June 1, 2019

Dear Superintendent,

Thank you for submitting the International Academy of Columbus Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

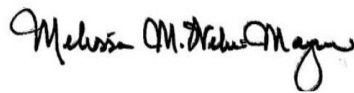**Strengths of the Reading Achievement Plan**:
- There is a comprehensive overview of data.
- The plans for improvement are rigorous.
- The goals of coaching and support for teachers from coaches and administrators, as well as hiring a reading specialist are important supports.

This plan will benefit from:
- While the intent of the professional development to be job-embedded etc., is clear, there is no specific plan included.
- It is unclear if the Success for All - English Learners curriculum is a Tier 1 curriculum for all students.
- Protocols for students who don't improve, Family Partnerships, Community Collaborations, the Simple View of Reading, and increasing collaboration among general and special educators are not included.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Sincerely,

Melissa M. Weber-Mayrer

Melissa Weber-Mayrer, Ph.D.
Director, Office of Approaches to Teaching and Professional Learning

25 South Front Street
Columbus, Ohio 43215
education.ohio.gov

(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

International Academy of Columbus

(IRN: 143172)

2349 Fuji Dr. Columbus Ohio 43229

Completion Date: November 15, 2018

Contributors

Dr. M.N. Tarazi

Razan Alyagshi

Christina McConnell

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It All Starts Early!

"Children are made readers on the laps of their parents." —
Emilie Buchwald

"To learn to read is to light a fire; every syllable that is
spelled out is a spark." — Victor Hugo, Les Miserables

Research shows early strong literacy skills (phonics, phonemic awareness, vocabulary, reading, and listening comprehension) at the K-3 grade levels is paramount for success in future education (middle and high school) and in life.

"The more that you read, the more things you will know. The more you learn, the more
places you'll go." — Dr. Seuss

Ameliorating early literacy skills at the K-3 grade levels is the purpose of this plan.

To accomplish this purpose, the Leadership Team studies and analyzes historic and current student performance data; recognizes strengths and weaknesses; and identifies resources.

The Team then creates measurable (SMART), attainable goals, puts strategies and action steps in place, and begins implementation.

CONTENTS

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

The Leadership Team is comprised of qualified teachers and administrative staff. The team is charged with the development, monitoring, periodic review and assessment of the Reading Achievement Plan for the school. Here are the members of the team:

Name	Title/Role	Location	Email
Dr. M.N. Tarazi	Principal	International Academy of Columbus	tarazim@iac-school.com
Ms. Razan Alyagshi	Co-chair (Administrative Assistant)	International Academy of Columbus	Alyagshir@iac-school.com
Mrs. Christina McConnell	Kindergarten Teacher	International Academy of Columbus	McConnellc@iac-school.com
Mrs. Trudy Runkle	First Grade Teacher	International Academy of Columbus	runklet@iac-school.com
Ms. Staci Rockwell	Second Grade Teacher	International Academy of Columbus	rockwells@iac-school.com
Mrs. Ann-Sofia Threlkeld	3rd Grade Teacher	International Academy of Columbus	threlkelda@iac-school.com
Mrs. Laurie Kirkpatrick	K-3 Special Education	International Academy of Columbus	Kirkpatrickl@iac-school.com
Ms. Dana Mata	ESL Coordinator	International Academy of Columbus	Matad@iac-school.com
Mrs. Beverly Tracy	Test Coordinator	International Academy of Columbus	Tracyb@iac-school.com

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

The Leadership Team (aka K-3 School Literacy Committee) studied and analyzed all reading performance data available (historic students data as well as data from last September 2018).

The team reviewed the school's strengths and identified the areas of weakness to be addressed. Furthermore, the team assessed the current curricula and discussed the need to implement more suitable curricula for the implantation of the Reading Plan. Then the team developed the Plan.

The team used and will continue to use Renaissance STAR 360 and AIR as sources for student performance and growth. The school also uses aligned formative and summative assessments as well as running records, fluency assessments and short comprehension measures.

The team will meet quarterly to review new data and assess the progress.

The Plan will be sent to all staff and posted on the school website.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT EFFORTS

This Reading Achievement Plan is aligned with OIP School Improvement Plan and Reading Improvement and Monitoring Plans (RIMP) goals and action steps. It supports overall student body in achieving reading success, by addressing the diversity of readers in our population and their unique challenges. The goals are presented to supply action steps that will deliver solid literacy results.

The Reading Achievement Plan represents a comprehensive design to improve literacy and student success across K-8 grade levels, with the focus on K-3 literacy. This plan supports a recently implemented "Read, Write, and Type" methodology (Evidence for ESSA Level 1): Students learn keyboarding skills as they are learning phonemic awareness and phonics. Every student in grade 3 has a Chromebook and every student in grades K-2 has a tablet.

The aim for this approach is to enhance students' performance in reading abilities, literacy strategies and comprehension, by incorporating whole group, small group, and peer to peer activities that support the foundation of literacy (by teaching foundational skills in a strategic manner.)

This plan aligns to the Ohio Literacy Plan, and to the school's local professional Development Plan, by addressing students literacy needs through a team approach, which promotes and secures the "Read, Write, and Type" literacy strategies and increases accountability through administrative monitoring.

The Plan:

1. Promotes leadership, to address and monitor instructional implementation of the "Read, Write, and Type" learning approach.
2. Secures monitoring of students' progress and a formative teaching approach according to test results.
3. Advocates intervention for students who are well below benchmark and needing specialized group support with a reading intervention specialist and multiple levels of support.
4. Facilitates professional development by granting teachers time to attend additional training specific to literacy.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL

SECTION 3, PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.

D

Component Grade

Improving At-Risk K-3 Readers
13.3%

D

The school, in the component "Improving At-Risk K-3 Readers", of the State Report Card, of last year, earned D scoring only 13.3%.

Furthermore, upon analyzing the students' reading performance data of September 2018, on STAR 360, we noticed that 5 domains needed attention. Specifically PA, PH, VO, SC and PC. (Phonemic Awareness, Phonics, Vocabulary, Sentence-Level Comprehension and Paragraph-Level Comprehension). This data and the impact of the proposed improvement goals, are detailed for grades K-3 in Appendices A, B, C, and D.

For students 4-8 grades, upon analyzing their reading performance data of September 2018 on STAR 360, we found out that: 4th graders were 2 months behind; 5th graders were 5 months behind; 6 graders were 10 months (more than a year) behind; 7th graders were 16 months (almost 2 years) behind and 8th graders were 3 years behind. The data and the proposed improvement goals and plans, for grades 4-8 are in Appendix E

Section 3, Part B: Analysis of Factors Contributing to Low Reading Achievement

The team believes that the following are the main factors contributing to low reading achievement at the school:

1. 100 percent of our students are economically disadvantaged.
2. The schools' population has about 50% ELL students.
3. Parents may not feel comfortable helping their students because they do not speak English themselves. Parents may not realize that help with reading, writing, speaking, and listening in the home language also supports reading development in English.
4. The school has experienced a significant growth in newcomers whose formal education has been interrupted.

5. Students may lack sufficient literacy experiences such as self-selected reading and engagement in all literacies (reading, writing, speaking, and listening). Typing on the state tests may be problematic for some students.
6. Inconsistent teaching practices from across grade levels.
7. Curriculum support is limited by lack of sufficient funds. (Restricted school finances impede the ability to provide additional resources.)

The school administration will continually monitor and evaluate teacher performance and will provide needed professional development to ensure that teachers are up to date on the latest effective teaching practices. Additionally, administration will seek out alternative supports for staff.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

International Academy of Columbus' vision is FOR ALL LEARNERS TO ACHIEVE THEIR FULLEST LITERACY POTENTIAL AT EACH GRADE LEVEL.

International Academy of Columbus:

- Is dedicated to providing a challenging evidence based curriculum and practices that provide experiences, which promote our students reaching their goals.
- Implements an instructional framework in the area of literacy that enhances the reading abilities while supporting our unique population.
- Adopts a multi-tiered system that encourages and supports each individual student in their learning process toward early literacy success.
- Targets the domains: phonics, phonemic awareness, vocabulary, sentence level comprehension and paragraph comprehension.
- Is directly aligned with Ohio definition of Early Literacy.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

The school has formally adopted Renaissance STAR 360 as a progress monitoring tool, in order to obtain more regular data to track the students' progress.

A reasonable goal to demonstrate students' growth will be an increase by at least 10 % yearly in the student reading skills as measured by the "Improving At-Risk K-3 Readers" component of the State report card. To achieve that goal, the school will increase the reading performance for every student by supporting the implemented curriculum with the emphasis on student-selected reading. The school will also continue implementing STAR 360 as a data resource to track and monitor students' progress.

Also we propose SMART goals for each grade level based on its specific historic data:

- The kindergarten students will demonstrate an average increase of 150 points on their overall STAR 360 scaled score by the end of the year. Kindergarten will start with phonemes and gradually move into other domains. Students' progress will be tracked regularly by the teacher to ensure their progress. (Please see Appendix A for more details)

- First grade students will demonstrate an average increase of 100 points on their overall STAR 360 scaled score by the end of the year. Students' progress will be tracked regularly by the teacher to ensure their progress. First grade will start on sentence and paragraph comprehension, word study, vocabulary, and explicit phonics and gradually move into other domains. (Please see Appendix B for more details)

- Second grade students will demonstrate an average increase of 100 points on their overall STAR 360 scaled score by the end of the year. Students' progress will be tracked regularly by the teacher to ensure their progress. Second grade will start on sentence and paragraph comprehension, word study, vocabulary, and explicit phonics and gradually move into other domains. (Please see Appendix C for more details)

- Third grade students in the 0-25 percentile will demonstrate an average increase of 150 points on their overall STAR 360 scaled score by the end of the year. Students in the 25-49 percentile will show an average increase of 130 points. Students in the 50-74 percentile will show an average increase of 100 points. Students in the 75 and above percentile will show an average increase of 80 points. Students' progress will be tracked regularly by the teacher to ensure their progress. Third grade will start on reading comprehension, connected text, word study, vocabulary, and explicit phonics and gradually move into other domains. (Please see Appendix D for more details)

SECTION 6: ACTION PLAN MAP(S)

Goal # 1 Action Map

Increase foundational reading skills through explicit instruction in phonemic awareness and acquisition of explicit phonics skills.

Evidence-Based Strategy or Strategies:

We will use "Read, Write, and Type" learning approach (Evidence for ESSA Level 1). We will create individualized Reading Improvement and Monitoring Plans (RIMP) to meet the needs of each student. Providing scaffolding through forming reading groups, reading buddies, supportive centers with word work activities and vocabulary support. Use of realia and visualization to support ELLs and Collaborative teaching. Additionally, engage parents in participation in reading to students and the practice of phonemic awareness.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Develop awareness of the segments of sound in speech and link it to letters.	Provide direct instruction on segmenting, identification and blending.	Provide intervention for students who do not qualify for ESL service through Reading Specialist. Provide parent with reading assignments and resources to assist students.
Timeline	Quarterly	Quarterly	Quarterly
Lead Person(s)	K-3 Literacy Leadership Team and classroom teacher	K-3 Literacy Leadership Team and classroom teacher	K-3 Literacy Leadership Team and classroom teacher

Resources Needed	Success for All-English Learners (SFA, Evidence for ESSA level 2). A comprehensive school reform program. K-3 leadership team should be given opportunities to get Content-Focused Coaching (CFC. Evidence for ESSA Level 1) professional development, to improve barriers for ELLs.	Success for All-English Learners (SFA, Evidence for ESSA level 2). A comprehensive school reform program. K-3 leadership team should be given opportunities to get Content-Focused Coaching (CFC. Evidence for ESSA Level 1) professional development, to improve barriers for ELLs.	Success for All-English Learners (SFA, Evidence for ESSA level 2). A comprehensive school reform program. K-3 leadership team should be given opportunities to get Content-Focused Coaching (CFC. Evidence for ESSA Level 1) professional development, to improve barriers for ELLs.
Specifics of Implementation	Literacy team will monitor STAR 360 data and formatively augment implementation of strategies as needed. Students not on track will be placed on a reading improvement plan. Differentiate the level of intervention for the students to be based on the performance data. Collaborate and share experiences that are effective as a team.	Literacy team will monitor STAR 360 data and formatively augment implementation of strategies as needed. Students not on track will be placed on a reading improvement plan. Differentiate the level of intervention for the students to be based on the performance data. Collaborate and share experiences that are effective as a team.	Literacy team will monitor STAR 360 data and formatively augment implementation of strategies as needed. Students not on track will be placed on a reading improvement plan. Differentiate the level of intervention for the students to be based on the performance data. Collaborate and share experiences that are effective as a team .
Measure of Success	See Appendices for STAR 360 Projected Scores.	See Appendices for STAR 360 Projected Scores.	See Appendices for STAR 360 Projected Scores.

Check-in/Review Date	Quarterly	Quarterly	Quarterly

Goal # 2 Action Map

Increase reading comprehension and literacy experiences across the curriculum.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Develop a command of English grammar, conventions and sentence structure. Develop an ability to analyze text through different strategies.	Provide direct instruction on sentence development and paragraph development. Provide parents with reading resources to assist students at home.	Use write aloud and read aloud.
Timeline	Quarterly	Quarterly	Quarterly
Lead Person(s)	K-3 Literacy Leadership Team and classroom teachers.	K-3 Literacy Leadership Team and classroom teachers.	K-3 Literacy Leadership Team and classroom teachers.

Resources Needed	Success for All-English Learners (SFA. Evidence for ESSA Level 2.) A comprehensive school reform program Hire a reading specialist to ensure that students are getting the needed support. K-3 leadership team should be given opportunities to get Content-Focused Coaching (CFC. Evidence for ESSA Level 1) professional development, to improve barriers for ELLs.	Success for All-English Learners (SFA. Evidence for ESSA Level 2.) A comprehensive school reform program Hire a reading specialist to ensure that students are getting the needed support. K-3 leadership team should be given opportunities to get Content-Focused Coaching (CFC. Evidence for ESSA Level 1) professional development, to improve barriers for ELLs.	Success for All-English Learners (SFA. Evidence for ESSA Level 2.) A comprehensive school reform program Hire a reading specialist to ensure that students are getting the needed support. K-3 leadership team should be given opportunities to get Content-Focused Coaching (CFC. Evidence for ESSA Level 1) professional development, to improve barriers for ELLs.
Specifics of Implementation	Literacy team will monitor STAR 360 data and formatively augment implementation of strategies as needed. Students not on track will be placed on a reading improvement plan. Differentiate the level of intervention for the students to be based on the performance data. Collaborate and share experiences that are effective as a team.	Literacy team will monitor STAR 360 data and formatively augment implementation of strategies as needed. Students not on track will be placed on a reading improvement plan. Differentiate the level of intervention for the students to be based on the performance data. Collaborate and share experiences that are effective as a team.	Literacy team will monitor STAR 360 data and formatively augment implementation of strategies as needed. Students not on track will be placed on a reading improvement plan. Differentiate the level of intervention for the students to be based on the performance data. Collaborate and share experiences that are effective as a team.

	See Appendices for STAR 360 Projected Scores.	See Appendices for STAR 360 Projected Scores.	See Appendices for STAR 360 Projected Scores.
Measure of Success			
Check-in/Review Date	Quarterly	Quarterly	Quarterly

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

Students' progress will be monitored, at least quarterly, using Renaissance STAR 360. (Please see Appendices A, B, C, D and E for individualized grade level analysis and projections)

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

- Administer STAR 360 quarterly to check students' progress.
- Implement Success for All-English Learners (SFA), a K-5 comprehensive school reform program. (Evidence for ESSA level 2).
- Adopt "Read, Write, and Type" methodology (Evidence for ESSA Level 1). Students learn keyboarding skills as they are learning phonemic awareness and phonics. Every student in grade 3 has a Chromebook and every student in grades K-2 has a tablet.
- For students on RIMPs, IAC will provide intensive intervention in reading that addresses the area of deficiencies identified by the fall reading diagnostic and STAR 360. At least 90 minutes of reading instruction in one-to-one format and/or small-group instruction. Also IAC will provide summer reading camp and require all students on RIMPs to attend.

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

1. Be effective: Using researched strategies that have been already proven effective. TBT meetings will monitor effectiveness as the teams meet and discuss ongoing strategies. Classroom observations by the Principal and peer observations will ensure effectiveness.
2. Show progress: Ongoing monitoring of scores through STAR 360. TBT meetings will review quarterly data.
3. Improve upon strategies utilized during the two prior consecutive school years. The team will look at our data for the year and re-configure our plan and program strategies.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

All ELA teachers, intervention specialists, ESL teachers and paraprofessionals will be involved in the PD days and workshops:

- Trainings on implementation and use of Success for All-English Learners (SFA). [Evidence for ESSA Level 2].
- Content-Focused Coaching (CFC). [Evidence for ESSA Level 1].
- Tiered Structured Teaching Program Implementation.
- Additional Professional Development Days.
- Administrative and Teacher Peer Collaboration.

APPENDIX A, KINDERGARTEN PLAN OVERVIEW

Summary

Scaled Score	Literacy Classification	Number of Students	% of Total
300 - 487	Early Emergent Reader	13	52.0
488 - 674	Late Emergent Reader	11	44.0
675 - 774	Transitional Reader	1	4.0
775 - 900	Probable Reader	0	0.0

Number of Students: 25

Kindergarten students are lacking in the 5 domains: PA, PH, VO, SC and PC. 13 students were at risk and were put on reading plans. We will start in phonemic awareness and phonics in order to move forward and progress in the other three domains.

EER: Early Emergent Reader   LER: Late Emergent Reader
   TR: Transitional Reader   PR: Probable Reader

VO: Vocabulary
SC: Sentence-Level Comprehension
PC: Paragraph-Level Comprehension
EN: Early Numeracy

Early Emergent Reader: SS 300 - 487
Late Emergent Reader: SS 488 - 674
Transitional Reader: SS 675 - 774
Probable Reader: SS 775 - 900

Score Definitions
GP: Grade Placement
SS: Scaled Score
AP: Alphabetic Principle
CW: Concept of Word

VS: Visual Discrimination
PA: Phonemic Awareness
PH: Phonics
SA: Structural Analysis

Kindergarten students are expected to demonstrate an average increase of 150 points on their STAR 360 scaled score by the end of the year. With this, all EER students (52%) will move up to LER and 7 out of 11 students on LER will move up to TR as the colored chart shows.

Sub-Domain Score Distribution

Sub-Domain	0 - 25		26 - 50		51 - 75		76 - 100	
	Number of Students	% of Total	Number of Students	% of Total	Number of Students	% of Total	Number of Students	% of Total
AP	2	8.0	10	40.0	9	36.0	4	16.0
CW	2	8.0	9	36.0	10	40.0	4	16.0
VS	0	0.0	8	32.0	9	36.0	8	32.0
PA	10	40.0	11	44.0	4	16.0	0	0.0
PH	12	48.0	9	36.0	4	16.0	0	0.0
SA	14	56.0	10	40.0	1	4.0	0	0.0
VO	10	40.0	9	36.0	6	24.0	0	0.0
SC	13	52.0	11	44.0	1	4.0	0	0.0
PC	13	52.0	11	44.0	1	4.0	0	0.0
EN	4	16.0	9	36.0	10	40.0	2	8.0

Student #	Strating SS	Literacy Classification	Projected SS	Projected Literacy Classification
1	347	EER	497	LER
2	349	EER	499	LER
3	365	EER	515	LER
4	370	EER	520	LER
5	379	EER	529	LER
6	384	EER	534	LER
7	391	EER	541	LER
8	400	EER	550	LER
9	412	EER	562	LER
10	421	EER	571	LER
11	430	EER	580	LER
12	448	EER	598	LER
13	452	EER	602	LER
14	497	LER	647	LER
15	506	LER	656	LER
16	519	LER	669	LER
17	519	LER	669	LER
18	551	LER	701	TR
19	555	LER	705	TR
20	587	LER	737	TR
21	589	LER	739	TR
22	621	LER	771	TR
23	624	LER	774	TR
24	633	LER	783	PR
25	700	TR	850	PR

KG Literacy Classification
Start-of-Year (SOY)-End-of-Year (EOY)

	EER	LER	TR	PR
SOY	52%	44%	4%	0%
EOY	0%	68%	24%	8%
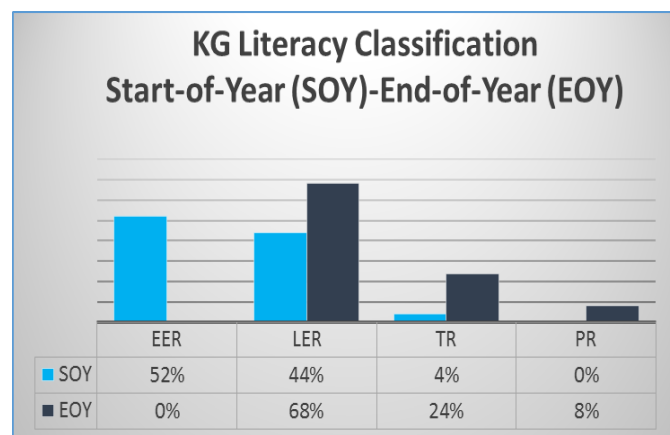
Appendix B, First Grade Plan Overview

Summary

Scaled Score	Literacy Classification	Number of Students	% of Total
300 - 487	Early Emergent Reader	0	0.0
488 - 674	Late Emergent Reader	7	26.9
675 - 774	Transitional Reader	17	65.4
775 - 900	Probable Reader	2	7.7

Number of Students: 26

First grade data from STAR 360 of last September indicates a larger number of student lacking skills in phonics, sentence comprehension and paragraph comprehension. Six students were placed on reading improvement plans

First grade students will demonstrate an average increase of 100 points on their overall STAR 360 scaled score by the end of the year. With this, the colored chart shows that more than 50% of students on LER will move up to TR and all of the students on TR will move up to PR.

Score Definitions

GP: Grade Placement
SS: Scaled Score
AP: Alphabetic Principle
CW: Concept of Word

VO: Vocabulary
SC: Sentence-Level Comprehension
PC: Paragraph-Level Comprehension
EN: Early Numeracy

VS: Visual Discrimination
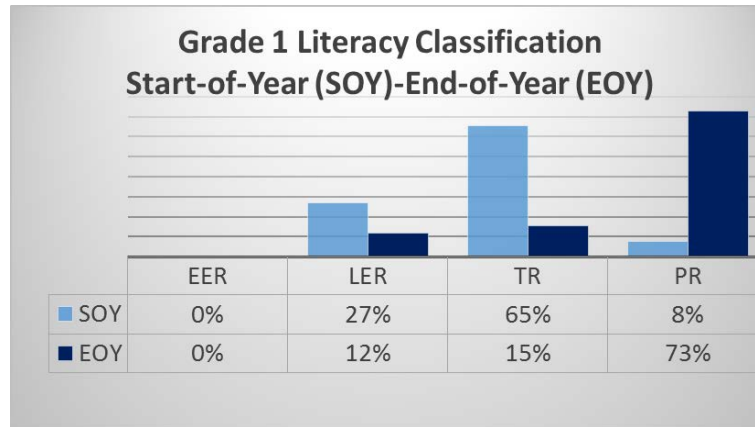PA: Phonemic Awareness
PH: Phonics
SA: Structural Analysis

Early Emergent Reader: SS 300 - 487
Late Emergent Reader: SS 488 - 674
Transitional Reader: SS 675 - 774
Probable Reader: SS 775 - 900

Student #	Strating SS	Literacy Classification	Projected SS	Projected Literacy Classificati
1	522	LER	622	LER
2	542	LER	642	LER
3	557	LER	657	LER
4	592	LER	692	TR
5	594	LER	694	TR
6	599	LER	699	TR
7	666	LER	766	TR
8	681	TR	781	PR
9	688	TR	788	PR
10	698	TR	798	PR
11	701	TR	801	PR
12	704	TR	804	PR
13	707	TR	807	PR
14	711	TR	811	PR
15	713	TR	813	PR
16	717	TR	817	PR
17	720	TR	820	PR
18	722	TR	822	PR
19	734	TR	834	PR
20	739	TR	839	PR
21	743	TR	843	PR
22	750	TR	850	PR
23	754	TR	854	PR
24	771	TR	871	PR
25	799	PR	899	PR
26	833	PR	933	PR

Sub-Domain Score Distribution

Sub-Domain	0 - 25		26 - 50		51 - 75		76 - 100	
	Number of Students	% of Total	Number of Students	% of Total	Number of Students	% of Total	Number of Students	% of Total
AP	0	0.0	0	0.0	6	23.1	20	76.9
CW	0	0.0	0	0.0	4	15.4	22	84.6
VS	0	0.0	0	0.0	1	3.8	25	96.2
PA	0	0.0	4	15.4	17	65.4	5	19.2
PH	0	0.0	6	23.1	16	61.5	4	15.4
SA	0	0.0	6	23.1	18	69.2	2	7.7
VO	0	0.0	3	11.5	18	69.2	5	19.2
SC	0	0.0	6	23.1	17	65.4	3	11.5
PC	0	0.0	6	23.1	18	69.2	2	7.7
EN	0	0.0	0	0.0	6	23.1	20	76.9

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Grade 1 Literacy Classification
Start-of-Year (SOY)-End-of-Year (EOY)

	EER	LER	TR	PR
SOY	0%	27%	65%	8%
EOY	0%	12%	15%	73%

Grade 1 Starting and Projected Literacy Classification

Appendix C, Second Grade Plan Overview

Summary

Scaled Score	Literacy Classification	Number of Students	% of Total
300 - 487	Early Emergent Reader	2	8.0
488 - 674	Late Emergent Reader	7	28.0
675 - 774	Transitional Reader	6	24.0
775 - 900	Probable Reader	10	40.0

Number of Students: 25

Second grade data indicates a large number of students lacking skills in phonics, sentence comprehension and paragraph comprehension. 15 were not on track and placed on reading improvement plans.

Second grade students will demonstrate an average increase of 100 points on their STAR 360 scaled score by the end of the year. The colored chart shows that all of students on LER (28%) will move up to TR and all students on TR (24%) will move up to PR

Score Definitions
GP: Grade Placement
SS: Scaled Score
AP: Alphabetic Principle
CW: Concept of Word

VO: Vocabulary
SC: Sentence-Level Comprehension
PC: Paragraph-Level Comprehension
EN: Early Numeracy

VS: Visual Discrimination
PA: Phonemic Awareness
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SA: Structural Analysis

Early Emergent Reader: SS 300 - 487
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Transitional Reader: SS 675 - 774
Probable Reader: SS 775 - 900

Sub-Domain Score Distribution

Sub-Domain	0 - 25		26 - 50		51 - 75		76 - 100	
	Number of Students	% of Total	Number of Students	% of Total	Number of Students	% of Total	Number of Students	% of Total
AP	0	0.0	1	4.0	4	16.0	20	80.0
CW	0	0.0	1	4.0	1	4.0	23	92.0
VS	0	0.0	1	4.0	1	4.0	23	92.0
PA	1	4.0	1	4.0	12	48.0	11	44.0
PH	1	4.0	4	16.0	9	36.0	11	44.0
SA	2	8.0	6	24.0	9	36.0	8	32.0
VO	1	4.0	1	4.0	12	48.0	11	44.0
SC	2	8.0	5	20.0	8	32.0	10	40.0
PC	2	8.0	6	24.0	11	44.0	6	24.0
EN	0	0.0	1	4.0	5	20.0	19	76.0

Student #	Starting SS	Literacy Classification	Projected SS	Projected Literacy Classification
1	381	EER	481	EER
2	474	EER	574	LER
3	596	LER	696	TR
4	597	LER	697	TR
5	599	LER	699	TR
6	617	LER	717	TR
7	627	LER	727	TR
8	649	LER	749	TR
9	664	LER	764	TR
10	689	TR	789	PR
11	702	TR	802	PR
12	705	TR	805	PR
13	713	TR	813	PR
14	724	TR	824	PR
15	760	TR	860	PR
16	778	PR	878	PR
17	781	PR	881	PR
18	783	PR	883	PR
19	787	PR	887	PR
20	814	PR	914	PR
21	817	PR	917	PR
22	838	PR	938	PR
23	839	PR	939	PR
24	849	PR	949	PR
25	868	PR	968	PR

Grade 2 Literacy Classification Start-of-Year (SOY)–End-of-Year (EOY)

	EER	LER	TR	PR
■ SOY	8%	28%	24%	40%
■ EOY	4%	4%	28%	64%
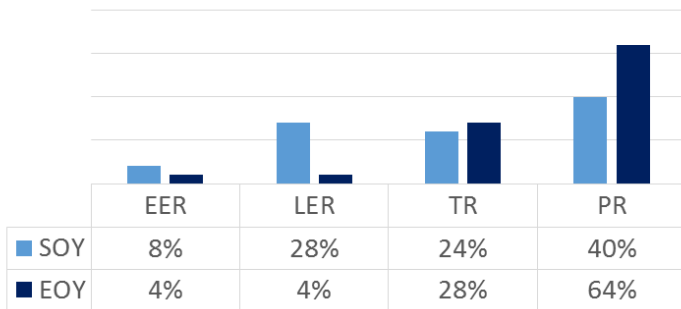
Grade 2 Starting and Projected Literacy Classification

Appendix D, Third Grade Plan Overview

Grade 3 Reading Start-of-Year (SOY)–End-of-Year (EOY)

	0-24 PR	25-49 PR	50-74 PR	75-100 PR
■ SOY	31%	42%	19%	8%
■ EOY	15%	0%	50%	35%
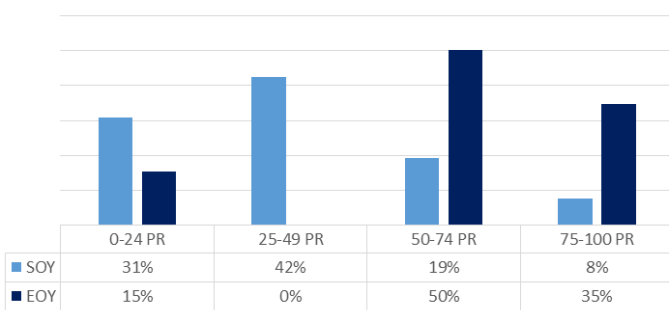
Third grade data indicates that a large number of students are lacking skills in comprehension and connected text. 14 students were not on track in September and were put on reading improvement plans.

Student #	Starting SS	Starting GE	Starting PR	Projected SS	Projected GE	Projected PR
1	71	0.6	1	221	202	16
2	87	1.2	2	237	2.4	20
3	89	1.2	2	239	2.4	20
4	98	1.4	3	248	2.4	22
5	225	2.3	17	375	3.4	54
6	230	2.3	18	380	3.5	56
7	251	2.5	23	401	3.7	61
8	260	2.5	24	410	3.7	63
9	275	2.7	28	405	3.7	62
10	281	2.7	29	411	3.7	63
11	289	2.8	31	419	3.8	64
12	297	2.8	33	427	3.8	66
13	298	2.8	33	428	3.8	66
14	307	2.9	35	437	3.9	68
15	321	3	39	451	4	71
16	327	3.1	41	457	4.1	72
17	336	3.1	43	466	4.2	70
18	359	3.3	49	489	4.4	79
19	360	3.3	49	490	4.4	79
20	372	3.4	53	472	4.4	76
21	397	3.6	60	497	4.4	80
22	399	3.6	60	499	4.4	79
23	417	3.8	64	517	4.5	84
24	461	4.1	73	561	5	89
25	482	4.3	78	562	5	89
26	510	4.5	82	590	5.2	92

Third grade students in the 0-25 percentile will demonstrate an average increase of 150 points on their overall STAR 360 scaled score by the end of the year. Students in the 25-49 percentile will show an average increase of 130 points. Students in the 50-74 percentile will show an average increase of 100 points. Students in the 75 and above percentile will show an average increase of 80 points.

With this, as the colored chart shows, students starting in GE 0.00 - 2.9 will rise to GE 2.9-3.9 at the end of the year. (A gain of 1.25 year in one year).

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	1	3.8
1.0 - 1.9	3	11.5
2.0 - 2.9	10	38.5
3.0 - 3.9	9	34.6
4.0 - 4.9	3	11.5
5.0 - 5.9	0	0.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

PR Distribution Summary

Percentile	Students	Percent
Below 25th	8	30.8
25th to 49th	11	42.3
50th to 74th	5	19.2
75th & Above	2	7.7
Number of Students: 26		

Appendix E, Grades 4-8 Plan Overview

For students in grades 4-8, the reading performance data of September 2018 on STAR 360, showed that: 4th graders were on average 2 months behind; 5th graders were 5 months behind; 6 graders were 10 months (more than a year) behind; 7th graders were 16 months (almost 2 years) behind and 8th graders were 3 years behind.

RENAISSANCE®

Consolidated Summary Report
Star Reading Enterprise Assessment (English)

District
International Academy of Columbus

School ▲	# of Students	Rank	GP	SS	GE	PR	NCE
International Academy of Columbus	39	1	5.0	479	4.4	33	40.9
Mean			5.0	479	4.4	33	40.9

RENAISSANCE®

Consolidated Summary Report
Star Reading Enterprise Assessment (English)

District
International Academy of Columbus

School ▲	# of Students	Rank	GP	SS	GE	PR	NCE
International Academy of Columbus	28	1	4.1	392	3.7	33	40.6
Mean			4.1	392	3.7	33	40.6

26

RENAISSANCE®
Consolidated Summary Report
Star Reading Enterprise Assessment (English)

School	Class	Date Range	Demographics	Scale
International Academy of Columbus	7A	09/01/18–10/31/18	All Demographics	Star Enterprise Scale

District
International Academy of Columbus

School ▲	# of Students	Rank	GP	SS	GE	PR	NCE
International Academy of Columbus	28	1	7.1	570	5.2	21	32.7
Mean			**7.1**	**570**	**5.2**	**21**	**32.7**

RENAISSANCE®
Consolidated Summary Report
Star Reading Enterprise Assessment (English)

School	Classes	Date Range	Demographics	Scale
International Academy of Columbus	Two Classes	09/01/18–10/31/18	All Demographics	Star Enterprise Scale

District
International Academy of Columbus

School ▲	# of Students	Rank	GP	SS	GE	PR	NCE	
International Academy of Columbus	46	1	6.1	479	4.8	21	32.9	
Mean			**6.1**	**479**	**4.8**	**21**	**32.9**	

RENAISSANCE®
Consolidated Summary Report
Star Reading Enterprise Assessment (English)

School	Class	Date Range	Demographics	Scale
International Academy of Columbus	8A	09/01/18–10/31/18	All Demographics	Star Enterprise Scale

District
International Academy of Columbus

School ▲	# of Students	Rank	GP	SS	GE	PR	NCE	
International Academy of Columbus	27	1	8.1	510	5.1	12	25.3	
Mean			**8.1**	**510**	**5.1**	**12**	**25.3**	

The goal for this year 4th graders (2 months behind) is for the students to be on grade level within 2 years

The goal for this year 5th graders (5 months behind) is for the students to be on grade level within 2.5 years

The goal for this year 6 graders (10 months behind) is for the students to grow on average of 1.2 grades every year

The goal for this year 7 graders (16 months behind) is for the students to grow on average of 1.2 grades every year

The goal for this year 8 graders (3 year behind) is for the students to grow on average of 1.2 grades by the end of this year

To accomplish these goals, the school will:

- Promote and monitor closely the differentiated instruction.
- Provide additional ESL services
- Hire a reading specialist for grades 5-8
- Add writing curriculum