

CONSOLIDATED STATE PERFORMANCE REPORT: Parts I and II

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

For reporting on
School Year 2004-2005



**PART I DUE MARCH 6, 2006
PART II DUE APRIL 14, 2006**

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

INTRODUCTION

Sections 9302 and 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB) provide to States the option of applying for and reporting on multiple ESEA programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report is 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:

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

The NCLB Consolidated State Performance Report for the 2004-2005 school year consists of two information collections. Part I of this report is due to the Department by March 6, 2006 . Part II is due to the Department by April 14, 2006.

PART I

Part I of the Consolidated State Report, which States must submit to the Department by **March 6, 2006** , 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 ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

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

- o **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.
- o **Performance goal 3** : By 2004-2005, all students will be taught by highly qualified teachers.
- o **Performance goal 4** : All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- o **Performance Goal 5** : All students will graduate from high school.

PART II

Part II of the Consolidated State Performance Report consists of information related to State activities and outcomes of specific ESEA programs for the 2004-2005 school year. Part II of the Consolidated State Performance Report is due to the Department by **April 14, 2006**. The information requested in Part II of the Consolidated State Performance Report for the 2004-2005 school year necessarily varies from program to program. However, for all programs, the specific information requested for this report meets the following criteria.

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

The Department is continuing to work with the Performance-Based Data Management Initiative (PBDMI) to streamline data collections for the 2004-2005 school year and beyond.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2004-2005 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **March 6, 2006**. Part II of the Report is due to the Department by **April 14, 2006**. Both Part I and Part II should reflect data from the 2004-2005 school year, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission. 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 "2004-2005 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 2004-2005 CSPR will be found on the main CSPR page of the EDEN website (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

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

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

Check the one that indicates the report you are submitting:

Part I, 2004-2005

Part II, 2004-2005

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

Address:
200 West Baltimore Street
Baltimore, Maryland 21201

Person to contact about this report:

Name: Dr. Ronald A. Peiffer, Deputy State Superintendent for Academic Policy
Telephone: 410-767-0473
Fax: 410-333-2275
e-mail: rpeiffer@msde.state.md.us

Name of Authorizing State Official: (Print or Type): Dr. Nancy S. Grasmick, State Superintendent of Schools

Signature

9/15/2006 10:57 AM EST

Date

CONSOLIDATED STATE PERFORMANCE REPORT: PART II

For reporting on
School Year 2004-2005



PART II DUE APRIL 14, 2006

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

2.1.1 Student Achievement and High-Poverty Schools

2.1.1.1 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **reading/language arts** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year. 476

2.1.1.2 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **mathematics** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year. 492

2.1.2 Title I, Part A Schools by Type of Program For the 2004-2005 school year, please provide the following:

2.1.2.1 Total Number of Title I schools in the State 384

2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State 65

2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State 319

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

In the following tables, please provide the *unduplicated* number of children participating in Title I, Part A in the State by special services/programs and racial/ethnic groups during the 2004-2005 school year. Count a child only once (*unduplicated* count) in each category even if the child participated during more than one term or in more than one school or district in the State during the reporting period. Include students in both Title I schoolwide and targeted assistance programs.

2.1.3.1.1 Student Participation in Title I, A by Special Services or Programs 2004-2005 School Year

	Number of Students Served
Students with Disabilities	20261
Limited English Proficient	10418
Homeless	1835
Migrant	89

2.1.3.1.2 Student Participation in Title I, A by Racial or Ethnic Group 2004-2005 School Year

	Number of Students Served
American Indian/Alaskan Native	633
Asian/Pacific Islander	3083
Black, non-Hispanic	96421
Hispanic	9767
White, non-Hispanic	41313

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

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

Title I, Part A student participation counts by grade and by public, private and local neglected should be reported as *unduplicated* counts. Please enter the number of participants by grade in Title I public targeted assistance programs (TAS), Title I schoolwide programs (SWP), private school students participating in Title I programs, and students served in Part A local neglected programs during the 2004-2005 school year.

Student Participation in Title I, Part A by Grade Level 2004-2005 School Year						
	Public TAS	Public SWP	Private	Local Neglected	Total	Percent of Total
Age 0-2						
Age 3-5	2	5935	0	3	5937	3.9
K	378	17854	95	7	18334	12.0
1	1080	19404	200	14	20698	13.5
2	981	18713	191	8	19893	13.0
3	723	18495	183	24	19425	12.7
4	510	18844	202	31	19587	12.8
5	478	19536	202	35	20251	13.2
6	742	10484	182	28	11436	7.5
7	817	7471	139	40	8467	5.5
8	1076	7425	132	22	8665	5.7
9	119	82	12	42	255	0.2
10	34	40	5	42	121	0.1
11	1	58	8	31	98	0.1
12	1	39	5	31	76	0.0
Ungraded	0	0	14	97	111	0.1
TOTALS	6942	144387	1570	455	153354	100.3

The percentages were calculated to two decimal points (as requested in previous years) and rounded to the nearest tenth of a percent for the online tool submission. Therefore the total is 100.3%.

2.1.3.3 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services - 2004-2005 School Year

In the following chart, please provide the number of students receiving instructional and support services funded by Title I, A in targeted assistance (TAS) programs during the 2004-2005 school year.

Instructional Services	
	Number of Students Served
Mathematics	4519
Reading/Language Arts	5004
Science	0
Social Studies	0
Vocational/Career	0
Other (specify)	0
Support Services	
Health, Dental, and Eye Care	11
Supporting Guidance/Advocacy	172
Other (specify)	0

2.1.4 Staff Information for Title I, Part A Targeted Assistance Programs - 2004-2005 School Year

In the following chart, please provide the number of full-time equivalent (FTE) staff funded through Title I, A targeted assistance (TAS) programs during the 2004-2005 school year by job category. For administrators and supervisors who service both targeted assistance and schoolwide programs, report the FTE attributable to their TAS duties only.

	Number of Title I Targeted Assistance Program FTE Staff
Administrators (non-clerical)	2
Teachers	125
Teacher Aides	85
Support Staff (clerical and non-clerical)	2
Other (specify)	3

2.2 WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)**2.2.1 Subgrants and Even Start Program Participants**

For the 2004-2005 school year, please provide the following information:

2.2.1.1 Federally Funded Even Start Subgrants in the State

1. Number of federally funded Even Start subgrants in the State	<u>16</u>
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2.2.1.2 Even Start Families Participating During the Year

("Participating" means participating in all required core services and following any period of preparation.)

1. Total number of families participating	<u>473</u>
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2. Total number of adults participating	
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("Adults" includes teen parents.)

<u>473</u>

3. Total number of adults participating who are limited English proficient	<u>254</u>
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4. Total number of children participating	<u>621</u>
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2.2.1.3 Characteristics of newly enrolled families at the time of enrollment

(A newly enrolled family means a family who is enrolled for the first time in Even Start at any time during the year.)

1. Number of newly enrolled families	<u>360</u>
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2. Number of newly enrolled adult participants	<u>352</u>
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3. Percent of newly enrolled families at or below the Federal poverty level	<u>71.0</u>
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4. Percent of newly enrolled adult participants without a high school diploma or GED	<u>70.2</u>
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5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	<u>49.7</u>
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2.2.1.4 Percent of families that have remained in the program

(Include families that are newly enrolled and those that are continuing.)

1. From 0 to 3 months	<u>20.1</u>
2. From 4 to 6 months	<u>23.9</u>
3. From 7 to 12 months	<u>41.7</u>
4. More than 12 months	<u>15.3</u>

2.2.2 Federal Even Start Performance Indicators

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

Indicator	Measure Measurement tool used to assess progress for indicator	Cohort Number of participants to whom the indicator applies	Result Number of participants who met the achievement goal	Explanation of Progress
1. Percentage if adults showing significant learning gains on measures of reading	TABE: NA	TABE:	TABE:	TABE: NA
	CASAS: 68.2%	CASAS: 66.0	CASAS: 45.0	CASAS: Flexible scheduling; home visit model; incentives; consistent attendance; quality program---- Definition of significant gain or criterion value is the number of adults who have attended at least 60 hours of adult education instruction, 47% will demonstrate achievement (who improved one or more literacy levels in any subject area) on CASAS.
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE: NA	TABE:	TABE:	TABE: NA
	CASAS: 66.1%	CASAS: 171.0	CASAS: 113.0	CASAS: Good attendance; high interest; differentiated instruction; transportation--- The definition of significant gain and criterion value is of English literacy (ESOL) learners who have attended at least 60 hours of English language instruction, 47% will demonstrate achievement (who improved one or more literacy levels in listening, speaking, reading and writing) on the CASAS or BEST.
3. Percentage of school age adults who earn a high school diploma or GED	84.6%	13.0	11.0	Diploma
	*Please Indicate diploma or GED	*Please Indicate diploma or GED	*Please Indicate diploma or GED	*Please Indicate diploma or GED
4. Percentage of non-school age adults who earn a high school diploma or GED	50.4%	119.0	60.0	GED
	*Please Indicate diploma or GED	*Please Indicate diploma or GED	*Please Indicate diploma or GED	*Please Indicate diploma or GED
5. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development	Peabody Picture Vocabulary Test (PPVT) receptive: NA	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive: NA
6. The average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask
	NA			NA
7. Percentage of school-aged children who are reading on grade level	Please indicate source. 97.25%	Please indicate source. 105	Please indicate source. 101	Please indicate source. Working sampling; Rigby; Brigrance; PPVT; Stanford Reading Test;

8. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities	Parent Education Profile (PEP) NA	Parent Education Profile (PEP)	Parent Education Profile (PEP)	CTBS; MSA; Report Cards Parent Education Profile (PEP) NA
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MSDE does not collect the data that will determine which (GED or diploma) was obtained, only whether participants earned either a GED or high school diploma. CASAS is the Maryland standard for assessing outcomes in adult education and is also one of the allowable assessments in the National Reporting System for adult education.

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

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

General Data Reporting Information

1. The tables in this section contain annual performance report requirements for the **Title I, Part C, Migrant Education Program (MEP) for reporting year 2004-2005.**

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

Table 2.3.1.1 Population Data

Instructions: Table 2.3.1.1 (on the next page) requires you to report the statewide unduplicated number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count). Include children who changed ages (e.g., from 2 years to 3 years of age) or grades during the 2004-2005 reporting period in only the higher age/grade cell. For example, a child who turns three during the reporting year would only be counted in the Ages 3 - 5 cell. In all cases, the Total is the sum of the cells in a row.

2.3.1.1 Population Data

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
1. ELIGIBLE MIGRANT CHILDREN																		
1. All Migrant Children Eligible for the MEP	61	119	33	38	37	38	29	36	29	22	18	20	7	7	1	3	441	939
2. PRIORITY FOR SERVICES																		
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"		2	9	5	6	8	6	4	4	8	4	3	1	1	0	0	0	61
3. LIMITED ENGLISH PROFICIENT (LEP)																		
1. Migrant Children who are LEP		11	8	9	8	10	4	6	3	5	2	6	0	0	0	1	69	142
4. CHILDREN ENROLLED IN SPECIAL EDUCATION																		
1. Migrant Children Enrolled in Special Education	0	1	0	1	2	0	0	1	1	0	0	1	1	0	0	0	0	8
5. MOBILITY																		
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	25	27	8	6	7	5	4	3	3	5	7	5	0	1	0	1	184	291
2. Migrant Children with a Last Qualifying Move within Previous 13 - 24 Months (Counting back from the Last Day of the Reporting Period)	32	36	6	6	10	6	10	6	9	4	5	2	1	0	0	2	241	376
3. Migrant Children with a Last Qualifying Move within Previous 25 - 36 Months (Counting back from the Last Day of the Reporting Period)	4	33	14	12	11	12	6	12	13	10	3	5	0	2	1	0	11	149
4. Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months; counting back from the Last Day of the Reporting Period)	0	11	16	15	13	16	10	11	15	9	8	7	3	2	1	0	0	137

2.3.1.2 Academic Status

Instructions: Table 2.3.1.2 asks for the statewide *unduplicated number* of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count).

Include children who changed grades during the 2004-2005 reporting period in only the higher age/grade cell. In all cases, the Total is the sum of the cells in a row

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
1. HIGH SCHOOL COMPLETION -- (Note: Data on the high school completion <u>rate</u> and school dropout <u>rate</u> has been collected through Part I of the Consolidated State Performance Report.)																		
1. <i>Dropped out of school</i>										0	0	0	0	0	0			0
2. Obtained GED																		0
2. ACADEMIC ACHIEVEMENT -- (Note: The results of state assessments in mathematics and reading/language arts are collected in Part I of the Consolidated State Performance Report. However, information on the number of eligible migrant students who participated in the state assessment will be collected below.)																		
Number of Migrant Students Enrolled During State Testing Window (State Assessment - Reading/Language 1. Arts)						26	16	20	15	12	7	0	0	0	0	0		96
Number of Migrant Students Tested in Reading/Language Arts (State 2. Assessment)						26	16	20	15	12	7	0	0	0	0	0		96
Number of Migrant Students Enrolled During State Testing Window (State 3. Assessment - Mathematics)						26	16	20	15	11	7	0	0	0	0	0		95
Number of Migrant Students Tested in Mathematics (State Assessment) 4.						26	16	20	15	11	7	0	0	0	0	0		95

2.3.1.3.1 MEP Participation - Regular School Year

Table 2.3.1.3.1 (on the next page) asks for the statewide, unduplicated number of children who were served by the MEP in the regular school year by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age, or grades during the 2004-2005 reporting period in only the higher age/grade cell. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the total is the sum of the cells in a row.

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

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

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

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

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

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

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

2.3.1.3.1 MEP Participation - Regular School Year

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
PARTICIPATION - REGULAR SCHOOL YEAR																		
1. Served in MEP (with an MEP-funded Instructional or Supportive Service Only -- do not include children served in a SWP where MEP funds are combined)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Priority for Service		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Continuation of Service		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Any Instructional Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Reading Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Mathematics Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7. High School Credit Accrual													0	0	0	0	0	0
8. Any Support Service	0	1	1	0	0	0	1	0	1	1	0	2	0	1	0	0	0	8
9. Counseling Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10. Any Referred Service	0	3	3	2	2	1	2	0	5	3	0	2	0	1	0	0	0	24

2.3.1.3.2 MEP Participation -Summer/Intersession Term

Instructions Table 2.3.1.3.2 (on the next page) asks for the statewide unduplicated number of children who were served by the MEP in a summer or intersession term by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age in only in the higher age cell. Count summer/intersession students in the appropriate grade based on the promotion date definition used in your state. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the Total is the sum of the cells in a row.

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

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

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

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

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

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

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

2.3.1.3.2 MEP Participation-Summer/Intersession Term

		Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
PARTICIPATION-SUMMER TERM OR INTERSESSION																			
1.	Served in MEP Summer or Intersession Project (with an Instructional or Supportive Service Only)		53	23	18	20	19	13	16	10	6	4	3	0	0	0	2	0	187
2.	Priority for Service		0	2	9	5	5	8	6	2	4	5	3	2	0	0	0	0	51
3.	Continuation of Service		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4.	Any Instructional Service	0	52	23	18	20	19	13	16	10	6	4	3	0	0	0	2	0	186
5.	Reading Instruction	0	52	23	18	20	19	13	16	10	6	4	3	0	0	0	2	0	186
6.	Mathematics Instruction	0	52	23	18	20	19	13	16	10	6	4	3	0	0	0	2	0	186
7.	High School Credit Accrual												0	0	0	0	0	0	0
8.	Any Support Service	0	52	23	18	20	19	13	16	10	6	4	3	0	0	0	2	0	186
9.	Counseling Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10.	Any Referred Service	0	32	14	10	11	8	5	6	8	3	3	2	0	0	0	2	0	104

2.3.1.4 SCHOOL DATA

Table 2.3.1.4 asks for information on the number of schools and number of *eligible* migrant children who were enrolled in those schools.

In the first column of Table 2.3.1.4, enter the number of schools that enroll *eligible* migrant children during the regular school year. Schools include public schools, alternative schools, and private schools (that serve school-age children, i.e., grades K-12). In the second column, enter the number of *eligible* migrant children who were enrolled in these schools. In the second column, since more than one school in a State may enroll the same migrant child, the count of eligible children enrolled will be duplicated statewide

2.3.1.4. STUDENT ENROLLMENT	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a. 56	b. 281
2. Schools in Which MEP Funds are Combined in SWP	a. 0	b. 0

2.3.1.5 MEP Project Data

2.3.1.5.1 Type Of MEP Project

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

2.3.1.5.1. TYPE OF MEP PROJECT	NUMBER OF MEP PROJECTS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only)	a. 0	b. 0
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a. 0	b. 0
3. MEP Projects: Summer/Intersession Only	a. 3	b. 187
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 0	b. 0

2.3.1.5.2 KEY MEP PERSONNEL

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

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

	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)	FTE IN REGULAR SCHOOL YEAR 1 FTE = <u>193</u> Days (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION 1 FTE = <u>30</u> Days (d)
2.3.1.5.2. KEY MEP PERSONNEL				
1. State Director	1	0	1	0
2. Teachers	0	0	34	24
3. Counselors	0	0	0	0
4. All Paraprofessionals	0	0	17	13
5. "Qualified" Paraprofessionals	0	0	13	10
6. Recruiters	1	1	5	5
7. Records Transfer Staff	1	1	1	1

Only whole numbers can be added to the form, therefore numbers have been rounded to the nearest number. The complete answers are as follows: 1.b = 0.2; 1.d = 0.2; 2.d = 23.73; 4.d=12.53; 5.d=9.78; 6.b=0.5 6.d=4.62

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)**2.4.1 General Data Reporting Form - Subpart 1**

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 1, N or D Education Program for school year 2004-2005, defined as July 1, 2004, through June 30, 2005.

General Instructions for Title I, Part D, Subpart 1 Tables:

Specific instructions are provided before each table.

For items that request information on the **number of facilities/programs**, report **only** on facilities or programs that received Title I, Part D, Subpart 1 funding during the reporting year.

For items that request information on the **number of students**, report **only** on, neglected or delinquent students who received Title I, Part D, Subpart 1 services during the reporting year.

Instructions: State Agency Title I, Part D, Facilities and Students

Include the aggregate number of facilities/programs and/or students for all State Agencies that received Title I, Part D, Subpart 1 funds.

In the first column, report the number of facilities/programs that received Title I, Part D, Subpart 1 funding. Indicate the total number of facilities/programs by type, including neglected programs, detention facilities, juvenile correction facilities, and adult correction centers.

In the second column, indicate the duplicated number of neglected or delinquent students who were admitted to each type of facility/program. A duplicated count is one that counts students *more than once* if they were admitted to a facility or program multiple times in the reporting year.

In the third column, enter the average length of stay (in days) for students in each type of facility/program. The average should include multiple visits for students who entered a facility or program more than once during the reporting year.

In the fourth column, indicate the unduplicated number of students who were admitted to each type of facility/program. 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.

Note: Throughout Table I, count facilities based on how the facility/program was classified for funding purposes. If a facility served as a multipurpose institution (e.g., a facility that served as both a corrections and a neglected facility) and received funding for both areas, then count the facility under both categories in Table I and enter how many facilities were double-counted in item 3. If a facility was multipurpose, but received Title I, Part D, Subpart 1 funds for only one area, count it only once.

2.4.1.1 State Agency Title I, Part D, Facilities

Facility/Program type	Number of facilities/ programs	Number of N or D students (Duplicated)	Average length of stay (days)	Number of N or D students (Unduplicated)
1. Neglected Programs				
2. Delinquent (Total)	3	1950	NA	1950
2.1. Juvenile Detention	1	1400	60	1400
2.2. Juvenile Corrections	2	1523	90	1476
2.3. Adult Corrections	4			
3. Number of facilities that served more than one purpose: _____				

Some of this information is being requested for the first time. Where no data is shown the data was not reported by the agencies and did not exist. MSDE will be collecting the data for SY 2005-06. The agency reports are due to the state on October 15, 2006 for SY 2005-06. The SY 2005-06 Consolidated Report due in December 2006 will contain the missing data.

2.4.1.2 Student Demographics

Report demographic data on neglected or delinquent students who were served under Title I, Part D, Subpart 1. Report the number of students by race/ethnicity, gender, and age.

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction
All Students		1400	1476	454
Race/ethnicity				
American Indian or Native Alaskan			2	
Asian or Pacific Islander		21	24	
Black, non-Hispanic		868	978	363
Hispanic		35	55	
White, non-Hispanic		476	417	91
Gender				
Male		1400	1410	454
Female			66	
Age				
5-10 years old				
11-15 years old		364	353	
16-18 years old		1036	1087	22
19 years and older			36	432

An empty field indicates no data was available for the requested data, "NA".

Instructions: Academic/Vocational Outcomes

The number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student that earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For Section 1 of this table items 1-3, report the number of neglected programs, juvenile corrections and detention facilities, and adult correction facilities that received Title I, Part D, Subpart 1 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year.

For Section 2.1 of this table, items 1 and 2, enter the number of students who attained the following academic outcomes *during their time in the facility/program*: earned high school course credits and/or were enrolled in a GED program. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.1 of this table, items 3-7, enter the number of students who attained the following academic outcomes *while in a facility/program OR within 30 days after exit*: enrolled in a district school, earned a GED, obtained a high school diploma, were accepted into postsecondary education, and/or enrolled in post-secondary education. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.2 of this table, item 1, enter the number of students who attained the following vocational outcome *during their time in a facility/program*: enrolled in elective job training courses. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.2 of this table, items 2 and 3, enter the number of students who attained the following vocational outcomes *while in a facility/program OR within 30 days after exit*: enrolled in external job training education, and/or obtained employment. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

2.4.1.3 Academic/Vocational Outcomes

1. Facility Academic Offerings	Number of Facilities/Programs		
	Number of Neglected Programs (a)	Number of Juvenile Corrections and/or Detention Facilities (b)	Number of Adult Corrections Facilities (c)
1. Awarded high school course credit(s)		12	
2. Awarded high school diploma(s)			
3. Awarded GED(s)		3	
2. Academic & Vocational Outcomes	Number of Students		
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in Adult Corrections
1. Academic			
<i>While in the facility, the number of students who...</i>			
1. Earned high school course credits		37	454
2. Were enrolled in a GED program		70	400
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
3. Enrolled in their local district school		446	
4. Earned a GED		126	
5. Obtained high school diploma		15	
6. Were accepted into post-secondary education		18	
7. Enrolled in post-secondary education		10	
2. Vocational			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs		550	454
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
2. Enrolled in external job training education		51	
3. Obtained employment		195	

An empty field indicates no data was available for the requested data, "NA".

Instructions: Academic Performance Tables

Report the number of long-term Title I, Part D, Subpart 1 students in neglected programs, juvenile corrections/detention, or adult corrections who participated in pre- and post-testing in reading and math. Long-term refers to students who were incarcerated for at least 90 consecutive calendar days from July 1, 2004 , to June 30, 2005

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Count each student in only one length of stay category. For each length of stay category, report the data by the following facility or program type: students in neglected programs **(N)**, students in juvenile corrections or detention **(JC)**, and students in adult corrections **(AC)**. As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For item 1, enter the number of students who were in placement during the reporting year for either 90-179 days, 180-270 days, or more than 270 days, by type of facility/ program.

For item 2, enter the number of students reported in item 1 who tested below grade level when they entered the facility or program.

For item 3, enter the number of students reported in item 1 who have data available for both the pre and the post test exams.

For items 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to 1/2 grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students reported in item 3 should not appear in more the one of these change categories

2.4.1.4 Academic Performance in Reading

Performance Data (Based on most recent pre/post-test data)	Number of long-term students								
	In placement for 90-179 consecutive calendar days			In placement for 180-270 consecutive calendar days			In placement for more than 270 consecutive calendar days		
	N	JC	AC	N	JC	AC	N	JC	AC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)		437			285			118	
2. # students from row 1 who tested below grade level upon entry.		105			118			60	
3. # students from row 1 who took both the pre- and post-test reading exams		47			136			8	
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams		10			27			2	
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams		18			40			2	
6. # students from row 3 who showed improvement of <u>up to 1/2</u> grade level from the pre- to post-test reading exams		3			18			2	
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test reading exams		5			19			1	
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test reading exams		11			32			1	

An empty field indicates no data was available for the requested data, "NA".

2.4.1.5 Academic Performance in Math

Performance Data (Based on most recent pre/post-test data)	Number of long-term students								
	In placement for 90-179 consecutive calendar days			In placement for 180-270 consecutive calendar days			In placement for more than 270 consecutive calendar days		
	N	JC	AC	N	JC	AC	N	JC	AC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)		437			285			118	
2. # students from row 1 who tested below grade level upon entry.		78			174			45	
3. # students from row 1 who took both the pre- and post-test math exams		47			136			8	
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams		2			12				
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams		3			9			2	
6. # students from row 3 who showed improvement of <u>up to 1/2</u> grade level from the pre- to post-test math exams		10			21			1	
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test math exams		11			23			1	
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test math exams		21			71			4	

An empty field indicates no data was available for the requested data, "NA".

End Subpart 1 Reporting Form

2.4.2 General Data Reporting Form - Subpart 2

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 2, N or D Education Program for school year 2004-2005, **defined as July 1, 2004, through June 30, 2005.**

General Instructions For Title I, Part D, Subpart 2 Tables:

Specific instructions are provided before each table.

For items that request information on the **number of facilities/programs**, report **only** on facilities or programs that received Title I, Part D, Subpart 2 funding during the reporting year.

For items that request information on the **number of students**, report **only** on at-risk, neglected or delinquent students who received Title I, Part D, Subpart 2 services during the reporting year.

At-risk students are reported only in the facility/program and demographic counts. They are **not** reported in the outcome or academic performance tables.

Instructions: Local Education Agency Title I, Part D, Facilities And Students

Include the aggregate number of facilities/programs and/or students for all Local Education Agencies that received Title I, Part D, Subpart 2 funds.

In the first column, report the number of facilities/programs that received Title I, Part D, Subpart 2 funding. Indicate the total number of facilities/programs by type, including at-risk programs, neglected programs, detention facilities, and juvenile correction facilities.

In the second column, indicate the duplicated number of at-risk, neglected, or delinquent students who were admitted to each type of facility/program. A duplicated count is one that counts students more than once if they were admitted to a facility or program multiple times in the reporting year.

In the third column, enter the average length of stay (in days) for students in each type of facility/program. The average should include multiple visits for students who entered a facility or program *more than once* during the reporting year.

In the fourth column, indicate the unduplicated number of students who were admitted to each type of facility/program. 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.

Note: Throughout this table, count facilities based on how the facility/program was classified for funding purposes. If a facility served as a multipurpose institution (e.g., a facility that served as both a corrections and a neglected facility) and received funding for both areas, then count the facility under both categories in Table I and enter how many facilities were double-counted in item 4. If a facility was multipurpose, but received Title I, Part D, Subpart 2 funds for only one area, count it only once.

2.4.2.1 Local Education Agency Title I, Part D, Facilities and Students

Facility/Program type	Number of facilities/ programs	Number of at-risk or N or D Students (Duplicated)	Average length of stay (days)	Number of at-risk or N or D students (Unduplicated)
1. At-Risk Programs	2	32	NA	38
2. Neglected Programs	7	236	172	343
3. Delinquent (Total)	9	820	NA	358
4. Juvenile Detention	2	299	105	299
5. Juvenile Corrections	3	80	210	94
6. Number of facilities that served more than one purpose: _____				

An empty field indicates no data was available for the requested data, "NA".

Instructions: Student Demographics

Report demographic data on at-risk, neglected or delinquent students who were served under Title I, Part D, Subpart 2. Report the number of students by race/ethnicity, gender, and age.

2.4.2.2 STUDENT DEMOGRAPHICS

	Number in at-risk programs	Number in neglected programs	Number in juvenile detention	Number in juvenile correction
All Students	359	343	299	94
Race/ethnicity				
American Indian or Native Alaskan		2	1	
Asian or Pacific Islander	10	1	6	2
Black, non-Hispanic	184	256	215	61
Hispanic	88	10	5	5
<i>White, non-Hispanic</i>	77	74	75	26
Gender				
<i>Male</i>	191	248	266	57
<i>Female</i>	168	95	33	37
Age				
5-10 years old		38		
11-15 years old	51	245	237	54
16-18 years old	291	60	62	31
19 years and older	17			9

An empty field indicates no data was available for the requested data, "NA".

Instructions: Academic/Vocational Outcomes

The number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student that earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For Section 1 of this table, items 1-3, report the number of neglected programs, and juvenile corrections and detention facilities that received Title I, Part D, Subpart 2 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year.

For Section 2.1 of this table, items 1 and 2, enter the number of students who attained the following academic outcomes *during their time in the facility/program*: earned high school course credits and/or were enrolled in a GED program. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.1 of this table, items 3-7, enter the number of students who attained the following academic outcomes *while in a facility/program OR within 30 days after exit*: enrolled in a district school, earned a GED, obtained a high school diploma, were accepted into postsecondary education, and/or enrolled in post-secondary education. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.2 of this table, item 1, enter the number of students who attained the following vocational outcome *during their time in a facility/program*: enrolled in elective job training courses. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.2 of this table, items 2 and 3, enter the number of students who attained the following vocational outcomes *while in a facility/program OR within 30 days after exit*: enrolled in external job training education, and/or obtained employment. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

2.4.2.3 Academic/Vocational Outcomes

1. Facility Academic Offerings	Number of Facilities	
	Number of Neglected Programs	Number of Juvenile Corrections and/or Detention Facilities
1. Awarded high school course credit(s)	74	2
2. Awarded high school diploma(s)	3	1
3. Awarded GED(s)	6	7
2. Academic & Vocational Outcomes	Number of Students	
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention
1. Academic		
<i>While in the facility, the number of students who...</i>		
1. Earned high school course credits	84	63
2. Were enrolled in a GED program	36	363
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>		
3. Enrolled in their local district school	37	140
4. Earned a GED	8	103
5. Obtained high school diploma	1	1
6. Were accepted into post-secondary education	12	43
7. Enrolled in post-secondary education	12	78
2. Vocational		
<i>While in the facility, the number of students who...</i>		
1. Enrolled in elective job training courses/programs	4	
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>		
2. Enrolled in external job training education	3	
3. Obtained employment	14	

An empty field indicates no data was available for the requested data, "NA".

Instructions: Academic Performance Tables

Report the number of long-term Title I, Part D, Subpart 2 students in neglected programs or juvenile corrections/detention who participated in pre- and post-testing in reading and math. Long-term refers to students who were incarcerated for at least 90 consecutive calendar days from July 1, 2004, to June 30, 2005.

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Count each student in only one length of stay category. For each length of stay category, report the data by the following facility or program type: students in neglected programs (**N**) and students in juvenile corrections or detention (**JC**). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For item 1, enter the number of students who were in placement during the reporting year for either 90-179 days, 180-270 days, or more than 270 days, by type of facility/ program.

For item 2, enter the number of students reported in item 1 who tested below grade level when they entered the facility or program.

For item 3, enter the number of students reported in item 1 who have data available for both the pre and the post test exams.

For items 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to 1/2 grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students reported in item 3 should not appear in more than one of these change categories.

2.4.2.4 Academic Performance In Reading

Performance Data (Based on most recent pre/post-test data)	Number of long-term students					
	In placement for 90-179 consecutive calendar days		In placement for 180-270 consecutive calendar days		In placement for more than 270 consecutive calendar days	
	N	JC	N	JC	N	JC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	97	9	63	53	21	30
2. # students from row 1 who tested below grade level upon entry.	44	87	1	28	17	25
3. # students from row 1 who took both the pre- and post-test reading exams	7	104	1	27	11	4
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams		50		5	3	1
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams	3	4		13	4	4
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test reading exams	14	10		6	7	2
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test reading exams	11	13	1	1	7	
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test reading exams		29		1	1	

An empty field indicates no data was available for the requested data, "NA".

2.4.2.5 Academic Performance In Math

Performance Data (Based on most recent pre/post-test data)	Number of long-term students					
	In placement for 90-179 consecutive calendar days		In placement for 180-270 consecutive calendar days		In placement for more than 270 consecutive calendar days	
	N	JC	N	JC	N	JC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	99	11	64	51	19	30
2. # students from row 1 who tested below grade level upon entry.	68	97	4	29	16	24
3. # students from row 1 who took both the pre- and post-test math exams	7	104	1	26	11	4
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams		44		4	10	2
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams	3	12		7	9	
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test math exams	15	15		11	1	1
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test math exams	17	21		3	1	1
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test math exams		11		1		3

An empty field indicates no data was available for the requested data, "NA".

END Subpart 2 Reporting Form

2.5 COMPREHENSIVE SCHOOL REFORM (TITLE I, PART F)

2.5.1 Please provide the percentage of Comprehensive School Reform (CSR) schools that have or have had a CSR grant and made AYP in reading/language arts based on data from the 2004-2005 school year. 68.0

2.5.2 Please provide the percentage of CSR schools that have or have had a CSR grant and made AYP in mathematics based on data from the 2004-2005 school year. 65.0

2.5.3 How many schools in the State have or have been awarded a CSR grant since 1998? 74

2.6 ENHANCING EDUCATION THROUGH TECHNOLOGY (TITLE II, PART D)

Funding Year: FY 2003

School Years: 2003-2004 AND 2004-2005

2.6.1 FY 2003 Program Information

State (Approved) Technology Plan (YES/NO)	Yes <u>X</u> No ___ (circle one)
Year last updated:	<u>2002</u> (year)
Date of State Approval:	<u>03/26/02</u> MM/DD/YY
Web Site Location/URL: http://www.marylandpublicschools.org/MSDE/programs/technology/technologyplanning/planning	

State Program Goals, Objectives and Performance Indicators

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

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

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

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

For the purpose of completing the table below, please explain how your State defines the following:

2.6.2.1.1 Curriculum Integration

Design, implement and assess learning experiences that incorporate use of technology in a curriculum- instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration.

2.6.2.1.2 Technology literacy

Technology literacy is defined as the ability of an individual, working independently and with others, to responsibly, appropriately and effectively use technology tools to access, manage, integrate, evaluate, create and communicate information.

2.6.2.2 Goals, Objectives, Targets

Goals, Objectives, Targets	Narrative		
<p>Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)</p>	<p>To improve student learning in core content areas and in the technology knowledge and skills critical to our students' ability to contribute in today's information technology society.</p> <p>Note: Some state indicators are intentionally stated in broad terms with no specific targets. It is up to local school systems to set benchmarks for making progress towards meeting the indicators.</p>		
<p>Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.</p>	<ol style="list-style-type: none"> 1. Improve student academic achievement through the use of technology in elementary schools and secondary schools. 2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability. 3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies. 		
<p>Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)</p>	<p>OBJECTIVE 1: Access to high performance technology will be universal.</p>		
<p>Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)</p>	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;"> <p>By 2005:</p> <p><u>Equipment and Connections</u></p> <ul style="list-style-type: none"> A. One computer per educator for administrative and instructional use. B. 5:1 student to computer ratio. C. One computer projection device or display unit per instructional area. D. Connection to a LAN/WAN from every instructional and administrative area. E. Connection of WAN to Maryland State Education Network F. Internet connection (broadband speed) from every computer that can support the use of high-quality digital learning resources. <p><u>Accessibility</u></p> <ul style="list-style-type: none"> A. Technology-based products will offer equivalent accessibility for students with disabilities. B. Assistive technology is available for 100% of the students who have identified it in their Individual Education Plans and 504 plans. <p><u>Availability</u></p> <ul style="list-style-type: none"> A. Equipment is located in all instructional areas as needed to support instructional purpose. B. Information and communications resources are available after school hours. <p><u>Support</u></p> <ul style="list-style-type: none"> A. Responses for requests for technical support are provided within 24 hours. B. Technical support itself is provided using a differentiated response system based on established prioritization of service requests. C. At least one technical support person for every 300 computer work stations. D. At least one LAN/WAN administrator per 1,250 computers </td> </tr> <tr> <td style="height: 20px;"></td> </tr> </table>	<p>By 2005:</p> <p><u>Equipment and Connections</u></p> <ul style="list-style-type: none"> A. One computer per educator for administrative and instructional use. B. 5:1 student to computer ratio. C. One computer projection device or display unit per instructional area. D. Connection to a LAN/WAN from every instructional and administrative area. E. Connection of WAN to Maryland State Education Network F. Internet connection (broadband speed) from every computer that can support the use of high-quality digital learning resources. <p><u>Accessibility</u></p> <ul style="list-style-type: none"> A. Technology-based products will offer equivalent accessibility for students with disabilities. B. Assistive technology is available for 100% of the students who have identified it in their Individual Education Plans and 504 plans. <p><u>Availability</u></p> <ul style="list-style-type: none"> A. Equipment is located in all instructional areas as needed to support instructional purpose. B. Information and communications resources are available after school hours. <p><u>Support</u></p> <ul style="list-style-type: none"> A. Responses for requests for technical support are provided within 24 hours. B. Technical support itself is provided using a differentiated response system based on established prioritization of service requests. C. At least one technical support person for every 300 computer work stations. D. At least one LAN/WAN administrator per 1,250 computers 	
<p>By 2005:</p> <p><u>Equipment and Connections</u></p> <ul style="list-style-type: none"> A. One computer per educator for administrative and instructional use. B. 5:1 student to computer ratio. C. One computer projection device or display unit per instructional area. D. Connection to a LAN/WAN from every instructional and administrative area. E. Connection of WAN to Maryland State Education Network F. Internet connection (broadband speed) from every computer that can support the use of high-quality digital learning resources. <p><u>Accessibility</u></p> <ul style="list-style-type: none"> A. Technology-based products will offer equivalent accessibility for students with disabilities. B. Assistive technology is available for 100% of the students who have identified it in their Individual Education Plans and 504 plans. <p><u>Availability</u></p> <ul style="list-style-type: none"> A. Equipment is located in all instructional areas as needed to support instructional purpose. B. Information and communications resources are available after school hours. <p><u>Support</u></p> <ul style="list-style-type: none"> A. Responses for requests for technical support are provided within 24 hours. B. Technical support itself is provided using a differentiated response system based on established prioritization of service requests. C. At least one technical support person for every 300 computer work stations. D. At least one LAN/WAN administrator per 1,250 computers 			
<p>Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA</p>	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;"> <p><u>Equipment and Connections</u></p> <ul style="list-style-type: none"> A. 86% of educators have access to a computer for administrative and instructional use B. 4:9:1 student to computer ratio C. 9.5 computer projection devices per school D. 93% of instructional areas are connected to a LAN/WAN </td> </tr> </table>	<p><u>Equipment and Connections</u></p> <ul style="list-style-type: none"> A. 86% of educators have access to a computer for administrative and instructional use B. 4:9:1 student to computer ratio C. 9.5 computer projection devices per school D. 93% of instructional areas are connected to a LAN/WAN 	
<p><u>Equipment and Connections</u></p> <ul style="list-style-type: none"> A. 86% of educators have access to a computer for administrative and instructional use B. 4:9:1 student to computer ratio C. 9.5 computer projection devices per school D. 93% of instructional areas are connected to a LAN/WAN 			

<p>E. A Maryland State Education Network has not been developed</p> <p>F. Data not available</p> <p><u>Accessibility</u></p> <p>A. Data not collected</p> <p>B. Assistive technology is available to 100% of students who have it identified in their Individual Education Plans and 504 plans</p> <p><u>Availability</u></p> <p>A. 77% of instructional areas have equipment needed to support instructional purposes.</p> <p>B. Data not available.</p> <p><u>Support</u></p> <p>These data are not collected at the State level</p>
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Target
Indicate status of data in 2003-04 school year

<p><u>Equipment and Connections</u></p> <p>A. 92% of educators have access to a computer for administrative and instructional use</p> <p>B. 4.3:1 student to computer ratio</p> <p>C. 11.4 computer projection devices per school</p> <p>D. 95% of instructional areas are connected to a LAN/WAN</p> <p>E. A Maryland State Education Network has not been developed</p> <p>F. Approximately 30% of schools report an Internet connection of broadband speed.</p> <p><u>Accessibility</u></p> <p>A. All school systems have developed policies and procedures to comply with Education Article § 7-910 of the Public Schools Technology for Education Act (equivalent access for students with disabilities)</p> <p>B. Assistive technology is available to 100% of students who have it identified in their Individual Education Plans and 504 plans.</p> <p><u>Availability</u></p> <p>A. 78% of instructional areas have equipment needed to support instructional purposes.</p> <p>B. The percent of schools reporting that information and communications resources are available after school hours in the following locations: 48% (computer labs); 52% (library media centers); 47% (classrooms); 10% (other locations such as the gym or auditorium).</p> <p><u>Support</u></p> <p>These data not collected at the State level</p>
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Target
Indicate status of data in 2004-05 school year.

<p><u>Equipment and Connections</u></p> <p>A. 96% of educators have access to a computer for administrative and instructional use</p> <p>B. 4.3:1 student to computer ratio</p>

- C. 11.4 computer projection devices per school
- D. 95% of instructional areas are connected to a LAN/WAN
- E. A Maryland State Education Network has not been developed
- F. Approximately 42% of schools report an Internet connection of broadband speed.

Accessibility

- A. All school systems have developed policies and procedures to comply with COMAR 13A.05.02.13H (Accessibility of Technology-Based Instructional Products) and Education Article § 7-910: Equivalent Access for Students with Disabilities
- B. Assistive technology is available to 100% of students who have it identified in their Individual Education Plans and 504 plans.

Availability

- A. 82% of instructional areas have equipment needed to support instructional purposes.
- B. The percent of schools reporting that information and communications resources are available after school hours in the following locations: 57% (computer labs); 63% (library media centers); 60% (classrooms); 11% (other locations such as the gym or auditorium).

Support

These data are not collected at the state level

Target

Target for 2005-06 school year

See Revised Indicators Under Modifications or Additions Section for 2005-2006 thru 2007-2008

Equipment and Connections

- A. 100% of educators have access to a computer for administrative and instructional use
- B. 3:1 student to computer ratio
- C. 100% of classrooms have equipment needed to support instructional purposes
- D. One computer projection device per instructional area
- E. 100% of classrooms connected to a LAN/WAN
- F. The number of schools with Internet connectivity of broadband speed will increase.

Accessibility

- A. 100% of school systems have developed policies and procedures to comply with COMAR 13A.05.02.13H (Accessibility of Technology-Based Instructional Products) and Education Article § 7-910: Equivalent Access for Students with Disabilities
- B. Assistive technology is available to 100% of students who have it identified in their Individual Education Plans and 504 plans.

Availability

- A. 100% of schools have some type of home/school communication system
- B. 100% of schools will provide information and communications resources after school hours

Support

- A. All schools will provide technical support for equipment and networks
- B. At least one technical support person for every 300 computer work stations.
- C. One LAN/WAN administrators per 1,250 computers

Target*Target for 2006-07 school year.***See Revised Indicators Under Modifications or Additions Section for 2005-2006 thru 2007-2008**Equipment and Connections

- A. 100% of educators have access to a computer for administrative and instructional use
- B. 3:1 student to computer ratio
- C. 100% of classrooms have equipment needed to support instructional purposes
- D. One computer projection device per instructional area
- E. 100% of classrooms connected to a LAN/WAN F. Schools with Internet connectivity of broadband speed will increase.

Accessibility

- A. 100% of school systems have developed policies and procedures to comply with COMAR 13A.05.02.13H (Accessibility of Technology-Based Instructional Products) and Education Article § 7-910: Equivalent Access for Students with Disabilities
- B. Assistive technology is available to 100% of students who have it identified in their Individual Education Plans and 504 plans.

Availability

- A. 100% of schools have some type of home/school communication system
- B. 100% of schools will provide information and communications resources after school hours

Support

- A. All schools will provide technical support for equipment and networks
- B. At least one technical support person for every 300 computer work stations.
- C. One LAN/WAN administrators per 1,250 computers

Target*Target for 2007-08 school***See Revised Indicators Under Modifications or Additions Section for 2005-2006 thru 2007-2008**Equipment and Connections

- A. 100% of educators have access to a computer for administrative and instructional use
- B. 3:1 student to computer ratio
- C. 100% of classrooms have equipment needed to support instructional purposes
- D. One computer projection device per instructional area
- E. 100% of classrooms connected to a LAN/WAN
- F. Schools with Internet connectivity of broadband speed will increase.

Accessibility

- A. 100% of school systems have developed policies and procedures to comply with COMAR 13A.05.02.13H (Accessibility of Technology-Based Instructional Products) and Education Article § 7-910: Equivalent Access for Students with Disabilities
- B. Assistive technology is available to 100% of students who have it identified in their Individual Education Plans and 504 plans.

Availability

- A. 100% of schools have some type of home/school communication system
- B. 100% of schools will provide information and communications resources after school hours

Support

- A. All schools will provide technical support for equipment and networks
- B. At least one technical support persons for every 300 computer work stations.
- C. One LAN/WAN administrators per 1,250 computers

Assessment of Progress

Status of progress on indicator

- (1) Target met
- (2) Target not met

Equipment and Connections

- A. Not met
- B. Met
- C. Not met
- D. Not met
- E. N/A
- F. Not met

Accessibility

- A. Met
- B. Met

Availability

- A. Not met
- B. Met

Support

- A. These data are not yet collected

Measurement tool(s) used to assess progress of indicators.

Equipment and Connections

- A. Maryland Technology Inventory
- B. Maryland Technology Inventory
- C. Maryland Technology Inventory
- D. Maryland Technology Inventory
- E. N/A
- F. Maryland Technology Inventory

Accessibility

- A. Local school systems Master Plan Updates
- B. Special Education Child Count Report and IEP and 504 monitoring process

Availability

- A. Maryland Technology Inventory
- B. Maryland Technology Inventory

Support

These data are not yet collected at the state level but will be collected using the revised Maryland Technology Inventory

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Goals, Objectives, Targets	Narrative
<p>Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)</p>	<p>To improve student learning in core content areas and in the technology knowledge and skills critical to our students' ability to contribute in today's information technology society</p>
<p>Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.</p>	<ol style="list-style-type: none"> 1. Improve student academic achievement through the use of technology in elementary schools and secondary schools. 2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability. 3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.
<p>Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)</p>	<p>OBJECTIVE 2: All educators will be highly knowledgeable and skilled, capable of effectively using technology tools and digital content.</p>
<p>Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)</p>	<p><u>By 2005:</u></p> <ul style="list-style-type: none"> A. Teachers and library media specialists, and teacher candidates will meet state-established standards for technology-related knowledge and skills. B. Administrators at all levels (school, district, and State) will meet State-established standards for technology-related knowledge and skills. C. All Maryland teacher education programs will meet the technology-related requirements set by the State. D. All schools will provide instructional technical support to assist with professional development and technology integration E. Technology support personnel will be available for every 400 instructional and administrative staff member to assist with professional development and curriculum integration.
<p>Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA</p>	<ul style="list-style-type: none"> A. Teacher Knowledge and Skill - schools report that teachers are at least at an intermediate level: a. 72.8%in computer use for instruction. b. 67.1% in Internet use for instruction. c. 68.7%in integration of technoloty into instruction. B. Standards for administrators are currently being developed. C. 100% of approved teacher education progrms have documented that teacher candidates have met technoloty-related requirements. D. Schools reported that instructional technology support is provided by school-based staff: 16.6% full time and 22.6% part time staff; 22.9% library media specialist; 23.7%volunteer; and 10.1% support is not available. Non school-based instructional support is provided 90.6% of the time by central office staff and 9.4% by others (e.g. vendors). E. These data are not collected at the state level.
<p>Target <i>Indicate status of data in 2003-04 school year</i></p>	<ul style="list-style-type: none"> A. Teacher Knowledge and Skill - schools report that teachers are at least at an intermediate level: a. 72.8%in computer use for instruction. b. 67.1% in Internet use for instruction. c. 68.7%in integration of technoloty into instruction. B. Standards for administrators are currently being developed. C. 100% of approved teacher education progrms have documented that teacher candidates have met technoloty-related requirements. D. Schools reported that instructional technology support is provided by school-based staff: 15.4% full time and 27.2% part time staff; 21.6% library media specialist; 24.9%volunteer; and 11% support is not available. Non school-based instructional support is provided 93.4% of the time by central office staff and

	<p>6.6% by others (e.g. vendors).</p> <p>E. These data are not collected at the state level.</p>
<p>Target <i>Indicate status of data in 2004-05 school year.</i></p>	<p>A. Teacher Knowledge and Skill - schools report that teachers are at least at an intermediate level: a. 88.4% in computer use for instruction. b. 80.2% of schools report that teachers are at least at an intermediate level of Internet use for instruction. c. 83.2% in integration of technology into instruction.</p> <p>B. Standards for administrators are currently being developed.</p> <p>C. 100% of approved teacher education programs have documented that teacher candidates have met technology-related requirements.</p> <p>D. Schools reported that instructional technology support is provided by school-based staff: 16.7% full time and 27.2% part time staff; 21.6% library media specialist; 25.8% volunteer; and 8.8% support is not available. Non school-based instructional support is provided 93.1% of the time by central office staff and 6.9% by others (e.g. vendors).</p> <p>E. These data are not collected at the state level.</p>
<p>Target <i>Target for 2005-06 school year</i></p>	<p>See Revised Indicators Under Modifications or Additions Section for 2005-2006 thru 2007-2008</p> <p>A. 100% of teachers will meet state-established standards for technology- related knowledge and skills</p> <p>B. 100% of teacher candidates will meet state-established standards for technology-related knowledge and skills.</p> <p>C. 100% of administrators at all levels (school, district, and State) will meet State established standards for technology-related knowledge and skills.</p> <p>D. 100% of teacher education programs will meet the technology-related requirements set by the State.</p> <p>E. All schools will provide instructional technical support to assist with professional development and technology integration</p> <p>F. At least one technology support personnel will be available for every 400 instructional and administrative staff member to assist with professional development and curriculum integration.</p>
<p>Target <i>Target for 2006-07 school year.</i></p>	<p>See Revised Indicators Under Modifications or Additions Section for 2005-2006 thru 2007-2008</p> <p>A. 100% of teachers will meet state-established standards for technology- related knowledge and skills</p> <p>B. 100% of teacher candidates will meet state-established standards for technology-related knowledge and skills.</p> <p>C. 100% of administrators at all levels (school, district, and State) will meet State established standards for technology-related knowledge and skills.</p> <p>D. 100% of teacher education programs will meet the technology-related requirements set by the State.</p> <p>E. All schools will provide instructional technical support to assist with professional development and technology integration</p> <p>F. At least one technology support personnel will be available for every 400 instructional and administrative staff member to assist with professional development and curriculum integration.</p>
<p>Target <i>Target for 2007-08 school</i></p>	<p>See Revised Indicators Under Modifications or Additions Section for 2005-2006 thru 2007-2008</p> <p>A. 100% of teachers will meet state-established standards for technology- related knowledge and skills</p> <p>B. 100% of teacher candidates will meet state-established standards for technology-related knowledge and skills.</p> <p>C. 100% of administrators at all levels (school, district, and State) will meet State established standards for technology-related knowledge and skills.</p> <p>D. 100% of teacher education programs will meet the technology-related requirements set by the State.</p>

	<p>E. All schools will provide instructional technical support to assist with professional development and technology integration</p> <p>F. At least one technology support personnel will be available for every 400 instructional and administrative staff member to assist with professional development and curriculum integration.</p>
<p>Assessment of Progress <i>Status of progress on indicator</i></p> <p>(1) <i>Target met</i> (2) <i>Target not met</i></p>	<p>A. Not met</p> <p>B. Not Met</p> <p>C. Met</p> <p>D. No specific target – gains are being made</p> <p>E. These data are not yet collected at the state level</p>
<p>Measurement tool(s) used to assess progress of indicators.</p>	<p>A. Maryland Technology Inventory</p> <p>B. Data not collected yet</p> <p>C. Title II On-site review report of teacher education institutions</p> <p>D. Maryland Technology Inventory</p> <p>E. These data are not yet collected but will be collected using the revised Maryland Technology Inventory</p>

Goals, Objectives, Targets	Narrative
<p>Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)</p>	<p>To improve student learning in core content areas and in the technology knowledge and skills critical to our students' ability to contribute in today's information technology society</p>
<p>Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.</p>	<ol style="list-style-type: none"> 1. Improve student academic achievement through the use of technology in elementary schools and secondary schools. 2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability. 3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.
<p>Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)</p>	<p>OBJECTIVE 3: Technology tools and digital content that engage students will be seamlessly integrated into all classrooms on a regular basis</p>
<p>Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)</p>	<p>By 2005:</p> <ol style="list-style-type: none"> A. Technology tools and digital learning resources will be used regularly in instructional activities aligned to the State Content Standards and 21st Century work skills. B. Students will demonstrate mastery of technology-related knowledge and skills as specified in the State Content Standards. C. Students and staff will have expanded access to challenging curricula related to State and national standards through distance learning technologies, such as Web-based courses and support materials and interactive video.
<p>Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA</p>	<ol style="list-style-type: none"> A. Teachers use technology tools and digital resources every day or almost every day: <ol style="list-style-type: none"> a. 59.4% of the time to create instructional materials/visuals/presentations. b. 28.6% of the time to access curriculum/school improvement material from the Internet or school system Intranet. c. 43% of the time to research educational topics of interest (e.g. via the Web, listservs, or e-mail). d. 15.2% of the time to use a course management system (such as Blackboard, ecollege, WebCT) or collaboration tool (such as FirstClass) to support the delivery of instruction and facilitate communication with students. B. Students use technology every day or almost every day: <ol style="list-style-type: none"> a. 41.6% of the time to plan, draft, proofread, revise and publish written text b. 49.3% of the time to gather information/data from a variety of sources (e.g. via Internet, World Wide Web, Online services, CD-ROM-based reference software) c. 8.6% of the time to manipulate/analyze/interpret information or data to discover relationships, generate questions, and/or reach conclusions (e.g. sorting databases or spreadsheet files, using electronic graphic organizers) d. 26% of the time to communicate/report information, conclusions, or results of investigations (e.g. in word processing documents, e-mail, online discussion areas, multimedia presentations, or on a web site) e. 6.6% of the time to perform measurements and collect data in investigations or lab experiments (e.g. using probes and sensors) f. 40.1% of the time to remediate for basic skills (e.g. using drill and practice or tutorial software) C. 10 online courses available for students; no online courses available for teacher professional development.

Target

Indicate status of data in 2003-04 school year

- A. Teachers use technology tools and digital resources every day or almost every day:
- a. 61.9% of the time to create instructional materials/visuals/presentations.
 - b. 32.3% of the time to access curriculum/school improvement material from the Internet or school system Intranet.
 - c. 43.7% of the time to research educational topics of interest (e.g. via the Web, listservs, or e-mail).
 - d. 17% of the time to use a course management system (such as Blackboard, ecollege, WebCT) or collaboration tool (such as FirstClass) to support the delivery of instruction and facilitate communication with students.
- B. Students use technology every day or almost every day:
- a. 40.4% of the time to plan, draft, proofread, revise and publish written text
 - b. 50.6% of the time to gather information/data from a variety of sources (e.g. via Internet, World Wide Web, Online services, CD-ROM-based reference software)
 - c. 8.7% of the time to manipulate/analyze/interpret information or data to discover relationships, generate questions, and/or reach conclusions (e.g. sorting databases or spreadsheet files, using electronic graphic organizers)
 - d. 23.6% of the time to communicate/report information, conclusions, or results of investigations (e.g. in word processing documents, e-mail, online discussion areas, multimedia presentations, or on a web site)
 - e. 6.3% of the time to perform measurements and collect data in investigations or lab experiments (e.g. using probes and sensors)
 - f. 38.9% of the time to remediate for basic skills (e.g. using drill and practice or tutorial software)
- C. 10 online courses available for students; 2 online courses available for teacher professional development

Target

Indicate status of data in 2004-05 school year.

- A. Teachers use technology tools and digital resources every day or almost every day:
- a. 63.3% of the time to create instructional materials/visuals/presentations.
 - b. 37% of the time to access curriculum/school improvement material from the Internet or school system Intranet.
 - c. 48% of the time to research educational topics of interest (e.g. via the Web, listservs, or e-mail).
 - d. 18.6% of the time to use a course management system (such as Blackboard, ecollege, WebCT) or collaboration tool (such as FirstClass) to support the delivery of instruction and facilitate communication with students.
- B. Students use technology every day or almost every day: to:
- a. 39.6% of the time to plan, draft, proofread, revise and publish written text
 - b. 53.9% of the time to gather information/data from a variety of sources (e.g. via Internet, World Wide Web, Online services, CD-ROM-based reference software)
 - c. 9.6% of the time to manipulate/analyze/interpret information or data to discover relationships, generate questions, and/or reach conclusions (e.g. sorting databases or spreadsheet files, using electronic graphic organizers)
 - d. 24.5% of the time to communicate/report information, conclusions, or results of investigations (e.g. in word processing documents, e-mail, online discussion areas, multimedia presentations, or on a web site)
 - e. 6.8% of the time to perform measurements and collect data in investigations or lab experiments (e.g. using probes and sensors)
 - f. 42.2% of the time to remediate for basic skills (e.g. using drill and practice or tutorial software)
- C. 19 online courses available for students; 38 online courses available for teacher professional development

	(EDC partnership 32, online courses leased by MSDE 1, online courses developed or purchased through Title IID or MSDE funds 5); students and staff had access to state-provided online Algebra Data Analysis and Government courses and curriculum resources; all students and staff had access to two databases from World Book Online and nine SIRS databases (school and home access).
Target <i>Target for 2005-06 school year</i>	See Revised Indicators Under Modifications or Additions Section for 2005-2006 thru 2007-2008 A. The percentage of teachers using technology in instruction for specific tasks a few times or more a month will improve. B. The percentage of students using technology for specific learning activities a few times or more a month will improve. C. The percentage of students demonstrating mastery of the Maryland Student Technology Standards and the school library media Voluntary State Curriculum will improve. D. Maryland approved online course offerings for teacher professional development will be available as needed. E. Maryland approved online course offerings for students will be available as needed. F. Students will be given the opportunity to take Maryland approved online courses as appropriate.
Target <i>Target for 2006-07 school year.</i>	See Revised Indicators Under Modifications or Additions Section for 2005-2006 thru 2007-2008 A. The percentage of teachers using technology in instruction for specific tasks a few times or more a month will improve. B. The percentage of students using technology for specific learning activities a few times or more a month will improve. C. The percentage of students demonstrating mastery of the Maryland Student Technology Standards and the school library media Voluntary State Curriculum will improve. D. Maryland approved online course offerings for teacher professional development will be available as needed. E. Maryland approved online course offerings for students will be available as needed. F. Students will be given the opportunity to take Maryland approved online courses as appropriate.
Target <i>Target for 2007-08 school</i>	See Revised Indicators Under Modifications or Additions Section for 2005-2006 thru 2007-2008 A. The percentage of teachers using technology in instruction for specific tasks a few times or more a month will improve. B. The percentage of students using technology for specific learning activities a few times or more a month will improve. C. The percentage of students demonstrating mastery of the Maryland Student Technology Standards and the school library media Voluntary State Curriculum will improve. D. Maryland approved online course offerings for teacher professional development will be available as needed. E. Maryland approved online course offerings for students will be available as needed. F. Students will be given the opportunity to take Maryland approved online courses as appropriate.
Assessment of Progress <i>Status of progress on indicator</i> (1) <i>Target met</i> (2) <i>Target not met</i>	A. No specific target –gains made in most areas over baseline data B. No specific target –gains made in most areas over baseline data C. Met
Measurement tool(s) used to assess progress of indicators.	A. Maryland Technology Inventory. B. Maryland Technology Inventory. C. Maryland Virtual Opportunities Program Report; MDK12 Digital Content Ed Tech grant reporting.



Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	To improve student learning in core content areas and in the technology knowledge and skills critical to our students' ability to contribute in today's information technology society
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	<ol style="list-style-type: none"> 1. Improve student academic achievement through the use of technology in elementary schools and secondary schools. 2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability. 3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	OBJECTIVE 4: Technology will be used effectively to improve school administrative functions and operational processes.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	<ol style="list-style-type: none"> A. Educators will use electronic information and communication tools to improve management and operational efficiency. B. Integrated student information systems and instructional management systems will be used by educators for accessing student records of achievement, monitoring student progress, planning for differentiated instruction, and assigning and supporting the delivery of instructional activities and materials. C. A State Internet portal will provide one central statewide information and service resource -- as well as a statewide learning community -- for students, educators, parents and the community. D. Student, school, and district data gathered and maintained by the State will be available to local school systems for analysis and decision-making to improve schools and student learning.
Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	<ol style="list-style-type: none"> A. Educators use electronic information and communication tools every day or almost every day to: <ol style="list-style-type: none"> a. Communicate with staff members or other colleagues on educational matters 78% of the time b. Communicate with parents/guardians of students 46.7% of the time c. Post/review/access school/district announcements or information 56.8% of the time B. Educators use integrated student information systems and instructional management systems every day or almost every day to: <ol style="list-style-type: none"> a. Diagnose and place students 16.2% of the time b. Maintain attendance and/or grades 58.3% of the time c. Generate and administer tests 31.5% of the time d. Calculate grades and generate progress reports 37.6% of the time e. Maintain data on students 37.6% of the time f. Analyze and/or report student/school improvement data 17% of the time C. A State Internet portal has not been developed to date. A performance report is published each year with data provided at both the district and State levels.
Target <i>Indicate status of data in 2003-04 school year</i>	<ol style="list-style-type: none"> A. Educators use electronic information and communication tools every day or almost every day to: <ol style="list-style-type: none"> a. Communicate with staff members or other colleagues on educational matters 84.6% of the time b. Communicate with parents/guardians of students 51.9% of the time

	<p>c. Post/review/access school/district announcements or information 63.7% of the time</p> <p>B. Educators use integrated student information systems and instructional management systems every day or almost every day to:</p> <p>a. Diagnose and place students 16.6% of the time</p> <p>b. Maintain attendance and/or grades 63.2% of the time</p> <p>c. Generate and administer tests 29.4% of the time</p> <p>d. Calculate grades and generate progress reports 38.7% of the time</p> <p>e. Maintain data on students 40.1% of the time</p> <p>f. Analyze and/or report student/school improvement data 16.4% of the time</p> <p>C. A State Internet portal has not been developed to date. A performance report is published each year with data provided at both the district and State levels.</p>
<p>Target <i>Indicate status of data in 2004-05 school year.</i></p>	<p>A. Educators use electronic information and communication tools every day or almost every day to:</p> <p>a. Communicate with staff members or other colleagues on educational matters 88.1% of the time</p> <p>b. Communicate with parents/guardians of students 59.8% of the time</p> <p>c. Post/review/access school/district announcements or information 71.1% of the time</p> <p>B. Educators use integrated student information systems and instructional management systems every day or almost every day to:</p> <p>a. Diagnose and place students 19.7% of the time</p> <p>b. Maintain attendance and/or grades 67% of the time</p> <p>c. Generate and administer tests 29.4% of the time</p> <p>d. Calculate grades and generate progress reports 42.9% of the time</p> <p>e. Maintain data on students 45.1% of the time</p> <p>f. Analyze and/or report student/school improvement data 19.1% of the time</p> <p>C. A State Internet portal has not been developed to date. A performance report is published each year with data provided at both the district and State levels.</p>
<p>Target <i>Target for 2005-06 school year</i></p>	<p>See Revised Indicators Under Modifications or Additions Section for 2005-2006 thru 2007-2008</p> <p>A. Educators' use of electronic information and communication tools to improve management and operational efficiency will increase.</p> <p>B. Educators' use of integrated student information systems and instructional management systems for accessing student records of achievement, monitoring student progress, planning for differentiated instruction, and assigning and supporting the delivery of instructional activities and materials will increase.</p>
<p>Target <i>Target for 2006-07 school year.</i></p>	<p>See Revised Indicators Under Modifications or Additions Section for 2005-2006 thru 2007-2008</p> <p>A. Educators' use of electronic information and communication tools to improve management and operational efficiency will improve.</p> <p>B. Educators' use of integrated student information systems and instructional management systems for accessing student records of achievement, monitoring student progress, planning for differentiated instruction, and assigning and supporting the delivery of instructional activities and materials will improve.</p>
<p>Target</p>	<p>See Revised Indicators Under Modifications or Additions Section for 2005-2006 thru 2007-2008</p>

<p><i>Target for 2007-08 school</i></p>	<p>A. Educators' use of electronic information and communication tools to improve management and operational efficiency will improve.</p> <p>B. Educators' use of integrated student information systems and instructional management systems for accessing student records of achievement, monitoring student progress, planning for differentiated instruction, and assigning and supporting the delivery of instructional activities and materials will improve.</p>
<p>Assessment of Progress <i>Status of progress on indicator</i></p> <p>(1) <i>Target met</i> (2) <i>Target not met</i></p>	<p>A. Met</p> <p>B. Met</p> <p>C. N/A</p> <p>D. Met</p>
<p>Measurement tool(s) used to assess progress of indicators.</p>	<p>A. Maryland Technology Inventory</p> <p>B. Maryland Technology Inventory</p> <p>C. N/A</p> <p>D. Annual Maryland Report Card</p>

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	To improve student learning in core content areas and in the technology knowledge and skills critical to our students' ability to contribute in today's information technology society
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	<ol style="list-style-type: none"> 1. Improve student academic achievement through the use of technology in elementary schools and secondary schools. 2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability. 3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	<p>OBJECTIVE 5: Effective research, assessment, and evaluation will result in accountability and continuous improvement in the implementation and use of technology.</p> <p>Eliminate this Objective – does not directly relate to Statutory Goals</p>
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	<ol style="list-style-type: none"> A. Data related to all targets in Objectives 1 through 4 of the State Technology Plan will be tracked, analyzed and reported by State. B. Local school systems will submit and share their own evaluation results to help measure the State Plan. C. Renew the State Technology Plan every three years based on evaluation and research results
Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	<ol style="list-style-type: none"> A. No specific target. Conduct annual technology survey based on objectives in the State Technology Plan. B. No specific target. Ed Tech grants progress and final reports are submitted. C. Year one of the existing Technology Plan.
Target <i>Indicate status of data in 2003-04 school year</i>	<ol style="list-style-type: none"> A. No specific target. Conduct annual technology survey based on objectives in the State Technology Plan. B. No specific target. Ed Tech grants progress and final reports are submitted; Local School Systems Master Plans submitted. (NOTE: Every 5 years Local School Systems must submit to the MSDE a comprehensive Master Plan, with yearly Master Plan Updates, including goals, objectives and strategies, to address how they will use all funding sources to meet their goals, to raise student achievement, and to eliminate achievement gaps. Technology is a cross-programmatic theme that must be addressed, demonstrating alignment to local technology plans, the State technology plan and NCLB requirements.) C. Year two of existing Technology Plan
Target <i>Indicate status of data in 2004-05 school year.</i>	<ol style="list-style-type: none"> A. No specific target. Conduct annual technology survey based on objectives in the State Technology Plan. B. No specific target. Ed Tech grants progress/final reports and local School Systems Master Plan Updates are submitted. C. Final year of existing Technology Plan
Target <i>Target for 2005-06 school year</i>	<p>Objective 5 has been eliminated – does not directly relate to the Statutory Goals</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> A. Revise annual technology survey instrument to align with objectives in the new State Technology Plan and conduct the survey. B. No specific target. Ed Tech grants progress/final reports and local School Systems Master Plan Updates. C. Revisions of the State Technology Plan and local Technology Plans will be completed, with a strong evaluation component emphasizing greater accountability by the State and LEAs and greater monitoring by the State, LEAs and the Maryland Business Roundtable. </div>

<p>Target <i>Target for 2006-07 school year.</i></p>	<p>Objective 5 has been eliminated – does not directly relate to the Statutory Goals</p> <p>A. No specific target. Conduct annual technology survey based on objectives in the revised State Technology Plan.</p> <p>B. Ed Tech grants progress/final reports and local School Systems Master Plan Updates.</p> <p>C. Implementation of newly revised State and local Technology Plans.</p>
<p>Target <i>Target for 2007-08 school</i></p>	<p>Objective 5 has been eliminated – does not directly relate to the Statutory Goals</p> <p>A. No specific target. Conduct annual technology survey based on objectives in the revised State Technology Plan.</p> <p>B. Ed Tech grants progress/final reports and local School Systems Master Plan Updates.</p> <p>C. Implementation of revised State and local Technology Plans.</p>
<p>Assessment of Progress <i>Status of progress on indicator</i></p> <p>(1) <i>Target met</i> (2) <i>Target not met</i></p>	<p>A. Objective is being eliminated</p> <p>B. Objective is being eliminated</p> <p>C. Objective is being eliminated.</p>
<p>Measurement tool(s) used to assess progress of indicators.</p>	<p>A. Objective is being eliminated</p> <p>B. Objective is being eliminated</p> <p>C. Objective is being eliminated.</p>

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

Original Goal(s), objectives, indicators, and/or targets (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Modification or Additions
<p>OBJECTIVE 1: Access to high performance technology will be universal.</p>	<p>Revised Indicators for Objective 1</p> <p><u>Equipment and Connections</u></p> <ul style="list-style-type: none"> A. Percent of educators with access to a computer for administrative and instructional use. B. Ratio of students to computers. C. Percent of classrooms with computers available for student use. D. Number of computer projection devices or display units per instructional area. E. Percent of classrooms connected to a LAN/WAN F. Percent of schools with broadband speed Internet connectivity. <p><u>Accessibility</u></p> <ul style="list-style-type: none"> A. Percent of school systems with policies and procedures to comply with Education Article § 7-910 of the Public Schools Technology for Education Act (equivalent access for students with disabilities) B. Percent of students with assistive technology identified it in their Individual Education Plans and 504 plans that have the equipment available to them. <p><u>Availability</u></p> <ul style="list-style-type: none"> A. Percent of schools with some type of home/school communication system B. Percent of schools with after hours access to technology resources <p><u>Support</u></p> <ul style="list-style-type: none"> A. Percent of time primary technical support of equipment and networks is provided by: <ul style="list-style-type: none"> a. School-based employees b. Non school-based employees B. Number of technical support persons for every 300 computer work stations. C. Number of LAN/WAN administrators per 1,250 computers
<p>OBJECTIVE 2: All educators will be highly knowledgeable and skilled, capable of effectively using technology tools and digital content.</p>	<p>Revised Indicators for Objective 2</p> <ul style="list-style-type: none"> A. Percentage of Teachers and library media

- specialists meeting state-established standards for technology-related knowledge and skills.
- B. Percentage of teacher candidates meeting state-established standards for technology-related knowledge and skills.
- C. Percentage of administrators at all levels (school, district, and State) meeting State-established standards for technology-related knowledge and skills.
- D. Percentage of Maryland teacher education programs meeting the technology-related requirements set by the State.
- E. Percent of time primary instructional support to assist with professional development and curriculum integration is provided by:
 - a. School-based employees
 - b. Non school-based employees
- F. Number of instructional technology support personnel available for every 400 instructional and administrative staff members to assist with professional development and curriculum integration.

OBJECTIVE 3: Technology tools and digital content that engage students will be seamlessly integrated into all classrooms on a regular basis

- Revised Indicators for Objective 3**
- A. Percentage of teachers using technology in instruction for specific tasks a few times or more a month
 - B. Percentage of students using technology for specific learning activities a few times or more a month
 - C. Percentage of students demonstrating mastery of the Maryland Student Technology Standards and the school library media Voluntary State Curriculum
 - D. The number of Maryland approved online course offerings for teachers
 - E. The number of Maryland approved online course offerings for students
 - F. Number of students taking Maryland approved online courses

OBJECTIVE 4: Technology will be used effectively to improve school administrative functions and operational processes

- Revised Indicators for Objective 4**
- A. Percentage of time educators use electronic information and communication tools to improve management and operational efficiency every day or almost every day.
 - B. Percentage of time educators use integrated student information systems and instructional management systems for accessing student records of achievement, monitoring student progress, planning for differentiated instruction, and assigning and supporting the delivery of instructional activities and materials every day or almost every day.

OBJECTIVE 5: Effective research, assessment, and evaluation will result in accountability and continuous improvement in the implementation and use of technology

Eliminate Objective 5 – does not directly relate to Statutory Goals

2.7 SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT (TITLE IV, PART A)

2.7.1 Performance Measures

Instructions: In the following chart, please identify:

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

2.7.1 Performance Measures

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
4.1.1: Number of victims of violent criminal offenses who transfer to other schools.	Violent Criminal Offenses in Schools Report	Frequency: <u>Annual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 <u>6</u> 2004-2005 <u>6</u> 2005-2006 <u>0</u> 2006-2007 <u>0</u> 2007-2008 <u>0</u>	2003-2004 <u>0</u> 2004-2005 <u>0</u> Baseline: <u>0</u> Year established: <u>2002-2003</u>
4.1.2: Percentage of alcohol use (last 30 days) in grades 6, 8, 10, and 12.	Maryland Adolescent Survey	Frequency: <u>Biennial</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 <u>N/A</u> 2004-2005 <u>6th grade = 4.75% 8th grade = 15.6% 10th grade = 32.0% 12th grade = 42.3%</u> 2005-2006 <u>N/A</u> 2006-2007 <u>6th grade = 4.5% 8th grade = 14.4% 10th grade = 30.0% 12th grade = 40.3%</u> 2007-2008 <u>6th grade = 4.5% 8th grade = 14.4% 10th grade = 30.0% 12th grade = 40.3%</u>	2003-2004 <u>_____</u> 2004-2005 <u>6th grade = 5.4% 8th grade = 16.2% 10th grade = 31.4% 12th grade = 44.1</u> Baseline: <u>6th grade = 5.0% 8th grade = 16.4% 10th grade = 35.0% 12th grade = 44.3%</u> Year established: <u>2002-2003</u>
4.1.2: (cont'd) Percentage of other drug use (last 30 days) in grades 6, 8, 10, and 12.	Maryland Adolescent Survey	Frequency: <u>Biennial</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 <u>N/A</u> 2004-2005 <u>6th grade = 3.4% 8th grade = 10.0% 10th grade = 18.5% 12th grade = 26.4%</u> 2005-2006 <u>N/A</u> 2006-2007 <u>6th grade = 3.0% 8th grade = 9.4% 10th grade = 17.0% 12th grade = 25.2%</u> 2007-2008 <u>6th grade = 3.0% 8th grade = 9.4% 10th grade = 17.0% 12th grade = 25.2%</u>	2003-2004 <u>N/A</u> 2004-2005 <u>6th grade = 4.2% 8th grade = 11.3% 10th grade = 19.6% 12th grade = 26.0%</u> Baseline: <u>6th grade = 3.7% 8th grade = 11.4% 10th grade = 21.3% 12th grade = 28.2%</u> Year established: <u>2002-2003</u>
4.1.3: Number of suspensions by offense	Suspensions, Expulsions, and Health-Related Exclusions Report	Frequency: <u>Annual</u> Year of most recent collection: <u>2004-2005</u>	2003- 2004 <u>Disruptions = 10,301</u> <u>Insubordinations = 13,290 Refusal to</u>	2003- 2004 <u>Disruptions = 9,974</u> <u>Insubordinations = 14,231 Refusal to</u>

			<u>Obey School Policies</u> <u>= 18,170</u> 2004- 2005 <u>Disruptions =</u> <u>9,992</u> <u>Insubordinations =</u> <u>13,024 Refusal to</u> <u>Obey School Policies</u> <u>= 20,417</u> 2005- 2006 <u>Disruptions =</u> <u>9,692</u> <u>Insubordinations =</u> <u>12,764 Refusal to</u> <u>Obey School Policies</u> <u>= 19,804</u> 2006- 2007 <u>Disruptions =</u> <u>9,401</u> <u>Insubordinations =</u> <u>12,509 Refusal to</u> <u>Obey School Policies</u> <u>= 19,210</u> 2007- 2008 <u>Disruptions =</u> <u>8,976</u> <u>Insubordinations =</u> <u>12,260 Refusal to</u> <u>Obey School Policies</u> <u>= 18,634</u>	<u>Obey School Policies</u> <u>= 21,048</u> 2004- 2005 <u>Disruptions =</u> <u>9,349</u> <u>Insubordinations =</u> <u>12,910 Refusal to</u> <u>Obey School Policies</u> <u>= 16,806</u> <u>Baseline: Disruptions</u> <u>= 110,620</u> <u>Insubordinations =</u> <u>13,561 Refusal to</u> <u>Obey School Policies</u> <u>= 18,732</u> <u>Year established:</u> <u>2002-2003</u>
4.1.4: Number of persistently dangerous schools	Persistently Dangerous Schools Report	Frequency: <u>Annual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 <u>0</u> 2004-2005 <u>4</u> 2005-2006 <u>0</u> 2006-2007 <u>0</u> 2007-2008 <u>0</u>	2003-2004 <u>0</u> 2004-2005 <u>0</u> <u>Baseline: 0</u> <u>Year established:</u> <u>2002-2003</u>
4.2.1: Percentage of schools using researched-based programs to reduce disruption	Safe & Drug-Free Schools Report (BTE)	Frequency: <u>Annual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 <u>60%</u> 2004-2005 <u>65%</u> 2005-2006 <u>70%</u> 2006-2007 <u>75%</u> 2007-2008 <u>80%</u>	2003-2004 <u>66%</u> 2004-2005 <u>71.5%</u> <u>Baseline: 55%</u> <u>Year established:</u> <u>2002-2003</u>
4.2.2: Percentage of school staff trained to implement programs proven to reduce disruption	Safe & Drug-Free Schools Report (BTE)	Frequency: <u>Annual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 <u>58%</u> 2004-2005 <u>63%</u> 2005-2006 <u>68%</u> 2006-2007 <u>73%</u> 2007-2008 <u>80%</u>	2003-2004 <u>76%</u> 2004-2005 <u>70.4%</u> <u>Baseline: 53%</u> <u>Year established:</u> <u>2002-2003</u>

4.2.3: Percentage of LEAs conducting annual climate surveys	Safe & Drug-Free Schools Report (BTE)	Frequency: <u>Annual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 <u>N/A</u> 2004-2005 <u>55%</u> 2005-2006 <u>60%</u> 2006-2007 <u>65%</u> 2007-2008 <u>80%</u>	2003-2004 <u>50%</u> 2004-2005 <u>58%</u> Baseline: <u>50%</u> Year established: <u>2003-2004</u>
4.3.1: Percentage of students reporting a positive connection to school	Safe & Drug-Free Schools Report (BTE)	Frequency: <u>Annual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 <u>N/A</u> 2004-2005 <u>80%</u> 2005-2006 <u>83%</u> 2006-2007 <u>85%</u> 2007-2008 <u>90%</u>	2003-2004 <u>77%</u> 2004-2005 <u>79.1%</u> Baseline: <u>77%</u> Year established: <u>2003-2004</u>

2.7.2 Suspension and Expulsion Data

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

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

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

School Type	State Definition
Elementary School	Prekindergarten through grade 5
Middle School	Grades 6 through 8
High School	Grades 9 through 12

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

State definition of physical fighting: Physically pushing, hitting or otherwise attacking another student or a physical confrontation involving two or more students.

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	5298	24
Middle	15364	24
High School	9303	24

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	9	24
Middle	111	24
High School	173	24

2.7.2.3 The number of out-of-school suspensions and expulsions for weapons possession

State definition of weapons: Possession of a firearm as defined in 18 USC 921 of the federal code; Possession of any gun, of any kind, loaded or unloaded, operable or inoperable, including any object that is a look- alike of a gun, other than a firearm; and Possession of any implement which could cause or is intended to cause bodily harm, other than a firearm or other gun.

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	557	24
Middle	1111	24
High School	1177	24

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	78	24
Middle	361	24
High School	375	24

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

State definition of alcohol-related: Possession, use or showing evidence of use, sale, or distribution of any alcoholic substances.

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	1	24
Middle	158	24
High School	632	24

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	0	24
Middle	9	24
High School	32	24

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

State definition of illicit-drug related: Possession, use or showing evidence of use, sale, or distribution of controlled dangerous substances including prescription drugs, over-the-counter medicines, look-alike drugs, and substances represented as controlled substances or drug paraphernalia.

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	27	24
Middle	481	24
High School	1617	24

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	4	24
Middle	72	24
High School	238	24

2.7.3 Parent Involvement

Instructions: Section 4116 of ESEA requires that each State provide information pertaining to the State's efforts to inform parents of and include parents in drug and violence prevention efforts. Please describe your State's efforts to include parents in these activities.

Maryland's Plan for Family, School, and Community Involvement

Plan for Family, School, and Community Involvement

The plan addresses the importance of families, schools, and communities working together to reach academic success for all students. Parent and family involvement in education is a priority for the Maryland State Department of Education (MSDE) and the State Board of Education. The goal is to create family-friendly schools where everyone - from teachers to parents - has the tools to promote student success.

Maryland's Parent Advisory Council (M-PAC)

State Superintendent of Schools, Nancy S. Grasmick, established Maryland's Parent Advisory Council (M-PAC) in the fall of 2003. The Council, composed of 125 parents, educators, parent advocacy groups, and community representatives, was charged to make recommendations to advise the Maryland State Department of Education (MSDE) on strategies to address Goal 5, "Parents and legal guardians will be involved in education," of Achievement Matters Most.

M-PAC concluded its work in June 2005 and generated 21 recommendations on how the objectives of Goal 5 can be met. On August 30, 2005, the State Board of Education unanimously voted to accept all 21 of the recommendations made by the Council in its report entitled "A Shared Responsibility: Recommendations for Increasing Family and Community Involvement in Schools".

The Superintendent's Family Involvement Council

In April 2006, the State Superintendent of Schools is creating the Superintendent's Family Involvement Council to lay the groundwork for implementing the M-PAC recommendations. The Council will be comprised of approximately 40 members that represent a geographic and ethnic diversity of parents, educators, students, and community- and faith-based organizations. The Council will serve in an advisory capacity to the Maryland State Department of Education on issues of family involvement.

I Want to Know/Live Clean Campaign

A parent and student initiative inspired by Mrs. Kendel Ehrlich, Maryland's First Lady,

Dr. Nancy S. Grasmick, State Superintendent of Schools, and the Teen Advisory Council of Maryland (TAC-MD). This campaign encourages parents and students to communicate openly with each other concerning alcohol and substance abuse issues, including the misuse of prescription drugs.

The Maryland Adolescent Survey (MAS)

This student survey, which is administered every two years in grades 6, 8, 10, and 12, employs a series of questions to determine the nature and extent of family involvement in the lives of adolescents. Two portions of the final report are dedicated to parenting practices and the influence of parents and friends on substance users and non-users. This information is also provided to each local school system and the results are used to provide information to families about the importance of family involvement in our overall efforts to prevent/reduce drug use and other inappropriate activities. MSDE staff provides statewide presentations on the findings of the MAS to school, family, and community stakeholders.

Positive Behavioral Interventions and Supports (PBIS)

PBIS is a statewide behavioral initiative, which is currently active in 301 schools throughout the State. A critical component of this initiative is the involvement of parents/family in the schools' efforts to create and maintain safe and orderly learning environments. Many of the participating PBIS schools have also engaged the families by providing them with strategies to provide positive behavioral environments within their homes.

Character Education Programs

The statewide Character Education Program helps schools support the home by fostering personal and civic virtues such as respect for self, empathy for others, a sense of self-discipline and responsibility, personal integrity, trust, fairness, courage, and love of learning. It reasserts the responsibility of schools, parents, and community members to be as concerned with the development of character as they are with the education of the intellect.

The Safe Schools Reporting Act of 2005

Section 7-424 of the Education Article, Annotated Code of Maryland was passed by the 2005 Maryland General Assembly and became law on July 1, 2005. The law addresses bullying and harassment in Maryland's public schools and requires each local school system (LSS) to distribute standard harassment/intimidation reporting forms developed by the MSDE to each public school in its jurisdiction. Beginning in SY 2005-06, the standard reporting forms were completed and returned to local schools by students, parents, or close relatives who believed that an incident of harassment or intimidation had occurred against the student.

Service Learning Programs

Parent and community involvement is crucial to the success of Maryland's service-learning program at the State and local level. Parents must be made aware of service-learning activities their students participate in.

After School Programs

The 21st Century Community Learning Centers provide parent literacy and involvement as an integrated portion of their services/program. Some examples of these programs include: literacy classes, GED preparation classes, family book nights and family math nights.

2.8 INNOVATIVE PROGRAMS(TITLE V, PART A)

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

Sixty-two percent of Maryland's school systems concentrated 20% or more of their Title V funding on increasing student achievement in Area 1: reading and mathematics. Summarized below are highlights of changes in reading and mathematics achievement as measured by the Maryland School Assessment (MSA, 2005), a statewide test of achievement that measures basic as well as higher level skills. The MSA meets requirements of the federal *No Child Left Behind* Act, which requires each state to test how well its students read and do math. . . The percentage of students statewide scoring at the proficient level in reading increased 3.1% from 2004. For grades 3, 5, and 8 exceptional growth (5-6%) in reading performance has been demonstrated by African American, Hispanic, ESOL, students on free and reduced lunch, and special education students. . . The percentage of students statewide scoring at the proficient level in mathematics increased 6%. Exceptional growth (>6%) occurred in scores of Grade 3 Special Education students; Grade 5 Native American, Special Education, and ESOL students; and Grade 8 Native American, Hispanic, ESOL, Special Education, and Caucasian students. Four of Maryland's school systems concentrated 20% or more of their Title V funding in Area 2: Teacher Quality. Three of these school systems used these funds for Teacher Induction and Mentoring programs for new teachers and for training for teachers in Advanced Placement. Ten of Maryland's school systems concentrated 20% or more of their Title V funding in Area 4: Increased access for all students. The improvements in reading and math scores for various students were discussed above. Four of these systems concentrated efforts on serving educationally disadvantaged students, while the other four systems focused on the needs of gifted and talented children. Title V funds were used to implement programs for gifted and talented students in elementary and middle schools, and to support Advanced Placement initiatives in high schools. The goal is to increase the number of students taking Advanced Placement courses.

A February 2006 report from the College Board states:

"Maryland has had more success than any other state in the nation in increasing the involvement of its high school students in the rigorous Advanced Placement (AP) testing program, according to newly released data from the College Board... Maryland had the highest percentage increase in the number of minority students taking AP exams...41 percent in public schools. AP test scores for students also improved...Maryland's 36 percent increase in underrepresented minority participation, and 41 percent jump for all schools, compared with a 15 percent increase in minority participation nationwide, and 16 percent increase in public schools."

(Source: MSDE: <http://www.marylandpublicschools.org/NR/exeres/86FCDB60-68B5-4E36-AF2B-6D279FFA1CC5.frameless.htm?Year=2004&Month=3%25%3E>)

MSDE has used its headquarters Title V funds for two major purposes which include the development of rigorous content standards and support to local school systems for the implementation of the content standards through collaborative professional development.

In the development of the content standards, Title V funds were used to pay stipends for educators across the state to participate with staff from MSDE in writing the Voluntary State Curriculum (VSC). The resulting documents of Maryland Content Standards are available on the website at <http://www.mdk12.org/mspp/vsc/index.html>.

The second initiative is supported by positions in social studies, reading, mathematics, science, foreign language and on-line course development and administration funded through Title V. These staff members focus their technical assistance on supporting school systems in implementing challenging academic achievement standards. In particular, during 2005, MSDE staff worked closely with teams of educators from across the state on the development of the VSC and its supplemental "toolkit." An important area of support has been high-quality teacher professional development with a formal collaborative partnership between the department and the local school systems. This partnership approach to ongoing professional development in reading and mathematics has resulted in expanding the capacity of the local school systems to provide

teacher support around rigorous academic standards.

2.8.2 The table below requests data on student achievement outcomes of **Title V, Part A - funded** LEAs that use **20%** or more of Title V, Part A funds and funds transferred from other programs for **strategic priorities including: (1)** student achievement in reading and math, **(2)** teacher quality, **(3)** safe and drug free schools, **(4)** access for all students to a quality education. Complete the table below using aggregated data from all LEA evaluations of school year 2004-2005 activities funded in whole or in part from Title V, Part A - Innovative Programs funds.

Priority Activity/Area [1]	Number of LEAs that used 20% or more Title V, Part A, including funds transferred into Title V, Part A (see Note) for:	Number of these LEAs that met AYP	Total Number of Students Served
Area 1: Student Achievement in Reading and Math	15	1	630251
Area 2: Teacher Quality	6	2	127783
Area 3: Safe and Drug Free Schools			
Area 4: Increase Access for all Students	10	2	326451
Note: Funds from REAP and Local Flex (Section 6152) that are used for Title V, Part A purposes and funds transferred into Title V, Part A under the transferability option under section 6132(b).			

Area 3: Safe and Drug Free Schools; NA

2.8.3 Indicate the number of Title V, Part A funded LEAs that did not use, in school year 2004-2005, 20% or more of Title V, Part A funds including funds transferred from other programs into Title V, Part A, for any of the priority activities/areas listed in the table under B above. 0

2.8.4 Indicate the number of LEAs shown in B.1 that met AYP in school year 2004-2005. 0

2.8.5 Indicate the percentage of Title V funds, including funds transferred from other programs into Title V that LEAs used for the four strategic priorities. 90.1

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

2.8.6 Indicate the percentage of LEAs that completed needs assessments that the State determined to be meaningful and credible. 100.0

2.8.7 Describe how decisions were made regarding the local uses of funds.

Achievement Matters Most, the final report of Maryland's Visionary Panel for Better Schools (January, 2002) states that "the State and local school systems must align every aspect of education- educators' preparation and professional development, policy making, testing, curriculum, leadership, and funding- to support the classroom teacher and students." To aid in this alignment, Maryland's Bridge to Excellence Act (Education Article 5-401, Annotated Code of Maryland) requires each local school system to develop a 5-year comprehensive master plan that includes goals, objectives, and strategies to promote academic excellence among all students and to eliminate performance gaps that persist based on students' race, ethnicity, socioeconomic circumstances, disability, and native language. The school systems use data generated by state and standardized tests, student attendance, enrollment in certain courses of study, and other sources to formulate the next year's goals for student achievement. Once the goals are set and strategies are designed, all funding sources are considered and are matched to the appropriate goal. The local school systems reassess and revise their plans yearly, update them as appropriate, and submit them to the Maryland State Department of Education for review. MSDE can request revisions to ensure that updated plans will have the effect of improving student achievement and increasing progress toward meeting State performance targets. Ultimately, if a school system fails to demonstrate progress and fails to demonstrate evidence of planning that will have the effect of improving progress, the Maryland State Board of Education may withhold State funds from the school system.

2.9 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) (TITLE VI, PART B)

2.9.1 Small Rural School Achievement Program (Title VI, Part B, Subpart 1)

Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2004-2005 school year. 0

Maryland does not receive funds under Title VI, Part B. Our LEAs are not eligible; they no longer meet the census criteria.

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

2.9.2.1 LEAs that receive Rural and Low-Income School (RLIS) Program grants may use these funds for any of the purposes listed in the following table. Please indicate in the table the total number of eligible LEAs that used funds for each of the listed purposes during the 2004-2005 school year.

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

Maryland does not receive funds under Title VI, Part B. Our LEAs are not eligible; they no longer meet the census criteria.

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

Maryland does not receive funds under Title VI, Part B. Our leas are not eligible; they no longer meet the census criteria.

2.10 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE VI, PART A, SUBPART 2)**2.10.1 State Transferability of Funds**

Did the State transfer funds under the State Transferability authority of section 6123(a) during the 2004-2005 school year? No

2.10.2 Local Educational Agency Transferability of Funds

2.10.2.1 Please indicate the total number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of section 6123(b) during the 2004-2005 school year. 2

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

Program	Total Number of LEAs transferring funds TO eligible program	Total amount of funds transferred TO eligible program
Improving Teacher Quality State Grants (section 2121)	1	230942
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))	1	197877
Title I, Part A, Improving Basic Programs Operated by LEAs	0	0

Program	Total Number of LEAs transferring funds FROM eligible program	Total amount of funds transferred FROM eligible program
Improving Teacher Quality State Grants (section 2121)	1	197877
Educational Technology State Grants (section 2412(a)(2)(A))	0	0
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	1	230942
State Grants for Innovative Programs (section 5112(a))	0	0

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

2.11 21ST CENTURY COMMUNITY LEARNING CENTERS(TITLE IV, PART B)

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