



Youngstown City School District Academic Improvement Plan Development and Annual Report for 2022-23

Introduction

The mission of the Youngstown City School District is as follows: In an environment of high expectations, high support and no excuses, the staff of the Youngstown City School District (YCSD) will take the attitude to continually learn, lead and collaborate while using data to support each scholar in our District.

This **Youngstown Academic Improvement Plan** is a result of HB 110 and Ohio Revised Code 3302.103. While all goals in YCSD point to high level success for all scholars, this plan is a state mandated plan that requires the district to demonstrate enough incremental improvement in three years to exit the Academic Distress Commission and to continue with local control and implementation of the district's strategic plan and other district improvement initiatives. The focus of the AIP is improvement – this plan is not the end goal for the scholars of YCSD.

As the Youngstown City School District has an academic distress commission established for the district, the district submitted an academic improvement plan to the Department, which the Superintendent of Public Instruction approved. If the district meets at least a majority of the academic benchmarks under the academic improvement plan by the end of the implementation period, then the district's academic distress commission will be dissolved in accordance with state law. State law requires the district to submit an annual report on the progress in achieving the academic benchmarks in the academic improvement plan. As the 2022- 2023 school year ended, the district is submitting this report on the district's progress as state law requires. This annual report references all of the approved benchmark, baseline data, rationale, etc. in the original plan approved by the Department.



Assessments Used for Evaluation

YCSD utilizes the following assessments to monitor and evaluate student performance. A link to the technical support/details for each assessment is provided as well. All assessments are recognized by the Ohio Department of Education as valid instruments, and all are vendor assessments. Additional measurements/assessments used to determine performance are Ohio State Tests, Ohio Local Report Card, Ohio Graduation Requirements, high school data (credits earned per grade level) and Ohio Means Jobs Readiness Seal Requirements.

04% of YCSD benchmarks are measured with PELI

04% of YCSD benchmarks are measured with OMJ Micro credential Requirements

08% of YCSD benchmarks are measured with Acadience

08% of YCSD benchmarks are measured with Ohio Graduation Requirements

17% of YCSD benchmarks are measured with Ohio State Tests

17% of YCSD benchmarks are measured through EMIS and reported on the Ohio Local District Report Card

42% of YCSD benchmarks are measured with NWEA MAP

Technical Links for Assessments

Links cited below are also listed in correspondent benchmarks of the AIP.

NWEA

<https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm>

PELI

<https://acadiencelarning.org/acadience-reading/prek-peli/>

Acadience

<https://acadiencelarning.org/the-dibels-next-assessment-is-now-acadience-reading>



Youngstown City School District 2022-2023 Progress Update on Academic Improvement Plan		
Benchmark 1:	By June 2025, 70% of 4 and 5-year-old preschool scholars will show command of early literacy skills by meeting the on-track target measured by the Preschool Early Literacy Indicators (PELI) Assessment.	2022-2023 Yearly Target
		Met
Benchmark Rationale	<p>Alphabet knowledge, vocabulary, oral language, phonological awareness and listening comprehension are essential pre-reading skills and make up a core component of the Pre-K reading curriculum. Additionally, the PELI offers a progress monitoring piece that will be used to assist preschool teachers in providing Tier 2 and Tier 3 literacy interventions. Literacy is the focus of the academic improvement work being conducted in the Youngstown City School District (YCSD). As such, literacy is central to planning, professional development, classrooms, central office, deployment of resources, university partners, and our community.</p> <p>The district's Reading Achievement Plan (RAP) of 2021 guides instructional strategies and meets the language and literacy expectations of the 11 District Plan. The district is a recipient of a Birth-5 Comprehensive Literacy State Development Grant (CLDG) and is fully participating in the grant activities which are aligned to the Science of Reading. All strategies for this benchmark are part of the 2021 Reading Achievement Plan.</p>	
Targets	<p>Yearly targets</p> <ul style="list-style-type: none"> 2021-22: By June 2022, 60% of 4 and 5-year-old preschool scholars will meet the on-track target measured by the PELI Assessment. (Data collected this year will be used as the baseline data.) 2022-23: By June 2023, 60% of 4 and 5-year-old preschool scholars will meet the on-track target measured by the PELI Assessment. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to set the baseline data.) 2023-24: By June 2024, 65% of 4 and 5-year-old preschool scholars will meet the on-track target measured by the PELI Assessment. (This will be a 5%-point increase from the 2022-2023 school year.) 	



	<ul style="list-style-type: none"> ● 2024-25: By June 2025, 70% of 4 and 5-year-old preschool scholars will meet the on-track target measured by the PELI Assessment. (This will be a 5%-point increase from the 2023-2024 school year.) 	
2022-2023 Update	For the 2022-23 school year, the district met the 60% target with 73.28% of 4 and 5-year-old preschool scholars meeting the on-track target as measured by the PELI assessment.	
Benchmark 2:	By June 2025, 63% of scholars in grades K-1 will show command of phonological awareness and phonics by meeting their expected growth as measured by the Acadience (DIBELS) assessment data.	2022-2023 Yearly Target
		Met
Benchmark Rationale	<p>As the early literacy skills of phonological awareness and phonics develop, it is important to monitor these skills often. The use of short fluency measures to regularly detect risk and monitor the development of early literacy and early reading skills ensure positive development. These skills are empirically validated and are considered as essential skills related to general reading outcomes.</p> <p>Literacy is the focus of the academic improvement work being conducted in the Youngstown City School District (YCSD). As such, literacy is central to planning, professional development, classrooms, deployment of resources, university partners, and our community.</p> <p>The district's Reading Achievement Plan (RAP) of 2021 guides instructional strategies and meets the language and literacy expectations of the 11 District Plan. The district is a recipient of a K-5 Comprehensive Literacy State Development Grant (CLDG) and is fully participating in the grant activities which are aligned to the Science of Reading. All strategies for this benchmark are part of the 2021 Reading Achievement Plan or the 11 District Plan.</p> <p>The district's long-term goal for high levels of success for scholars in grades K-1 meeting their expected growth in phonological awareness and phonics as measured by Acadience assessment data is 100%.</p>	
Targets	<u>Yearly targets</u>	



	<ul style="list-style-type: none"> ● 2021-2022- By June 2022, 43% of scholars in grades K-1 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This will be a 5%-point increase from the 20-21 school year). ● 2022-23- By June 2023, 43% of scholars in grades K-1 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● 2023-24- By June 2024, 53% of scholars in grades K-1 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This will be a 10%-point increase from the 22-23 school year). ● 2024-25- By June 2025, 63% of scholars in grades K-1 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This will be a 10%-point increase from the 23-24 school year). 			
2022-2023 Update	For the 2022-23 school year, the district met the 43% target with 59.27% of scholars in grades K-1 meeting the on-track target as measured by the Acadience (DIBELS) assessment.			
Benchmark 3:	By June 2025, 63% of scholars in grades 2-3 will show command of phonological awareness, phonics and literacy strategies aligned to the science of reading by meeting their expected growth as measured by the Acadience (DIBELS) assessment data.	<table border="1"> <tr> <td data-bbox="1625 919 1902 1029">2022-2023 Yearly Target</td> </tr> <tr> <td data-bbox="1625 1029 1902 1092">Met</td> </tr> </table>	2022-2023 Yearly Target	Met
2022-2023 Yearly Target				
Met				
Benchmark Rationale	<p>As the early literacy skills of phonological awareness and phonics develop, it is important to monitor these skills often. The use of short fluency measures to regularly detect risk and monitor the development of early literacy and early reading skills ensure growth in development. These component skills are empirically validated and are considered as essential skills related to general reading outcomes.</p> <p>Literacy is the focus of the academic improvement work being conducted in the Youngstown City School District (YCSD). As such, literacy is central to planning, professional development, classrooms, deployment of resources, university partners, and our community.</p>			



	<p>The district's Reading Achievement Plan (RAP) of 2021 guides instructional strategies and meets the language and literacy expectations of the 11 District Plan. The district is a recipient of a K-5 Comprehensive Literacy State Development Grant (CLDG) and is fully participating in the grant activities which are aligned to the Science of Reading. All strategies for this benchmark are part of the 2021 Reading Achievement Plan.</p> <p>The district's long-term goal for high levels of success for scholars in grades 2-3 meeting their expected growth in phonological awareness and phonics as measured by Acadience assessment data is 100%.</p>			
<p>Targets</p>	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● 2021-22- By June 2022, 45% of scholars in grades 2-3 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This will be a 4%-point increase from the 20-21 school year). ● 2022-23- By June 2023, 45% of scholars in grades 2-3 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● 2023-24-By June 2024, 53% of scholars in grades 2-3 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This will be an 8%-point increase from the 22-23 school year). ● 2024-25- By June 2025, 63% of scholars in grades 2-3 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This will be a 10%-point increase from the 23-24 school year). 			
<p>2022-2023 Update</p>	<p>For the 2022-23 school year, the district met the 45% target with 60.20% of scholars in grades 2-3 meeting the on-track target as measured by the Acadience (DIBELS) assessment.</p>			
<p>Benchmark 4:</p>	<p>By June 2025, 57% of scholars in grades 2-5 will show developing command of comprehending informational text, literary text, and vocabulary by meeting their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment.</p>	<table border="1"> <tr> <td data-bbox="1625 1252 1906 1360"> <p>2022-2023 Yearly Target</p> </td> </tr> <tr> <td data-bbox="1625 1360 1906 1425"> <p>Met</p> </td> </tr> </table>	<p>2022-2023 Yearly Target</p>	<p>Met</p>
<p>2022-2023 Yearly Target</p>				
<p>Met</p>				



<p>Benchmark Rationale</p>	<p>According to the Science of Reading, Comprehension is the ultimate goal of reading. Developing comprehension through informational and literary text as well as expanding vocabulary builds knowledge. Explicit, and systematic decoding instruction and vocabulary development connected to text enables students the ability to continually build a body of knowledge. Identifying the knowledge and integrating it with comprehension strategy instruction is a powerful, evidence-based part of comprehensive reading instruction.</p> <p>Literacy is the focus of the academic improvement work being conducted in the Youngstown City School District (YCSD). As such, literacy is central to planning, professional development, classrooms, deployment of resources, university partners, and our community.</p> <p>The district’s Reading Achievement Plan (RAP) of 2021 guides instructional strategies and meets the language and literacy expectations of the 11 District Plan. The district is a recipient of a K-5 Comprehensive Literacy State Development Grant (CLDG) and is fully participating in the grant activities which are aligned to the Science of Reading. All strategies for this benchmark are part of the 2021 Reading Achievement Plan.</p> <p>The district’s long-term goal for high levels of success for scholars in grades 2-5 meeting their expected growth in literacy as measured by the NWEA MAP assessment data is 100%.</p>
<p>Targets</p>	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● 2021-22- By June 2022, 32% of scholars in grades 2-5 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This will be an 8%-point increase from the 2020-21 school year). ● 2022-23 - By June 2023, 32% of scholars in grades 2-5 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● 2023-24- By June 2023, 44% of scholars in grades 2-5 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This will be a 12%-point increase from the 22-23 school year).



	<ul style="list-style-type: none"> • 2024-25- By June 2025, 57% of scholars in grades 2-5 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This will be a 13%-point increase from the 23-24 school year). 	
2022-2023 Update	<p>For the 2022-23 school year, the district met the 32% target with 53.31% of scholars in grades 2-5 meeting their expected growth goal as measured by the NWEA MAP Reading assessment.</p>	
Benchmark 5:	<p>By June 2025, 64% of scholars in grades 6-10 will show command of vocabulary, background knowledge, and reading comprehension skills by meeting their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment.</p>	<p>2022-2023 Yearly Target</p>
		<p>Met</p>
Benchmark Rationale	<p>Developing comprehension through informational and literary text as well as expanding vocabulary builds knowledge. Vocabulary development connected to text enables students the ability to continually build a body of knowledge. Identifying the knowledge and integrating it with comprehension strategy instruction is a powerful, evidence-based part of comprehensive reading instruction. Likewise, students must be able to infer the meaning of new words based on their knowledge of how words work in the English language. Morphological awareness, or the application of generative vocabulary instruction, has been shown to significantly contribute to students' literacy development, especially when it deepens students' understanding of the morphemic structure, spelling, and meaning of written words (Carlisle, 2010).</p> <p>Literacy is the focus of the academic improvement work being conducted in the Youngstown City School District (YCSD). As such, literacy is central to planning, professional development, classrooms, deployment of resources, university partners, and our community.</p> <p>The district's Reading Achievement Plan (RAP) of 2021 guides instructional strategies and meets the language and literacy expectations of the 11 District Plan. The district is a recipient of a 9-12 Comprehensive Literacy State Development Grant (CLDG) and is fully participating in the grant activities which are aligned to the Science of Reading. All strategies for this benchmark are part of the 2021 Reading Achievement Plan.</p> <p>The district's long-term goal for high levels of success for scholars in grades 6-10 meeting their expected growth in literacy as measured by the NWEA MAP assessment data is 100%.</p>	
Targets	<p><u>Yearly targets</u></p>	



	<ul style="list-style-type: none"> ● 2021-22- By June 2022, 44% of scholars in grades 6-10 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This will be an 8%-point increase from the 20-21 school year). ● 2022-23- By June 2023, 44% of scholars in grades 6-10 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● 2023-24- By June 2024, 54% of scholars in grades 6-10 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This will be a 10%-point increase from the 22-23 school year). ● 2024-25- By June 2025, 64% of scholars in grades 6-10 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This will be a 10%-point increase from the 23-24 school year). 			
2022-2023 Update	For the 2022-23 school year, the district met the 44% target with 50.82% of scholars in grades 6-10 meeting their expected growth goal as measured by the NWEA MAP Reading assessment.			
Benchmark 6:	3rd Grade: By June 2025, 46% of scholars in 3rd grade will score proficient or above on the 3rd grade ELA portion of Ohio’s State Test.	<table border="1"> <tr> <td data-bbox="1627 987 1902 1097">2022-2023 Yearly Target</td> </tr> <tr> <td data-bbox="1627 1097 1902 1162">Met</td> </tr> </table>	2022-2023 Yearly Target	Met
2022-2023 Yearly Target				
Met				
Benchmark Rationale	<p>Because reading is the basis of all other learning, it is imperative that our scholars demonstrate proficiency in this area.</p> <p>Based on the last state report card issued, YCSD scored the lowest of its 20 similar districts regarding scholars who were reading in the 3rd grade at or above proficiency level. YCSD demonstrated a 30.8% proficient and above rate, while the highest score of the 20 similar districts was 99.4% (Steubenville City). Removing the 99.4% outlier, the average proficiency and above percentage of the 20 similar districts was 50.03%. YCSD benchmark is in alignment with performance of similar districts.</p>			



	<p>While all goals in YCSD point to high level success of all scholars, this plan is a state mandated plan that requires the district to demonstrate to the state enough incremental improvement in just three years to exit the Academic Distress Commission and to continue with local control and implementation of the district's strategic plan and other district improvement initiatives. The district's long-term goal for high levels of success for all 3rd grade scholars is 80% passing the literacy portion of the Ohio State Tests.</p> <p>Literacy is the focus of the academic improvement work being conducted in the Youngstown City School District (YCSD). As such, literacy is central to planning, professional development, classrooms, deployment of resources, university partners, and our community.</p> <p>The district's Reading Achievement Plan (RAP) of 2021 guides instructional strategies and meets the language and literacy expectations of the 11 District Plan. The district is a recipient of a K-5 Comprehensive Literacy State Development Grant (CLDG) and is fully participating in the grant activities which are aligned to the Science of Reading. All strategies for this benchmark are part of the 2021 Reading Achievement Plan.</p>
<p style="text-align: center;">Targets</p>	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● 2021-22- By June 2022, 24% of scholars in 3rd grade will score proficient or above on the 3rd grade ELA portion of Ohio's State Test. (This will be a 7.3%-point increase from the 20-21 school year). ● 2022-23- By June 2023, 24% of scholars in 3rd grade will score proficient or above on the 3rd grade ELA portion of Ohio's State Test. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● 2023-24- By June 2024, 34% of scholars in 3rd grade will score proficient or above on the 3rd grade ELA portion of Ohio's State Test. (This will be a 10%-point increase from the 22-23 school year). ● 2024-25- By June 2025, 46% of scholars in 3rd grade will score proficient or above on the 3rd grade ELA portion of Ohio's State Test. (This will be a 12%-point increase from the 23-24 school year).
<p>2022-2023 Update</p>	<p>For the 2022-23 school year, the district met the 24% target with 31.5% of scholars in 3rd grade scoring proficient or above on the 3rd grade ELA portion of Ohio's State Test.</p>



Benchmark 7:	By June 2025, 64% of scholars in grades K-3 will show command of operations and algebraic thinking, number and operations, measurement and data, and geometry by meeting their expected growth as measured by the NWEA MAP Mathematics data.	2022-2023 Yearly Target
Benchmark Rationale		Met
Targets	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● 2021-22- By June 2022, 39% of scholars in grades K-3 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 22%-point increase from the 20-21 school year). ● 2022-23- By June 2023, 39% of scholars in grades K-3 will meet their expected growth as measured by the NWEA Map Mathematics data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● 2023-24- By June 2024, 52% of scholars in grades K-3 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 13%-point increase from the 22-23 school year). ● 2024-25- By June 2025, 64% of scholars in grades K-3 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 12%-point increase from the 23-24 school year). 	
2022-2023 Update	For the 2022-23 school year, the district met the 39% target with 59.89% of scholars in grades K-3 meeting their expected growth as measured by the NWEA MAP Mathematics data.	



Benchmark 8:	By June 2025, 51% of scholars in grades 4-5 will show command of operations and algebraic thinking, number and operations, measurement and data, and geometry by meeting their expected growth as measured by the NWEA MAP Mathematics data.	2022-2023 Yearly Target
Benchmark Rationale To meet the benchmark, scholars in grades four and five must be mathematically proficient in their respective standards. MAP results provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. The district had shown inconsistent achievement and progress in 4-5 mathematics prior to COVID closures and remote instruction and needs to regain momentum in this specific area for overall scholar success. This benchmark meets the 11 District Plan expectation of increasing math proficiency for Students with Disabilities. The district’s long-term goal for high levels of success for scholars in grades 4-5 meeting their expected growth in math as measured by the NWEA MAP assessment data is 100%.		Met
Targets	<u>Yearly targets</u> <ul style="list-style-type: none"> ● 2021-22- By June 2022, 28% of scholars in grades 4-5 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 10%-point increase from the 20-21 school year). ● 2022-23- By June 2023, 28% of scholars in grades 4-5 will meet their expected growth as measured by the NWEA Map Mathematics data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● 2023-24- By June 2024, 38% of scholars in grades 4-5 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 10%-point increase from the 22-23 school year). ● 2024-25- By June 2025, 51% of scholars in grades 4-5 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 13%-point increase from the 23-24 school year). 	
2022-2023 Update	For the 2022-23 school year, the district met the 28% target with 53.73% of scholars in grades 4-5 meeting their expected growth as measured by the NWEA MAP Mathematics data.	



Benchmark 9:	By June 2025, 62% of scholars in grades 6-8 will show command of operations and algebraic thinking, the real and complex number systems, geometry, and statistics and probability by meeting their expected growth as measured by the NWEA MAP Mathematics data.	2022-2023 Yearly Target
Benchmark Rationale To meet the benchmark, scholars in grades six, seven and eight must be mathematically proficient in their respective standards. MAP results provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. The district had shown a steady decline in achievement and progress in 6-8 mathematics prior to COVID closures and remote instruction and needs to regain momentum in this specific area for overall scholar success. This benchmark meets the 11 District Plan expectation of increasing math proficiency for Students with Disabilities. The district's long-term goal for high levels of success for scholars in grades 6-8 meeting their expected growth in math as measured by the NWEA MAP assessment data is 100%.		Met
Targets	<u>Yearly targets</u> <ul style="list-style-type: none"> ● 2021-22- By June 2022, 42% of scholars in grades 6-8 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 6%-point increase from the 20-21 school year). ● 2022-23- By June 2023, 42% of scholars in grades 6-8 will meet their expected growth as measured by the NWEA Map Mathematics data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● 2023-24- By June 2024, 50% of scholars in grades 6-8 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be an 8%-point increase from the 22-23 school year). ● 2024-25- By June 2025, 62% of scholars in grades 6-8 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 12%-point increase from the 23-24 school year). 	
2022-2023 Update	For the 2022-23 school year, the district met the 42% target with 42.81% of scholars in grades 6-8 meeting their expected growth as measured by the NWEA MAP Mathematics data.	



<p>Benchmark 10:</p>	<p>By June 2025, 70% of scholars in grades 9-12 will show command of algebra and geometry by meeting their expected growth as measured by the NWEA MAP Mathematics data.</p>	<p>2022-2023 Yearly Target</p>
<p>Benchmark Rationale</p> <p>To meet the benchmark, scholars in grades 9-12 must be mathematically proficient in their respective algebra and geometry standards. MAP results provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. The district had shown achievement and progress improvement in 9-12 mathematics prior to COVID closures and remote instruction and needs to regain momentum in this specific area for overall scholar success. This benchmark meets the 11 District Plan expectation of increasing math proficiency for Students with Disabilities.</p> <p>The district's long-term goal for high levels of success for scholars in grades 9-12 meeting their expected growth in math as measured by the NWEA MAP assessment data is 100%.</p>		<p>Met</p>
<p>Targets</p>	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● 2021-22- By June 2022, 50% of scholars in grades 9-12 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be an 8%-point increase from the 20-21 school year). ● 2022-23- By June 2023, 50% of scholars in grades 9-12 will meet their expected growth as measured by the NWEA Map Mathematics data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● 2023-24- By June 2024, 60% of scholars in grades 9-12 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 10%-point increase from the 22-23 school year). ● 2024-25- By June 2025, 70% of scholars in grades 9-12 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 10%-point increase from the 23-24 school year). 	



2022-2023 Update	For the 2022-23 school year, the district met the 50% target with 55.65% of scholars grades 9-12, enrolled in Algebra 1 and Geometry meeting their expected growth as measured by the NWEA MAP Mathematics data.			
Benchmark 11:	By June 2025, an average of 33% of the scholars in the 3rd, 4th, and 5th grade will score proficient or above on their respective Ohio State Tests.	<table border="1"> <tr> <td data-bbox="1629 386 1898 493"> 2022-2023 Yearly Target </td> </tr> <tr> <td data-bbox="1629 496 1898 558"> Met </td> </tr> </table>	2022-2023 Yearly Target	Met
2022-2023 Yearly Target				
Met				
Benchmark Rationale	<p>Achievement tests indicate the degree to which scholars are mastering the skills outlined in Ohio’s Learning Standards. These tests inform future instruction, preparing scholars for long-term success in school, college, careers, and life.</p> <p>The average of similar districts in grades 3-5 (excluding Steubenville with 93.86 proficiency and above) is 48.5%. YSCD scholars are performing far below 2018-2019 similar district data. The achievement and progress improvement in 3-5 mathematics prior to COVID closures and remote instruction remains constant and must improve for overall scholar success.</p> <p>This benchmark meets the 11 District Plan expectation of increasing math proficiency for Students with Disabilities.</p> <p>While all goals in YCSD point to high level success for all scholars, this benchmark is an incremental improvement goal to demonstrate appropriate improvement to exit the Academic Distress Commission and to continue with local control and implementation of the district’s strategic plan and other district improvement initiatives.</p> <p>The district’s long-term goal for high levels of success for all scholars is 80% of 3-5 grade scholars passing the math portion of the Ohio State Tests.</p> <p>The 3-5 grade band in math shows that approximately 8% of 3rd-5th grade students demonstrated proficiency on the 2020-2021 Ohio State Tests. The district target at the end of 2025 (as written in this plan) is 33% of all students grades 3-5 performing at proficient or above levels on the state tests. While the movement from 8% to 33% shows just a 25%-point increase, the increase in the percentage of proficient or above YCSD scholars is 313%. If the district meets this target, it will have shown substantial progress.</p>			



	2020-2021 achievement baseline data for respective grade levels are as follows: 3 rd – 12.4%, 4 th – 9.6%, and 5 th -2.9%	
Targets	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● 2021-22- By June 2022, an average of 15% of the scholars in the 3rd, 4th, and 5th grade will score proficient or above on their respective Ohio State Tests. (This will be an approximate 7%-point increase from the 20-21 school year). ● 2022-23- By June 2023, an average of 15% of the scholars in the 3rd, 4th, and 5th grade will score proficient or above on their respective Ohio State Tests. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.) ● 2023-24- By June 2024, an average of 24% of the scholars in the 3rd, 4th, and 5th grade will score proficient or above on their respective Ohio State Tests. (This will be a 9%-point increase from the 22-23 school year). ● 2024-25- By June 2025, an average of 33% of the scholars in the 3rd, 4th, and 5th grade will score proficient or above on their respective Ohio State Tests. (This will be a 9%-point increase from the 23-24 school year). 	
2022-2023 Update	For the 2022-23 school year, the district met the 15% target with 23.2% of scholars in 3rd, 4th, and 5th grade scoring proficient or above on their respective Ohio State Tests.	
Benchmark 12:	By June 2025, an average of 33% of scholars in the 6th, 7th, and 8th grade will score proficient or above on their respective Ohio State Tests.	2022-2023 Yearly Target
Benchmark Rationale	Achievement tests indicate the degree to which scholars are mastering the skills outlined in Ohio’s Learning Standards. These tests inform future instruction, preparing scholars for long-term success in school, college, careers, and life. This is a stretch goal for the district. The average of similar districts in grades 6-8 (excluding Steubenville with 87.8 proficiency and above) is 33.4%. YCSD scholars are performing far below 2018-2019 similar district data. The achievement and progress improvement in 6-8 mathematics prior to	



	<p>COVID closures and remote instruction remains constant and needs to improve for overall scholar success.</p> <p>This benchmark meets the 11 District Plan expectation of increasing math proficiency for Students with Disabilities.</p> <p>While all goals in YCSD point to high level success for all scholars, this benchmark is an incremental improvement goal to demonstrate appropriate improvement to exit the Academic Distress Commission and to continue with local control and implementation of the district's strategic plan and other district improvement initiatives.</p> <p>The district's long-term goal for high levels of success for all scholars is 80% of 6-8 grade scholars passing the math portion of the Ohio State Tests.</p> <p>The 6-8 grade band in math shows that approximately 6% of 6th-8th grade students demonstrated proficiency on the 2020-2021 Ohio State Tests. The district target at the end of 2025 (as written in this plan) is 33% of all students grades 6-8 performing at proficient or above levels on the state tests. While the movement from 6% to 33% shows just a 27%-point increase, the increase in the percentage of proficient or above YCSD scholars is 450%. If the district meets this target, it will have shown substantial progress.</p> <p>2020-2021 achievement baseline data for the respective grade levels are as follows: 6th – 6.1%, 7th – 6.3% and 8th – 5.6%.</p>
<p>Targets</p>	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● 2021-22- By June 2022, an average of 16% of scholars in the 6th, 7th, and 8th grade will score proficient or above on their respective Ohio State Tests. (This will be a 10%-point increase from the 20-21 school year). ● 2022-23- By June 2023, an average of 16% of scholars in the 6th, 7th, and 8th grade will score proficient or above on their respective Ohio State Tests. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.) ● 2023-24- By June 2024, an average of 27% of scholars in the 6th, 7th, and 8th grade will score proficient or above on their respective Ohio State Tests. (This will be a 11%-point increase from the



	<p>22-23 school year).</p> <ul style="list-style-type: none"> ● 2024-25- By June 2025, an average of 33% of scholars in the 6th, 7th, and 8th grade will score proficient or above on their respective Ohio State Tests. (This will be a 6%-point increase from the 23-24 school year). 	
2022-2023 Update	<p>For the 2022-23 school year, the district did not meet the 16% target with 10.91% of scholars in 6th, 7th, and 8th grade scoring proficient or above on their respective OhioState Tests.</p>	
Benchmark 13:	<p>By June 2025, an average of 33% of scholars enrolled in Algebra 1 and Geometry will score proficient or above on their respective state math end of course exams, known as Ohio’s State Tests.</p>	<p>2022-2023 Yearly Target</p>
		<p>Met</p>
Benchmark Rationale	<p>End of course exams indicate the degree to which scholars are mastering the skills outlined in Ohio’s Learning Standards. These tests inform future instruction, preparing scholars for long-term success in school, college, careers, and life. This is a stretch goal for the district. The average of similar districts in HS Algebra 1 and Geometry is 32.2%. YSCD scholars are performing below 2018-2019 similar district data. The achievement and progress improvement in HS algebra and geometry prior to COVID closures and remote instruction while significantly below similar districts, was moving in an upward trend and needs to improve for overall scholar success.</p> <p>This benchmark meets the 11 District Plan expectation of increasing math proficiency for Students with Disabilities.</p> <p>While all goals in YCSD point to high level success for all scholars, this benchmark is an incremental improvement goal to demonstrate appropriate improvement to exit the Academic Distress Commission and to continue with local control and implementation of the district’s strategic plan and other district improvement initiatives.</p> <p>The district’s long-term goal for high levels of success for all scholars enrolled in Algebra 1 and Geometry is 80% passing the Algebra 1 and Geometry portion of the Ohio State Tests.</p>	



	<p>Math scores in Algebra 1 and Geometry show that approximately 10.5% of these students demonstrated proficiency on the 2020-2021 Ohio State Tests. The district target at the end of 2025 (as written in this plan) is 33% of all students in Algebra I and Geometry score at proficient or above levels on the state tests. While the movement from 10.5% to 33% shows just a 22.5%-point increase, the increase in the percentage of proficient or above YCSD scholars is 214%. If the district meets this target, it will have shown substantial progress.</p> <p>2020-2021 achievement baseline data for respective areas were as follows: Algebra I – 8.7% and Geometry 12.2%.</p>	
Targets	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● 2021-22- By June 2022, an average of 16% of scholars enrolled in Algebra 1 and Geometry will score proficient or above on their respective state math end of course exams, known as Ohio’s State Tests. (This will be a 5.5%-point increase from the 20-21 school year). ● 2022-23- By June 2023, an average of 16% of scholars enrolled in Algebra 1 and Geometry will score proficient or above on their respective state math end of course exams, known as Ohio’s State Tests. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.) ● 2023-24- By June 2024, an average of 25% of scholars enrolled in Algebra 1 and Geometry will score proficient or above on their respective state math end of course exams, known as Ohio’s State Tests. (This will be a 9%-point increase from the 22-23 school year). ● 2024-25- By June 2025, an average of 33% of scholars enrolled in Algebra 1 and Geometry will score proficient or above on their respective state math end of course exams, known as Ohio’s State Tests. (This will be an 8%-point increase from the 23-24 school year). 	
2022-2023 Update	<p>For the 2022-23 school year, the district met the 16% target with 19.8% of scholars in Algebra I and Geometry scoring proficient or above on their respective OhioState Tests.</p>	
Benchmark 14:	<p>By June 2025, 50% of scholars in grade 5 will show command of earth and space science, life science and physical science by meeting their expected growth as</p>	<p>2022-2023 Yearly Target</p>



	measured by the NWEA MAP Science data.	Met
Benchmark Rationale	<p>To meet the benchmark, scholars in grades 5 must be proficient in the sciences. MAP results provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. Baseline data is scant, but the district believes this is an important area of concentration and STEM curriculum has been adopted.</p> <p>The district's long-term goal for high levels of success for scholars in grade 5 meeting their expected growth in science as measured by the NWEA MAP assessment data is 100%.</p>	
Targets	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● 2021-22 - By June 2022, 35% of scholars in grade 5 will meet their expected growth as measured by the NWEA Map Science data. (This will be a 5%-point increase from the 20-21 school year). ● 2022-23- By June 2023, 35% of scholars in grade 5 will meet their expected growth as measured by the NWEA Map Science data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.) ● 2023-24- By June 2024, 40% of scholars in grade 5 will meet their expected growth as measured by the NWEA Map Science data. (This will be a 5%-point increase from the 23-24 school year). ● 2024-25- By June 2025, 50% of scholars in grade 5 will meet their expected growth as measured by the NWEA Map Science data. (This will be a 10%-point increase from the 24-25 school year). 	
2022-2023 Update	<p>For the 2022-23 school year, the district met the 35% target with 58.85% of scholars in grade 5 meeting their expected growth measured by the NWEA MAP science data.</p>	
Benchmark 15:	<p>By June 2025, 51% of scholars in grade 8 will show command of earth and space science, life science and physical science by meeting their expected growth as measured by the NWEA MAP Science data.</p>	2022-2023 Yearly Target
		Met
Benchmark	<p>To meet the benchmark, scholars in grades 8 must be proficient in the sciences. MAP results provide</p>	



<p>Rationale</p>	<p>teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. Baseline data is scant, but the district believes this is an important area of concentration and STEM curriculum has been adopted.</p> <p>The district’s long-term goal for high levels of success for scholars in grade 8 meeting their expected growth in science as measured by the NWEA MAP assessment data is 100%.</p>	
<p>Targets</p>	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● 2021-22 - By June 2022, 38% of scholars in grade 8 will meet their expected growth as measured by the NWEA Map Science data. (This will be a 5%-point increase from the 20-21 school year). ● 2022-23- By June 2023, 38% of scholars in grade 8 will meet their expected growth as measured by the NWEA Map Science data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.) ● 2023-24- By June 2024, 43% of scholars in grade 8 will meet their expected growth as measured by the NWEA Map Science data. (This will be a 5%-point increase from the 23-24 school year). ● 2024-25- By June 2025, 51% of scholars in grade 8 will meet their expected growth as measured by the NWEA Map Science data. (This will be an 8%-point increase from the 24-25 school year). 	
<p>2022-2023 Update</p>	<p>For the 2022-23 school year, the district met the 38% target with 48.13% of scholars in grade 8 meeting their expected growth measured by the NWEA MAP science data.</p>	
<p>Benchmark 16:</p>	<p>By June 2025, 50% of scholars enrolled in Government will score proficient or above on the Government state end of course exam, known as Ohio’s State Tests.</p>	<p>2022-2023 Yearly Target</p> <p>Not Met</p>
<p>Benchmark Rationale</p>	<p>End of course exams indicate the degree to which scholars are mastering the skills outlined in Ohio’s Learning Standards. These tests inform future instruction, preparing scholars for long-term success in school, college, careers and life. YCSD similar districts posted scores of 61.8% at or above the proficient</p>	



	<p>levels in HS Government. YSCD scholars are performing below 2018-2019 similar district data. The achievement and progress improvement in HS Government has shown upward movement but needs to improve for overall scholar success.</p> <p>While all goals in YCSD point to high level success of all scholars, this plan is a state mandated plan that requires the district to demonstrate to the state enough incremental improvement in just three years to exit the Academic Distress Commission and to continue with local control and implementation of the district's strategic plan and other district improvement initiatives.</p> <p>The district's long-term goal for high levels of success for all scholars enrolled in Government is 80% passing the Government portion of the Ohio State Tests.</p>
Targets	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● 2021-22- By June 2022, 44% of scholars enrolled in Government will score proficient or above on the Government state end of course exam, known as Ohio's State Tests. (This will be a 1.2%-point increase from the 20-21 school year). ● 2022-23- By June 2023, 44% of scholars enrolled in Government will score proficient or above on the Government state end of course exam, known as Ohio's State Tests. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.) ● 2023-24- By June 2024, 47% of scholars enrolled in Government will score proficient or above on the Government state end of course exam, known as Ohio's State Tests. (This will be a 3%-point increase from the 22-23 school year). ● 2024-25- By June 2025, 50% of scholars enrolled in Government will score proficient or above on the Government state end of course exam, known as Ohio's State Tests. (This will be a 3%-point increase from the 23-24 school year).
2022-2023 Update	<p>For the 2022-23 school year, the district did not meet the 44% target with 35.4% of scholars enrolled in government scoring proficient or above on the Government state end of course exam, known as</p>



	Ohio's State Tests.	
Benchmark 17:	By June 2025, 33% of scholars enrolled in American US History will score proficient or above on the American US History state end of course exam, known as Ohio's State Tests.	2022-2023 Yearly Target
		Not Met
Benchmark Rationale	<p>End of course exams indicate the degree to which scholars are mastering the skills outlined in Ohio's Learning Standards. These tests inform future instruction, preparing scholars for long-term success in school, college, careers, and life. YCSD similar districts posted scores of 57.5% at or above the proficient levels in HS History.</p> <p>YCSD scholars are performing below 2018-2019 similar district data. The achievement and progress improvement in HS Government has shown upward movement but needs to improve for overall scholar success.</p> <p>While all goals in YCSD point to high level success of all scholars, this plan is a state mandated plan that requires the district to demonstrate to the state enough incremental improvement in just three years to exit the Academic Distress Commission and to continue with local control and implementation of the district's strategic plan and other district improvement initiatives.</p> <p>The district's long-term goal for high levels of success for all scholars enrolled in U.S. History is 80% passing the U.S. History portion of the Ohio State Tests.</p>	
Targets	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● 2021-22- By June 2022, 27% of scholars enrolled in American US History will score proficient or above on the American US History state end of course exam, known as Ohio's State Tests. (This will be an approximate 3%-point increase from the 20-21 school year). ● 2022-23- By June 2023, 27% of scholars enrolled in American US History will score proficient or above on the American US History state end of course exam, known as Ohio's State Tests. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.) 	



	<ul style="list-style-type: none"> ● 2023-24- By June 2024, 30% of scholars enrolled in American US History will score proficient or above on the American US History state end of course exam, known as Ohio’s State Tests. (This will be a 3%-point increase from the 22-23 school year). ● 2024-25- By June 2025, 33% of scholars enrolled in American US History will score proficient or above on the American US History state end of course exam, known as Ohio’s State Tests. (This will be a 3%-point increase from the 23-24 school year). 	
2022-2023 Update	<p>For the 2022-23 school year, the district did not meet the 27% target with 25.3% of scholars enrolled in government scoring proficient or above on the Government state end of course exam, known as Ohio’s State Tests.</p>	
Benchmark 18:	<p>By June 2025, the district will meet or exceed an overall performance index of 47% as measured by the state report card.</p>	<p>2022-2023 Yearly Target</p>
Benchmark Rationale	<p>The Performance Index achievement component represents how well YCSD students performed on the state tests.</p> <p>The higher the student’s performance/level, the more points the district earns toward its index. This rewards districts and schools that improve the performance of highest-and lowest-performing students. As the overall Performance Index increases, so does overall student success. Similar districts posted 58.25% Performance Index Percent in 2018-2019. As programs continue implementation and the focus remains on the strategies listed in the district’s various plans, YCSD believes its scores will show improvement.</p> <p>By increasing scholars’ academic growth levels on state mandated tests, this benchmark meets the 11 District Plan expectation of increasing reading, literacy, and math proficiency for Students with Disabilities.</p>	
Targets	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● 2021-2022- By June 2022, the district will meet or exceed an overall performance index of 37.5% as measured by the state report card. (This will be a 5.1%-point increase from the 2020-21 school year.) ● 2022-2023- By June 2023, the district will meet or exceed an overall performance index of 37.5% as 	



	<p>measured by the state report card. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.)</p> <ul style="list-style-type: none"> ● 2023-2024- By June 2024, the district will meet or exceed an overall performance index of 43.5% as measured by the state report card. (This will be a 6%-point increase from the 2022-23 school year.) ● 2024-2025- By June 2025, the district will meet or exceed an overall performance index of 47% as measured by the state report card. (This will be a 3.5%-point increase from the 2023-24 school year.) 	
2022-2023 Update	<p>For the 2022-23 school year, the district met the overall performance index of 37.5% target with 48.7% as measured by the state report card.</p>	
Benchmark 19:	<p>By June of 2025, the district’s chronic absenteeism rate will be 20% or lower.</p>	<p>2022-2023 Yearly Target</p>
Benchmark Rationale	<p>The time a child spends in YCSD is precious and should ensure all aspects of his/her well-being are addressed, including the physical, social, emotional, and intellectual aspects. Ensuring scholars are in school every day is a crucial first step. A growing and compelling body of research demonstrates that chronic absence from school—typically defined as missing at least 10 percent of school days in a year for any reason, excused or unexcused—is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school. (USDOE) Similar districts (excluding Steubenville with 8.9% chronic absenteeism rate) posted a 28.54% chronic absenteeism rate. YCSD demonstrated significant improvement in this area pre-pandemic and needs to continue this trend for the overall success of YCSD students.</p> <p>This benchmark directly addresses the 11 District Plan of increasing attendance for Students with Disabilities.</p>	
Targets	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● 2021-22- By June 2022, the district’s chronic absenteeism rate will be 27% or lower. (This will be a 2.8%-point decrease from the 2019-20 school year). 	



	<ul style="list-style-type: none"> ● 2022-23- By June 2023, the district's chronic absenteeism rate will be 27% or lower. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.) ● 2023-24- By June 2024, the district's chronic absenteeism rate will be 23% or lower. (This will be a 4%-point decrease from the 2022-23 school year). ● 2024-25- By June 2025, the district's chronic absenteeism rate will be 20% or lower. (This will be a 3%-point decrease from the 2023-24 school year). 	
2022-2023 Update	For the 2022-23 school year, the district did not meet the chronic absenteeism rate of 27% target with 59.3% of scholars chronically absent.	
Benchmark 20:	Class of 2024: By the release of the 2024-2025 district report card, the district's 4-year graduation rate will meet or exceed 93% as measured by the state report card.	2022-2023 Yearly Target Not Met
Benchmark Rationale	<p>A high school education prepares scholars to participate positively in the economy and in civic life, among other positive life outcomes. Specifically, research suggests that increased educational attainment provides individuals with the opportunity to earn a higher income and gain access to better living conditions, healthier foods, and health care services. (Healthy People.gov). The district has made good gains in its graduation rate and must continue for the overall success of YCSD scholars.</p> <p>This benchmark addresses the increased graduation rate for Students with Disabilities as outlined in the 11 District Plan.</p>	
Targets	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● Class of 2021- By the release of the 2021-2022 district report card, the district's 4-year graduation rate will meet or exceed 88.5% as measured by the state report card. (This will be a 1.2%-point increase from the Class of 2020's 4-year graduation rate.) 	



	<ul style="list-style-type: none"> ● Class of 2022- By the release of the 2022-2023 district report card, the district's 4-year graduation rate will meet or exceed 90% as measured by the state report card. (This will be a 1.5%-point increase from the Class of 2021's 4-year graduation rate.) ● Class of 2023- By the release of the 2023-2024 district report card, the district's 4-year graduation rate will meet or exceed 91.5% as measured by the state report card. (This will be a 1.5%-point increase from the Class of 2022's 4-year graduation rate.) ● Class of 2024- By the release of the 2024-2025 district report card, the district's 4-year graduation rate will meet or exceed 93% as measured by the state report card. (This will be a 1.5%-point increase from the Class of 2023's 4-year graduation rate.) 	
2022-2023 Update	<p>For the 2022-23 school year, the district did not meet the 4-year graduation rate of 90% target with 84.3% of scholars graduating.</p>	
Benchmark 21:	<p>By the release of the 2024-2025 district report card, the district's 4-year graduation rate, disaggregated by students with disabilities, will meet or exceed 84.37% as measured by the state report card.</p>	<p>2022-2023 Yearly Target</p>
		<p>Not Met</p>
<p>Benchmark Rationale</p>	<p>This benchmark is one of the required targets from the 11 District Plan.</p> <p>A high school education prepares scholars to participate positively in the economy and in civic life, among other positive life outcomes. Specifically, research suggests that increased educational attainment provides individuals with the opportunity to earn a higher income and gain access to better living conditions, healthier foods, and health care services. (Healthy People.gov).</p>	
<p>Targets</p>	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● Class of 2021- By the release of the 2021-2022 district report card, the district's 4-year graduation rate, disaggregated by students with disabilities, will meet or exceed 81.29% as measured by the state report card. (This will be a 3.49%-point increase from the Class of 2020's 4-year graduation rate.) 	



	<ul style="list-style-type: none"> ● Class of 2022- By the release of the 2022-2023 district report card, the district's 4-year graduation rate, disaggregated by students with disabilities, will meet or exceed 82.30% as measured by the state report card. (This will be a 1.01%-point increase from the Class of 2021's 4-year graduation rate.) ● Class of 2023- By the release of the 2023-2024 district report card, the district's 4-year graduation rate, disaggregated by students with disabilities, will meet or exceed 83.33% as measured by the state report card. (This will be a 1.03%-point increase from the Class of 2022's 4-year graduation rate.) ● Class of 2024- By the release of the 2024-2025 district report card, the district's 4-year graduation rate, disaggregated by students with disabilities, will meet or exceed 84.37% as measured by the state report card. (This will be a 1.04%-point increase from the Class of 2023's 4-year graduation rate.) 	
2022-2023 Update	<p>For the 2022-23 school year, the district did not meet the 4-year graduation rate for students with disabilities of 82.3% target with 56.92% of scholars with disabilities graduating.</p>	
Benchmark 22:	<p>By June 2025, 82% of scholars exiting each high school grade level will be on track to graduate as defined by the number of credits needed to meet the Ohio graduation requirement.</p>	<p>2022-2023 Yearly Target</p>
		<p>Not Met</p>
<p>Benchmark Rationale</p>	<p>Students who enter high school with lower levels of prior achievement are less likely to successfully complete the ninth grade, and those who falter in the ninth grade are much less likely to graduate from high school. Tracking and identifying at each HS grade level for on target graduation regularly in a scholar's high school career indicates who is at risk of dropping out or failing to graduate. Scholars who indicate risk are slated for additional outreach and support aimed at getting them back on track to timely high school graduation.</p> <p>This benchmark addresses the increased graduation rate for Students with Disabilities as outlined in the 11 District Plan.</p>	
<p>Targets</p>	<p><u>Yearly targets</u></p>	



	<ul style="list-style-type: none"> ● 2021-22- By June 2022, 70% of scholars exiting each high school grade level will be on track to graduate as defined by the number of credits needed to meet the Ohio graduation requirement. (The data collected this year will create the baseline data.) The 2021-22 actual baseline was 60.99%. ● 2022-23- By June 2023, 70% of scholars exiting each high school grade level will be on track to graduate as defined by the number of credits needed to meet the Ohio graduation requirement. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to create the baseline data.) ● 2023-24- By June 2024, 76% of scholars exiting each high school grade level will be on track to graduate as defined by the number of credits needed to meet the Ohio graduation requirement. (This will be a 6%-point increase from the 2022-23 school year.) ● 2024-25- By June 2025, 82% of scholars exiting each high school grade level will be on track to graduate as defined by the number of credits needed to meet the Ohio graduation requirement. (This will be a 6%-point increase from the 2023-24 school year.) 	
2022-2023 Update	<p>For the 2022-23 school year, the district did not meet the on-track to graduation rate of 70% target with 53.44% of scholars exiting 9th, 10th, and 11th grade on-track to graduate .</p>	
Benchmark 23:	<p>By June 2025, 88% of scholars will earn the required two diploma seals for graduation.</p>	<p>2022-2023 Yearly Target</p>
		<p>Met</p>
Benchmark Rationale	<p>In addition to fulfilling curriculum requirements, scholars must show they are prepared for the next steps after high school. State law created 12 diploma seals for students to demonstrate academic, technical, and professional readiness. Students will demonstrate readiness by earning at least two diploma seals, one of which must be state defined.</p> <p>This benchmark addresses the increased graduation rate for Students with Disabilities as outlined in the 11 District Plan.</p>	



<p style="text-align: center;">Targets</p>	<p><u>Yearly targets</u></p> <ul style="list-style-type: none"> ● 2021-22- By June 2022, 70% of scholars exiting high school will have earned the two required diploma seals for graduation. (The data collected this year will create the baseline data.) The 2021-22 actual baseline data was 65.93%. ● 2022-23- By June 2023, 70% of scholars exiting high school will have earned the two required diploma seals for graduation. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to create the baseline data.) ● 2023-24- By June 2024, 80% of scholars exiting high school will have earned the two required diploma seals for graduation. (This will be a 10%-point increase from the 2022-2023 school year). ● 2024-25- By June 2025, 88% of scholars exiting high school will have earned the two required diploma seals for graduation. (This will be an 8%-point increase from the 2023-2024 school year). 	
<p>2022-2023 Update</p>	<p>For the 2022-23 school year, the district met the 2 required diploma seal rate of 70% target with 97.6% of scholars exiting with two of the required diploma seals.</p>	
<p>Benchmark 24:</p>	<p>By June 2025, 95% of 8th grade scholars will leave middle school with a Career and College Success Plan as evidenced by a completed Student Success Plan during the Career Connections course.</p>	<p style="text-align: center;">2022-2023 Yearly Target</p> <hr/> <p style="text-align: center;">Not Met</p>
<p>Benchmark Rationale</p>	<p>Research has identified middle school as a time when students can benefit the most from career exploration, a process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals. A primary way career exploration is provided to middle school students is through exploratory and introductory CTE courses, as well as career and academic planning through scalable technology and work-based learning experiences.</p> <p>Exposing middle school scholars to CTE aspects will begin to prepare them for their career and the pathway that will help them achieve their goals.</p>	
<p>Targets</p>	<p><u>Yearly targets</u></p>	



	<ul style="list-style-type: none">● 2022-23- By June 2023, 75% of 8th grade scholars will complete the Career Connections Course or equivalent (Career Plan must be complete in OMJ or Naviance and a passing grade in the course).● 2023-24- By June 2024, 85% of 8th grade scholars will complete the Career Connections Course or equivalent (Career Plan must be complete in OMJ or Naviance and a passing grade in the course).● 2024-25- By June 2025, 95% of 8th grade scholars will complete the Career Connections Course or equivalent (Career Plan must be complete in OMJ or Naviance and a passing grade in the course).
2022-2023 Update	For the 2022-23 school year, the district did not meet the career plan completion rate of 75% target with 0% of scholars completing a Career Plan. *Benchmark 24 was revised and newly approved in March of 2023.



Benchmark	Area	2022 Target %	2022 Performance %	2022 Met / Unmet	2023 Target %	2023 Performance %	2023 Met / Unmet	2024 Target %	2025 Target %
1	PreK Lit PELI	60	37	Unmet	60	73.28	Met	65	70
2	K-1(PA) Acadience	43	64.94	Met	43	59.27	Met	53	63
3	2-3 (PA) Acadience	45	62.52	Met	45	60.2	Met	53	63
4	2-5 Lit NWEA MAP	32	46.26	Met	32	53.31	Met	44	57
5	6-10 Lit NWEA MAP	44	48.81	Met	44	50.82	Met	54	64
6	Grade 3 ELA OST	24	19.6	Unmet	24	31.5	Met	34	46
7	K-3 Math NWEA MAP	39	61.94	Met	39	59.89	Met	52	64
8	4-5 Math NWEA MAP	28	51.5	Met	28	53.73	Met	38	51
9	6-8 Math NWEA MAP	42	49.69	Met	42	42.81	Met	50	62
10	9-12 Math NWEA MAP	50	58.78	Met	50	55.65	Met	60	70
11	3-5 Avg Math OST	15	13.16	Unmet	15	23.2	Met	24	33
12	6-8 Avg Math OST	16	7.53	Unmet	16	10.91	Unmet	27	33
13	Alg/Geo Avg Math OST	16	13.8	Unmet	16	19.8	Met	25	33
14	5th Science NWEA MAP	35	58.85	Met	35	51.93	Met	40	50
15	8th Science NWEA MAP	38	45.22	Met	38	48.13	Met	43	51
16	Govt - OST	44	35.3	Unmet	44	35.4	Unmet	47	50
17	US Hist - OST	27	23.8	Unmet	27	25.3	Unmet	30	33
18	Performance Index	37.5	44.9	Met	37.5	48.7	Met	43.5	47
19	Chronic Absenteeism	27	70	Unmet	27	59.3	Unmet	23	20
20	4 Year Grad Rate	88.5	82.8	Unmet	90	84.3	Unmet	91.5	93
21	4 Year Grade Rate SWD	81.29	72.1	Unmet	82.3	56.92	Unmet	83.33	84.37
22	Grad Credits/Class	70	60.99	Unmet	70	53.44	Unmet	76	82
23	2 Diploma Seals	70	65.93	Unmet	70	97.6	Met	80	88
24	Success Plans	60	0	Unmet	75	0	Unmet	85	95