indicator reads: 100% of children, ages 0-5, whose families have participated in Even Start for at least four months, will demonstrate progress in reading and reading strategies as measured by the | MAPS | MAPS-809 | MAPS-802 | Target not met | At 99% the target was close to being met. (and included all children ages 0-5). Programs noted that the target was not met due to the challenges of low attendance and retention rates for a few families. |

| **Indicator** | **Target** *Baseline data will be set with the 2002-2003 data* | **Measure** *Measurement tool used to assess progress for indicator* | **Cohort** Number of participants to whom the indicator applies | **Result** *Number of participants who met the achievement goal* | **Assessment of Progress** *Status of progress on indicator: "Target met" or "Target not met"* | **Explanation of Progress** *Description of why results were obtained or not* |
|---|---|---|---|---|---|---|
| | set of child observation scales called Measurement and Planning System (MAPS) found in the Galileo Software package. Kindergarten eligible children were not separated out of this group this year. | | | | | |
| H. Percentage of school-aged children who are reading on grade level | For the 2003-2004 program year, Ohio Even Start measured reading on grade level by promotion rate. The indicator reads as follows: 90% of children, grades 1through 3, whose families are enrolled in Even Start from at least November | Promotion to next grade level as determined by policy set by each Ohio school district. | 179 | 172 | Target MET. | Ohio has implemented a new teacher licensure requirement and has increased the number of professional development opportunities around best practices, using data to plan interventions, and Ohio's Pre-K to K English language Arts Content Standards. All of these factors have contributed to improved instruction. |

| **Indicator** | **Target** *Baseline data will be set with the 2002-2003 data* | **Measure** *Measurement tool used to assess progress for indicator* | **Cohort** Number of participants to whom the indicator applies | **Result** *Number of participants who met the achievement goal* | **Assessment of Progress** *Status of progress on indicator: "Target met" or "Target not met"* | **Explanation of Progress** *Description of why results were obtained or not* |
|---|---|---|---|---|---|---|
| | 1 to June 1 of the program year are promoted as determined by school district policy. | | | | | |
| I. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities | Ohio divides the USDOE indicator I as follows: **OHIO PI** (-75% of the parents who have participated in Even Start for at least four months within the reporting year will demonstrate at least 0.3 gain in supporting interactive literacy activities as indicated on the Parenting Education Profile. **Ohio PI 10**- 50% of the | For both Ohio Indicators under USDOE Indicator I, the assessment tool is the Parenting Education Profile (PEP). | **PI 9** (for interactive literacy activities): 632<br><br>**PI 10** (for supporting children's learning in formal education settings): 576 | **PI 9**: 527<br><br>**PI 10**: 454 | Target MET<br><br>Target MET | Continuous improvement in professional development opportunities provided for educators by the State.<br><br>Increased focus on literacy in programming for the parenting education component and the PACT component (due to professional development provided by the State).<br><br>The assessment tool (PEP) has a clearly defined rubric for standardized reporting. |

| **Indicator** | **Target** *Baseline data will be set with the 2002-2003 data* | **Measure** *Measurement tool used to assess progress for indicator* | **Cohort** Number of participants to whom the indicator applies | **Result** *Number of participants who met the achievement goal* | **Assessment of Progress** *Status of progress on indicator: "Target met" or "Target not met"* | **Explanation of Progress** *Description of why results were obtained or not* |
|---|---|---|---|---|---|---|
| | parents who have participated in Even Start for at least four months within the reporting year will demonstrate at least 0.3 gain in supporting children's learning in formal education settings as indicated on the Parenting Education Profile. | | | | | |

## III. Education of Migratory Children (Title I, Part C)

Please complete the following tables for the Title I, Part C, Migrant Education Program.

**General Data Reporting Information**

1. The tables in this section contain annual performance report requirements for the Title I, Part C, Migrant Education Program (MEP) for reporting year 2003-2004.

2. Instructions for each table are provided just before the table.

### INSTRUCTIONS: TABLE I. POPULATION DATA

Table I requires you to report the statewide *unduplicated* number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count). Include children who changed ages (e.g., from 2 years to 3 years of age) or grades during the 2003-2004 reporting period in only the higher age/grade cell. For example, a child who turns three during the reporting year would only be counted in the Ages 3 – 5 cell. In all cases, the Total is the sum of the cells in a row.

| TABLE I. POPULATION DATA | Ages 0-2 | Ages 3-5 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Un-grad-ed | Out-of-school | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **A. ELIGIBLE MIGRANT CHILDREN** | | | | | | | | | | | | | | | | | | |
| 1. All Migrant Children Eligible for the MEP | 0 | 744 | 381 | 325 | 318 | 301 | 289 | 255 | 227 | 216 | 180 | 221 | 132 | 94 | 67 | 24 | 1412 | 5,186 |
| **B. PRIORITY FOR SERVICES** | | | | | | | | | | | | | | | | | | |
| 1. All Migrant Children Eligible for MEP classified as having "Priority for Services" | | | 29 | 27 | 37 | 30 | 20 | 20 | 16 | 23 | 9 | 9 | 6 | 4 | 1 | 1 | | 232 |
| **C. LIMITED ENGLISH PROFICIENT (LEP)** | | | | | | | | | | | | | | | | | | |
| 1. Migrant Children that are LEP | | 57 | 197 | 180 | 212 | 180 | 174 | 152 | 114 | 89 | 47 | 43 | 18 | 19 | 11 | 3 | 94 | 1,590 |

| TABLE I. POPULATION DATA | Ages 0-2 | Ages 3-5 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Un-grad-ed | Out-of-school | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **D. CHILDREN ENROLLED IN SPECIAL EDUCATON** | | | | | | | | | | | | | | | | | | |
| 1. Migrant Children Enrolled in Special Education | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 2 | 0 | 4 | 1 | 11 |
| **E. MOBILITY** | | | | | | | | | | | | | | | | | | |
| 1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period) | 0 | 339 | 158 | 127 | 134 | 133 | 110 | 109 | 70 | 96 | 74 | 85 | 52 | 38 | 21 | 13 | 615 | 2,174 |
| 2. Migrant Children with a Last Qualifying Move within Previous 13 – 24 Months (Counting back from the Last Day of the Reporting Period) | 0 | 216 | 94 | 93 | 70 | 91 | 98 | 69 | 87 | 60 | 47 | 61 | 45 | 32 | 23 | 6 | 475 | 1,567 |
| 3. Migrant Children with a Last Qualifying Move within Previous 25 – 36 Months (Counting back from the Last Day of the Reporting Period) | 0 | 95 | 68 | 69 | 61 | 40 | 49 | 38 | 40 | 34 | 37 | 47 | 20 | 16 | 14 | 3 | 212 | 843 |
| 4. Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months; counting back from the Last Day of the Reporting Period) | 0 | 120 | 61 | 65 | 78 | 61 | 62 | 51 | 45 | 56 | 46 | 57 | 39 | 27 | 20 | 7 | 137 | 932 |

**INSTRUCTIONS: TABLE II. ACADEMIC STATUS**

Table II asks for the statewide *unduplicated* number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count).

Include children who changed grades during the 2003-2004 reporting period in only the higher age/grade cell. In all cases, the Total is the sum of the cells in a row.

| TABLE II. ACADEMIC STATUS | Ages 0-2 | Ages 3-5 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Un-grad-ed | Out-of-school | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **F. HIGH SCHOOL COMPLETION --** (Note: Data on the high school completion rate and school dropout rate has been collected through Part I of the Consolidated State Performance Report.) | | | | | | | | | | | | | | | | | | |
| 1. ***Dropped out of school*** | | | | | | | | | | | | | | | | | | |
| 2. Obtained GED | | | | | | | | | | | | | | | | | | |
| **G. ACADEMIC ACHIEVEMENT** -- (Note: The results of state assessments in mathematics and reading/language arts are collected in Part I of the Consolidated State Performance Report. However, information on the number of eligible migrant students who participated in the state assessment will be collected below.) * **Ohio is primarily a summer impacted state and we do not collect data on migrant students that participated in state assessments.** | | | | | | | | | | | | | | | | | | |
| 1. Number of Migrant Students Enrolled During State Testing Window (State Assessment – Reading/Language Arts) | | | | | | | | | | | | | | | | | | |
| 2. Number of Migrant Students Tested in Reading/Language Arts (State Assessment) | | | | | | | | | | | | | | | | | | |
| 3. Number of Migrant Students Enrolled During State Testing Window (State Assessment – Mathematics) | | | | | | | | | | | | | | | | | | |
| 4. Number of Migrant Students Tested in Mathematics (State Assessment) | | | | | | | | | | | | | | | | | | |

## INSTRUCTION: TABLE III. H. MEP PARTICIPATION – REGULAR SCHOOL YEAR

Table III H. asks for the statewide, *unduplicated* number of children who were served by the MEP in the regular school year by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age, or grades during the 2003-2004 reporting period in only the higher age/grade cell. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds. DO NOT count migrant children served through a schoolwide program (SWP) where MEP funds were combined, in any row of this table.

*Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP-funded service, even those children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.*

Served in a Regular School Year Project. Enter the number of children who participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a "referred" service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services. In row 3, report only the numbers of children served under Sections 1304 (e) (2) – (3). Do not report in row 3 the children served in Sections 1304 (e) (1), children whose eligibility expired during the regular school year.

Instructional Services. For each listed instructional service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services. For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

Referred Services. Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds. (Do not count the number of service interventions per child).

| TABLE III. MEP PARTICIPATION | Ages 0-2 | Ages 3-5 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Un-grad-ed | Out-of-school | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **H. PARTICIPATION—REGULAR SCHOOL YEAR** | | | | | | | | | | | | | | | | | | |
| 1. Served in MEP (with an MEP-funded Instructional or Supportive Service Only -- do not include children served in a SWP where MEP funds are combined) | 0 | 5 | 138 | 161 | 136 | 124 | 111 | 110 | 76 | 73 | 64 | 58 | 34 | 27 | 11 | 7 | 40 | 1,175 |
| 2. Priority for Service | | | 14 | 22 | 24 | 20 | 10 | 16 | 7 | 15 | 8 | 8 | 3 | 4 | 1 | 1 | | 153 |
| 3. Continuation of Service | | 1 | 18 | 9 | 16 | 11 | 10 | 11 | 9 | 6 | 8 | 8 | 2 | 4 | 2 | 0 | 1 | 116 |
| 4. Any Instructional Service | 0 | 5 | 138 | 158 | 135 | 121 | 109 | 106 | 76 | 70 | 59 | 57 | 33 | 27 | 11 | 7 | 40 | 1,152 |
| 5. Reading Instruction | 0 | 1 | 74 | 92 | 72 | 64 | 68 | 55 | 56 | 33 | 28 | 18 | 12 | 8 | 1 | 3 | 7 | 592 |
| 6. Mathematics Instruction | 0 | 1 | 53 | 53 | 58 | 40 | 51 | 39 | 17 | 23 | 18 | 9 | 4 | 3 | 0 | 1 | 4 | 374 |
| 7. High School Credit Accrual | | | | | | | | | | | | 16 | 13 | 3 | 6 | 0 | 0 | 38 |
| 8. Any Support Service | 0 | 5 | 113 | 126 | 101 | 91 | 81 | 84 | 55 | 49 | 43 | 35 | 25 | 17 | 9 | 6 | 34 | 874 |
| 9. Counseling Service | 0 | 0 | 7 | 9 | 7 | 6 | 3 | 5 | 1 | 5 | 7 | 2 | 2 | 1 | 0 | 0 | 1 | 56 |
| 10. Any Referred Service | 120 | 234 | 190 | 189 | 163 | 150 | 139 | 145 | 106 | 89 | 77 | 85 | 66 | 31 | 26 | 13 | 457 | 2,280 |

## INSTRUCTIONS: TABLE III. I. MEP PARTICIPATION –SUMMER/INTERSESSION TERM

Table III I. asks for the statewide unduplicated number of children who were served by the MEP in a summer or intersession term by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age in only in the higher age cell. Count summer/intersession students in the appropriate grade based on the promotion date definition used in your state. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the Total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds.

Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP funded service, even children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

Served in a Summer or Intersession Project. Enter the number of children who participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a "referred" service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services. In row 3, report only the numbers of children served under Sections 1304 (e) (2) – (3). Do not report in row 3 the children served in Sections 1304 (e) (1), children whose eligibility expired during the summer term.

Instructional Services. For each listed instructional service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services. For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

Referred Services. Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds (i.e., do not count the number of service interventions per child).

| TABLE III. MEP PARTICIPATION | Ages 0-2 | Ages 3-5 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Un-grad-ed | Out-of-school | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **I. PARTICIPATION—SUMMER TERM OR INTERSESSION** | | | | | | | | | | | | | | | | | | |
| 1. Served in MEP Summer or Intersession Project (with an Instructional or Supportive Service Only) | 261 | 412 | 244 | 208 | 202 | 188 | 171 | 157 | 108 | 106 | 87 | 91 | 58 | 38 | 15 | 12 | 659 | 3,017 |
| 2. Priority for Service | | | 30 | 28 | 36 | 31 | 20 | 19 | 14 | 21 | 9 | 9 | 6 | 3 | 1 | 1 | | 226 |
| 3. Continuation of Service | | 2 | 6 | 1 | 5 | 2 | 0 | 4 | 0 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 6 | 30 |
| 4. Any Instructional Service | 1 | 124 | 191 | 161 | 174 | 143 | 132 | 117 | 78 | 65 | 47 | 29 | 23 | 14 | 4 | 5 | 85 | 1,388 |
| 5. Reading Instruction | 1 | 61 | 134 | 110 | 129 | 96 | 94 | 77 | 46 | 41 | 25 | 6 | 6 | 4 | 0 | 5 | 7 | 839 |
| 6. Mathematics Instruction | 0 | 42 | 123 | 95 | 120 | 91 | 92 | 76 | 39 | 42 | 25 | 5 | 6 | 1 | 0 | 2 | 5 | 761 |
| 7. High School Credit Accrual | | | | | | | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8. Any Support Service | 260 | 410 | 244 | 208 | 204 | 188 | 173 | 157 | 108 | 107 | 87 | 91 | 58 | 38 | 15 | 12 | 655 | 3,008 |
| 9. Counseling Service | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 10. Any Referred Service | 260 | 397 | 212 | 185 | 179 | 167 | 145 | 134 | 105 | 93 | 82 | 90 | 52 | 35 | 14 | 11 | 631 | 2,785 |

**INSTRUCTIONS: TABLE IV. SCHOOL DATA**

Table IV asks for information on the number of schools and number of *eligible* migrant children who were enrolled in those schools.

In the first column of Table IV, enter the number of schools that enroll *eligible* migrant children during the regular school year. Schools include public schools, alternative schools, and private schools (that serve school-age children, i.e., grades K-12). In the second column, enter the number of *eligible* migrant children who were enrolled in these schools. In the second column, since more than one school in a State may enroll the same migrant child, the count of eligible children enrolled will be duplicated statewide.

| TABLE IV. SCHOOL DATA | | |
|---|---|---|
| **J. STUDENT ENROLLMENT** | NUMBER OF SCHOOLS | NUMBER OF MIGRANT CHILDREN ENROLLED |
| 1. Schools Enrolling Migrant Children | a. 16 | b. 1,439 |
| 2. Schools in Which MEP Funds are Combined in SWP | a. 0 | b. 0 |

**INSTRUCTIONS: TABLE V. K. MEP PROJECT DATA – TYPE OF MEP PROJECT**

Enter the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds (by a subgrant from the State or through an intermediate entity that receives the subgrant) and provides services directly to the migrant child. DO NOT include *schoolwide* programs in which MEP were combined in any row of this table.

| **TABLE V. MEP PROJECT DATA** | | |
|---|---|---|
| **K. TYPE OF MEP PROJECT** | NUMBER OF MEP PROJECTS | NUMBER OF MIGRANT CHILDREN ENROLLED |
| 1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only) | a. 3 | b. 620 |
| 2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week) | a. 0 | b. 0 |
| 3. MEP Projects: Summer/Intersession Only | a. 15 | b. 1,987 |
| 4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms) | a. 18 | b. 2,607 |

**INSTRUCTIONS: TABLE V. L. MEP PROJECT DATA – KEY MEP PERSONNEL**

For each school term, enter both the actual number and *full-time-equivalent* number of staff that are paid by the MEP. Report both the actual number and FTE number by job classification. For actual numbers, enter the total number of individuals who were employed in the appropriate job classification, regardless of the percentage of time the person was employed. For the FTE number, define how many full-time days constitute one *FTE* for each term in your state. (For example, one regular term FTE may equal 180 full-time (8 hour) work days, one summer term FTE may equal 30 full-time work days, and one *intersession* FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) Use only the percentage of an FTE paid by the MEP in calculating the total FTE numbers to be reported below for each job classification.

DO NOT include staff employed in *schoolwide* programs where MEP funds are combined with those of other programs.

| **TABLE V. MEP PROJECT DATA** | | | | |
|---|---|---|---|---|
| **L. KEY MEP PERSONNEL** | NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR | FTE IN REGULAR SCHOOL YEAR<br>1 FTE = _____ Days | NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION | FTE IN SUMMER-TERM/ INTERSESSION<br>1 FTE = _____ Days |
| 1. State Director | a. 1 | b. .05 | c.14<br>**(Local project directors)** | d. 13.2<br>**(local project directors)** |
| 2. Teachers | a. 11 | b. 5.41 | c.94 | d. 94 |
| 3. Counselors | a. 0 | b. 0 | c. 0 | d. 0 |
| 4. All Paraprofessionals | a. 7 | b. 5.08 | c. 73 | d. 73 |
| 5. "Qualified" Paraprofessionals | a. | b. | c. | d. |
| 6. Recruiters | a. | b. | c.14 | d. 11 |
| 7. Records Transfer Staff | a. 2 | b. 1.05 | c.10 | d. 9 |

## IV. Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk (Title I, Part D)

### A. Student Participation in Title I, Part D by Racial/Ethnic Groups and Gender

In the following table, please provide the unduplicated number of children participating in Title I, Part D by racial/ethnic groups and gender during the 2003-2004 school year.

| Student Participation in Title I, D by Racial or Ethnic Group 2003-2004 School Year | |
|---|---|
| | Number of Students |
| American Indian/Alaskan Native | 1 |
| Asian/Pacific Islander | 0 |
| Black, non-Hispanic | 1,296 |
| Hispanic | 61 |
| White, non-Hispanic | 1,385 |
| Multiracial | 105 |

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

| Student Participation in Title I, D by Gender 2003-2004 School Year | |
|---|---|
| | Number of Students |
| Male | 2,343 |
| Female | 505 |

### B. Program Results

The first year for which States are asked to submit data on program results is the 2004-2005 school year. These data will be available for the first time for the 2004-2005 school year and will be requested for the next Consolidated State Performance Report that will cover the results of school year 2004-2005 activities.

## V. Comprehensive School Reform
## (Title I, Part F)

A. Please provide the percentage of Comprehensive School Reform (CSR) schools that have or have had a CSR grant and made AYP in reading/language arts based on data from the 2003-2004 school year. 69.5%

B. Please provide the percentage of CSR schools that have or have had a CSR grant and made AYP in mathematics based on data from the 2003-2004 school year. 70.8%

C. How many schools in the State have or have been awarded a CSR grant since 1998? 249

## VI. Improving Teacher Quality State Grants (Teacher and Principal and Recruiting Fund) (Title II, Part A)

Performance data needed for this program will be available from another source. The Department will implement a national evaluation and data reporting system to provide essential data needed to measure program performance. States will be notified and are requested to participate in these activities once they are implemented.

## VII. Enhancing Education through Technology (Title II, Part D)

**Funding Year: FY 2002**
**School Years: 2002 – 2003 AND 2003 – 2004**

| FY 2002 Program Information |
| --- |
| State (Approved) Technology Plan (YES/NO) YES<br>Year last updated: 2003<br>Date of State Approval: May 2003<br>Web Site Location/URL:<br>http://www.ode.state.oh.us/centers/state_tech_plan_matrix.pdf |

**State Program Goals, Objectives and Performance Indicators**

Using the format of the table below, describe the State's progress in meeting its EETT performance indicators based on data sources that the State established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement, as submitted in the Consolidated State Application. Indicate which of the three or combination of the three Title II, Part D goals relates to your State goals.

Title II, Part D -- Enhanced Education Through Technology Goals:

1. Improve student academic achievement through the use of technology in elementary schools and secondary schools.
2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

Provide results for each indicator, as well as an assessment and explanation of progress. For targets with no set targets, provide a descriptive assessment of progress. Please indicate where data are not yet available.

For the purpose of completing the table below, please explain how you define the following:

1. Curriculum Integration –

   Curriculum integration is the purposeful planning, by teachers, of strategies and learning experiences to facilitate and enhance learning across key learning areas.

   Source: Board of Studies – New South Wales, Australia
   http://www.bosnsw-k6.nsw.edu.au/linkages/Guiding/guiding_intro.html#guiding1

2. Technology literacy

   This means that basic or introductory technology concepts are addressed by Ohio's benchmarks and indicators in the K-2, 3-5, and 6-8 grade bands in order to achieve the NCLB goal. Ohio's Technology Academic Content Standards can be found in the Ohio Department of Education's Instructional Management System at
   http://ims.ode.state.oh.us/ODE/IMS/ACS/Content/technology_standards.pdf

| Goals, Objectives, Targets | Narrative |
|---|---|
| **Program Goal** (Indicate page number and item label as designated in the State Consolidated Application or restate goal.) | **Performance goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (Page 94) |
| **Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.** | Goal #1 |
| **Program Objective** (Indicate page number and item label as designated in the State Consolidated Application or restate objective.) | *Program Goal:* 75% of all Ohio students will reach the minimum state performance standards for achievement in technology content standards<br><br>*Program Goal:* 75% of all Ohio students will reach the minimum state performance standards for achievement in those items relating to technology usage across content areas |
| **Indicator** (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.) | Performance indicator 1.1: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment.<br><br>Performance indicator 1.2: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment.<br><br>Performance indicator 1.3: The percentage of Title I schools that make adequate yearly progress. |
| **Target** *Indicate status of data in 2002-03 school year (SY).* ***BASELINE DATA*** | Indicators 1.1 and 1.2: 4th grade – Reading 45%; Mathematics 63%; 6th grade – Reading 54%; Mathematics 57%<br><br>Indicator 1.3: 75.4%. |
| **Target** *Indicate status of data in 2003-04 school year* | Indicator 1.1 and 1.2: 4th grade – Reading 49.3%; Mathematics 58%; 6th grade – Reading 64%; Mathematics 52%<br><br>Indicator 1.3: 83.4%. |
| **Target** *Set target for 2004-05 school year.* | Indicator 1.1 and 1.2: 4th grade – Reading 64%; Mathematics 66%; 6th grade – Reading 64%; Mathematics 65%<br><br>Indicator 1.3: 3rd grade – Reading 71.2%; 4th Grade – Mathematics 46.6%; 6th grade – Reading 46.7%; Mathematics 47.3% |

| Goals, Objectives, Targets | Narrative |
|---|---|
| **Target**<br>*Set target for 2005-06 school year* | No set target has been developed yet. Ohio Department of Education phasing in new achievement tests and cut scores have not been identified yet, therefore no set targets. |
| **Target**<br>*Set target for 2006-07 school year.* | No set target has been developed yet. Ohio Department of Education phasing in new achievement tests and cut scores have not been identified yet, therefore no set targets. |
| **Target**<br>*Set target for 2007-08 school* | No set target has been developed yet. Ohio Department of Education phasing in new achievement tests and cut scores have not been identified yet, therefore no set targets. |
| **Assessment of Progress**<br>*Status of progress on indicator*<br>*(1) Target met*<br>*(2) Target not met* | Progress has been made; proficiency tests results have increased from first year. |
| **Measurement tool(s)** used to assess progress of indicators. | AYP data and Proficiency data. Achievement test data will be used in subsequent years once the cut scores have been identified to replace Proficiency data.<br><br>No tool used to assess technology standards at this time |
| **Explanation for not making progress -** *Description of why target(s) was not met for SY 03-04, and steps that will taken to ensure progress.* | Technology standards met.<br>Progress has been made. |

| Goals, Objectives, Targets | Narrative |
|---|---|
| **Program Goal**<br>(Indicate page number and item label as designated in the State Consolidated Application or restate goal.) | **Performance goal 2**: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (Page 95) |
| **Statutory Goal**<br>**Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.** | Goal # 2 |

| Goals, Objectives, Targets | Narrative |
|---|---|
| **Program Objective** (Indicate page number and item label as designated in the State Consolidated Application or restate objective.) | |
| **Indicator** (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.) | Performance indicator 2.1: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.<br><br>Performance indicator 2.2: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.<br><br>Performance indicator 2.3: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2. |
| **Target** *Indicate status of data in 2002-03 school year (SY).* ***BASELINE DATA*** | Data compiled by two grade bands: K – 6 and 7 – 12.<br><br>Indicator 2.2: 4th grade 45%; 6th grade 54%<br><br>Indicator 2.3: 4th grade 63%; 6th grade 57% |
| **Target** *Indicate status of data in 2003-04 school year* | Indicator 2.1: K – 6 64% LEP proficient; 7 – 12 57% LEP proficient.<br><br>Indicator 2.2: 4th grade 49.3%; 6th grade 64%<br><br>Indicator 2.3: 4th grade 58%; 6th grade 52% |
| **Target** *Set target for 2004-05 school year.* | Indicator 2.1: K – 6 70% LEP proficient; 7 – 12 70% LEP proficient.<br><br>Indicator 2.2: 4th grade 64%; 6th grade 64%<br><br>Indicator 2.3: 4th grade 66%; 6th grade 65% |
| **Target** *Set target for 2005-06 school year* | Indicator 2.1: K – 6 100% LEP proficient; 7 – 12 95% LEP proficient.<br><br>Indicator 2.2 & 2.3: No set target has been developed yet. Ohio Department of Education phasing in new achievement tests and cut scores have not been identified yet, therefore no set targets. |
| **Target** *Set target for 2006-07 school year.* | Indicator 2.1: K – 6 100% LEP proficient; 7 – 12 100% LEP proficient.<br><br>Indicator 2.2 & 2.3: No set target has been developed yet. Ohio Department of Education phasing in new achievement tests and cut scores have not been identified yet, therefore no set targets. |
| **Target** *Set target for 2007-08* | Indicator 2.1: K – 6 100% LEP proficient; 7 – 12 100% LEP proficient. |

| Goals, Objectives, Targets | Narrative |
|---|---|
| *school* | Indicator 2.2 & 2.3 – No set target has been developed yet. Ohio Department of Education phasing in new achievement tests and cut scores have not been identified yet, therefore no set targets. |
| **Assessment of Progress** *Status of progress on indicator* *(1) Target met* *(2) Target not met* | Target met. LEP student's achievement has increased. |
| **Measurement tool(s)** used to assess progress of indicators. | ELDA (English Language Development Assessment) for Indicator 2.1.<br><br>State proficiency tests for Indicators 2.2 & 2.3. Achievement test data will be used in subsequent years once the cut scores have been identified to replace Proficiency data. |
| **Explanation for not making progress -** *Description of why target(s) was not met for SY 03-04, and steps that will taken to ensure progress.* | |

| Goals, Objectives, Targets | Narrative |
|---|---|
| **Program Goal** (Indicate page number and item label as designated in the State Consolidated Application or restate goal.) | **Performance goal 3**: By 2005-2006, all students will be taught by highly qualified teachers. (Page 95) |
| **Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.** | Goal #3 |

| Goals, Objectives, Targets | Narrative |
|---|---|
| **Program Objective**<br>(Indicate page number and item label as designated in the State Consolidated Application or restate objective.) | PROGRAM GOAL:100% OF ALL PRE-SERVICE EDUCATORS ATTENDING OHIO COLLEGES AND UNIVERSITIES WILL BE COMPETENT IN TECHNOLOGY USAGE UPON ENTERING OHIO CLASSROOMS<br><br>*Program Goal:* 75% of all current Ohio educators will take part in some type of professional development activities over the past 2 years that utilizes technology in instructional practice |
| **Indicator**<br>(Indicate page number and item label as designated in the State Consolidated Application or restate indicator.) | Performance indicator 3.1: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).<br><br>Performance indicator 3.2: The percentage of teachers receiving high-quality professional development.<br><br>Performance indicator 3.3: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. |
| **Target**<br>*Indicate status of data in 2002-03 school year (SY).*<br>***BASELINE DATA*** | No data in 02-03 for EETT competitive grant funds<br><br>Indicator 3.1: High Poverty 78%; all population 82%<br><br>Indicator 3.2: 73%<br><br>Indicator 3.3: 4.52% |
| **Target**<br>*Indicate status of data in 2003-04 school year* | 75% of all EETT teachers will receive technology professional development in 03-04<br><br>Indicator 3.1: High Poverty 84%; all population 87%<br><br>Indicator 3.2: 80%.<br><br>Indicator 3.3: 25% |
| **Target**<br>*Set target for 2004-05 school year.* | 75% of all EETT teachers will receive technology professional development in 04-05<br><br>Indicator 3.1: High Poverty 90%; all population 92%<br><br>Indicator 3.2: 90%<br><br>Indicator 3.3: 50% |

| Goals, Objectives, Targets | Narrative |
|---|---|
| **Target**<br>*Set target for 2005-06 school year* | 75% of all EETT teachers will receive technology professional development in 05-06<br><br>Indicator 3.1: High Poverty 100%; all population 100%<br><br>Indicator 3.2: 100% of teachers will receive high quality professional development.<br><br>Indicator 3.3: 100% |
| **Target**<br>*Set target for 2006-07 school year.* | 75% of all EETT teachers will receive technology professional development in 06-07<br><br>Indicator 3.1: High Poverty 100%; all population 100%<br><br>Indicator 3.2: 100% of teachers will receive high quality professional development.<br><br>Indicator 3.3: 100% |
| **Target**<br>*Set target for 2007-08 school* | 75% of all EETT teachers will receive technology professional development in 07-08<br><br>Indicator 3.1: High Poverty 100%; all population 100%<br><br>Indicator 3.2: 100% of teachers will receive high quality professional development.<br><br>Indicator 3.3: |
| **Assessment of Progress**<br>*Status of progress on indicator*<br>*(1) Target met*<br>*(2) Target not met* | Local evaluation data and state level external evaluation data<br>Site Visitation |
| **Measurement tool(s)** used to assess progress of indicators. | Local evaluation data and state level external evaluation data<br>Site Visitations |
| **Explanation for not making progress -** *Description of why target(s) was not met for SY 03-04, and steps that will taken to ensure progress.* | |

**If for any reason you have modified or added Goal(s), objectives, indicators, and/or targets since submitting the State Consolidated Application, please indicate in the chart below.**

| **Original Goal(s), objectives, indicators, and/or targets** (Indicate page number and item label as designated in the State Consolidated Application or restate goal.) | **Modification or Additions** |
|---|---|
| | Improve student academic achievement through the use of technology in elementary schools and secondary schools.<br><br>The Ohio EETT project utilized a suite of vendor products in the learning management system (off-the-shelf courses content) and content development and management categories to assist educators and students in addressing the above goal.<br><br>Targets for these areas include the following:<br>SY02-03 – no baseline data<br>SY03-04 – 30% of students in targeted sites using vendor products and tools to address academic achievement<br>SY04-05 – 40% of students using vendor products to address academic achievement<br>SY05-06 – 50% of all students using vendor products to address academic achievement<br>SY06-07 – 60% of all students using vendor products to address academic achievement<br>SY07-08 – 75% of all students using vendor products to address academic achievement<br><br>Assessment of progress:<br>Local and state level external evaluation data<br>Vendor data and tool implementation data<br><br>Measurement tools:<br>Evaluation reporting<br>Vendor reporting<br>Local Assessments – short cycle assessments to address impact on achievement |
| | To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.<br><br>The Ohio EETT project will utilize a combination of professional development strategies to address |

| **Original Goal(s), objectives, indicators, and/or targets** (Indicate page number and item label as designated in the State Consolidated Application or restate goal.) | **Modification or Additions** |
|---|---|
| | technology training for teachers. These strategies include:<br>Vendor led professional development related to the installation and implementation of the selected vendor product and;<br>State level professional development designed to address technology integration<br><br>See Program Goal 3 for targets related to this addition. |

## IX. Safe and Drug-Free Schools and Communities Act (Title IV, Part A)

### A. Performance Measures

Instructions: In the following chart, please identify:

- Each of your State indicators as submitted in the June 2002 Consolidated State Application;
- The instrument or data source used to measure the indicator;
- The frequency with which the data are collected (annually, semi-annually, biennially) and year of the most recent collection;
- The baseline data and year the baseline was established; and
- Targets for the years in which your State has established targets.

| Indicator | Instrument/ Data Source | Frequency of collection | Targets | Actual Performance |
|---|---|---|---|---|
| Decrease by 5% the # of out-of-school suspensions/ expulsions for ATOD use on school grounds by end of 2006-2007. | Education Management Information Systems (EMIS) | Frequency: **Annually**<br><br>Year of most recent collection: **2003-2004** | 2002-2003 **12,242**<br>2003-2004 **12,089**<br>2004-2005 **11,936**<br>2005-2006 **11,783**<br>2006-2007 **11,630**<br>2007-2008_____ | 2002-2003 **12,242**<br>2003-2004 **14,651**<br><br>Baseline: **12,242**<br>Year established:<br>**2002-2003** |
| Decrease by 5% the # of out-of-school suspensions/ expulsions for fighting on school grounds by end of 2006-2007. | EMIS | Frequency: Annually<br><br>Year of most recent collection:**2003-2004** | 2002-2003 **66,906**<br>2003-2004 **66,070**<br>2004-2005 **65,233**<br>2005-2006 **64,397**<br>2006-2007 **63,561**<br>2007-2008_____ | 2002-2003 **66,906**<br>2003-2004 **64,978**<br><br>Baseline: **66,906**<br>Year established:<br>**2002-2003** |
| Decrease by 5% the # of out-of-school suspensions/ expulsions for possession of a weapon on school grounds by end of 2006-2007. | | Frequency: **Annually**<br><br>Year of most recent collection: **2003-2004** | 2002-2003 **3,587**<br>2003-2004 **3,543**<br>2004-2005 **3,498**<br>2005-2006 **3,454**<br>2006-2007 **3,408**<br>2007-2008_____ | 2002-2003 **3,543**<br>2003-2004 **3,805**<br><br>Baseline: **3,543**<br>Year established:<br>**2002-2003** |
| Decrease 3% the # of out-of-school suspensions for any reason by the end of 2006-2007. | EMIS | Frequency: **Annually**<br><br>Year of most recent collection: **2003-2004** | 2002-2003 **239,282**<br>2003-2004 **237,488**<br>2004-2005 **235,693**<br>2005-2006 **233,899**<br>2006-2007 **232,104**<br>2007-2008_____ | 2002-2003 **239,282**<br>2003-2004 **237,964**<br><br>Baseline: **239,282**<br>Year established:<br>**2002-2003** |
| Decrease by 3% the # of expulsions for any reason by the end of Year 2006-2007 | EMIS | Frequency: **Annually**<br><br>Year of most recent collection:**2003-2004** | 2002-2003 **6,852**<br>2003-2004 **6,801**<br>2004-2005 **6,749**<br>2005-2006 **6,698**<br>2006-2007 **6,646**<br>2007-2008_____ | 2002-2003 **6,852**<br>2003-2004 **8,307**<br><br>Baseline: **10,499**<br>Year established:<br>**2002-2003** |
| By the end of school year 2006-2007 no public school in Ohio will be designated as "Persistently Dangerous" | Dept of Youth Services<br><br>EMIS | Frequency: **Annually**<br><br>Year of most recent collection: **2002-2003** | 2002-2003 **0**<br>2003-2004 **0**<br>2004-2005 **0**<br>2005-2006 **0**<br>2006-2007 **0**<br>2007-2008_____ | 2002-2003 **0**<br>2003-2004 **TBD**<br><br>Baseline: **0**<br>Year established:<br>**2002-2003** |

## B. Suspension and Expulsion Data

Instructions: In the following charts, indicate the number of out-of-school suspensions and expulsions for elementary, middle, and high school students for each of the underlined incidents.

Please also provide the State's definition of an elementary, middle, and high school, as well as the State's definition of each of the incidents underlined below.

(If your State does not collect data in the same format as requested by this form, the State may provide data from a similar question, provided the State includes a footnote explaining the differences between the data requested and the data the State is able to supply.)

| School Type | State Definition |
|---|---|
| Elementary School | K-6 |
| Middle School | 7-8 |
| High School | 9-10 |

**1. The number of out-of-school suspensions and expulsions for physical fighting.**

State definition of physical fighting: Mutual participation in an incident involving physical violence

| SUSPENSIONS | Number for 2003-2004 school year | Number of LEAs reporting |
|---|---|---|
| Elementary | 20,370 | 2,331 |
| Middle | 24,063 | 691 |
| High School | 73,103 | 888 |

| EXPULSIONS | Number for 2003-2004 school year | Number of LEAs reporting |
|---|---|---|
| Elementary | 266 | 2,331 |
| Middle | 387 | 691 |
| High School | 2,656 | 888 |

## 2. The number of out-of-school suspensions and expulsions for weapons possession

State definition of weapons:

**06 = Use, possession, sale or distribution of a firearm**

A firearm is any weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any machine gun. This includes zip guns, starter guns, and flare guns. Firearm look-a-likes should not be reported with this option.

**07 = Use, possession, sale or distribution of a dangerous weapon other than a firearm or explosive, incendiary or poison gas**

A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does not include a pocket knife with a blade of less than 2 1/2 inches in length (18 U.S.C. section 930).

**08 = Use, possession, sale or distribution of any explosive, incendiary or poison gas**

Any destructive device, which would include a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter once and a mine or similar device. This definition would also include any weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.

| SUSPENSIONS | Number for 2003-2004 school year | Number of LEAs reporting |
|---|---|---|
| Elementary | 1,103 | 2,331 |
| Middle | 1,001 | 691 |
| High School | 893 | 888 |

| EXPULSIONS | Number for 2003-2004 school year | Number of LEAs reporting |
|---|---|---|
| Elementary | 135 | 2,331 |
| Middle | 174 | 691 |
| High School | 229 | 888 |

**The number of alcohol-related out-of-school suspensions and expulsions.**

State definition of alcohol-related: Use, possession, sale or distribution or intoxicating alcoholic beverages.

| SUSPENSIONS | Number for 2003-2004 school year | Number of LEAs reporting |
|---|---|---|
| Elementary | 29 | 2,331 |
| Middle | 194 | 691 |
| High School | 1,168 | 888 |

| EXPULSIONS | Number for 2003-2004 school year | Number of LEAs reporting |
|---|---|---|
| Elementary | 8 | 2,331 |
| Middle | 15 | 691 |
| High School | 74 | 888 |

3. **The number of illicit drug-related out-of-school suspensions and expulsions.**

State definition of illicit-drug related: Use, possession, sale or distribution of any controlled drug (other than prescription medication that has been administered in accordance with the district's policies.)

| SUSPENSIONS | Number for 2003-2004 school year | Number of LEAs reporting |
|---|---|---|
| Elementary | 148 | 2,331 |
| Middle | 1,188 | 691 |
| High School | 3,076 | 888 |

| EXPULSIONS | Number for 2003-2004 school year | Number of LEAs reporting |
|---|---|---|
| Elementary | 59 | 2,331 |
| Middle | 156 | 691 |
| High School | 483 | 888 |

## C. Parent Involvement

Instructions: Section 4116 of the No Child Left Behind Act requires that each State provide information pertaining to the State's efforts to inform parents of and include parents in drug and violence prevention efforts. Please describe your State's efforts to include parents in these activities.

**Parent Advisory Council**

In the fall of 2002, the department formed a Parent Advisory Council to provide a much needed connection between Ohio parents, their children and the Department.

Members, who represent Ohio's diversity in school type (rural, suburban, urban), income, race/ethnicity and geographic location, serve a two-year term.

They attend bi-annual meetings where they not only learn about what is happening in education in Ohio, but also provided feedback and input on new products, materials and services for families.

Throughout the year, they review materials and serve as resources for families in their communities.

**Parent Academy**

Currently a writing team has been formed to create a workshop for parents that will address student development and what role parents play in creating supportive learning climates that eliminate non-academic barriers such as substance use and bullying. These workshops once developed will be presented around the state to select individuals who will then deliver the presentations to their individual communities.

## X. 21st Century Community Learning Centers (Title IV, Part B)

Performance data needed for this program will be available from another source. The Department will implement a national evaluation and data reporting system to provide essential data needed to measure program performance. States will be notified and are requested to participate in these activities once they are implemented.

## XI. Innovative Programs (Title V, Part A)

**A.** Please describe **major** results to date of State-level Title V, Part A funded activities to improve student achievement and the quality of education for students. Please use quantitative data if available (e.g., increases in the number of highly qualified teachers).

The Ohio Department of Education (ODE) Title V Statewide activities are focused mostly on statewide parent involvement activities. These include:

- **Parent Academies** - there are two workshops for families. Both workshops are free and two hours in length. Parents and members of community organizations are trained to host the workshops for families in their community. The first workshop is about reading and its importance to the success of children. Click here for more information about the Parent Academy for Reading. The second workshop is about Ohio's new academic content standards – what children are expected to know and be able to do from kindergarten through 12th grade. Click here for more information about the Parent Academy on Academic Content Standards. The Department is working on compiling a list of community organizations that are trained as facilitators of the two workshops. We will post the list below as soon as it is complete. The Department hosted a Train the Trainer session on Feb. 3 to train parents, school district personnel or community members as facilitators of the two workshops. If you missed that training and are interested in becoming a facilitator or learning more about the Parent Academies, click on Feedback in the left column and complete the form. We will compile a database of people interested in becoming facilitators and will work towards hosting future trainings.

- **T.R.A.P. the Gap** - the T.R.A.P. the GAP initiative was a pilot program supported by ODE that focuses on how religious communities can improve achievement for children and youth through the community church, mosque, or synagogue. Specifically, this pilot focuses on African American religious communities and is designed to support Cleveland area schools. The conferences target faith-based leaders and share the educational issues around the achievement gaps. They support the Department's strategic plan by building the capacity of community organizations to engage families in the education of their children.

- **Parent Advisory Council** - the Parent Advisory Council provides a much needed connection between Ohio parents, their children and the Department. Members, who represent Ohio's diversity in school type (rural, suburban, and urban), income, race/ethnicity and geographic location, serve a two-year term. They attend quarterly meetings where they not only learn about what is happening in education in Ohio, but also provide feedback and input on new products and materials for families. Throughout the year, they review materials and serve as resources for families in their communities. We have 42 members who began their two-year term in August 2004. They are participating in writing teams to develop new products, reviewing potential publications and creating a strategic plan to guide their outreach in their communities.

**B.** The table below requests data on student achievement outcomes of **Title V, Part A - funded** LEAs that use **20**% or more of Title V, Part A funds and funds transferred from other programs for **strategic priorities including**: **(1)** student achievement in reading and math, **(2)** teacher quality, **(3)** safe and drug free schools, **(4)** access for all students to a quality education. Complete the table below using aggregated data from all LEA evaluations of school year 2003-2004 activities funded in whole or in part from Title V, Part A - Innovative Programs funds.

| Priority Activity/Area[1] | Number of LEAs that used **20**% or more Title V, Part A, including funds transferred into Title V, Part A (see Note) for: | Number of these LEAs that met AYP | Total Number of Students Served |
|---|---|---|---|
| Area 1: **Student Achievement in Reading and Math** | 632 | 386 | MD |
| Area 2: **Teacher Quality** | 301 | 168 | MD |
| Area 3: **Safe and Drug Free Schools** | 17 | 7 | MD |
| Area 4: **Increase Access for all Students** | 251 | 143 | MD |
| | | | |
| Note: Funds from REAP and Local Flex (Section 6152) that are used for Title V, Part A purposes and funds transferred into Title V, Part A under the transferability option under section 6132(b). | | | |

**B.1** Indicate the number of Title V, Part A funded LEAs that did not use, in school year 2003-2004, 20% or more of Title V, Part A funds including funds transferred from other programs into Title V, Part A, for any of the priority activities/areas listed in the table under B above. 105

**B.2** Indicate the number of LEAs shown in B.1 that met AYP in school year 2003-2004. 55

[1] In completing this table, States should include activities described in Section 5131 of the ESEA as follows: Area 1 (activities 3, 9,12,16,19,20,22,26,27), Area 2 (activity 1,2), Area 3 (activity 14,25), Area 4 (activities 4,5,7,8,15,17)

## XII. Rural Education Achievement Program (REAP) (Title VI, Part B)

### A. Small Rural School Achievement Program (Title VI, Part B, Subpart 1)

Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2003-2004 school year. 10

### B. Rural and Low-Income School Program (Title VI, Part B, Subpart 2)

**1.** LEAs that receive Rural and Low-Income School (RLIS) Program grants may use these funds for any of the purposes listed in the following table. Please indicate in the table the total number of eligible LEAs that used funds for each of the listed purposes during the 2003-2004 school year.

| Purpose | Number of LEAs |
|---|---|
| Teacher recruitment and retention, including the use of signing bonuses and other financial incentives | 7 |
| Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers | 11 |
| Educational technology, including software and hardware as described in Title II, Part D | 15 |
| Parental involvement activities | 9 |
| Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A) | 6 |
| Activities authorized under Title I, Part A | 16 |
| Activities authorized under Title III (Language instruction for LEP and immigrant students) | 0 |

**2.** Describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

After a district has participated in either of the REAP grant programs (SRSA or RLIS) for three years, the Department will examine whether or not the district is making adequate yearly progress. For most districts, the third year of participation is the 2004-2005 school year. If the district is not making adequate yearly progress, it may continue to participate and receive funds only to the extent that the funds are used to carry out the requirements of section 1116 of the ESEA.

## XIII. Funding Transferability for State and Local Educational Agencies (Title VI, Part A, Subpart 2)

### A. State Transferability of Funds

Did the State transfer funds under the State Transferability authority of section 6123(a) during the 2003-2004 school year? NO

### B. Local Educational Agency Transferability of Funds

1. Please indicate the total number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of section 6123(b) during the 2003-2004 school year. 80

2. In the charts below, please indicate below the total number of LEAs that transferred funds TO and FROM each eligible program and the total amount of funds transferred TO and FROM each eligible program.

| Program | Total Number of LEAs transferring funds TO eligible program | Total amount of funds transferred TO eligible program |
|---|---|---|
| Improving Teacher Quality State Grants (section 2121) | 3 | 9,972.81 |
| Educational Technology State Grants (section 2412(a)(2)(A)) | 5 | 36,835.18 |
| Safe and Drug-Free Schools and Communities (section 4112(b)(1)) | 7 | 262,497.89 |
| State Grants for Innovative Programs (section 5112(a)) | 33 | 3,261,292.10 |
| Title I, Part A, Improving Basic Programs Operated by LEAs | 38 | 826,617.36 |

| Program | Total Number of LEAs transferring funds FROM eligible program | Total amount of funds transferred FROM eligible program |
|---|---|---|
| Improving Teacher Quality State Grants (section 2121) | 62 | 4,040,911.65 |
| Educational Technology State Grants (section 2412(a)(2)(A)) | 22 | 92,313.13 |
| Safe and Drug-Free Schools and Communities (section 4112(b)(1)) | 19 | 66,972.25 |
| State Grants for Innovative Programs (section 5112(a)) | 15 | 197,018.31 |

*The Department plans to obtain information on the use of funds under both the State and LEA Transferability Authority through evaluation studies.*