



March 22, 2024

Dear Superintendent Newsome:

Thank you for submitting the Ashtabula Area City school District Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- Factor analysis included internal and external metrics.
- Inclusive goals presented.
- Inclusive data set included.

This plan will benefit from:

- Professional development plan may benefit from specifics around job embedded efforts/supports.
- Monitoring efforts may benefit from specific coaching supports.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Ashtabula Area City school District revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success

READING ACHIEVEMENT PLAN

Ohio law requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education and Workforce a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: Ashtabula area City Schools

DISTRICT IRN: 043513

DISTRICT ADDRESS: 6600 Sanborn Dr.

PLAN COMPLETION DATE: Dec. 2023

LEAD WRITERS:
Valerie Harper
Cris Rutz
Lauren Novak
Elizabeth McMannes
Megan Notorianni
Allison Bartunek

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the ReadOhio initiative, an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also released a video to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the ReadOhio toolkit to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the Shifting to the Science of Reading: A Discussion Guide for School and District Teams, professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in Ohio's Plan to Raise Literacy Achievement, Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

Culturally Responsive Practice

“Culturally Responsive Practice” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department’s [Culturally Responsive Practice program page](#).

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION*

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools to include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Lisa Newsome	Superintendent	Central Office	lisa.newsome@aacsonline.org
Cristine Rutz	District Test Coordinator, Data, Central Registration	Central Office	cristine.rutz@aacsonline.org
Julie Fulton	Director of Student Services	Central Office	julie.fulton@aacsonline.org
Valerie Harper	Director of State and Federal Funds	Central Office	valerie.harper@aacsonline.org
Tammy Ross	Kindergarten Teacher	Michigan	tammy.ross@aacsonline.org
Lauren Novak	K-1 Principal	Michigan	lauren.novak@aacsonline.org
Julie Farina	PreK & Grade Administrator	Ontario	julie.farina@aacsonline.org
Jennifer Tulino	Preschool Supervisor	Huron	jennifer.tulino@aacsonline.org
Kassie Recupero	Grade 5-6 Intervention Specialist	Erie	kassandra.recupero@aacsonline.org

Patty Craft	Grade 5-6 Principal	Erie	patricia.craft@aacs.net
Allison Bartunek	Grade 1 Teacher	Michigan	allison.bartunek@aacs.net
Laura Lorelli	Grade 5-6 Assistant Principal	Erie	laura.lorelli@aacs.net
Lisa Love	Grade 2 Teacher	Ontario	lisa.love@aacs.net
Julia Farina	Grade 2 Principal	Ontario	julie.farina@aacs.net
Megan Tamas	Grade 1-2 Intervention Specialist	Ontario	megan.tamas@aacs.net
Scott Anservitz	Grade 7-8 Principal	LJHS	scott.anservitz@aacs.net
Julie McEndree	Grade 7 Teacher	LJHS	julie.mcendree@aacs.net
Doug Wetheholt	Grade 9-12 Principal	LHS	douglas.wetherholt@aacs.net
Nicole Grimmett	Teacher	LHS	nicole.grimmett@aacs.net
Linda Coblitz	After School Discovery	ASD	lcoblitz@afterschooldiscovery.com
Dr. Debra Barrickman	Board Member	AACS	debra.barrickman@aacs.net
Michele Boiarski	Grade 3-4 Principal	Superior	michele.boiarski@aacs.net
Elizabeth McMannes	Grade 3 Teacher	Superior	elizabeth.mcmannes@aacs.net
Megan Notarianni	Grade 2 Teacher	Ontario	megan.notarianni@aacs.net
Mark Astornio	Treasurer and Director of Operations	Board Office	mark.astorino@aacs.net
Chris Canann	SSTR5	SSTR5	chris.canann@sstr5.org

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

The district leadership team developed the Reading Achievement Plan based on and aligned to the District One Plan. The One Plan is being utilized as a systematic comprehensive plan that is strategically aligned to Ohio's Plan to Raise Literacy Achievement and focuses on improving outcomes for all students grades K -3. This plan will help guide the district by using the documented goals, adult measures and action steps that have been submitted to ODE.

The leadership team is composed of central office administration, building administration, teacher leaders, members of the State Support Team Region 5, Board of Education members, community partners and parents. This team reviewed the components and requirements of the Reading Achievement Plan (RAP) and developed a scope and sequence of the work to complete the RAP and used Ohio's foundational documents, such as Ohio's Plan to Raise Literacy Achievement, K-5 Implementation Guide, and Ohio's Dyslexia Guidebook. The District Leadership Team (DLT) and Building Leadership Teams (BLTs) reviewed the district needs assessments and One Plan to provide feedback. The superintendent and central office administrators reviewed the plan to ensure the alignment to the One Plan as recommended by ODE.

One of the first steps for the team was to attend SSTR5's Reading Achievement Plan Professional Development Session. Members were chosen from each grade level K-3 based on their previous training and expertise in both the Science of Reading and leadership in literacy throughout the district. Multiple work days were scheduled with this team to develop the plan. Additional work sessions were held with small groups to analyze and refine the plan.

The RAP writing team reviewed various data sources which included demographic data, current local report card data, special education profile data, Star and Heggerty Data. The team developed problem statements, and conducted a root cause analysis in order to determine the evidence based strategies that would address the root causes. The team used the AACS One Plan and Ohio's Plan to Raise Literacy Achievement to align evidence-based practices and project professional development needs and resources.

Monitoring and Communication Plan

Ashtabula Area City Schools will utilize the district's One Plan to monitor goals through Ed Steps (Progress Monitoring tool provided by ODE), strategies, and action steps which are aligned to the Reading Achievement Plan. The progress of adult implementation data and student outcome data will be monitored through the Huron, Michigan, Ontario, and Superior Teacher Based Teams (TBTs) using the OIP 5 step process. The TBTs and administration will meet weekly to discuss and ensure implementation and monitoring of student performance. Updates will be discussed at the monthly BLT meetings which will allow modifications to the implementation. The discussions will be shared at the monthly DLT meeting and documented in the DLT notes which are shared with AACS staff. If professional development is needed for an identified area at any time, district and building administrators will plan for and provide this support. This consistent flow of communication will allow for open conversation and constant monitoring of the actions. There is a board member who attends the DLT, but further updates will be provided to the board on a bi-annual basis. This document will be presented to the Ashtabula Area City School Board of Education for approval.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS*

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

The district's One Needs Assessment drove the creation of the One Plan which is aligned to the strategic plan. AACS is currently participating in an Attendance Works District Diagnostic to identify areas of concern and create action steps to address chronic absenteeism (Appendix C) and its impact on student academic outcomes. These plans utilized district report card data and district assessment data. The Ashtabula Area City Schools (AACS) One Plan indicates that the academic focus is on demonstrating academic growth in ELA. Specifically through identifying and implementing evidence-based instructional strategies in order to address student needs at the universal, strategic, and intensive levels. It also requires providing targeted intervention in literacy for all students.

The AACS One Plan (see Appendix A) and the PreK - 3 building One Plans are in alignment to identify, implement, and utilize evidence-based strategies based on the Science of Reading, within a Multi-Tiered System of Support as a vehicle to increase student performance in English Language Arts. Our MTSS plan will ensure educator equity and cultural responsiveness are integral elements of our literacy achievement focus.

Equitable access to strategic behavior supports - identified in Tier II and III tracking sheets will be monitored quarterly by MTSS teams and administrators. In addition, educators will have leadership opportunities within the MTSS framework and processes to increase the sense of affiliation and ultimately retention of staff in the district.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL*

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

*Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:*

- The Kindergarten Readiness Assessment*
- Ohio's State Test for English language arts assessment for grades 3-8, •*
- K-3 Reading diagnostics (include subscores by grade level),*
- The Ohio English Language Proficiency Assessment (OELPA)*
- The Alternate Assessment for Students with Significant Cognitive Disabilities and • benchmark assessments, as applicable.*

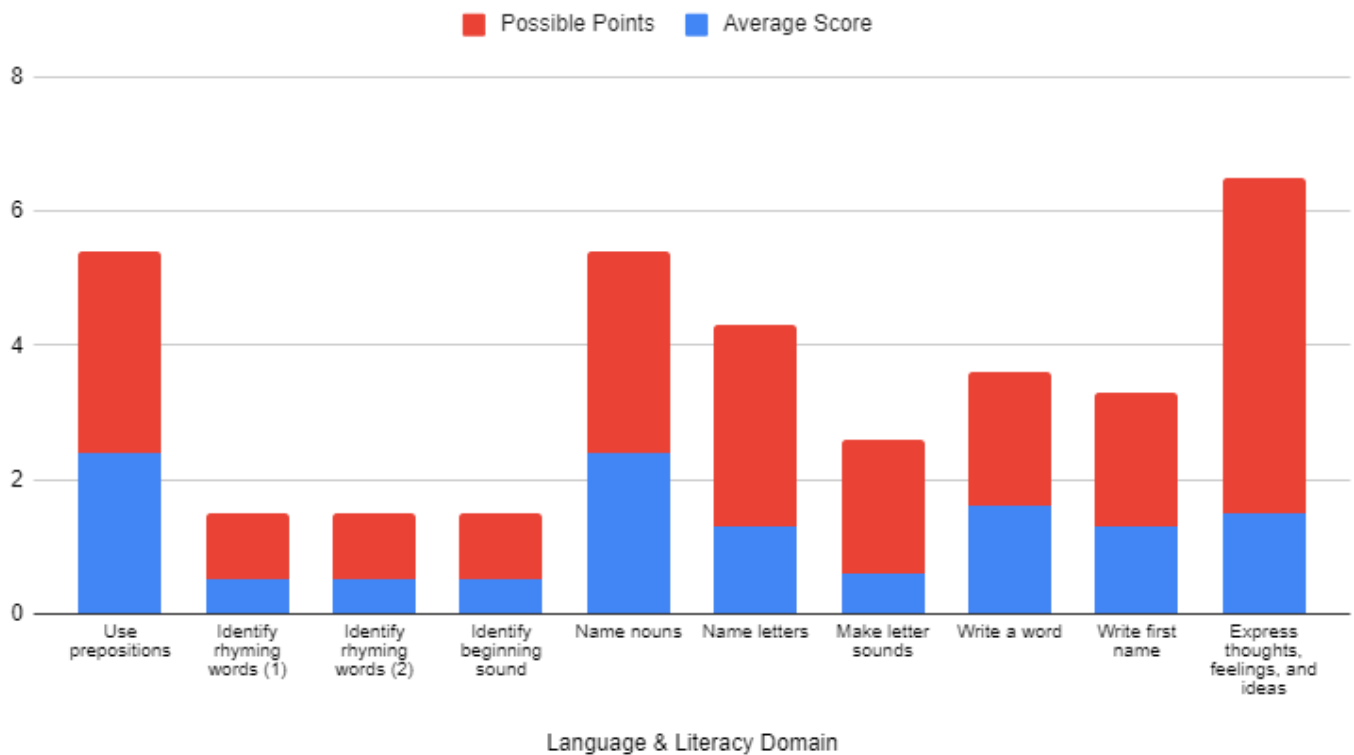
Kindergarten Readiness Assessment

According to the Kindergarten Readiness Assessment (KRA), AACS students are scoring an average of 12.7 out of the possible 23 points. Some of the largest areas of concern according to the assessment results include the average score of 0.6 out of 2 possible points for **letter sounds**. Another concerning area would be the average score of 1.3 out of 3 possible points for **letter names**. The areas of foundational skills in kindergarten need to be the focus.

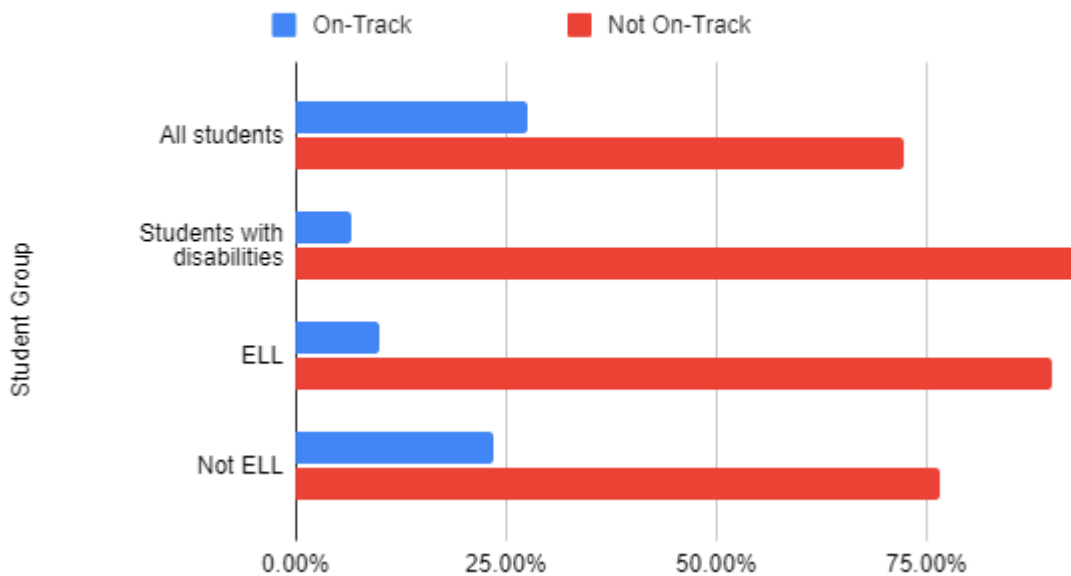
Kindergarten Readiness Assessment (KRA-R) 2021-22			
Building	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Michigan	45.8%	37.8%	16.4%

Kindergarten Readiness Assessment (KRA-R) 2022-23			
Building	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Michigan	44.2%	33.5%	22.3%

Kindergarten Readiness Assessment Data Michigan Primary 2023



Kindergarten Readiness Assessment Disaggregated Data 2022-2023

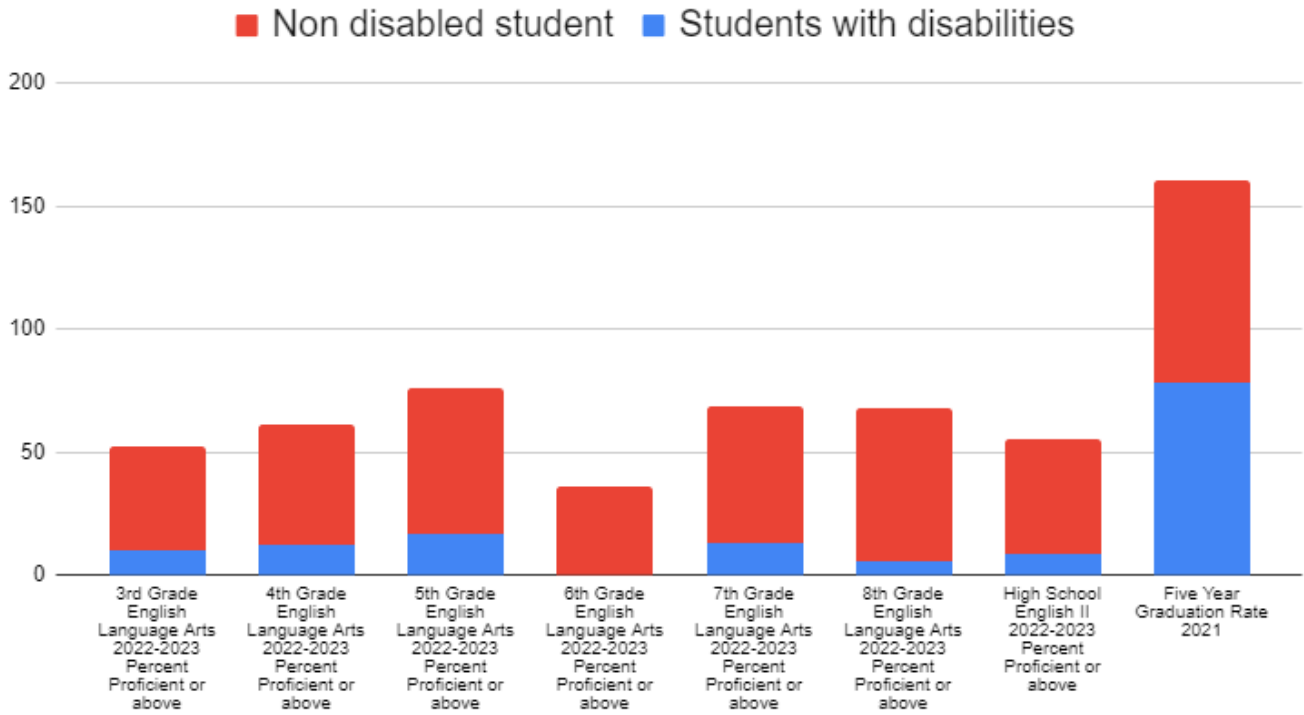


Ohio's State Test for English Language Arts 3-8 2021-2022, 2022-2023

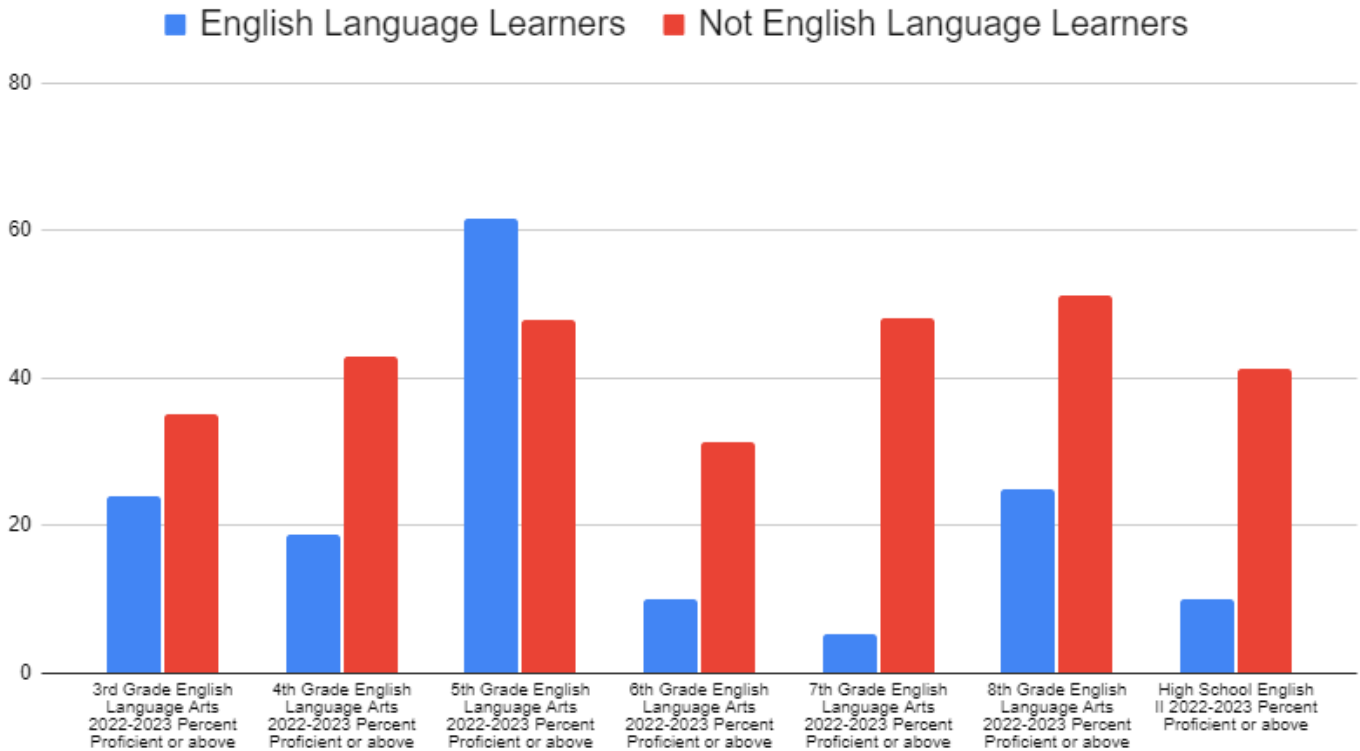
Based on the Ohio State Test, AACS had an average overall rating of 2.5 out of 5. English Language Arts Performance Indicators of **proficient or higher** rating were as follows:

<i>Ohio State Test for English Language Arts Grades 3-8</i>		
<i>Grade</i>	<i>2021-22</i>	<i>2022-23</i>
3	45%	33.8%
4	47.7%	40.7%
5	42.4%	48.7%
6	30.6%	29.4%
7	48.1%	44.9%
8	32.9%	49.3%

Students Proficient or Above- ELA 2022-2023- Students with disabilities



Students Proficient or Above in ELA- English Language Learners 2022-2023



Early Literacy

Based on the Ohio State Test, AACS had an average overall rating of 1 star out of 5 for Early Literacy. The component grade for Early Literacy was 54.1% on the 2022-23 report card. Even though the promotion score to fourth grade was 100%, proficiency in third grade reading was 36.6%. Improving K-3 Literacy measure received a score of 17.9%.

This **indicates a need for improvements in Tier I core instruction k-3**. The district understands that we need to analyze what is being taught, quality of instruction, and time spent teaching reading to make systemic changes in k-3 core instruction.

K-3 Reading Diagnostics

Based on 2023 Fall STAR assessment data, our Kindergarten through third grade students have deficiencies in foundational literacy skills in the areas of **phonics and phonological awareness**.

Kindergarten grade equivalent average is Pk. 7 (7th month of Pre K)

Kindergarten Range is Pk.2-PK.9 (2nd month of Pre K to 9th month of Pre k)

Grade 1 grade equivalent average is 0.3 (third month of Kindergarten)

Grade 1 Range is 0-0.6 (first day of Kindergarten through 6th month of Kindergarten)

Grade 2 Range is <K-4.1 (below kindergarten through 1st month of 4th grade)
 Grade 3 Range is <K-5.7 (below kindergarten through 7th month of 5th grade)

*From the Ohio Department of Education

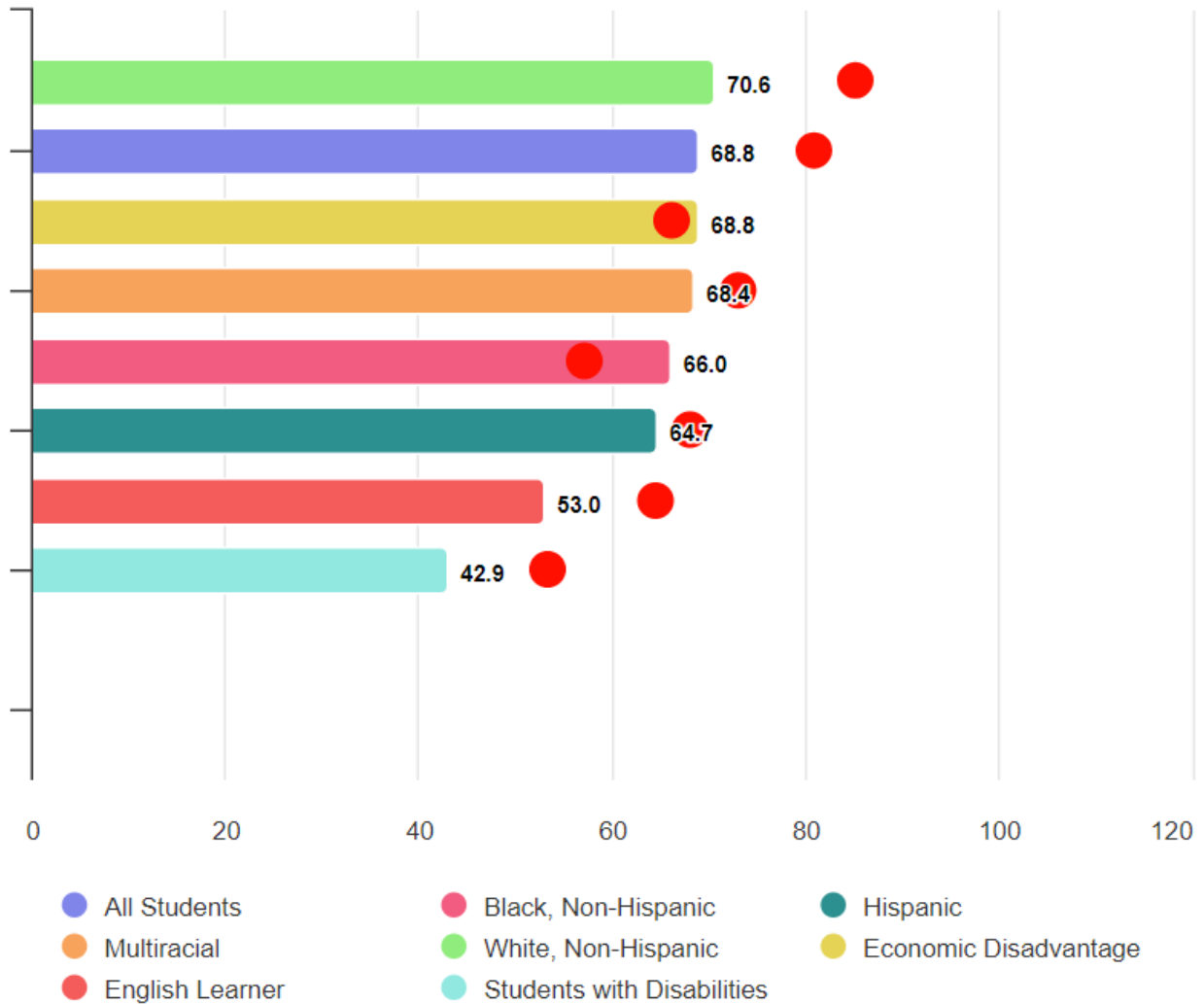
District Improving At-Risk K-3 Readers - Demographic Overview

Choose a School Year:
 Choose a District:
 Choose a K3 Cohort:
 Choose a Subgroup:

District	Cohort	School Year Subgroup	2021-2022 School Year				2022-2023 School Year			
			Point A Not-on-Track Count	Point B On-Track Count	Moved to On-Track %	Remained Not-on-Track %	Point A Not-on-Track Count	Point B On-Track Count	Moved to On-Track %	Remained Not-on-Track %
Ashtabula Area City - 043513 (Ashtabula)	Kindergarten Diagnostic to 1st Grade Diagnostic	All Students	33	10	30.3%	69.7%	141	39	27.7%	72.3%
		Students with Disabilities	15	3	20.0%	80.0%	29	2	6.9%	93.1%
		Students without Disabilities	18	7	38.9%	61.1%	112	37	33.0%	67.0%
		English Learner	0	0	<10	<10	<10	<10	<10	<10
		Not an English Learner	33	10	30.3%	69.7%	140	38	27.1%	72.9%
	1st Grade Diagnostic to 2nd Grade Diagnostic	All Students	102	8	7.8%	92.2%	83	6	7.2%	92.8%
		Students with Disabilities	33	0	0.0%	100.0%	26	1	3.8%	96.2%
		Students without Disabilities	69	8	11.6%	88.4%	57	5	8.8%	91.2%
		English Learner	<10	<10	<10	<10	<10	<10	<10	<10
	2nd Grade Diagnostic to 3rd Grade Diagnostic	Not an English Learner	95	8	8.4%	91.6%	79	6	7.6%	92.4%
		All Students	80	11	13.8%	86.3%	167	17	10.2%	89.8%
		Students with Disabilities	21	2	9.5%	90.5%	46	1	2.2%	97.8%
		Students without Disabilities	59	9	15.3%	84.7%	121	16	13.2%	86.8%
	3rd Grade Diagnostic to 3rd Grade ELA Test	English Learner	<10	<10	<10	<10	19	0	0.0%	100.0%
		Not an English Learner	74	11	14.9%	85.1%	148	17	11.5%	88.5%
		All Students	115	22	19.1%	80.9%	169	38	22.5%	77.5%
		Students with Disabilities	28	1	3.6%	96.4%	53	5	9.4%	90.6%
		Students without Disabilities	87	21	24.1%	75.9%	116	33	28.4%	71.6%
		English Learner	10	1	10.0%	90.0%	21	5	23.8%	76.2%
		Not an English Learner	105	21	20.0%	80.0%	148	33	22.3%	77.7%

English Language Arts Achievement

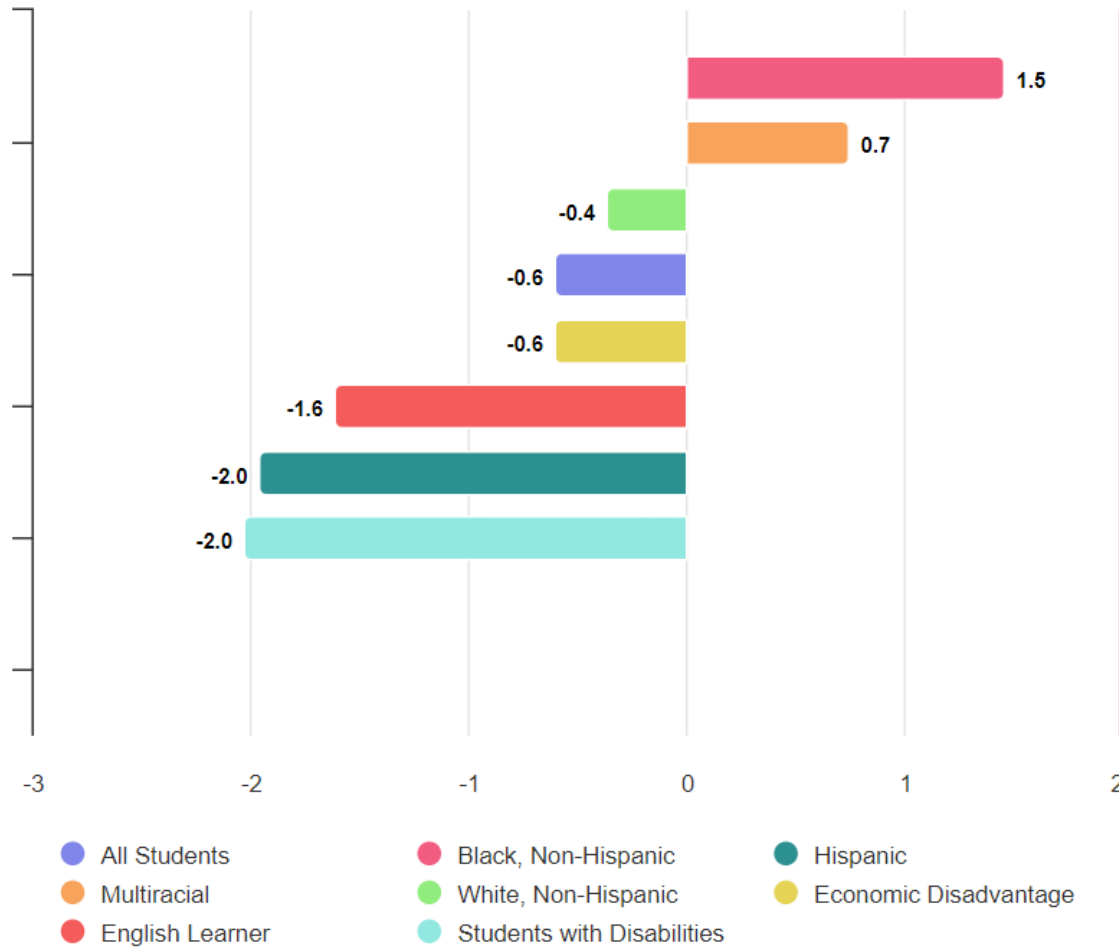
Performance Index by Subgroup



According to the district report card, Students with Disabilities have the lowest achievement, followed by English Learners.

English Language Arts Growth

Growth Index by Subgroup



According to the district report card, our Students with Disabilities and Hispanic population are making the least amount of growth.

Ohio's Learning Standards-Reading Standards for Foundational Skills

Phonics and word recognition RF.2.3 Know and apply **grade-level phonics and word analysis skills in decoding words.**

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

**From STAR Grade 1
Multiple Foundational Skills
Percentage of Students Scoring Proficient**

	Fall 22-23 ↓↑	Winter 22-23 ↓↑
OH.ELA-Literacy.RF.1.2 - 1st Grade	3.3%	15.5%
OH.ELA-Literacy.RF.1.3 - 1st Grade	4.4%	17.8%
OH.ELA-Literacy.RF.1.3b - 1st Grade	9.8%	29.5%

**From STAR Grade 2
Foundational Skills
Percentage of Students Scoring Proficient**

	Fall 22-23 ↓↑	Winter 22-23 ↓↑	Spring 22-23 ↓↑	Fall 23-24 ↓↑	Winter 23-24 ↓↑
OH.ELA-Literacy.RF.2.3	10.6%	20.2%	40.3%	7.8%	22.1%

**From STAR Grade 3
Foundational Skills
Percentage of Students Scoring Proficient**

	Fall 22-23 ↓↑	Winter 22-23 ↓↑	Spring 22-23 ↓↑	Fall 23-24 ↓↑	Winter 23-24 ↓↑
OH.ELA-Literacy.RF.3.3	16.2%	21.6%	33.9%	21.7%	41.6%
OH.ELA-Literacy.RF.3.3c	16.2%	22.5%	34.4%	21.7%	41.6%

Current STAR Reading Assessment Data - September 2023

Grade K Star Early Literacy Results

Kindergarten average for the building is Pk. 7- Range is Pk.2-PK.9

Above - 42% (81 students)
At - 10% (20 students)
On Watch - 7% (13 students)
Intervention - 22% (43 students)
Urgent - 19% (36 students)

Grade 1 Star Early Literacy Results

Average for the building is 0.3- Range is 0-0.6

Above - 26% (48 students)
At - 10% (18 students)
On Watch - 5% (9 students)
Intervention - 30% (55 students)
Urgent - 29% (53 students)

Grade 2 Star Reading Results

Above - 14% (8 students)
At - 4% (8 students)
On Watch - 2% (4 students)
Intervention - 18% (38 students)
Urgent - 62% (129 students)

Grade 3 STAR Reading Results

Above - 22% (39 students)
At- 8% (15 students)
On Watch- 3% (6 students)
Intervention-20% (30 students)
Urgent- 47% (84 students)

Fall 2023 Data from Star below grade level in reading - designated as On Watch, Intervention, Urgent Intervention

K- 48%

1-64%

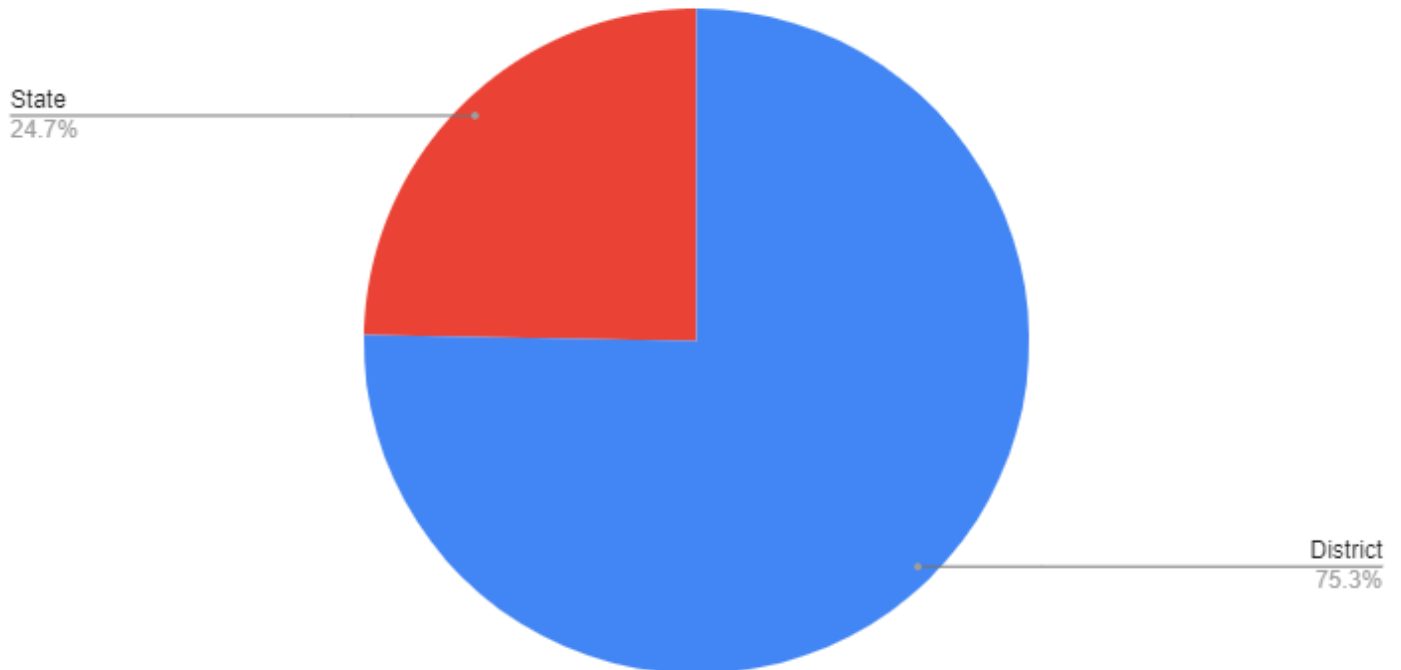
2-82%

3-70%

The Ohio English Language Proficiency Screener (OELPS)

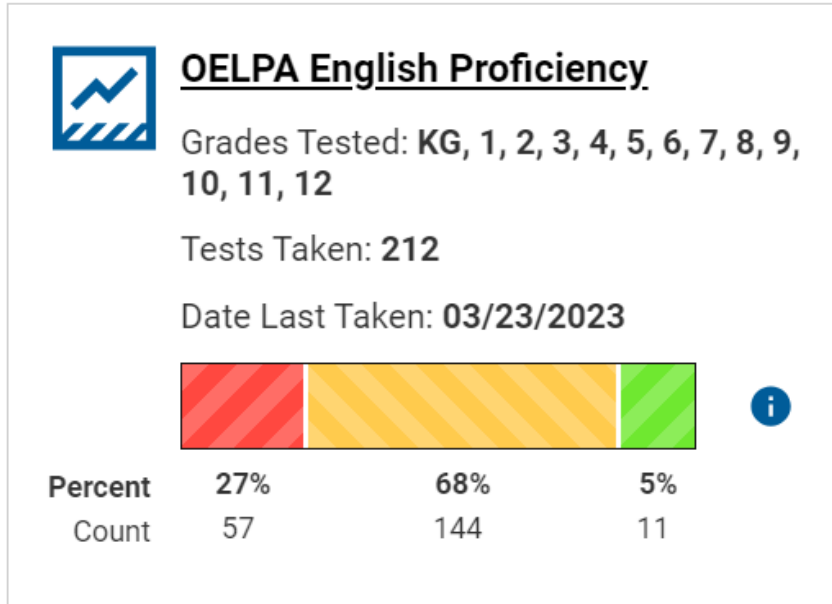
According to the Ohio English Language Proficiency Screener (OELPS), 64% of AACSL English Language Learners are scoring in the red performance level which means their skills are emerging and they do not yet have the language skills necessary for grade-level academic tasks.

2022-2023 OELPS students scoring in the red performance level meaning their skills are emerging and they do not yet have the language skills necessary for grade-level academic tasks.



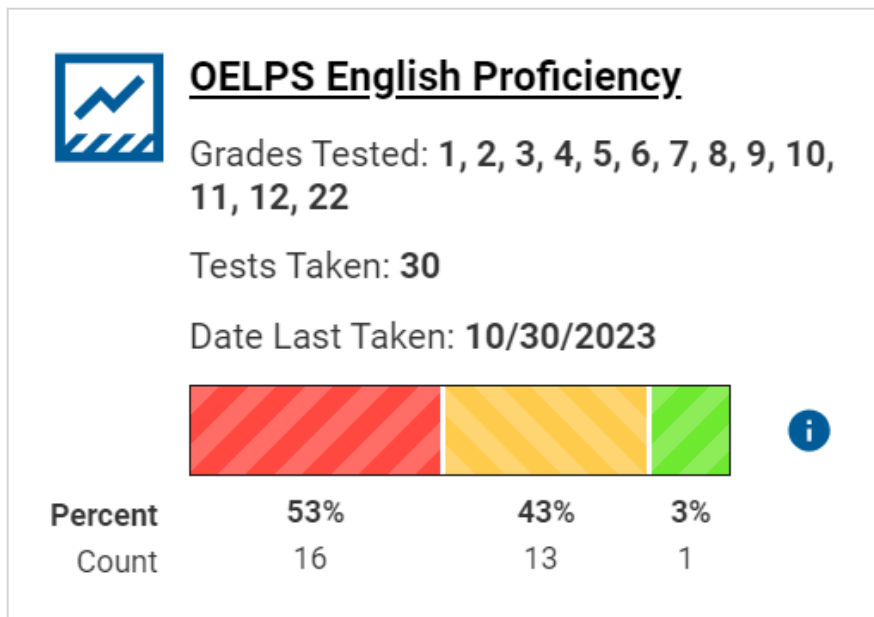
Performance Distribution, By Test Group: Ashtabula Area City SD, 2022-2023

Filtered By **Test Reasons:** All Test Reasons | **Sorted By:** Date Last Taken



Performance Distribution, By Test Group: Ashtabula Area City SD, 2023-2024

Filtered By **Test Reasons:** All Test Reasons | **Sorted By:** Date Last Taken



The Alternate Assessment for Students with Significant Cognitive Disabilities

Additional data from the State assessments including the American Institutes of Research (AIR) Test, and The Alternate Assessment for Students with Disabilities (AASCD), result in the same focuses including skills in the area of phonics and phonological awareness.

*Alternate Assessment for Students with Significant Cognitive Disabilities
Rating 1-5; 5 the highest rating*

Grade	Number tested	Tested Area Performance Level Average-ELA	Tested Area Performance Level Average-Math	Tested Area Performance Level-Science	Tested Area Performance Level-SS
3	2	1	1	-	-
4	2	2	2	-	-
5	4	2.75	2	3	-
6	1	1	1	-	
8	4	2.75	1.75	2.25	-
10	7	2.42	2.42	2.71	3.14
11	1	1	1	2	1

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

Internal factors:

- Inconsistent use of the district-approved curriculum.
- Teacher attendance and lack of substitutes contributes to larger class size and lack of fidelity with curriculum.
- A necessity for more professional development on the Science of Reading presented in a meaningful way.
- Inconsistency of the structure of common planning and TBTs.
- Lack of teacher accountability to be using the curriculum with fidelity.
- An increase in the number of students and teachers needing social/emotional support.
- Lack of common assessments to measure specific skills across the grade levels.
- Lack of consistent school-provided transportation.
- Lack of consistent leadership.

External factors

- Poverty
- Transiency
- Student attendance - Parents do not have the financial means to transport their children.
- Increased ELL population
- High number of students identified with disabilities
- Number of students experiencing trauma
- Lack of exposure to kindergarten readiness
- High rate of chronic absenteeism
- Lack of enrollment in preschool

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

The team reviewed and analyzed various data points and concluded that there is inconsistent use of the phonemic awareness and phonics curriculum in the K-3 classrooms. In addition, leadership has been inconsistent as well, and teachers have not been held accountable for implementing the approved curriculum. Adult implementation data has not been part of BLT or TBT conversations. The team used the “5 Whys” protocol and determined that the root cause to be the following:

AACS lacks a systematic and systemic monitoring protocol for implementing phonemic awareness and phonics curricula.

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

AACS Vision & Mission:

Vision Statement: AACS is a distinguished, diverse community priding itself on teamwork to support students as they realize their potential to achieve success.

Mission Statement: TOGETHER-Preparing **EVERY** Student for Future Success

Educational Philosophy: It is the belief of the Ashtabula Area City Schools that the welfare and progress of each student undergirds and defines the total thrust of all educational activities. The basic intent is to direct staff and program toward the optimum development of each student...

It is our philosophy to prepare students for successful living in a changing society. The educational program should offer the opportunities for each student to nurture personal capabilities to the fullest, to recognize individual needs, to achieve to optimum level, and to become a contributing citizen by accepting responsibility to self and others.

The total educational program requires cooperation and communication among school, home and community.

AACS Literacy Vision Statement: All students acquire knowledge, skills and the competency to become proficient readers.

Smart Goal Statement to measure learner performance:

Overarching Goal (AACS One Plan): By 06/30/2026, 100% of K-3 students will increase 1 grade level per year in Literacy as measured by the STAR Assessments.

Subgoal:

By the end of the 2023-2024 school year, 100% of classrooms will have an average growth of at least one year in literacy according to the STAR assessments.

AACS data indicates that the areas of greatest deficiency are phonemic awareness and phonics. Subgroups which are of concern are Students with Disabilities and English Language Learners.

Smart Goal Statement to measure adult implementation:

By June 2026, administration will create and implement a protocol for monitoring the full implementation of phonics and phonemic awareness and 100% of teachers will be using district approved curriculum with fidelity.

SECTION 5: ACTION PLAN MAP(S)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address support for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Goal # 1 Action Map

Goal Statement:

Overarching Goal:

By 06/30/2026, 100% of AACS students will increase 1 grade level per year in Literacy as measured by the STAR Assessments

Subgoal:

By the end of the 2023-2024 school year, 100% of classrooms will have an average growth of at least one year in literacy according to the STAR assessments

Evidence-Based Strategy or Strategies:

Ohio Improvement Process

	Action Step 1 - 2024	Action Step 2 - 2025	Action Step 3 - 2026
<p>Implementation Component</p> <p>Monitoring Protocol</p>	<p>Teachers will use Really Great Reading (K-3) and Heggerty (K-2).</p> <p>Teachers will give the STAR assessment 3 times a year to measure literacy growth.</p> <p>STAR CBM will be given one time to each student in grades K-3.</p> <p>Support for students on RIMPs: Small group instruction in CORE instruction/phonemic awareness, additional Heggerty, and Really Great Reading intervention materials.</p> <p>Data will be analyzed at</p>	<p>Review the STAR CBM baseline data to focus on growth in the area of Phonemic Awareness.</p> <p>Teacher Tier I instruction following the Really Great Reading (K-3) and Heggerty curriculum (K-2).</p> <p>Align Tier II interventions based on STAR CBM assessment data.</p> <p>Data will be analyzed at TBT, BLT and DLT.</p> <p>Subgroups of English Language Learners and Students with Disabilities will be identified within the data</p>	<p>Continue to review the STAR CBM baseline data to focus on growth in the area of Phonemic Awareness.</p> <p>Continue teaching Really Great Reading(K-3) and Heggerty (K-2) to all students for tier I instruction making sure students tier II and III interventions are not interrupting their tier I instruction.</p> <p>Data will be analyzed at TBT, BLT and DLT.</p> <p>Subgroups of English Language Learners and Students with Disabilities will be identified within the data</p>

	<p>TBT, BLT and DLT. Subgroups of English Language Learners and Students with Disabilities will be identified within the data reporting.</p> <p>Chronic Absenteeism of students will also be reviewed and noted in the OIP documentation.</p>	<p>reporting.</p> <p>Chronic Absenteeism of students will also be reviewed and noted in the OIP documentation</p>	<p>reporting.</p> <p>Chronic Absenteeism of students will also be reviewed and noted in the OIP documentation</p>
Timeline	2023-2024 School year	2024-2025 School year	2025-2026 School year
Lead Person(s)	Valerie Harper Cristine Rutz	Valerie Harper Cristine Rutz	Valerie Harper Cristine Rutz
Resources Needed	<p>Heggerty Curriculum</p> <p>Really Great Reading Curriculum</p> <p>STAR CBM</p>	<p>Heggerty Curriculum</p> <p>Really Great Reading Curriculum</p> <p>STAR CBM</p>	<p>Heggerty Curriculum</p> <p>Really Great Reading Curriculum</p> <p>STAR CBM</p> <p>Scheduled related services times.</p> <p>Uninterrupted literacy block.</p>
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Grades K-3</p> <p>Star CBM Training</p> <p>Quarterly District ELA Monitoring Check In</p>	<p>Grades K-3</p> <p>Star CBM refresher training</p> <p>Really Great Reading Training</p> <p>Training for all new staff for STAR CBM, Really Great Reading, and Heggerty.</p> <p>Quarterly District ELA Monitoring Check In</p>	<p>Grades K-3</p> <p>Star CBM refresher training</p> <p>Really Great Reading refresher training.</p> <p>Training for all new staff for STAR CBM, Really Great Reading, and Heggerty.</p> <p>Quarterly District ELA Monitoring Check In</p>

Measure of Success	Grades K - 3 Ohio Improvement Process documentation Star data- growth report	Grades K-3 Ohio Improvement Process documentation STAR CBM data and growth report	Grades K-3 Ohio Improvement Process documentation STAR CBM data and growth report
Description of Funding	Textbook & technology Title I - A Improving Basic programs Title II -A Supporting Effective Instruction	Textbook & technology Title I - A Improving Basic programs Title II -A Supporting Effective Instruction	Textbook & technology Title I - A Improving Basic programs Title II -A Supporting Effective Instruction
Check-in/Review Date	Jan. 2024 May 2024	Jan. 2025 May 2025	Jan. 2026 May 2026

Goal # 2 Action Map



Goal Statement:

By June 2026, administration will create and implement a protocol for monitoring the full implementation of phonics and phonemic awareness and 100% of teachers will be using district approved curriculum with fidelity.

Evidence-Based Strategy or Strategies:

Monitoring the implementation of systematic and explicit instruction.

	Action Step 1 - 2024	Action Step 2 - 2025	Action Step 3 - 2026
Implementation Component Monitoring Protocol	During the 2023-2024 school year, administration will create a protocol and requirement to collect teaching times of phonemic awareness and phonics	During the 2024-2025 school year, 100% of building administrators will collect teaching times of Really Great Reading and Heggerty. All building	During the 2025-2026 school year, 100% of teachers will teach district approved phonics and phonemic awareness curriculum with fidelity

	<p>curriculum and monitor its implementation.</p> <p>RIMP data will be collected and reviewed. Support for students on RIMPs: Small group instruction in CORE instruction/phonemic awareness, additional Heggerty, and Really Great Reading intervention materials.</p>	<p>administrators will use that data to monitor the curriculum implementation at least twice a year.</p> <p>RIMP data will be collected and reviewed.</p>	<p>which will be measured by administrator walkthrough data.</p> <p>RIMP data will be collected and reviewed.</p>
Timeline	2023-2024 School year	2024-2025 School year	2024-2025 School year
Lead Person(s)	Lauren Novak Elizabeth McMannes	Lauren Novak Elizabeth McMannes	Lauren Novak Elizabeth McMannes
Resources Needed	-Meeting time for administrators to create and discuss protocol.	-Time collection form -Walkthrough checklist	-Follow up training -Training for new teachers
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Grades K - 3</p> <p>Grade level specific Literacy professional development is provided to staff annually.</p> <p>Administer the Phonics Instruction in K-3 Survey and use results to guide the need for professional development.</p> <p>Example data collection documents for administrators: <ul style="list-style-type: none">  Walk-around checklist  Times you teach goo... </p> <p>Quarterly District ELA Monitoring Check In</p>	<p>Grades K -3</p> <p>Grade level specific Literacy professional development is provided to staff annually</p> <p>Sept. 15, 2024 - Gr. 2 & 3 Dyslexia Modules completed.</p> <p>Building administrators will add walkthrough data to building folders monitored by the superintendent.</p> <p>Quarterly District ELA Monitoring Check In</p>	<p>Grades K -3</p> <p>Grade level specific Literacy professional development is provided to staff annually</p> <p>Really Great Reading and Heggerty professional development for new teachers.</p> <p>Quarterly District ELA Monitoring Check In</p>

Measure of Success	Grades K-3 Protocol created and given to each administrator by District Literacy Team.	Grades K-3 Walkthrough data in each building folder monitored by the superintendent.	Grades K-3 Every classroom will make at least one year's growth in literacy achievement.
Description of Funding	Title I - A Improving Basic programs Title II -A Supporting Effective Instruction	Title I - A Improving Basic programs Title II -A Supporting Effective Instruction	Title I - A Improving Basic programs Title II -A Supporting Effective Instruction
Check-in/Review Date	Jan. 2024 May 2024	Jan. 2025 May 2025	Jan. 2026 May 2026

SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.*

Describe the process for monitoring the progress and implementation of the plan's strategies.

- 1) Administration will give building principals the requirement to collect teaching times of district curriculum. This will be monitored by the building principals evaluators by having them place this data in their building folder which was created by the superintendent.
- 2) Administration will give building principals the requirement to walk through to see that district curriculum is being taught with fidelity. This will be monitored by the building principals evaluators by having them place this data in their building folder which was created by the superintendent.
- 3) Teachers will teach Tier I district curriculum (Really Great Reading and Heggerty) with fidelity. This will be monitored by building principals through collection of teaching times, and walkthroughs.
- 4) STAR tests will be given at least 3 times a year. Teacher based Teams and Building Leadership teams will use this data to guide tier II and III instruction using the 5 step process. This will be monitored by the DLT.
- 5) Students who are testing as Not on Track according to STAR assessments, will receive extra intervention in their area of deficit.
- 6) By the 2025-2026 school year, teachers will have a literacy block that is uninterrupted by interventions (speech, OT, PT, etc.) This will be tracked by the building schedule.

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNING AND SCHOOLS

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

The district will use evidence based curriculum that aligns with the Science of Reading research. All students will be exposed to the district's approved curriculum, Really Great Reading and Heggerty. The district will use evidence based assessments such as STAR CBM. RIMPs will be based on the interventions from the Department of

Educations approved list and students will remain on a RIMP until they are reading at grade level according to STAR. If data shows that students are not progressing toward the performance goal, teachers will use the CBM data to match their intervention strategy, frequency, and duration to the student's specific individual needs. The MTSS process will be used to monitor progress.

**Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on-track (reading below grade level) within 60 days of receiving the reading diagnostic results.*

***Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES(STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*

Describe how the district will ensure the proposed evidence-based strategies in Section 7, Part B will do the following:

- 1. Be effective;*
 - 2. Show progress; and*
 - 3. Improve upon strategies utilized during the two prior consecutive school years.*
1. The district will use the MTSS process to ensure that students are getting adequate interventions and making progress. Each year, the MTSS process will be reviewed and revised, as necessary, to improve upon previously used strategies and any other issues in the MTSS implementation.
 2. The district will use the Ohio Improvement Process to monitor Tier I instruction for its effectiveness and design intervention strategies for students on Tiers 2 & 3.
 3. The district curriculum will be taught using the curriculum training paired with the teachers knowledge from their Science of Reading Training.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

 Reading Achievement Professional Development Plan (Attachment to read larger than the plan below)

Reading Achievement Professional Development Plan
Ashtabula Area City Schools

2023-2024 School Year	2024-2025 School Year	2024-2025 School Year
<p>Science of Reading Professional Development - Staff will take a Phonics Instruction Survey to identify the needs in grades K-3 -K-3 Staff will receive STAR CBM Training -K-1 Staff will receive Dyslexia Training</p>	<p>Science of Reading Professional Development -K-3 Staff will receive STAR CBM Refresher Training -K-3 Staff will receive Really Great Reading Refresher Training -All new staff will receive training for Heggerty, Really Great Reading, and STAR CBM K-3 -Grades 2-3 Staff will receive Dyslexia Training -RIMP Training for all staff on Same Goal to create RIMPS for identified students and how to use the MTSS process to track any student on a RIMP.</p>	<p>Science of Reading Professional Development -K-3 Staff will receive STAR CBM Refresher Training -K-3 Staff will receive Really Great Reading Refresher Training -All new staff will receive training for Heggerty, Really Great Reading, and STAR CBM K-3 -Intervention Specialists in grades 4-12 will receive Dyslexia training.</p>
<p>MTSS Professional Development Training & support will be provided to building MTSS teams during monthly meetings to ensure each building is using a framework aligned with AACCS. Cultural Responsiveness Appropriate action will be taken to reduce barriers for successful implementation, ensure fidelity, and monitor process implementation. AACS One Plan Year 1 focus is the creation & implementation of the MTSS framework.</p>	<p>MTSS Professional Development Training & support will be provided to building MTSS teams to align instructional practices, interventions (Tier 2 and 3) & supports. Equitable review of resources to support the MTSS framework will occur for the CSI schools - Michigan & Ontario. Cultural Responsiveness Appropriate action will be taken to reduce barriers for successful implementation, ensure fidelity, and monitor process implementation. Intervention specialists will be provided with additional professional development for "targeted areas of support" which will be identified based on data from of ETR's and IEP's, the internal monitoring Compliance AACS One Plan Year 2- focus is on MTSS alignment, interventions & supports; Targeted supports for intervention specialists.</p>	<p>MTSS Professional Development Training & support will be provided to building MTSS teams on the use of an effective continuous improvement process within the MTSS framework. Cultural Responsiveness Appropriate action will be taken to reduce barriers for successful implementation, ensure fidelity, and monitor process implementation. AACS One Plan Year 3 - focus is on using Ohio's Continuous Improvement Plan and effective usage of the MTSS framework.</p>
<p>Ongoing Culturally Responsive Practices AACCS understands trauma and its impact on individuals, families, and groups. In order to create a physically and emotionally safe learning environment, staff have been trained in Culturally Responsive Practices and Community Circles. Dragon Rooms are set up throughout our district with behavior specialists to add additional support to students. Additionally, all new staff will receive training upon hiring. All students in grade K-3 receive social emotional lessons through the Seven Mindsets Curriculum.</p>		

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

****Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.**

****Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.**

If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.

APPENDICES

Appendix A - AACS District One Plan: SMART Goal Statement

By 06/30/2026 we will improve the performance of All Students, Students with Disabilities, Low-Economic Status Students and English Language Learner, All Grades students at/in Ashtabula Area City to increase 1.00 grade level per year in English Language Arts and Math using STAR Assessments.

Student Measures

An annual improvement of increase 1.00 years growth, totaling increase 3.00 years growth, will be reached for Students with Disabilities, English Language Learners & Immigrant/Migrant Students, All Students and Low-Economic Status Students in English Language Arts and Math - STAR Assessments as reported by Classroom Teacher/s, Principal, Special Education Director, Intervention Specialists each Trimester.

Strategy #1: Curriculum, Instruction and Assessment

AACS administration and staff will identify, implement, and utilize evidence-based strategies within a Multi-Tiered System of Support as a vehicle to increase student performance in English Language Arts and Math giving targeted support to the CSI schools - Huron, Michigan, Ontario & Lakeside High School.

Actions

Year 1

AACS will create and maintain a district team that will lead and coordinate MTSS implementation across the district. The team will establish clear roles and responsibilities, have shared accountability and responsibility for establishing and maintaining a plan for implementing the MTSS framework with fidelity in the district, meet monthly to review the status of MTSS related activities at the district and building level, ensure appropriate action is taken to reduce barriers to successful implementation, and ensure fidelity, support building teams and support school level MTSS data systems and processes, and ensure that implementation of the MTSS framework informs the district and school continuous improvement process.

AACS will create a diverse team consisting of District Administration, Principals, and the Director of Special Education to attend the Empowering Teams and Elevating Outcomes professional development sponsored by

the SSTR5. This professional development focuses on the implementation of a Multi-Tiered System of Support and the key components necessary for implementing an effective MTSS process.

Educator Equity: Engage teachers and principals in leadership opportunities within the MTSS framework & processes to increase the sense of affiliation and ultimately retention in the district.

(Michigan, Superior, Lakeside High School - gap identified)

1. Assign a mentor teacher in each of the buildings identified with this gap.
2. Create a timeline to meet - preferably monthly.
3. Principal will progress monitor every 9 weeks and provide any additional support; such as, professional development opportunities, scheduled peer observations etc...
4. State Support Team will be asked to assist in identifying engagement opportunities and any/all other necessary support.
5. Track data from school years 2023-24 to 2025-2026 to indicate whether the inexperienced new teachers have remained employed with the district.

Year 2

The district AACs team will develop a written MTSS process that is consistently used over time, to select, deselect and align instructional practices, interventions and supports.

The district team will equitably allocate resources to ensure all educators have access to the professional learning, coaching, materials, time, and space necessary to implement instructional practices, interventions and supports with fidelity (e.g., educator materials, fidelity measure, and learner consumables). AACs, CSI schools -Huron, Michigan, Ontario, and Lakeside High School (because of their identification) will have targeted support.

Targeted support will be provided to intervention specialists based on data from internal monitoring compliance of ETRs and IEPs to ensure that SWD are performing at the same proficiency range as their peers.

The district team will analyze data three times a year to determine the effectiveness of the district-wide system and the needs and progress of all learners, with explicit consideration for special populations (Students with Disabilities and English-Language learners).

Year 3

The district and building teams will use an effective continuous improvement process (OIP) using the MTSS framework.

Adult Measures

English Language Arts Teachers, Math Teachers and Intervention Teachers will be monitored for MTSS Implementation Data - as documented by the Ohio Improvement Process tracking forms every Quarter by Classroom Teacher/s, Intervention Specialists, Principal, Special Education Director with an overall improvement of increase 100.00 % by end of the plan.

Appendix B

Foundational Skills | Print Concepts

District Grade

OH.ELA-Literacy.RF.K.1d

Ashtabula Area City Schools K

Recognize and name all upper- and lowercase letters of the alphabet.

School	Current Mastery	Distribution of Students						Students Tested / Total	Median Mastery %
		Beginning		Developing		Secure			
		# Students	%	# Students	%	# Students	%		
Ashtabula Michigan		60	31%	91	47%	42	22%	193/202	68

OH.ELA-Literacy.RF.K.2

Ashtabula Area City Schools K

Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

School	Current Mastery	Distribution of Students						Students Tested / Total	Median Mastery %
		Beginning		Developing		Secure			
		# Students	%	# Students	%	# Students	%		
Ashtabula Michigan Elementary		173	90%	18	9%	2	1%	193/202	40

OH.ELA-Literacy.RF.1.2

Ashtabula Area City Schools 1

Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

School	Current Mastery	Distribution of Students						Students Tested / Total	Median Mastery %
		Beginning		Developing		Secure			
		# Students	%	# Students	%	# Students	%		
Ashtabula Michigan Elementary		148	80%	29	16%	7	4%	184/186	41

OH.ELA-Literacy.RF.1.3a

Ashtabula Area City Schools 1

Know the spelling-sound correspondences for common consonant digraphs.

School	Current Mastery	Distribution of Students						Students Tested / Total	Median Mastery %
		Beginning		Developing		Secure			
		# Students	%	# Students	%	# Students	%		
Ashtabula Michigan Elementary		141	77%	33	18%	10	5%	184/186	44

OH.ELA-Literacy.RF.2.3

Ashtabula Area City Schools 2

Know and apply grade-level phonics and word analysis skills in decoding words.

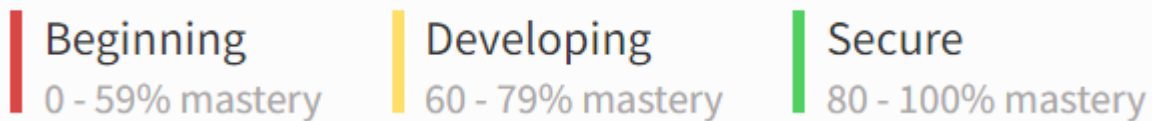
School	Current Mastery	Distribution of Students						Students Tested / Total	Median Mastery %
		Beginning		Developing		Secure			
		# Students	%	# Students	%	# Students	%		
Ashtabula Ontario Elementary		173	83%	17	8%	18	9%	208/212	17

OH.ELA-Literacy.RF.3.3

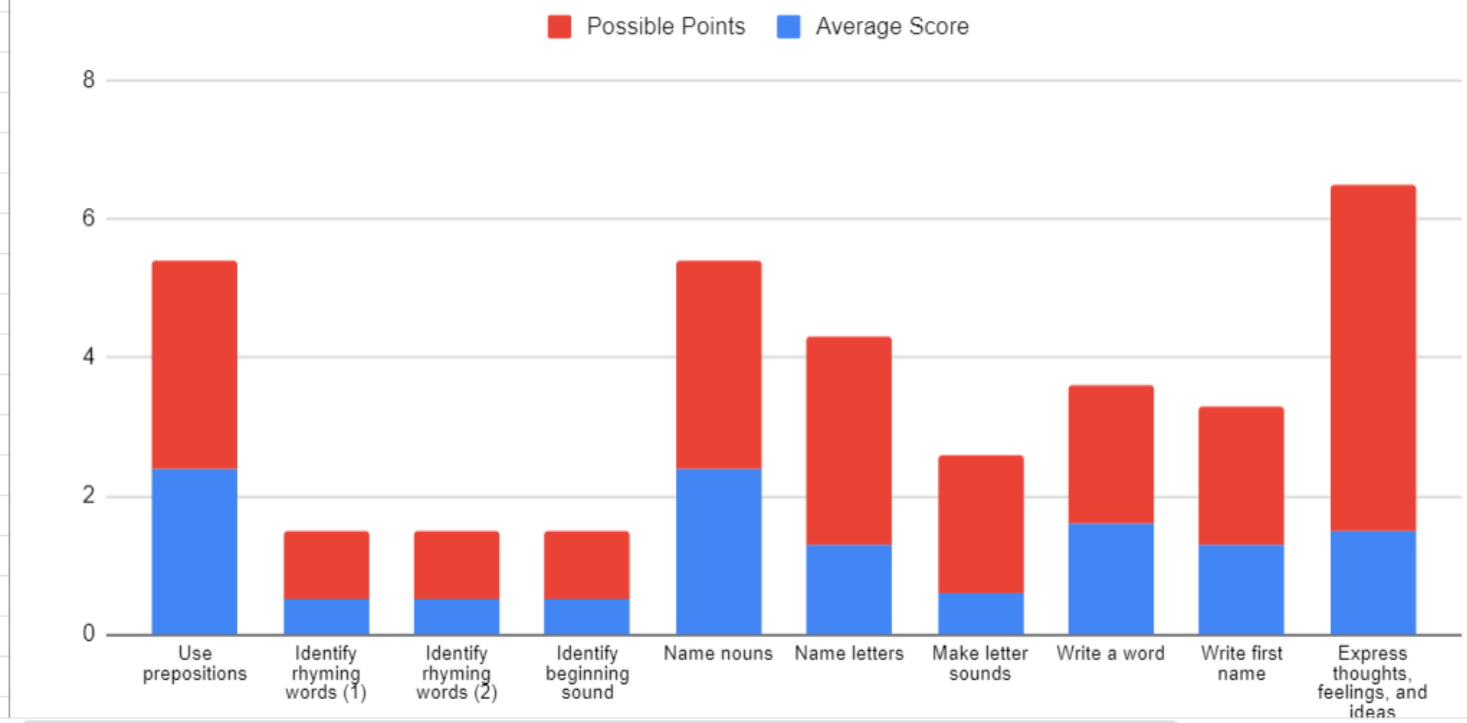
Ashtabula Area City Schools 3

Know and apply grade-level phonics and word analysis skills in decoding words.

School	Current Mastery	Distribution of Students						Students Tested / Total	Median Mastery %
		Beginning		Developing		Secure			
		# Students	%	# Students	%	# Students	%		
Ashtabula Superior Intermediate		101	59%	30	18%	40	23%	171/173	51



Kindergarten Readiness Assessment Data Michigan Primary 2023



OELPS

Grade 3 OELPS	▼	OELPS	3	2023-2024 (OELPS)	3	n/a	 Percent Count: 67% (2), 33% (1)
Beginning of Kindergarten OELPS	▼	OELPS	22	2023-2024 (OELPS)	12	n/a	 Percent Count: 58% (7), 42% (5)
Grade 1 OELPS	▼	OELPS	1	2023-2024 (OELPS)	2	n/a	 Percent Count: 50% (1), 50% (1)

OELPA

Kindergarten OELPA	▼	OELPA	KG	Spring 2023 (OELPA)	14	4876	 Percent Count: 64% (9), 36% (5)
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Grade 1 OELPA	▼	OELPA	1	Spring 2023 (OELPA)	26	4911	<table border="1"> <tr> <td>Percent</td> <td>23%</td> <td>73%</td> <td>4%</td> </tr> <tr> <td>Count</td> <td>6</td> <td>19</td> <td>1</td> </tr> </table>	Percent	23%	73%	4%	Count	6	19	1
Percent	23%	73%	4%												
Count	6	19	1												
Grade 3 OELPA	▼	OELPA	3	Spring 2023 (OELPA)	29	4858	<table border="1"> <tr> <td>Percent</td> <td>24%</td> <td>76%</td> </tr> <tr> <td>Count</td> <td>7</td> <td>22</td> </tr> </table>	Percent	24%	76%	Count	7	22		
Percent	24%	76%													
Count	7	22													
Grade 2 OELPA	▼	OELPA	2	Spring 2023 (OELPA)	17	4973	<table border="1"> <tr> <td>Percent</td> <td>12%</td> <td>76%</td> <td>12%</td> </tr> <tr> <td>Count</td> <td>2</td> <td>13</td> <td>2</td> </tr> </table>	Percent	12%	76%	12%	Count	2	13	2
Percent	12%	76%	12%												
Count	2	13	2												
AASCD															
Grade 3 English Language Arts	▼	AASCD	3	2022-2023 (AASCD)	2	336	<table border="1"> <tr> <td>Percent</td> <td>100%</td> </tr> <tr> <td>Count</td> <td>2</td> </tr> </table>	Percent	100%	Count	2				
Percent	100%														
Count	2														

Appendix C

2022/23 State Data

Grade Level	Chronic Absenteeism Rate	Attendance Rate
Kindergarten	29.1%	91.3%
1st Grade	24.2%	92.1%
2nd Grade	20.7%	92.8%
3rd Grade	19.6%	93.0%
4th Grade	20.1%	92.9%
5th Grade	20.7%	92.8%
6th Grade	23.8%	92.1%
7th Grade	26.3%	91.5%
8th Grade	28.4%	90.9%
9th Grade	31.7%	89.0%
10th Grade	32.1%	89.3%
11th Grade	33.6%	88.3%
12th Grade	36.6%	87.5%
Enrolled, completed course requirements but did not pass graduation test and is attending school.	34.6%	80.6%
Student with disability condition who has completed graduation requirements and elects to remain for further training	16.7%	94.0%

Race/Ethnicity	Chronic Absenteeism Rate	Attendance Rate
Pacific Islander	32.8%	90.0%
White, Non-Hispanic	20.8%	92.5%

English Learner Status	Chronic Absenteeism Rate	Attendance Rate
EL Student in school < 1 year	32.7%	90.5%
EL Student in his/her second year	29.0%	90.5%
EL Student in trial mainstream program	27.5%	90.5%
EL Student	33.1%	89.3%
Exited EL program one year ago	17.4%	93.4%
Exited EL program two years ago	16.8%	93.7%
Exited EL program three years ago	20.5%	93.0%
Exited EL program four years ago	21.5%	92.8%

Additional Subgroups	Chronic Absenteeism Rate	Attendance Rate
Economic Disadvantaged	38.7%	88.3%
Homeless Students	61.7%	80.7%
Identified as Gifted	13.0%	94.2%
Received Gifted Services	11.1%	94.7%
Students with Disabilities	35.4%	89.1%

2022/23 Chronic Absenteeism

Your District's Students

Your District's Staff

Enrollment

Attendance

Mobility

Chronic Absenteeism

Data Table

Chronic Absenteeism Rate

	Chronic Absenteeism Rate
All Students	49.4%
Am. Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	48%
Hispanic	51.6%
Multiracial	53.6%
White, Non-Hispanic	47.7%
Economic Disadvantage	49.4%
English Learner	53.1%
Students with Disabilities	55.5%

2022/23 Chronic Absenteeism

	Student	Truants	Current	Last Year	GOAL
Michigan	406	46	11%	33%	25%
Huron	139	24	17%	22%	19%
Ontario	234	15	6%	33%	19%
Superior	435	40	9%	24%	17%
Erie	403	54	13%	26%	17%
JR Hi	495	116	23%	35%	19%
LHS	887	283	32%	43%	38%
GLOA-Closed				0.00%	
District	2999	578	19%	33%	25%