



Youngstown City School District Academic Improvement Plan Development and Annual Report for 2023-2024

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 2023- 2024 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>



2023-2024 Annual Update

Benchmarks and Metrics

YCSD reached 9 of the 24 benchmarks for the 2023-2024 school year equating to 37.5% being met. In contrast, the 2022-2023 school year reported attaining 16 of 24 benchmarks. Meeting a benchmark means that the district met the yearly target outlined by the Academic Improvement plan. The district's Academic Improvement Plan's targets increase for each metric yearly through the length of the plan culminating in its completion in the 2024-2025 school year.

Strengths

While the 2023-2024 school year did not show as many benchmarks being met as the year before, there are still several areas to highlight. The first is to show that when we look at some of the benchmarks we met (2, 3, 7, 8, 10 and 14), we can see that these are benchmarks focusing on growth of the scholar. Achievement is included with the plan, but before we can meet achievement levels, scholars need to grow faster than the gap widens. Since the majority of these are focused on our younger learners, we believe these students are being set up for success in future years by closing the gap. Additionally, YCSD's performance index percent, benchmark 18, has continued to grow over the past 3 years. The performance index awards points based upon achievement level performance across all state tests. It is then compared to the top 2% of districts in the state. Over the last few years, the top 2% of districts have increased their performance index making this target even more challenging to achieve. This also indicates that our scholars are scoring higher than they have in the past and continue to do so. Lastly, benchmark 23, earning at least two diploma seals for seniors, has been met the previous two years. It is significant to note that acquiring two diploma seals is required for students to graduate. 93.75% of seniors earned this and placed themselves in a position to meet the graduation requirements.

Challenges

YCSD has areas that can be improved upon based on the results of our benchmarks. The first is the chronic absenteeism rate. Utilizing baseline data showing YCSD's chronic absenteeism rates ranged from 37% - 44%, the goal of 23% was set for the most recent year. Prior to the pandemic, this was a more reasonable goal. While drastically reducing from 70% to 59.3% in prior years, we only reduced to 58.6% this past year. Our rate has decreased but not to the degree we want it to. Another area of concern is proficiency related benchmarks 11, 12, 13, 16, and 17. Benchmarks 11 and 17 were close to their target, missing by less than 1%. While we are demonstrating growth, it has not fully translated into state proficiency yet. Lastly, our graduation rate



benchmarks have not been for the past few years. The rates are improving for all graduates and our students with disabilities, however, the targets have not been met.

Response to Challenges

In order to tackle our areas of need, YCSD has responded to support the work to make our scholars successful. At the beginning of the school year, we met with all of our building level administrative teams and reviewed their individual results in relation to the district's AIP goals. Collaboratively, we highlighted areas of strength and challenges each building had and emphasized places to focus. As a district, our One Plan is aligned to support our AIP. We will continue to monitor our progress and review these metrics with administrators based on our middle of year benchmark data available. Since reviewing this with administrators, YCSD is already at 57% of 8th graders having success plans created and in place for benchmark 24. Increasing the awareness of the benchmarks and the progress of our plan with our building leaders has heightened our leaders' focus on accomplishing them.

Instructionally, we are working to add additional support around our early literacy growth and proficiency by piloting some differentiated tier 1 instruction in our youngest learners across grades K, 1 and 2. Our middle and high school levels are utilizing a literacy lab intervention to help bridge the gap in literacy. Students placed within this program based upon their data and regularly assessed to monitor their progress. The district also adopted a new math curriculum resource that emphasizes inquiry based learning. Changing the approach to teaching mathematics in this way will further develop students' mathematical understanding and thinking. YCSD's professional development this year has primarily focused on mathematics.

Addressing chronic absenteeism has been a major focus for the district as well. Attendance is crucial to students being able to learn, grow and become successful. Our performance index has shown improvement just by reducing the amount of untested students during state testing, but will show an even greater improvement when scholars are present for learning more frequently. The district puts in place multiple incentives at the building level, awareness opportunities for families and even home visits to try to get attendance up. The 2023-2024 school year was abbreviated due to a teacher strike, which meant we had less days for instruction and less days of absence required to make one chronically absent. For 2024-2025, with interventions in place, we are already on pace for higher attendance and less chronically absent rates.



Youngstown City School District 2023-2024 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.	2023-2024 Yearly Target
		Not 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><u>Yearly targets</u></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 2023-2024 school 	



	<p>year.)</p> <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.) 	
2023-2024 Update	For the 2023-24 school year, the district did not meet the 65% target with 58.87% 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.	2023-2024 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). 			
2023-2024 Update	For the 2023-24 school year, the district met the 53% target with 59.57% 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">2023-2024 Yearly Target</td> </tr> <tr> <td data-bbox="1625 1029 1902 1092">Met</td> </tr> </table>	2023-2024 Yearly Target	Met
2023-2024 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>2023-2024 Update</p>	<p>For the 2023-24 school year, the district met the 53% target with 58.64% 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>	<p>2023-2024 Yearly Target</p> <hr/> <p>Not 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). ● 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).	
2023-2024 Update	For the 2023-24 school year, the district did not meet the 44% target with 43.64% of scholars in grades 2-5 meeting their expected growth goal as measured by the NWEA MAP Reading assessment.	
Benchmark 5:	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.	2023-2024 Yearly Target
		Not Met
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>	



<p style="text-align: center;">Targets</p>	<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). 	
<p>2023-2024 Update</p>	<p>For the 2023-24 school year, the district did not meet the 54% target with 47.54% of scholars in grades 6-10 meeting their expected growth goal as measured by the NWEA MAP Reading assessment.</p>	
<p>Benchmark 6:</p>	<p>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.</p>	<p style="text-align: center;">2023-2024 Yearly Target</p> <p style="text-align: center;">Met</p>
<p>Benchmark Rationale</p>	<p>Because reading is the basis of all other learning, it is imperative that our scholars demonstrate proficiency in this area. 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).</p>	



	<p>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>2023-2024 Update</p>	<p>For the 2023-24 school year, the district met the 34% target with 38.6% of scholars in 3rd grade</p>



	scoring proficient or above on the 3rd grade ELA portion of Ohio's State Test.	
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.	2023-2024 Yearly Target
		Met
Benchmark Rationale	<p>To meet the benchmark, third grade scholars 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 progress in K-3 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 K-3 meeting their expected growth in math 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, 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). 	
2023-2024 Update	For the 2023-24 school year, the district met the 52% target with 58.63% 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.	2023-2024 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). 	
2023-2024 Update	For the 2023-24 school year, the district met the 38% target with 50.87% 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.	2023-2024 Yearly Target
		Not Met
Benchmark Rationale	<p>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.</p> <p>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%.</p>	
Targets	<p><u>Yearly targets</u></p> <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). 	
2023-2024 Update	For the 2023-24 school year, the district did not meet the 50% target with 39.53% of scholars in grades 6-8 meeting their expected growth as measured by the NWEA MAP Mathematics data.	



Benchmark 10:	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.	2023-2024 Yearly Target
Benchmark Rationale <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>		Met
Targets	<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). 	



2023-2024 Update	For the 2023-24 school year, the district met the 60% target with 62.69% 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.	2023-2024 Yearly Target
		Not 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). 	
2023-2024 Update	For the 2023-24 school year, the district did not meet the 24% target with 23.21% 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.	<p>2023-2024 Yearly Target</p> <p>Not Met</p>
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). 	
2023-2024 Update	<p>For the 2022-23 school year, the district did not meet the 27% target with 11.57% 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>2023-2024 Yearly Target</p>
		<p>Not 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). 	
2023-2024 Update	<p>For the 2023-24 school year, the district did not meet the 25% target with 19.52% 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>2023-2024 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). 	
2023-2024 Update	<p>For the 2023-24 school year, the district met the 40% target with 52.40% 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>	2023-2024 Yearly Target
		Not 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>2023-2024 Update</p>	<p>For the 2023-24 school year, the district did not meet the 43% target with 41.95% 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>2023-2024 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>
<p style="text-align: center;">Targets</p>	<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).
<p>2023-2024 Update</p>	<p>For the 2023-24 school year, the district did not meet the 47% target with 29.30% 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.	2023-2024 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). 	
2023-2024 Update	<p>For the 2023-24 school year, the district did not meet the 30% target with 29.20% 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>2023-2024 Yearly Target</p> <p>Met</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.) ● 2023-2024- 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.) 	
2023-2024 Update	<p>For the 2023-24 school year, the district met the overall performance index of 43.5% target with 49.4% 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>2023-2024 Yearly Target</p> <p>Not Met</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). 			
2023-2024 Update	For the 2023-24 school year, the district did not meet the chronic absenteeism rate of 23% target with 58.6% 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.	<table border="1"> <tr> <td data-bbox="1625 716 1906 826">2023-2024 Yearly Target</td> </tr> <tr> <td data-bbox="1625 826 1906 891">Not Met</td> </tr> </table>	2023-2024 Yearly Target	Not Met
2023-2024 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 2023-2024 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.) 	
2023-2024 Update	<p>For the 2023-24 school year, the district did not meet the 4-year graduation rate of 91.5% target with 85.90% 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>2023-2024 Yearly Target</p> <p>Not Met</p>
Benchmark Rationale	<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>	
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, 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 2023-2024 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.) 	
2023-2024 Update	<p>For the 2023-24 school year, the district did not meet the 4-year graduation rate for students with disabilities of 83.3% target with 80.30% 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>2023-2024 Yearly Target</p> <p>Not Met</p>
Benchmark Rationale	<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>	
Targets	<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.) 	
2023-2024 Update	<p>For the 2023-24 school year, the district did not meet the on-track to graduation rate of 76% target with 56.85% 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>2023-2024 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 2023-2024 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>2023-2024 Update</p>	<p>For the 2023-24 school year, the district met the 2 required diploma seal rate of 80% target with 93.75% 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;">2023-2024 Yearly Target</p> <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).
2023-2024 Update	For the 2023-24 school year, the district did not meet the career plan completion rate of 85% target with 13.48% 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 %	2024 Performance %	2024 Met / Unmet	2025 Target %
1	PreK Lit PELI	60	37	Unmet	60	73.28	Met	65	58.87	Unmet	70
2	K-1(PA) Acadience	43	64.94	Met	43	59.27	Met	53	59.57	Met	63
3	2-3 (PA) Acadience	45	62.52	Met	45	60.2	Met	53	58.64	Met	63
4	2-5 Lit NWEA MAP	32	46.26	Met	32	53.31	Met	44	43.64	Unmet	57
5	6-10 Lit NWEA MAP	44	48.81	Met	44	50.82	Met	54	47.54	Unmet	64
6	Grade 3 ELA OST	24	19.6	Unmet	24	31.5	Met	34	38.6	Met	46
7	K-3 Math NWEA MAP	39	61.94	Met	39	59.89	Met	52	58.63	Met	64
8	4-5 Math NWEA MAP	28	51.5	Met	28	53.73	Met	38	50.87	Met	51
9	6-8 Math NWEA MAP	42	49.69	Met	42	42.81	Met	50	39.53	Unmet	62
10	9-12 Math NWEA MAP	50	58.78	Met	50	55.65	Met	60	62.69	Met	70
11	3-5 Avg Math OST	15	13.16	Unmet	15	23.2	Met	24	23.21	Unmet	33
12	6-8 Avg Math OST	16	7.53	Unmet	16	10.91	Unmet	27	11.57	Unmet	33
13	Alg/Geo Avg Math OST	16	13.8	Unmet	16	19.8	Met	25	19.87	Unmet	33
14	5th Science NWEA MAP	35	58.85	Met	35	51.93	Met	40	52.4	Met	50
15	8th Science NWEA MAP	38	45.22	Met	38	48.13	Met	43	41.95	Unmet	51
16	Govt - OST	44	35.3	Unmet	44	35.4	Unmet	47	29.51	Unmet	50
17	US Hist - OST	27	23.8	Unmet	27	25.3	Unmet	30	29.2	Unmet	33
18	Performance Index	37.5	44.9	Met	37.5	48.7	Met	43.5	49.4	Met	47
19	Chronic Absenteeism	27	70	Unmet	27	59.3	Unmet	23	58.6	Unmet	20
20	4 Year Grad Rate	88.5	82.8	Unmet	90	84.3	Unmet	91.5	85.9	Unmet	93
21	4 Year Grade Rate SWD	81.29	72.1	Unmet	82.3	56.92	Unmet	83.33	80.3	Unmet	84.37
22	Grad Credits/Class	70	60.99	Unmet	70	53.44	Unmet	76	56.85	Unmet	82
23	2 Diploma Seals	70	65.93	Unmet	70	97.6	Met	80	93.75	Met	88
24	Success Plans	60	0	Unmet	75	0	Unmet	85	13.56	Unmet	95