

# **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 2005-2006**



**PART I DUE DECEMBER 1, 2006  
PART II DUE FEBRUARY 1, 2007**

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

## INTRODUCTION

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

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

- 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 – *21<sup>st</sup> 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.*

In addition to the programs cited above, the Title X, Part C - *Education for Homeless Children and Youths* program data will be incorporated in the CSPR for 2005-2006.

The NCLB Consolidated State Performance Report for the 2005-2006 school year consists of two information collections. Part I of this report is due to the Department by December 1, 2006 . Part II is due to the Department by February 1, 2007.

## **PART I**

Part I of the Consolidated State Report, which States must submit to the Department by **December 1, 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:

- **Performance goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- **Performance goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **Performance Goal 5:** All students will graduate from high school.

## **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 2005-2006 school year. Part II of the Consolidated State Performance Report is due to the Department by **February 1, 2007**. The information requested in Part II of the Consolidated State Performance Report for the 2005-2006 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 2005-2006 school year and beyond.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2005-2006 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **December 1, 2007**. Part II of the Report is due to the Department by **February 1, 2007**. Both Part I and Part II should reflect data from the 2005-2006 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 "2005-06 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 2005-2006 CSPR will be found on the main CSPR page of the EDEN web site (<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).



## **CONSOLIDATED STATE PERFORMANCE REPORT: PART II**

For reporting on  
**School Year 2005-2006**



**PART II DUE FEBRUARY 1, 2007**

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

<b>2.1.1 Student Achievement and High-Poverty Schools</b>	
<b>2.1.1.1</b> 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 <b>reading/language arts</b> as measured by State assessments administered in the 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.	499
<b>2.1.1.2</b> 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 <b>mathematics</b> as measured by State assessments administered in the 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.	518
<b>Comments:</b>	

<b>2.1.2 Title I, Part A Schools by Type of Program</b>	
For the 2005-2006 school year, please provide the following:	
<b>2.1.2.1</b> Total Number of Title I schools in the State	387
<b>2.1.2.2</b> Total Number of Title I Targeted Assistance Schools in the State	56
<b>2.1.2.3</b> Total Number of Title I Schoolwide Program Schools in the State	331
<b>Comments:</b> Section 2.1.2.2 has been verified as correct. The decrease in the number of Title I Targeted Assistance Schools changed due to school closings and/or a change in status (to schoolwide programming). Four schools closed in Prince George's County,	

**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 2005-2006 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.

<b>2.1.3.1.1 Student Participation in Title I, A by Special Services or Programs 2005-2006 School Year</b>	
	Number of Students Served
Students with Disabilities	20328
Limited English Proficient	11898
Homeless	2867
Migrant	47
<b>Comments:</b> Data outside acceptable limits has been verified as correct.	

<b>2.1.3.1.2 Student Participation in Title I, A by Racial or Ethnic Group 2005-2006 School Year</b>	
	Number of Students Served
American Indian/Alaskan Native	745
Asian/Pacific Islander	3438
Black, non-Hispanic	95106
Hispanic	16496
White, non-Hispanic	36809
<b>Comments:</b>	

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 2005-2006 school year.

<b>Student Participation in Title I, Part A by Grade Level 2005-2006 School Year</b>						
	<b>Public TAS</b>	<b>Public SWP</b>	<b>Private</b>	<b>Local Neglected</b>	<b>Total</b>	<b>Percent of Total</b>
<b>Age 0 to 2</b>						
<b>Age 3 to 5</b>	13	8219	1	3	8236	5.00
<b>K</b>	495	17778	113	2	18388	12.00
<b>1</b>	1239	18486	229	2	19956	13.00
<b>2</b>	1120	18304	232	6	19662	13.00
<b>3</b>	1010	17842	229	13	19094	13.00
<b>4</b>	930	16684	195	28	17837	12.00
<b>5</b>	760	17957	180	42	18939	12.00
<b>6</b>	215	11098	216	24	11553	8.00
<b>7</b>	52	8491	141	43	8727	6.00
<b>8</b>	41	8369	112	30	8552	6.00
<b>9</b>	0	48	3	27	78	0.00
<b>10</b>	0	61	0	18	79	0.00
<b>11</b>	0	84	3	15	102	0.00
<b>12</b>	0	51	0	5	56	0.00
<b>Ungraded</b>	0	2	8	0	10	0.00
<b>TOTALS</b>	5875	143474	1662	258	151269	100.00
<b>Comments:</b>						

### 2.1.3.3 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services - 2005-2006 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 2005-2006 school year.

<b>Instructional Services</b>	
	Number of Students Served
Mathematics	2825
Reading/Language Arts	4361
Science	0
Social Studies	0
Vocational/Career	0
Other (specify)	1
<b>Support Services</b>	
Health, Dental, and Eye Care	9
Supporting Guidance/Advocacy	57
Other (specify)	0

**Comments:** Instructional Services Other = Spanish

### 2.1.4 Staff Information for Title I, Part A Targeted Assistance Programs - 2005-2006 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 2005-2006 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.

	<b>Number of Title I Targeted Assistance Program FTE Staff</b>
Administrators (non-clerical)	2
Instructional Support Paraprofessionals	85
Non-Instructional Support Paraprofessionals	
Teachers	173
Support Staff (clerical and non-clerical)	3
Other (specify)	14

**Comments:** Other includes non-public teacher, psychologist, social worker, business office support, Title I parent liaison, home school liaison, and mentor teacher.

The actual number of instructional support paraprofessionals is 84.975, teachers 172.85, support staff 2.4 and other 13.85.

**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 2005-2006 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	18
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**Comments:**

**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	440
2. Total number of adults participating ("Adults" includes teen parents.)	466
3. Total number of adults participating who are limited English proficient	266
4. Total number of children participating	744

**Comments:**

**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	308
2. Number of newly enrolled adult participants	287
3. Percent of newly enrolled families at or below the Federal poverty level	94.00
4. Percent of newly enrolled adult participants without a high school diploma or GED	96.00
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	57.00

**Comments:** Data outside the acceptable range has been verified as correct.

**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	15.20
2. From 4 to 6 months	22.00
3. From 7 to 12 months	33.40
4. More than 12 months	29.30

**Comments:** Data outside the acceptable range has been verified as correct.

## 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.

### Instructions:

Indicators 1 and 2: The definition of significant learning gains for adult education is determined by each state. Use the definition determined by your state's adult education program in conjunction with the Department of Education's Office of Adult and Vocational Education (OVAE).

Indicators 3 and 4: School-age adults are defined as any parent attending elementary or secondary school. This term also includes those parents within the State's compulsory attendance range who are being served in an alternative school setting such as directly through the Even Start program. For the "Cohort", please include only those adult participants who had a goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by state, so you should include only those adult participants for whom a GED or high school diploma is a possibility.

Indicator 5: A standard score increase of 4 or more points between pre- and post-test is considered to be a significant learning gain. For the "Cohort", please describe the number of age-eligible children who took both a pre-test and post-test with at least six months of services in between. In the "Explanation" box please note the number of students exempted from participation due to severe disability or inability to understand the directions in English.

Indicator 6: In the "Result" box for this indicator, please describe the average score for the children in your state who participated in this assessment. Do not describe the number of participants who met the achievement goal. The "Cohort" is the total number of students who participated in the assessment.

Indicator 7: The source of data for this indicator is usually determined by the state, and in some cases by school district. Please indicate the source of the data you provide.

Indicator 8: While most states are using the PEP, other assessments of parenting education are acceptable. Please provide non-PEP data in the "Explanation of Progress" column.

<b>2.2.2 Federal Even Start Performance Indicators</b>				
<b>Indicator</b>	<b>Measure</b> <i>Measurement tool used to assess progress for indicator</i>	<b>Cohort</b> <i>Number of participants to whom the indicator applies</i>	<b>Result</b> <i>Number of participants who met the achievement goal</i>	<b>Explanation of Progress</b>
	TABE: Not Applicable	TABE:	TABE:	Not Applicable
				Forty or 63.5% of the participants met the achievement goal in reading. The assessment tool required by the Maryland State Department of Education is CASAS. The definition of significant gain and criterion value for Maryland's Adult Indicator #1 is: The number of adults who have attended at least 60 hours of adult education instruction, 47% will demonstrate achievement in the areas of reading, writing, English language acquisition, problem solving or numeracy by improving one or more literacy levels on the CASAS.
				Maryland defines literacy levels according to the National Reporting System and National Adult Literacy Survey (NALS) and corresponds to specific scaled scores on the CASAS.
				The aggregate percentage score for this indicator is 59.2%. The number of participants to whom the indicator applies is 103. The number of participants who met the achievement goal is 61.
1. Percentage of adults showing significant learning gains on measures of reading	CASAS: The disaggregated results for reading is determined by : The number of adults who attended adult education instruction for 60 hours or more in reading by their early level test scores as measured by the CASAS.	CASAS: 63	CASAS: 40	Generally, in Maryland each adult participant is counted once when calculating the percentage of adults who have achieved this indicator. In other words, if an adult improves one level in more than one subject area, or improves two or more levels in any subject area, he/she is not counted separately for every subject and level. For the purpose of this reporting, the data results are disaggregated for reading only.
	TABE: Not Applicable	TABE:	TABE:	Not Applicable
				The performance indicator

<p>2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition</p>	<p>CASAS: Maryland utilizes CASAS</p>	<p>CASAS: 163</p>	<p>CASAS: 111</p>	<p>standard was met(111=68.1%).</p> <p>The assessment instrument required by the Maryland State Department of Education is either CASAS Listening, BEST Oral or BEST Literacy. The definition of significant gain and criterion value for Maryland's Adult Indicator #2 is: The number of adult English Literacy Learners (ESOL) who have attended at least 60 hours of English language instruction, 47% will demonstrate achievement in listening, speaking, reading and writing by improving one literacy level on the CASAS or BEST.</p> <p>In Maryland, "English Language Instruction" is defined as classes or secondary education, GED preparation, functional skills and advanced instruction in English for Speakers of Other Languages. Scores for the BEST and Student Performance Levels (SPLs) are equivalent to the CASAS literacy levels as defined in the National Reporting System and National Adult Literacy Survey. The SPLs are not tests but are descriptions of general proficiency. The SPL document is a guidance document for Maryland's instructors to use which provides a standard description of adult refugee students' ability at a range of levels and the student's general language ability upon entry into an instructional level in the Core Curriculum.</p>
				<p>The performance indicator standard was met.</p> <p>The compulsory school age requirement in Maryland is 5 to 16 years of age. In many of Maryland's school systems, a school-age adult may attend school until the age of 21 years old.</p> <p>During the 2005-2006 school year, Maryland's Even Start program administered funding to two local projects that targeted a teen population at two public high schools. The assessment criteria for both of these projects consist of the Maryland Student Assessment, the High School Assessment, report cards and completion of 21 credits to meet</p>

				<p>the graduation requirements for the Maryland State Department of Education.</p> <p>The definition of significant gain and criterion value for Maryland's Secondary Education Indicator #3 for projects serving school-age (teen) parents is: The number of school-aged parents with the goal of earning a high school diploma, within six months of completing high school instruction, 42% of school-aged parents who have earned a minimum of 21 credits as required for graduation will obtain a high school diploma.</p>
	Diploma	11	2	
3. Percentage of school age adults who earn a high school diploma or GED	*Please indicate diploma or GED Diploma	*Please indicate diploma or GED Diploma	*Please indicate diploma or GED Diploma	
				<p>The performance indicator standard was met for the number of participants who met the achievement goal.</p> <p>The definition for significant gain and criterion value for Maryland's Adult Indicator #3 is: The number of adult participants with the goal of earning a high school diploma or its equivalent, within six months of completing instruction at the Adult Secondary or Advanced Adult Secondary Level, 42% of adult participants will obtain a high school diploma or its equivalent, as evidenced by documentation.</p> <p>The aggregate number of adults who obtained a high school diploma or a GED is 18. The percentage of adults who obtained a high school diploma or GED is 32%. The performance indicator standard was not met.</p> <p>In Maryland, "high school diploma or its equivalent" is defined as a Maryland high school diploma obtained through the GED, Maryland Adult External Diploma program, or Evening High School program.</p>
	Diploma and GED	56	5	
4. Percentage of non-school age adults who earn a high school diploma or GED	*Please indicate diploma or GED Diploma	*Please indicate diploma or GED Diploma	*Please indicate diploma or GED Diploma	
				Fifty-eight children entering kindergarten had both pre & post test scores. Forty-six children

entering kindergarten achieved significant learning gains which equals 79.3%. At least, nine children were exempted possibly due to the inability to understand the directions in English or left the program before a post-test was administered. The cohort is children entering kindergarten who had both pre & post test scores. Results where the number of children entering kindergarten who achieved significant learning gain which equaled 79.3%.

However, upon notification of the assessment requirements by USDE in August, 2005, the following events occurred in an effort to comply with the 2005-2006 CSR reporting:

October 14, 2005 - Key information about each of these assessment instruments were shared and discussed at a statewide meeting for local projects.

October, 2005 - State Coordinator participated in USDE Web Ex training.

November 5, 2005 - A memorandum was sent to local projects outlining this federal requirement and the scheduled training to be provided by MSDE from the Branch Director.

December, 2005 - MSDE received guidance from USDE on data to be collected on PPVT & PALS.

MSDE modified this guidance in order to meet specific state guidance as it relates to local projects reporting data to MSDE.

December 12, 2005 - PPVT-III training was conducted by AGS Publishing.

January 23, 2006 - Guidelines for Collecting and Reporting Even Start PPVT-III and PALS Pre-K Data was disseminated to local projects.

January 3, 2006 and February 28, 2006 - Pre-testing window.

June 1-30, 2006 - Post-testing



<p>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</p>	<p>Parent Education Profile (PEP) Not applicable. See explanation of progress.</p>	<p>Parent Education Profile (PEP)</p>	<p>Parent Education Profile (PEP)</p>	<p>The percentage of families who meet the criteria for new or expanded literacy-related activities is 95%. The number of participants to whom the indicator applies is 284. The number of participants who met the achievement goal is 270.</p> <p>The definition of significant gain and criterion value for Maryland's Family Functioning Indicator #10 is: The number of families who attended Even Start for six consecutive months or more, 75% will support their children's literacy development by being actively involved in school and community life, as evidenced by documenting at least three school or community literacy-related activities.</p> <p>The percentage of families who meet the criteria for school and community literacy-related activities is 87.7%. The number of participants to whom the indicator applies is 284. The number of participants who met the achievement goal is 249.</p> <p>In Maryland, additional measurement tools are used to assess progress of this indicator. Local projects use assessment tools that have been approved by and/or are used by the local school system and the Maryland State Department of Education.</p> <p>The curriculum models, screening and assessment tools used during this reporting period to measure this indicator are: Parents As Teachers(PAT), Bowdoin Parenting Method, Home Instruction project for Preschool Youngsters(HIPPY), Systematic Training for Effective Parenting, Ounce Scale, The Nurturing Program, The Family Literacy Curriculum Design, NC Parents Sharing Books, Essential Parent Workshop Resource, Successful Parenting, The Parent Home Connection, STEP, Teaching Your Child - A Curriculum for Involving Parents, 1,2,3,4 Parents-Effective Techniques for Parents of Children from 1 - to 4 Years of Age, Touchpoints, and Playing and Learning Strategies (PALS).</p>
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**Comments:** Indicator # 2: The cohort data is the number of participants (as requested) and was verified as correct.

Formating limited it to a percentage.

Indicator #3: The percentage who earned a GED information is as follows:

Cohort = 11, Results = 8, The performance indicator standard was met. Explanation of Progress: School-aged (teen) parents enrolled in Maryland's public and Maryland approved private/non-public schools can receive a high school diploma and/or a Maryland certificate for students with disabilities upon completion of Maryland's requirements.

Indicator #4: Percentage who earned a GED: Cohort = 56, Results = 5

Indicator # 7: The cohort data is the number of participants (as requested) and was verified as correct. Formating limited it to a percentage.

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**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 2005-2006.
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 2005-2006 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		Ages														Out of	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	School	Total
<b>1. ELIGIBLE MIGRANT CHILDREN</b>																		
1. All Migrant Children Eligible for the MEP	30	62	38	26	18	26	23	16	23	21	17	16	10	5	1	0	166	498
<b>2. PRIORITY FOR SERVICES</b>																		
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"		2	6	10	5	3	10	4	10	5	2	8	5	2	0	0	0	72
<b>3. LIMITED ENGLISH PROFICIENT (LEP)</b>																		
1. Migrant Children who are LEP		2	8	7	5	5	4	3	2	3	4	2	2	0	0	0	0	62
<b>4. CHILDREN ENROLLED IN SPECIAL EDUCATION</b>																		
1. Migrant Children Enrolled in Special Education	0	0	1	1	2	2	2	2	0	0	0	0	0	0	0	0	0	10
<b>5. MOBILITY</b>																		
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	26	24	7	9	5	6	8	6	11	9	4	9	6	4	0	0	153	287
2. Migrant Children with a Last Qualifying Move within Previous 13 – 24 Months (Counting back from the Last Day of the Reporting Period)	6	7	11	6	2	4	1	2	2	2	2	5	1	0	0	0	14	65
3. Migrant Children with a Last Qualifying Move within Previous 25 – 36 Months (Counting back from the Last Day of the Reporting Period)	0	11	13	4	3	9	5	6	4	3	3	2	1	0	0	0	4	68
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	8	16	6	6	7	6	7	6	8	6	5	2	0	0	0	0	83
<b>Comments:</b> Data outside the acceptable ranges was verified as correct.																		

**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 2005-2006 reporting period in only the higher age/grade cell. In all cases, the Total is the sum of the cells in a row

	Ages													Ungraded	School	Total	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10				11
<b>1. HIGH SCHOOL COMPLETION</b> -- (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. <b><i>Dropped out of school</i></b>										0	0	0	0	0	0	0	
2. Obtained GED																	0
<b>2. ACADEMIC ACHIEVEMENT</b> -- (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 –																	
1. Reading/Language Arts)						20	14	9	12	14	12	0	0	0	0	0	81
Number of Migrant Students Tested in Reading/Language Arts																	
2. (State Assessment)						20	14	9	12	14	12	0	0	0	0	0	81
Number of Migrant Students Enrolled During State Testing Window (State Assessment –																	
3. Mathematics)						20	14	9	12	14	12	0	0	0	0	0	81
Number of Migrant Students Tested in Mathematics (State																	
4. Assessment)						20	14	9	12	14	12	0	0	0	0	0	81

**Comments:** Data outside the acceptable range was verified as correct.

**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 2005-2006 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 1305 (e) (2) – (3). Do not report in row 3 the children served in Sections 1305 (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		K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Out of		
	0-2	3-5															School	Total	
<b>PARTICIPATION—REGULAR SCHOOL YEAR</b>																			
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	0	0
2. Priority for Service	0	0	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	0	0
4. Any Instructional Service	0	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	0
6. Mathematics Instruction	0	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	0	0
8. Any Support Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9. Counseling Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10. Any Referred Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Comments:</b>																			

**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/Interession Term																		
	Ages		Ages													Out of	Total	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	School	
<b>PARTICIPATION—SUMMER TERM OR INTERSESSION</b>																		
1. Served in MEP Summer of Interession Project (with an Instructional or Supportive Service Only	1	15	15	11	5	4	10	7	5	7	2	4	2	0	0	0	0	88
2. Priority for Service		1	6	10	5	2	8	4	5	3	1	3	2	0	0	0	0	50
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	1	15	15	11	5	4	10	7	5	7	2	4	2	0	0	0	0	88
5. Reading Instruction	0	13	15	11	5	4	10	7	5	7	2	4	2	0	0	0	0	85
6. Mathematics Instruction	0	13	15	11	5	4	10	7	5	7	2	4	2	0	0	0	0	85
7. High School Credit Accrual														0	0	0	0	0
8. Any Support Service	1	15	15	11	5	4	10	7	5	7	2	4	2	0	0	0	0	88
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	7	9	7	4	1	6	3	1	2	2	2	0	0	0	0	0	44
<b>Comments:</b> Data items outside the acceptable range have been verified as correct.																		

**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

<b>2.3.1.4. STUDENT ENROLLMENT</b>	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a. 54	b. 119
2. Schools in Which MEP Funds are Combined in SWP	a. 0	b. 0

**Comments:** Data items outside the acceptable range have been verified as correct.

**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.

<b>2.3.1.5.1. TYPE OF MEP PROJECT</b>	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. 2	b. 88
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 0	b. 0

**Comments:** Data items outside the acceptable range have been verified as correct.

**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 (columns a and c), 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 (columns b and d), enter the number of FTEs generated by the individuals who worked in the specific job classification. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.

Alternatively, calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one *FTE* for each job classification in your state for each term. (For example, one regular term FTE may equal 180 full-time (8 hour) work days, one summer term FTE may equal 30 full-time work days, or one *intersession* FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.

Use only the percentage of days worked by an individual that were 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.

<b>2.3.1.5.2. KEY MEP PERSONNEL</b>	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)	FTE IN REGULAR SCHOOL YEAR (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION (d)
1. State Director	1	20	1	2
2. Teachers	0	0	24	21
3. Counselors	0	0	0	0
4. All Paraprofessionals	0	0	8	7
5. Qualified Paraprofessionals	0	0	8	7
6. Recruiters	2	1	4	4
7. Records Transfer Staff	1	1	1	1

**Comments:** The number of FTE Teachers in Summer-Term/Intersession is 20.8. The number of FTE Recruiters in Summer-Term/Intersession is 3.25. The table would not allow the entry of partial FTEs.

## **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 2005-2006, defined as July 1, 2005 through June 30, 2006.

#### **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.

#### **Program Definitions: (Definitions New)**

**Neglected Programs (N):** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

**NOTE:** Do not include programs funded solely through Title I, Part A in these tables.

**Juvenile Detention Facilities (JD):** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

**Juvenile Corrections (JC):** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

**NOTE:** States should include any programs serving adjudicated youth (including non secure facilities and group homes) in the JC category.

**Adult Corrections (AC):** An adult correctional institution is a facility in which persons, including persons under 21 years of age, are confined as a result of conviction for a criminal offense.

**Other (O):** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

**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. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

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, juvenile detention facilities, juvenile correction facilities, adult correction centers, or other programs.

In the second column, enter the yearly average length of stay (in days) for students in each type of facility/program. The average should be weighted by number of students and should include the number of days, per visit each student was enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included.

In the third 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.

Throughout the table, count facilities based on how the facility/program was classified to ED for funding purposes. Indicate the number of multipurpose facilities in row 6.

**2.4.1.1 State Agency Title I, Part D, Facilities**

**Note:** The unduplicated number of students reported in the far right column in this table should match the figures in the "All Students" row in Table 2.4.1.2.

Facility/Program type	Number of facilities/programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs	0		0
2. Juvenile Detention	7		5715
3. Juvenile Corrections	9		2542
4. Adult Corrections	4		427
5. Other	0	0	0

6. Number of facilities that served more than one purpose: 8

**Comments:** State data for the average length of stay is missing for the 2005-06 school year. The state facility data input did not allow us to calculate these averages this year. The state will collect this data for 2006-07.

**2.4.1.2 Student Demographics**

**Instructions: Student Demographics**

Report demographic data on students who were served under Title I, Part D, Subpart 1. Report the number of students by program type and by race/ethnicity, gender, and age. This should be an unduplicated count of students. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

**NOTE:** The unduplicated number of students on the "All Students" row in this table should match the figures reported in the far right column in Table 2.4.1.1. unduplicated count = all students row = race total = gender total = age total.

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction	Number in other programs
All Students	0	5715	2542	427	0
<b>RACE/ETHNICITY</b>					
American Indian or Alaska Native	0	22	2	0	0
Asian or Pacific Islander	0	22	2	0	0
Black, non-Hispanic	0	3859	1878	341	0
Hispanic	0	213	53	10	0
White, non-Hispanic	0	1599	607	76	0
<b>GENDER</b>					
Male	0	4761	2415	427	0
Female	0	954	127	0	0
<b>AGE</b>					
5-10 years old	0	2	1	0	0
11-15 years old	0	2431	852	0	0
16-18 years old	0	3278	1563	178	0
19-21 years old	0	4	126	249	0

**Comments:**

### 2.4.1.3 Academic/Vocational Outcomes

Indicate 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 who 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). Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

For Section 1, items 1-3, report on the number of programs (not students) 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. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, Adult Corrections, or Other). These numbers should not exceed those reported earlier in the facility counts.

For Section 2.1, 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, Adult Corrections, or Other).

For Section 2.1, 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, Adult Corrections, or Other).

For Section 2.2, 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, Adult Corrections, or Other).

For Section 2.2, 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, Adult Corrections, or Other).

<b>2.4.1.3 Academic/Vocational Outcomes</b>				
<b>1. Facility Academic Offerings</b>	Number of Neglected Programs	<b>Number of Facilities/Programs</b>		
		Number of Juvenile Corrections and/or Detention Facilities	Number of Adult Corrections Facilities	Number of Other Programs
1. Awarded high school course credit(s)	0	13	0	0
2. Awarded high school diploma(s)	0	0	0	0
3. Awarded GED(s)	0	9	4	0
<b>2. Academic &amp; Vocational Outcomes</b>	Number in Neglected Programs	<b>Number of Students</b>		
		Number in Juvenile Corrections and/or Detention	Number of Adult Corrections Facilities	Number of Other Programs
<b>1. Academic</b>				
<i><b>While in the facility, the number of students who...</b></i>				
1. Earned high school course credits	0	286	0	0
2. Were enrolled in a GED program	0	295	186	0
<i><b>While in the facility or within 30 calendar days after exit, the number of students who...</b></i>				
3. Enrolled in their local district school	0	316	0	0
4. Earned a GED	0	124	0	0
5. Obtained high school diploma	0	8	0	0
6. Were accepted into post-secondary education	0	22	0	0
7. Enrolled in post-secondary education	0	15	0	0
<b>2. Vocational</b>				
<i><b>While in the facility, the number of students who...</b></i>				
1. Enrolled in elective job training courses/programs	0	379	0	0
<i><b>While in the facility or within 30 calendar days after exit, the number of students who...</b></i>				
2. Enrolled in external job training education	0	83	0	0
3. Obtained employment	0	238	0	0
<b>Comments:</b> Number of Juvenile Corrections and/or Detention Facilities reported on the previous pages is: 16. The Total value reported here is: 22. Some Maryland JC or JD facilities award both high school course credits and GEDs.				

**2.4.1.6. Academic Performance in Reading and Math**

Report the number of long-term Title I, Part D, Subpart 1 students in neglected programs, juvenile corrections and/or detention, adult corrections, or other programs who participated in pre- and post-testing in reading and math. Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2005 to June 30, 2006.

Students who were pre-tested prior to July 1, 2005 may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the tables, report numbers for juvenile detention and correctional facilities together in a single column. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Report the data by the following facility or program type: students in neglected programs (N), students in juvenile corrections and/or detention (JD/JC), students in adult corrections (AC), and students in other programs (O).

For row 1, enter the number of long-term students who were in placement during the reporting year.

For row 2, enter the number of long-term students who tested below grade level in reading or math (respectively) when they entered the facility or program.

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

For rows 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to + grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students should be reported in only one of these five change categories. The sum of rows 4-8 should be equal to the number provided in row 3.

<b>2.4.1.6 Academic Performance in Reading and Math</b>								
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students							
	Reading Performance				Math Performance			
	N	JD/JC	AC	O	N	JD/JC	AC	O
1. # students who were in placement from July 1, 2005 to June 30, 2006	0	749	427	0	0	749	0	0
2. # students from row 1 who tested below grade level upon entry.	0	275	213	0	0	472	0	0
3. # students from row 1 who took both the pre- and post-test exams	0	329	0	0	0	329	0	0
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	0	39	0	0	0	42	0	0
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	0	129	0	0	0	39	0	0
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	0	29	0	0	0	34	0	0
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	0	23	0	0	0	45	0	0
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	0	109	0	0	0	169	0	0
<b>Comments:</b>								

## 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 2005-2006, defined as July 1, 2005 through June 30, 2006.

### 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.

### Program Definitions: (New Definitions)

**Neglected Programs (N):** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

**NOTE:** Do not include programs funded solely through Title I, Part A in these tables.

**Juvenile Detention Facilities (JD):** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

**Juvenile Corrections (JC):** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

**NOTE:** States should include any programs serving adjudicated youth (including non-secure facilities and group homes) in the JC category.

**At-Risk Programs (AR) or Other (O):** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school. Other is any other program, not defined above, which receives Title I, Part D funds and serves non-adjudicated children and youth.

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

**Instructions: Local Education 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 2 funds. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

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 neglected programs, juvenile detention facilities, juvenile correction facilities, and at-risk or other programs.

In the second column, enter the yearly average length of stay (in days) for students in each type of facility/program. The average should be weighted by number of students and should include the number of days, per visit each student was enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included.

In the third 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.

Throughout the table, count facilities based on how the facility/program was classified to ED for funding purposes. Indicate the number of multipurpose facilities in row 5.

**Note:** The unduplicated number of students reported in the far right column in this table should match the figures reported in the "All Students" row in Table 2.4.2.2.

Facility/Program type	Number of facilities/programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs	4		254
2. Juvenile Detention	7		583
3. Juvenile Corrections	2		228
4. At-risk Programs or Other	2		321
5. Number of facilities that served more than one purpose:			1

**Comments:** State data for the average length of stay is missing for the 2005-06 school year. The local education agency facility data input did not allow us to calculate these averages this year. The state will collect this data for 2006-07.

**2.4.2.2 STUDENT DEMOGRAPHICS****Instructions: Student Demographics**

Report demographic data on students who were served under Title I, Part D, Subpart 2. Report the number of students by program type and by race/ethnicity, gender, and age. This should be an unduplicated count of students. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

**NOTE:** The unduplicated number of students on the "All Students" row in this table should match the figures reported in the far right column in Table 2.4.2.1. unduplicated count = all students row = race total = gender total = age total.

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in at risk or other programs
All Students	254	583	228	321
<b>RACE/ETHNICITY</b>				
American Indian or Alaskan Native	3	1	4	0
Asian or Pacific Islander	3	5	1	5
Black, non-Hispanic	183	447	137	130
Hispanic	22	18	35	94
White, non-Hispanic	43	112	51	92
<b>GENDER</b>				
Male	71	525	220	228
Female	183	58	8	93
<b>AGE</b>				
5-10 years old	13	0	0	0
11-15 years old	132	133	3	120
16-18 years old	109	446	112	199
19-21 years old	0	4	113	2

**Comments:**

**Instructions: Academic/Vocational Outcomes**

Indicate 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 who 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). Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. At-risk /other program columns are provided for States for reporting outcome data, as available. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

For Section 1, items 1-3, report on the number of programs (not students) 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. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or At-Risk/Other). These numbers should not exceed those reported earlier in the facility counts.

For Section 2.1, 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 At-Risk/Other).

For Section 2.1, 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 At-Risk/Other).

For Section 2.2, 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 At-Risk/Other).

For Section 2.2, 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 At-Risk/Other).

<b>2.4.2.3 Academic/Vocational Outcomes</b>			
<b>1. Facility Academic Offerings</b>	<b>Number of Facilities/Programs</b>		
	Number of Neglected Programs	Number of Juvenile Corrections and/or Detention Facilities	Number of At Risk or Other Programs
1. Awarded high school course credit (s)	2	6	1
2. Awarded high school diploma(s)	1	2	1
3. Awarded GED(s)	1	6	0
<b>2. Academic &amp; Vocational Outcomes</b>	<b>Number of Students</b>		
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in At Risk or Other Programs
<b>1. Academic</b>			
<i>While in the facility, the number of students who...</i>			
1. Earned high school course credits	113	261	278
2. Were enrolled in a GED program	8	492	0
<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	126	170	302
4. Earned a GED	2	108	0
5. Obtained high school diploma	1	2	36
6. Were accepted into post-secondary education	3	60	5
7. Enrolled in post-secondary education	2	78	0
<b>2. Vocational</b>			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs	0	31	0
<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	0	5	0
3. Obtained employment	1	61	22
<b>Comments:</b> Number of Juvenile Corrections and/or Detention Facilities reported on the previous pages is: 9. The Total value reported here is: 14. Some Maryland JC or JD facilities award high school course credits, high school dipolomas and GEDs.			

**2.4.2.6. Academic Performance in Reading and Math****Instructions:**

Report the number of long-term Title I, Part D, Subpart 2 students in neglected programs, juvenile corrections and/or detention, adult corrections, or other programs who participated in pre- and post-testing in reading and math. Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2005 to June 30, 2006.

Students who were pre-tested prior to July 1, 2005 may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the tables, report numbers for juvenile detention and correctional facilities together in a single column. At-risk /other program columns are provided for States for reporting performance data, as available. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Report the data by the following facility or program type: students in neglected programs (N), students in juvenile corrections and/or detention (JD/JC), students in at-risk or other programs (AR/O).

For row 1, enter the number of long-term students who were in placement during the reporting year.

For row 2, enter the number of long-term students who tested below grade level in reading or math (respectively) when they entered the facility or program.

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

For rows 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to ½ grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students should be reported in only one of these five change categories. The sum of rows 4-8 should be equal to the number provided in row 3.

<b>2.4.2.6 Academic Performance in Reading and Math</b>						
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students					
	Reading Performance			Math Performance		
	N	JD/JC	AR/O	N	JD/JC	AR/O
1. # students who were in placement from July 1, 2005 to June 30, 2006	254	703	302	254	634	302
2. # students from row 1 who tested below grade level upon entry.	71	602	0	72	552	0
3. # students from row 1 who took both the pre- and post-test exams	2	212	0	2	179	0
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	0	27	0	0	23	0
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	0	42	0	1	26	0
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	0	32	0	0	32	0
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	1	53	0	1	38	0
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	1	58	0	0	60	0
<b>Comments:</b>						

**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 2005-2006 school year.

71.00

**Comments:**

**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 2005-2006 school year.

76.00

**Comments:**

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

74

**Comments:**

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

Performance data for this program will be available from other sources, including State Educational Technology indicators in EDEN.

## **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**

**Note:** The target information submitted for 2003-2004, 2004-2005, and 2005-2006 cannot be changed from the figures established as part of your 2004-2005 CSPR submission. At the completion of the Part II CSPR submission cycle, ED will analyze the figures submitted as part of the 2004-2005 CSPR against those submitted in the 2005-2006 CSPR and ask states to reconcile any differences.

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: Annual	2003-2004 6	2004-2005 0
			2004-2005 6	2005-2006 39
		Year of most recent collection: 2005-06	2006-2007 0	Baseline: 0
			2007-2008 0	Year Established: 2002-03

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
4.1.2: Percentage of alcohol use (last 30 days) in grades 6, 8, 10, and 12.	Maryland Adolescent Survey (MAS)  NOTE 1: The 2006 MAS, which was scheduled to be administered in December 2006 was rescheduled for the fall of 2007.	Frequency: Biennial	2003-2004	2004-2005 Grade 6: 5.4%
			2004-2005 Grade 6: 4.75%	Grade 8: 16.2%
			Grade 8: 15.6%	Grade 10: 31.4%
			Grade 10: 32.0%	Grade 12: 44.1%
			Grade 12: 42.3%	2005-2006
			2005-2006	Baseline: Grade 6: 5.0%
			2005-2006	Grade 8: 16.4%
			2005-2006	Grade 10: 35.0%
			2006-2007	Grade 12: 44.3%
			2007-2008 Grade 6: 4.5%	Year Established: 2002-03
	Grade 8: 14.4%			
	Grade 10: 30.0%			
	Grade 12: 40.3%			

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
4.1.2: (cont'd) Percentage of other drug use (last 30 days) in grades 6, 8, 10, and 12.	Maryland Adolescent Survey	Frequency: Biennial	2003-2004	2004-2005 Grade 6: 4.2%
			2004-2005	Grade 8: 11.3%
			2004-2005	Grade 10:19.6%
			2004-2005	Grade 12:26.0%
			2004-2005	Grade 6: 3.4%
			2004-2005	Grade 8: 10.0%
			2004-2005	Grade 10: 18.5%
			2004-2005	Grade 12: 26.4%
			2005-2006	Baseline: Grade 6: 3.7%
			2005-2006	Grade 8: 11.4%
4.1.2: (cont'd) Percentage of other drug use (last 30 days) in grades 6, 8, 10, and 12.	Maryland Adolescent Survey	Year of most recent collection: 2004-05	2005-2006	Grade 10:21.3%
			2006-2007	Grade 12:28.2%
			2007-2008	Grade 6: 3.0%
			2007-2008	Grade 8: 9.4%
			2007-2008	Grade 10: 17.0%
			2007-2008	Grade 12: 25.2%
			2002-2003	Year Established: 2002-03
			2002-2003	Year Established: 2002-03
			2002-2003	Year Established: 2002-03
			2002-2003	Year Established: 2002-03

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
4.1.3: Number of suspensions by offense:  CLASSROOM DISRUPTIONS	Suspensions, Expulsions, and Health-Related Exclusions Report	Frequency: Annual	2003-2004 10301	2004-2005 9349
			2004-2005 9992	2005-2006 9311
			2005-2006 9692	
			2006-2007 9401	Baseline: 10620
			2007-2008 8976	Year Established: 2002-03
			2007-2008 8976	Year Established: 2002-03

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
			2003-2004 13290	2004-2005 12910

4.1.3: Number of suspensions by offense: INSUBORDINATION	Suspensions, Expulsions, and Health-Related Exclusions Report	Frequency: Annual	2004-2005 13024 2005-2006 12764	2005-2006 13044
		Year of most recent collection: 2005-06	2006-2007 12509 2007-2008 12260	
<b>Comments:</b>				

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
4.1.3: Number of suspensions by offense:	Suspensions, Expulsions, and Health-Related Exclusions Report	Frequency: Annual	2003-2004 18170 2004-2005 20417	2004-2005 16806 2005-2006 18170
		Year of most recent collection: 2005-06	2005-2006 19804 2006-2007 19210	Baseline: 18732 Year Established: 2002-03
REFUSAL TO OBEY SCHOOL POLICIES	Suspensions, Expulsions, and Health-Related Exclusions Report	2007-2008 18634		

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
4.1.4: Number of persistently dangerous schools	Persistently Dangerous Schools Report	Frequency: Annual	2003-2004 0 2004-2005 4 2005-2006 0	2004-2005 0 2005-2006 5
		Year of most recent collection: 2005-06	2006-2007 0 2007-2008 0	Baseline: 0 Year Established: 2002-03

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
4.2.1: Percentage of schools using researched-based programs to reduce disruption	Safe & Drug-Free Schools Report (BTE)	Frequency: Annual	2003-2004 60% 2004-2005 65% 2005-2006 70%	2004-2005 71.5% 2005-2006 68%
		Year of most recent collection: 2005-06	2006-2007 75% 2007-2008 80%	Baseline: 55% Year Established: 2002-03

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
4.2.2: Percentage of school staff trained to implement programs proven to reduce disruption	Safe & Drug-Free Schools Report (BTE)	Frequency: Annual	2003-2004 58% 2004-2005 63% 2005-2006 68%	2004-2005 70.4% 2005-2006 78%
		Year of most recent collection: 2005-06	2006-2007 73% 2007-2008 80%	Baseline: 53% Year Established: 2002-03

**Comments:**

Instrument/	Frequency of	Actual
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Indicator	Data Source	collection	Targets	Performance
4.2.3: Percentage of LEAs conducting annual climate surveys	Safe & Drug-Free Schools Report (BTE)	Frequency: Annual  Year of most recent collection: 2005-06	2003-2004 NA	2004-2005 58%
			2004-2005 55%	2005-2006 42%
			2005-2006 60%	Baseline: 50% Year Established: 2003-04
			2006-2007 65%	
			2007-2008 80%	

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
4.3.1: Percentage of students reporting a positive connection to school	Safe & Drug-Free Schools Report (BTE)	Frequency: Annual  Year of most recent collection: 2004-05	2003-2004 NA	2004-2005 79.1%
			2004-2005 80%	2005-2006 75%
			2005-2006 83%	Baseline: 77% Year Established: 2003-04
			2006-2007 85%	
			2007-2008 90%	

**Comments:**

**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
<b>Comments:</b>	

**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 2005-2006 school year		Number of LEAs reporting
	Elementary	5773	
Middle	14359	24	
High School	9902	24	
EXPULSIONS	Number for 2005-2006 school year		Number of LEAs reporting
	Elementary	10	
Middle	98	24	
High School	176	24	

**Comments:** The items exceeding the +/-5% difference have been reviewed and are correct.

**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 USC921 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.

<b>SUSPENSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	583		24
Middle School	1050		24
High School	1251		24
<b>EXPULSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	69		24
Middle School	257		24
High School	373		24

**Comments:** The items exceeding the +/-2% difference have been reviewed and are correct.

**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 or use, sale or distribution of any alcoholic substances.

<b>SUSPENSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	4		24
Middle School	96		24
High School	646		24
<b>EXPULSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	0		24
Middle School	7		24
High School	21		24

**Comments:** The items exceeding the +/-5% difference have been reviewed and are correct.

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

State definition of <u>illicit-drug related</u> :	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.	
<b>SUSPENSIONS</b>	<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	34	24
Middle School	396	24
High School	1612	24
<b>EXPULSIONS</b>	<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	3	24
Middle School	64	24
High School	225	24
<b>Comments:</b> The items exceeding the +/-2% difference have been reviewed and are correct.		

**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

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 group representatives, 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, Maryland's Plan for Every Student.

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 created the Superintendent's Family Involvement Council to lay the groundwork for implementing the M-PAC recommendations. The Council is 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 Former 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/guardians, or close relatives who believed that an incident of harassment or intimidation had occurred against the student.

### 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)**

**All information should be for the 2005-2006 school year.**

**2.8.8** Section 5122 of the Elementary and Secondary Education Act (ESEA), as amended, requires States to provide an annual statewide summary of how Title V, Part A funds are contributing to improving student academic performance and the quality of education for students. The statute further requires that those summaries be based on evaluations provided to the State by local educational agencies (LEAs) receiving program funds.

**Please attach your statewide summary.** You can upload file by entering the file name and location in the box below or use the browse button to search for the file as you would when attaching a file to an e-mail. The maximum file size for this upload is 4 meg.

**2.8.9** Indicate the NUMBER of LEAs that completed Title V, Part A needs assessments that the State determined to be credible.

24

**Comments:**

**2.8.10** Indicate the AMOUNT of Title V, Part A funds in dollars (including funds transferred from other programs into Title V, Part A under the Transferability authority in Section 6123(b)) that LEAs used for the four strategic priorities listed below. (Include all LEAs, not just LEAs that spent at least 85 percent for the four strategic priorities.)

\$ 1753082

The **4 strategic priorities** are: (1) support student achievement, enhance reading and math, (2) improve the quality of teachers, (3) ensure that schools are safe and drug free, (4) promote access for all students to a quality education.

Activities authorized under Section 5131 of the ESEA that are included in the four strategic priorities are 1-5, 7-9, 12, 14-17, 19-20, 22, and 25-27. Authorized activities that are not included in the four strategic priorities are 6, 10-11, 13, 18, 21, and 23-24.

**Comments:**

**2.8.11** In the table below, please provide the following information for LEAs receiving Title V, Part A funds.

First row:

- The number of LEAs that used at least 85 percent of their Title V, Part A funds (including funds transferred into their Title V allocations from other programs) for the four strategic priorities above, and
- The number of these LEAs that met their State's definition of adequate yearly progress (AYP)

Second row:

- The number of LEAs that did not use at least 85 percent of their Title V, Part A funds (including funds transferred into their Title V allocations from other programs for the four strategic priorities), and
- The number of these LEAs that met their State's definition of AYP

LEAs receiving Title V, Part A funds	NUMBER of these LEAs	NUMBER of these LEAs that met AYP
Number of LEAs that <u>used at least 85%</u> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	24	21
Number of LEAs that <u>did not use at least 85%</u> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	0	
	24	21
<b>TOTAL</b>	(total = all LEAS receiving Title V, Part A funds) 24	(total = all LEAS receiving Title V, Part A funds <u>that met AYP</u> ) 4

Note: Allocations should include any funds transferred into Title V, Part A under the transferability option under section 6132 (b).

**Comments:**

**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 2005-2006 school year.

**Comments:** Maryland has no LEAs eligible for the Small Rural School Achievement Program under Title VI. Maryland does not meet the criteria for this program.

**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 2005-2006 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

**Comments:** Maryland has no LEAs eligible for the Rural and Low-Income School Program under Title VI. Maryland does not meet the criteria for this program.

**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.

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

<b>2.10.1 State Transferability of Funds</b>	
Did the State transfer funds under the State Transferability authority of section 6123(a) during the 2005-2006 school year?	<u>No</u>
<b>Comments:</b>	

<b>2.10.2 Local Educational Agency Transferability of Funds</b>	
<b>2.10.2.1</b> 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 2005-2006 school year.	3
<b>Comments:</b>	

**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 <u>TO</u> eligible program	Total amount of funds transferred <u>TO</u> eligible program
Improving Teacher Quality State Grants (section 2121)	1	96149
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))	2	302248
Title I, Part A, Improving Basic Programs Operated by LEAs	0	0
Program	Total Number of LEAs transferring funds <u>FROM</u> eligible program	Total amount of funds transferred <u>FROM</u> eligible program
Improving Teacher Quality State Grants (section 2121)	2	302248
Educational Technology State Grants (section 2412(a)(2)(A))	0	0
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	1	96149
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.*

<b>Comments:</b>
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**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.