

# THE STATUS OF LEPs IN OHIO

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to the Honorable Senators and Representatives of the 128th General Assembly

## Background

In the 2007-2008 school year, nearly 35,000 students were identified as Limited English Proficient (LEP) in Ohio's schools; a number that has tripled in the past decade. (See by Figure 1.) The term LEP refers to students whose home language is one other than English and whose inability to speak, read, understand, or write in English impedes upon their education in such a way that they are unable to effectively participate in the educative process. Indeed, this impediment to learning is demonstrated by the graduation rates of LEP students. These students are graduating at a rate of about 74 percent for the 2006-2007 school year, which falls short of the state average, which is nearly 87 percent. (See Figure 2.)

Since Spanish-speakers alone constitute nearly half of the LEP student population, it is no surprise that the Latino Community is keenly aware of the difficulties that that these students face. In past and recent assessments of the education conditions in Ohio, Latino community members have constantly pointed to language as a challenge to closing the achievement gap between Latino and Caucasian students. Furthermore, resources to provide the programs and support needed for LEP students consistently has been cited as the solution to this challenge.



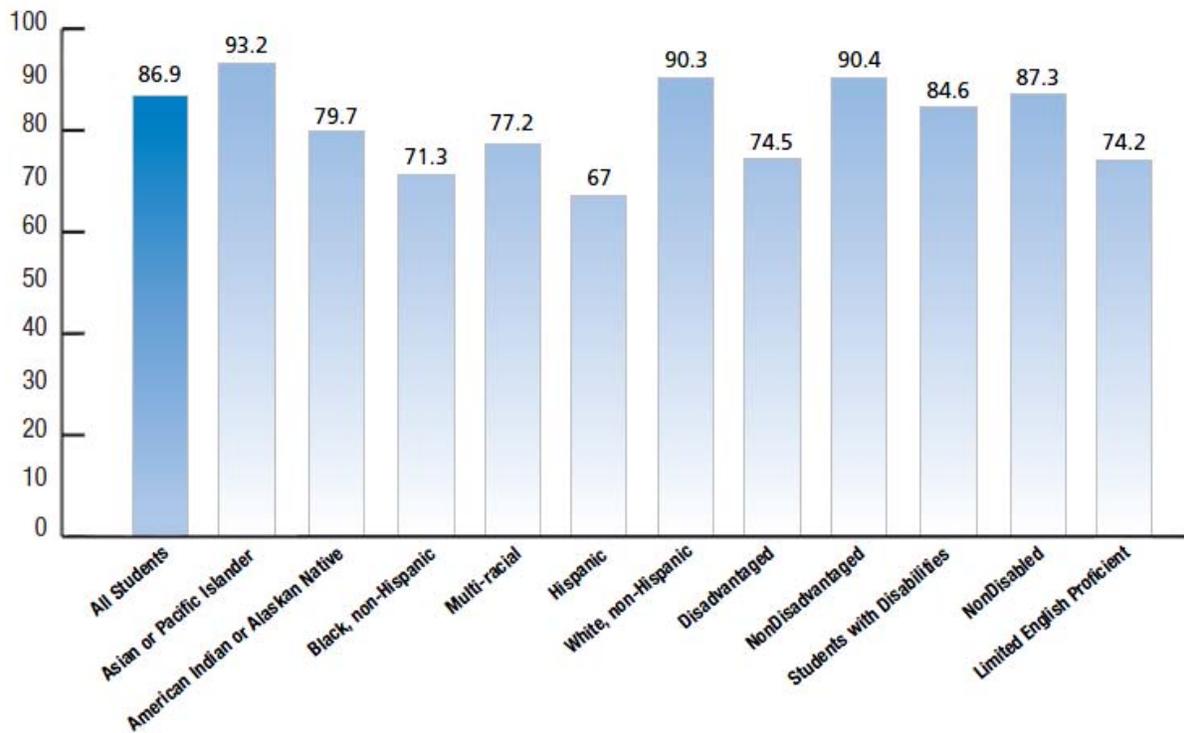
Figure 1.

School Year	Metrics		State Enrollment Student Headcount	
	Limited English Proficiency Flag		Yes	No
2007-2008 School Year	31,273	1,760,214	34,922	2,073,505
2006-2007 School Year	28,762	1,770,933	32,450	2,068,452
2005-2006 School Year	26,321	1,790,408	30,066	2,148,098
2004-2005 School Year	25,811	1,811,999	29,534	2,155,102
2003-2004 School Year	24,455	1,815,628	28,353	2,104,237
2002-2003 School Year	20,820	1,804,465	24,414	2,063,440
2001-2002 School Year	18,881	1,798,601	22,346	2,021,204
2000-2001 School Year	13,324	1,790,760	15,722	2,015,538
1999-2000 School Year	14,905	1,796,673	17,157	1,987,052
1998-1999 School Year	12,835	1,804,707	14,925	2,002,813
1997-1998 School Year	10,407	1,810,404	12,369	2,008,209
1996-1997 School Year	9,045	1,812,931	10,622	2,000,294

Source: ODE, Lau Resource Center

Figure 2.

### 2006-2007 Graduation Rate



Source: ODE



## Sources of Funding

### State Funding

For the first time, in 2005-2006, state funds were set aside to support selected districts in the education of LEP students. These funds, made available under Poverty Based Assistance (PBA, H.B. 66) were made available to school districts that meet a poverty index criterion and have an enrollment of LEP students representing at least 2% of the total school population.

The following is the description of the LEP component of the current PBA funding:

“School districts receiving Limited English Proficiency Services funds should use them for one or more of the following purposes:

- (a) To hire teachers for limited English proficient students or other personnel to provide intervention services for those students;
- (b) To contract for intervention services for those students;
- (c) To provide other services to assist those students in passing the third-grade reading achievement test, and to provide for those students the intervention services required by section 3313.608.” (Section 3317.029)”

For more information about Poverty based Assistance, see Appendix A.

Figure 1, below, is a list of school districts with their PBA – LEP funding levels for FY08 and FY09. While the funding is calculated under the LEP line item, the districts are not required to expend it on LEP services. In addition, districts that do not receive calculated LEP funding may spend other PBA funds on LEP services. Finally, the calculation for LEP funding is based on the LEP student count from the 2002-2003 school year.

**Figure 3.**

IRN	County	District	LEP Aid for FY08	LEP Aid for FY09
43802	Franklin	Columbus City SD	3,951,407.78	3,903,062.10
43786	Cuyahoga	Cleveland Municipal SD	3,000,876.38	2,964,160.50
44800	Franklin	South-Western City SD		546,254.80
44628	Lake	Painsville City Local SD	637,749.70	524,955.68
44198	Cuyahoga	Lakewood City SD	431,598.13	
44263	Lorain	Lorain City SD	224,431.03	221,685.10
44107	Butler	Hamilton City SD	189,781.31	148,940.29
45070	Franklin	Whitehall City SD	169,592.68	167,517.70
43513	Ashtabula	Ashtabula Area City SD	125,925.10	108,629.05
44578	Hamilton	Norwood City SD	81,242.00	74,470.15
50096	Trumbull	Bloomfield-Mespo Local SD	12,606.05	
49353	Putnam	Leipsic Local SD	9,640.72	
47068	Fulton	Gorham Fayette Local SD	6,255.63	
43521	Athens	Athens City SD		62,914.43

Source: ODE, Lau Resource Center



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Poverty Based Assistance is in the Governor's proposed budget for Fiscal Years 2010 and 2011 (see p. 22 of the Governor's proposed budget for ODE, available at <http://obm.ohio.gov>) and limited English proficient students are mentioned in the context of federal grants (*Id.* See page 9 and 10) as well as in the context of needed support in the Governor's Executive Budget (page D-19 of Executive Budget, available at <http://obm.ohio.gov>). The executive budget reads the following:

**“Present [funding]**

Current Foundation formula provides LEP funding through poverty based assistance. However, ODE has recognized that there is not a strong link between LEP and poverty and have proposed funding this category of students separately in the upcoming biennium.

**Ohio Evidence-Based Model**

Limited English Proficiency (LEP) Funding for LEP teacher resources area allocated based on the number of students that require services.”

The details of the governor's education funding plan are found in the document, “Funding a 21st Century Education System - Ohio's Evidence-Based Model”, also available at <http://obm.ohio.gov>, posted on Friday, Feb 6, 2009. On p. 26 of the document, funding is computed for “Instructional Services Support,” which is part of the Adequacy Amount given to each school district, and which includes a “Limited English Proficiency Teacher Factor.” It provides for one LEP teacher generated for every 100 students identified as needing LEP instruction. A summary description, which provides a quick reference of what items are included in the Evidence-Based Funding Plan, is included in Appendix B.

**Federal Funding**

One of the most significant changes elicited by No Child Left Behind Act of 2002 (NCLB) is the mandated reporting requirement. Schools and their districts are held accountable for the test scores, attendance rates, and graduation rates of their student bodies. Such a requirement establishes a means of disaggregating data and making sound evaluations based on raw statistics.

NCLB also offers the first federal funds that are available on a non competitive basis. Administered by the national Office of English Language Acquisition (OELA), Title III is one of the main sources of funding for LEP and immigrant students. Under Title III states are afforded federal money based on a formula using census data. It is then the responsibility of the state to apportion funds to the individual districts according to immigrant population and the number of students who have been identified as LEP. State education agencies have some flexibility in distributing the funds, as long as 95% of the entire grant is used at the local level. It is also required that 15% of that allocation is reserved for districts that have experienced a large increase in number or percentage of immigrant students. In the 2008 survey, Ohio school districts reported an enrollment of over 10,000 immigrant students.

For school year 2008-2009, Ohio received a State grant of \$ 7,815,268 from the U.S. Department of Education under Title III of No Child Left Behind. Of this amount, 5% (\$390,763) was reserved for the state to cover administrative expenses (2%) and training/technical assistance (3%) provided to school districts. The remaining 95% (\$7,424,505) was allocated directly to school districts based on the number of LEP and immigrant students enrolled.

Title I, Improving the Academic Achievement of the Disadvantaged, is a form of targeted assistance that is the principle source of funds benefiting LEP programs under NCLB. Allocations under Title I are based on economic status and academic needs.



Intended beneficiaries of the six sections of Title I include LEP students, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading intervention. Migrant education programs are funded by section C of Title I. Such programs are intended to minimize the educational disruptions affecting a child as a result of frequent moves. A large portion of the Latino student population is served under Title I of No Child Left Behind.

The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act (ESEA) provides competitive funding not only to programs that benefit students with limited English proficiency, but it also authorizes funding to promote professional development and research endeavors. Title VII was enacted in 1968 as part of the ESEA and was later restructured within the Improving America's Schools Act of 1994. The Bilingual Education Act ensures funding for a period of three to five years. Most major districts in Ohio have been awarded this type of federal grant.

To qualify for these funds, a district must report at least 30 immigrant students, and have an increase of immigrant enrollment of at least 5% over the average of the previous two years. See Appendix C for Ohio's final allocations based on immigrant status, 2008.

Also included in Appendix D is a list a list of grantees as of Dec. 30, 2008. The amounts will change because funds not applied for by other district will be re-distributed to those districts that have applied for Title III funds. (Not all districts that receive an allocation decide to apply for the funds, especially in the case of districts that receive a relatively small allocation.)

In order to apply for LEP funds, a district or community school must have an allocation of at least \$10,000. If the allocation is less than \$10,000, then the district must join a consortium with other districts to reach a total of at least \$10,000, and then apply as one consortium. In the attached list, grantees are identified as individual district or community school, as a member of a consortium, or as a fiscal agent of a consortium.

## Ohio LEP Programs

In *Lau v Nichols*, the U.S. Supreme Court found that non-English speaking students did not receive equal educational opportunities when instructed in a language they did not thoroughly understand. However, the Court did not mandate a specific type of LEP program, thus giving schools the flexibility to choose an educational approach that best fits their needs and resources. However, there are five major types of programs that are commonly employed in Ohio. Instructional methods are not used exclusively, as most districts prescribe to multiple types of LEP programs.

### Bilingual Education

Bilingual instruction encompasses a wide range of specific programs and is ideal for a school district that serves a large number of LEP students with the same home language. There are two basic principles behind the theory of bilingual instruction: (1) Students are more likely to learn anything, including English, if they understand what they are being taught, and (2) Students who are not proficient in English will not fall behind their English-speaking peers if they are able to keep abreast of the subject matter in their home language.



A distinction is made between Transitional and Developmental Bilingual education methods. The former, also known as early-exit, provides learners with English language and academic instruction in their native language for a portion of the day. Developmental, or late-exit programs aim to preserve and improve the students' native language skills as they concurrently master English. The ultimate goal of late-exit programs is fluency in both languages. While there are a variety of bilingual education models, all utilize both English and the students' home language as means of instruction.

### *Immersion*

The immersion approach to teaching English as a second language differs from bilingual instruction in that only English is used in the classroom. In an immersion classroom there is no formal English language instruction. LEP students benefit from a classroom environment in which academic content is presented in English at a linguistic level appropriate for the students in the class. Instructors make frequent use of manipulative materials and visual aids to ensure that subject matter is understood. Immersion should not be confused with the idea of *submersion*, since such "sink or swim" policies were ruled illegal in *Lau v. Nichols*.

### *Pull-out ESL classes*

Students in pull-out ESL classes spend a short amount of time each day working with an ESL instructor outside of mainstream classes. English as a second language classes provide formal English instruction in reading and writing, with a focus on oral communicative processes through free conversation and discussion. There is little or no use of the student's native language. ESL classes can be used as the primary means of LEP assistance or as a supplement to a bilingual instruction program.

### *In-class or Inclusion Instruction*

In this approach, LEP students share a classroom with their native-English speaking peers but an ESL specialist or a bilingual instructor is present in order to provide further assistance to LEP students. The supplemental instructor works to clarify course content and provide necessary guidance.

### *Individual Tutoring*

Tutoring is an approach to ESL education that is often utilized in those districts that serve very few LEP students. Instruction can be provided by trained ESL or bilingual education specialists, or by a volunteer who works in cooperation with a qualified teacher.

## Compilation of Community Feedback on LEP Issues

### Background of Reports

The Ohio Latino Affairs Commission launched a series of education initiatives beginning in 2001. These have been:

- 2001 - Statewide Town Hall meetings on the Educational Status of Latino Students
- 2002 - Report on the Educational Status of Hispanic/Latino Students
- 2004 - Partnership with the Ohio Close The Gap Campaign
- 2005 - National alliance with the National Black Caucus of State Legislators and the National Hispanic Caucus of State Legislators
- 2006 - ¡soluciones! statewide education roundtable meeting
- 2008 - Education mini-conferences, State Tour.



The information provided below was extracted from the three main reports resulting from these education initiatives, which include the Report on the Education Status of Hispanic/Latino students, the *¡soluciones!* roundtable notes, and notes from the 2008 education mini-conferences. Thus, all information below is derived directly from the feedback of Latino community leaders on issues regarding the area of LEP programs.

### The Educational Status of Hispanic/Latino Students in Ohio's K-12 Public Schools, 2001-2002

Recommendations regarding Limited English Proficiency (LEP) programs:

The General Assembly should dedicate funding to school districts for language instruction that that helps Limited English Proficient (LEP) students learn English and other academic subjects. Ohio is one of the few states that does not provide state funding for these instructional programs, despite increased and growing numbers of students with need of this key building block for academic achievement.

The Ohio Department of Education should develop benchmarks and assessments to measure the progress of Limited English Proficient and immigrant students in learning English and meeting other academic standards.

The Department of Education should regularly evaluate the effectiveness of English as a Second Language (ESL), bilingual education and language immersion programs in the state. In particular, the Department of Education should determine whether teachers/assistants involved in ESL, bilingual and structured language immersion instruction are properly certified. The Department should also conduct a statewide study to ascertain the effectiveness of the various instructional methodologies being utilized to teach English to immigrant children and publish the results.

The Ohio Department of Education should review whether districts are in compliance with federal guidelines on English language instruction and whether effective student assessment tools are in place. Each district should assess the English language progress of its LEP students and report this data to the state.

Spanish language proficiency needs to be considered an asset, not a liability, as a second language. Proficiency in English and at least one other language should be encouraged for all students in Ohio public schools.

### ¡soluciones! statewide education roundtable meeting, 2006

#### Challenges Identified

##### Language Issues

- Language prejudices and language challenges and realities are not being addressed.
- Need to acknowledge Spanish as an asset both culturally and cognitively.
- Language barriers: need to interconnect Spanish and English concepts and separate programs should be implemented for ESL teachers.
- There is a high mobility rate of instruction/instructors, therefore no continuity.



### Staff/Resources

- There is a need for reinforcement for ESL trained teachers.
- heavy student load for ESL teachers – lack of resources.
- There are not enough ESL services.
- Bilingual tutors are needed.
- There is a need for bilingual staffing.
- Too few bilingual staff.
- Need (and need to have funding for) interpreters in parent-teacher conferences.
- Student placement – ELL, Hispanic, IEP, etc. – does it create an educational ghetto?
- Need increase of ELL resources
- Diversity of ELL is an issue

### Systematic Issues

- Are ESL designated schools effective or perpetuating the Latina/o achievement gap?
- ESL students are labeled as special education or in learning disability categories.
- Literacy – the main issue is proper identification, and identification of even second generation ELL's
- Instructional practices to engage ELL's

### Professional development

- Teachers/administrators and other professionals' lack of understanding of time it takes to learn new language/culture for academic success.

## Solutions Identified

### Language

- Spanish is the second language in the USA
- U.S is becoming more bicultural and bilingual. - We are becoming a more diverse society
- ESL programs providing resources for non-English speaking students - bilingual aides
- Multi language written documents, information for parents regarding community and school resources.

### Professional Development

- Literacy training for all ELL teachers.
- Realizing the need for ESL programs.

### Programs

- New comer program for students newly arrived to the US.
- BUHRER Elementary (k-4) - Dual language instruction – parents and children learn a second language



### Programs Cont'd

- ELL Summer School (like a summer camp where transportation is provided)
- 5th Ave. International School - teachers students, parents and community
- Lau Center – Lau ve Nicholes
- Early grad ESL Class: a. K- plus, b. EKLIPs = English Kindergarten Literacy Intervention Programs.
- Immersion program – learn both languages where parents can communicate with teachers.
- Newcomer (Welcome) school in Columbus for students with little or no prior experiences in schools.
- Support groups such as OHIO TESOL – annual Ohio TESOL conference.
- Bilingual GED
- Tutor Centers

### Staff/Resources

- Bi lingual teachers
- Bilingual educators and positive teachers
- Having bilingual staff that can help bridge home and school.
- System of support – bilingual aides.
- ESL Assistance - ESL in Fremont is working

### Strategies

- ESL population distributed into different school depending on (majority population). This helps the district use appropriate resources in these buildings.
- Make students comfortable with the language.

### Education Mini-conferences and State Tour, 2008

#### Role Models and Mentorship

Hispanic youths are challenged by the need to pass required exams. Although ESL students do receive additional assistance, it is not enough. They are having a very difficult time passing the OGT. The challenge includes understanding the language, the material, and how to take tests.

Summer months should be used to conduct remedial classes.

Children need incentives and also must hear about success stories. Real world examples are much needed by Latino youth. Efforts need to be made to hire bilingual teachers, administrators.

#### Bilingual and Bicultural Education

There is a need to increase the numbers of qualified bilingual/bicultural teachers. They need support and resources.

Latinos require help with language skills. ESL classes are overloaded; the demand is great. These families also do not have a lot of access to technology (IT).



**Bilingual and Bicultural Education Cont'd**

The administrators need to learn how to properly do effective evaluations. We need to suggest emphasis be placed in the hiring of bilingual administrators and teachers.

The community has come a long way with counselors and staff. However, quality professional development is hard to find. Education professionals lack understanding of the regional scope of the situation. They need to realize that they are dealing with different ethnic groups and populations (ex: not all kids are from Puerto Rico). Also, their employment areas and levels of poverty encompass a big range. Health disparities (including dental and vision services) are often underestimated, since many of the cases are not reported due to documentation and poverty.

**Acculturation and Integration**

Even successful Latino youth often suffer from acculturation issues when the child realizes s/he is different than the rest. This affects the youth's self esteem and performance. The under achievement in turn is interpreted by teachers as lack of language skills, when, in reality, it is an identity and cultural issue.

**Tutoring Programs**

Tutoring is essential for the improvement of success chances. A pilot program should be considered which includes college students to tutor first and second graders. Parents in the specific area should receive a letter to find out about their tutoring needs.

**Migration and Parental/Family Involvement**

The communities face a lot of migration and movement among Latino youth. The fact that families move with harvest seasons and school is interrupted results in under-performing youth. These factors are complicated by lack of language skills and comprehension. Often, these children do not learn well either language.

**Other Resources**

National

Organization	Web Address	Information Provided
Department of Education, Civil Rights Office	<a href="http://www.ed.gov/about/offices/list/ocr/reports-resources.html">http://www.ed.gov/about/offices/list/ocr/reports-resources.html</a>	LEP Compliance Reports for Ohio
Education Commission of the States	Bilingual/ESL Issue Brief - <a href="http://www.ecs.org/ecsmain.asp?page=/html/issue.asp?issueID=16">http://www.ecs.org/ecsmain.asp?page=/html/issue.asp?issueID=16</a> Funding assessment survey - <a href="http://www.ecs.org/clearinghouse/67/70/6770.htm">http://www.ecs.org/clearinghouse/67/70/6770.htm</a>	Links to LEP related studies and information, Assessment survey of funding in other states.
National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs	<a href="http://www.ncela.gwu.edu/policy/states/ohio/index.htm">http://www.ncela.gwu.edu/policy/states/ohio/index.htm</a>	Ohio 'State Resource Page', Ohio LEP Data and Statistics, LEP Status, List of Ohio ELL organizations



State

Organization	Web/Contact Information	Information Provided
Lau Resource Center (Dan Fleck, Consultant)	<a href="http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&amp;TopicID=5&amp;TopicRelationID=499">http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&amp;TopicID=5&amp;TopicRelationID=499</a> dan.fleck@ode.state.oh.us (614) 466-9827	ODE database of information on LEP students

Last Revised 18 February 2009



# APPENDIX

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To the Report on the Status of LEPs in Ohio  
to the Honorable Senators and Representatives of the 128th General Assembly

Appendix A. Frequently Asked Question—Poverty Based Assistance

Appendix B. Ohio Evidence Based Model Funding Components  
Summary Description

Appendix C. Final Immigrant Allocations

Appendix D. FY 09 Title III LEP Grantees as of 12/30/2008



## **Frequently Asked Questions – Poverty-Based Assistance**

- What is Poverty-Based Assistance?
- What funding changes have occurred with PBA when compared to the old DPIA?
- How does a school district qualify for PBA funds?
- What are the building blocks of PBA?
- Are there any restrictions on the use of PBA funds?
  - Intervention
  - All-Day Kindergarten
  - Class size reduction
  - Limited English Proficiency
  - Professional Development
  - Drop-out prevention
  - Community outreach
  - Other PBA funds

### **What is Poverty-Based Assistance?**

Poverty Based Assistance is one aspect of the building blocks of school funding and has replaced Disadvantaged Pupil Impact Aid (DPIA). Within PBA there are seven funding components: K-3 Class Size Reduction; All-Day Kindergarten; Extra Professional Development; Limited English Proficiency Services; Dropout Prevention (Big 8); Community Outreach (Urban 21); and Intervention.

### **What funding changes occurred with PBA when compared to the old DPIA?**

Calculations for all-day Kindergarten now exclude students attending E-schools and scholarship program recipients. Class Size Reduction has been altered with a change in the sliding scale, the addition of a fringe benefit component to the teacher allowance, and the exclusion of E-school and scholarship program pupils. Safety, Security and Remediation (SSR) has been replaced with the other programs listed above. These are calculated based on certain percentages of the formula amount per pupil or hours of intervention instruction provided. The PBA guarantee is based on FY05 funding levels.

### **How does a school district qualify for PBA funds?**

Public-Based Assistance reflects a formula that provides additional funding for school districts who have a specific percentage of students whose families receive funds from the Ohio Works First (OWF) program. This formula is based on a two-part calculation called the poverty index (PI) based on the ratio of the district's OWF percentage to the State's OWF percentage. In general, any district with a poverty index greater than 0.25 will qualify for poverty based assistance with the greatest level of assistance provided to districts with a PI greater than 1 (districts with a poverty ratio greater than the state average).

## What are the building blocks of PBA?

Intervention funds for school districts with a PI greater than 0.25 are available at three levels: Level I Intervention is available to districts with a PI at least 0.25; Level II Intervention is available to districts with a PI of 0.75 or greater; Level III Intervention is available to districts with a PI equal to or greater than 1.5

- **All-Day Kindergarten**, for school districts with a PI greater than 1.0 or a three-year formula ADM average greater than 17,500 and who offer all-day kindergarten classes.
- **Class Size Reduction Funding**, for districts with a PI greater than 1.0 is available on a sliding scale based on the districts PI.
- **Limited English Proficient (LEP)** student services, for the districts with a PI greater than 1.0 and reported two percent proportion of its students who are classified as LEP in school year 2002-2003.
- **Extra Professional Development** for teachers, for districts with a PI greater than or equal to 1.0.
- **Dropout Prevention Funds**, for the “Big 8” Districts: Akron, Canton, Columbus, Cleveland, Cincinnati, Dayton, Toledo and Youngstown.
- **Community Outreach Funds**, for the “Urban 21 Districts:” Akron, Canton, Cincinnati, Cleveland, Cleveland Heights-University, Columbus, Dayton, Euclid, Hamilton, Lima, Lorain, Mansfield, Middletown, Parma, South-Western, Youngstown, Warren, East Cleveland, Elyria, Toledo, and Springfield.

For further details on the calculation of the Poverty Index and specific calculations, see the Ohio School Funding SF-3 Line-by-Line and the SF-3 worksheets.

## Are there any restrictions on the use of PBA funds?

According to HB66, there are requirements school districts should adhere to when receiving PBA funding. The following summarizes these requirements by program:

- **Intervention with a PI equal to or greater than 1.0:** School districts that receive Intervention funds shall use those funds “for academic intervention services for students who have failed or are in danger of failing any of the tests administered pursuant to 3301.0710 of the ORC” (Section 3317.029) to the student.
- **Level II Intervention and Level III Intervention:** The school districts that receive Level II and III Intervention funds “shall submit to the department of education by a date established by the department a plan describing how the district will deploy those funds” (Section 3317.029). For further details on Intervention funds, see the FAQ for Intervention Funding.
- **All Day Kindergarten:** New funding for those districts with a PI equal to or greater than 1.0 in order for districts to have sufficient funds in order to provide all day kindergarten. All day kindergarten funds are available to school districts that received all day kindergarten funding in a past year, even if their PI falls below 1.0. Districts must report an estimate of pupils participating in all day kindergarten by August 1. (Section 3317.029)

- ***Class Size Reduction:*** School districts shall expend these funds on those buildings with the highest concentration of need, “unless there is a ratio of instructional personnel to students of no more than fifteen to one in each kindergarten and first grade class in all buildings with the highest concentration of need.” A school district can spend these funds in buildings that meet the fifteen to one ratio by “increasing the amount of instructional attention received per pupil in kindergarten through the third grade,” including employing full-time educational aids/paraprofessionals and instituting a team-teaching method. (Section 3317.029)
- ***Limited English Proficiency:*** School districts receiving Limited English Proficiency Services funds should use them “for one or more of the following purposes:
  - (a) To hire teachers for limited English proficient students or other personnel to provide intervention services for those students;
  - (b) To contract for intervention services for those students;
  - (c) To provide other services to assist those students in passing the third-grade reading achievement test, and to provide for those students the intervention services required by section 3313.608.” (Section 3317.029)
- ***Professional Development:*** School districts receiving extra professional development funds shall use their payments “for professional development of teachers or other licensed personnel providing educational services to students only in one or more of the following areas”:
  - (a) Data-based decision making;
  - (b) Standards-based curriculum models;
  - (c) Job-embedded professional development activities that are research based, as defined in federal law.” (Section 3317.029)

In addition, districts are required to use programs that have been approved by the Department of Education. Districts may use a program on a list developed by the Department of Education or can apply for a waiver to use an alternative program. The list of acceptable programs will be developed for use in FY2007; for FY2006, the Department of Education will grant waivers to school districts any professional development program.

- ***Dropout Prevention:*** Each Big 8 school district shall use its payment to prevent at-risk students from dropping out of school, for safety and security measures, for academic intervention services or a combination of these purposes. (Section 3317.029)
- ***Community Outreach:*** Each urban district shall use its funds “for one or a combination of the following purposes:
  - (a) To hire or contract for community liaison officers, attendance or truant officers, or safety and security personnel;
  - (b) To implement programs designed to ensure that schools are free of drugs and violence and have a disciplined environment conducive to learning;
  - (c) To implement academic intervention” (Section 3317.029)
 Those school districts with a PI less than 1.0 and receiving intervention funds or community outreach funds shall use their payments for one or a combination to hire or contract community liaison officers, attendance or truant officers, safety and security personnel, or implement programs that ensure school are drug-free and have a disciplined environment for learning.

- ***Other PBA funds:*** Districts with a PI equal to or greater than 1.0 shall use any remaining funds “for the purpose of the third grade guarantee. The third grade guarantee consists of increasing the amount of instructional attention received per pupil in kindergarten through the third grade, either by reducing the ratio of students to instructional personnel or by increasing the amount of instruction and curriculum-related activities by extending the length of the school day or the school year.” (Section 3317.029).

School districts with a PI less than 1.0 and have any remaining funds shall expend funds for any of the following purposes:

- (a) The purchase of technology for instructional purposes for remediation;
- (b) All-day kindergarten;
- (c) Reduction of class sizes in grades kindergarten through three;
- (d) Summer school remediation;
- (e) Dropout prevention programs;
- (f) Guaranteeing that all third graders are ready to progress to more advanced work;
- (g) Summer education and work programs;
- (h) Adolescent pregnancy programs;
- (i) Reading improvement and remediation programs;
- (j) Head start, preschool, early childhood education, or early learning programs;
- (k) Programs designed to ensure that schools are free of drugs and violence and have a disciplined environment conducive to learning;
- (l) Furnishing, free of charge, materials used in courses of instruction, except for the necessary textbooks or electronic textbooks required to be furnished

Ohio Evidence-Based Model Components Crosswalk  
2/6/2009

School Characteristics	Elementary School	Middle Schools	High Schools	Small District Provision (applies to districts that have less than 800 students)	Community Schools	E-Schools
	K-5	6-8	9-12	K-12	One School	One School
<b>School Size</b>	The total district enrollment by school level is divided by the average size for that level of school to arrive at the number of "organizational units" in each district. The average sizes are: Elementary 418; Middle School 557; and High School 733. Each of these sizes are within the range that research indicates contributes to high academic outcomes for students.			One organizational unit	One organizational unit	One organizational unit
<b>Class Size</b>	Student to Teacher Ratio: Grades K-3=15:1 4-5=25:1	Student to Teacher Ratio:	Student to Teacher Ratio: 25:1	Same as Traditional Schools	Same as Traditional Schools	125:1
<b>Full-day Kindergarten</b>	Universal				Universal	Universal
<b>Limited English Proficient Students (LEP)</b>	1 FTE teacher for every 100 LEP students			Same as Traditional Schools	Same as Traditional Schools	Same as Traditional Schools
<b>Core Teachers</b>	Driven by student to teacher ratio (class size)			Driven by student to teacher ratio (class size)	Driven by student to teacher ratio (class size)	Driven by student to teacher ratio (class size)
<b>Ohio Instructional Quality Index</b>	The Ohio Instructional Quality Index is used to account for the differences that exist in each school district in terms of community wealth, ability to recruit and hire teaching professionals, and the socioeconomic characteristics of the students. The index is applied to the statewide teacher salary.				Statewide Teacher Salary. Index will not be applied.	Statewide Teacher Salary. Index will not be applied.
<b>Specialist Teachers</b>	20% of the number of Core Teachers.	20% of the number of Core Teachers	25% of the number of Core Teachers	Same as Traditional Schools	Same as Traditional Schools	None
<b>Career-Technical Teachers</b>	10% of the Core Teachers in High Schools			Same as Traditional Schools	Same as Traditional Schools	None
<b>Lead Teachers (Instructional Facilitator)</b>	1 per "organizational unit"			1	1	None
<b>Tutors for Struggling Students</b>	1/100 poverty students. Tutors are funded as certified (or on provisional license) teachers. These additional teachers are also expected to provide assistance with extended-day instruction/tutoring.			Same as Traditional Schools	Same as Traditional Schools	None
<b>Summer School</b>	\$3,000 per summer teacher. The number of teacher is determined by 30 students to teacher ratio. The number of student is half of the economically disadvantaged students.			1 of 3 Same as Traditional Schools	Same as Traditional Schools	None

Ohio Evidence-Based Model Components Crosswalk  
2/6/2009

School Characteristics	Elementary School	Middle Schools	High Schools	Small District Provision (applies to districts that have less than 800 students)	Community Schools	E-Schools
	K-5	6-8	9-12	K-12	One School	One School
<b>Students with Disabilities</b>	Will maintain the special education weights and apply them to the ADM rather than the funding amount (since the adequacy amount is district-specific is no longer a statewide uniform amount). Applied new 2006 weights. Student to teacher ratio for Special education is 20:1. Weights are funded at 90%, assuming 10% will be covered by federal funds			Same as Traditional Schools	Same as Traditional Schools	Same as Traditional Schools
<b>Gifted Students</b>	\$25 per student (all ADM)			Same as Traditional Schools	Same as Traditional Schools	None
<b>Student Enrichment</b>	\$200 per student. The funding is phased in at 25% per biennium			Same as Traditional Schools	Same as Traditional Schools	None
<b>Supervisory Aides (Non-Instructional Aides)</b>	2	2	3	1	1	None
<b>Librarians/Media Specialists</b>	\$60,000 per organizational unit. The funding is phased in at 25% per biennium			Same as Traditional Schools	Same as Traditional Schools	None
<b>Technology and Equipment</b>	\$250 per student. The funding is phased in at 25% this biennium			Same as Traditional Schools	Same as Traditional Schools	\$1037/student. No phase-in, fully funded
<b>Instructional Materials, Including Textbooks, Formative Assessments</b>	\$165/pupil. The funding is phased in at 25% per biennium			Same as Traditional Schools	Same as Traditional Schools	Same as Traditional Schools
<b>Principals</b>	One per Organizational Unit			1	1	None
<b>Secretary/Clerical &amp; Building Manager</b>	1 Secretary and 1 Building Manager per Organizational Unit.	1 Secretary and 1 Building Manager per Organizational Unit.	3 Secretary and 1 Building Manager per Organizational Unit.	1 Secretary and 1 Building Manager	1 Secretary and 1 Building Manager	None
<b>Counselor</b>	1 counselor per 250 per students in High School and Middle School			Same as Traditional Schools	1	1
<b>Nurses Aide</b>	One per organizational unit			None	One only if the School's ADM is less than 800	None
<b>Registered Nurse</b>	One for each district			One	One only if the School's ADM is more than 800	None
<b>Support Staff for Low Income Students</b>	One per 75 economically disadvantaged students			Same as Traditional Schools	Same as Traditional Schools	None
<b>Professional Development</b>	\$1,833 per teacher (the equivalent tuition for 2.5 graduate semester hours)			2 of 3 Same as Traditional Schools	Same as Traditional Schools	None

Ohio Evidence-Based Model Components Crosswalk  
2/6/2009

School Characteristics	Elementary School K-5	Middle Schools 6-8	High Schools 9-12	Small District Provision (applies to districts that have less than 800 students) K-12	Community Schools One School	E-Schools One School
<b>Operations and Maintenance</b>	\$902 per pupil. The cost is phased in at 25% per biennium			Same as Traditional Schools	Same as Traditional Schools	None
<b>District Level Administration</b>	1 Superintendent and 1 Treasurer for each school district. The cost is phased in at 25% per biennium			Same as Traditional Schools	None	None

SDName	County	IRN	Immigrant Public 2008	Immigrant Nonpublic 2008	Immigrant Total 2008	Final allocation @ \$88 per student
Akron City Schools	Summit	043489	215	1	216	\$ 19,008.00
Avon Local Schools	Lorain	048116	39	1	40	\$ 3,520.00
Beachwood City Schools	Cuyahoga	043554	61	17	78	\$ 6,864.00
Bexley City Schools	Franklin	043620	23	16	39	\$ 3,432.00
Brecksville-Broadview Heights City Schools	Cuyahoga	043646	60	0	60	\$ 5,280.00
Cincinnati City Schools	Hamilton	043752	255	56	311	\$ 27,368.00
Cleveland Heights-University Heights City Schools	Cuyahoga	043794	82	33	115	\$ 10,120.00
Columbus City Schools	Franklin	043802	2590	24	2614	\$ 230,032.00
Forest Hills Local Schools	Hamilton	047340	49	0	49	\$ 4,312.00
Gahanna-Jefferson City Schools	Franklin	046961	44	0	44	\$ 3,872.00
Hilliard City Schools	Franklin	047019	303	46	349	\$ 30,712.00
Huber Heights City Schools	Montgomery	048751	168	4	172	\$ 15,136.00
Jackson City Schools	Jackson	044156	51	0	51	\$ 4,488.00
Ketterington City Schools	Montgomery	044180	54	4	58	\$ 5,104.00
Licking Heights Local Schools	Licking	048009	55	0	55	\$ 4,840.00
Lockland City Schools	Hamilton	044230	45	0	45	\$ 3,960.00
Loveland City Schools	Hamilton	044271	38	0	38	\$ 3,344.00
Medina City Schools	Medina	044388	54	4	56	\$ 4,928.00
Miamisburg City Schools	Montgomery	044396	61	0	61	\$ 5,368.00
North Olmsted City Schools	Cuyahoga	044529	51	0	51	\$ 4,488.00
Princeton City Schools	Hamilton	044677	5	103	108	\$ 9,504.00
Reynoldsburg City Schools	Franklin	047001	38	0	38	\$ 3,344.00
Sidney City Schools	Shelby	044784	86	0	86	\$ 7,568.00
Solon City Schools	Cuyahoga	046607	62	0	62	\$ 5,456.00
South-Western City Schools	Franklin	044800	811	11	822	\$ 72,336.00
Springfield Local Schools	Lucas	048223	34	8	42	\$ 3,696.00
Stow-Monroe Falls City Schools	Summit	044834	42	0	42	\$ 3,696.00
Sycamore Community City Schools	Hamilton	044867	244	5	249	\$ 21,912.00
Sylvania City Schools	Lucas	044875	49	26	75	\$ 6,600.00
Tecumseh Local Schools	Clark	046243	136	0	136	\$ 11,968.00
Upper Arlington City Schools	Franklin	044933	117	0	117	\$ 10,296.00
Washington Local Schools	Lucas	048231	38	0	38	\$ 3,344.00
West Carrollton City Schools	Montgomery	045054	44	0	44	\$ 3,872.00

Whitehall City Schools	Franklin	045070	104	0	104 \$	9,152.00
Zenith Academy	Franklin	000725	67	0	67 \$	5,896.00

<u>Name of Local Educational Agency</u>	<u>LEP</u> <u>Students</u>	<u>Allocation @ \$193</u> <u>per student</u>	<u>Notes: I= individual LEA;</u> <u>C= Consortium member;</u> <u>C FA = Consortium Fiscal</u> <u>Agent</u>
Akron City	581	\$ 112,133.00	I
Alliance City	15	\$ 2,895.00	C
Amherst Exempted Village	8	\$ 1,544.00	C
Anthony Wayne Local	9	\$ 1,737.00	C
Archbold-Area Local	30	\$ 5,790.00	C
Ashland City	12	\$ 2,316.00	C
Ashtabula Area City	253	\$ 48,829.00	I
Aurora City	19	\$ 3,667.00	C
Austintown Local	27	\$ 5,211.00	C
Avon Local	30	\$ 5,790.00	C
Ayersville Local	1	\$ 193.00	C
Barberton City	13	\$ 2,509.00	C
Batavia Local	12	\$ 2,316.00	C
Bath Local	14	\$ 2,702.00	C
Bay Village City	16	\$ 3,088.00	C
Beachwood City	54	\$ 10,422.00	I
Beavercreek City	159	\$ 30,687.00	I
Bedford City	22	\$ 4,246.00	C
Bellefontaine City	38	\$ 7,334.00	C
Benjamin Logan Local	1	\$ 193.00	C
Berea City	86	\$ 16,598.00	I
Bexley City	24	\$ 4,632.00	C
Black River Local	2	\$ 386.00	C
Bloomfield-Mespo Local	54	\$ 10,422.00	C
Bluffton Exempted Village	3	\$ 579.00	C
Boardman Local	67	\$ 12,931.00	C
Bowling Green City	26	\$ 5,018.00	C
Brecksville-Broadview Heights City	110	\$ 21,230.00	C-FA
Bridge Academy of Ohio	9	\$ 1,737.00	C
Bridges Community Academy	1	\$ 193.00	C
Brooklyn City	40	\$ 7,720.00	C
Brunswick City	52	\$ 10,036.00	I
Bryan City	7	\$ 1,351.00	C
Buckeye Valley Local	6	\$ 1,158.00	C
Bucyrus City	20	\$ 3,860.00	C
Campbell City	39	\$ 7,527.00	C
Canal Winchester Local	98	\$ 18,914.00	C
Canfield Local	8	\$ 1,544.00	C
Canton City	72	\$ 13,896.00	I
Cardinal Local	61	\$ 11,773.00	C
Carey Exempted Village	3	\$ 579.00	C
Carrollton Exempted Village	1	\$ 193.00	C
Celina City	11	\$ 2,123.00	C
Centerville City	187	\$ 36,091.00	I
Central Academy of Ohio	2	\$ 386.00	C
Central Local	2	\$ 386.00	C
Chagrin Falls Exempted Village	20	\$ 3,860.00	C
Chardon Local	12	\$ 2,316.00	C

Chippewa Local	1	\$	193.00	C
Cincinnati Public Schools	942	\$	181,806.00	I
Claymont City	1	\$	193.00	C
Clearview Local	12	\$	2,316.00	C
Clermont Northeastern Schools	3	\$	579.00	C
Cleveland Heights University. Heights. City	74	\$	14,282.00	I
Cleveland Metropolitan Schools	2826	\$	545,418.00	I
Clyde-Green Springs Exempted Village	1	\$	193.00	C
Coldwater Exempted Village	2	\$	386.00	C
Columbia Local	5	\$	965.00	C
Columbus City Schools	5520	\$	1,065,360.00	I
Continental Local	3	\$	579.00	C
Copley-Fairlawn City	165	\$	31,845.00	I
Coventry Local	12	\$	2,316.00	C
Crestview Local	3	\$	579.00	C
Cuyahoga Falls City	71	\$	13,703.00	C-FA
Dalton Local	35	\$	6,755.00	C
Dayton City	315	\$	60,795.00	I
Deer Park Community City	7	\$	1,351.00	C
Defiance City	11	\$	2,123.00	C
Delaware City	64	\$	12,352.00	I
Dublin City	1077	\$	207,861.00	I
East Holmes Local	1059	\$	204,387.00	I
Edgewood City	5	\$	965.00	C
Elgin Local	12	\$	2,316.00	C
Elida Local	19	\$	3,667.00	C
Elyria City	64	\$	12,352.00	I
Euclid City	20	\$	3,860.00	C
Fairborn City	55	\$	10,615.00	I
Fairfield City	374	\$	72,182.00	I
Fairless Local	5	\$	965.00	C
Fairview Park City	129	\$	24,897.00	I
Fayetteville-Perry Local	3	\$	579.00	C
Felicity-Franklin Local	3	\$	579.00	C
Field Local	9	\$	1,737.00	C
Findlay City	98	\$	18,914.00	I
Finneytown Local	12	\$	2,316.00	C
Forest Hills Local	61	\$	11,773.00	I
Fostoria City	73	\$	14,089.00	I
Fremont City	328	\$	63,304.00	I
Gahanna-Jefferson City	124	\$	23,932.00	I
Garfield Heights City	13	\$	2,509.00	C
Gibsonburg Exempted Village	17	\$	3,281.00	C
Girard City	2	\$	386.00	C
Gorham Fayette Local	17	\$	3,281.00	C
Goshen Local	7	\$	1,351.00	C
Graham Local	2	\$	386.00	C
Grandview Heights City	6	\$	1,158.00	C
Granville Exempted Village	40	\$	7,720.00	C
Greenville City	23	\$	4,439.00	C
Groveport Madison Local	136	\$	26,248.00	I
Hamilton City	537	\$	103,641.00	I

Hamilton Local	31	\$	5,983.00	C
Highland Local	4	\$	772.00	C
Hilliard City	969	\$	187,017.00	I
Hillsboro City	8	\$	1,544.00	C
Hillsdale Local	1	\$	193.00	C
Horizon Science Academy Columbus	53	\$	10,229.00	I
Howland Local	4	\$	772.00	C
Hubbard Exempted Village	3	\$	579.00	C
Huber Heights City	256	\$	49,408.00	I
Indian Hill Exempted Village	38	\$	7,334.00	C
International Academy Of Columbus	169	\$	32,617.00	I
Jackson City (Local)	61	\$	11,773.00	I
Joseph Badger Local	2	\$	386.00	C
Kenston Local	17	\$	3,281.00	C
Kent City	20	\$	3,860.00	C-FA
Kettering City	90	\$	17,370.00	I
Kings Local	58	\$	11,194.00	I
Lake Local	84	\$	16,212.00	I
Lake Local	13	\$	2,509.00	C
Lakeview Local	3	\$	579.00	C
Lakewood City	477	\$	92,061.00	I
Lakota Local	591	\$	114,063.00	I
Lebanon City	84	\$	16,212.00	I
Leipsic Local	36	\$	6,948.00	C
Licking Heights Local	213	\$	41,109.00	I
Lima City	33	\$	6,369.00	C
Little Miami Local	20	\$	3,860.00	C
Lockland Local	33	\$	6,369.00	C
Lorain City	255	\$	49,215.00	I
Loudonville-Perrysville Exempted Village Schools	3	\$	579.00	C
Louisville City	7	\$	1,351.00	C
Loveland City	42	\$	8,106.00	C
Madeira City	18	\$	3,474.00	C
Madison Local	16	\$	3,088.00	C
Madison Local	1	\$	193.00	C
Mansfield City	4	\$	772.00	C
Maple Heights City	9	\$	1,737.00	C
Maplewood Local	2	\$	386.00	C
Mariemont City	8	\$	1,544.00	C
Marion City	67	\$	12,931.00	I
Marysville City	33	\$	6,369.00	C
Mason City	329	\$	63,497.00	I
Massillon City	8	\$	1,544.00	C
Maumee City	23	\$	4,439.00	C
Mayfield City	129	\$	24,897.00	I
McDonald Local	4	\$	772.00	C
Medina City	13	\$	2,509.00	C
Mentor Exempted Village	147	\$	28,371.00	I
Miami Trace Local	4	\$	772.00	C
Miamisburg City	64	\$	12,352.00	I
Middletown City	202	\$	38,986.00	I
Midnimo Cross Cultural Community School	58	\$	11,194.00	I

Milford Exempted Village	8	\$	1,544.00	C
Millcreek-West Unity Local	3	\$	579.00	C
Monroe Local	54	\$	10,422.00	I
Mt Healthy City	40	\$	7,720.00	C
Napoleon Area City	33	\$	6,369.00	C
New Albany-Plain Local	61	\$	11,773.00	C
New Philadelphia City	27	\$	5,211.00	C
New Riegel Local	3	\$	579.00	C
Newark City	19	\$	3,667.00	C
Niles City	6	\$	1,158.00	C
Nordonia Hills City	81	\$	15,633.00	I
North Canton City	19	\$	3,667.00	C
North Central Local	29	\$	5,597.00	C
North College Hill City	11	\$	2,123.00	C
North Olmsted City	382	\$	73,726.00	I
North Ridgeville City	24	\$	4,632.00	C
North Royalton City	110	\$	21,230.00	I
Northmont City	114	\$	22,002.00	C-FA
Northridge Local	18	\$	3,474.00	C
Northwest Local	196	\$	37,828.00	I
Northwestern Local	1	\$	193.00	C
Norton City	13	\$	2,509.00	C
Norwalk City	53	\$	10,229.00	I
Norwood City	108	\$	20,844.00	I
Oakwood City	11	\$	2,123.00	C
Oberlin City	13	\$	2,509.00	C
Old Fort Local	1	\$	193.00	C
Olentangy Local	306	\$	59,058.00	I
Ontario Local SD	5			C
Orange City	42	\$	8,106.00	C
Oregon City	14	\$	2,702.00	C
Orrville City	17	\$	3,281.00	C
Ottawa Hills Local	29	\$	5,597.00	C
Ottawa-Glandorf Local	7	\$	1,351.00	C
Painesville City	847	\$	163,471.00	I
Parma City	409	\$	78,937.00	I
Patrick Henry Local	1	\$	193.00	C
Perry Local	20	\$	3,860.00	C
Perrysburg Exempted Village	22	\$	4,246.00	C-FA
Pickerington Local	274	\$	52,882.00	I
Pike-Delta-York Local	30	\$	5,790.00	C
Piqua City	30	\$	5,790.00	C
Plain Local	43	\$	8,299.00	C
Pleasant Local	7	\$	1,351.00	C
Poland Local	4	\$	772.00	C
Princeton City	377	\$	72,761.00	I
Ravenna School District	15	\$	2,895.00	C
Reading Community City	3	\$	579.00	C
Revere Local	20	\$	3,860.00	C
Reynoldsburg City	215	\$	41,495.00	I
Richmond Heights Local	14	\$	2,702.00	C
Rittman Exempted Village	3	\$	579.00	C

River Valley Local	4	\$	772.00	C
Riverside Local	33	\$	6,369.00	C
Rocky River City	71	\$	13,703.00	I
Ross Local	2	\$	386.00	C
Rossford Exempted Village	6	\$	1,158.00	C
Sandy Valley Local	3	\$	579.00	C
Shaker Heights City	181	\$	34,933.00	I
Shawnee Local	4	\$	772.00	C
Sidney City	152	\$	29,336.00	I
Solon City	168	\$	32,424.00	I
South Euclid-Lyndhurst City	19	\$	3,667.00	C
Southeast Local	317	\$	61,181.00	I
Southwest Licking Local	13	\$	2,509.00	C
Southwest Local	6	\$	1,158.00	C
South-Western City	2329	\$	449,497.00	I
Springboro Community City	30	\$	5,790.00	C
Springfield City	70	\$	13,510.00	I
Springfield Local	61	\$	11,773.00	I
St Marys City	24	\$	4,632.00	C
Stow-Munroe Falls City	65	\$	12,545.00	I
Streetsboro City	12	\$	2,316.00	C
Strongsville City	175	\$	33,775.00	I
Swanton Local	2	\$	386.00	C
Sycamore Community City	313	\$	60,409.00	I
Sylvania City	100	\$	19,300.00	I
T.C.P. World Academy	2	\$	386.00	C
Talawanda City	48	\$	9,264.00	C-FA
Tallmadge City	17	\$	3,281.00	C
Tecumseh Local	117	\$	22,581.00	I
Three Rivers Local	2	\$	386.00	C
Tiffin City	17	\$	3,281.00	C
Tipp City Exempted Village	43	\$	8,299.00	C-FA
Toledo City	537	\$	103,641.00	I
Triad Local	3	\$	579.00	C
Triway Local	18	\$	3,474.00	C
Troy City	79	\$	15,247.00	C-FA
Twinsburg City	111	\$	21,423.00	I
Upper Arlington City	97	\$	18,721.00	I
Upper Sandusky Exempted Village	27	\$	5,211.00	C
Urbana City	4	\$	772.00	C
Wadsworth City	9	\$	1,737.00	C
Wapakoneta City	9	\$	1,737.00	C
Warren City	9	\$	1,737.00	C
Washington Court House City	2	\$	386.00	C
Washington Local	109	\$	21,037.00	C-FA
Wauseon Exempted Village	70	\$	13,510.00	C
West Branch Local	4	\$	772.00	C
West Carrollton City	105	\$	20,265.00	I
West Clermont Local	99	\$	19,107.00	I
West Geauga Local	5	\$	965.00	C
Westerville City	1213	\$	234,109.00	I
Westlake City	84	\$	16,212.00	I

Westside Academy	63	\$	12,159.00	I
Whitehall City	360	\$	69,480.00	I
Wickliffe City	4	\$	772.00	C
Willard City	58	\$	11,194.00	I
Willoughby-Eastlake City	193	\$	37,249.00	I
Wilmington City	40	\$	7,720.00	C-FA
Winton Woods City	196	\$	37,828.00	I
Woodridge Local	24	\$	4,632.00	C
Wooster City	27	\$	5,211.00	C
Worthington City	437	\$	84,341.00	I
Wynford Local	2	\$	386.00	C
Wyoming City	18	\$	3,474.00	C
Youngstown City	203	\$	39,179.00	I
Zenith Academy	326	\$	62,918.00	I