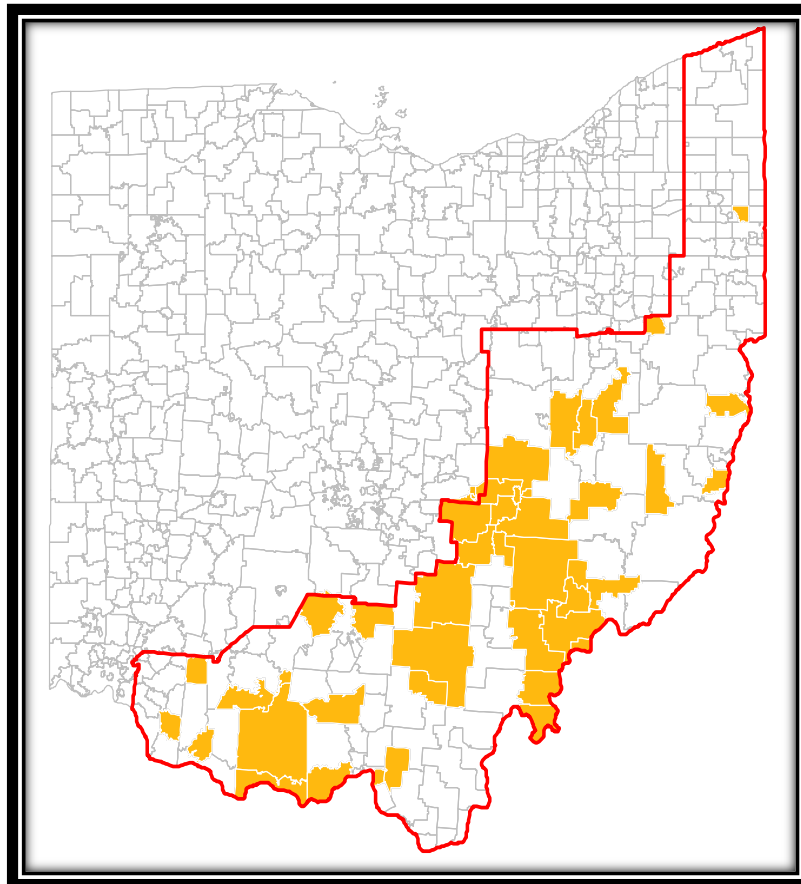# Policy Brief

Fall/Spring 2019

Programs and Initiatives that
Improve Achievement, Attendance and Reduce Disciplinary Issues
In Appalachian Ohio Schools

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Programs and Initiatives that Improve Achievement, Attendance and Reduce Discipline
Executive Summary

This analysis is a synthesis of information gleaned from a survey completed by 45 Southeast Ohio schools that identified successful programs that impact student success in their respective districts. Information from a series of Coalition of Rural and Appalachian Schools (CORAS) meetings attended in 2018 helped with the interpretation of some survey data. These successful programs are grouped into five categories: health and wellness, attendance and discipline, student engagement and behavior, academic achievement, and material assistance.

HEALTH/WELLNESS A number of districts have implemented wellness programs to address students' mental health and drug addiction issues. One district reported seeing the number of students identified as at-risk of suicide decreasing, but as progress is being made with these services, the number of students who need support is growing.

ATTENDANCE/DISCIPLINE Districts mentioned having effective programs to address attendance and discipline issues. One such program is the state-mandated Positive Behaviors Interventions and Supports (PBIS) program which encourages positive behaviors. Good behavior, attendance, and work to build a strong work ethic is addressed and supported by everyone in the district. The Ohio Department of Education (ODE) mandated that all districts implement PBIS in 2014.

STUDENT ENGAGEMENT/BEHAVIOR Districts also identified other effective programs and initiatives such as ODE's Ohio Improvement Process (OIP). This program is based on organizational strategies that help districts to facilitate communication and decision-making between and across levels of the district with the goal of continuous improvement. Other districts organized teams of professionals, such as behavior intervention specialists and parent mentors, to develop strategies to help children who are experiencing difficulty in school.

ACADEMIC ACHIEVEMENT A number of districts provide after school activities to increase student learning. One district offers an after-school program for students in grades 1-5 that provides math and reading intervention. Over the past two years, the district has seen an increase in test scores of students who participated in the program.

MATERIAL ASSISTANCE Responding to the financial needs in their districts, at least two school districts sponsor food pantries, and provide free clothing and hygiene products for anyone in the district who needs them. Synthesis of survey responses indicate that the absence of these minimum life necessities become barriers to learning for students. In addition, this report found:

- Districts rely on temporary funding for many of these programs, jeopardizing the programs once the temporary funding sources expire.

- Due to their geographic size, many school districts are forced to use a large percentage of their operating revenue for transportation services to educate students and provide other services critical to the educational mission.

- Schools have to address the social and emotional needs of students. The lack of mental health and drug intervention funding make it difficult for districts to address these barriers to learning.

- Schools suggest the report card needs to highlight options for evaluating the performance of students, giving consideration to preparing students for the workforce in addition to post-secondary education

Introduction

In a survey administered by the Patton College of Education School, Southeast Ohio Teacher Development Collaborative, and Coalition of Rural and Appalachian Schools (CORAS), school districts in Southeast Ohio were asked to identify the barriers to achieving positive school-related outcomes, and to list the programs and initiatives that are effective in reducing these barriers. The school-related outcomes that were the focus of this study include: student achievement, attendance, discipline and satisfaction; parent engagement and satisfaction; and teacher and administrator support.

Sixty-four respondents from 45 school districts identified a variety of such barriers including: poverty, drug addiction, family belief in the value of education; geography and lack of school funding. All of these factors are interconnected and codependent in terms of their effect on school districts. A list of the districts that responded to the survey and the programs they identified are attached.

Years of educational research has shown a negative relationship between poverty and results on standardized tests. Outcomes on Ohio's state assessments reflect this relationship. The 2017 Ohio Legislative Poverty Task Force, convened to evaluate the effects of poverty on achievement, found that 89 of the 100 districts with the lowest performance index scores had above the state average percentage of disadvantaged students (48.9%). Stated differently, *the lowest performing districts in Ohio, on average, have nearly seven times as many economically disadvantaged students than the highest performing districts in the state.*

Despite these constraints, Southeast Ohio schools and districts are successfully educating their students. For example, since 2013, 100 schools have been designated Schools of Promise, and since 2014, 35 schools have been designated Schools of Honor. For two consecutive years, one school in Southeast Ohio received a State Board of Education award that recognizes schools for exceeding expectations in student academic growth each year.

Many of the successes are due, in part, to the evidenced-based programs districts have implemented to alleviate the barriers to positive educational outcomes. Most of these programs were mandated or recommended by the Ohio and U.S. Departments of Education, as well as other initiatives to mitigate these barriers and produce positive school-related outcomes. Moreover, many of these programs have data collection and evaluation requirements designed to help track the effectiveness of the programs.

In addition to these evidenced-based programs, school districts use creative approaches to educate students in Southeast Ohio. Academic successes are due to the hard-working, dedicated and creative teachers, administrators, and community leaders who serve students each day. They have learned to "do more with less" - less funding, fewer staff, and insufficient technology – while successfully educating many of their students.

For many districts in this geographic region, the magnitude of the barriers to educating students are formidable, and in some cases, overwhelming with the available resources in terms of funding and staff expertise. Poverty and the opioid epidemic are having compounding and reverberating negative effects in Southeast Ohio, making the task of educating children more difficult. These factors led to the need for this report.

Effective District and School Programs

School districts that responded to the survey identified 37 programs they use to reduce the barriers to positive school outcomes. Many of the programs are evidenced-based programs mandated or recommended by state and federal departments of education to address specific educational concerns, such as poor behavior, attendance, and academic achievement. These programs have data collection and evaluation requirements designed to track and help ensure the effectiveness of the programs.

For example, districts have implemented wellness programs to address mental health and drug addiction issues. These types of programs depend on wrap-around services from several agencies. One district reported seeing the number of students identified as at-risk of suicide decreasing, but as progress is being made with these services, the number of students needing support is growing. Wrap around services are difficult to link together in rural communities because of the lack of such services, challenging terrain, and distances between communities.

Several districts mentioned effective programs to address attendance and discipline issues. One such program is the state-mandated Positive Behaviors Interventions and Supports (PBIS) program. PBIS is used to encourage positive behaviors. Good behavior, attendance, and work to build strong work ethics are addressed and supported by everyone in the district. Since 2014, the state has mandated that all schools districts use the PBIS program.

The Manchester Elementary School in the Manchester Local School District identified the Positive Behaviors Interventions and Supports (PBIS) program as the principal reason for their student achievement at the elementary level. Manchester received the Momentum Award for two consecutive years as a result of the implementation of the PBIS program. Presented by the State Board of Education, the Momentum Award recognizes schools for exceeding expectations in student academic growth for the year. Schools must earn straight A's on all Value-Added measures on the report card, including achievement by at least two of the following Value-Added subgroups of students: gifted; lowest 20% in achievement; and students with disabilities.

Other districts have identified other effective programs and initiatives, such as the Ohio Department of Education's (ODE) Ohio Improvement Process (OIP). ODE describes OIP as an organizational strategy that provides districts with a template for predesigned actions. Collaborative teams facilitate communication and decision-making between and across levels of the districts (district, central office, school, grade levels, content areas, classrooms) with the goal of continuous improvement. Another district organized a team of professionals, such as an occupational therapist, behavior intervention specialist, and a parent mentor, who visit classrooms and meet with teachers and/or parents to discuss strategies to help children who are experiencing difficulty in school.

The Muskingum Valley Educational Service Center (MVESC) created a behavior consultation model to serve school districts. The MVESC Behavior Consultation Program uses a special education teacher with specialized training and experience working with behavioral difficulties in low incidence populations, such as students with multiple disabilities and autism. The MVESC School Psychology department offers

CORAS

supervision and secondary support for the program that involves development of functional behavior assessments and behavior intervention plans.

In discussing the SOAR Academy program that is designed to serve severely dysregulated children, one district identified the need for an Intervention Specialist and a Paraprofessional as barriers to program implementation. Another district reported adding a full-time person who provides integrated services to students, and hiring a part-time attendance officer with 27 years of counseling experience in the secondary school to help address the social and emotional needs of students. Because of these changes, this district is closer to providing wrap around services to students than ever before.

Other districts provide after school activities to increase student learning. One such district offers the COLTS Club, an after-school program for students in grades 1-5 that provides math and reading intervention. Over the past two years, the district has seen an increase in test scores of students who participated in the program. The program currently relies on funding from a 21st century grant. Once this grant funding expires, the district would need new funding to keep the program operating.

Responding to the level of financial need in their districts, at least two school districts sponsor food pantries and provide free clothing and hygiene products for anyone in the district who needs them. A synthesis of survey responses indicate that the absence of these minimum life necessities become barriers to learning for students.

Barriers to Positive School-related Outcomes

Schools are one of the most important institutions in the Southeast region of Ohio, either providing or acting as the focal point for many community activities and services.

Geography

The geographic size of districts in this rural region of Ohio, however, can act as a barrier to effectively delivering educational and other services to students and families who need them. Of the top 10 school districts in Ohio in terms of square miles, nine are in the Southeast region, averaging 398 square miles compared to an average of 62 square miles for school districts in the remainder of state. Districts in this region are forced to use a large percentage of their operating revenue for transportation services to educate students and to provide access to extracurricular activities that are critical to the educational mission. This, in turn, reduces the amount of revenue available to provide many of these same services and activities.

Social Issues Affecting Communities

Generational poverty and drug addiction are major factors affecting in the Southeast region of Ohio. The Appalachian Regional Commission classifies 12 of Ohio's 32 Appalachian counties as financially "distressed/at risk" counties. Moreover, according to the United States Census, the median household income in Appalachian counties is over $6,000 below the state average.

Many families face ongoing crises with housing, food insecurity, custody issues, and alcohol and drug addiction. According to the Ohio Department of Health, the opioid epidemic continues to have a negative impact on counties in Southeast Ohio, particularly Ross, Scioto, and Adams counties. For the past seven years, some counties in this region have experienced a tremendous increase in unintentional overdose deaths.

Given these crises, many families do not place high priorities on student achievement, good attendance, and parent involvement in their child's education. Students, in turn, experience "trauma" from these crises that prevent them from coming to school ready to learn, and negatively affect their satisfaction with education, attendance, discipline, and achievement. For example, one district explained that "*student achievement is affected by poverty and addiction issues within families*", and "[*W]e have quite a number of children in "trauma" who need many extra supports which cost considerable money*".

Mental Health Issues

Other districts reported that increasing numbers of students are entering the early grades "significantly dysregulated" or "unable to regulate their emotions and behaviors on a consistent basis". These types of students "have often experienced multiple significant traumatic experiences", and "often live in homes that are unstable or unpredictable." According to the district, the increase in the addiction to opioids has significantly contributed to this problem, but poverty is also a contributing factor.

Over the past several years, some districts have seen a "sharp increase" in the number of students experiencing trauma upon entering kindergarten. These behaviors are often discovered in preschool, but not always. The lack of mental health funding and the need for more drug intervention for parents make it difficult for schools to educate students from these families. Students facing these circumstances lack hope for the future, become disengaged, and feel discouraged. This leads still further to students becoming depressed, angry, and in some cases, suicidal.

Schools in Southeast Ohio are increasingly addressing the social and emotional needs of students during the school day, which reduce the time for instruction for all students. One district described the cost of implementing a program to address the needs of children who experience trauma:

> *The cost could be prohibitive. The support of a mental health professional is key to sustaining practices. Children of trauma require treatment that may be different or more intensive than other children. Educators are not prepared to address these deep emotional concerns in children, and this layer of support. A full-time mental health professional has a significant impact on the outcomes for children.*

Another district explained that many of their students need mental health counseling. While some students receive counseling through outside agencies, many students cannot get into outside agencies because the agency is full, and still others are often on a waiting list for months.

Parent Engagement

Increased parent addiction to drugs and alcohol and a lack of parenting skills negatively affects parent engagement. One district explained that poor student attendance and student achievement are the result of the lack of parent and guardian support at home. That is, the quality of students' home life, such as grandparents raising grandchildren, incarcerated parents, foster parents, or single-parent households, negatively affect student achievement. In the past two years, there has been an increase in the number of students being raised by grandparents, and in some cases by older siblings, and a significant increase in the number of homeless students. The district expressed a need for more funding for mental health, social services and security upgrades.

The lack of family resources affects a student's ability to participate in extracurricular activities as transportation becomes a significant barrier for families living in the large geographic area of Southeast Ohio. It is difficult for students and families to make a commitment to after-school activities or to use the school's academic resources, such as the internet, tutoring, or other academic activities without the ability to access these services.

Because the internet has become a central teaching and learning tool in elementary and secondary education, many families rely on schools in their areas for internet access because they either cannot afford internet access or it is not available where they live. The Ohio Department of Education, for example, only offers certain assessments and instructional aids online. Yet, as the 2017 Ohio Legislative Poverty Task Force found, many schools in Southeast Ohio have poor or insufficient internet access.

Student Attendance and Discipline

A number of districts reported poor student attendance as a leading cause of poor academic achievement. Most families impacted by poverty and drug addiction place little emphasis on education. If students are not present, they cannot learn from the instruction being provided. One district identified the need for more support from other public agencies, such as the courts, Jobs and Family Services, and law enforcement to help improve student attendance. Another district asked for more strategies and information that are effective in addressing student attendance issues.

Districts also reported concerns with student discipline. Districts view discipline and attendance issues as related, because discipline issues can lead to students missing instructional time. For example, one district reported reduced options for addressing student discipline issues, such as not being permitted to carry student discipline issues over to the next school year. Students begin with no discipline issues each school year, which reduces the effectiveness of longer-term discipline solutions. In fact, one district acknowledged that 63% of its 68 buildings met the chronic absenteeism state indicator. Districts also

acknowledge the conundrum of removing some students from school because of disciplinary reasons, which in turn, contributes to poor student outcomes.   As a solution to both discipline and attendance, one district placed a guidance counselor in each school building. This resulted in reduced absenteeism, fewer discipline referrals, and less time out of class.

State Tests

Districts also mentioned state testing as a barrier to educating children in Southeast Ohio. These districts embrace accountability and view most testing as viable, but believe there are simply too many tests for many districts to manage. Reflecting the consuming nature that testing has taken on, one district expressed a concern with using a tool to merely improve their report card. Testing is consuming the school day, leaving little time to actually educate students. Some districts believe there is a mismatch between how schools are measured through the report card and how students are educated.   In one district, for example, 70% of students do not go onto college, yet all students are required to pass end-of-course exams in Algebra and Geometry. Many districts believe this requirement is contradictory to the state's emphasis on career readiness, and suggest student achievement based solely on state assessments needs to change, placing more emphasis on preparing students for the workforce.

Another district identified a lack of tools for preparing students for the ACT (American College Testing) test, finding very few tools that are easily accessible, without cost, and a proven track record to improve student achievement. The district said that they could spend large amounts of money on different types of curricula and programs when what is needed is item analyses, a large group of practice problems, and time to review the results with staff.   On the other hand, another district explained how it used its daily schedule in a flexible way to help prepare students for the ACT and other entrance exams. Still another district voiced concern about its Information Technology Centers (ITC) prohibiting the use of technology that integrates the student information system with the testing system to track student progress by state academic standard.

Other Barriers

Finally, districts also identified time, teacher training, willingness of teachers and staff to take risks, appropriate planning, and staff buy-in as barriers to implementing their evidence-based programs. At least two districts said there were no barriers to implementing their programs.

In summary, as one district official explained, education has evolved into a multi-faceted process. Schools are not only responsible for teaching students but they are responsible for their social and emotional learning needs. The responsibilities that have been mandated and assumed by schools have grown exponentially. Public schools in this area of the state need additional revenue for transportation needs that are unique to this area of the state, more permanent funding for effective supplemental instructional programs, and additional staff with specialized expertise in areas such as mental health counseling. These changes as well as others outlined in this study will help ensure that students graduate well-rounded and academically prepared for the challenges of the 21st century.

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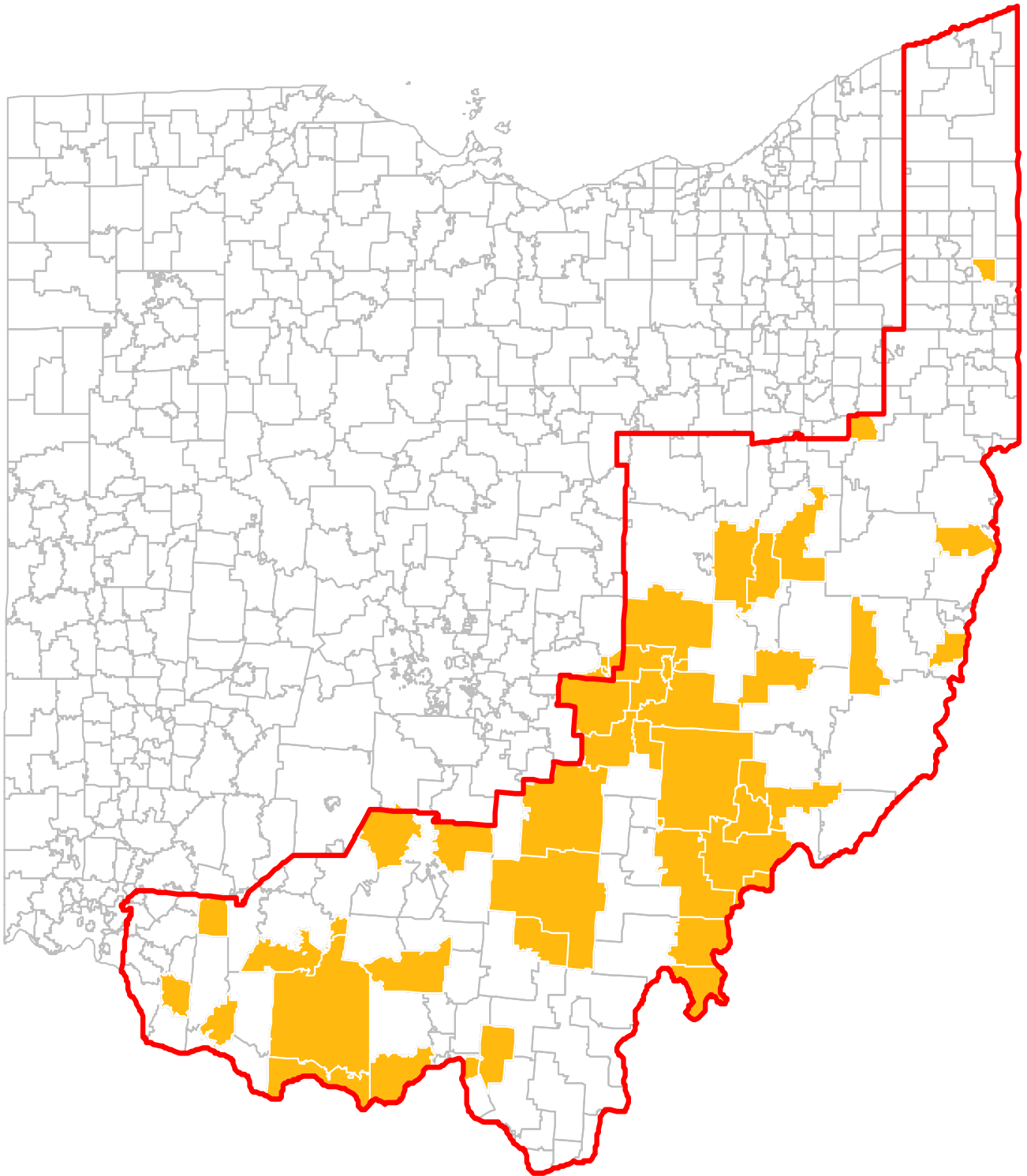
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School District Survey Respondents

Count	School District	County
1	Adams County Ohio Valley	Adams
2	Adena Local Schools	Ross
3	Barnesville EVSD	Belmont
4	Bellaire Local	Belmont
5	Belpre City Schools	Washington
6	Bethel-Tate Local Schools	Clermont
7	Bloom-Vernon Local	Scioto
8	Bright Local Schools	Highland
9	Brown County Educational Service Center	Brown
10	Crooksville Exempted Village	Perry
11	Crooksville Local	Perry
12	Eastern Brown Local Schools	Brown
13	Eastern Local	Meigs
14	Fayetteville-Perry Local	Brown
15	Federal Hocking Local	Athens
16	Fort Frye Local Schools	Washington
17	Franklin Local School District	Muskingum
18	Georgetown Schools	Brown
19	Indian Creek School District	Jefferson
20	Indian Valley Local	Tuscarawas
21	Liberty Local School District	Trumbull
22	Logan-Hocking Local	Hocking
23	Logan-Hocking School District	Hocking
24	Manchester Local School District	Adams
25	Maysville Local School District	Muskingum
26	Mid-East CTC	Muskingum
27	Morgan Local Schools	Morgan
28	Muskingum Valley Educational Service Center	Muskingum
29	New Lexington	Perry
30	Newcomerstown Exempted Village	Tuscarawas
31	Northern Local	Perry
32	Ridgewood	Coshocton
33	Rolling Hills	Guernsey
34	Scioto Valley Local School District	Pike
35	Southern Local	Meigs
36	Tri-Valley Local	Muskingum
37	Vinton County Local	Vinton

38	Warren Local School District	Washington
39	Washington-Nile Local Schools	Scioto
40	Wellston City SD	Jackson
41	West Muskingum	Muskingum
42	Wheelersburg Local School District	Scioto
43	Wolf Creek	Washington
44	Zane Trace Local Schools	Ross
45	Zanesville City	Muskingum

Map of Responding Appalachian School Districts

District Programs and Initiatives

School or District Programs	Description
Check and Connect	This is program is designed to improve attendance. A staff member is assigned to check in with a student daily and provide some incentives for consistent, on time attendance.
Intervention Night	This is a four-hour program designed to empower families that may be faced with attendance or behavioral problems. The program consists of counseling, education, and other wrap-around services from local agencies (behavioral and mental health agencies, juvenile court system, sheriff's department, and educational entities). The program consists of large and small group breakout sessions for students' grades 6-12 and parents. Programming for students includes character education, making good choices, drug and alcohol prevention, safe use of social media, and goal setting. Parents learn about tools to deal with challenges, how to resolve conflicts at home, and are provided with resources for follow-up services by local agencies.
STAR Renaissance	The STAR Early Literacy Enterprise is a tool for assessing early literacy proficiency created by Renaissance Learning. The tool helps teachers identify reading deficiencies through a variety of reports, all of which are available immediately after a student completes a STAR test. the Screening Report identifies which students are on-track and not on-track toward reading at grade level using a color-coded bar graph that categorize students in relation to established benchmarks. Categories include at/above benchmark, on watch, needing intervention, or needing urgent intervention. This report allows to educators see, at a glance, which students need the most help reaching proficiency. Students identified as needing intervention will likely need additional support and monitoring.
Hope Curriculum	The Health and Opioid Abuse Prevention Education (HOPE) Curriculum is a K-12 curriculum developed for schools to meet the requirements of House Bill 367. The curriculum is a series of lessons, assessments and learning materials to develop students' functional knowledge, attitudes and necessary skills to prevent drug abuse. The lessons are designed to be part of a larger substance abuse prevention unit within a school's health education curriculum. Schools now can use the HOPE (Health and Opioid Prevention Education) Curriculum to meet Ohio's requirement for local boards of education to include opioid abuse instruction in their health curricula. The K-12 curriculum is a set of grade-band focused lessons, assessments and learning materials to give students the knowledge, attitudes and skills they need to avoid drug abuse. It dovetails with Ohio's Start Talking program, which gives teachers and parents tools to use when talking to children about drugs. The HOPE Curriculum does not replace prevention instruction targeted at alcohol, tobacco and other drugs but can be a part of a larger substance abuse prevention unit in a district's health education curriculum. The Ohio Association of Health, Physical Education, Recreation and Dance leads the HOPE curriculum, which was developed by faculty at Wright State University, the University of Toledo, Cleveland State University and Ohio University.

Student Satisfaction Survey	Students in grade 7-12 take a satisfaction/engagement survey in every core class once a quarter. Administrators and teachers use this feedback to guide initiatives and programming at the schools.
40 Developmental Assets for Early Childhood	Search Institute, which created 40 Development Assets, identified the building blocks of healthy development—known as Developmental Assets that help young children grow up healthy, caring, and responsible.
OIP teacher based teams	Schools now can use the HOPE (Health and Opioid Prevention Education) Curriculum to meet Ohio's requirement for local boards of education to include opioid abuse instruction in their health curricula. The K-12 curriculum is a set of grade-band focused lessons, assessments and learning materials to give students the knowledge, attitudes and skills they need to avoid drug abuse. It dovetails with Ohio's Start Talking Program, which gives teachers and parents tools to use when talking to children about drugs.
Response to Intervention	Response to intervention (RTI) strategies are tools that enable educators to target instructional interventions to children's areas of specific need as soon as those needs become apparent. There is nothing in IDEA that prohibits children with disabilities who are receiving special education and related services under IDEA from receiving instruction using RTI strategies unless the use of such strategies is inconsistent with their individualized education programs (IEPs). Additionally, under IDEA, a public agency may use data gathered through RTI strategies in its evaluations and reevaluations of children with specific learning disabilities (SLD). The IDEA reauthorization recognized concerns with models of identification of SLD that use IQ tests, and their recognition that a growing body of scientific research supports methods, such as RTI, that more accurately distinguish between children who truly have SLD from those whose learning difficulties could be resolved with more specific, scientifically based, general education interventions.
PBIS - Positive Behavioral Interventions and Supports	Positive Behavioral Interventions & Supports (PBIS) is a school-wide approach (system) using individualized strategies to encourage positive behaviors that result in a better school experience for everyone. In general, PBIS emphasizes four integrated elements: data for decision making, measurable outcomes supported and evaluated by data, practices with evidence that the outcomes are achievable, and systems that efficiently and effectively support implementation of these practices. The Ohio PBIS Network was initiated by the Ohio Department of Education Office for Exceptional Children to develop materials, resources and training to support the scaling up of PBIS in Ohio schools. The Ohio PBIS Network is primarily composed of professionals from each of the 16 Ohio State Support Teams and the Office for Exceptional Children. The US Department of Education's Office of Special Education Programs (OSEP) issued a letter of significant guidance related to the implementation of Positive Behavior Interventions and Supports (PBIS), reminding states and districts of the responsibility for ensuring a free appropriate public education (FAPE) to students with disabilities, including the IEP team addressing the implications of a child's behavioral needs.

Project MAP	Measures-of-Academic-Progress (MAP) in Mathematics, Reading , and Language Usage. MAP provides districts with student growth assessments.
Community Connectors	Governor John Kasich created the Community Connectors program as a key initiative to foster increased student mentorship. Community organizations, faith- or values-based groups and businesses partner to encourage one-on-one mentorship in Ohio's schools and help give more students access to role models who can motivate and inspire students and teach them important life skills. Programs can partner with eligible school districts, joint vocational school districts, STEM schools and community schools in which at least 40 percent of the student population is economically disadvantaged or has a graduation rate below 92 percent. Grantee initiatives should focus on the following principles: Setting goals to be prepared for 21st century careers; Building character; Developing pathways to achievement; Building resiliency; and Believing in a positive future. Organizations and schools that partner in mentoring efforts can receive a maximum award of $150,000 with the state matching $3 for every $1 spent. Since its inception in 2014, Community Connectors projects have provided mentoring opportunities to more than 100,000 students across Ohio.
Wellness Program, Student Readiness Collaborative, Great Body Shop program, Nationwide Children's Hospital Program Signs of Suicide, and Building Bridges To Career	Fort Frye Local Schools allow local mental health and behavioral health providers to serve clients on the school campus. High School students are involved in a Student Readiness Collaborative through the Ohio Valley Educational Service Center that provides critical support to at-risk youth. Next year, the district is launching an 11-week drug/alcohol addiction therapy program for identified high school students. The District has increased its internal wellness resources by having an educational program for wellness in grades K-6 with the Great Body Shop program and monthly district-wide themes. For grades 7-10, the district is using the Nationwide Children's Hospital Program Signs of Suicide to educate students on mental health awareness, especially depression and suicide prevention. A mentoring program for at-risk youth is also available to 8th grade students through the districts Building Bridges To Career affiliation. All staff in the district are being trained on trauma informed classrooms in the Fall of 2018.
Coaching, Co-Teaching, Pearson Curriculum with DESMOS, etc.	The Logan-Hocking School District hired a math coach this year to work with teachers in order to implement instructional strategies to better serve students. We also started co-teaching at the HS level. A new Pearson curriculum was purchased that is directly aligned with Ohio's EOC exams. Beginning with the 2017-2018 school year, the Ohio's State Tests begin using Desmos as the online calculator. Practice tests that use a calculator tool have been updated to provide students with the Desmos calculator. The Desmos calculators are also available in the Student Practice Resources folder on the Ohio's State Tests portal. Additional calculator guidance is in the Test Administration Manual.

Behavior Consultation Program	This is a program created by the Muskingum Valley Educational Service Center (MVESC) that combines best practice approaches to behavior issues with the support of a specialized behavior consultant. This consultant is a teacher with special education qualifications and specialized training and experience working with behavioral difficulties in low incidence populations, such as students with multiple disabilities and autism. By carefully assessing the functions of exhibited behaviors and applying evidence-based, behavior analytic principles, effective classroom interventions that are designed for teacher use can be implemented and help students overcome their problematic behaviors. The behavior consultant will help with initial implementation efforts and provide ongoing consultation if the plan needs to be reviewed or revised in the future. In addition to improving student outcomes, the program is designed to build capacity in school staff when faced with similar issues in the future.
12th Grade Redesign	During the senior year, a cohort of 12th Grade students, who did not qualify for CCP based on test scores, were provided with an opportunity for remedial studies during their first semester in high school. The remedial courses use math and English courses from the area college. Students have completed their second semester at the college in the CCP program, which included remaining in the cohort and tutoring assistance. This was a grant-funded pilot program of action research that resulted in 23 out of 26 students successfully completing the program.
Care and Support Team/MVESC Perry County	A Perry County District has a team of professionals (Director, Occupational Therapist, Behavior Intervention Specialist, and Parent Mentor) who visit our cooperative classrooms often and meet with teachers or parents to discuss strategies to help children who are experiencing difficulty in school.
Chronic Absenteeism Dashboard	The Muskingum ESC serves 68 school buildings and offers each school and district the following services:• Nightly student attendance draws from district respective ITC• Identify students who have attendance rates below 90%• Compile data in a district and school dynamic web-based dashboard that shows current rate, previous year's rate, and target goals.• Dashboard access is password protected and requires district level permission• A list of students who meet chronic absenteeism criteria with rates broken down by excused and unexcused absences• List of students who meet habitual truancy criteria (in development)• Student information related to home information, demographics, mobility, discipline and for students in grades 5-12, at-risk status for not being promoted to next grade, not graduating on time or dropping out of school• Summary achievement test results, and reports related to points earned toward high school graduation for students in grades 9-12• A planning intervention page to document interventions and to monitor progress.

COLTS Club	COLTS Club is an after school program for students in grades 1-5 that provides math and reading intervention. Over the past two years of the program the district has seen an increase in student scores of those in attendance.
Community Food Pantry and Community Garden	
Community Nights	Zane Trace Elementary have both literacy and math nights. Students and parents can attend and participate in centers plus make activities and take activities home.
Alpha Program	Crooksville Local has daily access to counseling and a proactive probation officer/juvenile court are factors that help make some successful students' progress. Some students make positive progress and earn their way back to the home school. Moreover, some students complete their coursework and graduate from their home school with our help. A grant supports data collection and reporting for this and other related programs.
Dude Be Nice	This is a pro-kindness initiative intended to increase awareness that words and actions can have negative effects on others. Students who are caught "being nice" are given a sticker to wear that day, which also allows them to sign our kindness wall. Each grade level is expected to do at least three pro-kindness activities a month to encourage students to be nice. This program, which, is part of the Positive Behavioral Interventions & Supports (PBIS) program, has effectively reduced discipline referrals.
Early Placement	The biggest barrier to student achievement at the Mid-East Career Technical Center at the Zanesville Campus/Buffalo Campus in Muskingum County is student attendance, which leads to lower academic achievement and makes it very difficult for some students to learn and apply the skill in their Career Tech Program. Students with satisfactory attendance and grades have the opportunity to go out to job sites for Job Shadowing and Early Placement Job opportunities.
Flex Time ACT Preparation	Last academic year, the Indian Creek School District implemented a flex program during the school day. The flex time was a 30 minute block of time that was opposite the student's lunch. With freshmen and sophomores, the flex time was used to re-teach and re-assess any student needing additional help. Students who did not need the additional help were given enrichment activities. Juniors and seniors were given 30 minutes per day of ACT preparation. Students were group based on prior ACT scores or end of course test data if ACT data was not available. The goal was to provide intervention in the subject areas of the ACT where students have not shown proficiency. Students rotated every 20 school days to a new flex teacher to ensure that all areas of the ACT were being addressed. We met the learner where they were in the ACT learning process and moved them forward accordingly. Because the goal of these session was about students learning at their own pace, grades or homework was not given.

Guidance Counselors Placed in Every Building	Guidance counselors are placed in all Federal Hocking Local buildings with the goals to reduced absenteeism, discipline referrals, and time out of class.
Ohio Writing Project	This is a professional development program for K-8 teachers to help students become better writers.
PAX Good Behavior Game	The Maysville Local School District is just beginning the PAX Good Behavior Game in grades K-4 this school year. The district secured a grant in collaboration with Nationwide Children's Hospital and Allwell to provide teacher training and kits for the classroom. The district was also able to have a full-time therapist/clinician on site to assist and support teachers and to address more significant mental health issues that students' exhibit.
Pioneer Pride Program (PBIs)	Zane Trace Local Schools uses the Incentive Rewarding Students for Positive Behaviors (PBI) program to reward students for positive behaviors. The program recognizes and promotes positive behavior, teaching, and learning. Students earn points to make purchases at grade-level stores. Expected behaviors are posted in hallways, classrooms, the cafeteria, and restrooms. The program has decreased discipline referrals and made students more aware of the desired behavior.
Positivity Project	This program takes about 5 minutes a day with students to discuss character traits. The focus of the program is self-esteem, empathy of others, and partnerships with parents or guardians, and celebrations of successes.

SOAR Academy	In conjunction with a local mental health provider, Life and Purpose Services, Belpre Elementary has designed a program to help dysregulated students learn to manage their emotions, emotional responses, and behaviors so that they can access the general education environment successfully. Students are divided into two groups by age, primary grades, and intermediate grades to reduce the numbers served at one time and remain compliant with the 60 month age span in Ohio Revised Code. Students receive one half day of academic programming per day directed by an Intervention Specialist and a Paraprofessional who work very closely with the mental health half of the program. The other half of their day is spent with a therapist and a caseworker who are provided by Life and Purpose Services. The therapist and caseworker are on campus every day that school is in session and specific times during the summer months. Each student in the academy participates in both the academic and mental health programs and formally become clients of Life and Purpose Services. Life and Purpose is able to support their personnel mostly through billing Medicaid for their services, but some of the students may have private insurance that can be used to offset the mental health costs. While a half day of academics is not ideal for academic progress, it is significantly more than these students would receive in a more traditional day treatment program or even an in-patient program. The goal of the program is to provide interventions to allow students to learn the skills and controls to be able to be reintegrated into the regular classroom in a relatively short time. Having the SOAR Academy staff on the campus full time allows for additional support the students may need as they transition back into a typical schedule of classes or when issues arise that trigger some of the negative reactions they have experienced in the past.
Standards-based grading K-8	Many of Indian Valley Locals students begin school academically behind students from more wealthy and affluent districts. Therefore, Indian Valley Local uses standards-based reporting in grades K-2, standards-referenced reporting in grades 3-5, and a streamlined standards-referenced reporting in grades 6-8. While not reporting out by standard, grades 9-12 work have internal processes in place to increase alignment of instruction to the standards. Since the new state testing commenced with AIR, and PARCC, our annual improvement significantly outpaces the improvement of the overall State results.
Steven Power Packs	Washington-Nile Local Schools provides students with food packs during the school year. Food is delivered to students' home and available for pick-up at schools during the summer.
Community Food Pantry and Community Garden	In collaboration with the 2Ts Agriculture Science Program, the high school in Zane Trace Local Schools created a district-wide pantry. The pantry provides food, fresh vegetables, and hygiene products for all k-12 students. Anonymously, students can visit the pantry at any time and select what they need. School staff, parents, and the community stock the pantry every week.
Success by 6	Kindergarten students in Zane Trace Elementary participate in a four week summer kindergarten camp to boost their readiness before school begins.

West Mart Clothing Store	This is a clothing store located with Washington-Nile Local Schools district offers k-12 students free clothing and school supplies throughout the school year.
Care and Support Team	A team of professionals (Director, Occupational Therapist, Behavior Intervention Specialist, Parent Mentor) who visit cooperative classrooms often and meet with teachers or parents to discuss strategies to help children experiencing difficulty in school.
Your Schools our Voice - Strategic Planning	The district/board developed key stakeholder groups to meet with to establish a baseline information database on resident perceptions of the school district. Groups were developed such as parent, student, disenchanted, and general community. A strategic committee was put in place and each group had questions to collect perceptual information about the academic programs and mission of the school district.

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