Annual Report on Economically Disadvantaged Funds

DECEMBER 2021

Ohio | Department of Education

Annual Report on Economically Disadvantaged Funds

Introduction

Each Child, Our Future is Ohio's shared plan for ensuring each student is *challenged*, *prepared* and *empowered* for his or her future by way of an excellent prekindergarten through grade 12 education. The Economically Disadvantaged Funds are to assist with Ohio's plan by ensuring schools have resources to challenge, prepare and empower economically disadvantaged students. The funds may be used in a single initiative or in combination of initiatives to create and implement programs. Ohio law[1] clarifies where and how economically disadvantaged funds are spent.

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

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

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

Summary of Responses

Figure 1 identifies the results of the data collected as part of a school strategy for serving economically disadvantaged students, either individually or in combination with other initiatives. Review of the data showed the popular initiatives used for this two-year reporting period, academic years 2020 and 2021, were also popular in academic years academic years 2018 and 2019. The most used initiative was Initiative B, Reading Improvement and Intervention, followed by Initiative C, Instructional technology or blended learning, and Initiative F, School safety and security measures.
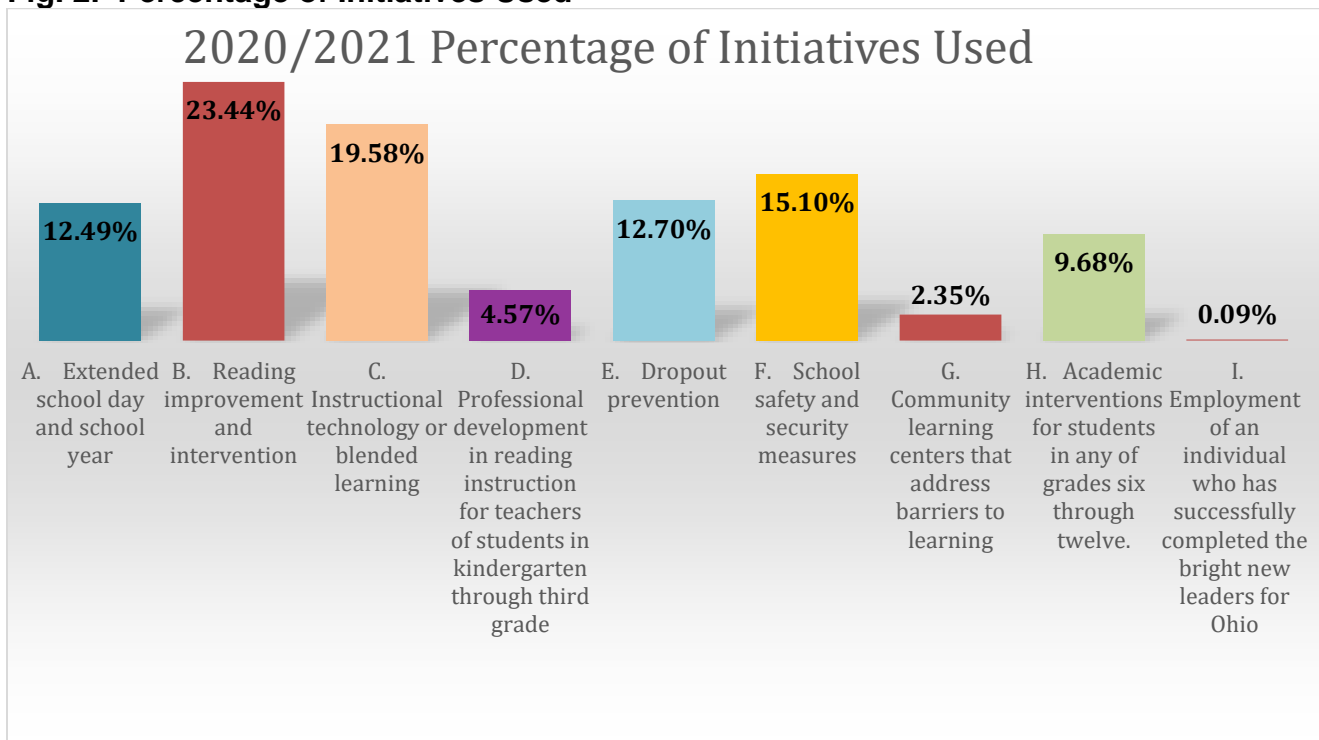
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[1] http://codes.ohio.gov/orc/3317.25

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Fig. 1 Results from Data Collected

Answer Options	Year One Responses (2020)	Year One Percentage (2020)	Year Two Responses (2021)	Year Two Percentage (2021)
A. Extended school day and school year	273	12.23%	274	12.77%
B. Reading improvement and intervention	512	22.93%	514	23.96%
C. Instructional technology or blended learning	427	19.12%	430	20.05%
D. Professional development in reading instruction for teachers of students in kindergarten through third grade	115	5.15%	85	3.96%
E. Dropout prevention	290	12.99%	266	12.40%
F. School safety and security measures	350	15.67%	311	14.50%
G. Community learning centers that address barriers to learning	52	2.33%	51	9.84%
H. Academic interventions for students in any of grades 6-12	213	9.54%	211	9.84%
I. Bright New Leaders for Ohio Schools	1	0.04%	3	0.14%

Figure 2 Visually depicts the breakdown of response by initiative for the 2020-2021 reporting period combined.

Fig. 2. Percentage of Initiatives Used

2020/2021 Percentage of Initiatives Used

A. Extended school day and school year — 12.49%
B. Reading improvement and intervention — 23.44%
C. Instructional technology or blended learning — 19.58%
D. Professional development in reading instruction for teachers of students in kindergarten through third grade — 4.57%
E. Dropout prevention — 12.70%
F. School safety and security measures — 15.10%
G. Community learning centers that address barriers to learning — 2.35%
H. Academic interventions for students in any of grades six through twelve. — 9.68%
I. Employment of an individual who has successfully completed the bright new leaders for Ohio — 0.09%

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Combination of Initiatives

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

The most common combination was of initiatives was (1) Extended School Day, (2) Reading Improvement, (4) Professional Development, (6) School Safety and Security Measurer (7) Community Learning Centers.

Community schools primarily combined extended school day and school year; reading improvement and intervention; instructional technology (infrastructure, smartboards, laptops, chromebooks, licensing, etc..), professional development in reading instruction for teachers of students in kindergarten through third grade; school safety and security measures; and community learning centers that address barriers to learning.

Some examples of Uses documented by districts and community schools

- Riverside, Lincoln Park, West Park & East Academies used the economically disadvantaged funds to address K-2 Teachers Teaching and Reading, and strengthen Instructional Technology: Infrastructure, hardware, smartboards, PCs, Laptops, Chromebooks, Computer Carts, Software, Licensing. Personnel Costs Associated with Reading Intervention for Students that are At Risk.

- Wellsville Local School District's example of use of Economically disadvantaged funds. The extended school day and school year has a direct correlation to time on task and student outcomes. This initiative allows the district to have 80 minutes block for language arts and mathematics. Other programs which keep students in school and learning include In School Suspension and Virtual Learning Academy to provide students with credit recovery programs and aids in dropout prevention.

- Lakewood City School District utilized the funds to extend our day and school year to accelerate student growth and achievement loss due to COVID 19 school closures. Students in grades K-12 will attend various learning options that will be designed to meet the needs of each learner. We will utilize our district data to prepare and provide extended day and summer opportunities to our most needy students.

A. EXTENDED SCHOOL DAY AND SCHOOL YEAR

Approximately 12.23 percent of responses in 2020 and 12.77 percent in 2021 included extended school day as an initiative used alone or in combination with other initiatives. The extended school day and school year provide additional learning opportunities to students. The increased time provides struggling students with additional instruction time. The additional time can create opportunities for class offerings outside of the traditional core subject areas. Costs that are allowable include teacher wages and benefits; transportation costs for these programs, such as summer school transportation; and any administrative or clerical costs associated with these programs.

Examples of extended school day and school year include:
- Summer school;
- Before- and after-school day programs and a school year for students exceeding 182 days (ORC 3313.48[2]).

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[2] http://codes.ohio.gov/orc/3313.48

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Highlights from Districts and Community Schools:

- **Horizon Academy (Toledo, Springfield, Youngstown & Dennison Middle School),** Our teachers provided additional tutoring before school, and after school as well as on Saturday. The school also utilizes smart-boards and Chromebooks in the classrooms which are being used during the instruction. Reading improvement and interventions are a priority for our schools. The Instructional Coordinator of the school oversees the process. In addition, the school utilizes technology for safety and security such as indoor and outdoor cameras, front entrance buzzer systems, fire, and security alarm monitoring systems.
- **Maritime Academy of Toledo** - To help students recover from the pandemic academically, socially, and emotionally we held a variety of summer camps during the month of June. We offered credit recovery classes, project based classes, summer camps such as art, swimming, dancing, etc. The summer camps also focused upon focus skills in Language Arts and Math throughout the entire program. Our main objective was to get students back in the building and provide emotional and social guidance to build relationships.
- **Leetonia Exempted Village School District** used the funds for a before/after school program was started during the 19-20 school year to extend the learning day for students.
- **East Liverpool City** created two Summer Learning Camps open to all students to promote summer learning, enrichment and credit recovery.

B. READING IMPROVEMENT AND INTERVENTION

Reading improvement and intervention is the most used initiative, with 23 percent of respondents implementing in year one and nearly 24 percent in year two. Reading improvement and intervention initiatives include a wide variety of activities for students. Schools across the state used their economically disadvantaged funds to develop initiatives, hire additional reading intervention specialists, provide professional development for teachers and purchase materials. These reading improvement and intervention initiatives, along with other initiatives, give schools the additional funding needed to employ tutors, reading coaches and reading specialist for their students.

Highlights from Districts and Community Schools:
- **Wildwood Environmental Academy** utilized the funds to support the teachers in six classrooms for reading intervention and improvement efforts.
- **Canton Harbor High School** English Language Arts I-IV and Social Studies classes utilized the Achieve3000 program to help students improve reading comprehension. Achieve3000 is an individualized reading comprehension program that utilizes Lexile levels to determine each students reading comprehension ability. As the student works through the program, student's strengths and areas of improvement are highlighted. This real-time, targeted information allowed teachers to tailor interventions to each student to improve their reading comprehension skills
- **Beechwood City brought** in a interventionist with a reading endorsement provided small group reading intervention.
- **Richmond Height Local** utilizes Wilson Reading Evidenced Based Reading Intervention program for students in grades K-3. Students received intervention and explicit instruction on phonics and reading. The goal is to increase students Simple View of Reading while closing the achievement gap of the most vulnerable students in grades k-3.

C. INSTRUCTIONAL TECHNOLOGY OR BLENDED LEARNING

Instructional technology or blended learning was a popular initiative for schools receiving economically disadvantaged funds. Right at 19.1 percent of schools in year one and 20 percent in year two included technology as part of their economically disadvantaged spending.

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

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

Highlights from Districts and Community Schools:
- **Constellation School (Westpark, Madison, Lorain & Old Brooklyn)** Online instruction programs were purchased for use by all students in the school. Technology Integration Coaches work with staff and students in a classroom setting to fully integrate technology into curriculum. This is accomplished directly within the classroom and is a part of our one-to-one initiative started in the fall of 2015 to provide each student access to state of the art learning opportunities. Purchase and/or lease of equipment, supplies and services to maintain and repair software and equipment for use in the classroom.
- **Zanesville Community School** uses the flex blended learning model to provide opportunity for students to complete activities beyond the classroom and receive credit for those projects. Funds were applied to hours beyond the classroom and the materials/technology that students needed to complete these projects.
- **Central Local** offers a blended learning environment through their Virtual Academy. Students take courses online that they normally would not be able to take due to not having the staff to teach these courses. We also use this environment to allow students to get credit recovery in the summertime for classes they need for graduation.
- **Leipsic Local** used the funds for Digital Learning to offer credit recovery courses, high level courses, and CCP courses remotely to our students (9-12).

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

The use of economically disadvantaged funds for professional development in reading instruction for teachers of students in kindergarten through third grade was reported at 5.1 percent in 2020 and around 4 percent in year 2021. Some of these professional development opportunities included programs like train the trainer, literacy learning instruction and other reading workshops.

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

Highlights from Districts and Community Schools:
- **East Liverpool City Schools** used the funds so all elementary teachers K-4, and 5-8 ELA teachers participate in the LETRS (Language Essentials for Teachers of Reading and Spelling). They provided stipends for teachers to complete the online units.
- **Marion Local** paid 9 substitute teachers in grades K-3 on December 5, 2019 for teachers to attend a Writing Workshop for professional development held at our school.
- **Tallmadge City School's** goal is to make sure that they are closing the achievement gap for not only our minority students but our economically disadvantaged students as well. They are planning to close

this gap by progress monitoring and our MTSS program. Teachers were given professional development in using scientific-based interventions that they can use in Tiers 1 and 2 in MTSS.

- **Olentangy Local** provide funding each year to buildings for professional development. Some of the professional development is in the area of reading for teachers of students in grades K-3.

E. DROPOUT PREVENTION

Nearly 13 percent of schools in year one and 12.4 percent in year two reported having dropout prevention programs. Dropout prevention includes all programs beyond the normal operation of a school building designed to keep students from falling behind because of disciplinary troubles and academic challenges. In-school suspension is one example, as well as alternative programs housed separately or within a regular building. Teachers and tutors assigned to a juvenile justice center or an evening high school is another example. All instructional, administrative and secretarial expenses for these programs are allowable. If a program is housed separately, all costs associated with the building, such as custodial and utilities costs. Are allowable.

Highlights from Districts and Community Schools:
- **Hardin Community School** uses the Economic Disadvantage funds to provide students with an opportunity to catch up on credits with their peers in order to remain in school. Hardin Community School offers an online curriculum and Facilitators to help each student successfully complete their high school coursework and receive a diploma.
- **Ashland County Community Academy** uses the Economically Disadvantaged Funds for a Credential Specialist to assist with dropout prevention. The Credential Specialist assists students in the development of their Student Success Plan; providing the Superintendent with the appropriate data and documents in relation to credentialing and seal attainment; assisting students in the attainment of their Ohio Means Jobs Readiness Seal; monitoring and evaluating the students who participate in the Community Engagement Class; providing Business Applications plans, instruction, and activities that are learner-centered and differentiated maintain frequent communication with parents and students; and referring students to the appropriate intervention services in relation to literacy or math deficiency or remediation/support services in relation to transitional age youth.
- **Amherst Exempted Village** uses their economically disadvantaged funds to support the district's new Future Ready program which was launched in September 2019. The Future Ready program enhanced their blended learning opportunities for students in grades 3-12 by providing an individual Chromebook for each student to enhance technology use in instruction.
- **Madison Local** used their economically disadvantaged funds to support the Alternative Program. This program provides staffing, software, work study and interventions for students needing credit recovery, intervention, remediation, and summer school.

F. SCHOOL SAFETY AND SECURITY MEASURES

In 2020 15.6 percent of respondents used this initiative as part of their economically disadvantaged spending. Whereas 2021, 14.5 percent used the funds for safety and security. This was approximately a combined 1% decrease in the use of the economically disadvantaged funds for safety and security measures. Many schools reported upgrading their security systems and procedures, including purchasing cameras, instant communication devices and staff training.

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

Highlights from Districts and Community Schools:

- **Promise Academy, East Bridge Academy of Excellence, Capital City Career Prep High School & Cascade Career Prep High School** used their economically disadvantage funds to Improve the Safety and Security of the School Through Technology and Personnel
- **Fredericktown Local School Uses** their funds on resource officer who is a Fredericktown Police Officer. The resource officer spends approximately 25 hours per week between the elementary, middle and high school working with students and developing positive relations between the Fredericktown Police Department and students. He also provides additional safety and security and advises administration on developing safety protocol.
- **Lebanon City** established a partnership with our local police department to place a school resource officer in our district.
- **Southeastern Local** employed a student resource officer through the South Charleston Police Department to work with students across the district and engage with community members during school hours/after hours.

G. COMMUNITY LEARNING CENTERS THAT ADDRESS BARRIERS TO LEARNING

Use of community learning centers that address barriers to learning was among the least-used initiatives. Only 2.3 percent of respondents in year one and 2 percent of the respondents in year 2.3 used this initiative. However, this was a 1/2 percent increase in both years in spending from the previous reporting period. Community learning centers that address barriers to learning in all subject areas include all interventions in grades K-5 that are not covered in any other initiatives. This could include after-school or before-school activities to address barriers to learning.

Highlights from Districts and Community Schools:

- **Tri-Village Local** collaborated with the Council on Rural Services to provide dropout prevention and credit recovery known as the ACES program. We do our best to ensure every student leaves campus with a high school diploma. The ACES program provides certain students an alternative setting, which sometimes is needed to alter the course these students are on. The district prides itself on our high graduation rate and the ACES program is yet another way for our students to earn the necessary credits to graduate.
- **Euclid City** used their funds for preschool expansion. Identified barriers to Learning for children entering kindergarten includes socialization skills, how to be a student, as well as basic knowledge of numbers, letters, etc. This program was instituted to address those issues so that children beginning kindergarten will be willing and able to begin learning in that setting**.**
- **Continental Local** used the funds to support the preschool program as a community learning center to prepare young students for elementary school and to build a bridge with the community.

H. ACADEMIC INTERVENTIONS FOR STUDENTS IN GRADES 6-12

Funds for academic interventions for students in any of grades 6-12 were reported for 9.5 percent of schools in year one and 9.8 percent in year two. This was a little over a 1 percent increase in both years in spending from the previous reporting period. Academic interventions include costs for tutors, including wages and benefits.

Highlights from Districts and Community Schools:

- **Brunswick City** used their economically disadvantaged funds to employ Intervention Specialists employed at both the middle and high schools. Students receive interventions with a teacher that addresses their IEP goals. Researched based instructional strategies are used to address the student's needs in all subjects.
- **Belpre City** used their funds to support Eagle Academy. The district employs an administrator, as a special counselor who performs one on one and group instructional, and life-issue intervention with our

economically disadvantaged students at the Jr. High and High Schools. He assists them academically and personally; he is an asset to us in keeping disadvantaged students on track; and he has been instrumental in preventing these students from dropping out. Mike is invaluable to our district and to the students he serves

- **Akros Middle School** Students received additional support and small group instruction in mathematics and reading
- **Pickaway-Ross County JVSD** The district provided stipends and purchased software to issue over 200 remedial and/or new credits that allowed students to graduate on time.

I. BRIGHT NEW LEADERS FOR OHIO SCHOOLS

In 2020 and 2021, less than one percent of the respondents hired a graduate of the Bright New Leaders program. A total of 7 respondents in years and one and two combined used this initiative. With the passage of House Bill 113, the funds can be used for the employment of an individual who has successfully completed the Bright New Leaders for Ohio Schools program as a principal or an assistant principal.

Highlights from Districts and Community Schools:
- **Licking Heights Local School District** reported using its economically disadvantaged funding to hire an assistant principal who completed the Bright New Leaders program;

## Comparison of Most Recent Past to Current Reporting Periods

In comparing the most recent reporting period (2018-2019) to the current reporting period (2020-2021) the most-used categories did not change. Reading improvement and intervention still ranks as the number one initiative selected, followed by instructional technology or blended learning. School safety and security measures and extended school day or school year categories both increased in use.

Fig. 3 Comparison of Categories by Reporting Period

Past (18/19) and Current (20/21) Percentage Combined Report Period

■ 2018/2019% ■ 2020/2021%
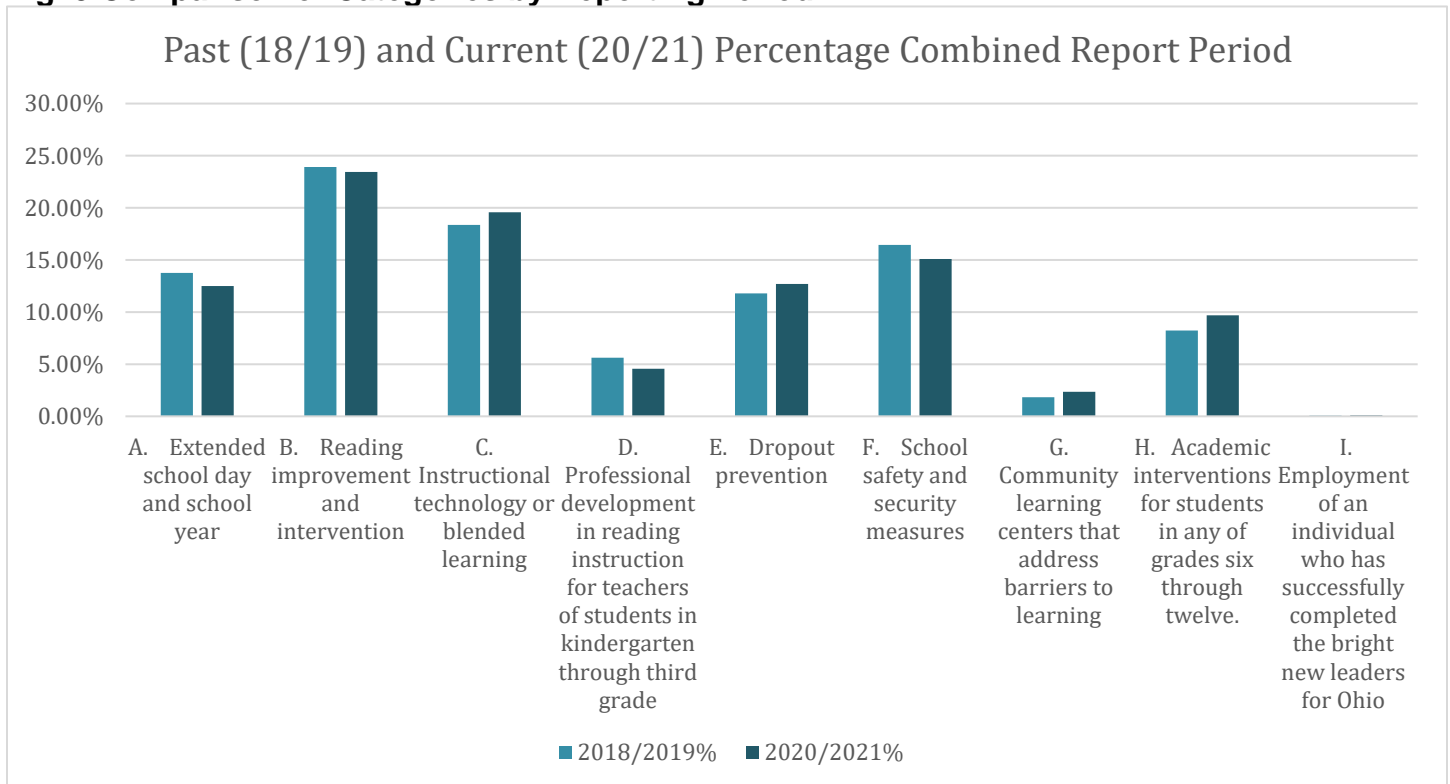
When comparing the initiative used in the four years, there is consistent use of funds on the reading improvement and intervention, dropout prevention and school safety and security initiatives. In turn, even though the instructional technology or blended learning initiative is highly used each year, a decrease in use of funds for this initiative can be noted. Professional development and academic intervention for students in grades 6-12 also saw a decrease. See Figure 4, Initiative Used by Year (Four-year Period).

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

Percentage of Category Used by Year (4 Year Period)

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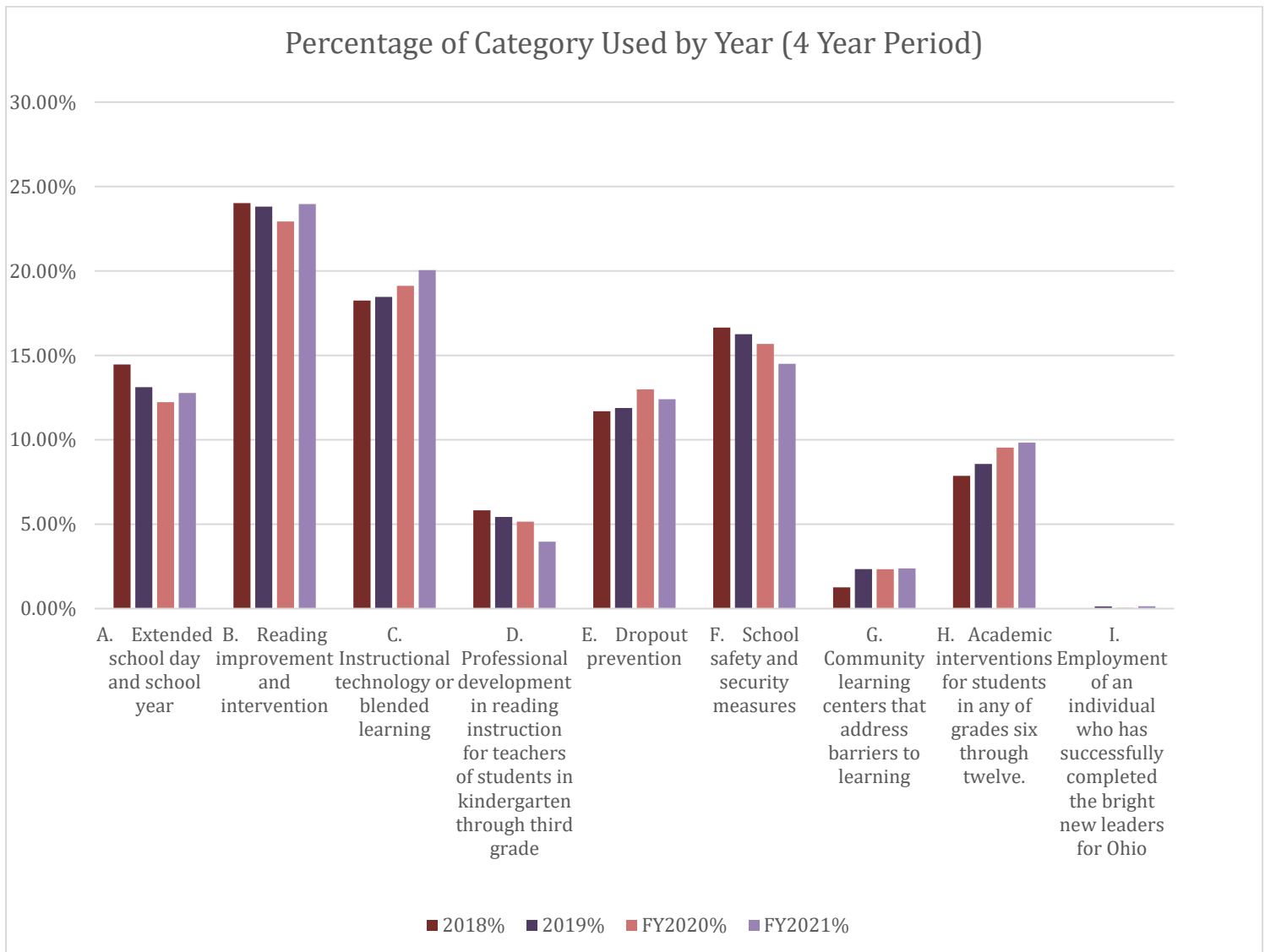
Conclusion

The overall assessment of the economically disadvantaged funds shows that initiatives have stayed consistent between the reporting periods. Schools around the state are using their funds in similar ways, through hiring of additional staff, purchasing reading and math programs and creating intervention programs. In addition there is steady increase in the use of funds for Instructional technology/ blended learning and Academic Interventions. While Professional Development and School Safety and Security Measures have shown a decline. These fluctuations are not a surprise with school closures and infusion of Federal COVID grant funds.

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