



March 4, 2024

Dear Superintendent Ludwig:

Thank you for submitting the East Liverpool 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:**

- The plan is aligned with the school's overall improvement efforts including One Plan goals.
- The Plan demonstrates alignment to evidence-based language and literacy strategies and Ohio's Plan for Raising Literacy Achievement.
- The Plan outlines Tier 2 and Tier 3 interventions.
- Professional learning is data driven and developed through teacher survey results.


**This plan will benefit from:**

- Considering modifying goals to include incremental progress over a shorter period of time. For example, what progress do you expect by 2025?
- Inclusion of job-embedded coaching in the professional development plan.
- Considering other stakeholders, such as families or community partners, that contribute to student's language and literacy development.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If East Liverpool 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](mailto: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: East Liverpool City School**

**DISTRICT IRN: 043919**

**DISTRICT ADDRESS: 810 W 8th St, East Liverpool, OH 43920**

**PLAN COMPLETION DATE: November 28, 2023**

**LEAD WRITERS:**

### 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\*

Table One

Name	Title/Role	Location	Email
Beverly Desarro	2nd grade Teacher	North	bdesarro@elpotters.school
Brittney Marino	Kindergarten Teacher	North	bmarino@elpotters.school
Colleen Gregorio	3rd grade Teacher	LaCroft	cgregorino@elpotters.school
Dawn Hager	Title	North	dhager@elpotters.school
Debbie Callen-Fickes	Title	LaCroft	dfickes@elpotters.school

Name	Title/Role	Location	Email
Jenna Cope	Principal	North	jenna.cope@elpotters.school
Lisa Mistovich	ESC Consultant ELA	CCESC	lmistovich@ccesc.k12.oh.us
Mary Kaufman	4th grade Teacher	North	mkaufman@elpotters.school
Susan Cook	Principal	LaCroft	susan.cook@elpotters.school
Tiffany Rudibaugh	1st grade Teacher	LaCroft	trudibaugh@elpotters.school
Betsi Mudrick	Title	LaCroft	bmudrick@elpotters.school
Jennifer Ludwig	Intervention Specialist	North	jludwig@elpotters.school
Ryan Willis	Curriculum	District	rwillis@elpotters.school
Jonathan Ludwig	Superintendent	District	jonathan.ludwig@elpotters.school
Angela Hornbeck	Teacher	Preschool	ahornbeck@elpotters.school

#### 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 East Liverpool director of curriculum, elementary building principals and SSTR5 met to discuss RAP team membership and worked to compose a RAP team that represented both elementary buildings and each grade level (K-4). Select members in general education, Title One, special education and district leaders were invited to two team meetings. Furthermore, the RAP team incorporates members of the building district literacy teams and both buildings' multidisciplinary teams for the Dyslexia HB requirement. The district superintendent, director of curriculum and both elementary principals are members of the RAP team (see Table One). Prior to the RAP meeting, elementary building principals and SST conducted an audit of the tier one and tier two assessments, curriculums and interventions that the district owns. Principals surveyed staff members to determine which assessments, tier one curriculums, tier two curriculums and supplemental materials for which

the teachers have been trained. The audit (see appendix A) and survey results (appendix B) were compiled in graphs and shared with the RAP TEAM. At a ½ day meeting and full day team meeting, with guidance from SSTR5 and the Columbiana Educational Service Center language arts supervisor, RAP members conducted a root cause analysis and authored the RAP plan both in large and small groups.

The respective, building, multidisciplinary/RAP teams will communicate the Reading Achievement Plan to their individual building leadership teams once both the Department of Education and Workforce and the East Liverpool Board of Education approves the plan. Through the K-4 collaborative design of our Reading Achievement Plan, the team worked diligently to align the goals to address: strategies, implementation, and monitoring, with the District One Plan. The plans include high quality professional development, improvement goals for growth in diagnostic assessments, as well as evidenced based assessment and instructional strategies. In addition to the growth in Dibels data, both teams identified a focus on DIBELS interpretation and alignment to interventions as a priority need for the district.

Finally, the district has implemented a plan to improve the teaching, learning, assessment, and intervention cycle, through the participation of the SPDG grant focusing on multi-tiered systems of support. The grant supports the plan to incorporate processes that ensure the staff are implementing evidence-based instructional strategies, assessing both formatively and summatively, and designing lessons to meet the needs of the students. The designing of this Reading Achievement Plan, the team worked diligently to align goals, strategies, implementation, and measurement with the District Improvement Plan in the One Plan. Both plans encompass high quality professional development, improvement goals for diagnostic assessment in Reading, as well as evidenced based assessment and instructional strategies.

## 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 leadership team has identified a focus of attendance, literacy and math as their One Plan focus. The goals are to raise student success by monitoring OST data over three years while implementing district benchmarking systems to monitor throughout the school year. The One Plan Goal states that students in All Grades will increase 10% in Reading/Literacy at/in East Liverpool City by 06/01/2025 as measured with the State Report Card. The elementary will monitor this goal using their DIBELS data. The student measure is that Every Trimester, Reading/Literacy - Dibels and STAR Data of Students with Disabilities and All Students will be monitored by Staff, with an annual improvement of an increase of 10.00% resulting in an overall improvement of an increase of 20.00% by the end of the plan. The goal's focus on ensuring that all students participate in evidence based tier one instruction and receive evidence based interventions to ensure they are able to meet the graduation requirements. While the district focus is that of attendance, it is the expectation that all buildings will identify critical needs of the staff to ensure the students growth and progress. There are evident similarities between the District's One Plan literacy goal and the K-4 Reading Achievement Plan, as evidenced by the alignment of the SMART goals written in each plan. Both goals ensure that significant efforts will be made to ensure that student literacy growth is a priority in the district (see Table 2). Growth will be evaluated through the K-4 Dibels data and the 3-12 state achievement data. We believe that the overlap in our One Plan goals and our RAP goals will ensure that our students' reading growth continues because of our use of evidenced tier one and tier two practices and the embedded professional learning incorporated in this reading achievement plan.

(Table Two)

Grade Levels	One Plan Literacy Goal	RAP Literacy Goals
K-2	Every Trimester, Reading/Literacy - Dibels and STAR Data of Students with Disabilities and All Students will be monitored by Staff, with an annual improvement of increase 10% resulting in an overall improvement of increase 20% by the end of the plan.	By May of 2026, all students K-2 will increase Reading Literacy by 10.00 % as evidenced through the district DIBELS scores.

3-4	By 06/01/2025 we will improve the performance of All Students, All Grades students at/in East Liverpool City to increase 10 % in Reading/Literacy using State Report Card.	By May of 2026, students in grades K-4 will improve reading and literacy scores by 10.00% as measured by state report card data. By May of 2026 All students 3-4 will increase Reading Literacy by 10.00 % as evidenced through the district DIBELS scores.
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East Liverpool City Schools strive to ensure that our staff implement culturally responsive practices through our PBIS/PAX framework. We desire to develop our culturally responsive practices further. Thus as part of this RAP plan, we have included the ODE Culturally Responsive Practices and Text Sets Viewing Guide professional learning for our staff as part of our RAP plan professional learning. (see appendix G) .



## 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 sub scores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.**

District and building data analysis was completed by the Reading Achievement Plan team by utilizing the Ohio Student Recovery Dashboard to access district KRA, district and building OST outcomes, and K-3 diagnostic trend data. The team also evaluated the OELPA and alternate district data to evaluate the progress of students with significant cognitive disabilities who participate in the alternate assessment. Throughout the data evaluation, the team evaluated the building STAR and DIBELS assessments from the beginning of the year (see appendix C). Analysis of the following data indicates a need for a reading achievement plan due to K-4 DIBELS subtest scores reflecting that the percentage of students off track is higher than the percentage of students on track in most subtest areas (see Tables 3-6). Per the Ohio Revised Code 3302.13, schools that do not meet fifty-one percent proficient on Ohio’s State Test for grade 3 ELA must write a RAP. On the state assessment, Grade 3 proficiency level for 2023 was 48.3% and Grade 4 proficiency level was 33.8%. Furthermore a district must have more than two stars on the K-3 literacy measure for two consecutive years and our district received a performance rating of two stars for early literacy component on Ohio’s School Report Card. East Liverpool City School report card data reflects that the district did not exceed the ORC guidelines listed above, therefore a Reading Achievement Plan is required.

#### Kindergarten Data

Our RAP Kindergarten team analyzed data from the KRA-R. The data provides evidence that the students are entering Kindergarten “Not On Track” with a clear deficit and require additional support and targeted instruction in Language and Literacy. The following (Table One) displays the students scores in KRA-R by building:

Table One

<b>Kindergarten BOY Below Benchmark</b>		
<b>KRA-R Assessment</b>	<b>Lacroft Elementary</b>	<b>North Elementary</b>
Not on Track	70.2%	64.6%
On Track	29.8%	35.4%

Our kindergarten RAP team also analyzed data from the DIBELS 8 universal screener, there was a clear deficit in nonsense word fluency and word reading fluency. The data provides evidence that students are struggling with decoding and require additional targeted instruction in phonics and sound/symbol acquisition. The percent not on track was identified by combining the yellow and red data. The following chart shows the students who are not on track per the DIBELS 8 BOY assessment by building:

Table Two

<b>Kindergarten BOY Students Not On Track</b>		
<b>Dibels Assessment</b>	<b>Lacroft Elementary</b>	<b>North Elementary</b>
LNF	65%	75%
PSF	56%	55%
NWF-CLS	75%	83%
NWF-WRC	90%	95%
WRF	88%	92%

### Grade One Data

Our grade 1 team analyzed the data from the Dibels universal screener, there was a clear deficit in all subtest areas, especially nonsense word fluency, word reading fluency and ORF subtest. This data provides evidence that students are struggling with phonological awareness and decoding and require additional targeted instruction in phonological awareness and phonics. The percent not on track was identified by combining the yellow and red cohorts. The following (Table Three) demonstrates the students who are not on track per the DIBELS BOY by building:

Table Three

<b>1st Grade BOY Students Below Benchmark</b>		
<b>BOY Dibels Assessment</b>	<b>Lacroft Elementary</b>	<b>North Elementary</b>
LNF	79%	69%
PSF	31%	30%
NWF-CLS	77%	65%
NWF-WRC	73%	56%
WRF	89%	83%

ORF	87%	87%
ORF-ACC	89%	89%

## Grade Two

Our Grade 2 RAP Team, analyzed the data from the Dibels universal screener, there was a clear deficit in all subtests areas. This data provides evidence that students are struggling with decoding and require additional targeted instruction in phonics. The percent not on track was identified by combining the yellow and red cohorts. The following chart shows the students who are not on track per the DIBELS BOY by building:

Table Four

<b>2nd Grade BOY Students Below Benchmark</b>		
<b>BOY Dibels Assessment</b>	<b>LaCroft Elementary</b>	<b>North Elementary</b>
NWF-CLS	48%	57%
NWF-WRC	45%	61%
WRF	55%	57%
Reading Accuracy-ORF	39%	63%
Reading Fluency	59%	67%
Maze	77%	87%

## Grade Three Data

Grade 3 analyzed the data from the Dibels universal screener, we saw a deficit in all subtest areas, especially nonsense word fluency and ORF scores are a concern. The data provides evidence that students are struggling with decoding and require additional targeted instruction in phonics. If we add the yellow and red together that gives the students not on track. The following chart shows the students who scored red or yellow (off track) in DIBELS along with the Ohio state scores. Scores are separated by buildings.

Table Five

<b>3rd Grade BOY Students Below Benchmark</b>		
<b>BOY Dibels Assessment</b>	<b>Lacroft Elementary</b>	<b>North Elementary</b>
NWF-WRC	56%	52%

WRF	63%	54%
Reading Accuracy-ORF	63%	62%

### Grade Four

Grade 4 analyzed the data from the Dibels universal screener, there was a clear deficit in reading accuracy and fluency (see Table Six). The data provides evidence that students are struggling with decoding and fluent reading and require additional targeted instruction in phonics. If we add the yellow and red together that gives the students not on track. The following chart shows the students who scored red or yellow (off track) in DIBELS. Scores are separated by buildings.

Table Six

<b>4th Grade BOY Students Below Benchmark</b>		
Dibels Assessment	Lacroft Elementary	North Elementary
Reading Accuracy-ORF	40%	46%
Reading Fluency-	60%	54%
Ohio State Test	25.4%	40.5%

### Alternate Assessment Data

Students with Disabilities Alternately Assessed Reading data was attained and analyzed from the 2023 Special Education Profile (see Table). East Liverpool Local Schools has less than 1% (0.66) of students with disabilities who are alternately assessed. During the 2021-2022 school year all students who took the Reading Alternate Assessment scored proficient.

Table Seven

<b>District Wide Alternate Assessment</b>			
Reading 4	Target: 22.86% or greater	Result: 9.09%	not met
Reading 8	Target: 11.97% or greater	Result: 9.38%	not met
Reading High School	Target: 18.84% or greater	Result: 25.00%	met

\*Note, data provided is based on less than one percent of students with disabilities testing per grade level area.

**What patterns do you notice in the student data?**

Students in grades K-4 are below benchmark in reading accuracy, decoding and fluency across grade levels. Decoding is a critical concern at all grade levels as evidenced by our word reading, nonsense word and ORF subtest scores. Phonological awareness and Letter ID is also a concern at the younger grade levels. We will address these areas in our goals, action steps and professional learning plan.

**SECTION 3 PART B: Internal and External FACTORS CONTRIBUTING TO underachievement in READING\***

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

<b>Internal Factors</b>	<b>External Factors</b>
<ul style="list-style-type: none"> <li>● <i>Teacher Turnover</i></li> <li>● <i>Intervention Specialist Turnover</i></li> <li>● <i>Professional development in Tier 2</i></li> <li>● <i>Materials to support Tier 2 and 3 aligned to the Professional Development</i></li> <li>● <i>Consistent Access across all Grades/Buildings</i></li> <li>● <i>Decision Rules to determine literacy instruction (Tiers), need to review to ensure alignment and have not been shared with new staff.</i></li> <li>● <i>Scheduling</i></li> <li>● <i>District Curriculum Mentoring (Onboarding) include Decision Rules to support understanding</i></li> <li>● <i>Audit of Interventions and Assessments</i></li> <li>● <i>Professional Development for administration and interpretation of assessments.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Preschool and Kindergarten readiness</i></li> <li>● <i>Economically Disadvantaged percentage</i></li> <li>● <i>Chronic Absenteeism</i></li> <li>● <i>Education isn't a priority in the homes</i></li> <li>● <i>Family Engagement</i></li> <li>● <i>Dependency related illness</i></li> <li>● <i>Generational Poverty impact</i></li> <li>● <i>Trauma</i></li> </ul>

**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.*

After each grade level conducted grade level literacy root cause analysis, utilizing a fishbone organizer, the teams first identified that students were not progressing in the area of phonological awareness in grades K-2, as evidenced by evaluating the amount of students off-track on the Dibels subtest of phonemic awareness. The teams also identified that students in grades K-4 were not progressing as indicated in their ability to decode as evidenced by the high percentage of students performing off track on our Dibels subtest areas of NWF, WRF, and ORF. The teams also determined

that students were not progressing as decoders as indicated in their ability to ORF accuracy/fluency scores in grades 3 and 4. The East Liverpool RAP team decided that Dibels subtests scores in the aforementioned scores were off track in a larger percentage than they were on track. Through further discussion by the team, it was determined that many were unaware of the district decision rules resulting in them not being utilized. Upon further review the team also determined the decision rules did not address the assessments and interventions the district currently utilizes and needed to be updated. Additionally, teachers identified there is a need for training on the assessments and interventions identified within the decision rules. The RAP team felt that many teachers were not understanding how to interpret Dibels subtest data and diagnostic data resulting in an inefficient use of the data to inform instruction and intervention.

#### 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.**

#### **District Goals:**

##### **Goal One**

By May of 2026, 100% of Kdg. classroom teachers, intervention specialists, and title will be trained on the Decision Rules Framework created by the District Literacy Team. A component of the decision rules will focus on interpreting DIBELS and Diagnostic data to inform instruction/intervention.

##### **Goal Two**

By May of 2026, students in grades K-4 will improve reading and literacy scores by 10.00% as measured by state report card data.

##### **Goal Three**

By May of 2026 All students K-4 will increase Reading Literacy by 10.00% as evidenced through the district DIBELS composite scores.

### **Subgoals for K**

<b>K Student Growth Goals</b>	<b>K Adult Implementation</b>
Grade K: By May 2026, 65% of students in grade K will meet their expected growth as measured by the DIBELS (PSF) assessment data from the 2023-2024 baseline data of 55%.	By May of 2026, 100% of Kdg. classroom teachers, intervention specialists, and title will be trained on the Decision Rules Framework created by the District Literacy Team. A component of the decision rules will focus on interpreting DIBELS and Diagnostic data to inform instruction/intervention.
Grade K: By May 2026, 41% of students in grade K will meet their expected growth as measured by the DIBELS (NWF-CLS) assessment data from the 2023-2024 baseline data of 21%.	

### **Subgoals for 1-2**

<b>Grades 1-2 Student Growth Goals</b>	<b>Grades 1-2 Adult Implementation</b>
Grades 1-2: By May 2026 59% of students in grade 1-2 will meet their expected growth as measured by the DIBELS (NWF-CLS) assessment data from the 2023-2024 baseline data of 39%.	By May of 2026, 100% grade 1-2. classroom teachers, intervention specialists, and title will be trained on the Decision Rules Framework created by the District Literacy Team. A component of the decision rules will focus on interpreting DIBELS and Diagnostic data to inform instruction/intervention.
Grades 1-2: By May 2026 62% of students in grade 1-2 will meet their expected growth as measured by the DIBELS (NWF-WRC) assessment data from the 2023-2024 baseline data of 43%.	

### **Subgoals for 3-4**

Grades 3-4 Goals	Grades 3-4 Adult Implementation
<p>By May 2026, 65% of students in grade 3-4 will meet their expected growth as measured by the DIBELS (ORF-Accu) assessment data from the 2023-2024 baseline data of 3rd grade 37% and 4th grade 57%.</p>	<p>By May of 2026, 100% of grade 3-4 classroom teachers, intervention specialists, and title will be trained on the Decision Rules Framework created by the District Literacy Team. A component of the decision rules will focus on interpreting DIBELS and Diagnostic data to inform instruction/intervention.</p>
<p>By May 2026, 65% of students in grade 3-4 will meet their expected growth as measured by the DIBELS (ORF) assessment data from the 2023-2024 baseline data of 3rd grade 37% and 4th grade 43%.</p>	

**SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS\***

*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 One-** By May of 2026, 100% of Kdg. classroom teachers, intervention specialists, and title will be trained on the Decision Rules Framework created by the District Literacy Team. A component of the decision rules will focus on interpreting DIBELS and Diagnostic data to inform instruction/intervention.

**Subgoals:**

By May 2026, 65% of students in grade 3-4 will meet their expected growth as measured by the DIBELS (ORF) assessment data from the 2023-2024 baseline data of 3rd grade 37% and 4th grade 43%.



By May of 2026, 100% of third and fourth grade teachers will receive professional learning in My View fluency routines.

**Evidence-Based Strategy or Strategies:** Decision Rules aligned with the Science of Reading, Evidenced Based assessments such as the PAST, Decoding Surveys, and LETRS spelling assessment, etc. Interventions such as UFLI Phonics, Heggerty Bridge the Gap and 95 Percent Group, My View Intervention Fluency Routines

	Action Step One	Action Step Two	Action Step 3	Action Step 4
<b>Implementation Component</b>	<p>All teachers in grades 1-4 will participate in DIBELS training on data interpretation and how to connect assessment data to needed intervention.</p> <p>All teachers in K-4 will participate in Dibels data interpretation from Amplify during onsite coaching.</p>	<p>Conduct an audit of all tier two and three assessments that the district owns.</p> <p>Survey staff what diagnostics assessments and interventions they are currently using and which of them they have been trained.</p> <p>Literacy Leadership team will reside district decision rules, distribute them and participate in SST professional</p>	<p>Teachers in grades K-2 will take part in the training of the UFLI program for Tler 2 instruction.</p>	<p>Teachers in grades 3 and 4 will take apart fluency routines and strategies and My View intervention along with the use of decodables</p>

Action Step One	Action Step Two	Action Step Three	Action Step 3	Action Step 4
		<p>learnings on the assessments and interventions found within the EL decision rules.</p> <p>Literacy leadership team will partner with the SST to train all K-4 staff members on the decision rules assessments and interventions.</p>		
Timeline	By Spring 2024	<p>Complete audit, survey and revise decision rules by June 2024.</p> <p>Complete professional learning on all assessments and interventions found in the decision rules.</p>	January 2024- May 2026	January 2024-May 2026

	Action Step One	Action Step Two	Action Step 3	Action Step 4
Lead Person(s)	Director of Instruction	Literacy Leadership Team	Literacy Leadership Team	Literacy Leadership Team
Resources Needed	DIBELS Materials Contract with DIBELS PD facilitator and Coach	Interventions Assessments Multimodal Supports	UFLI Curriculum Book Online (free) Toolkit Materials: blending board, decodables Letter cards, magnetic letter boards, dry erase boards, markers, lessons taught checklist Substitute Teachers	My View Literacy materials Substitute teacher decodables
Specifics of Implementation (Professional development, training, coaching, system)	Amplify will provide training on data interpretation and how to connect		Coaching/ PD with SST 20-30 minutes of Explicit instruction	Coaching/PD with SST 20-30 minutes of Explicit instruction

	Action Step One	Action Step Two	Action Step 3	Action Step 4
structures, implementation support and leadership structures)	assessment data to needed intervention.  Amplify will provide coaching on data interpretation and how to connect assessment data to needed intervention.			
<b>Measure of Success</b>	TBT minutes and intervention tracker with evidence of DIBELS data analysis matched to appropriate intervention.  DIBELS benchmark will increase to 10% by May 2026.	TBT minutes and intervention tracker with evidence of DIBELS data analysis matched to appropriate intervention.  DIBELS benchmark will increase to 10% by May 2026.	First and Second grade classroom teachers will be trained by May 2026.  Student: DIBELS benchmark will increase to 10% by May 2026.	Adult: Walk -Thrus Classroom visits will include 100% fidelity of implementation by May 2026  Student: DIBELS benchmark, and progress monitoring will increase to 10% by May 2026.
Non-Competitive School Improvement		SST will provide training- no	Title 1 Funds	Title 1 Funds

	Action Step One	Action Step Two	Action Step 3	Action Step 4
(NC-SSI) funds		funding required.		
Check-in/Review Date	May 2024	May 2024	May 2026	May 2026

Goals Two and Three

**Goal Two**

By May of 2026, students in grades K-4 will improve reading and literacy scores by 10.00% as measured by state report card data.

**and**

**Goal Three**

By May of 2026 All students K-4 will increase Reading Literacy by 10.00% as evidenced through the district DIBELS composite scores.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	All teachers in kindergarten through fourth grade will take	All teachers in kindergarten through fourth grade will meet in grade level teams and	All teachers will participate in ODE culturally responsive training videos for

		Action Step 1	Action Step 2	Action Step 3
		part in My View training.	deconstruction will take part in My View training.	tier one and tier two instruction.
Timeline		May 2025	May 2025	May 2026
Lead Person(s)		Literacy Leadership Team	Literacy Leadership Team	Literacy Leadership Team
Resources Needed		My View Trainers	SST	Recordings and notetaking documents from ODE, Ohio Literacy Academy
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)		Review all components of My View curriculum with publisher.	Review and calibrate all components of My View curriculum with publisher with grade level teams.	All teachers will participate in ODE culturally responsive training videos for tier one and tier two instruction.
Measure of Success		10 Percent growth in State Assessment Data for grades 3 and 4.	10 Percent growth in State Assessment Data for grades 3 and 4.	Sign in sheet with verification of completion of viewing
Description of Funding		Title 1 Funding	no funding required	No funding required

		Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date		May 2024	May 2025	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.*

The team has aligned the progress monitoring of our plan to follow the Ohio Improvement Process (OIP). In grades K-4, our Teacher Based Teams (TBTs) will follow the 5-Step process to analyze reading data exclusively to improve instructional strategies and close achievement gaps. The teams will monitor the KRA, DIBELS and OST data either every trimester or yearly when data is available. The team also has aligned the progress monitoring of our plan to the Ohio Improvement Process (OIP). In grades K-4, the Teacher Based Teams (TBTs) will follow the 5-Step process to analyze reading data exclusively to improve instructional strategies and close achievement gaps. Prior to the development of this plan, the team identified a need to improve our Tier 1 instruction as well as selecting a common literacy program.

The district has identified a focus to improve the teaching, learning, assessment, and the intervention cycle. The plan incorporates processes and supports to ensure the staff is prepared to implement evidence-based instructional strategies, assessing both formatively and summatively, and designing lessons to meet the needs of all students with fidelity. The plan will be monitored through the collection of student and adult fidelity data (walkthrough) and reviewed during OIP Team meetings. Teams will identify required professional learning based on teacher surveys, student data, adult walkthrough data, and OIP meeting minutes. The embedded professional learning will be aligned to the assessments and intervention programs the team has identified.

The RAP will also reconvene three times a year when DIBELS data is released to monitor the implementation of the plan and assess our progress toward our goals.



## SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS 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).*

**\*\*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.*

The *IES practice guide Foundational Reading Skills to Students in Kindergarten through 3rd Grade* provides four recommendations for teaching. Each recommendation includes implementation steps and solutions for common obstacles. The guide provides support for teachers and administrators who want to improve their students' foundational reading skills. The guide is a companion to ***Improving Reading Comprehension in Kindergarten Through 3rd Grade***.

Developing awareness of the segments of sounds in speech and how they link to letters and teaching students to decode words, analyze word parts, and write and recognize words has been found to have strong evidence and is listed as **Tier 1, Strong**. Ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension has been found to have moderate evidence and is listed as **Tier 2, Moderate**.

In alignment with Ohio's Plan to Raise Literacy, the RAP goals and district decision rules support the immediate need to focus on fluency, phonological awareness, and decoding skills. Researchers have identified these areas as the focus of elementary and secondary literacy learning. They are represented in Ohio's Learning Standards and Extended Standards for English Language Arts in kindergarten through grade 12. The National Reading Panel (2000) calls these skills Five Components of Reading: 1. Phonemic awareness 2. Phonics 3. Fluency 4. Vocabulary, and 5. Comprehension.

East Liverpool City School District identifies students who require a Reading Improvement Monitoring Plan through student Dibels assessment results. As stated above in this RAP, there is a need for additional training on evidence based assessment data interpretation and tier 1 and 2 instruction to support students who are identified as students who are in need of additional literacy support.

**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 8, Part A will do the following:*

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

The district will ensure that the evidence based strategies in part 8 are effective, demonstrate progress and are modified through examining walk through data and student data at our RAP meetings. These meetings will be conducted three times a year.

**SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN\***

*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 135<sup>th</sup> 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.**


Professional Learning	Staff Involved	Month and Year	PD Description
1. DIBELS training	Grades K-4	May 2024	Professional learning provided by Amplify. Teachers will receive professional development on how to utilize the Dibels testing website and data analysis.
2. UFLI training	Grades K-2	September 2025	Professional learning overview by SST5 for teachers.

			Teachers will model within classes.
3. MyView unpacking by grade level	Grades K-4	May 2024	Professional Development provided by My View Literacy and grade-level TBT's to unpack the resources
4. Decision Rules Literacy Team	Literacy Leadership Team	May 2024	The Literacy Leadership Team will review the previous Decision Rules and revise it. After a revision, we will share the framework with the staff.
5. Decision Rules training for teachers	Grades K-4	October 2024	Meet to discuss the Decision Framework and how it will be used within the classroom.
6. Onboarding training in Heggerty, FUNdations, MyView, DIBELS, UFLI	New teachers, teachers moving grade levels/buildings within the district, substitutes	May 2026	Professional learning provided by instructional coaches and SSTR5. Teachers will receive professional development on how to utilize all resources available.
7. Walk to Intervention	Grades 3-4	December 2024	Professional development provided by SSTR5
8. MyView Fluency	Grades 3-4	May 2024	overview of My View Fluency provided by SST5 during TBT meetings
9. RAP share	Grades K-4	March 2024	Staff meeting to discuss what is in the Reading Achievement Plan and how it will be rolled out throughout 2024-2026.

## APPENDICES

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

*Appendix A Reading Tier Two/Three Curriculums for Intervention*

Tier Two Curriculum	Area of Reading Need	Area of DIBELS (screener) Assessment that indicates a need for This Curriculum	Diagnostic Assessment that indicates a need for this curriculum.	Focus of Lesson	Grade Level
<b>Heggerty</b> <small>(Research actions based on assessment data. Do not research the entire lesson).</small>	Phonemic Awareness	Phonemic segmentation fluency	Heggerty Assessment	Syllables, onset/rime, Phoneme Isolation, Blending and Segmenting Phonemes, Phoneme Manipulation.	Grades P 
<b>Bridge The Gap Phoneme Awareness Intervention Lessons</b>	Phonemic Awareness	Phonemic segmentation fluency	Book has a Diagnostic/Placement assessment (pages 5-13) and progress monitoring Throughout	Phoneme Isolation, Blending and Segmenting Phonemes, Phoneme Manipulation.	Grades 2-12
<b>Equipped for Reading Success (One Minute Drills)</b>	Phonemic Awareness	Phonemic segmentation fluency	PAST assessment	Phoneme Isolation, Blending and Segmenting Phonemes, Phoneme Manipulation.	Grades 1-12
<b>UFLI</b>	Phonics	ORF,  Word Reading Fluency,  Nonsense word fluency	Decoding Survey, and or spelling assessment  Curriculum also directs teachers where to place them according to grade level.	Alphabet, CVC, ccvc, cvcc, ccvcc,ccvcc Digraphs, VCE, endings, syllable patterns, r-vowels, vowel teams, diphthongs, affixes	Grades K-2  Pages 40-42 indicate what grade levels should use what lessons.
<b>Improving Morphemic Awareness -Using Base Words and Affixes</b>  <b>&amp;</b> <b>-Using Latin Roots and Greek Combining Forms</b>	Advanced Decoding/ Phonics			Latin Roots Greek Roots  Base Words  Affixes	Grades 3-5
<b>95 % Group Phonics Chip Kit Basic</b>  <small>*supplemental</small>	Decoding and encoding				K-4 Students based on assessment data K and 1 skills on Phonics Scope and Sequence

					Skills Covered Short Vowels, digraphs, blends and CVCe
<b>95 % Group Phonics Chip Kit Advanced</b>  *supplemental	Advanced Decoding/ Encoding Phonics	ORF,  Word Reading Fluency,  Nonsense word fluency			Use for Intervention in Grades 2-5 For students whose assessment data indicates an intervention need in vowel teams, vowel-r and hard and soft c & g.
<b>95 Phonics Booster Bundle Summer School Edition</b>	Phonological Awareness, Decoding, Encoding	ORF,  Word Reading Fluency,  Nonsense word fluency		Alphabetic Principle, Phonics High Frequency Words, Decodables	Summer School  Grades 1-3
<b>My Focus Intervention from My View</b>	Basic Decoding and Encoding K- lessons (21-37)	ORF,  Word Reading Fluency,  Nonsense word fluency		Alphabetic Principle, High Frequency Words	K
<b>My Focus Intervention from My View</b>	Decoding, Morphology and Spelling K- lessons (14-31)	ORF,  Word Reading Fluency,  Nonsense word fluency		CVC words, digraphs , long vowels, vowel teams, syllable patterns, compound words, high frequency words	1
<b>My Focus Intervention from My View</b>	Decoding, Morphology and Spelling lessons (4-18)	ORF,  Word Reading Fluency,  Nonsense word fluency		Short and Long Vowels, Long Vowel Digraphs, Vowel Teams, Vowel Patterns, Diphthongs, Syllable Patterns,	2

				Affixes, Inflectional Endings, Compound Words, Blends and Digraphs	
<b>My Focus Intervention from My View</b>	Advanced Decoding, Morphology and Encoding lessons (1-12)			Affixes, Multisyllabic Words, Vowel Patterns, Syllable Patterns, Plurals, Endings, Contractions	3
<b>My Focus Intervention from My View</b>	Advanced Decoding, Morphology and Encoding Lessons (1-6)			Plurals, Vowel Patterns, Syllable Patterns, Affixes, Compounds Words	4
<b>My Focus Intervention from My View</b>	Comprehension, Language and writing Lessons 26-64  This area should only be addressed after decoding.	ORF Retelling, Maze, My Class Vocabulary		Vocabulary  Reading Information al Text,  Reading Literature Text,  Language Convention s,  Research	k
<b>My Focus Intervention from My View</b>	Comprehension, Language and writing Lessons 26-64  This area should only be addressed after decoding.	ORF Retelling, Maze,  My Class Vocabulary		Vocabulary  Fluency,  Reading Information al Text,  Reading Literature Text,  Language Convention s,  Research	1
<b>My Focus Intervention from My View</b>	Comprehension, Language and writing Lessons 19-25.  This area should only be addressed after	ORF Retelling, Maze		Vocabulary  Fluency,	2

	Reading	My Class Vocabulary		Reading Informational Text, Reading Literature Text, Language Conventions, Research	
My Focus Intervention from My View	Comprehension, Language, and writing Lessons (3.37)  This area should only be addressed after decoding.	ORF Retelling, Maze  My Class Vocabulary		Vocabulary  Fluency, Reading Informational Text, Reading Literature Text,  Language Conventions, Research	3
My Focus Intervention from My View	Comprehension, Language, and writing Lessons (7.33)  This area should only be addressed after decoding.	ORF Retelling, Maze  My Class Vocabulary		Vocabulary  Fluency,  Reading Informational Text, Reading Literature Text,  Language Conventions, Research	4



## Language Arts Instructional Materials and Professional Learning Survey

Please complete the survey to provide us with information regarding instructional resources for Tier 1 and intervention as well as future professional learning opportunities.

\* Indicates required question

1. Email \*

\_\_\_\_\_

2. Name \*

\_\_\_\_\_

3. Teaching Position \*

Mark only one oval.

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Intervention Specialist
- Title

9. Would you like additional professional learning regarding the My View Curriculum? \*

Mark only one oval.

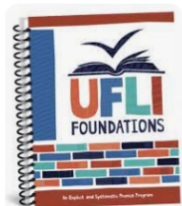
- Yes
- No

10. Would you like professional learning time with your grade level team to deconstruct the content of the My View Lessons? \*

Mark only one oval.

- Yes
- No

11. Would you like additional professional learning regarding UFLI Phonics Intervention? \*



Mark only one oval.

- Yes
- No
- I didn't know we had this resource.

4. Do you use decodables during Tier 1, Phonics Instruction? \*

Mark only one oval.

- Yes
- No

5. If so, which ones? \*

\_\_\_\_\_

6. Do you use decodables during Tier 2, Phonics Intervention? \*

Mark only one oval.

- Yes
- No

7. If so, which ones? \*

\_\_\_\_\_

8. Would you like additional professional learning regarding My Class, DIBELS? \*

Mark only one oval.

- Yes
- No

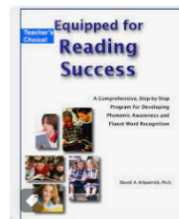
12. Would you like additional professional learning regarding 95% Group Phonics Intervention? \*



Mark only one oval.

- Yes
- No
- I didn't know we had this resource.

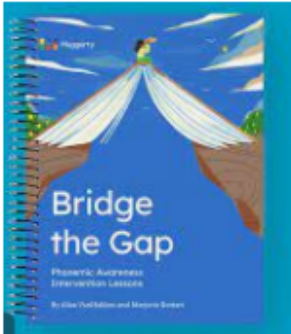
13. Would you like additional professional learning regarding Kilpatrick Drills, Phonological Awareness Intervention? \*



Mark only one oval.

- Yes
- No
- I didn't know we had this resource.

14. Would you like additional professional learning regarding Bridge the Gap, Phonological Awareness Intervention? \*



*Mark only one oval.*

- Yes
- No
- I didn't know we had this resource.

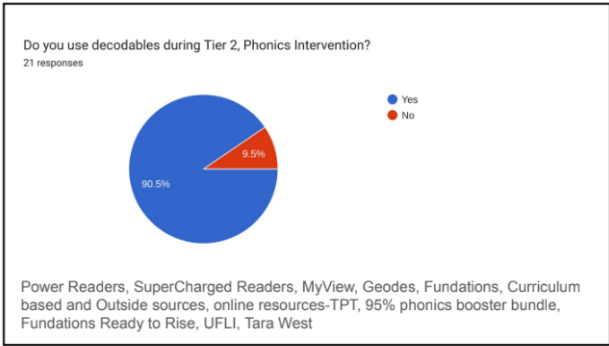
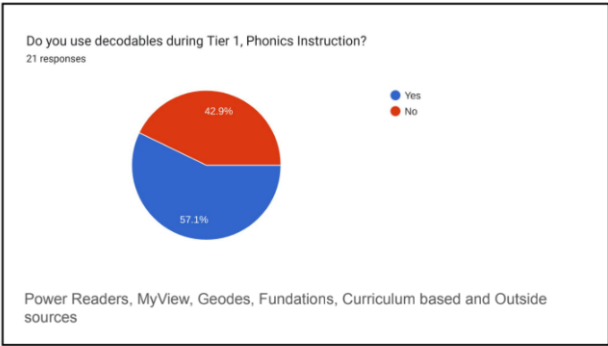
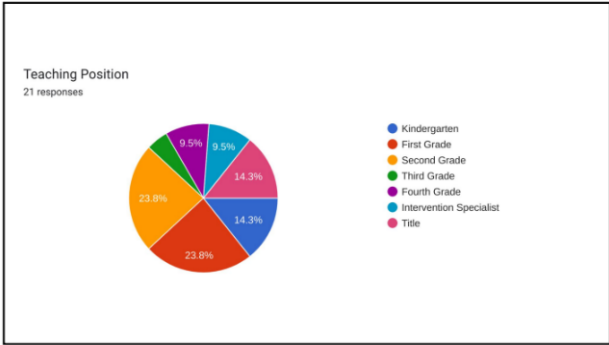
15. Comments/Questions

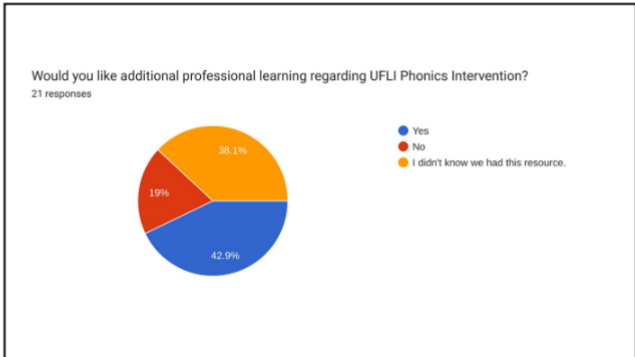
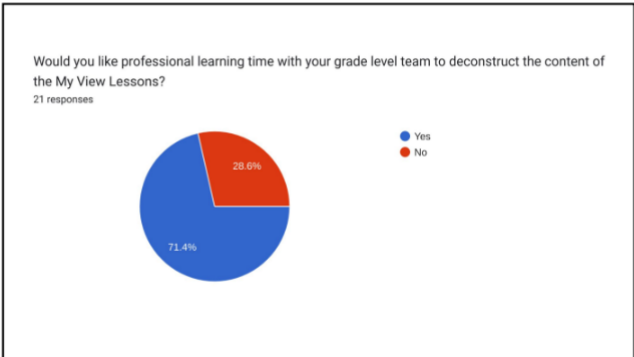
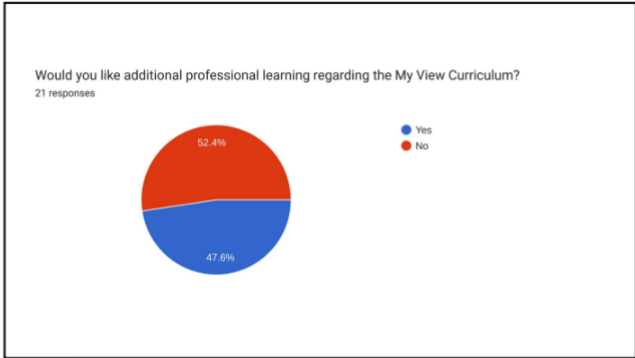
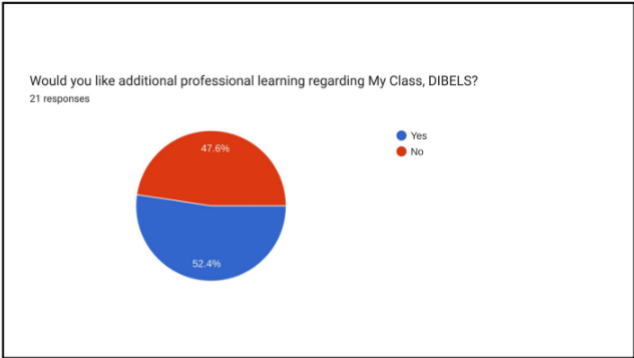
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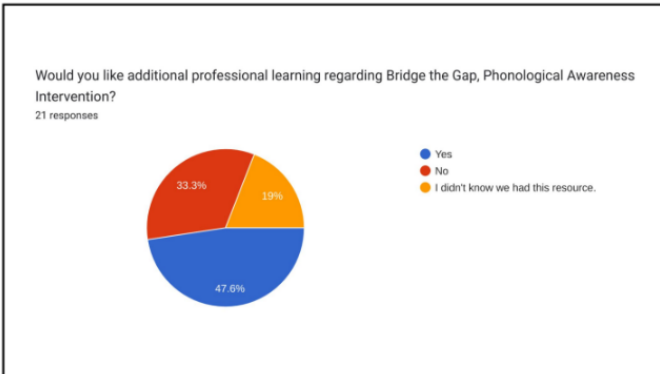
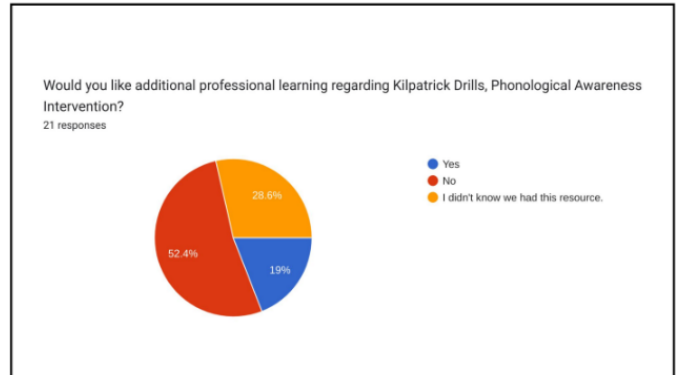
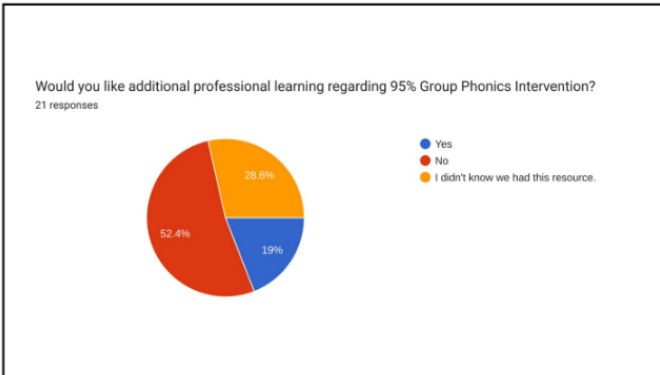
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# LA Instructional Materials and Professional Learning Survey Results

North and LaCroft Elementary Teachers as of 12/12/23







**Comments**

I do not have the UFLI resource or the 95% Group Phonics, I would like to have them, if possible :) - I purchased on my own the 95% Student Workbook Summer School Editions a couple years ago.

Foundations is my primary phonics instruction and used in small groups as well as whole group instruction.

I would like more professional development on teaching fluency, comprehension, and vocabulary. I want to know what the best strategies are to teach students to be better readers, after they have mastered phonemic awareness and phonics skills. In addition, I would like more training on writing instruction.

Online DIBELS game portion-It would be a nice resource during groups when students are not working with a teacher or during morning work. Access to additional decodables like power readers would also be nice as we have the same set that K-2 uses. I like the the power readers encompass all skills in the book from phonics to trick words to comprehension, and the students write and color. So a set similar to that would be nice.

I would like to see more online resources for independent groups. We have a lot of materials for teachers to work in tier 2 and tier 3. Not a lot for them to do independently. I am a fan of i-ready, but I know a lot of other people are not.

Appendix C Dibels, KRA,

Dibels 8 [Link for All Grade Levels](#)

Comparing Measures: DIBELS 8th Edition						
View	Population	Time	Measure			
Segment Results by: School Grade Divider: On	Show Students Enrolled: On Test Day Grade: All Grades District: East Liverpool CSD School: All Schools	School Year: 2023-2024 Period: 23-24 BOY	Measure: All Measures Level Filter: All Levels			
East Liverpool CSD				Current as of 11/21/2023		
LaCroft Elementary						
Grade K						
Measures		20%	40%	60%	80%	Total Students
Composite Score	23-24 BOY					68
Letter Names (LNF)	23-24 BOY					68
Phonemic Awareness (PSF)	23-24 BOY					68
Letter Sounds (NWF-CLS)	23-24 BOY					68
Decoding (NWF-WRC)	23-24 BOY					68
Word Reading (WRF)	23-24 BOY					68
Grade 1						
Measures		20%	40%	60%	80%	Total Students
Composite Score	23-24 BOY					62
Letter Names (LNF)	23-24 BOY					62
Phonemic Awareness (PSF)	23-24 BOY					62
Letter Sounds (NWF-CLS)	23-24 BOY					62
Decoding (NWF-WRC)	23-24 BOY					62
Word Reading (WRF)	23-24 BOY					62
Reading Accuracy (ORF-Accu)	23-24 BOY					62
Reading Fluency (ORF)	23-24 BOY					62
Grade 2						
Measures		20%	40%	60%	80%	Total Students
Composite Score	23-24 BOY					77

### KRA-R Proficiency Level Percentages for 2022-2023 School Year

Choose a School Year

2022-2023 School Year

Choose a District

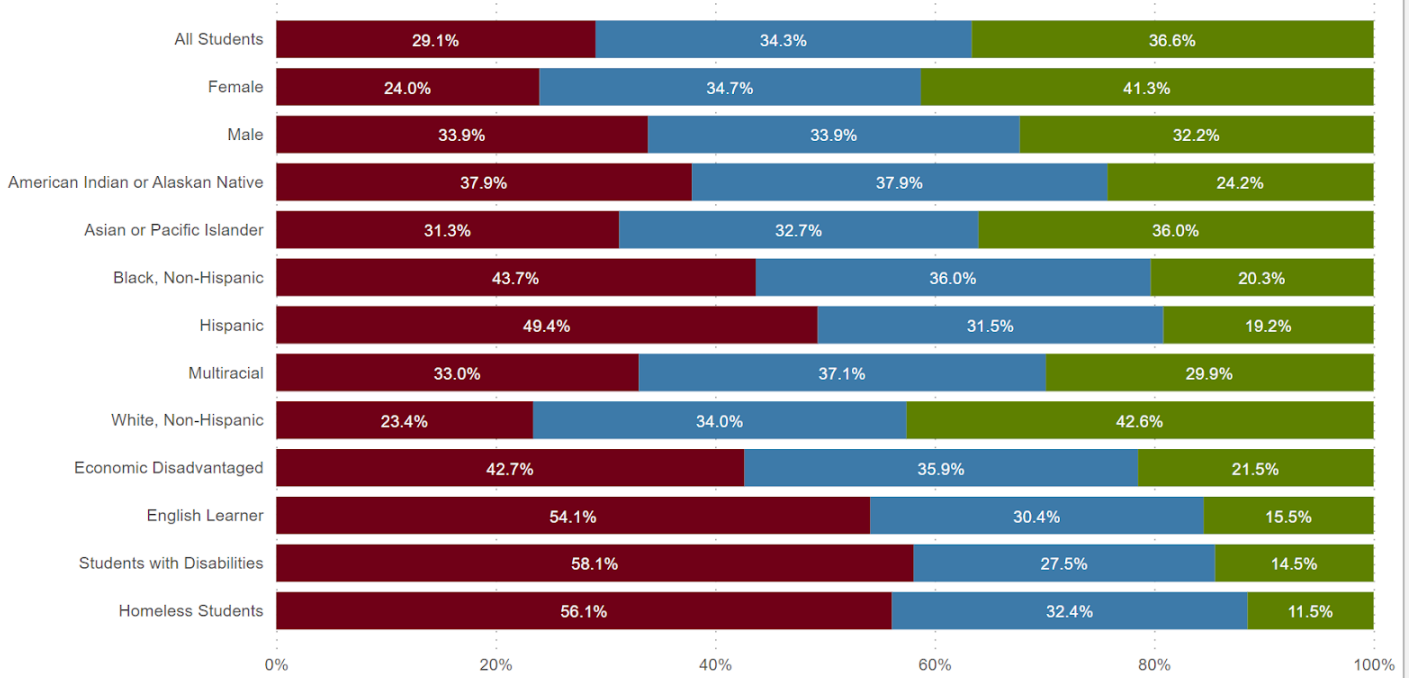
All

Choose a Subject

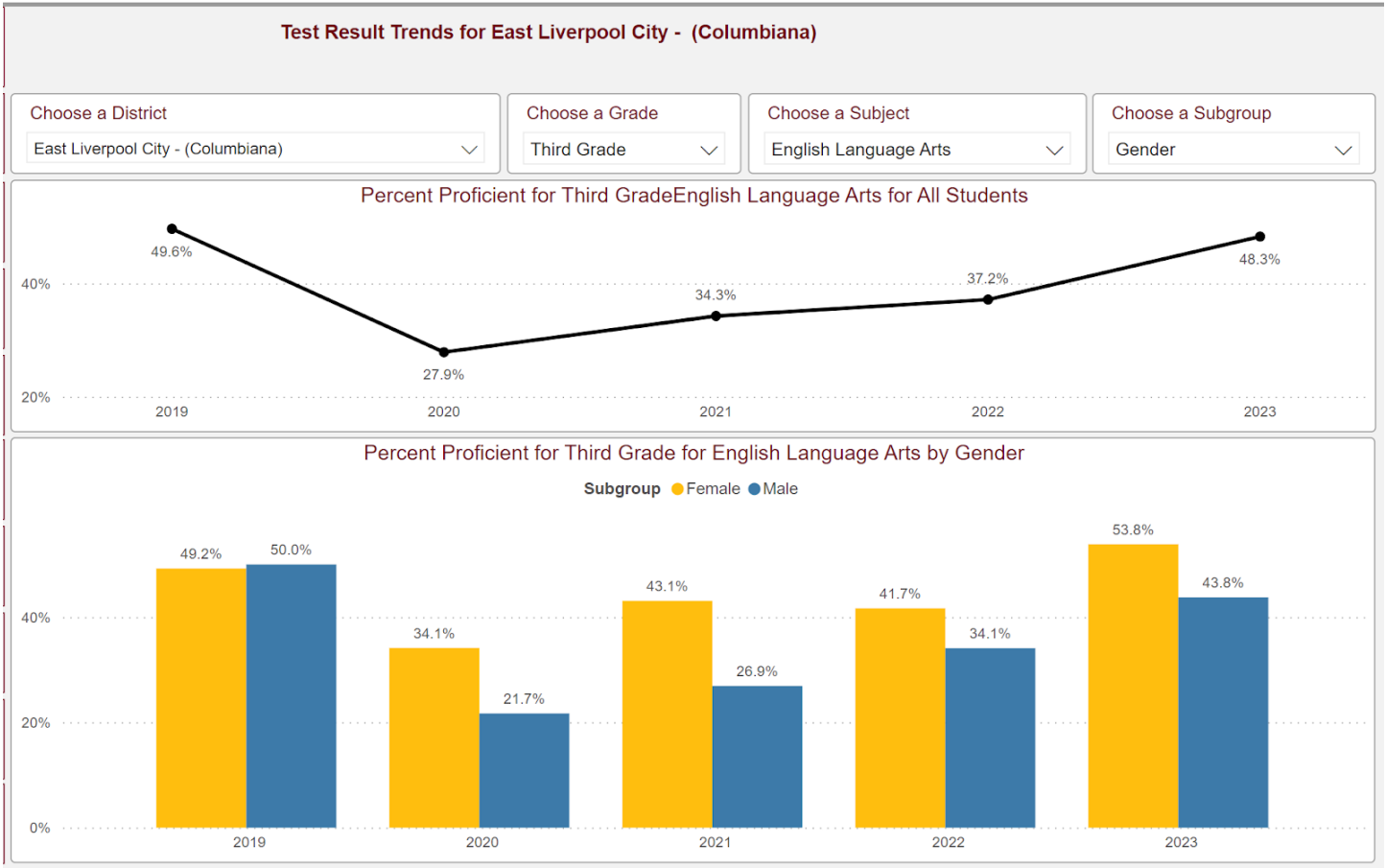
Overall Individual Student Rpt KRA

### KRA-R Proficiency Level Percentages for 2022-2023 School Year

Proficiency Level ● Emerging ● Approaching ● Demonstrating



## Appendix D Ohio State Testing Data





### Test Result Trends for East Liverpool City - (Columbiana)

Choose a District

East Liverpool City - (Columbiana) ▾

Choose a Grade

Fourth Grade ▾

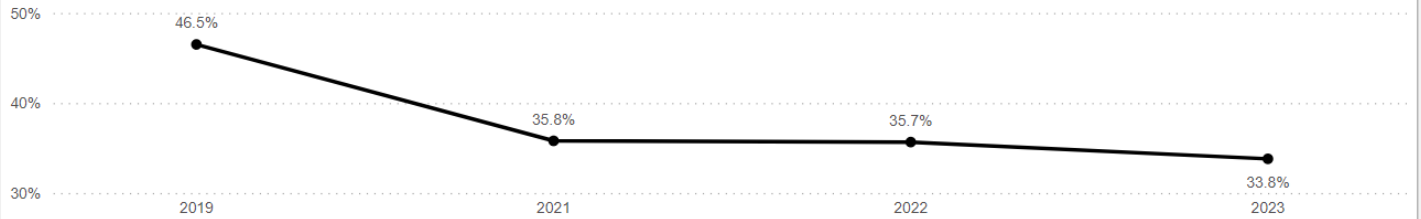
Choose a Subject

English Language Arts ▾

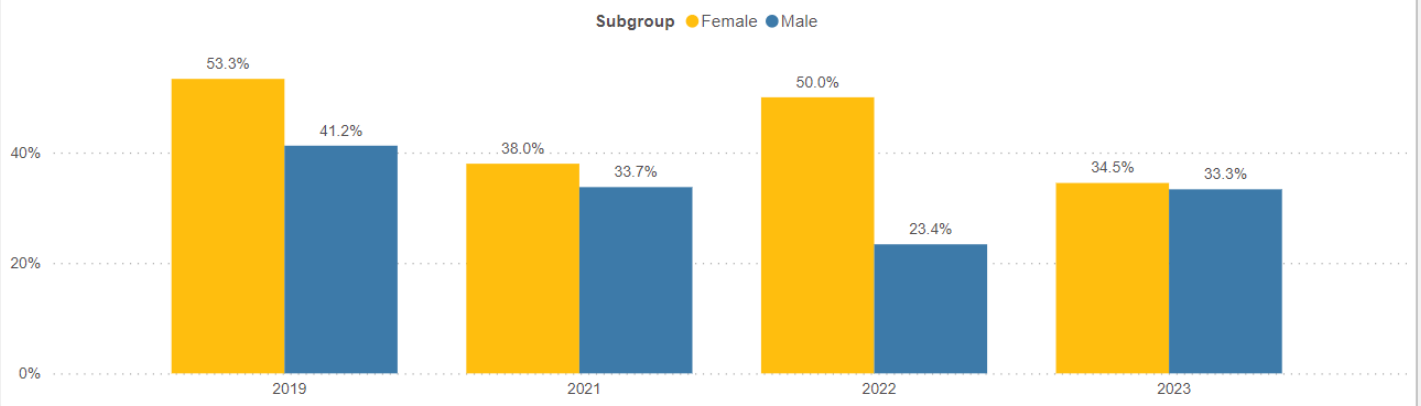
Choose a Subgroup

Gender ▾

#### Percent Proficient for Fourth Grade English Language Arts for All Students



#### Percent Proficient for Fourth Grade for English Language Arts by Gender



### Test Result Trends for East Liverpool City - (Columbiana)

Choose a District

East Liverpool City - (Columbiana)

Choose a Grade

Fifth Grade

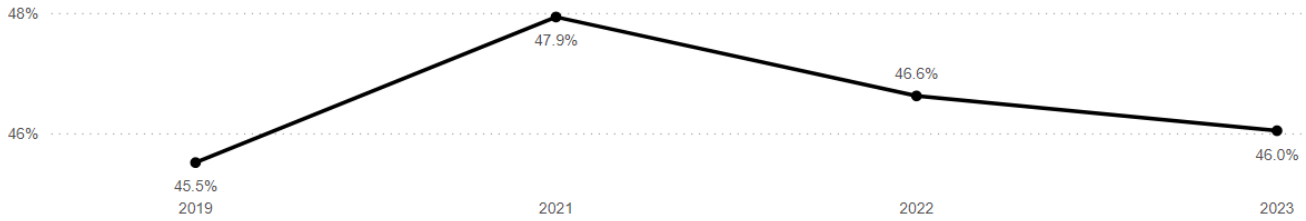
Choose a Subject

English Language Arts

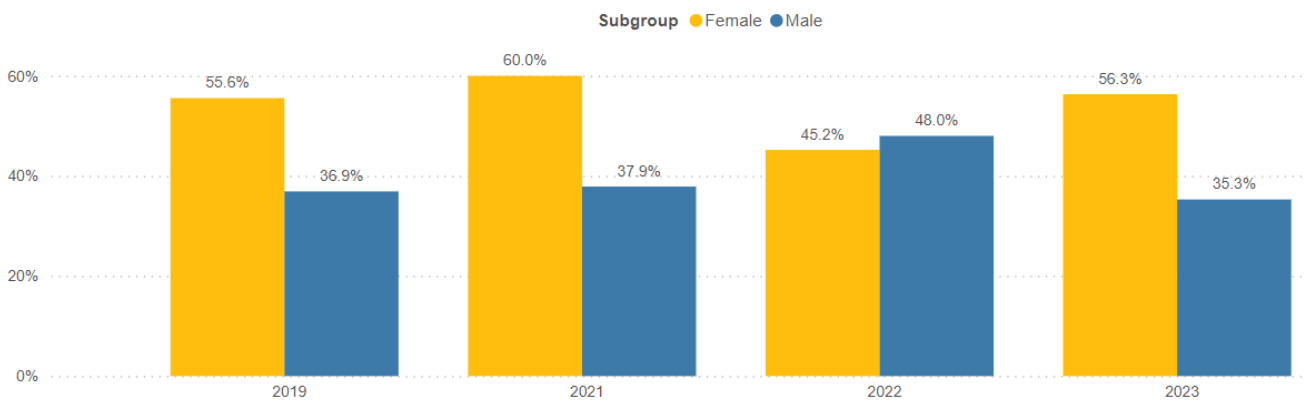
Choose a Subgroup

Gender

#### Percent Proficient for Fifth Grade English Language Arts for All Students

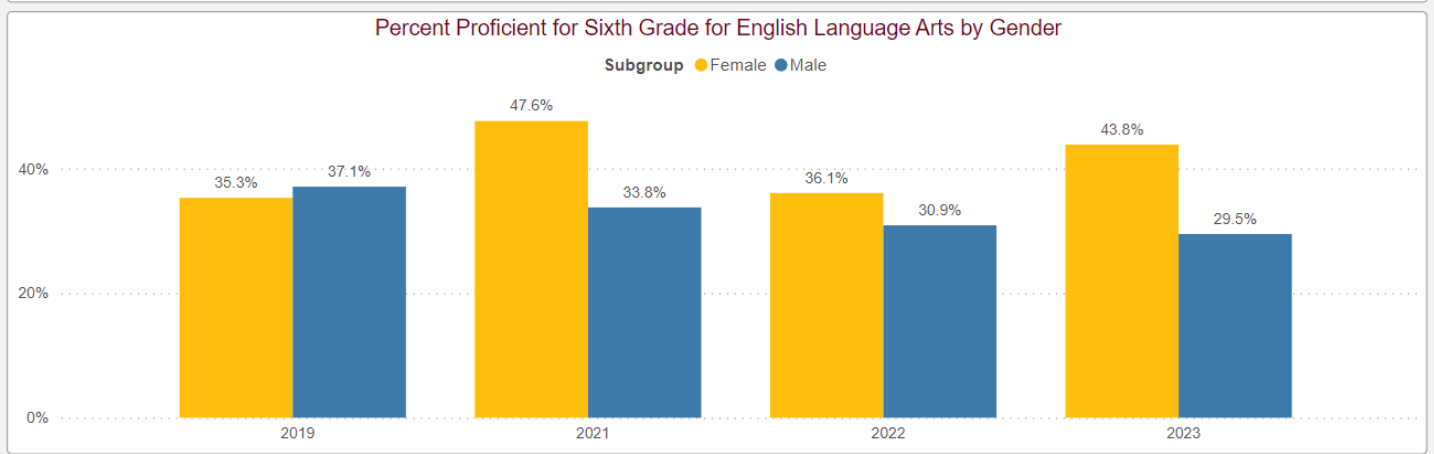
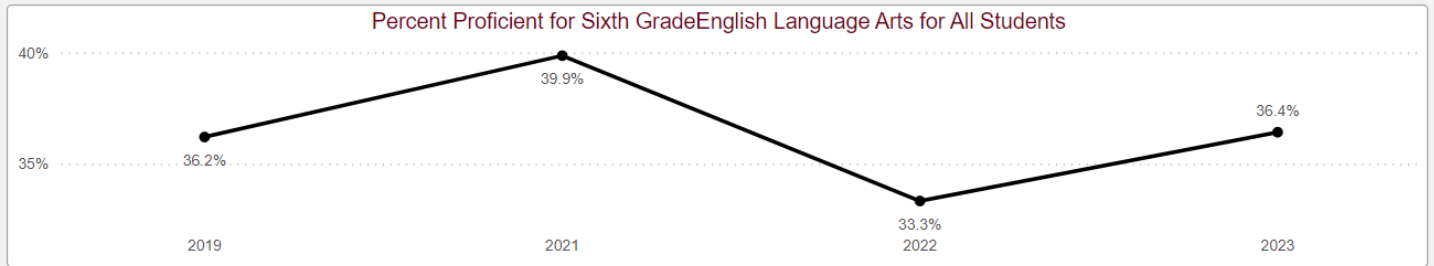


#### Percent Proficient for Fifth Grade for English Language Arts by Gender



**Test Result Trends for East Liverpool City - (Columbiana)**

Choose a District: East Liverpool City - (Columbiana) | Choose a Grade: Sixth Grade | Choose a Subject: English Language Arts | Choose a Subgroup: Gender



### Test Result Trends for East Liverpool City - (Columbiana)

Choose a District

East Liverpool City - (Columbiana) ▾

Choose a Grade

Seventh Grade ▾

Choose a Subject

English Language Arts ▾

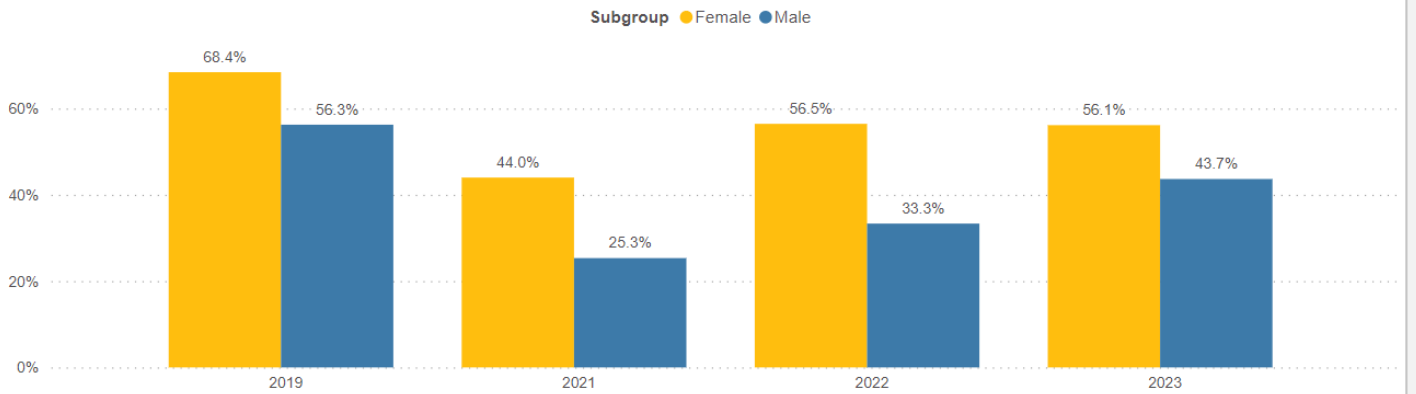
Choose a Subgroup

Gender ▾

#### Percent Proficient for Seventh Grade English Language Arts for All Students



#### Percent Proficient for Seventh Grade for English Language Arts by Gender



**Test Result Trends for East Liverpool City - (Columbiana)**

Choose a District

East Liverpool City - (Columbiana)

Choose a Grade

Eighth Grade

Choose a Subject

English Language Arts

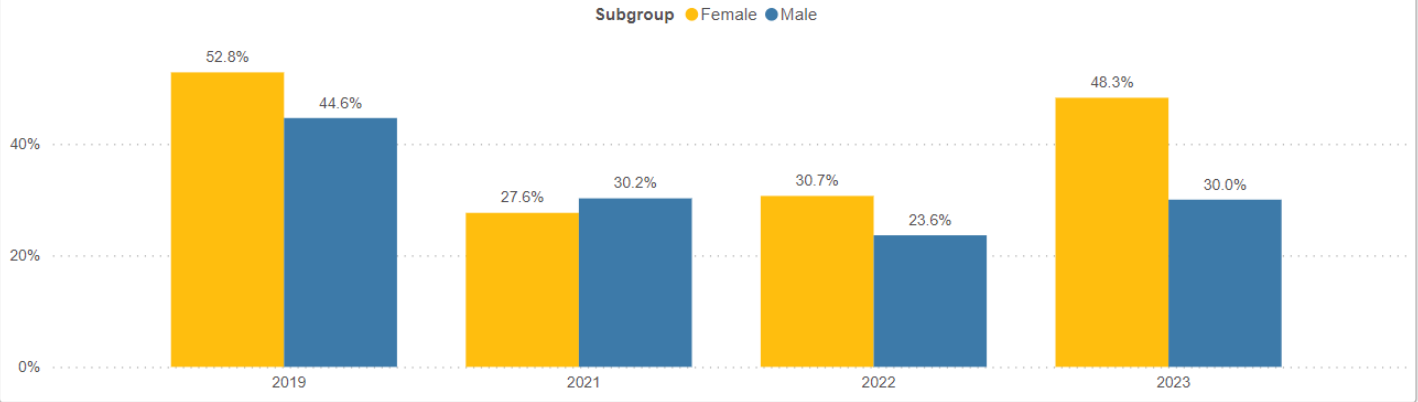
Choose a Subgroup

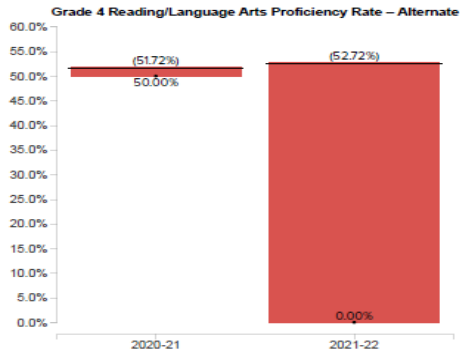
Gender

**Percent Proficient for Eighth Grade English Language Arts for All Students**



**Percent Proficient for Eighth Grade for English Language Arts by Gender**

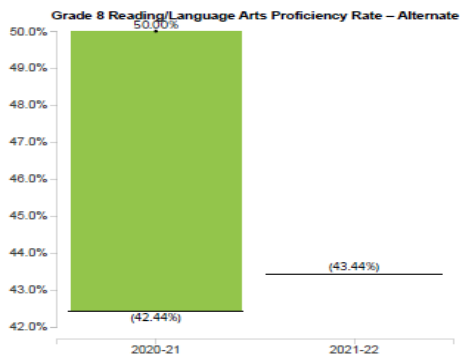




**Description:** Percentage of grade 4 students with disability scoring proficient or above on alternate state reading/language arts assessments.

Reading/Language Arts:

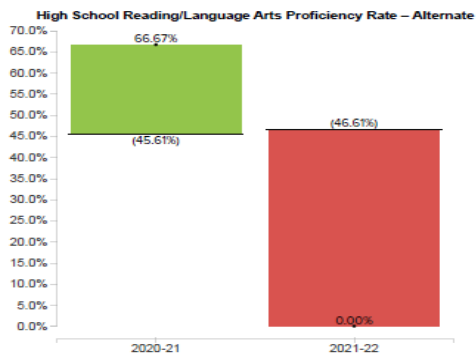
Year:	2020-21	2021-22
Target:	≥51.72%	≥52.72%
Result:	50.00%	0.00%
Difference:	-1.72%	-52.72%



**Description:** Percentage of grade 8 students with disability scoring proficient or above on alternate state reading/language arts assessments.

Reading/Language Arts:

Year:	2020-21	2021-22
Target:	≥42.44%	≥43.44%
Result:	50.00%	NR
Difference:	7.56%	



**Description:** Percentage of high school students with disabilities scoring proficient or above on alternate state reading/language arts assessments.

Reading/Language Arts:

Year:	2020-21	2021-22
Target:	≥45.61%	≥46.61%
Result:	66.67%	0.00%
Difference:	21.06%	-46.61%

**Data Notes:**

- Indicator 3c measures the proficiency rate for students with disability against alternate academic achievement standards on statewide reading/language arts assessments, calculated separately for high school.
- The proficiency rates for indicator 3c are based on all students including both students with IEPs enrolled for a full academic year and students not enrolled for a full academic year.

Appendix F

Appendix G

Culturally Responsive Practices and Text Sets Viewing Guide