

CIGNITION IMPLEMENTATION

OHIO DEPARTMENT OF EDUCATION

Grades: K - 12

Program Length: 8 Months

Treatment Year: 2023-2024

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1.0 — Introduction

1.1 — Background

Under the Future Forward Ohio (FFO) initiative, the Ohio legislature directed \$26.1 million dollars in Governor’s Emergency Education Relief (GEER) funds to implement high-dosage tutoring programs in Ohio districts and schools. The goal of the funding was to help students recover from learning loss in mathematics and English Language Arts (ELA) due to school closures during the COVID-19 pandemic.

This statewide initiative was administered through the Ohio Department of Education (ODE). Six vendors, including Cognition, were identified as High-Quality Tutoring (HQT) Providers. Ohio districts and schools were given the opportunity to submit a Request to Participate form. Schools were prioritized for selection based on their standardized test learning loss differential from pre-pandemic to the launch of the FFO initiative.

Schools were given the opportunity to see HQT providers’ documentation and meet with company representatives to determine which provider they would like to work with. Most selected schools were given the opportunity to partner with their chosen provider.

In addition to choosing providers from the HQT list, participation requirements included:

- Assign a staff member to serve as liaison between the school and provider, as well as oversee program implementation
- Offer tutoring during the school day, if possible, with exceptions only approved by ODE staff
- Align program implementation to the provider’s recommended dosage, typically a minimum of 3 days per week and 30 minutes per session for 15 to 30 weeks
- Use individual data to identify students eligible for the program and evaluate program outcomes.

Schools were awarded “seats” (opportunities for a student to participate) based on comparison (percent difference) for assessment data between 2019 and 2022. Schools with a statistically higher learning loss were given priority and awarded all or almost all of the seats they requested. Once the seat awards were made by the ODE staff, schools selected students for participation using local, individual student data.

The program set a targeted launch date of October 2, 2023. Cignition had 12 school districts/schools start sessions in October 2023 and another 10 in November 2023. Four additional districts/schools launched in 2024: two in January, one in February, and another in March. Three of those districts had left a previous provider and decided to try a second program with Cignition, while one was a late implementation. The list of districts and schools served by Cignition under the FFO grant can be found in Appendix A. The majority of sessions concluded by May 31, 2024, though one school (Ohio Connections Academy) instituted a summer program under the same grant.

1.2 — Program Design and Description

Tutoring sessions were conducted online using Zoom videoconferencing software. The vast majority of students joined their sessions using Chromebooks. Tutors and students interacted through lessons built on a collaborative digital platform embedded with hands-on activities and manipulatives.

Tutoring sessions were designed for students to meet consistently (same times and days of the week) during the school day. This design was intended to create a consistent student structure to increase attendance and participation. Each session lasted from 25 to 50 minutes (median: 30 minutes, mean: 31.8 minutes), and sessions were held 2 to 5 times per week, depending on the local implementation of the program. Tutoring was offered in 35 schools across 25 districts or schools, with 2129 students enrolled across 294 classes and 684 individual groups. The goal was a 4:1 student-to-tutor ratio to facilitate a collaborative learning environment. Due to local program design choices, we ended up with a 3.4:1 average ratio.

School leaders were asked to use student data to form homogeneous groups of 4 students. Students were occasionally regrouped to increase homogeneity. The goal of grouping the students in this manner was to create an environment for collaborative learning. The vast majority of these groups comprised students in the same grade, though a subset of groups (<10%) comprised students from two or more grades.

From the local, individual student data, teachers were asked to identify standards or domains for tutors to focus on and sequence those lessons. Instruction could be differentiated from the grade level down to the group level. In lieu of designating standards, teachers could opt to have Cognition tutors follow the appropriate grade-level scope and sequence designed by our Curriculum and Instruction (C&I) team.

For students in K-3 ELA (or students beyond third grade and designated by their teacher to focus primarily on foundational reading skills), the sessions used the curriculum from [Phonics Hero](#), with additional lessons created by the Cognition C&I team. Also, students were given the Phonics Hero Placement Test to assess their instructional reading level and determine the appropriate reading level to start instruction on. The phonics lessons are divided into [26 levels](#), with both kindergarten and first grade being composed of 6 levels, and second and third grades each comprised of 7 levels.

A stipulation of the ODE funding model is that state funds would only be paid for services rendered. This meant that school districts were responsible for paying for

“empty sessions,” scheduled tutoring sessions where no students attended. Cognition program managers notified designated school contacts if a session was empty 5 minutes after its scheduled start time, resulting in a higher attendance rate for sessions.

1.3 — Local Program Variation

Since this tutoring program was funded by the Ohio State Department of Education, local school districts implemented the initiative in a variety of ways, staying within the guidelines and seat numbers set forth by ODE. Programs ranged in size from 8 students (Mohawk Local School District) to 241 (Deer Park Community School District and United Local School District). Local school environments ranged from traditional classrooms to second chance, credit recovery focused (Schnee Learning Center), distance learning (Ohio Connections Academy), public charter school (Bridges Preparatory Academy), and faith-based, nonpublic schools (Emmanuel Christian School and St. Paul School (Salem)).

While the constraints instituted by ODE as a condition of funding make these programs similar enough to consolidate the data and find trends to describe the effectiveness of Cognition tutoring, there was a significant amount of variation. Average attendance ranged from 25.4% schoolwide (Riverside) to 92.4% (St. Paul). Our measure of student participation varied from 65.6% (Rossford) to 98.9% (Mohawk). This paper will look at the statewide results as a whole. However, the variation is significant enough that we will also look at some of the local programs to draw out lessons for improvement. A summary of student engagement and outcomes can be found in Appendix B.

2.0 — Data Collection

2.1 — Introduction

Data was collected in two different main categories: student engagement and academic progress. It was collected through automated processes, tutor input, and student feedback. District leadership and school personnel were given on-demand access to all data through our teacher portal. Reports were compiled, summarized, and presented regularly to state, district, and school leadership.

2.2 — Engagement Metrics

Student engagement was measured using four key indicators: attendance percentage, participation (as measured by the tutors at the end of each session,) contact hours, and a daily student survey.

Attendance

- Attendance percentage
 - Percent of scheduled sessions that a student attended
- On-time/late
 - Percent of scheduled sessions that a student arrived in the first 5 minutes
- Contact hours
 - Total number of hours a student was in session with a Cognition tutor and their group.

Tutor Feedback

- Measured across three categories:
 - Persevered with Tasks
 - Listened Actively to Peers and Tutor
 - Participated in Discussions
- Measured on a five-point Likert scale daily by the tutor:
 - 0% of the session time
 - 25% of the session time
 - 50% of the session time
 - 75% of the session time
 - 100% of the session time
- Three category scores averaged for an overall “participation” score
- Tutor comments
 - Narrative of each day's session that records student progress and misconceptions

Student Feedback

- A survey was administered at the last minute of each session
- Measured on a four-point Likert scale:
 - Strongly Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Strongly Disagree
- Kindergarten through 4th-grade students had a descriptive emoji added to the scale for clarity.
- Measured across four categories:
 - My tutor talks to me about my work to help me understand my mistakes (Tutor Relationship)
 - I take turns, listen to, and work with others in my session (Collaborative Learning)
 - Right now, I understand more of what we covered than when we started (Conceptual Understanding)
 - I don't give up when the material is challenging (Productive Struggle/Growth Mindset)

2.3 — Academic Progress Metric

Student academic progress was measured through a series of mastery checks embedded in each lesson. These served multiple purposes. The initial check served as a baseline assessment. Subsequent mastery checks informed instruction. The highest subsequent check was used as the final measure of student mastery.

Standards Progress

- Measured by the tutor
- Mastery Check problems are embedded in the lessons.
 - Tutors assess students on the cadence dictated by the C&I instructional design
- Direct observation of student mastery by the tutor
 - For math, tutors look for:
 - Correct answer
 - Students must show work required to get the correct answer
 - Students must explain their thinking
 - For ELA/Reading, tutors look for:
 - Correct answer
 - Students must show evidence from the text
 - Students must explain their thinking
- Measured with a four-point scale
 - Emerging (0%)
 - Partially Proficient (33%)
 - Approaching Proficient (66%)
 - Proficient (100%)
- Cognition's goal is conceptual mastery for students.
 - Therefore, standards are generally addressed across multiple sessions.

3.0 — Data Analysis

Our data collection metrics fall into two categories: Engagement and academic progress. Engagement metrics are used to ascertain the program's health collectively and individually. We stipulate that students who are present and engaged will learn effectively. Contrarily, if students are not present and/or engaged, then their ability to learn the material is diminished. These metrics are used during the sessions by teachers, administrators, parents, and program managers to identify students and programs that need intervention. Academic progress is measured by the student's ability to demonstrate mastery of the topic. It is not enough for the students to get a correct answer. The tutors also take into account the process of obtaining the answer.

For engagement, we measured four main categories: attendance, participation, student feedback, and contact hours. Based on our previous experience, we have set four key metrics as a baseline for healthy engagement, which will lead to academic gains. The baseline metrics are:

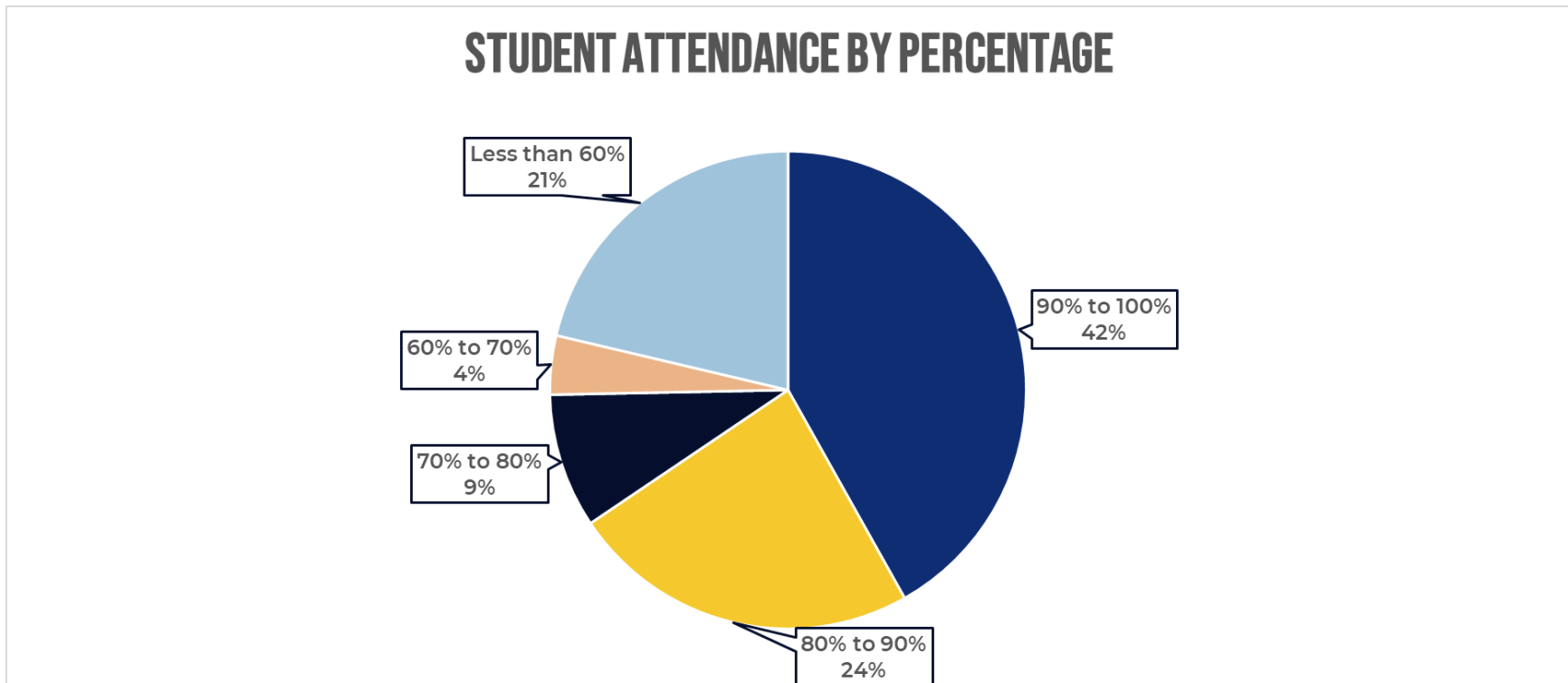
1. Attendance - 70%
2. Participation - 80%
3. Student feedback - 90%
4. Contact Hours - 50.
 - a. The contact hours baseline is drawn from [Design Principles for Accelerating Student Learning with High-Impact Tutoring](#), a meta-analysis from the Annenberg Institute at Brown University. This is the metric that is least reached in all of our programs. Student time at school is limited, and there are many requirements for that time. Consequently, we often use a lower standard in reporting based on actual student averages. For this analysis, we will use 25 hours as the standard.

Using these baseline metrics, we theorize that students who attended at least 70% of the scheduled sessions, scored 80% or higher on their participation score, gave 90% or higher positive ratings on their student survey questions, and had 25 or more hours of contact time would make more academic progress. We set these standards as goals and used them to measure student engagement weekly and adjust our program to increase engagement.

3.1 — Student Participation Metrics

3.1.1 — Attendance

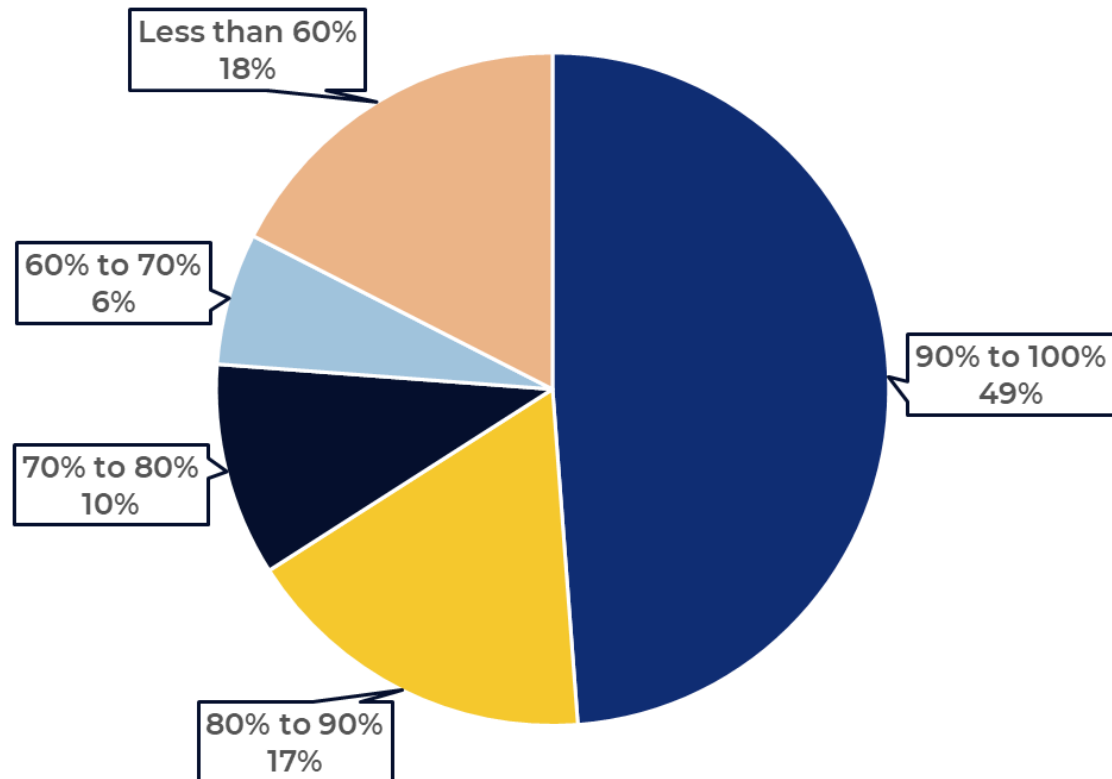
The average student attendance was 80.3% across all scheduled sessions. 78.5% of students who had five or more contact hours (in other words, did not exit the program early) met the attendance standard of 70%.



3.1.2 — Participation

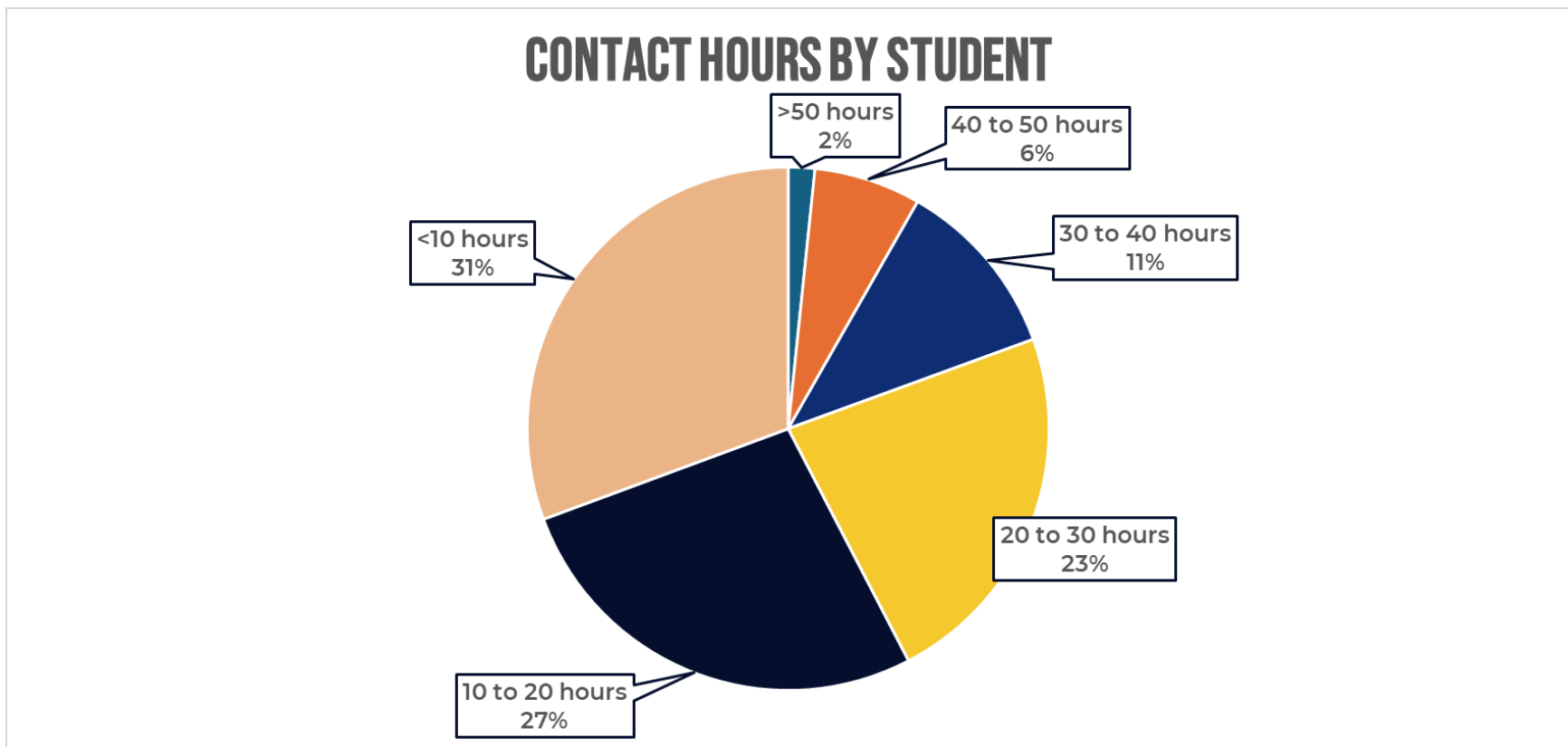
The average student participation score was 84.5% across all scheduled sessions. 64.9% of students who had five or more contact hours met the participation standard of 80%.

STUDENT PARTICIPATION BY PERCENTAGE



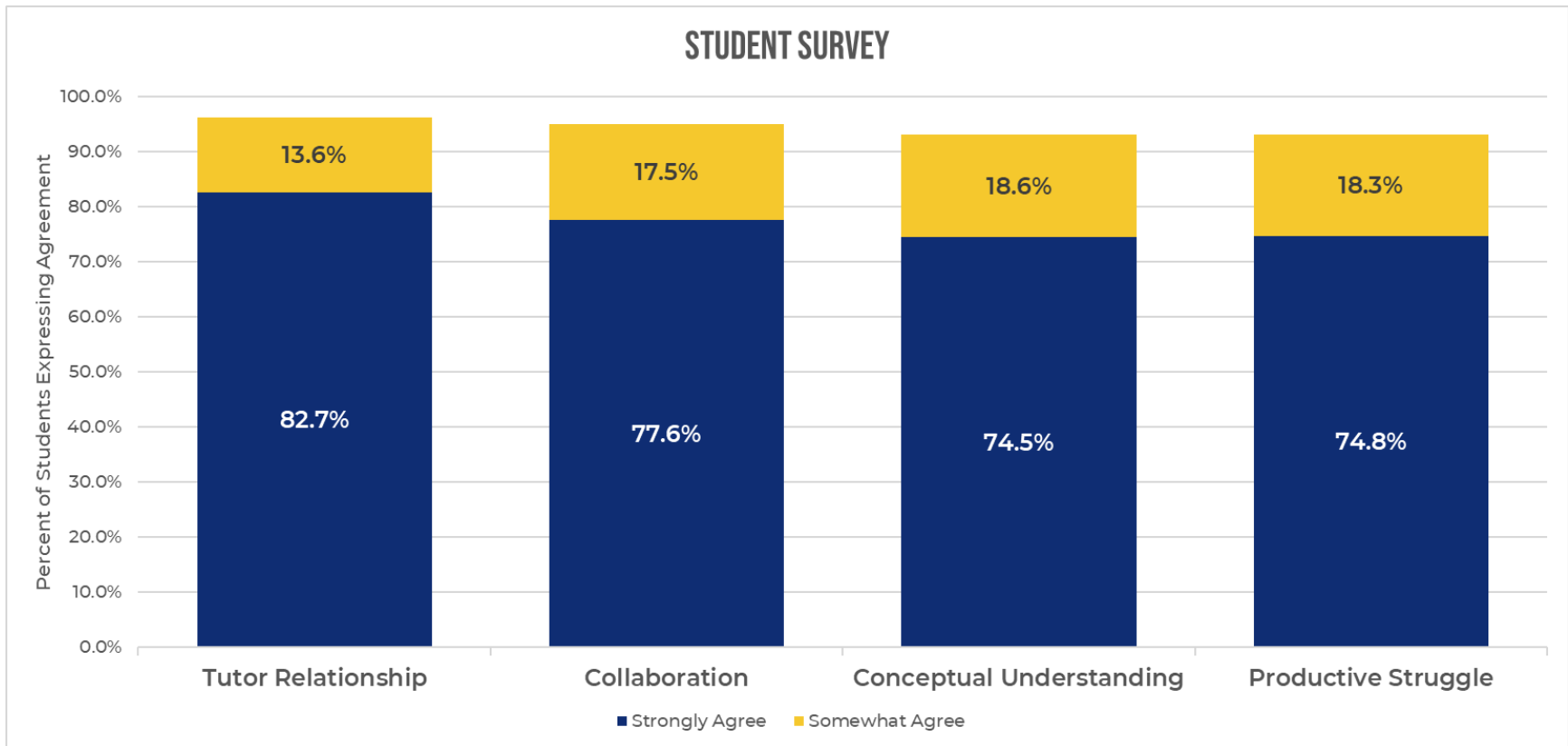
3.1.3 — Contact Hours

Our goal for contact hours was 50 for the entire school year, 25 per semester. This was taken into account in the initial program design. The state funding requirements mandated a launch of October 2, 2024 or later. In addition, local logistics frequently delayed the start of programs and ended them early. Also, we had three programs that were late starting because this was their second tutoring program, limiting the potential for tutoring time. The average student in the program had 19.0 instructional hours, with a median of 17.5 hours. Most of the students with a higher number of contact hours (>40 hours) were tutored both in Math and ELA sessions.



3.1.4 — Student Survey

Our goal for student survey results was for each student to respond positively (either “Strongly Agree” or “Somewhat Agree”) 90% of the time as an average across the four questions presented. Overall, 94.4% of Ohio student responses were positive. 63.7% of students met the standard.



3.2 — Student Progress Metrics

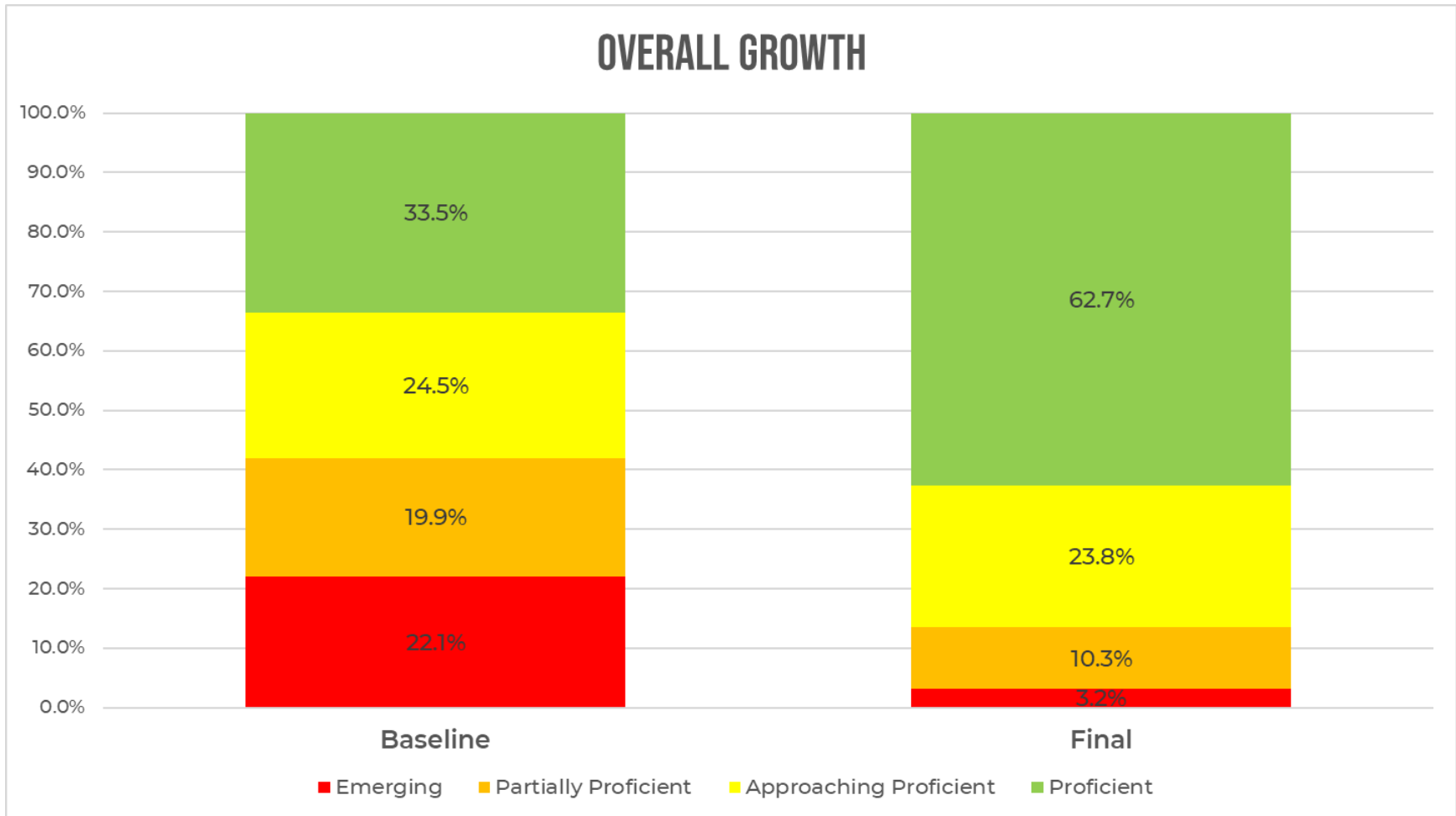
The answer to the question determines the value of any educational program, “Does it work?” While there is a lot of debate about the best way to measure student progress, we used two different tools for our program. First, we measure a metric called “Standards Progress”. Embedded in each lesson are multiple “mastery checks.” Tutors use direct observation of student work to determine if the student has mastered the standard. The process of obtaining the answer is considered when assessing the student. Tutors can assign one of four outcomes for each standard: “Proficient (100%),” “Approaching Proficient (66.7%),” “Partially Proficient (33.3%),” and “Emerging (0%).” A fifth outcome is also available, “Not Assessed” for sessions where the students were not asked to demonstrate their mastery in a session. Initially, the student is presented with a mastery check that will establish the baseline of their knowledge for the standard. The tutor uses the assessment to inform instruction, but it is also used to measure student progress. Cognition’s goal is for students to move from their baseline assessment to “Proficient” during the sessions that are focused on a particular standard. (Since our goal is student mastery, standards are often engaged for multiple sessions.) The measure of a student’s progress is the difference between their highest mastery check and the baseline mastery check.

3.2.1 — Standards Progress Score

Unlike previous years, our (previous language) Standards Progress score now has a baseline to measure the difference between initial student understanding and final achievement. The initial mastery check for each standard sets the baseline of student knowledge. Subsequent mastery checks give the students an opportunity to demonstrate their new understanding of the topic.

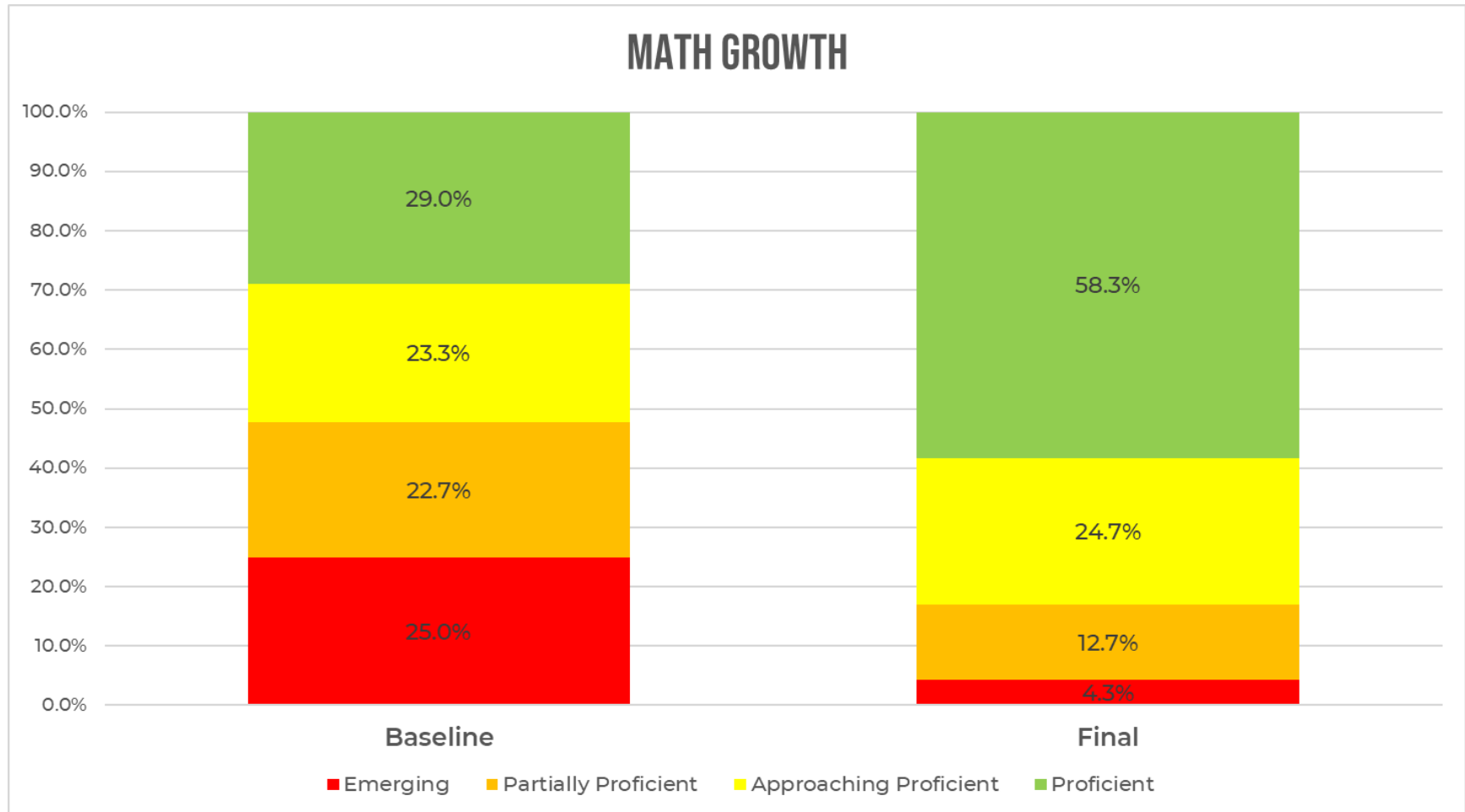
This is an excellent tool to measure a student’s growth on a topic and, when aggregated, overall academic growth. Additionally, it is a valuable measure of academic progress for an entire group of students, whether an individual group, a class, a school, or a district. Our baseline goal for student growth is 33%, which means increasing at least one level of proficiency on our scale.

Here is a graphic illustrating the academic growth of students in Ohio across all mastery checks. Students demonstrated a 45.2% academic growth during the 2023-24 school year:



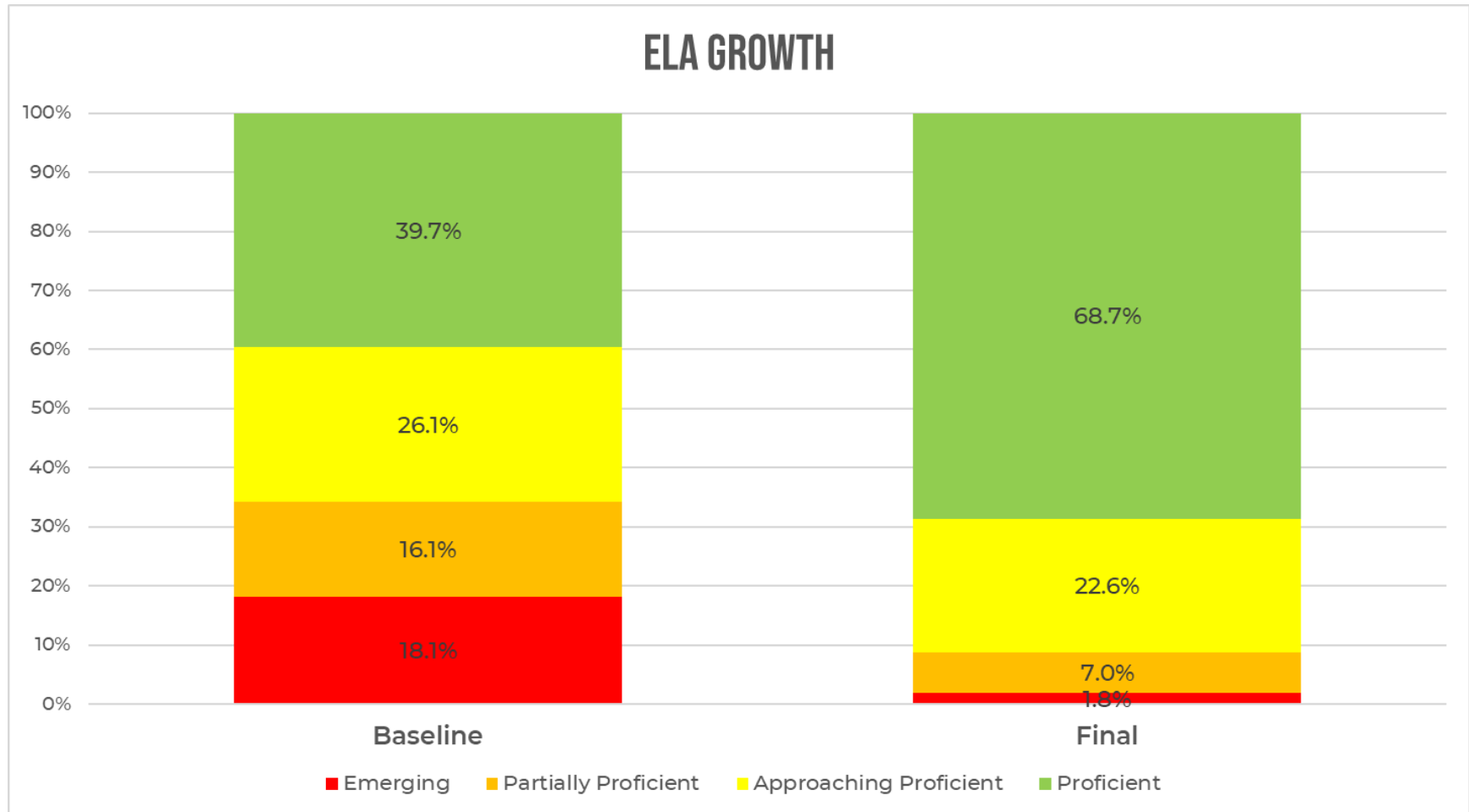
3.2.1.1 — Math Progress Score

Students in our Math sessions in Ohio demonstrated a 51.6% increase in their mastery:



3.2.1.2 — ELA/Reading Progress Score

Students in our ELA/Reading sessions in Ohio demonstrated a 37.7% increase in their mastery:



3.2.2 — Standards Progress Score Growth Goal

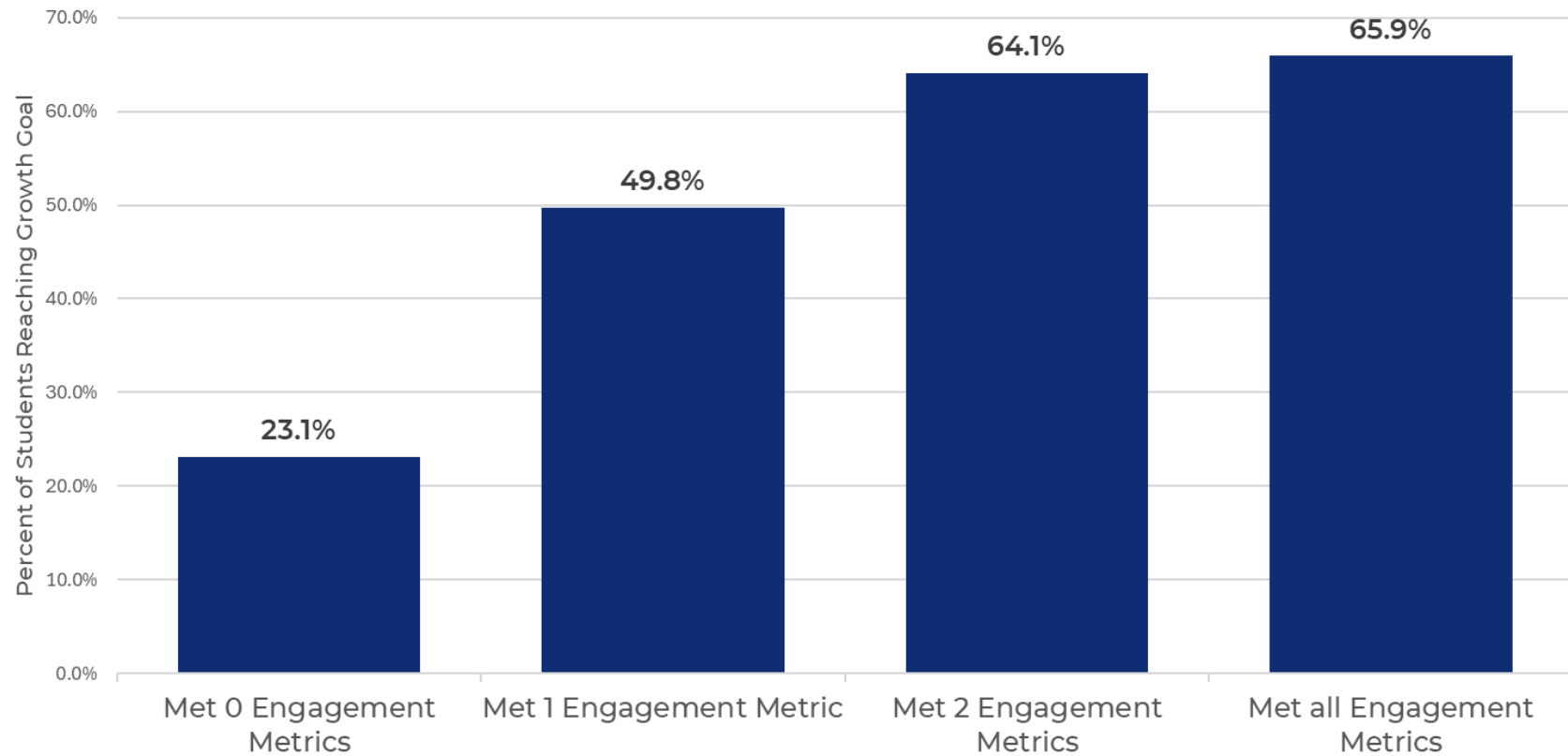
As stated above, our baseline growth goal for students is 33%, with at least one growth step from baseline to final mastery check. When we aggregate student performance across all of the standards they attempted, we want to see the same level of growth. 63.2% of qualified students (who had at least one complete mastery check series) met this metric.

The average baseline score for the students who did not reach the goal was 74.4%, compared to 46.2% for those who did reach the growth goal. A major difference in their performance was that they did not have as much room to improve their score. The Standards Progress score is sensitive to the initial condition of the baseline, making it less effective as a tool to measure the difference between students.

3.2.2.1 — Key Metrics vs. Percent of Students Reaching Growth Goal

Despite the difficulty of comparing students to each other using the Standards Progress score, we still anticipate that students who met our key metrics (70% attendance, 80% participation, and at least 25 contact hours¹) would show a more significant amount of academic improvement than those who did not meet all three metrics, or met a subset of the metrics. The illustration below shows the percentage of students who met the Standards Progress score goal grouped by the number of key metrics they reached. As expected, a higher percentage of students met the growth goal as the number of key metrics they met increased.

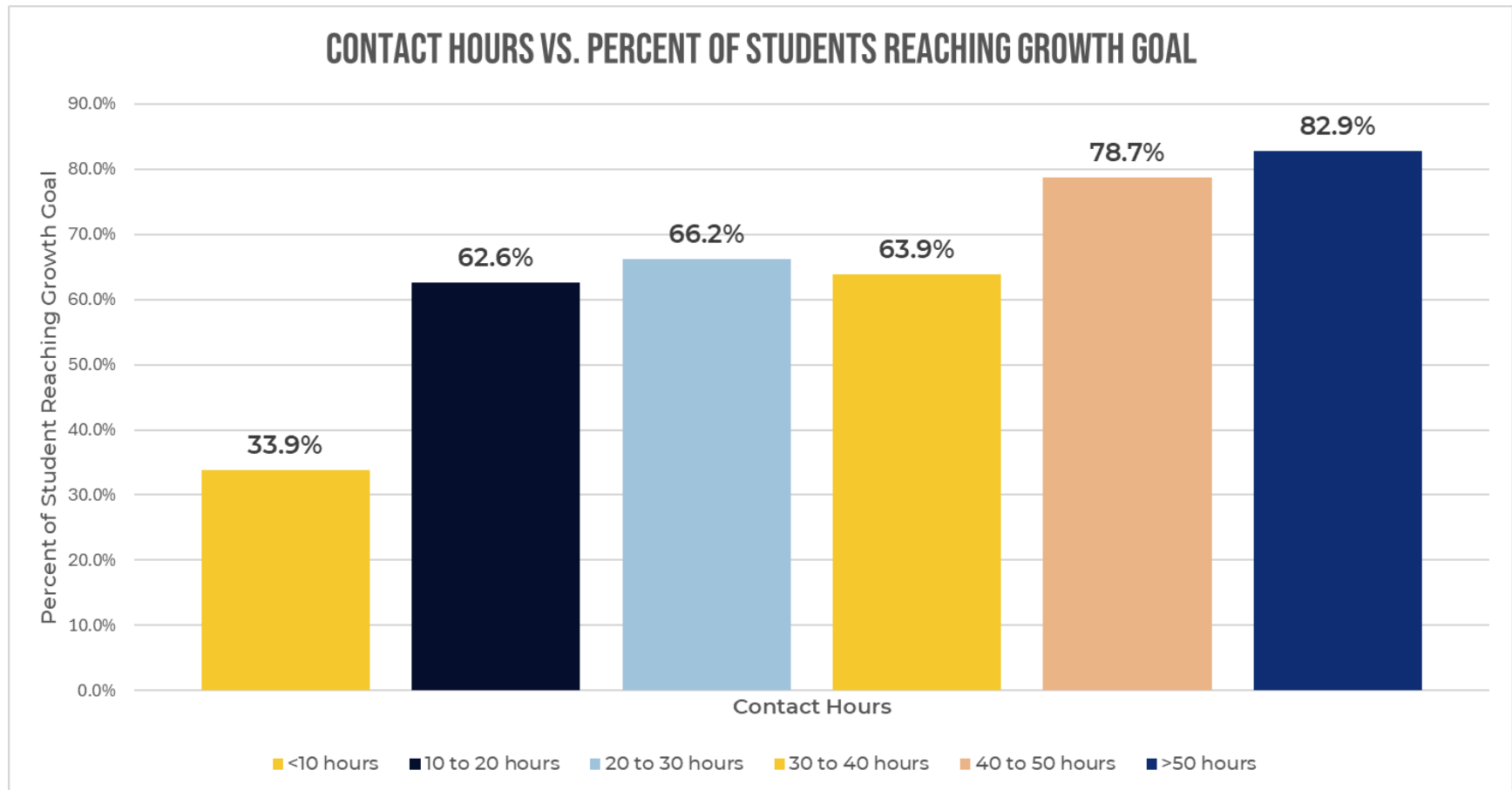
ENGAGEMENT METRICS VS. PERCENT OF STUDENTS REACHING GROWTH GOAL



¹ Our original standard was 50 contact hours, but the limitations addressed in the introduction limited us to one semester (25 hours) as a key metric.

3.2.2.2 — Contact Hours vs. Percent of Students Reaching Growth Goal

The following graph illustrates the program's effectiveness over time. As contact time increases, a larger percentage of students reach our growth goal of 33%. The only discrepancy is between the 20 to 30 hours group and the 30 to 40 hours group. It is possible that the 20 to 30 hour group had a slightly better tutor-to-student fit, as they rated their tutor relationship 3.5 percentage points higher than the 30 to 40 hour group.



3.2.3 — A Metric for Comparing Student Achievement

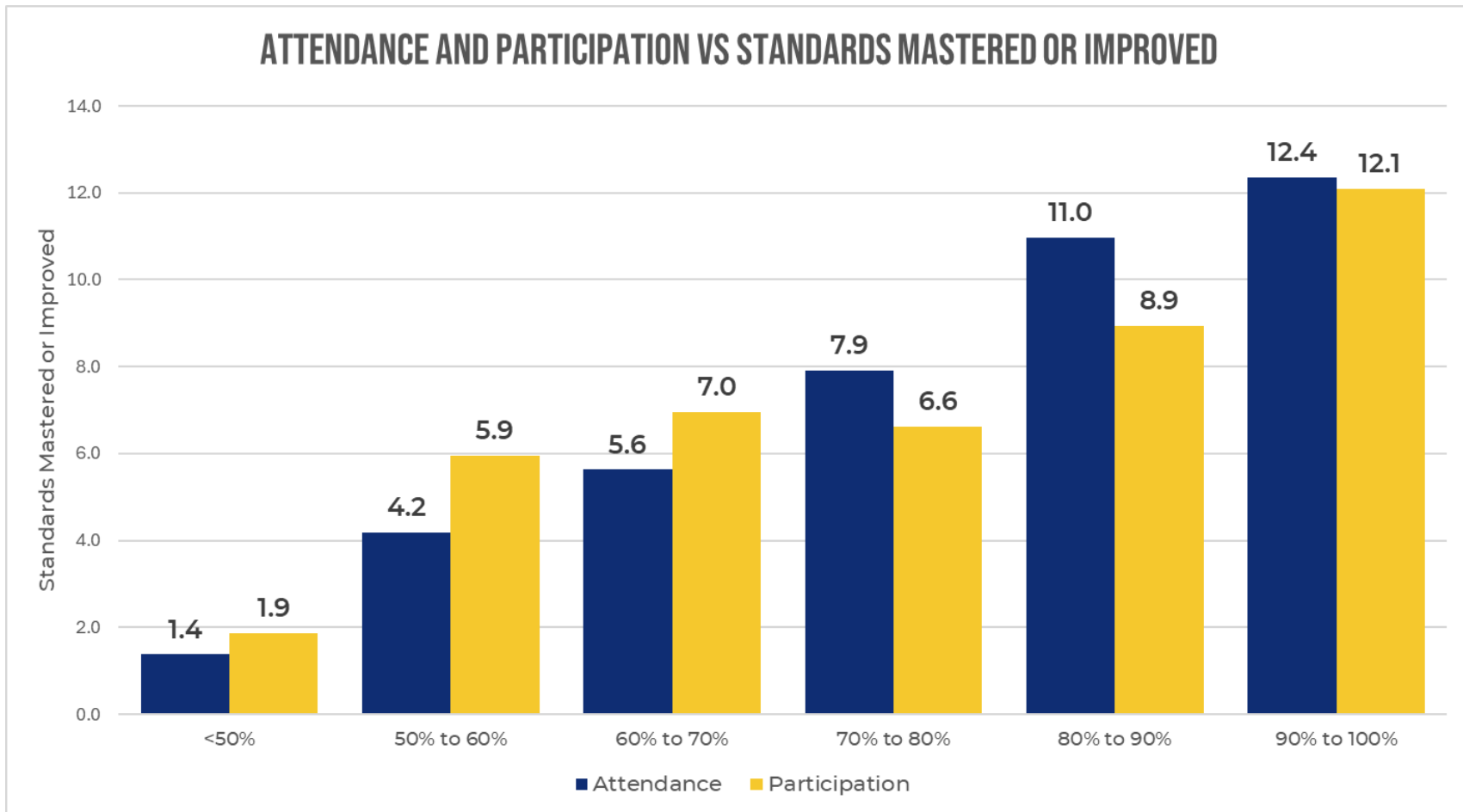
As mentioned above, our Standards Progress score is an excellent tool for examining individual and aggregate student growth. However, it is weaker when used to compare students to each other because of the effect of baseline scores. In order to compare student academic progress, we use the sum of two scores:

1. The number of standards a student has mastered
2. The number of students they have improved on

This metric measures a student's progress on our academic goals. We want each student to demonstrate mastery of each standard they attempt while in Cognition tutoring. Of course, in a group setting, it is not always the best choice for a tutor to teach to mastery for every student in the group. Therefore, we also incorporate our baseline goal, increasing at least one step on our proficiency scale.

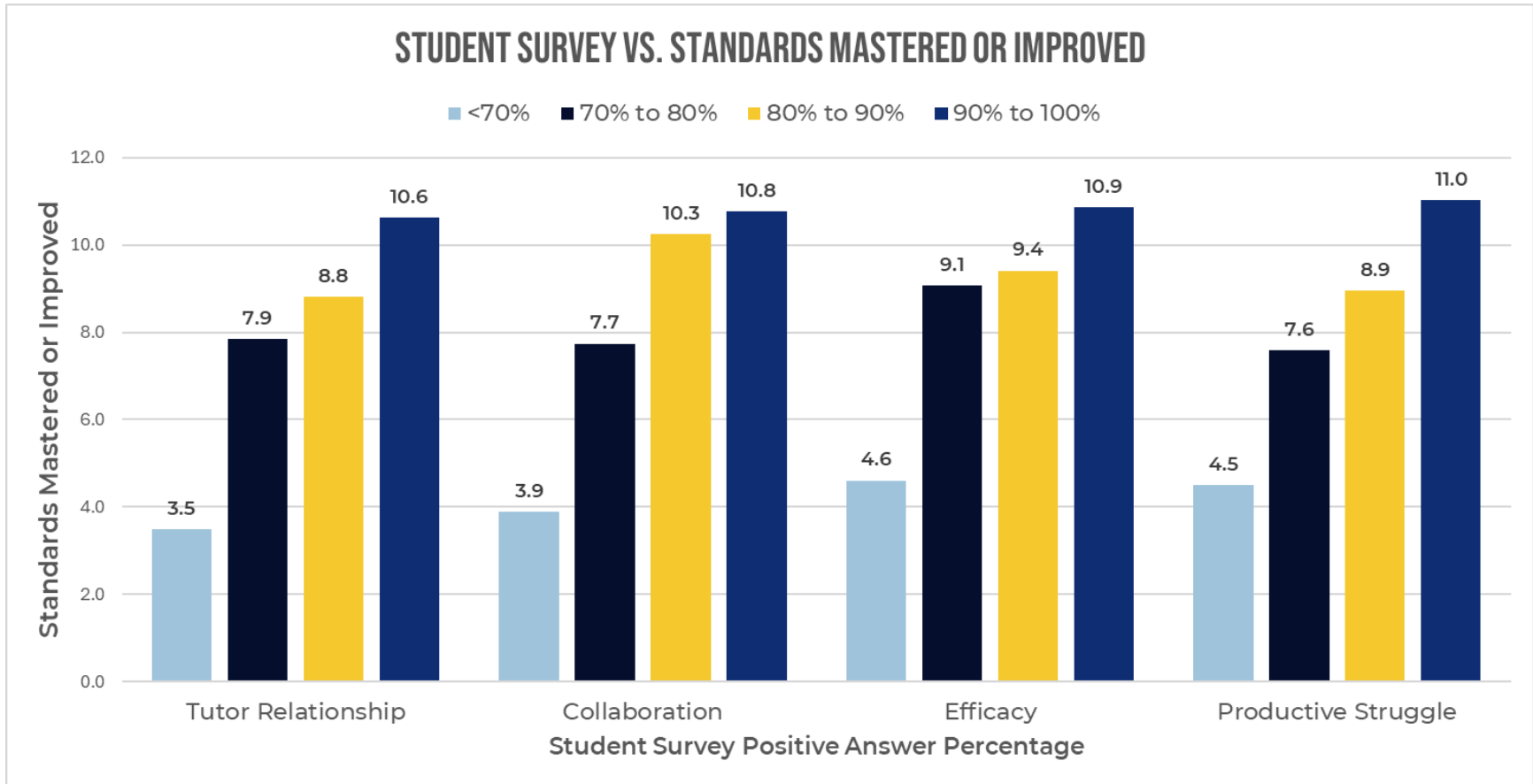
3.2.3.1 — Attendance and Participation vs. Standards Mastered or Improved

As expected, students who attended more regularly and/or were more engaged (as measured by their tutor) in the sessions demonstrated greater academic progress. The only outlier is the participation scores between 60% and 80%. Students in that range had similar attendance rates, contact hours, and standards attempted, as well as a comparable percentage of low-scoring and high-scoring students. The difference seems to be a random variation in tutor scoring.



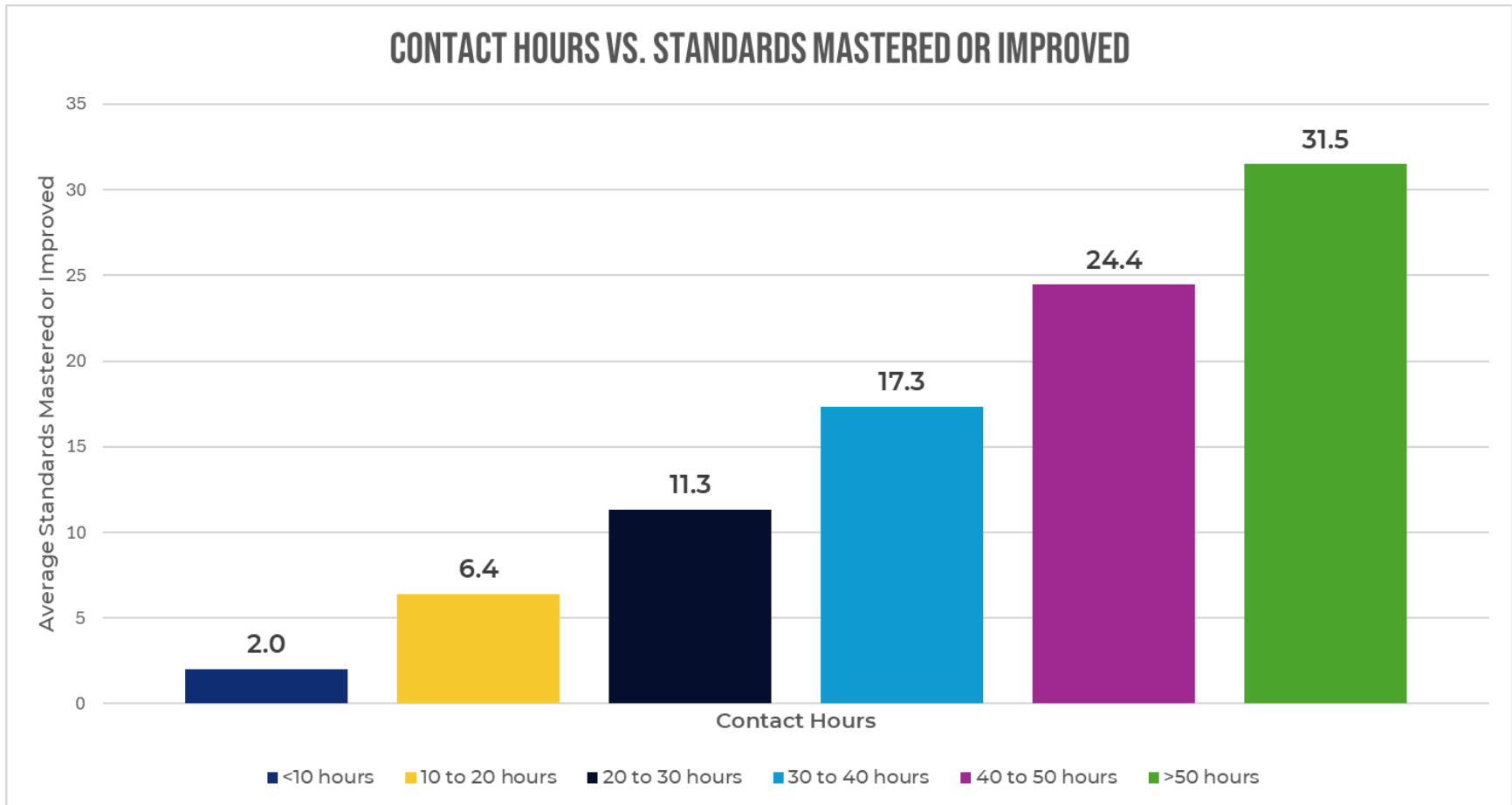
3.2.3.2 — Student Survey vs. Standards Mastered or Improved

This graph demonstrates the effect of student perception on Standards Progress results. As students reported that they were more confident in their tutor relationship, collaborative skills, math confidence, and perseverance, the number of standards they mastered or improved.



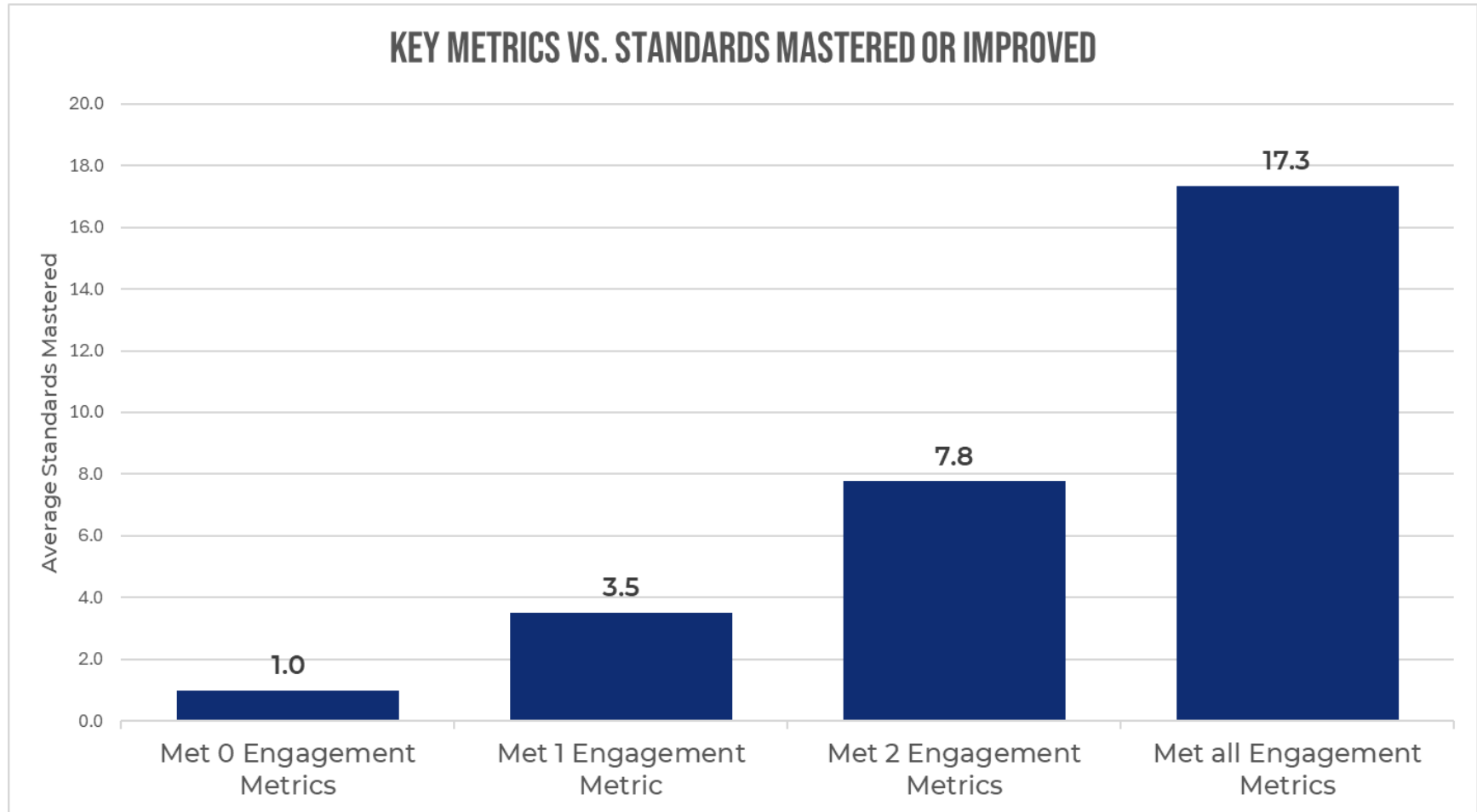
3.2.3.3 — Contact Hours vs. Standards Mastered or Improved

The graph below shows the increase in Standards Mastered or Improved as students spent more time in the sessions. Since this is a raw number directly affected by time in the program, we expect this type of data. It was kept in the final report to maintain consistency with previous reports.



3.2.3.4 — Key Metrics vs. Standards Mastered or Improved

The graph below shows the relationship between the number of key metrics a student met (attendance 70% or greater, participation 80% or greater, 25 or more contact hours) and the number of standards they mastered or improved.



4.0 — Findings Summary

This was our first year working with schools in Ohio. While almost every implementation has a significant degree of variability because of the staff and schedule differences in individual schools across a district, the Ohio implementation is our first state-wide initiative, which allowed us to work with multiple districts as part of the program. Additionally, because of the high number of participants, our Cognition team deployed multiple program managers to implement the program. As mentioned in the introduction, we also saw systems joining the program late after working with a different vendor. The result is that the Cognition program was implemented with more variation than we have ever experienced. The following logical question is: Will this variation affect the outcomes?

Historically, we have seen a strong relationship between students meeting the key engagement metrics and their academic performance. This is to be expected: When students are present, engaged, comfortable with their environment, and given time to learn, they will show learning growth. However, students often face environmental factors that distract them from learning.

The Ohio program was an opportunity for Cognition to demonstrate its effectiveness while navigating environmental challenges. Based on the data summarized above, we were able to meet the demands imposed by the variables. Students were able to attend and engage well above our minimum expectations. They reported confidence in their tutor, group members, learning abilities, and ability to struggle to learn. Even though we were not able to reach the contact hours goal for most students, the results argue that the time spent was effective and that more time in the program indicated a higher efficacy. We demonstrated that the keystones of the Cognition program were flexible enough to be implemented across a wide variety of environments and still maintain effectiveness.

Appendix A — Districts and Schools participating in Cignition tutoring under the Future Forward Ohio grant

District Name	School Served
Amherst Exempted Village Schools	Powers Elementary
	Nord School
Batavia Local Schools	Batavia Elementary
Bridges Preparatory Academy	Bridges Preparatory School
Bucyrus City Schools	Bucyrus Middle School
Deer Park Community City Schools	Amity Elementary
	Deer Park Jr/Sr High School
Delaware City Schools	Schultz Elementary
East Holmes Local School District	Hiland High School
Emmanuel Christian Academy	Emmanuel Christian Academy
Field Local School District	Brimfield Elementary
	Suffield Elementary
Fort Frye Local School District	Beverly Center Elementary
	Fort Frye High School
	Fort Frye Middle School
	Lowell Elementary
	Salem-Liberty Elementary
Middletown City Schools	Highview 6th Grade Center
Lancaster City Schools	Mt. Pleasant
	Tarhe Trails
Lima City Schools	Lima Senior High School
	Lima South Science and Technology Magnet
Mohawk Local Schools	Mohawk Elementary
Ohio Connections Academy	Ohio Connections Academy
Orrville City Schools	Orrville Middle School
Plymouth-Shiloh Local School District	Plymouth High School
Riverside Local Schools	Riverside High School
Rossford Exempted Village	Rossford Elementary
Schnee Learning Center	Schnee Learning Center
St. Paul School	St. Paul Elementary School
United Local Schools	United Middle School
Wheelersburg Local School District	Wheelersburg Middle School
Zane Trace Local Schools	Zane Trace Middle School

Appendix B — System-level student engagement and academic progress data

B.1 — Measures of Engagement

District Name	Scale		Attendance Percentage	Participation				Student Feedback			
	Students Enrolled	Sessions Offered		Persevered with Tasks	Listened Actively to Peers and Tutor	Participated in Discussions	Overall Participation	Tutor Relationship	Collaboration	Efficacy	Productive Struggle
Amherst	103	2032	81.2%	93.1%	92.3%	90.7%	92.0%	96.1%	92.3%	91.4%	90.5%
Batavia	59	1268	86.1%	82.3%	82.7%	78.3%	81.1%	94.2%	91.7%	86.7%	88.4%
Bridges Prep	94	1437	72.5%	74.0%	73.4%	71.3%	72.9%	93.7%	91.0%	88.2%	83.8%
Bucyrus	17	187	67.9%	83.0%	83.2%	82.0%	82.7%	94.3%	94.2%	92.6%	93.4%
Deer Park	241	1826	81.4%	80.0%	79.8%	75.4%	78.4%	95.9%	95.6%	94.9%	94.4%
Delaware	209	3361	81.8%	85.8%	85.0%	83.3%	84.7%	92.5%	91.8%	88.0%	88.3%
East Holmes	14	136	73.3%	92.3%	94.9%	89.2%	92.1%	99.3%	99.0%	99.0%	98.3%
Emmanuel	36	596	88.3%	83.2%	84.2%	81.8%	83.1%	98.2%	97.4%	96.9%	96.7%
Field Local	79	820	87.3%	87.3%	87.0%	84.8%	86.4%	96.5%	96.6%	95.8%	94.9%
Fort Frye	150	857	84.0%	91.6%	91.2%	89.7%	90.8%	94.5%	93.5%	90.7%	93.5%
Highview	51	540	83.5%	82.7%	81.9%	78.6%	81.0%	97.7%	96.0%	95.0%	88.4%
Lancaster City	66	1013	89.4%	82.8%	82.0%	78.3%	81.0%	96.1%	92.8%	87.7%	90.1%
Lima Magnet	74	1837	89.6%	85.2%	84.2%	82.8%	84.1%	96.1%	94.0%	90.5%	92.8%
Lima Senior High	66	740	55.4%	69.5%	68.5%	63.2%	67.1%	98.0%	95.1%	95.5%	91.3%
Mohawk	8	154	89.9%	99.0%	98.9%	98.8%	98.9%	100.0%	99.3%	87.0%	99.6%
Ohio Connections	182	5281	72.1%	82.2%	82.8%	80.4%	81.8%	98.3%	98.2%	96.9%	96.1%
Orrville	73	873	74.2%	79.5%	79.2%	78.1%	78.9%	97.4%	95.9%	94.7%	91.9%
Plymouth-Shiloh	13	105	86.1%	88.2%	89.4%	79.6%	85.7%	96.2%	92.9%	91.0%	86.5%
Riverside	138	1044	25.4%	72.1%	71.2%	68.5%	70.6%	96.2%	93.0%	88.5%	85.8%

Rossford	25	193	82.4%	67.2%	66.0%	63.5%	65.6%	96.5%	83.7%	83.5%	75.8%
Schnee	10	134	41.1%	81.5%	82.8%	81.9%	82.1%	91.2%	89.3%	90.2%	90.7%
St Paul	65	2289	92.4%	95.5%	95.1%	94.3%	95.0%	97.8%	96.6%	94.3%	95.9%
United Local	241	3299	89.7%	90.0%	90.3%	87.1%	89.1%	97.2%	97.4%	96.3%	96.4%
Wheelersburg	74	1241	80.7%	85.9%	86.8%	82.4%	85.0%	95.1%	95.4%	92.5%	93.8%
Zane Trace	42	825	86.4%	85.9%	87.7%	85.5%	86.4%	92.7%	89.4%	90.2%	88.5%
Statewide	2130	32088	80.3%	85.4%	85.3%	82.8%	84.5%	96.3%	95.1%	93.1%	93.1%

B.2 —Measures of Progress

District Name	Average Contact Hours	Average Sessions Attended	Average Standards Covered	Academic Growth	Months of Reading Growth
Amherst	26	50	10.6	19.6%	14.5
Batavia	36.2	59.1	14.9	30.5%	17.9
Bridges Prep	12.9	30.9	10.4	21.6%	8.2
Bucyrus	7.9	24.1	6.5	43.8%	NA
Deer Park	16.5	35.2	13.9	24.6%	NA
Delaware	15.8	38.4	14.8	25.8%	6.6
East Holmes	9.6	19.1	4.3	28.0%	NA
Emmanuel	18.7	37.5	6.1	42.1%	NA
Field Local	14.9	29.7	5.6	13.0%	4.7
Fort Frye	5.4	13.5	10.6	22.3%	2.2
Highview	16.2	33.8	5.7	21.8%	NA
Lancaster City	24.9	53.6	13.7	25.3%	NA
Lima Magnet	34	86.4	21.3	26.4%	12.8
Lima Senior High	6.9	21.2	6.7	40.2%	NA

Mohawk	28.8	57.6	17.8	31.7%	10
Ohio Connections	31.7	78.4	25.2	36.2%	NA
Orrville	17.6	35.2	6.5	31.7%	NA
Plymouth-Shiloh	10.2	15	3.7	44.7%	NA
Riverside	4.4	10.8	6.6	31.5%	NA
Rossford	12.7	25.4	5.7	41.7%	NA
Schnee	17.8	23.7	5.8	32.6%	NA
St Paul	32.1	124.3	68	21.7%	13.8
United Local Schools	30.1	64.7	17.9	31.5%	NA
Wheelersburg	26.1	52.8	10.5	39.9%	NA
Zane Trace	30.4	98.4	25.3	39.0%	4
Statewide	19.7	37.4	12	27.9%	9.5