

**CONSOLIDATED STATE PERFORMANCE REPORT:
Parts I and II**

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended in 2001

For reporting on
School Year 2015-16



PART I DUE THURSDAY, DECEMBER 15, 2016
PART II DUE THURSDAY, FEBRUARY 9, 2017

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

PRIVACY PROTECTED VERSION

SOME DATA IN THIS REPORT HAVE BEEN SUPPRESSED OR BLURRED TO PROTECT STUDENT PRIVACY.

INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended in 2001 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* (Includes the Migrant Child Count)
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- 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 V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *ESEA* Consolidated State Performance Report (CSPR) for school year (SY) 2015-16 consists of two Parts, Part I and Part II.

PART I

Part I of the CSPR 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 the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- | **Performance Goal 1:** By SY 2013-14, 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 SY 2005-06, 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.

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

PART II

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, 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 pending full implementation of required *EDFacts* submission.
3. The information will provide valid evidence of program outcomes or results.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2015-16 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Thursday, December 15, 2016**. Part II of the Report is due to the Department by **Thursday, February 9, 2017**. Both Part I and Part II should reflect data from the SY 2015-16, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2015-16 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2015-16 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

		OMB Number: 1810-0724
		Expiration Date: 5/31/2018
Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended in 2001		
Check the one that indicates the report you are submitting: <input type="checkbox"/> Part I, 2015-16 <input checked="" type="checkbox"/> Part II, 2015-16		
Name of State Educational Agency (SEA) Submitting This Report: Ohio Department of Education		
Address: 25 S. Front Street Columbus, OH 43215-4183		
Person to contact about this report:		
Name: Dr. Ardith M. Allen, Social Science Research Specialist, Office of Data Quality and Governance		
Telephone: 614-728-8054		
Fax: 614-752-9445		
e-mail: ardith.allen@education.ohio.gov		
Name of Authorizing State Official: (Print or Type): Beth Juillerat, Chief Information Officer, Information Technology Office		
		<u>Wednesday, May 10, 2017, 9:04:33 AM</u>
_____ Signature		_____ Date

**CONSOLIDATED STATE PERFORMANCE REPORT
PART II**

For reporting on
School Year 2015-16



**PART II DUE FEBRUARY 09, 2017
5PM EST**

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

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

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

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

2.1.1.1 Student Achievement in Mathematics in Schoolwide Schools (SWP)

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

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	82,246	S	58.1
4	77,078	S	60.8
5	67,460	S	51.9
6	54,412	S	43.3
7	45,429	S	39.4
8	46,180	S	43.5
High School	23,871	S	23.2
Total	396,676	S	49.6
Comments:			

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

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

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	83,481	S	47.7
4	77,146	S	49.1
5	67,619	S	50.7
6	54,491	S	41.3
7	45,601	S	39.1
8	46,031	S	34.6
High School	25,775	S	33.6
Total	400,144	S	44.2
Comments:			

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

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

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	30,922	S	78.8
4	30,322	S	82.5
5	28,669	S	75.8
6	21,521	S	71.0
7	16,404	S	69.0
8	15,892	S	73.1
High School	3,445	S	54.3
Total	147,175	S	75.6

Comments:

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

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

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	31,329	S	69.0
4	30,492	S	69.9
5	28,998	S	72.3
6	21,775	S	67.2
7	15,945	S	64.3
8	15,602	S	58.5
High School	4,007	S	59.2
Total	148,148	S	67.7

Comments:

2.1.2 Title I, Part A Student Participation

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

2.1.2.1 Student Participation in Public Title I, Part A by Special Services or Programs

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

Special Services or Programs	# Students Served
Children with disabilities (<i>IDEA</i>)	145,902
Limited English proficient students	40,373
Students who are homeless	18,630
Migratory students	284
Comments:	

2.1.2.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

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

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

Race/Ethnicity	# Students Served
American Indian or Alaska Native	1,279
Asian	10,216
Black or African American	228,082
Hispanic or Latino	58,847
Native Hawaiian or other Pacific Islander	695
White	496,647
Two or more races	51,519
Total	847,285
Comments:	

2.1.2.3 Student Participation in Title I, Part A by Grade Level

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

Age/Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age Birth through 2	0	7	0	0	7
Age 3 through 5 (not Kindergarten)	9	30,185	0	0	30,194
K	3,962	84,510	112	0	88,584
1	5,377	85,953	195	0	91,525
2	5,020	85,475	196	4	90,695
3	4,248	86,326	149	7	90,730
4	1,942	80,073	71	10	82,096
5	1,834	70,067	62	4	71,967
6	1,516	57,205	18	17	58,756
7	776	48,755	8	23	49,562
8	684	49,374	0	65	50,123
9	72	41,602	12	171	41,857
10	83	34,515	14	88	34,700
11	44	34,842	10	81	34,977
12	37	31,740	7	39	31,823
Ungraded	4	862	0	0	866
TOTALS	25,608	821,491	854	509	848,462
Comments:					

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

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

2.1.2.4.1 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional Services

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

TAS Instructional Service	# Students Served
Mathematics	5,177
Reading/language arts	22,936
Science	65
Social studies	69
Vocational/career	0
Other instructional services	18
Comments:	

2.1.2.4.2 Student Participation in Title I, Part A Targeted Assistance Programs by Support Services

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

TAS Support Service	# Students Served
Health, dental, and eye care	150
Supporting guidance/advocacy	0
Other support services	8
Comments:	

2.1.3 Staff Information for Title I, Part A Targeted Assistance Programs (TAS)

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

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

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	723.47	
Paraprofessionals ¹	37.93	81.54
Other paraprofessionals (translators, parental involvement, computer assistance) ²	9.00	
Clerical support staff	19.58	
Administrators (non-clerical)	6.49	
Comments:		

FAQs on staff information

- a. *What is a "paraprofessional?"* An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes the following activities:
- (1) Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
 - (2) Providing assistance with classroom management, such as organizing instructional and other materials;
 - (3) Providing assistance in a computer laboratory;
 - (4) Conducting parental involvement activities;
 - (5) Providing support in a library or media center;
 - (6) Acting as a translator; or
 - (7) Providing instructional services to students.
- b. *What is an "other paraprofessional?"* Paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance.
- c. *Who is a qualified paraprofessional?* A paraprofessional who has (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at: <http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

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

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

2.1.3.1 Paraprofessional Information for Title I, Part A Schoolwide Programs

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

Paraprofessional Information	Paraprofessionals FTE	Percentage Qualified
Paraprofessionals ³	5,574.20	98.70
Comments:		

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

2.1.4 Parental Involvement Reservation Under Title I, Part A

In the table below provide information on the amount of Title I, Part A funds reserved by LEAs for parental involvement activities under Section 1118 (a)(3) of the ESEA. The percentage of LEAs FY 2015 Title I Part A allocations reserved for parental involvement will be automatically calculated from the data entered in Rows 2 and 3.

Parental Involvement Reservation	LEAs that Received a Federal Fiscal Year (FY) 2015 (School Year 2015-16) Title I, Part A Allocation of \$500,000 or less	LEAs that Received a Federal Fiscal Year (FY) 2015 (School Year 2015-16) Title I, Part A Allocation of more than \$500,000
Number of LEAs*	755	214
Sum of the amount reserved by LEAs for parental involvement	103,389	5,286,134
Sum of LEAs' FY 2015 Title I, Part A allocations	149,972,382	375,985,130
Percentage of LEAs' FY 2015 Title I, Part A allocations reserved for parental involvement	0.07	1.41

*The sum of Column 2 and Column 3 should equal the number of LEAs that received an FY 2015 Title I, Part A allocation.

In the comment box below, provide examples of how LEAs in your State used their Title I Part A, set-aside for parental involvement during SY 2015-16.

This response is limited to 8,000 characters.

During the 2015-2016 school year, LEAs in Ohio used the Title I, Part A parental involvement set-aside funds mainly for parent/student evening meetings, including events such as literacy nights, math nights, and curriculum nights. LEAs often used funds to purchase materials for parents to use to educate their children at home, such as books for parents to read with their children, books on parenting skills, and kits for helping children with math at home. In individual schools, one popular use for these monies is to buy summer reading packets for use at home. Another school decided to improve parent attendance at its evening events by asking the children to demonstrate their projects. Parents flocked to the school building to see their children making presentations, and then the teachers and administrators worked with the parents on how to help their children at home with academics.

Other specific uses of funds this past year included professional development for parents in the use of technology. This was to help them become more technologically proficient with items such as smart phones and websites in order to help them better be able communicate with school personnel and use online school resources. This money was also spent on activities and programs such as training parents to encourage the involvement of other parents in their children's schools, offering computer training to assist parents in helping their children with homework, providing family liaisons, creating Kindergarten transition programs, offering translation services, providing literacy training for families, and participating in fatherhood/male role model programs such as those that link dads to local professional sports teams.

At the LEA level, parental involvement funds were used for even larger-scale projects. For example, one LEA showcased a family engagement fair where various booths were set up from community agencies and businesses. Another LEA had a full time English Language Learner (ELL) Parent Liaison who not only translated and interpreted for parents, but also helped create a climate that encourages parental involvement within their children's schools. Another urban LEA used these funds to integrate learning between parents and children through intensive interactive literacy activities and by training parents how to be the primary teachers for their children. A Title I Parent Involvement Family Day in one LEA highlighted educational game demonstrations with families, who received a free educational game to take home.

Clearly, the flexibility of Title I, Part A parental involvement set-aside funds allows LEAs to engage with a wide variety of programs, services, trainings, resources, and so on to help increase parental involvement in their children's education. Just the few examples provided here show the diversity of their use, as well as their ability to target an LEA's specific needs.

2.3 EDUCATION OF MIGRANT CHILDREN (TITLE I, PART C)

This section collects data on the Migrant Education Program (Title I, Part C) for the performance period of September 1, 2015 through August 31, 2016. This section is composed of the following subsections:

- | Population data of eligible migrant children
- | Academic data of eligible migrant students
- | Data of migrant children served during the performance period
- | School data
- | Project data
- | Personnel data

Where the table collects data by age/grade, report children in the highest age/grade that they attained during the performance period.

2.3.1 Migrant Child Counts

This section collects the Title I, Part C, Migrant Education Program (MEP) child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2015 through August 31, 2016. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each SEA should have sufficient procedures in place to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migrant children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must inform the Department of its concerns and explain how and when it will resolve them in the box below, which precedes Section 2.3.1.1 *Category 1 Child Count*.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

FAQs on Child Count:

1. *How is "out-of-school" defined?* Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school in the previous performance period (September 1, 2014 - August 31, 2015), youth who are working on a HSED outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping. Children who were enrolled in school for at least one day, but dropped out of school during the performance period should be counted in the highest age/grade level attained during the performance period.
2. *How is "ungraded" defined?* Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Students working on a HSED outside of a K-12 institution are counted as out-of-school youth.)

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

The response is limited to 8,000 characters.

Comments:

2.3.1.1 Category 1 Child Count (Eligible Migrant Children)

In the table below, enter the unduplicated statewide number by age/grade of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2015 through August 31, 2016. This figure includes all eligible migrant children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the highest age/grade that he/she attained during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include:

- | Children age birth through 2 years.
- | Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs.
- | Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

Age/Grade	Eligible Migrant Children
Age 3 through 5 (not Kindergarten)	195
K	84
1	115
2	98
3	94
4	75
5	107
6	66
7	64
8	59
9	72

10	44
11	43
12	57
Ungraded	0
Out-of-school	110
Total	1,283

Comments:

2.3.1.1.1 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

The response is limited to 8,000 characters.

Comments: There was a decrease of only 1% (from 1298 to 1283).

2.3.1.1.2 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migrant children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2015 through August 31, 2016.

Age/Grade	Eligible Migrant Children
Age Birth through 2	0

Comments:

2.3.1.2 Category 2 Child Count (Eligible Migrant Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, were **served** for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2015 through August 31, 2016. Count a child who moved from one age/grade level to another during the performance period only once in the highest age/grade that he/she attained during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- ┆ Children age birth through 2 years.
- ┆ Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs.
- ┆ Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).
- ┆ Children who received only referred services (non-MEP funded).

Age/Grade	Eligible Migrant Children Served by the MEP During the Summer/Intersession Term
Age 3 through 5 (not Kindergarten)	88
K	54
1	64
2	59
3	56
4	44
5	57
6	40
7	31
8	24
9	33
10	19
11	14
12	3
Ungraded	0
Out-of-school	33
Total	619
Comments:	

2.3.1.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

The response is limited to 8,000 characters.

Comments: There was a decrease of only 9% (from 683 to 619).

2.3.1.2.2 Birth through Two Eligible Migrant Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migrant children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2015 through August 31, 2016. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:

- ┆ Children who received only referred services (non-MEP funded).

Age/Grade	Eligible Migrant Children Served by the MEP During the Summer/Intersession Term
Age Birth through 2	0
Comments:	

2.3.1.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

2.3.1.3.1 Student Information System

In the space below, respond to the following questions: What system did the State use to compile and generate the Category 1 child count for this performance period? Please check the box that applies.

Student Information System	(Yes/No)
NGS	<u>No</u>
MIS 2000	<u>No</u>
COEStar	<u>No</u>
MAPS	<u>No</u>
Other Student Information System. Please identify the system:	<u>Yes</u>
The 2015-2016 Category 1 child count and Category 2 child count were generated using the Ohio Migrant Student Information System (OMSIS2). OMSIS2 is a client/server management information system utilizing the FileMaker suite of hosted database tools. OMSIS2 is developed and maintained by META Solutions, a non-profit entity providing K-12 educational technology services through a consortium of Ohio public school districts.	

Student Information System	(Yes/No)
Was the Category 2 child count for this performance period generated using the same system?	<u>Yes</u>

If the State's Category 2 count was generated using a different system than the Category 1 count please identify the specific system that generates the Category 2 count.

The response is limited to 8,000 characters.

The Category 2 count only differs from the Category 1 count by which backend database tables are required to produce accurate and complete numbers. The Category 2 count references additional tables.
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2.3.1.3.3 Methods Used To Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children are accounted for in the performance period. In particular, describe how the State includes and counts only:

- l The unduplicated count of eligible migrant children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- l Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, had a qualifying activity).
- l Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- l Children who – in the case of Category 2 – were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- l Children once per age/grade level for each child count category.
- l Children who are eligible for a free appropriate public education (e.g., have not yet obtained a high school diploma or equivalent).

The response is limited to 8,000 characters.

A query is run against the Ohio Migrant Student Information System (OMSIS2) database described in Question 2.3.1.3.1 to calculate the Category 1 child count. It identifies those students between ages 3 and 21 (as shown by the Student Identification Table) who have made a qualifying move within the past 36 months (as shown by the Educational Enrollment History Data Table) and who have also had a third birthday before the end date of the program in which they participated (as shown by the Educational Enrollment History Data Table, the Student Identification Table, and the Supplemental Program Information Table) or before the end of their residency in Ohio (we may reference an older sibling's enrollment information to determine this third criterion). A similar query that includes all of the above information is run to calculate the Category 2 child count, but it also has a summer service indicator. The fields used to run this particular query are SID.OHID, SID.LastName, SID.FirstName, ENR.OHID, SID.DeceasedDate, SID.GraduationDate, SID.BirthDate, ENR.LastQualifyingMove, ENR.EnrollmentDate, ENR.WithdrawalDate, ENR.OhioArrivalDate, and several flag fields that serve to exclude specific instances (e.g., children who turn three during the school year, but for whom no Ohio residency can be guaranteed except at the age of two). The database administrator (or the administrator's representative) at the Ohio Migrant Education Center (OMEC) executes these queries and updates a series of flags in a specific order. Each September, a home visit is made to each student for whom a valid Certificate of Eligibility (COE) exists to determine if the student is still a resident in the State. The verification data are added to our database, and they serve as an indication that the student is eligible to be included in Category 1 for the new program year. All students added through a new COE during the program year are also counted. When a student is identified in Ohio for the first time, the OMSIS2 data system generates a unique ID for that student called the OHID. Every student has a unique OHID number that ensures the child is only counted once. As part of the quality control process at OMEC, "new" students are double-checked to ensure that they have not already been assigned a different OHID. Some of the quality control criteria used to ensure the unique identity of a "new" child include surname, parent first names, alternate spellings of surnames, migratory histories of families with similar names, and date of birth. If a student has been identified previously, then his/her new records are always entered using the student's existing OHID to avoid duplication. This check of the OMSIS2 system is accomplished before any record is entered into the system as new. When eligible students are first identified and entered into the database, they are all Category 1 students. They are not counted in Category 2 unless they also are eligible for and receive funded summer services.

Summer program students are flagged in the Student Information Table. A query is run against these data to generate a list of all students served during the summer. These students are served in one or more of the following ways: district site-based summer programs, in-home instruction, ESL programs, and/or health fair participation. Recorded participation in a funding-eligible instructional service during the summer/intersession period is required and must be documented before an indicator can be updated in OMSIS2 that triggers the inclusion of a particular student in the child count. The timing of this participation is verified when the queries used for the child counts screen by the date of the service(s) provided. If the date shown for the service(s) does not fall during the designated summer period, then that child will not qualify to be counted. Each child who is counted always has at least one qualifying service for which a qualifying date has been documented. Services provided to children whose eligibility has just expired may be reported at the local level, but quality control procedures at OMEC are in place to exclude these records from being entered into OMSIS2.

How does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migrant children in every ED Facts data file (see the Office of Migrant Education's CSPR Rating Instrument for the criteria needed to address this question)?

OMSIS2 includes numerous companion fields to each date-type field accessed by the queries used for ED Facts and the Consolidated State Performance Report (CSPR). These companion fields include a number of calculations and comparisons that help locate data that may require further review.

For example, each child record contains a birth date field and a current age field that are query-relevant. Each enrollment and service record contains a date of service or date of enrollment field, a residency date field, and a qualifying move date field that are also query-relevant. One example of a companion field that is used during reporting uses query-relevant fields to calculate the age a student was at the time of residency and service. This produces a flag that is used to exclude, for example, current three year-olds who were three at the end of the reporting cycle, but not necessarily a resident in Ohio when their third birthday arrived. Such a child is excluded from the Category 1 count. All three year-olds are examined using the companion calculation field in this way to separate those proven and not proven eligible. Similar companion calculation fields exist that guard against incorrect date values being entered in the query-relevant fields.

Duplications are prevented through the use of a combination of FileMaker database features, including extensive use of the "Go to Related Records" script command. Searches are initially performed in a related table while seeking funded services delivered during the current reporting period. From there this script is run, resulting in a found set of students (not services). All counts for the CSPR are then generated from the Students Table, where each student has only one grade level and one unique identifier, to ensure that no student can possibly be counted twice in any cell of any CSPR table.

Eligibility for Category 1 is first established for the majority of students using the "Constrain Found Set" tool repeatedly for each criterion that could possibly exclude a student from eligibility for the current reporting period. Students who definitely qualify based on this more rigorous screening compose the first group of students marked as qualifying. Students who qualify, but whose eligibility for the current reporting period must be confirmed on a case-by-case basis, are excluded from this first group by the stringency of the initial queries. Instead, these students are individually marked as qualifying only after their record is carefully reviewed to confirm, for example, that their age qualified them to be counted as eligible for the reporting period. After all Category 1 eligibility has been marked, an export of data from the Student Table into an empty Reporting Table is executed. The Reporting Table contains many true-or-false fields that correspond to each category of the CSPR.

A database relationship links the Student Table to the Reporting Table on the key field OHID. By updating each of the Reporting Table's true-or-false fields directly from within the Student Table, and by doing so only after the Reporting Table already contains exclusively Category 1-eligible records, it is possible to know with certainty that: 1) only eligible students are contained in any individual count; and 2) there is absolutely no duplication within counts.

Accuracy checks are performed, using the Reporting Table as a source and the Student Table as the destination for a "Go to Related Records" script. This technique could be used to find instantly the exact group of students reported as being in the 7th Grade and also receiving Math instruction in the summer. This group can be scrolled through to verify that each student did in fact receive Math instruction (and when and where), and is a 7th grader.

Reporting data are preserved, without changes, directly within OMSIS2 every year. Over time this collection of tables serves as an ongoing longitudinal data reference tool for management information.

Use of MSIX to Verify Data Quality	(Yes/No)
Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?	<u>No</u>

If MSIX is utilized, please explain how.

The response is limited to 8,000 characters.

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2.3.1.3.4 Quality Control Processes

In the space below, respond to the following questions :

Quality Control Processes	Yes/No
Is student eligibility based on a personal interview (face-to-face or phone call) with a parent, guardian, or other responsible adult, or youth-as-worker?	<u>Yes</u>
Does the SEA and/or regional offices train recruiters at least annually on eligibility requirements, including the basic eligibility definition, economic necessity, temporary vs. seasonal, processing, etc.?	<u>Yes</u>
Does the SEA have a formal process, beyond the recruiter's determination, for reviewing and ensuring the accuracy of written eligibility information [e.g., COEs are reviewed and initialed by the recruiter's supervisor and/or other reviewer(s)]?	<u>Yes</u>
Are incomplete or otherwise questionable COEs returned to the recruiter for correction, further explanation, documentation, and/or verification?	<u>Yes</u>
Does the SEA provide recruiters with written eligibility guidance (e.g., a handbook)?	<u>Yes</u>
Does the SEA review student attendance records at summer/intersession projects to verify that the total unduplicated number of eligible migrant students served in the summer/intersession is reconciled with the Category 2 Count ?	<u>Yes</u>
Does the SEA have both a local and state-level process for resolving eligibility questions?	<u>Yes</u>
Are written procedures provided to regular school year and summer/intersession personnel on how to collect and report pupil enrollment and withdrawal data?	<u>Yes</u>
Are records/data entry personnel provided training on how to review regular school year and summer/inter-session site records, input data, and run reports used for child count purposes?	<u>Yes</u>

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	67
The number of eligibility determinations sampled for which a re-interview was completed.	63
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	63

Describe any reasons for non-response in the re-interviewing process.

The response is limited to 8,000 characters.

Responses to the re-interview were 100%, except for the four families that could not be located for the completion of the re-interview.

Procedures	
What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)?	SY 2015-16
Procedures	Yes/No
Was the sampling of eligible children random?	<u>Yes</u>
Was the sampling statewide?	<u>Yes</u>

FAQ on independent prospective reinterviews:

- a. *What are independent prospective re-interviews?* Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migrant children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migrant children.

If the sampling was stratified by group/area please describe the procedures.

The response is limited to 8,000 characters.

The sampling was not stratified.

Please describe the sampling replacement by the State.

The response is limited to 8,000 characters.

Sampling was conducted without replacements. All students qualified in Ohio from September 1, 2015 through August 31, 2016 were part of the total population sampled for the re-interview. A percentage of eligibility determinations (COEs) were pulled periodically from the state database (OMSIS2) to generate a random sample and given to the re-interviewer to initiate the interview process. Each new random sample was pulled from the database using only eligibility determinations (COEs) entered into OMSIS2 since the last re-interview list was run. Ohio sampled without replacements. Every eligibility determination (COE) entered into the database had exactly one chance to be pulled for the re-interview.

Obtaining Data From Families	
Check the applicable box to indicate how the re-interviews were conducted	
Face-to-face re-interviews	<u>Face-to-face re-interviews</u>
Phone Interviews	
Both	
Obtaining Data From Families	Yes/No
Was there a protocol for verifying all information used in making the original eligibility determination?	<u>Yes</u>
Were re-interviewers independent from the original interviewers?	<u>Yes</u>

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent.

The response is limited to 8,000 characters.

Interviewers were neither SEA nor LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested.

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migrant children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

The response is limited to 8,000 characters.

No students were found ineligible during the re-interview process.

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?

Yes

2.3.2 Eligible Migrant Children

2.3.2.1 Priority for Services

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "Priority for Services." The total is calculated automatically.

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	
K	29
1	40
2	40
3	30
4	27
5	43
6	25
7	16
8	11
9	15
10	14
11	4
12	3
Ungraded	
Out-of-school	
Total	297

Comments: The number of children in the "Age 3 through 5 (not Kindergarten)," "Ungraded," and "Out-of-School" Age/Grade categories were reported as zeroes for Table 2.3.2.1 - Priority for Service. These figures were also reported as zeroes for Table 2.3.3.2 - Priority for Services During the Regular School Year (Error CSPR-2056), Table 2.3.4.2 - Priority for Services During the Summer/Intersession Term (Error CSPR-2068), and Table 2.3.5.1 - Priority for Services During the Performance Period (Error CSPR-2121). However, in Table 2.3.2.1, the reported zeroes were converted to null, or empty, values, which are now stored and displayed in the table instead of zeroes. This conversion did not happen in Table 2.3.3.2, Table 2.3.4.2, or Table 2.3.5.1, which all store and display the reported values of zero for each of the three Age/Grade categories under question. Therefore, the edit checks performed for CSPR-2056, CSPR-2068, and CSPR-2121 all compare zero values to null values, resulting in the incorrect conclusion that the zero values are greater than the null values. In actuality, if the zeroes were properly displayed in Table 2.3.2.1, the three errors would not be triggered because the zeroes in Table 2.3.2.1 would be calculated as being equal to the zeroes in Table 2.3.3.2, Table 2.3.4.2, and Table 2.3.5.1.

FAQ on priority for services:

Who is classified as having "priority for service?" Migratory children who are failing or most at risk of failing to meet the State's challenging academic content standards and student academic achievement standards, and whose education has been interrupted during the regular school year.

2.3.2.2 Limited English Proficient

In the table below, provide the unduplicated number of **eligible** migrant children who are also limited English proficient (LEP). The total is calculated automatically.

Age/Grade	Limited English Proficient (LEP) During the Performance Period
Age 3 through 5 (not Kindergarten)	2
K	38
1	58
2	51
3	49
4	32
5	45
6	24
7	18
8	14
9	16
10	8
11	
12	
Ungraded	
Out-of-school	1
Total	356

Comments: The major reason for the decrease in the total number of Limited English Proficient students is that some LEAs did not administer the Language Assessments (IDEA Language Proficiency Tests, aka IPTs) used to identify LEP students in Ohio during the 2015-2016 school year, and those LEAs that serviced high school students did not test them at all. Additionally, in previous years, ESL service was included in this count, but its exclusion during this performance period is another reason the total count of LEP students was lower this year.

2.3.2.3 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of **eligible** migrant children who are also children with disabilities (*IDEA*) under Part B or Part C of the *IDEA*. The total is calculated automatically.

Age/Grade	Children with Disabilities (<i>IDEA</i>) During the Performance Period
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	1
11	
12	
Ungraded	
Out-of-school	
Total	1
Comments:	

2.3.2.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of **eligible** migrant children whose qualifying arrival date (QAD) occurred within 12 months from the last day of the performance period, August 31, 2016 (i.e., QAD during the performance period). The total is calculated automatically.

Age/Grade	Qualifying Arrival Date During the Performance Period
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	133
K	56
1	70
2	61
3	63
4	48
5	79
6	37
7	39
8	38
9	58
10	28
11	24
12	10
Ungraded	
Out-of-school	65
Total	809

Comments:

2.3.2.5 Qualifying Arrival Date During the Regular School Year

In the table below, provide the unduplicated number of **eligible** migrant children whose qualifying arrival date occurred during the performance period's regular school year (i.e., QAD during the 2015-16 regular school year). The total is calculated automatically.

Age/Grade	Qualifying Arrival Date During the Regular School Year
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	52
K	26
1	31
2	28
3	23
4	22
5	35
6	17
7	16
8	20
9	26
10	10
11	11
12	8
Ungraded	
Out-of-school	22
Total	347
Comments:	

2.3.2.6 Referrals — During the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who, during the performance period, received an educational or educationally related service funded by a non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who received a referral only or who received both a referral and MEP-funded services. Do not include children who received a referral from the MEP, but did not receive services from the non-MEP program/organization to which they were referred. The total is calculated automatically.

Age/Grade	Referrals During the Performance Period
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	114
K	51
1	64
2	51
3	45
4	41
5	61
6	31
7	29
8	27
9	35
10	16
11	17
12	5
Ungraded	
Out-of-school	39
Total	626

Comments: Follow-up on referred services was collected differently this year, allowing the referred services delivered in non-project areas to be included, resulting in a significant increase in the number of referred services overall.

2.3.2.8 Academic Status

The following questions collect data about the academic status of **eligible** migrant students.

2.3.2.8.1 Dropouts

In the table below, provide the unduplicated number of **eligible** migrant students who dropped out of school. The total is calculated automatically.

Grade	Dropouts During the Performance Period
7	
8	
9	S
10	
11	
12	S
Ungraded	
Total	S
Comments:	

FAQ on Dropouts:

How is "drop outs" defined? The term used for students, who, during the reporting period, were enrolled in a public school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2015-16 reporting period should be classified NOT as "drop-outs" but as "out-of-school youth."

2.3.2.8.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of **eligible** migrant students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g., GED, HiSET, TASC).

Obtained HSED	#
Obtained a HSED in your State During the Performance Period	S
Comments:	

2.3.3 Services for Eligible Migrant Children

The following questions collect data about MEP services provided to eligible migrant children during the performance period.

Eligible migrant children who are served include:

- Migrant children who were eligible for and received instructional or support services funded in whole or in part with MEP funds.
- Children who continued to receive MEP-funded services during the term their eligibility ended.

Do not include:

- Children who were served through a Title I **Schoolwide Program** (SWP) where MEP funds were consolidated with those of other programs.
- Children who received only referred services (non-MEP funded).
- Children who were served for one additional school year after their eligibility ended, if comparable services were not available through other programs.
- Children who were in secondary school after their eligibility ended, and served through credit accrual programs until graduation (e.g., children served under the continuation of services authority, Section (1304(e)(2-3))).

FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

2.3.3.2 Priority for Services – During the Regular School Year

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "priority for services" and who received MEP funded instructional or support services during the regular school year. The total is calculated automatically.

Age/Grade	Priority for Services During the Regular School Year
Age 3 through 5 (not Kindergarten)	0
K	2
1	21
2	23
3	21
4	12
5	32
6	15
7	9
8	3
9	9
10	5
11	1
12	1
Ungraded	0
Out-of-school	0
Total	154

Comments: The number of children in the "Age 3 through 5 (not Kindergarten)," "Ungraded," and "Out-of-School" Age/Grade categories were reported as zeroes for Table 2.3.2.1 - Priority for Service. These figures were also reported as zeroes for Table 2.3.3.2 - Priority for Services During the Regular School Year (Error CSPR-2056), Table 2.3.4.2 - Priority for Services During the Summer/Intersession Term (Error CSPR-2068), and Table 2.3.5.1 - Priority for Services During the Performance Period (Error CSPR-2121). However, in Table 2.3.2.1, the reported zeroes were converted to null, or empty, values, which are now stored and displayed in the table instead of zeroes. This conversion did not happen in Table 2.3.3.2, Table 2.3.4.2, or Table 2.3.5.1, which all store and display the reported values of zero for each of the three Age/Grade categories under question. Therefore, the edit checks performed for CSPR-2056, CSPR-2068, and CSPR-2121 all compare zero values to null values, resulting in the incorrect conclusion that the zero values are greater than the null values. In actuality, if the zeroes were properly displayed in Table 2.3.2.1, the three errors would not be triggered because the zeroes in Table 2.3.2.1 would be calculated as being equal to the zeroes in Table 2.3.3.2, Table 2.3.4.2, and Table 2.3.5.1.

2.3.4.2 Priority for Services – During the Summer/Intersession Term

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "priority for services" and who received MEP- funded instructional or support services during the summer/intersession term. The total is calculated automatically.

Age/Grade	Priority for Services During the Summer/Intersession Term
Age 3 through 5 (not Kindergarten)	0
K	29
1	32
2	31
3	18
4	20
5	22
6	16
7	11
8	11
9	11
10	12
11	4
12	2
Ungraded	0
Out-of-school	0
Total	219

Comments: The number of children in the "Age 3 through 5 (not Kindergarten)," "Ungraded," and "Out-of-School" Age/Grade categories were reported as zeroes for Table 2.3.2.1 - Priority for Service. These figures were also reported as zeroes for Table 2.3.3.2 - Priority for Services During the Regular School Year (Error CSPR-2056), Table 2.3.4.2 - Priority for Services During the Summer/Intersession Term (Error CSPR-2068), and Table 2.3.5.1 - Priority for Services During the Performance Period (Error CSPR-2121). However, in Table 2.3.2.1, the reported zeroes were converted to null, or empty, values, which are now stored and displayed in the table instead of zeroes. This conversion did not happen in Table 2.3.3.2, Table 2.3.4.2, or Table 2.3.5.1, which all store and display the reported values of zero for each of the three Age/Grade categories under question. Therefore, the edit checks performed for CSPR-2056, CSPR-2068, and CSPR-2121 all compare zero values to null values, resulting in the incorrect conclusion that the zero values are greater than the null values. In actuality, if the zeroes were properly displayed in Table 2.3.2.1, the three errors would not be triggered because the zeroes in Table 2.3.2.1 would be calculated as being equal to the zeroes in Table 2.3.3.2, Table 2.3.4.2, and Table 2.3.5.1.

2.3.5 MEP Services – During the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During the Performance Period
Age Birth through 2	0
Age 3 through 5 (not Kindergarten)	88
K	73
1	82
2	75
3	71
4	57
5	77
6	51
7	45
8	44
9	47
10	30
11	26
12	16
Ungraded	0
Out-of-school	33
Total	815
Comments:	

2.3.5.1 Priority for Services – During the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "priority for services" and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	0
K	29
1	40
2	40
3	30
4	27
5	43
6	25
7	16
8	11
9	15
10	14
11	4
12	3
Ungraded	0
Out-of-school	0
Total	297

Comments: The number of children in the "Age 3 through 5 (not Kindergarten)," "Ungraded," and "Out-of-School" Age/Grade categories were reported as zeroes for Table 2.3.2.1 - Priority for Service. These figures were also reported as zeroes for Table 2.3.3.2 - Priority for Services During the Regular School Year (Error CSPR-2056), Table 2.3.4.2 - Priority for Services During the Summer/Intersession Term (Error CSPR-2068), and Table 2.3.5.1 - Priority for Services During the Performance Period (Error CSPR-2121). However, in Table 2.3.2.1, the reported zeroes were converted to null, or empty, values, which are now stored and displayed in the table instead of zeroes. This conversion did not happen in Table 2.3.3.2, Table 2.3.4.2, or Table 2.3.5.1, which all store and display the reported values of zero for each of the three Age/Grade categories under question. Therefore, the edit checks performed for CSPR-2056, CSPR-2068, and CSPR-2121 all compare zero values to null values, resulting in the incorrect conclusion that the zero values are greater than the null values. In actuality, if the zeroes were properly displayed in Table 2.3.2.1, the three errors would not be triggered because the zeroes in Table 2.3.2.1 would be calculated as being equal to the zeroes in Table 2.3.3.2, Table 2.3.4.2, and Table 2.3.5.1.

2.3.5.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated number of migrant children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Sections 1304(e)(2–3). Do **not** include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Age/Grade	Continuation of Services During the Performance Period
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	0
Comments:	

2.3.5.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Age/Grade	Instructional Service During the Performance Period
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	88
K	73
1	82
2	75
3	71
4	57
5	77
6	50
7	44
8	44
9	47
10	29
11	25
12	16
Ungraded	
Out-of-school	33
Total	811

Comments: We have double-checked all of the grades in question for 2014-2015 and 2015-2016, and can confirm that all data are correct. Our population consists of a combination of returning students and new students. Fluctuations occur within each grade level independent of other grade levels.

2.3.5.3.1 Type of Instructional Service – During the Performance Period

In the table below, provide the number of **eligible** migrant children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Age/Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Age Birth through 2			////////////////////////////////////
Age 3 through 5 (not Kindergarten)	88	59	////////////////////////////////////
K	73	69	////////////////////////////////////
1	82	75	////////////////////////////////////
2	75	72	////////////////////////////////////
3	71	67	////////////////////////////////////
4	57	50	////////////////////////////////////
5	76	70	////////////////////////////////////
6	50	42	////////////////////////////////////
7	43	38	////////////////////////////////////
8	44	30	////////////////////////////////////
9	44	28	4
10	29	17	6
11	22	8	1
12	16	3	3
Ungraded			
Out-of-school	32	22	
Total	802	650	14

Comments: We have double-checked all of the grades in question for 2014-2015 and 2015-2016, and can confirm that all data are correct. Our population consists of a combination of returning students and new students. Fluctuations occur within each grade level independent of other grade levels.

FAQ on Types of Instructional Services:

What is "high school credit accrual"? Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

2.3.5.3.2 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled **Support Services**, provide the unduplicated number of **eligible** migrant children who received any MEP-funded support service during the performance period. In the column titled **Breakout of Counseling Services During the Performance Period**, provide the unduplicated number of **eligible** migrant children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Support Services During the Performance Period	Breakout of Counseling Service During the Performance Period
Age Birth through 2		
Age 3 through 5 (not Kindergarten)	43	18
K	57	20
1	63	24
2	61	28
3	58	20
4	43	17
5	54	24
6	38	14
7	30	14
8	16	7
9	24	11
10	13	7
11	8	4
12	4	4
Ungraded		
Out-of-school	6	
Total	518	212

Comments: The overall population of Kindergarten students was much lower in 2015-2016 (N = 57) than in 2014-2015 (N = 87), but the percentage of Kindergarten students served did not change substantially. In 2014-2015, 63.5% (87/137) of Kindergarten students received support services, whereas in 2015-2016, 67.9% (57/84) of Kindergarten students received support services.

FAQs on Support Services:

- a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.
- b. *What are counseling services?* Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

2.3.6 School Data - During the Regular School Year

The following questions are about the enrollment of eligible migrant children in schools during the regular school year.

2.3.6.1 Schools and Enrollment - During the Regular School Year

In the table below, provide the number of public schools that enrolled **eligible** migrant children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of **eligible** migrant children who were enrolled in those schools. Since more than one school in a State may enroll the same migrant child at some time during the regular school year, the number of children may include duplicates.

Schools	#
Number of schools that enrolled eligible migrant children	54
Number of eligible migrant children enrolled in those schools	474
Comments:	

2.3.6.2 Schools Where MEP Funds Were Consolidated in Schoolwide Programs (SWP) – During the Regular School Year

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of **eligible** migrant children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migrant child at some time during the regular school year, the number of children may include duplicates.

Schools	#
Number of schools where MEP funds were consolidated in a schoolwide program	
Number of eligible migrant children enrolled in those schools	
Comments:	

2.3.7 MEP Project Data

The following questions collect data on MEP projects.

2.3.7.1 Type of MEP Project

In the table below, provide 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 from the State or through an intermediate entity that receives the MEP funds from the State and provides services directly to the migrant child. Do not include projects where MEP funds were consolidated in SWP.

Also, provide the number of migrant children **served** in the projects. Since children may receive services in more than one project, the number of children may include duplicates.

Type of MEP Project	Number of MEP Projects	Number of Migrant Children Served in the Projects
Regular school year - school day only	10	479
Regular school year - school day/extended day	0	0
Summer/intersession only	9	726
Year round	0	0
Comments:		

FAQs on type of MEP project:

- a. *What is a project?* A project is any entity that receives MEP funds and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications or contracts. A project's services may be provided in one or more sites. Each project should be counted once, regardless of the number of sites in which it provides services.
- b. *What are Regular School Year – School Day Only projects?* Projects where all MEP services are provided during the school day during the regular school year.
- c. *What are Regular School Year – School Day/Extended Day projects?* Projects where some or all MEP services are provided during an extended day or week during the regular school year (e.g., some services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).
- d. *What are Summer/Intersession Only projects?* Projects where all MEP services are provided during the summer/intersession term.
- e. *What are Year Round projects?* Projects where all MEP services are provided during the regular school year and summer/intersession term.

2.3.8 MEP Personnel Data

The following questions collect data on MEP personnel data.

2.3.8.1 MEP State Director

In the table below, provide the FTE amount of time the State director performs MEP duties (regardless of whether the director is funded by State, MEP, or other funds) during the performance period (e.g., September 1 through August 31).

State Director FTE	0.18
Comments:	

FAQs on the MEP State director

- a. *How is the FTE calculated for the State director?* Calculate the FTE using the number of days worked for the MEP. To do so, first define how many full-time days constitute one *FTE* for the State director in your State for the performance period. To calculate the FTE number, sum the total days the State director worked for the MEP during the performance period and divide this sum by the number of full-time days that constitute one FTE in the reporting period.
- b. *Who is the State director?* The manager within the SEA who administers the MEP on a statewide basis.

2.3.8.2 MEP Staff

In the table below, provide the headcount and FTE by job classification of the staff funded by the MEP. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs.

Job Classification	Regular School Year		Summer/Intersession Term		Performance Period
	Headcount	FTE	Headcount	FTE	Headcount
Teachers	26	3.33	97	84.70	123
Counselors	0	0.00	0	0.00	0
Non-qualified paraprofessionals	0	0.00	0	0.00	0
Qualified paraprofessionals	26	4.64	44	41.00	70
Recruiters	1	0.02	8	4.50	9
Records transfer staff	5	0.35	12	10.50	17
Administrators	8	1.09	13	12.00	21
Comments:					

Note: The Headcount value displayed represents the greatest whole number submitted in file specification N/X065 for the corresponding Job Classification. For example, an ESS submitted value of 9.8 will be represented in your CSPR as 9.

FAQs on MEP staff:

- a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
 1. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
 2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE for each job classification in your State for each term. (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; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a teacher?* A classroom instructor who is licensed and meets any other teaching requirements in the State.
- c. *Who is a counselor?* A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.
- d. *Who is a paraprofessional?* An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.
- e. *Who is a qualified paraprofessional?* A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d) of ESEA).
- f. *Who is a recruiter?* A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.
- g. *Who is a record transfer staffer?* An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.
- h. *Who is an administrator?* A professional staff member, including the project director or regional director. The SEA MEP Director should not be included.

2.4 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK (TITLE I, PART D, SUBPARTS 1 AND 2)

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- | Report data for the program year of July 1, 2015 through June 30, 2016.
- | Count programs/facilities based on how the program was classified to ED for funding purposes.
- | Do not include programs funded solely through Title I, Part A.
- | Use the definitions listed below:
 - | **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
 - | **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
 - | **Juvenile Corrections:** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
 - | **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
 - | **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
 - | **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

2.4.1 State Agency Title I, Part D Programs and Facilities – Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.4.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs		
Juvenile detention		
Juvenile corrections	3	183
Adult corrections	18	179
Other		
Total	21	////////////////////
Comments: The State of Ohio does not use Title I, Part D, Subpart 1 funds for Neglected, Juvenile Detention, or Other programs.		

FAQ on Programs and Facilities - Subpart 1:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

2.4.1.1.1 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
Neglected programs	
Juvenile detention	
Juvenile corrections	3
Adult corrections	18
Other	
Total	21
Comments: The State of Ohio does not use Title I, Part D, Subpart 1 funds for Neglected, Juvenile Detention, or Other programs.	

2.4.1.2 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (*IDEA*) and limited English proficiency (LEP), by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served			692	1,075	
Total Long Term Students Served			493	713	

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Students with disabilities (<i>IDEA</i>)			339	251	
LEP Students			1	15	

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native			3	3	
Asian			0	1	
Black or African American			455	572	
Hispanic or Latino			21	40	
Native Hawaiian or other Pacific Islander			0	0	
White			181	419	
Two or more races			32	40	
Total			692	1,075	

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male			692	981	
Female			0	94	
Total			692	1,075	

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5			0	0	
6			0	0	
7			0	0	
8			0	0	
9			0	0	
10			0	0	
11			0	0	
12			0	0	
13			0	0	
14			12	0	
15			56	0	
16			93	0	
17			194	2	
18			217	116	
19			88	259	
20			32	343	
21			0	355	
Total			692	1,075	

If the total number of students differs by demographics, please explain in comment box below.

This response is limited to 8,000 characters.

Comments: The State of Ohio does not use Title I, Part D, Subpart 1 funds for Neglected, Juvenile Detention, or Other programs.
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FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2015 through June 30, 2016.

2.4.1.3.1 Transition Services in Subpart 1

In the first row of the table below indicate whether programs/facilities receiving Subpart 1 funds within the State are legally permitted to track student outcomes after leaving the program or facility by entering Yes or No. In the second row, provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment. If not, provide more information in the comment field.

Transition Services	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Are facilities in your state permitted to collect data on student outcomes after exit ? (Yes or No)	N/A	N/A	No	Yes	N/A
Number of students receiving transition services that address further schooling and/or employment.			692	453	

This response is limited to 4,000 characters.

Comments: The State of Ohio does not use Title I, Part D, Subpart 1 funds for Neglected, Juvenile Detention, or Other programs.

The Juvenile Corrections program reported in Subpart 1 of Section 2.4 has indicated that it is not legally permitted to collect student-level outcome data after students exit the program. These students are minors in most cases, so the Juvenile Corrections program is not allowed to follow up with them after they exit. Additionally, the resources needed to perform this type of post-exit data collection are not currently available, and exploring steps to change legislation to allow for such a collection would not be taken until sufficient resources became available.

FAQ on facilities collecting data on student outcomes after exit:

If only some, but not all, facilities in the State are legally permitted to collect data on student outcomes after exit, enter 'yes' for the first question and provide a comment indicating why some facilities are unable to collect these data.

2.4.1.3.2 Academic and Vocational Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic and vocational outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either while enrolled in the State agency program/facility column ("in fac.") or in the 90 days after exit column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the "in fac." column, provide the unduplicated number of students who attained academic and vocational outcomes while enrolled in the State agency program/facility. In the "90 days after exit" column provide the unduplicated number of students who attained academic and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Outcomes (once per student, only after exit)	Neglected Programs		Juvenile Detention		Juvenile Corrections		Adult Corrections		Other Programs	
# of Students Who Enrolled in their local district school 90 days after exit					S		S			
Outcomes (once per student)	Neglected Programs		Juvenile Detention		Juvenile Corrections		Adult Corrections		Other Programs	
# of Students Who Earned a GED	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Obtained high school diploma					57	S	198	4		
					32	S	15	S		
Outcomes (once per student per time period)	Neglected Programs		Juvenile Detention		Juvenile Corrections		Adult Corrections		Other Programs	
# of Students Who Earned high school course credits	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Enrolled in a GED program					692	S	20	S		
Accepted and/or enrolled into post-secondary education					57	S	970	46		
Enrolled in job training courses/programs					75	S	26	5		
Obtained employment					311	S	196	S		
					S	S	58	25		

This response is limited to 4,000 characters.

Comments: The State of Ohio does not use Title I, Part D, Subpart 1 funds for Neglected, Juvenile Detention, or Other programs.

2.4.1.6 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.4.1.6.1 Academic Performance in Reading – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2015, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			102	57	
Long-term students with no change in grade level from the pre- to post-test exams			7	132	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			68	169	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			91	286	
Comments: The State of Ohio does not use Title I, Part D, Subpart 1 funds for Neglected, Juvenile Detention, or Other programs.					

FAQ on long-term students:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2015 through June 30, 2016.

2.4.1.6.2 Academic Performance in Mathematics – Subpart 1

This section is similar to 2.4.1.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			82	66	
Long-term students with no change in grade level from the pre- to post-test exams			9	171	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			37	155	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			70	267	
Comments: The State of Ohio does not use Title I, Part D, Subpart 1 funds for Neglected, Juvenile Detention, or Other programs.					

2.4.2 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.4.2.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay (# days)
At-risk programs		
Neglected programs	41	121
Juvenile detention	38	23
Juvenile corrections	31	168
Other		
Total	110	////////////////////
Comments: The State of Ohio does not use Title I, Part D, Subpart 2 funds for At-Risk or Other Programs.		

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

2.4.2.1.1 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	
Neglected programs	41
Juvenile detention	38
Juvenile corrections	31
Other	
Total	110
Comments: The State of Ohio does not use Title I, Part D, Subpart 2 funds for At-Risk or Other Programs.	

2.4.2.2 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (*IDEA*), and limited English proficiency (LEP), by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served		2,461	13,114	2,001	
Total Long Term Students Served		1,125	563	1,442	

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Students with disabilities (<i>IDEA</i>)		1,135	2,673	779	
LEP Students		20	40	1	

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native		1	10		
Asian		9	14	2	
Black or African American		1,014	5,058	714	
Hispanic or Latino		72	422	52	
Native Hawaiian or other Pacific Islander			1	1	
White		1,215	6,713	1,126	
Two or more races		150	896	106	
Total		2,461	13,114	2,001	

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male		1,300	9,722	1,729	
Female		1,161	3,392	272	
Total		2,461	13,114	2,001	

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3 through 5		4			
6		3			
7		14			
8		19			
9		39	11	1	
10		46	32	1	
11		55	110	4	
12		106	382	21	
13		196	926	72	
14		288	1,677	194	
15		445	2,325	386	
16		496	2,888	522	
17		439	3,467	583	
18		202	1,091	165	
19		108	198	50	
20			7	2	
21		1			
Total		2,461	13,114	2,001	

If the total number of students differs by demographics, please explain. The response is limited to 8,000 characters.

The State of Ohio does not use Title I, Part D, Subpart 2 funds for At-Risk or Other Programs.
--

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2015 through June 30, 2016.

2.4.2.3.1 Transition Services in Subpart 2

In the first row of the table below indicate whether programs/facilities receiving Subpart 2 funds within the State are legally permitted to track student outcomes after leaving the program or facility by entering Yes or No. In the second row, provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment. If not, provide more information in the comment field.

Transition Services	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Are facilities in your state permitted to collect data on student outcomes after exit ? (Yes or No)	N/A	Yes	Yes	Yes	N/A
Number of students receiving transition services that address further schooling and/or employment.		1,022	1,332	796	

This response is limited to 4,000 characters.

Comments: The State of Ohio does not use Title I, Part D, Subpart 2 funds for At-Risk or Other Programs.

FAQ on facilities collecting data on student outcomes after exit:

If only some, but not all, facilities in the State are legally permitted to collect data on student outcomes after exit, enter 'yes' for the first question and provide a comment indicating why some facilities are unable to collect these data.

2.4.2.3.2 Academic and Vocational Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic and vocational outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either while enrolled in the LEA program/facility column ("in fac.") or in the 90 days after exit column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the "in fac." column, provide the unduplicated number of students who attained academic and vocational outcomes while enrolled in the LEA program/facility. In the "90 days after exit" column provide the unduplicated number of students who attained academic and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Outcomes (once per student), only after exit	At-Risk Programs		Neglected Programs		Juvenile Detention		Juvenile Corrections		Other Programs	
# of Students Who Enrolled in their local district school 90 days after exit			921		3,950		1,095			
Outcomes (once per student)	At-Risk Programs		Neglected Programs		Juvenile Detention		Juvenile Corrections		Other Programs	
# of Students Who Earned a GED	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Obtained high school diploma			S		S	S	9	S		
			37	33	21	14	54	63		
Outcomes (once per student per time period)	At-Risk Programs		Neglected Programs		Juvenile Detention		Juvenile Corrections		Other Programs	
# of Students Who Earned high school course credits	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Enrolled in a GED program			1,252	200	4,283	373	1,233	159		
Accepted and/or enrolled into post-secondary education			13	5	26	8	10	4		
Enrolled in job training courses/programs			23	7		S	22	S		
Obtained employment			32	5	10	7	149	S		
			114	34	5	25	11	13		

This response is limited to 4,000 characters.

Comments: The State of Ohio does not use Title I, Part D, Subpart 2 funds for At-Risk or Other Programs.

2.4.2.6 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.4.2.6.1 Academic Performance in Reading – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2015, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams		80	9	61	
Long-term students with no change in grade level from the pre- to post-test exams		118	120	186	
Long-term students with improvement up to one full grade level from the pre- to post-test exams		273	52	364	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		128	19	199	
Comments: The State of Ohio does not use Title I, Part D, Subpart 2 funds for At-Risk or Other Programs.					

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2015, through June 30, 2016.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.4.2.6.2 Academic Performance in Mathematics – Subpart 2

This section is similar to 2.4.2.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams		37	6	80	
Long-term students with no change in grade level from the pre- to post-test exams		127	137	201	
Long-term students with improvement up to one full grade level from the pre- to post-test exams		249	28	346	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		144	17	190	
Comments: The State of Ohio does not use Title I, Part D, Subpart 2 funds for At-Risk or Other Programs.					

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2015, through June 30, 2016.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.9 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) (TITLE VI, PART B, SUBPARTS 1 AND 2)

This section collects data on the Rural Education Achievement Program (REAP) Title VI, Part B, Subparts 1 and 2.

2.9.2 LEA Use of Rural Low-Income Schools Program (RLIS) (Title VI, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds for each of the listed purposes.

Purpose	# LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	4
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	30
Educational technology, including software and hardware as described in Title II, Part D	48
Parental involvement activities	16
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	19
Activities authorized under Title I, Part A	51
Activities authorized under Title III (Language instruction for LEP and immigrant students)	4
Comments:	

2.9.2.1 Goals and Objectives

In the space below, describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools (RLIS) Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

The response is limited to 8,000 characters.

Rural LEAs face a variety of obstacles due to their remoteness and limited resources. These obstacles include their ability to provide a rich, diverse curriculum, to recruit and retain high quality teachers, and to provide high quality professional development to their staff. To help address issues such as these, there were 99 Local Educational Agencies (LEAs) in Ohio that participated in the Rural and Low-Income School (RLIS) Program during 2015-2016.

1. Disaggregated Student Performance Results:

Under Ohio's approved ESEA Flexibility Request, the State no longer measures Adequate Yearly Progress (AYP), instead evaluating buildings and LEAs with a set of Annual Measurable Objectives (AMOs) and demotion criteria in order to assign a Final Letter Grade to each building and LEA. The 3 AMOs are Reading Percent Proficient, Mathematics Percent Proficient, and Graduation Rate. No building or LEA may receive a Final Letter Grade of A if any student subgroup of sufficient size to be evaluated (i.e., N = 30) scores below a 70.0% demotion threshold on any of the 3 AMOs. Additionally, any building or LEA that has at least 1 student subgroup of sufficient size (N = 40) that does not meet the 95.0% target for Reading or Mathematics Participation Rate will be demoted by 1 letter grade. In this system, receiving a Final Letter Grade of C is equivalent to meeting AYP.

A. Final Letter Grades: Among the 99 LEAs participating in the RLIS Program during 2015-2016, their Final Letter Grade distribution is as follows:

- 1) 0 LEAs (0.0%) received As.
- 2) 0 LEAs (0.0%) received Bs.
- 3) 0 LEAs (0.0%) received Cs.
- 4) 1 LEA (1.0%) received a D.
- 5) 98 LEAs (99.0%) received Fs. Only 1 LEA (1.0%) was demoted—for not meeting the 95.0% Mathematics Participation Rate target—but both its Preliminary and its Final Letter Grade were Fs.

6) Because no LEA received a Preliminary Letter Grade (i.e., the Letter Grade assigned prior to any relevant demotions) of A, no LEA was demoted for receiving less than 70.0% on the Reading Percent Proficient AMO, Mathematics Percent Proficient AMO, and/or Graduation Rate AMO. Thus, the only relevant demotion criteria in this analysis are the 95.0% targets for Reading Participation Rate and Mathematics Participation Rate.

B. Annual Measurable Objectives: Among the 99 LEAs participating in the RLIS Program during 2015-2016, there were 467 student subgroups evaluated for AMOs and 523 subgroups too small to be evaluated for AMOs. For the 467 evaluated subgroups, the results are as follows:

- 1) Of the 99 All Students subgroups in the RLIS LEAs, 0 (0.0%) met or exceeded all 3 AMOs and all applicable demotion thresholds. Rather, all 99 All Students subgroups (100.0%) did not meet at least 1 AMO but met or exceeded all applicable demotion thresholds.
 - a) 99 of 99 subgroups (100.0%) did not meet the Reading Percent Proficient AMO. 87 of 99 subgroups (87.9%) did not meet the Mathematics Percent Proficient AMO. 7 of 99 subgroups (7.1%) did not meet the Graduation Rate AMO.
 - b) 99 of 99 subgroups (100.0%) met the AMO demotion criteria thresholds of 95.0% for both the Reading and the Mathematics Participation Rates.
- 2) Of 368 non-All Students subgroups, 1 (.3%) met or exceeded all applicable AMOs and all applicable demotion thresholds. The remaining 367 subgroups (99.7%) did not meet at least 1 applicable AMO but met all applicable demotion thresholds.
 - a) Of the 368 non-All Students subgroups, all (100.0%) were evaluated for the Reading Percent Proficient AMO, 366 (99.5%) had at least 30 students and were evaluated for both the Reading and the Mathematics Percent Proficient AMOs, and 194 (52.7%) had enough students to be evaluated for the Graduation Rate AMO as well.
 - b) 0 of the 368 non-All Students subgroups (0.0%) met all three AMOs. 1 subgroup (.3%) met the Reading Percent Proficient AMO; it met the Mathematics Percent Proficient AMO as well, but was not evaluated for the Graduation Rate AMO. 18 subgroups (4.9%) met both the Mathematics Percent Proficient AMO and the Graduation Rate AMO, and 9 (2.4%) met the Mathematics Percent Proficient AMO but were too small to be evaluated for the Graduation Rate AMO.
 - c) 367 of 368 subgroups (99.7%) did not meet the Reading Percent Proficient AMO. 339 of 366 subgroups (92.6%) did not meet the Mathematics Percent Proficient AMO. 40 of 194 subgroups (20.6%) did not meet the Graduation Rate AMO.
 - d) 357 of 357 subgroups (100.0%) evaluated for the Reading Participation Rate met the demotion criteria threshold of 95.0%. 353 of 354 subgroups (99.7%) evaluated for the Mathematics Participation Rate demotion criteria threshold of 95.0% met it.
 - e) The only demotion occurred for a student subgroup that was too small to be evaluated for any of the AMOs, but was evaluated for Mathematics Participation Rate and did not meet the demotion threshold of 95.0%.

C. Limited English Proficient Student Subgroup:

- 1) In 2015-2016, 8 LEAs had a sufficient number of students (N >= 30) in their Limited English Proficient (LEP) student subgroups to be evaluated on the Reading and Mathematics Percent Proficient AMOs.
 - a) None of the LEP subgroups (0.0%) in the 8 LEAs met the Reading Percent Proficient AMO, but one LEP subgroup met the Mathematics Percent Proficient AMO (12.5%).
 - b) No LEAs had enough students in the LEP subgroup to be evaluated for the Graduation Rate AMO.

2) For the demotion criteria, all 8 LEP subgroups had at least 40 students and met the 95.0% targets for both Reading Participation Rate and Mathematics Participation Rate.

2. Highly Qualified Teachers:

A. Comparison to State Highly Qualified Teacher Percentage: 80 of 99 RLIS LEAs evaluated exceeded the State Percentage of Core Academic Subject Elementary and Secondary School Classes Taught by Highly Qualified Teachers (80.8%). This represents an increase of 9.4% from the performance of 105 RLIS LEAs (71.4%) in 2014-2015. The State percentage also increased slightly, from 98.7% in 2013-2014 to 95.6% in 2014-2015 and 97.2% in 2015-2016.

B. Attainment of 100.0% Highly Qualified Teacher Goal: 37 of 99 RLIS LEAs evaluated met the federal requirement of having 100.0% of core academic subject elementary and secondary school classes taught by Highly Qualified Teachers (37.4%). This represents a decrease of .7% from the performance of 105 RLIS LEAs (38.1%) in 2014-2015.

3. Safe and Drug-Free Schools and Communities:

A. Title IV-A Funded Activities: 19 of 99 RLIS LEAs used funds for activities authorized under the Title IV-A Safe and Drug-Free Schools and Communities Program (19.2%). This represents a 2.0% increase from the performance of 106 RLIS LEAs (17.0%) in 2014-2015.

B. Persistently Dangerous Schools: 0 of 99 RLIS LEAs had any schools defined as Persistently Dangerous (0.0%). This is identical to the performance of 106 RLIS LEAs (0.0%) in 2014-2015.

2.10 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE VI, PART A, SUBPART 2)

2.10.1 State Transferability of Funds

In the table below, indicate whether the state transferred funds under the state transferability authority.

State Transferability of Funds	Yes/No
Did the State transfer funds under the State Transferability authority of Section 6123(a) during SY 2015-16?	<u>No</u>
Comments:	

2.10.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the state that they transferred funds under the LEA transferability authority.

LEA Transferability of Funds	#
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	130
Comments:	

2.10.2.1 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	130	0
Educational Technology State Grants (Section 2412(a)(2)(A))	0	0
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	0	0
State Grants for Innovative Programs (Section 5112(a))	0	0
Title I, Part A, Improving Basic Programs Operated by LEAs		130

In the table below provide the total amount of FY 2015 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	4,243,332.07	0.00
Educational Technology State Grants (Section 2412(a)(2)(A))	0.00	0.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	0.00	0.00
State Grants for Innovative Programs (Section 5112(a))	0.00	0.00
Title I, Part A, Improving Basic Programs Operated by LEAs		4,243,332.07
Total	4,243,332.07	4,243,332.07
Comments:		

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

2.11 GRADUATION RATES⁴

This section collects graduation rates.

2.11.1 Regulatory Adjusted Cohort Graduation Rates

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the **current school year** (SY 2015-16). Below the table are FAQs about the data collected in this table.

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that are identified in their Accountability Workbooks or Accountability Workbooks Addenda. The charts below display racial/ethnic data that have been mapped from the major racial and ethnic groups identified in their workbooks, to the racial/ethnic groups shown.

Student Group	# Students in Cohort	# of Graduates	Graduation Rate
All Students	137,616	S	83.5
American Indian or Alaska Native	209	S	70
Asian or Pacific Islander	2,766	S	87
<i>Asian</i>			
<i>Native Hawaiian or Other Pacific Islander</i>			
Black or African American	21,726	S	67.3
Hispanic or Latino	5,473	S	72.8
White	102,228	S	87.7
Two or more races	5,214	S	77.4
Children with disabilities (<i>IDEA</i>)	20,293	S	69.6
Limited English proficient (LEP) students	1,835	S	50
Economically disadvantaged students	56,854	S	72.0

FAQs on graduation rates:

What is the regulatory adjusted cohort graduation rate? For complete definitions and instructions, please refer to the non-regulatory guidance, which can be found here: <http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf>.

The response is limited to 500 characters.

GR data for SY14-15 CSPR were not finalized until 09/16 (C150/151 resubmitted 02/24/17; PSC #17-00361). Results using 14-15 GR data to calculate changes are slightly inaccurate. Correct GRs are 65.03% (13,904/21,382) and 76.42% (162/212) for B/AA and AI/AN students, while changes are 2.23% (67.26%-65.03%) and -6.56% (69.86%-76.42%). The small decrease for an AI/AN subgroup this small is unsurprising. All SY14-15/SY15-16 GR data reported here have been thoroughly checked and are correct.

⁴ The "Asian/Pacific Islander" row in the tables below represent either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian" and "Native Hawaiian/Other Pacific Islander or Pacific Islander" (and "Filipino" in the case of California). When the values reported in the Asian/Pacific Islander row represent the U. S. Department of Education aggregation of other values reported by the state, the detail for "Asian" and "Native Hawaiian or Other Pacific Islander" are also included in the following rows. Disaggregated reporting for the adjusted cohort graduation rate data is done according to the provisions outlined within each state's Accountability Workbooks or Accountability Workbooks Addenda. Accordingly, not every state uses major racial and ethnic groups which enable detail of Asian American/Pacific Islander (AAPI) populations.

2.12 LISTS OF SCHOOLS AND DISTRICTS

Per the *ESSA* FAQs located at the following link, *EDFacts* files C106, C107, C109, C111, and C130 (DGs 778 and 779) are no longer required: <http://www2.ed.gov/policy/elsec/leg/essa/faq/essa-faqs.pdf>.

This section contains data on school statuses. States with approved *ESEA* Flexibility requests should follow the instructions in sections 2.12.1 and 2.12.3. All other states should follow the instructions in sections 2.12.2 and 2.12.4. These tables will be generated based on data submitted to *EDFacts* and included as part of each state's certified report; states will no longer upload their lists separately. Data will be generated into separate reports for each question listed below.

2.12.1 List of Schools for *ESEA* Flexibility States

2.12.1.2 List of Priority and Focus Schools

Instructions for States that identified priority and focus schools ⁵ under *ESEA* flexibility for SY 2016-17: Provide the information listed in the bullets below for those schools.

- | District Name
- | District NCES ID Code
- | School Name
- | School NCES ID Code
- | Whether the school met the proficiency target in reading/language arts in accordance with the State's approved *ESEA* flexibility request
- | Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- | Whether the school met the proficiency target in mathematics in accordance with the State's approved *ESEA* flexibility request
- | Whether the school met the 95 percent participation rate target for the mathematics assessment
- | Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved *ESEA* flexibility request
- | Whether the school met the graduation rate goal or target for high schools (if applicable) in accordance with the State's approved *ESEA* flexibility request
- | Status for SY 2016-17 (Use one of the following status designations: priority or focus)
- | If applicable, State-specific status in addition to priority or focus (e.g., grade, star, or level)
- | Whether (yes or no) the school is a Title I school (*This information must be provided by all States.*)
- | Whether (yes or no) the school was provided assistance through Section 1003(a).
- | Whether (yes or no) the school was provided assistance through Section 1003(g).

The data for this question are reported through *EDFacts* files and compiled in the EDEN031 "List of Priority and Focus Schools" report in the *EDFacts* Reporting System (ERS). The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN031 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

Comments:

⁵ The definitions of priority and focus schools are provided in the document titled, *ESEA Flexibility*. This document may be accessed on the Department's Web page at <http://www.ed.gov/esea/flexibility/documents/esea-flexibility.doc>

2.12.2 List of Schools for All Other States

2.12.2.1 List of Schools Identified for Improvement

Instructions for States that identified schools for improvement, corrective action, or restructuring under *ESEA* section 1116 for SY 2016-17: Provide the information listed in the bullets below for those schools.

- | District Name
- | District NCES ID Code
- | School Name
- | School NCES ID Code
- | Whether the school met the proficiency target in reading/language arts in accordance with the State's Accountability Plan
- | Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- | Whether the school met the proficiency target in mathematics in accordance with the State's Accountability Plan
- | Whether the school met the 95 percent participation rate target for the mathematics assessment
- | Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's Accountability Plan
- | Whether the school met the graduation rate target for high schools (if applicable) in accordance with the State's Accountability Plan
- | Status for SY 2016-17 (Use one of the following status designations: School Improvement – Year 1, School Improvement – Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing)⁶
- | Whether (yes or no) the school is a Title I school (*This information must be provided by all States.*)
- | Whether (yes or no) the school was provided assistance through Section 1003(a).
- | Whether (yes or no) the school was provided assistance through Section 1003(g).

The data for this question are reported through *EDFacts* files and compiled in the EDEN033 "List of Schools Identified for Improvement" report in the *EDFacts* Reporting System (ERS). The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN033 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

Comments:

⁶ The school improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be accessed on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

2.12.3 List of Districts for ESEA Flexibility States**2.12.3.1 List of Identified Districts with State Specific Statuses**

Instructions for States that identified school districts with State-specific statuses under *ESEA* flexibility for SY 2016-17: Provide the information listed in the bullets below for those districts.

- | District name
- | District NCES ID code
- | Whether the district met the proficiency target in reading/language arts in accordance with the State's approved *ESEA* flexibility request
- | Whether the district met the 95 percent participation rate target for the reading/language arts assessment
- | Whether the district met the proficiency target in mathematics in accordance with the State's approved *ESEA* flexibility request
- | Whether the district met the 95 percent participation rate target for the mathematics assessment
- | Whether the district met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved *ESEA* flexibility request
- | Whether the district met the graduation rate for high schools (if applicable) in accordance with the State's approved *ESEA* flexibility request
- | State-specific status for SY 2016-17 (e.g., grade, star, or level)
- | Whether the district received Title I funds.

The data for this question are reported through *EDFacts* files and compiled in the EDEN034 List of Identified Districts with State Specific Statuses. The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN034 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

Comments:

2.12.4 List of Districts for All Other States

2.12.4.1 List of Districts Identified for Improvement

Instructions for States that identified school districts for improvement or corrective action⁷ under *ESEA* section 1116 for SY 2016-17: Provide the information listed in the bullets below for those districts.

- | District Name
- | District NCES ID Code
- | Whether the district met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- | Whether the district met the participation rate target for the reading/language arts assessment
- | Whether the district met the proficiency target in mathematics as outlined in the State's Accountability Plan
- | Whether the district met the participation rate target for the mathematics assessment
- | Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- | Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- | Improvement status for SY 2016-17 (Use one of the following improvement status designations: Improvement or Corrective Action)
- | Whether the district received Title I funds.

The data for this question are reported through *EDFacts* files and compiled in the EDEN035 "List of Districts Identified for Improvement" report in the *EDFacts* Reporting System (ERS). The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN035 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

Comments:

⁷ The district improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be accessed on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.