

2022 -2023 Ohio School Report Cards were released on September 14, 2023.

New this year, schools and districts will receive overall ratings of 1-5 stars in half-star increments. An overall rating of three stars or higher means the school or district met state expectations for performance. The report cards also include five rated components and various report-only data. The five components, Achievement, Progress, Gap Closing, Early Literacy and Graduation, will receive ratings from one to five stars. The [2023 Guide to the Ohio School Report Cards](#) provides an overview and explanation of the key components of the report cards.

Report cards provide information on the progress of districts and schools in raising achievement and preparing students for the future. The data can be used to guide school improvement and respond to student learning needs. However, Ohio School Report Cards are not the only measure of the success or accomplishments of a school or district. Many elements combine to form a teaching and learning community, and Lowellville has many points of pride to share.

You can access the district and school report cards on the [Ohio School Report Cards webpage](#). In addition, spreadsheets with performance information for districts, schools, community schools, Career Technical Planning Districts and schools that receive the Dropout Prevention and Recovery Report Cards will be available on the [Report Card Resources webpage](#).

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Each year Lowellville continues to review the data, assess the needs of the students, and make adjustments for improvement. After reviewing the data and completing a needs assessment in the Summer of 2023, the district refined the goals and action steps in the [One Plan](#). In addition, several other adjustments were made for the start of the 2023-2024 school year.

#### Celebrations:

- The consistency through the past few years of utilizing the explicit phonics program with the elementary students is beginning to show positive outcomes. The students are continuing to make progress which in turn is shrinking the gaps in instruction they previously had due to the pandemic.
- The District and High School's graduation rate remains at 100% for the 4-year cohort.
- Lowellville District- Met the state standard for the overall grade on the report card and the achievement component. In addition, the district exceeded the state standard in the gap closing and graduation components.
- Lowellville Elementary School- Exceeded the state standards on the overall report card grade, progress, and gap closing components. In addition, the elementary school met the state standard in the achievement component.
- Lowellville High School- Exceeded the state standard on the graduation component.

## Areas for Improvement:

- Lowellville District- Overall progress, early literacy component, and chronic absenteeism rate
- Lowellville Elementary- Early literacy component and chronic absenteeism rate
- Lowellville High School- Achievement, Progress, Gap Closing, and chronic absenteeism rate

## Action Steps:

- The elementary school day for students was lengthened so that we could provide them with additional minutes of instruction.
- Early Literacy
  - An elementary literacy block was created and provided for all elementary teachers to follow. The literacy block outlines the different literacy components and minutes of instruction per day.
  - A 30 min intervention block has been built into each student's daily schedule. Each student will receive additional literacy interventions on a daily basis. This is in addition to the daily core instruction each student receives.
  - A comprehensive universal screening, benchmarking, and progress monitoring assessment suite (Amplify) is being used by all K-6 literacy teachers.
  - A comprehensive intervention program (Amplify) will be used by the Response to Intervention and Intervention Specialists to further support elementary students.
  - All students in grades 7-10 will be given the ODE Restart Readiness ELA Assessments each semester. These assessments will be used to monitor the student's progress throughout the year and inform the instruction needed to support each individual in reaching the goal of proficiency or above before the end of the year.
  - Looping at the 3rd and 4th grade level to provide teachers the ability to specialize in one content area.
  - Year-long professional development aligned to the Science of Reading will be provided for all teachers.
  - Principals will conduct regular classroom visits to ensure that evidence based strategies aligned to the Ohio Learning Standards are being utilized.
- Progress
  - A math intervention period at the high school building was added to the master schedule for students in need.
  - All students in grades 7-10 will be given the ODE Restart Readiness Math Assessments each semester. These assessments will be used to monitor the student's progress throughout the year and inform the instruction needed to support each individual in reaching the goal of proficiency or above before the end of the year.
  - All students in grades 1-6 will be given the STAR Math Assessments each semester. These assessments will be used to monitor the student's progress throughout the year and inform the instruction needed to support each individual in reaching the goal of proficiency or above before the end of the year.
  - The district will continue to partner with the ESC of Eastern Ohio to provide professional development related to how to read, interpret, and use Value Added data.
  - Principals will conduct regular classroom visits to ensure that evidence based strategies aligned to the Ohio Learning Standards are being utilized.

- Achievement
  - The addition of the different intervention periods will also support the achievement component. As students continue to make progress through the year they will begin to close the gaps in instruction which they may currently be exhibiting.
  - A year-long schedule of targeted professional development related to literacy strategies has been created for all staff members.
  - Grades 7-10 will begin to utilize Carnegie Math to ensure instruction is aligned to the State Standards and 6th grade will continue to use the resource.
  - Realignment of middle and high school course assignments allowed the district to replace a vacancy with a full time math teacher rather than a math/social studies teacher.
  
- Chronic Absenteeism
  - Implementation of an attendance challenge -If a student misses just two days a month they will ultimately miss 10% of the school year. Addressing chronic absence is a key component of improving graduation rates, increasing academic achievement and giving young people the best chance at success in their adult life.
  - Beginning September 18, 2023, Lowellville School District will be partnering with United Way to launch an attendance challenge aimed at reducing chronic absenteeism and promoting regular attendance for all students K-12. We ask that all families work to support our goal of “Strive for Five”. Our primary goal is to encourage each student to have no more than five absences in a school year. Regular attendance is crucial for a student’s academic success. Thank you for your continued support.

To achieve our goal, we will be implementing a range of strategies and incentives.

- Monthly Resources for Families: Each month, we will provide resources and tips to support families in ensuring their children attend school regularly. These resources will be shared through various channels, including social media and our school website.
- Quarterly Competitions: We will hold competitions every 9 weeks between grade levels (elementary) and 1st period classes (high school). The winning rooms will receive a plaque/certificate to display, and some type of party/treat. The teacher of the winning room will also receive a prize.
- Year-End Awards: At the end of the school year, we will recognize the top 3 students in each grade who have demonstrated exceptional attendance. Their families will also be invited to join the celebration and will be rewarded as well. In addition, we will honor the student who has shown the most improvement in attendance throughout the year.
- Whole School Goal: To build community and teamwork, we will set a collective attendance goal for our entire school. To keep track of our progress, we will display a visual representation in the cafeteria that will be updated regularly.