

Annual Report on Economically Disadvantaged Funds



DECEMBER 2019

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Introduction

Each Child, Our Future is Ohio's shared plan for ensuring each student is *challenged, prepared* and *empowered* for his or her future by way of an excellent prekindergarten through grade 12 education. The Economically Disadvantaged Funds are to assist with Ohio's plan by ensuring schools have resources to challenge, prepare and empower economically disadvantaged students. The funds may be used in a single initiative or in combination of initiatives to create and implement programs. [Ohio law¹](#) clarifies where and how economically disadvantaged funds are spent.

A city, local, exempted village, or joint vocational school district, community school, or STEM school shall spend economically disadvantaged funds on any of the following initiatives or a combination of any of the following initiatives:

1. Extended school day and year;
2. Reading improvement and intervention;
3. Instructional technology or blended learning;
4. Professional development in reading instruction for teachers or students in kindergarten through third grade;
5. Dropout prevention;
6. School safety and security measures;
7. Community learning centers that address barriers to learning;
8. Academic interventions for students in any grades 6 through 12;
9. Employment of an individual who has successfully completed the bright new leaders for Ohio schools program as a principal or assistant principal.

The statute requires the entities receiving the economically disadvantaged funds report the initiative or combination of initiatives being used to the Ohio Department of Education, which then must summarize the initiatives statewide and submit a report to the General Assembly no later than the first of December of an odd year.

Summary of Responses

Figure 1 represents the number of instances in which allowable initiatives were identified as part of a school's strategy for serving economically disadvantaged students, either individually or in combination with other initiatives. Review of the data showed the same heavily used initiatives were not only popular in this two-year reporting period, academic years 2018 and 2019, but also for the previous reporting periods, academic years 2016 and 2017. Initiative B, Reading improvement and intervention, is most used, followed by Initiative C, Instructional technology or blended learning, and Initiative F, School safety and security measures.

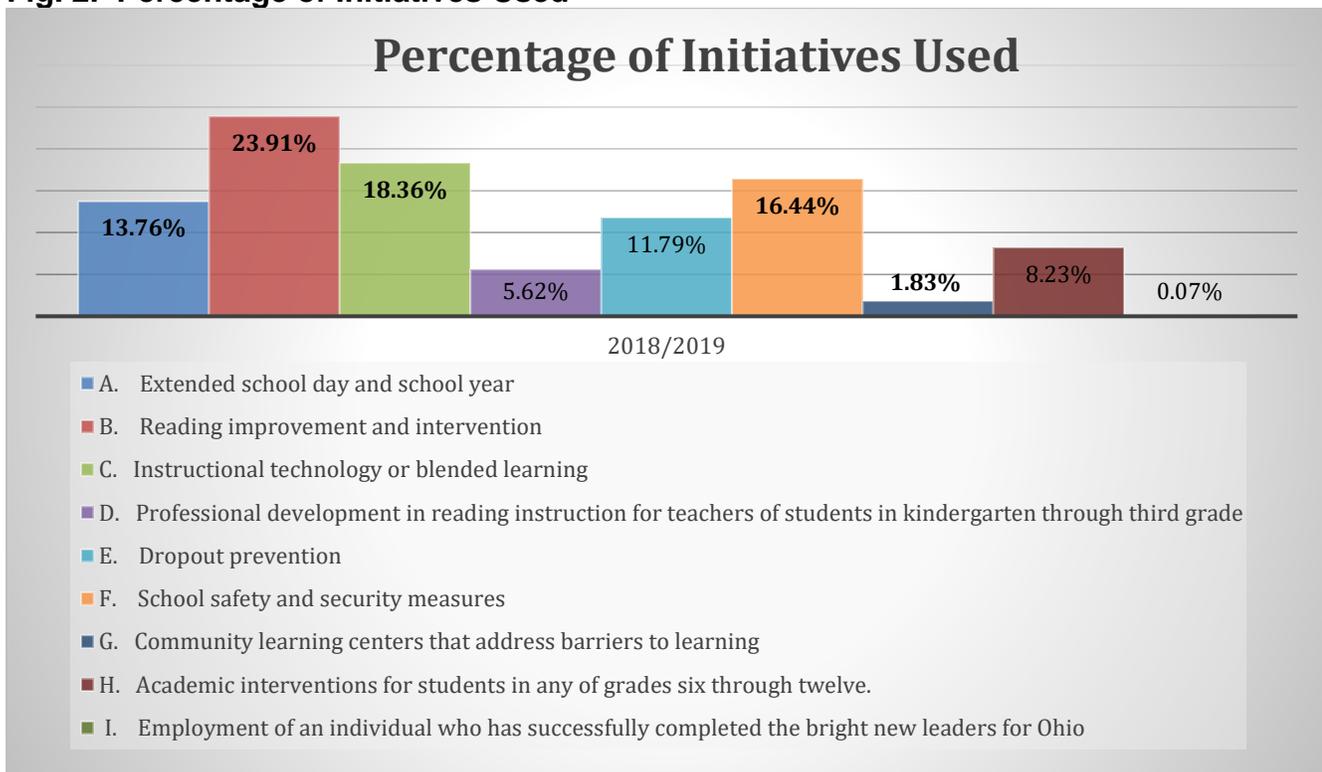
¹ <http://codes.ohio.gov/orc/3317.25>

Fig. 1 Results from Data Collected

Answer Options	Year One Responses	Year One Percentage	Year Two Responses	Year Two Percentage
A. Extended school day and school year	298	14%	297	13%
B. Reading improvement and intervention	495	24%	539	24%
C. Instructional technology or blended learning	376	18%	418	18%
D. Professional development in reading instruction for teachers of students in kindergarten through third grade	120	6%	123	5%
E. Dropout prevention	241	12%	269	12%
F. School safety and security measures	343	17%	368	16%
G. Community learning centers that address barriers to learning	26	1%	53	2%
H. Academic interventions for students in any of grades 6-12	162	8%	194	9%
I. Bright New Leaders for Ohio Schools	0	0.0%	3	<1%

Figure 2 visually depicts the breakdown of response by initiative for the 2018-2019 reporting period.

Fig. 2. Percentage of Initiatives Used



Combination of Initiatives

Many schools combined initiatives to create the best opportunities for students. To increase students' success in reading and in math, districts created summer reading programs, combined reading improvement/intervention and provided professional development in reading instruction for teachers of students in kindergarten through third grade.

Community schools primarily combined extended school day and school year; reading improvement and intervention; professional development in reading instruction for teachers of students in kindergarten through third grade; school safety and security measures; and community learning centers that address barriers to learning.

In another example, Kettering City School District, Willard City School District and Eastland-Fairfield Career & Technical Schools used the combination of reading improvement and intervention and academic interventions for students in any of grades 6-12 to support reading and intervention program development in their schools.

A. EXTENDED SCHOOL DAY AND SCHOOL YEAR

Approximately 14 percent of responses in year one and 13 percent in year two included extended school day as an initiative used alone or in combination with other initiatives. The extended school day and school year provide additional learning opportunities to students. The increased time provides struggling students with additional instruction time. The additional time can create opportunities for class offerings outside of the traditional core subject areas. Costs that are allowable include teacher wages and benefits; transportation costs for these programs, such as summer school transportation; and any administrative or clerical costs associated with these programs.

Examples of extended school day and school year include:

- Summer school;
- Before- and after-school day programs and a school year for students exceeding 182 days ([ORC 3313.48²](http://codes.ohio.gov/orc/3313.48)).

Highlights from Districts and Schools:

- Akron City, Alliance City, Conneaut Area City, Nelsonville-York City, Norwood City and Cardinal Local school districts offered learning opportunities such as reading and math tutoring for academic intervention during the summer;
- Girard City and Toronto City school districts and the Arts & College Preparatory Academy provided after-school reading and math intervention.

B. READING IMPROVEMENT AND INTERVENTION

Reading improvement and intervention is the most used initiative, with 24 percent of respondents implementing in year one and nearly 24 percent in year two. Reading improvement and intervention initiatives include a wide variety of activities for students. Schools across the state used their economically disadvantaged funds to develop initiatives, hire additional reading intervention specialists, provide professional development for teachers and purchase materials. These reading improvement and intervention initiatives, along with other initiatives, give schools the additional funding needed to employ tutors, reading coaches and reading specialist for their students.

Highlights from Districts and Schools:

- The Constellation Schools – a group of community schools – utilized its funds to purchase online programs as part of a one-on-one initiative started in 2015;

² <http://codes.ohio.gov/orc/3313.48>

- Canton Harbor High School (another community school) hired an English-specific intervention specialist to provide intervention in English I-IV;
- Brunswick City School District developed a program for struggling readers to work with mentors;
- Findlay City School District hired flexible instructional assistants who help with one-on-one reading intervention or small groups;
- In Middletown City School District, all K-2 teachers provide 105 minutes per day for reading improvement, including word work, guided reading and reading workshop rotations for students to work on both targeted strengths and weaknesses.

C. INSTRUCTIONAL TECHNOLOGY OR BLENDED LEARNING

Instructional technology or blended learning was a popular initiative for schools receiving economically disadvantaged funds. Nearly 18 percent of schools in year one and 19 percent in year two included technology as part of their economically disadvantaged spending.

Blended learning examples include distance learning with or without the aid of an instructor or aide being present. Allowable costs for distance learning include any costs charged by host sites for providing the program, technology expenses associated with blended learning and costs of the teacher and/or aide.

The initiatives for instructional technology or blended learning include all costs associated with bringing technology into the classroom, such as infrastructure, hardware, smartboards, PCs, laptops, Chromebooks, computer carts, software, licensing, e-books and electronic textbooks. The costs must be for curriculum only, not administrative expenses.

Highlights from Districts and Schools:

- Hardin Northern Local, Ridgemont Local, Licking Valley Local, Chagrin Falls Exempted Village and Yellow Springs Exempted Village school districts used their funds to achieve one-to-one device ratios for students'
- London City, New Philadelphia City and Central Local school districts used funds for blended learning environments.

D. PROFESSIONAL DEVELOPMENT IN READING INSTRUCTION FOR TEACHERS OF STUDENTS IN KINDERGARTEN THROUGH THIRD GRADE

The use of economically disadvantaged funds for professional development in reading instruction for teachers of students in kindergarten through third grade was reported at 6 percent in year one and 5 percent in year two. Some of these professional development opportunities included programs like train the trainer, literacy learning instruction and other reading workshops.

The professional development includes on- or off-site training for teachers of students in kindergarten through third grades. Support for off-site programs include travel costs, registration expenses and pay for these teachers beyond their normal pay. It also includes any prorated portion of a normal day or in-service day spent on professional development for reading. On-site programs include payment for instructors and pay for teachers beyond their normal pay. If training takes place during a scheduled class day, any substitute teacher costs associated qualify.

Highlights from Districts and Schools:

- Medina City School District was able to offer all K-2 teachers a half-day of training in guided reading assessment and instruction. Teachers were given instruction on the best ways to assess student learning and how to provide specific instruction and strategies based on those assessments;

- Jackson Center Local School District purchased Aimsweb Plus, which is a diagnostic tool used to benchmark early readers on their progress and help identify areas of weakness. Teachers will be trained to use this tool;
- Springboro Community City School District purchased the iLIT Digital Coursework professional development module for Title I teachers. This provides professional development on topics such as early and adolescent literacy, inquiry-based learning, 21st century classroom skills and other core content areas.

E. DROPOUT PREVENTION

Nearly 12 percent of schools in year one and 12 percent in year two reported having dropout prevention programs. Dropout prevention includes all programs beyond the normal operation of a school building designed to keep students from falling behind because of disciplinary troubles and academic challenges. In-school suspension is one example, as well as alternative programs housed separately or within a regular building. Teachers and tutors assigned to a juvenile justice center or an evening high school is another example. All instructional, administrative and secretarial expenses for these programs are allowable. If a program is housed separately, all costs associated with the building, such as custodial and utilities costs. Are allowable.

Highlights from Districts and Schools:

- Greater Ohio Virtual School developed a mentoring program where each student is assigned a mentor who monitors his or her grades, attendance and lesson completion;
- Miamisburg Secondary Academy and Miamisburg City School District implemented the use of social work services to assist with dropout recovery and various outreach programs for students and their families;
- Ashtabula Area City School District provides a comprehensive transportation program in excess of state requirements. The aim of this program is to provide positive attendance outcomes and ensure students have a consistent, safe and reliable transportation program;
- Cuyahoga Valley Career Center opened Success Academy for at-risk students in grades 9 and 10 to focus on academic efforts and create career interests in career-technical education offered by the career center.

F. SCHOOL SAFETY AND SECURITY MEASURES

In year one, 17 percent of respondents used this initiative as part of their economically disadvantaged spending. In year two, 16 percent used the funds for safety and security. Many schools reported upgrading their security systems and procedures, including purchasing cameras, instant communication devices and staff training.

School safety and security measures include multiple initiatives to keep students, teachers, staff members and visitors safe. These include costs for security personnel, whether on staff or contracted services; security equipment or supplies, such as metal detectors, radios, walkie-talkies and security cameras; and costs for professional development pertaining to safety and security. Additionally, costs for nursing or health services that are provided to all students within a building, but not nursing services associated with special education, are allowable.

Highlights from Districts and Schools:

- New Lexington City, Carrollton Exempted Village, Rittman Exempted Village, Arcanum-Butler Local and New Miami Local school districts hired resource officers or entered into contracts for local police services.

G. COMMUNITY LEARNING CENTERS THAT ADDRESS BARRIERS TO LEARNING

Use of community learning centers that address barriers to learning was among the least-used initiatives. Only 1 percent of respondents in year one and 2 percent of the respondents in year 2 used this initiative. Community learning centers that address barriers to learning in all subject areas include all interventions in grades K-5 that are not covered in any other initiatives. This could include after-school or before-school activities to address barriers to learning.

Highlights from Districts and Schools:

- Painesville City School District continued to use economic disadvantage funds for the district's family resource center, which provides support for social, economic, behavioral and mental health issues. The services are available to all district families, and the center has been a great asset to minimizing barriers to the academic success of the students;
- Euclid City School District created programs to address barriers to learning for children entering kindergarten, including socialization skills, how to be a student, as well as basic knowledge of numbers and letters.

H. ACADEMIC INTERVENTIONS FOR STUDENTS IN GRADES 6-12

Funds for academic interventions for students in any of grades 6-12 were reported for 8 percent of schools in year one and 9 percent in year two. Academic interventions include costs for tutors, including wages and benefits.

Highlights from Districts and Schools:

- Tipp City Exempted Village School District used the funds to waive class fees for 160 students in grades 6-12. This allowed economically disadvantaged students to have the required learning materials and attend high school classes (if applicable) without creating financial hardships for their families;
- River View Local School District reported using funds for inclusion classes offered at the high school and junior high, where students who are placed on individualized education programs attend with other students. The inclusion classes have two teachers assigned to them, a teacher of record and an intervention specialist;
- Fairfield Union Local School District used the funds to provide additional certified teaching staff to support reading improvement and intervention in the elementary buildings and academic interventions for students in secondary buildings;
- Southwest Local School District reported hiring 17 intervention specialists for grades 6-12.

I. BRIGHT NEW LEADERS FOR OHIO SCHOOLS

In year one, none of the respondents hired a graduate of the Bright New Leaders program, and only two respondents in year two used this initiative. With the passage of House Bill 113, the funds can be used for the employment of an individual who has successfully completed the Bright New Leaders for Ohio Schools program as a principal or an assistant principal.

Highlights from Districts and Schools:

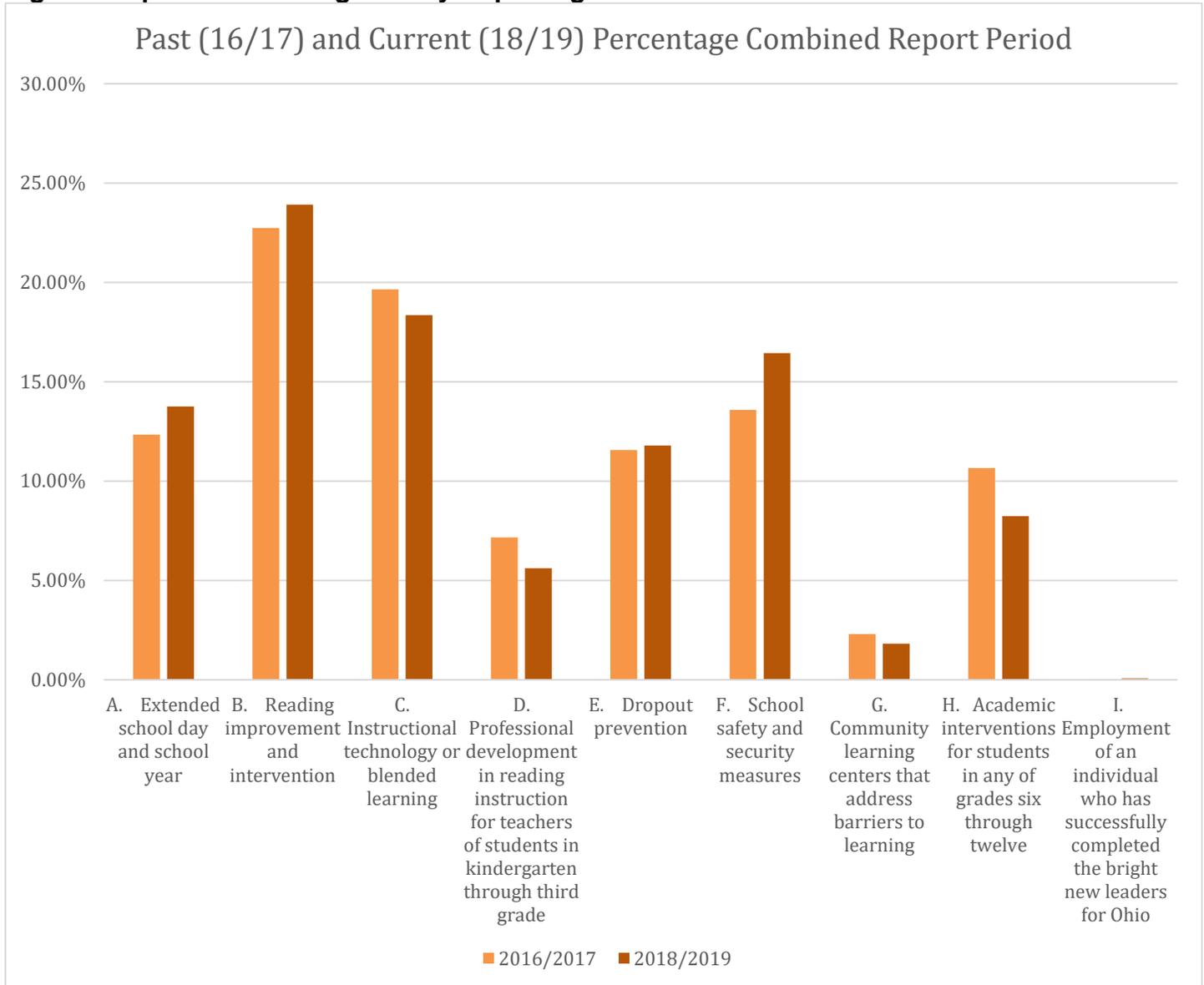
- Licking Heights Local School District reported using its economically disadvantaged funding to hire an assistant principal who completed the Bright New Leaders program;
- Jackson City School District combined the Bright New Leaders for Ohio Schools with three other categories to provide after-school programs with the educational service center, as well as additional services for students.

Comparison of Most Recent Past to Current Reporting Periods

In comparing the most recent reporting period (2016-2017) to the current reporting period (2018-2019) the most-used categories did not change. Reading improvement and intervention still ranks as the number one

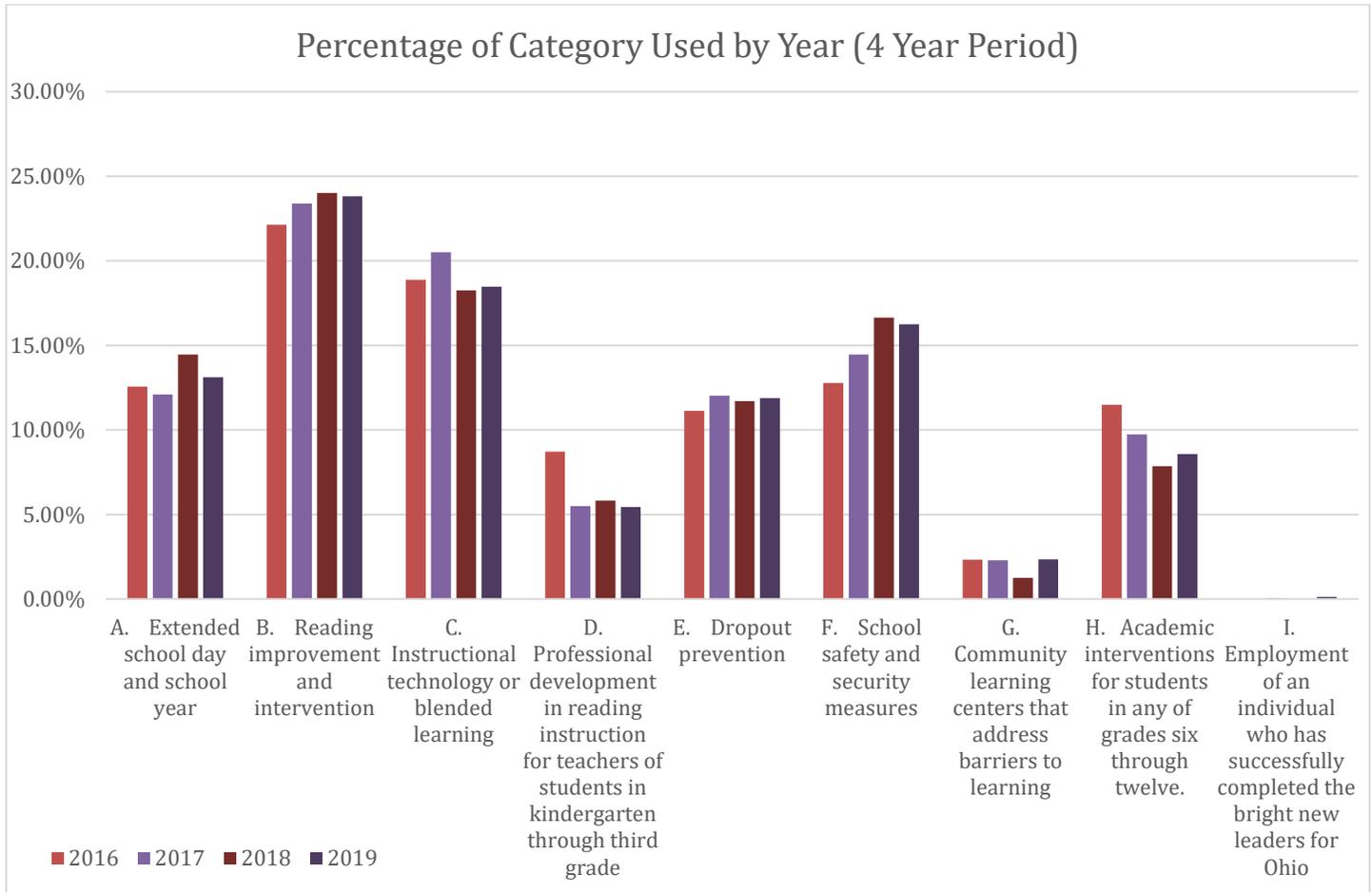
initiative selected, followed by instructional technology or blended learning. School safety and security measures and extended school day or school year categories both increased in use.

Fig. 3 Comparison of Categories by Reporting Period



When comparing the initiative used in the four years, there is consistent use of funds on the reading improvement and intervention, dropout prevention and school safety and security initiatives. In turn, even though the instructional technology or blended learning initiative is highly used each year, a decrease in use of funds for this initiative can be noted. Professional development and academic intervention for students in grades 6-12 also saw a decrease. See Figure 4, Initiative Used by Year (Four-year Period).

Fig. 4 Initiative Used by Year (Four-year Period)



Conclusion

The overall assessment of the economically disadvantaged funds shows that initiatives have stayed consistent between the reporting periods. Schools around the state are using their funds in similar ways, through hiring of additional staff, purchasing reading and math programs and creating intervention programs. In addition there is steady increase in the use of funds for school safety and security measures. It appears the use of the funds for professional development levelled off at 5 percent a decrease from 9 percent in academic year 2016. Finally, the use of funds for extended school day and school year has fluctuated.