



March 4, 2024

Dear Superintendent Hipsher:

Thank you for submitting the Foundation Academy Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

**Strengths of the Reading Achievement Plan:**

- The action map for goal 1 is detailed and clear.
- The RAP includes a clear plan for teachers to meet regularly to review data and make adjustments to lesson plans

**This plan will benefit from:**

- Consider including teacher leaders because they would bring other perspectives to the creation of the plan.
- Consider including a root cause analysis of the challenges currently facing the school and the student population.
- Consider including adult implementation goals in the plan.
- There should be an action map for each of the goals listed.
- The plan includes strategies and tools not supported by the science of reading.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Foundation Academy revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to [readingplans@education.ohio.gov](mailto:readingplans@education.ohio.gov). If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for

all your efforts to increase literacy achievement for your students.

Sincerely,



Melissa Weber-Mayrer, Ph.D.  
Chief of Literacy  
Section for Literacy Achievement and Reading Success

# READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education and Workforce a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

**DISTRICT NAME: Foundation Academy**

**DISTRICT IRN:009192**

**DISTRICT ADDRESS: 1050 Wyandotte Ave Mansfield, Ohio 44906**

**PLAN COMPLETION DATE:**

**LEAD WRITERS:**

## OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [Read Ohio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the [Read Ohio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

## CULTURALLY RESPONSIVE PRACTICE\*

**“Culturally Responsive Practice”** means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department’s [Culturally Responsive Practice program page](#).

## SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION\*

### SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS\*

*Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.*

Name	Title/Role	Location	Email
Mitzi Kimani	Head of School		mkimani@foundationacad.org

Name	Title/Role	Location	Email
Deb Rife	Asst. Head of School		drife@foundationacad.org
Rachel Artrip	Director of K-3 Academics		rartrip@foundationacad.org
Traci Mask	Director of 4-8 Academics		tmask@foundationacad.org
Sarah Shepherd	RIMP Coordinator		sshepherd@foundationacad.org

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

*Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.*

While considering the School Improvement Plan, the Head of School, the Assistant Head of School, along with the (2) Directors of Academics and the Regional Vice President of the Company look at our current data to revise the Reading Plan. The previous committee has changed very little, so each member of the team was given the draft to look over, then to reconvene to discuss.

Once the new plan is in place, we will reinforce and monitor the data by 2-week short cycle assessments and iReady data. At the end of this 2-week cycle, we will have teacher-based team (TBT) meetings to discuss the data. We also make this the focus of our Professional Development so all staff is emersed in the current data.

We have made academic games and competitions part of this plan to motivate students to do their best

*\*Section headings marked with an asterisk are required by state law.*

## SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS\*

*Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.*

Through research it was discovered that both decoding/phonics, and linguistic comprehension are important in reading achievement. Many processes play a substantial role in reading.

Instruction must be aligned to updated standards and benchmarks to guide the work teachers do to develop reading and interventions in the classroom.

There are many causes of reading difficulties which are not all because of decoding, listening comprehension, or reading independently. Not all are mentioned in the simple view of reading but can be addressed through the *Science of Reading*. By using both the simple view and expanded view, the work of supporting reading development and interventions can increase reading achievement.

School Improvement Goals are:

- Increase the achievement of Reading and phonics instruction in both the General Education and SWD population of the school.
- By increasing the achievement in Reading, students will increase their understanding on Math- through the ease of Reading/understanding.
- In constant conversation with teachers/staff to discuss data, curriculum, and social-emotional needs in the classroom.

We have a strong writing program that has greatly impacted on our writing scores, which in turn has helped the 6-8 ELA scores. It is being used more diligently in the 3-5 grades this school year, in a double block.

Our Title teachers are working directly in conjunction with and alongside the classroom teachers to immediately target those students who are not proficient in the standards being taught. This is a daily routine, as well as our math lab that is double blocked to address limited and/or basic skills in students.

The **Science of Reading** is showing converging evidence of what matters and what works in literacy instruction. The common reading difficulties for our children include decoding/phonics issues and comprehension at many level, including vocabulary deficiencies. We will be using a comprehensive curriculum called Guided Phonics and Beyond that is rooted on the Science of Reading for K – 1<sup>st</sup> grade. Second through third graders will be completely introduced to this program next year. This program is rooted in systematic phonemic awareness. Teachers will be utilizing articulatory gestures, blending, segmentation, isolation and discrimination of same sounds, and deletion of sounds. Teachers will be guided by observational assessment, progress monitoring of phonemic awareness, and formal assessments. The assessment data collected will be utilized for instruction in small groups, whole group, and individualized practice. Phonics instruction will be elevated to better meet the needs of our K-3 students with a balanced literacy program. For our struggling readers or students at-risk for dyslexia, we will also be incorporation Orton-Gillingham, LindaMood Lips, and Wilson Training for our

students with disabilities. The **Orton-Gillingham** approach is a multisensory phonics technique for remedial reading instruction, and the LindaMood Lips is another reading approach that helps struggling readers break down reading in to concrete skills using multiple senses like sound, sight, and touch. The **Wilson Reading System** training equips intervention specialists with the knowledge and skills to support students with language-based learning disabilities. Overall, we will be making the shift to the **Science of Reading** and using other evidence based programs to help our struggling students learn to read.

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

### SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA\*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

- **The Kindergarten Readiness Assessment,**
- **Ohio's State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include subscores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.**

### SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING\*

Insert *internal and external factors believed to contribute to low reading achievement in the school district or community school.*

Culture is one of the primary factors that affect reading development. Socio-Economic factors; the social standing or class of a group or individuals. Metacognition of a text, which is summarizing, memorizing, and being able to access the credibility of sources has been left to technology, which in turn has allowed students to let the technology do the thinking for them.

Students are not using the ability that they must do for themselves because technology has taken away that work ethic.

Broken homes, working parents/guardians all have contributed to the underachievement in reading. Transient students, parents/guardians, migrant families, and students with disabilities.

If we really analyze the root problem, and look at data, we should be able to find a solution, however with the ever-changing population and constant evolution of technology this would be an ongoing investigation.

Other factors are:

- teacher absenteeism
- teacher shortage
- teacher burnout
- parental involvement
- poor nutrition
- poor hygiene



## SECTION 3 PART C: ROOT CAUSE ANALYSIS

*Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.*

## SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS\*

*Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time bound. In addition, goals should be inclusive and equitable.*

Goal Statement #1: By the end of the 2023-25 SY students in grade K/1 will demonstrate more than 50% of students above the 51% score as measured by Star Early Literacy, phonemic awareness subcategory.

Goal Statement #2: By the end of the 2023-25 SY students in grade 2 will demonstrate an increase in reading comprehension score from 15% to 50% as measured by the Spring Star Reading Assessment.

Goal Statement #3: By the end of the 2023-25 SY students in grade 3 will demonstrate an increase in reading comprehension score from 35% to 70% as measured by the Spring Star Reading Assessment.

## SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS\*

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

### Goal # \_1\_ Action Map

Goal Statement:

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	K and 1 <sup>st</sup> grade teachers will participate in phonemic awareness- based professional learning. They will also develop the Linda Mood Lips along with the Science of Reading to build reading achievement	Weekly Kindergarten/1st grade TBTs to support data analysis and unpacking standard	Provide Kindergarten/1st Grade teachers with additional resources and materials to support phonemic awareness instruction.
Timeline	2023-25 School Year	2023-25 School Year	2023-25 School Year
Lead Person(s)	Director of Academics Principal Lead Teachers	Director of Academics Principal Lead Teachers	Director of Academics Principal Lead Teachers
Resources Needed	On-going Professional Development Resources to supply to students when needed	Weekly Meeting or Common Planning times for teachers built into schedule	Resources to deliver instruction in a manner in which is understandable and flows for ease of learning
Specifics of Implementation (Professional development, training, coaching, system structures, implementation)	K and 1 <sup>st</sup> teachers will be fully trained and monitored to teach 40-minute lessons daily and effectively.	Kindergarten and 1 <sup>st</sup> grade teachers will work collaboratively with Director of Academics and	Kindergarten and 1st grade teachers will receive Phonemic Awareness, Linda Mood Lips, and the

	Action Step 1	Action Step 2	Action Step 3
support and leadership structures)	Foundations for the support of evidence-based instruction.	Administration during weekly TBT meetings to unpack and deconstruct standards focused on Reading Foundation Skills (Phonemic Awareness) as well as data from assessments	Science of Reading teacher's guides/manuals and materials necessary to support phonemic awareness instruction in the classroom. Implementation will be monitored during weekly observations and coaching from Director of Academics
Measure of Success	Participation in on-going training and lesson planning and preparation	TBT minutes, data analysis, lesson plans and lesson adjustments	Teacher observations, Assessment scores, and lesson plans
Description of Funding	School will budget appropriately to be sure funds are allotted	School will budget appropriately to be sure funds are allotted	School will budget appropriately to be sure funds are allotted
Check-in/Review Date	Late February Early March	Late February Early March	Late February Early March

## SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.\*

*Describe the process for monitoring the progress and implementation of the plan's strategies.*

Qualitative and quantitative data and specific evidence will be compiled and examined monthly by the district leadership team. The following measures of evidence will be used to support the plan for monitoring progress and help address necessary adjustments where students are not progressing towards their growth and achievement goals.

- Quarterly STAR Reading and STAR Early Literacy benchmark data
- Monthly STAR Reading and STAR Early Literacy progress monitoring data
- Classroom/Curriculum-based assessments
- Developmental Reading Assessments (DRA) administered 3 times a year
- Running Records
- Reading Improvement and Monitoring Plans (RIMPS)
- Sight Word Assessments

Teacher Based Teams (TBTs) resources, teachers meet weekly with the principal and Director of Academics to disaggregate data, discuss individual areas of strength and improvement, identify targeted and differentiated instructional strategies and chart student progress. Look at lesson plans to develop more ways to support learners

## SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS\*

### SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS\*

*Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).*

**\*\*Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on-track (reading below grade level) within 60 days of receiving the reading diagnostic results.**

**\*\*Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.**

RIMPS will be updated quarterly to ensure instruction practices/interventions are being successful. By updating, we are able to determine when a mid-course change is needed. The change may be an in-depth look at standards/curriculum, activities or the need for job embedded professional development. Balanced literacy brings together the best of both whole language and phonics reading education. It addresses our Reading Improvement and Monitoring Plan (RIMP) by allowing teachers to differentiate learning, to support learners where they are and to advance students who are ahead. Teachers will work to meet the child's need, while providing rigorous learning opportunities. Teachers implement a 60 minute ELA block that encompasses writing, shared writing, read aloud, shared reading, guided reading, and independent reading. Teachers also implement 30 minutes each day for intervention. During this intervention period, students are broken down into small homogeneous groups, and focus on one specific skill or strategy. Student groups are determined every 2 weeks and teachers may use formative or summative assessments to determine which group each student fits best. Teachers determine which focus skill to teach by cross referencing current pacing guides and critical standards. There are times that each grade level has a different skill they are working on, and there are times when the skills are similar. The core of balanced literacy addresses the big 5 ideas relating to reading and writing. Because the plan addresses the needs of K-3 learners, the focus will be on phonemic awareness, phonics and fluency. In the area of phonemic awareness and phonics, teachers will utilize the program Science of Reading and Linda Mood Lips. These programs provide a multi-sensory, structured language approach to reading. The systematic programs provide a strong foundation at the classroom level. This program provides progress monitoring so that students who are identified as needing more instruction will advance to the tier 2 program. Students work independently to develop critical language and reading skills through individualized learning pathways. Students work at their own level, and teachers are able to review ongoing data. Teachers are also provided with resources that may be necessary to reinforce concepts at the face-to-face level.

## SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION) \*

*Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:*

- 1. Be effective.*
- 2. Show progress; and*
- 3. Improve upon strategies utilized during the two prior consecutive school years.*

By using questions, needs assessments, and student data, we will be able to identify the gaps for teachers for the 2023-24 school year and provide ongoing professional development opportunities. By looking at the evidence before us we can see that in order for our teachers to provide the balanced literacy needed to lessen the learning gap for the 2024-25 school year, we will need to add more intervention time for the K-1 classrooms.

We will provide clear learning goals for the teachers that will be monitored daily through walkthroughs and lesson plans. We will utilize the end of the year staff, student and family surveys that will also give us insight to the deficiencies.

We will continue to monitor student data that will direct us in planning and creating professional development for staff to meet the needs based on the outcomes.

Data will be continually monitored, as well as walkthrough notes and lesson plans to design future learning opportunities for our staff.

## SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN\*

*Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.*

*\*\*Under Ohio law (House Bill 33 of the 135<sup>th</sup> General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

*\*\*Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.*

Implementation of our comprehensive literacy professional development plan will include whole staff instruction, grade level instruction and individual instruction. The sessions will have face to face components as well as online components. High quality on-boarding professional development will bring all new staff to the level of our more seasoned teachers. Sessions continued throughout the year will facilitate sustained growth. For new staff, we will support and expand the

learning presented during the on-boarding session. For experienced staff, booster sessions will be conducted and need surveys will help us to grow our staff professional skills.

1. Components of balanced literacy framework (research, rationale and specific teaching techniques & strategies)
2. 120-minute ELA/Writing block framework training, resources and coaching for teachers
3. Daily classroom coaching and resources to support teacher understanding of interactive read- aloud, shared reading, guided reading, poetry, and writing workshops
4. Creating culturally relevant, safe space classroom environments.
5. Effective use of data to drive instruction
6. Training in to ensure appropriate and consistent lesson planning and delivery with rigor
7. Effective literacy instruction across all content areas (Cross Curricula Teaching)

## APPENDICES

*If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.*

### Foundation Academy

#### Science of Reading:

The **Science of Reading** is the converging evidence of what matters and what works in literacy instruction. The common reading difficulties in our children include phonics understanding, decoding issues, and comprehension at many levels, including vocabulary deficiencies. We will be using a comprehensive curriculum called *Guided Phonics and Beyond* that is rooted in the Science of Reading for Kindergarten and first grade. Second and third graders will be completely introduced to this program next year. This program is rooted in systematic phonemic awareness. Teachers will be utilizing articulatory gestures, blending, segmentation, isolation and discrimination of same sounds, and deletion of sounds. Teachers will be guided by observational assessments, progress monitoring of phonemic awareness, and formal assessments. The assessment data collected will be utilized for instruction in small groups, whole group, and individualized practice. Phonics instruction will be elevated to better meet the needs of our K-3 students with a balanced literacy program. For our struggling readers or students at-risk for dyslexia, we will also be incorporating Orton Gillingham, LindaMood Lips, and Wilson Training for our students with disabilities. The **Orton-Gillingham** approach is a multisensory phonics technique for remedial [reading](#) instruction, and the LindaMood Lips is another reading approach that helps struggling readers break down reading in to concrete skills using multiple senses like sound, sight, and touch. The **Wilson Reading System training** equips intervention specialists with the knowledge and skills to support students with language-based learning disabilities.

#### Data collection:

test	grades	frequency
KRA-R	Kindergarten	1 time per year fall
i-Ready Diagnostic ELA and Math	Kindergarten	2 times per year winter and spring
i-Ready Diagnostic ELA and Math	Grades 1-8	3 times per year fall, winter and spring
AIR State test ELA	Grade 3	1 time per year fall
AIR State test	Grade 3-8	1 time per year



ELA and Math		spring
AIR state test	Grades 5 and 8	1 time per year
Science		Spring
At Risk Dyslexia test	Grades 1-3	1 to 2 times per year with progress monitoring weeks 2,4, and 6

Overall, we will be making the shift to the Science of Reading, and using other evidenced based programs to help struggling readers learn to read.

Analysis of relevant learner performance data:

KRA-R

KDG students	# of students	percent
Demonstrating readiness	4	8%
Approaching readiness	51	47%
Emerging readiness	23	45%

Students on a RIMP / on-off

	KDG	1	2	3
Number of students	52	51	57	53
% OFF track	92%	49%	58%	68%

i-Ready (fall - '23)

Grade	# of students	limited		basic		Failing rate
KDG	58	0	0	2	3%	3%
1	51	0	0	5	10%	10%
2	57	0	0	34	26%	26%
3	53	8	15%	13	34%	44%
4	49	23	47%	20	41%	88%

5	50	34	68%		11	22%	90%
6	43	30	56%		8	28%	84%
7	35	21	60%		6	17%	77%
8	25	18	69%		5	19%	88%

i-Ready (winter - '23)

Grade	# of students	limited			basic		Failing rate
KDG	58	0	0%		0	0%	0%
1	51	0	0%		0	0%	0%
2	57	2	3%		12	21%	24%
3	53	8	17%		16	30%	47%
4	50	22	44%		21	42%	86%
5	50	30	60%		14	28%	88%
6	43	24	56%		12	28%	84%
7	37	24	65%		5	3%	68%
8	26	17	65%		6	23%	88%

ELA performance index DART (short cycle assessment) averages

September-December '23

Grade	PI ELA average
3	92
4	90
5	57
6	65
7	74
8	71

AIR - Spring '23

Grade	# of students	limited		basic		Failing rate
3	48	17	35%	8	17%	52%
4	46	18	39%	16	35%	73%
5	47	10	21%	16	34%	55%
6	41	15	37%	16	39%	76%
7	45	10	22%	13	29%	51%
8	24	12	50%	3	13%	63%

AIR - fall Grade 3 ELA

Grade	# of students	limited		basic		Failing rate
3	53	8	15%	16	30%	45%

