March 4, 2024

Dear Superintendent King:

Thank you for submitting the Lakeshore Intergenerational School 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 plan clearly explains several internal factors contributing to low student literacy achievement.
- The plan provides an outline of several opportunities to monitor student progress, including teacher-based teams, principal-led teacher evaluations, check-ins with the Intervention Specialist team, and an RTI tracker.

This plan will benefit from:
- The internal factors listed focused mainly on staff turnover and a lack of certified educators. However, your root cause analysis focuses on coaching. Consider including in the analysis an explanation of how improved coaching leads to teacher retention and improved student literacy.
- Consider adding an Action Map for your adult implementation goal.
- The Goals section lists the hiring of an Intervention Specialist and an Instructional Aide, neither of which appear as part of the Action Map. Consider explaining the connection of these new staff members to the Action Map plan.
- The Professional Development plan appears to focus mainly on coaching. Consider adding in additional sustained professional development opportunities for educators.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Lakeshore Intergenerational School 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. If you have any questions, please email

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

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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

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Department of
Education &
Workforce

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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 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 twenty-five pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than twenty-five pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: Lakeshore Intergenerational School

DISTRICT IRN: 014913

DISTRICT ADDRESS: 18025 Marcella Rd., Cleveland, Ohio 44119

PLAN COMPLETION DATE: January 12, 2024 – May 29, 2024

LEAD WRITERS: Curtis Walker, M. Ed.

OHIO S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the ReadOhio 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 developed the ReadOhio 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 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 to include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Curtis Walker	Principal	Lakeshore Intergenerational School	cwalker@lakeshoreschool.org
Jade Woodson	Assistant Principal	Lakeshore Intergenerational School	jwoodson@lakeshoreschool.org

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

Name	Title/Role	Location	Email
Lisa Vahey	Lead Coach/Consultant	Lakeshore Intergenerational School	lvahey@tisonline.org
Ashley Moegling	Intervention Specialist	Lakeshore Intergenerational School	amoegling@lakeshoreschool.org
Andrew Sawka	Intervention Specialist	Lakeshore Intergenerational School	asawka@lakeshoreschool.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.

Universal Screening & Tiered Instruction

This process is for all students who are not currently on an IEP or 504 Learning Plan. The RTI process plan began with a Universal Screener. Lakeshore Intergenerational utilized an adopted tool known as a 45 Day Screening document. The 45 Day Screening document was distributed and explained to teachers before the 45th day of instruction in the 2023-24 school year. This template and its use were modeled to staff by Principal, Curtis Walker. This process was implemented to ensure that any academic and/or developmental concerns of its students were not overlooked and to determine this within the first 45 days of each child's attendance. Teachers, utilizing multiple data points, including, but not limited to; informal and formal assessment, NWEA MAP Growth Assessment, office disciplinary referrals, attendance, etc., screened students on aspects of students' development such as language, cognition, perception, and motor skills. Screening is a process of rating skill strengths and weaknesses to make a more informed decision in providing the resources and intervention for students.

School leadership, teachers, and intervention specialists reviewed existing information about each student. If necessary, the collection of additional information was needed if the teacher recommended the commencement of a response to intervention (RTI), for the student**. See appendix for template.**

Lakeshore Intergenerational School uses NWEA MAP Growth Assessments as the Universal Screener for academic growth and progress. Each student takes the Reading and Math MAP Growth Assessments three times in an academic year; fall, winter, and spring. Students in Grades 5-8 have skills in the science content area assessed three times as well each year. Intervention Specialists ensure the appropriate student accommodation is made available to each student receiving special education services. Teachers prepare for the NWEA MAP assessments by attending proctor training, facilitated by school leadership and provide students resources, such as study skill tips and practice assessments prior to the start of the testing window. After examination is completed, our Teacher Based Teams (TBT) professional learning communities analyze NWEA MAP results and tier students in groups to then provide Tier l, Tier ll, and Tier lll Intervention.

The tiers are defined as the following: Tier l: (On Grade Level): Students who are at or above their grade Level RIT will receive Tier l whole group instruction, with strategic planning, objective-assessment alignment, checks for understanding, and various methods of differentiation. Tier ll (Approaching Grade Level/Below Grade Level by 1-10 RTI points): Students who are at Tier ll will be pulled for small group instruction 2-3 times per week for no more than 30 minutes in a class period with Intervention Specialist or Instructional Aide. Teachers will invite Tier ll students to tutoring/reading groups during lunch twice a week. Tier lll (Significantly Below Grade Level by 11 or more RTI points):

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

Students who are at Tier lll will be pulled for small group instruction three times per week for no more than 30 minutes in a class period with Intervention Specialist or Instructional Aide. Teachers will commence after school tutoring sessions for no more than 60 minutes to target power standards.

Data Analysis & Application

The next step in the process is to take the data from NWEA MAP, identify the deficit areas within the instructional areas for Reading and Math and identify the state standards that align with those deficit instructional areas. Then, assign interventions/enrichments in supplemental instructional tools, IXL (K-4 – Math/K-8 Reading), SAAVAS Successmaker (5-8 Math), and RAZ-Kids (K-4 Reading), that align with the instructional areas of focus identified in the universal screener. The teacher identifies the lowest deficit instructional areas. The teacher identifies no more than three standards from the deficit instructional area for Reading and for Math. Teachers and Intervention Specialists will work through the standards/skills twice a week for no more than 30 minutes in a class period. Teacher or Intervention Specialist will work with the student 1:1 or in small group.

Teacher or Intervention Specialist will provide incentives to the student for meeting growth targets and demonstrating mastery of standards via IXL/SAAVAS Successmaker/RAZ-Kids activities and modules.

Progress Monitoring & Communication
After interventions and enrichments have been completed there must be a moment to progress monitor where the student is on the path to achieving mastery in the deficit instructional area. This will continue for 6 weeks. At the end of each week, the teacher or Intervention Specialist reviews tracked data with students. Mastery is defined as 80% or higher. If a student reaches 80% mastery of a skill, the teacher or Intervention Specialist will assign the next skills the student needs to master based on the MAP identified deficit standard. The teacher or Intervention Specialist will allow student to redeem agreed upon incentive after student reaches agreed upon goal/meets progress.

Students who already receive Intervention services with Special Education Plans (IEPs or 504s with Learning Goals) will receive Tier ll and lll services through the Intervention Specialists. Teachers are always responsible for all student Tier l instruction, including students who receive Special Services and must communicate progress or any changes to plans with Intervention Specialists and families. Teachers are expected to facilitate one formal touchpoint of communication with all families (phone call, in-person/virtual conference or Bloomz) and with Intervention team (in-person) once a week.

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.

The Reading Achievement Plan is aligned to our model strategic plan and school improvement plan. Every student will experience a high-quality developmental multi-age education in a social and emotionally safe environment centered on intergenerational learning opportunities.

At Lakeshore Intergenerational School, we believe that learning is a lifelong, developmental process for students, at their own pace, and that we learn best through relationships.

Within our school, every student will:

1. Receive an excellent individualized education in a vibrant multi-age and intergenerational setting.

2. Students will become active drivers of their own learning, and will be inspired, interested, and engaged authentically.

3. The Social Emotional dimensions of student learning are AS important as the academic dimension. Students are seen as individual learners (and sometimes teachers), on their own unique developmental path towards mastery. Students have opportunities to share and connect with their peers on their learning progress, learn from and ask each other questions, and use classroom resources to independently support their work.

Within our school, every staff member will:

1. Meet every student where they are and provide what they need next to move forward in meaningful ways.

2. Recognize the opportunities of a multi-age classroom for their students and understand how to group/partner strategically around interest, need, etc.

3. Leverage the opportunities within intergenerational programming, inviting community members into their classrooms and taking their students out to the community.

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

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

- ***The Kindergarten Readiness Assessment***

  0 students (0%) Demonstrating Readiness
  1 student (11%) Approaching Readiness
  8 students (89%) Emerging Readiness

  All Students

  Number of Students

  - 0 (0%) **Demonstrating Readiness**
  - 1 (11.1%) **Approaching Readiness**
  - 8 (88.9%) **Emerging Readiness**
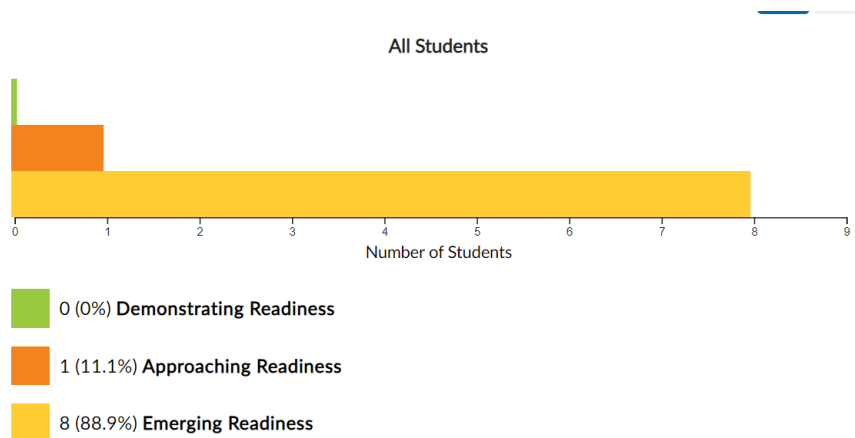
- *Ohio's State Test for **English language arts assessment for grades 3-8***

  3rd Grade Fall ELA OST:
  11 students - 92% Limited
  1 student - 8% Basic
  0 students - 0% Proficient
  0 students - 0% Advanced

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

2022-23 SY OST Results, Grades 3-8

★★☆☆☆

Needs support to meet state standards in academic achievement.

Achievement

The Achievement Component measures students academic achievement using each level of performance on Ohio's State Tests.

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.

50.9%
56.1 of a possible 110.3
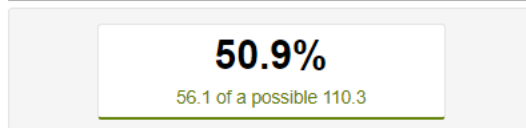
Calculation   Pie Chart   Trend

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	1.4	X	1.2	=	1.6
Accomplished	4.4	X	1.1	=	4.9
Proficient	18.7	X	1.0	=	18.7
Basic	27.6	X	0.6	=	16.5
Limited	48	X	0.3	=	14.4
Untested	0	X	0.0	=	0.0
					56.1

Performance Indicators (Report Only)

The Performance Indicators measure reports the percent of students who have scored proficient or higher on state tests. This measure does not factor into the Achievement Component rating - the data is reported for informational purposes only.

Indicators   Comparison   Achievement Levels   Trend

Third Grade	
English Language Arts	20.0%
Mathematics	6.7%
Fourth Grade	
English Language Arts	26.3%
Mathematics	0.0%
Fifth Grade	
English Language Arts	43.8%
Mathematics	6.3%
Science	6.3%
Sixth Grade	
English Language Arts	14.3%
Mathematics	9.5%
Seventh Grade	
English Language Arts	52.2%
Mathematics	21.7%
Eighth Grade	
English Language Arts	43.3%
Mathematics	33.3%
Science	30.0%

K-3 Reading diagnostics (include subscores by grade level),

See appendix

• The Ohio English Language Proficiency Assessment (OELPA)

Not applicable

• The Alternate Assessment for Students with Significant Cognitive Disabilities and

Not applicable

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

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

Licensed Teachers

As of January 2024, at Lakeshore Intergenerational School, only 50% of its K-8 Teaching Staff are professionally licensed to teach in their grade level/content area. The remaining 50% hold non-education degrees and hold an Ohio Substitute License. Consequently, inexperienced teachers practice ineffective instructional literacy strategies that may hinder students' reading progress. Despite coaching, inexperienced teachers lack skills and understanding of pedagogy to differentiate to meet the diverse learning needs of students.

Teacher Turnover

Thus far in the 2023-24 school year, at Lakeshore Intergenerational School, two teachers were removed from the classroom due to safety concerns, one teacher was removed from the classroom due to professionalism concerns, and two teachers resigned with explanation that they were not fully aligned with our model to teach multi-age classrooms. These changes impacted consistency in student learning, family communication, and social and emotional support. Prior to their departure, instruction was ineffective and inconsistent. After their departure, students were subjected to inexperienced per diem substitute teachers until a new instructor was hired. Despite coaching attempts with per diem substitute teachers, interim period added to deficits to literacy support.

Student Engagement

Due to teacher turnover, there became a lack of interest or motivation among students. Insufficient use of interactive and engaging reading materials caused students to disengage from content. Students coming to our school, already years behind in reading fluency and reading comprehension continued to disengage from reading/academic content due to teachers lacking the skillsets to effectively teach high impact, reading strategies in engaging ways. Lack of PBIS systems, practices, and incentives widened achievement and mastery gaps even further.

Family Engagement

Teachers are expected to communicate with all families at least once a week regarding a child's academic performance. Several teachers contacted families on a weekly basis, but it pertained to behavior in class. Teachers did not communicate literacy challenges and supports needed because of the emphasis on student behavior.

Leadership and Supports

For the first half of the 2023-24 school year, Lakeshore Intergenerational School did not have an Assistant Principal, School Counselor, or multiple Intervention Specialists. The school faced challenges finding qualified candidates to fill these leadership and support positions to lend tools, skills, and expertise to the Lakeshore Intergenerational School community. The principal was responsible for ensuring all instructional gaps in the building were being addressed with teachers, coaches, and intervention specialists. The principal was responsible for addressing all student behaviors beyond the teacher's capacity to address. This led to a school culture that lacked implementation of written systems.

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

Written systems to address academic and social/emotional needs were established, but without the necessary personnel in place, many systems gradually became inoperable due to individuals reaching capacity with staff shortage.

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.

Coaching Supports

Teachers did not receive adequate coaching support from model-wide instructional coaching team. Coaching expectations were inconsistent among coaches. For example, some coaches required teachers to meet to analyze root causes for student underachievement, whereas other coaches provided services only to those who opted in. Teachers did not have a predictable cadence of meeting to ensure there was follow through with goals and action steps. Coaching, across the model, lacked a clear scope and sequence with coaching cycles and while teachers had the support of a coach, the use of services and resources were inconsistent and did not provide adequate direction to address the root issues of the classroom.

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.

Overarching Goal Addressing Learners' Needs:

By May of 2024, 75% of students will meet or exceed their NWEA MAP Reading/Math diagnostic goal.

Overarching Goal Addressing Adult Implementation:

By the end of the school year, 75% of the adults will earn a rated or "Skilled" or higher on the OTES rubric for the categories of High-Quality Student Data, Use of Assessments, and Monitoring Student Progress

Lakeshore Intergenerational School has hired a second Intervention Specialist and Instructional Aide who will serve alongside our teachers in implementing interventions for students who are not meeting proficiency on OST and who are not meeting growth goals as identified on MAP assessment scores.

The Instructional Aide and Intervention Specialist will focus on students who have Reading Improvement Monitoring Plans (RIMP). Lakeshore Intergenerational School will analyze NWEA MAP assessment data and will train teachers on the use of the Learning Continuum and Quadrant Chart Student Growth Reports to inform decisions on instructional goals. We will also perform teacher-based team (TBT) level analysis of Ohio State Test data to inform teaching and instruction for the remainder of the school year. Based on NWEA MAP instructional areas, students will receive additional intervention or enrichment in the suggested area of focus recommended by NWEA MAP or in an area recommended by the teacher.

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

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 support 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: By May of 2024, 75% of students will meet or exceed their NWEA MAP Reading/Math diagnostic goal.

Evidence-Based Strategy or Strategies:

Lakeshore Intergenerational School uses its smaller class sizes to its advantage with providing students the opportunity to work within intentional pairings and groupings, which allows students to learn what they need to learn at a pace and with materials and resources that match their needs. However, guided reading is the part of the reading workshop where a teacher individualizes their instruction to meet the needs of students. Guided Reading groups pull together students with similar needs and provide them with quick, targeted instruction that, along with extended time to practice independently and time to enjoy books with others, teaches them to read.

Guided Reading gives teachers both books and lessons to use with students. The research-based set of materials connect to the reading assessment already consistently used at Lakeshore Intergeneration School as part of our Benchmark assessments. Specifically, the lessons, taught in quick 12- minute sessions allow for plenty of independent practice and the opportunity for teachers to see more students on a regular basis and meet the individual needs of readers.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement Tier I instructional curriculum with fidelity and consistency	Implement intentional coaching cycles for all Teachers	Utilize Winter MAP scores to recalibrate RTI process
Timeline	August 2023 - May 2024	January 2024 – May 2024	January 2024 - May 2024
Lead Person(s)	Curtis Walker Jade Woodson	Lisa Vahey Curtis Walker Jade Woodson	Jade Woodson Ashley Moegling Andrew Sawka Teachers

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

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	Units of Study Curriculum Scope and Sequence NWEA MAP Data Visual Trackers Exit Ticket Data	Units of Study Curriculum Scope and Sequence NWEA MAP Data	RTI Data Tracker NWEA MAP Data
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Tuesday PD Sessions on analyzing MAP Data, Tiering Students, Intervention Support Intentional Coaching Cycles TBT Meetings with assistance from CMSD leading student growth/data analysis discussions	Coaching Cycles to be determined by the Lead Coach. Weekly conversation/updating of log to maintain consistent communication between school leadership and coaches to support teachers.	Tuesday PD Sessions on analyzing MAP Data, Tiering Students, Intervention Support Intentional Coaching Cycles Weekly RTI Meetings in common planning periods TBT Meetings with assistance from CMSD leading student growth/data analysis discussions
Measure of Success	OTES Observations Walkthrough Observations Coaching Observation Notes	OTES Observations Walkthrough Observations Coaching Observation Notes	RTI Tracker
Description of Funding	General Fund	General Fund	General Fund
Check-in/Review Date	Weekly Walkthrough Data	Weekly Coaching Meeting	Weekly Check in at TBT Meetings

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

	Action Step 1	Action Step 2	Action Step 3
	Weekly Lesson Plan Review		

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

Monitoring the progress and implementation of the plan's strategies involves a comprehensive and collaborative approach. The key components include teacher-based team meetings, teacher evaluations led by the principal, weekly check-ins with the Intervention Specialist Team, and the use of the RTI tracker.

Teacher-Based Team Meetings
Regular team meetings are scheduled weekly to discuss the progress and implementation of the strategies outlined in the plan. Teachers collaborate to share insights, successes, and challenges faced in the classroom. Conversations are grounded in data gathered from formative assessment, benchmarks, etc. These meetings serve as a platform for brainstorming solutions and refining strategies to better meet the needs of students.

Principal-led Teacher Evaluations
The principal plays a crucial role in holding everyone accountable for the plan's success. During teacher evaluations, the principal assesses individual teachers based on their contribution to the plan's implementation. This includes evaluating the effectiveness of instructional strategies, assessment, and monitoring student progress. This also includes use of real-time coaching so that teachers can adapt to making high leverage instructional strategies in real-time. Principal works with assistant principal and coaches to perform instructional rounds to align on observation of effective practice/the highest leverage feedback given to teachers.

Check-ins with the Intervention Specialist Team
The Intervention Specialist Team, with its specialized focus, conducts weekly check-ins with the Principal/Assistant Principal to assess the effectiveness of strategies related to intervention programs. These sessions provide an opportunity for the team to share insights, discuss student performance, and adjust interventions based on real-time data and observations.

RTI Tracker
An RTI tracker serves as a centralized platform for data collection and analysis. Teachers, administrators, and instructional support staff have access to this tracker. Regular updates to the tracker ensure that all stakeholders are informed about the progress of individual students and the overall success of the plan.

Data Analysis and Reflection
The data collected through the RTI tracker is analyzed collaboratively during team meetings and check-ins. This analysis informs decision-making, allowing adjustments to be made to the plan's strategies as needed. Regular reflection on the data ensures a dynamic and responsive approach to addressing the diverse needs of students.

Professional Development

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

As the plan progresses, professional development opportunities may be identified based on the insights gained from monitoring. These opportunities can be tailored to address specific challenges or enhance the implementation of effective strategies. By integrating these monitoring processes, the educational community ensures a holistic and dynamic approach to the plan's success. Continuous collaboration, data-driven decision-making, and regular communication contribute to a supportive environment where everyone is actively engaged in the pursuit of improved student outcomes.

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 at grade level.*

Guided Reading: Guided Reading, combined with a workshop approach, can be powerful tools for meeting specific learner needs and enhancing instruction, especially for students on Reading Improvement and Monitoring Plans (RIMPs).

Individualized Instruction: Guided Reading allows for differentiated instruction tailored to each student's reading level. This is crucial for learners on RIMPs who may require personalized support to address specific skill gaps.

Targeted Assessment: Our curriculum programs' approaches involve continuous assessment to determine students' instructional levels and monitor progress. For students on RIMPs, ongoing assessment is vital to identify areas of improvement and adjust instruction accordingly.

Intentional Grouping: Guided Reading groups are formed based on students' similar instructional needs. Learners on RIMPs can benefit from targeted, small-group instruction focused on addressing their specific challenges and accelerating their progress. Workshops often involve collaborative learning experiences. For students on RIMPs, collaborative activities can provide peer support and additional opportunities for practice, contributing to a positive and supportive learning environment.

Explicit Instruction: Our approach emphasizes explicit teaching of reading strategies. This is essential for learners on RIMPs who may need additional support in developing foundational skills, comprehension strategies, or fluency.

Literacy Continuum: Our reading programs provide a comprehensive Literacy Continuum that guides teachers in selecting appropriate texts and instructional strategies. This continuum can be particularly valuable for planning instruction that aligns with the diverse needs of students on RIMPs.

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

Workshop Approach: The workshop approach allows for flexibility in meeting diverse learner needs. It accommodates individual, small group, and whole-class instruction, providing opportunities for targeted support for students on RIMPs while also addressing the broader class needs. The workshop model often incorporates elements of student choice, allowing learners to select texts that align with their interests and reading levels. This can enhance engagement and motivation, critical factors for students on RIMPs who may need additional encouragement.

Mini-Lessons: Workshop models typically include brief, focused mini-lessons. These can be tailored to address specific skills or strategies identified in the RIMPs. Mini-lessons provide explicit instruction and practice opportunities for students to strengthen their reading abilities.

Formative Assessment: The workshop approach integrates ongoing formative assessment, allowing teachers to gauge student progress and adjust instruction accordingly. This is especially valuable for learners on RIMPs, as it ensures that interventions are responsive and aligned with their evolving needs.

Integration with Reading Improvement and Monitoring Plans (RIMPs) - Data-Driven Decision Making: The workshop approach relies on data to inform instruction. This aligns with the principles of RIMPs, ensuring that interventions are based on ongoing assessment and analysis of student performance.

Targeted Intervention: The individualized and small-group foundation of our curriculum programs, along with the flexibility of the workshop approach, allows teachers to provide targeted interventions aligned with the specific goals outlined in the RIMPs.

Progress Monitoring: The continuous assessment and monitoring components of both strategies facilitate regular progress checks. This is essential for students on RIMPs, as it allows for the timely adjustment of interventions based on their evolving needs.

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.
1. **Ensuring Effectiveness:**

Professional Development: Provide comprehensive professional development scope and sequence for teachers to ensure a deep understanding of Guided Reading and the workshop approach. This can include workshops during TBTs, coaching cycles, after school training sessions, and ongoing monitoring/support. Regular observations, walkthroughs, and coaching sessions can help maintain consistency and effectiveness in the classroom. We must build and maintain a culture of data-driven decision-making. Require teachers to use assessment data to inform instructional decisions, identify areas of improvement, and tailor interventions based on individual student needs. Establish a system for regular evaluation and feedback on the effectiveness of the strategies. Implement exit ticket usage and exit ticket huddles to gather, share data, and monitor each teacher's progress with tracking data and student growth and achievement.

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

2. Showing Progress:
Data Collection and Analysis: Implement exit ticket usage at the end of each lesson. Establish exit ticket huddles after dismissal for staff to gather with principal/assistant principal to share data and monitor each teacher's progress with tracking data and student growth and achievement. Regularly collect and analyze student performance data and share it with students and families at least once a week. Each classroom must adopt the universal pocket charts to show case NWEA MAP data and pocket charts/stickers to showcase mastery of daily exit tickets. Utilize progress monitoring tools, such as formative assessments and benchmark assessments aligned with the chosen strategies, to track individual and group progress. Ensure that these tools provide actionable insights for teachers. Goal Setting: Collaboratively set realistic and measurable goals aligned with the school's improvement plan. These goals should be specific to student achievement, and progress toward them should be regularly assessed and communicated.

3.Improving Upon Prior Strategies:
Self-Assessment & Reflection: Facilitate reflective practices among teachers and school leaders to evaluate the effectiveness of strategies employed in the past two years. Identify strengths, challenges, and lessons learned to inform improvements. Offer ongoing professional development opportunities to address identified areas of improvement. This may involve targeted training sessions, workshops, or collaborative learning communities focused on refining instructional practices. Implement systems for collecting actionable feedback from teachers, students, and parents via weekly staff exit ticket. Use this feedback to make informed adjustments to the strategies and address any challenges that may have arisen during implementation.

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 135th 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.*

<mark>See attached documents.</mark>

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

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

45 Day Screening Template

Student's Name			Grade	DOB	Student ID#		Date of Entry

☐ Home Language Survey completed. If any answer to a question is other than English, conduct an English language proficiency assessment.

Student Screening

	Yes	No		Notes:
Vision	☐ ☐ ☐ ☐	☐ ☐	Holds reading materials too close or too far away Squints or tilts head to see the board or objects at a reasonable distance Problems with eye health (i.e., tearing, sensitivity to light, eye rubbing, pain) Other: _____	
Hearing	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	Responds inappropriately to questions/directions Frequently asks for information to be repeated or asks "What?" Watches others to imitate what they are doing Complains of earaches, ear pain, or head noises Difficulty localizing sounds/the speaker Consistently inattentive Uses nonverbal skills (i.e., gestures, nods, head turning, leaning in) Watches speaker intently/moves to see speaker Other: _____	
Communication	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	Poor articulation Speech is not understandable by most listeners Ineffective communication/messages Difficulty learning new sounds/new words Voice problems (i.e., volume, rate, quality) Difficulty expressing ideas, responding to instructions Does not engage in age-appropriate conversations/discussions Other: _____	
Cognitive or Academic	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	Learns very slowly compared to peers Attention problems (i.e., attention span, focus on less relevant stimuli) Below grade level in: ☐ reading, ☐ writing, ☐ math Difficulty recalling information Other: _____	
Adaptive	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	Weak self-care skills (i.e., personal hygiene, dress, belongings) Poor social skills (i.e., working with peers, social perceptions/cues) Difficulty understanding directions, communicating needs, expressing ideas Inappropriate school coping behaviors (i.e., attention, organization, questioning behavior, following directions, monitoring use of time) Other: _____	
Social or Behavioral	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐	Exhibits externalizing behaviors (i.e., aggression, vandalism, bullying, excessive absenteeism) Exhibits internalizing behaviors (i.e., fears, phobias, depression, withdrawal) Inappropriate behaviors or feelings under normal circumstances Poor conduct/defiance in campus settings, unstructured environments Trouble transitioning between activities Difficulty developing or maintaining peer or adult relationships Other: _____	
Motor	☐ ☐ ☐	☐ ☐	Gross motor development not age appropriate (i.e., clumsy or awkward; avoids physical tasks to possibly mask pain, fatigue, or lack of endurance) Fine motor skills not age appropriate (i.e., difficulty reaching, grasping, or manipulating objects; shaky, stiff, or weak movements) Other: _____	

Date 45-day screening was completed: _____

Administrative Action:

☐ No concerns at this time. ☐ Concern(s) noted. Action(s) taken: ☐ Parent(s) notified on _____
  ☐ Referred for student study team
  ☐ Referred to appropriate program administrator
  ☐ Referred for ☐ Comprehensive Evaluation ☐ 504 Plan
  ☐ Other: _____

Teacher's Signature: _____ Administrator's Signature: _____

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

Grade Report

Grade K

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	9
Mean RIT Score	*
Standard Deviation	*
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	139.6
Students At or Above Grade-Level Mean RIT	*

Overall Performance		**Lo** **%ile < 21**		**LoAvg** **%ile 21-40**		**Avg** **%ile 41-60**		**HiAvg** **%ile 61-80**		**Hi** **%ile > 80**		**Mean RIT** **Score**	**Std Dev**
		count	%	count	%	count	%	count	%	count	%	**(+/- Smp Err)**	
Math: Math K-12		2	22%	4	44%	0	0%	2	22%	1	11%	*	*

Explanatory Notes

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Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result.   ***2 The overall RIT score for this test is above the valid range.   ***3 The overall RIT score for this test is below the valid range.

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Math: Math K-12

Growth: Math K-2 OH 2017 / OH Learning Standards Mathematics: 2017

Summary	
Total Number of Students With Valid Growth Scores	9
Mean RIT Score	*
Standard Deviation	*
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	139.6
Students At or Above Grade-Level Mean RIT	*

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Math K-2 OH 2017 / OH Learning Standards Mathematics: 2017	2	22%	4	44%	0	0%	2	22%	1	11%	*	*
Instructional Area RIT Range												
Number and Operations	3	33%	3	33%	3	33%	0	0%	0	0%	*	*
Geometry	1	11%	2	22%	3	33%	2	22%	1	11%	*	*
Operations and Algebraic Thinking	3	33%	1	11%	2	22%	0	0%	3	33%	*	*
Measurement and Data	1	11%	3	33%	4	44%	0	0%	1	11%	*	*

Explanatory Notes

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Grade K

Term:	Fall 2023-2024
District:	Intergenerational Cleveland
School:	Lakeshore Intergenerational School

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2023)
Grouping:	None
Small Group Display:	No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	7
Mean RIT Score	*
Standard Deviation	*
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	136.6
Students At or Above Grade-Level Mean RIT	*

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Language Arts: Reading	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
	1	14%	2	29%	3	43%	1	14%	0	0%	*	*

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Grade Report

Grade K

Language Arts: Reading

Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	7
Mean RIT Score	*
Standard Deviation	*
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	136.6
Students At or Above Grade-Level Mean RIT	*

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	1	14%	2	29%	3	43%	1	14%	0	0%	*	*

Instructional Area RIT Range												
Language and Writing	1	14%	2	29%	2	29%	1	14%	1	14%	*	*
Literature and Informational	1	14%	3	43%	1	14%	2	29%	0	0%	*	*
Foundational Skills	1	14%	3	43%	3	43%	0	0%	0	0%	*	*
Vocabulary Use and Functions	1	14%	3	43%	2	29%	0	0%	1	14%	*	*

Explanatory Notes

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MAP GROWTH

Grade 1

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	13
Mean RIT Score	153.1
Standard Deviation	8.6
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	160
Students At or Above Grade-Level Mean RIT	3

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	**(+/- Smp Err)**	
Math: Math K-12	5	38%	4	31%	3	23%	1	8%	0	0%	151-**153**-156	8.6

Explanatory Notes

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MAP GROWTH

Grade 1

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Growth: Math K-2 OH 2017 / OH Learning Standards Mathematics: 2017

Summary	
Total Number of Students With Valid Growth Scores	13
Mean RIT Score	153.1
Standard Deviation	8.6
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	160
Students At or Above Grade-Level Mean RIT	3

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math K-2 OH 2017 / OH Learning Standards Mathematics: 2017	5	38%	4	31%	3	23%	1	8%	0	0%	151-**153**-156	8.6

Instructional Area RIT Range												
Number and Operations	3	23%	5	38%	3	23%	1	8%	1	8%	152-**155**-158	11
Geometry	6	46%	1	8%	5	38%	1	8%	0	0%	147-**151**-155	13.1
Operations and Algebraic Thinking	4	31%	4	31%	3	23%	2	15%	0	0%	151-**154**-156	9
Measurement and Data	4	31%	4	31%	4	31%	1	8%	0	0%	150-**152**-155	9.6

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MAP GROWTH

Grade 1

Term:	Fall 2023-2024
District:	Intergenerational Cleveland
School:	Lakeshore Intergenerational School

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2023)
Grouping:	None
Small Group Display:	No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	13
Mean RIT Score	150.3
Standard Deviation	12.2
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	155.9
Students At or Above Grade-Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Language Arts: Reading	5	38%	1	8%	5	38%	1	8%	1	8%	147-**150**-154	12.2

Explanatory Notes

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MAP™ GROWTH

Grade 1

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Language Arts: Reading

Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	13
Mean RIT Score	150.3
Standard Deviation	12.2
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	155.9
Students At or Above Grade-Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	5	38%	1	8%	5	38%	1	8%	1	8%	147-**150**-154	12.2
Instructional Area RIT Range												
Language and Writing	6	46%	3	23%	2	15%	1	8%	1	8%	143-**147**-151	13.3
Literature and Informational	5	38%	0	0%	2	15%	5	38%	1	8%	147-**152**-157	16.1
Foundational Skills	4	31%	3	23%	4	31%	1	8%	1	8%	146-**150**-154	13.1
Vocabulary Use and Functions	2	15%	3	23%	3	23%	5	38%	0	0%	149-**153**-157	13.2

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MAP GROWTH

Grade 2

Term:	Fall 2023-2024
District:	Intergenerational Cleveland
School:	Lakeshore Intergenerational School

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2023)
Grouping:	None
Small Group Display:	No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	10
Mean RIT Score	164.7
Standard Deviation	19.5
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	175
Students At or Above Grade-Level Mean RIT	2

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	5	50%	1	10%	2	20%	1	10%	1	10%	158-**165**-171	19.5

Explanatory Notes

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MAP GROWTH

Grade 2

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Growth: Math K-2 OH 2017 / OH Learning Standards Mathematics: 2017

Summary	
Total Number of Students With Valid Growth Scores	10
Mean RIT Score	164.7
Standard Deviation	19.5
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	175
Students At or Above Grade-Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math K-2 OH 2017 / OH Learning Standards Mathematics: 2017	5	50%	1	10%	2	20%	1	10%	1	10%	158-**165**-171	19.5
Instructional Area RIT Range												
Number and Operations	5	50%	1	10%	2	20%	1	10%	1	10%	157-**164**-171	20.1
Geometry	3	30%	4	40%	1	10%	2	20%	0	0%	161-**167**-172	16.4
Operations and Algebraic Thinking	5	50%	2	20%	0	0%	2	20%	1	10%	154-**162**-170	23.8
Measurement and Data	3	30%	3	30%	1	10%	2	20%	1	10%	159-**166**-173	21.5

Explanatory Notes

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Grade Report

MAP GROWTH

Grade 2

Term:	Fall 2023-2024
District:	Intergenerational Cleveland
School:	Lakeshore Intergenerational School

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2023)
Grouping:	None
Small Group Display:	No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	11
Mean RIT Score	157.3
Standard Deviation	15.1
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	172.3
Students At or Above Grade-Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Language Arts: Reading	7	64%	2	18%	1	9%	0	0%	1	9%	153-**157**-162	15.1

Explanatory Notes

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Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result.   ***2 The overall RIT score for this test is above the valid range.   ***3 The overall RIT score for this test is below the valid range.

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MAP GROWTH

Grade 2

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Language Arts: Reading

Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	11
Mean RIT Score	157.3
Standard Deviation	15.1
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	172.3
Students At or Above Grade-Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	7	64%	2	18%	1	9%	0	0%	1	9%	153-**157**-162	15.1
Instructional Area RIT Range												
Language and Writing	7	64%	2	18%	1	9%	1	9%	0	0%	151-**156**-161	16.1
Literature and Informational	6	55%	2	18%	1	9%	2	18%	0	0%	155-**160**-164	15
Foundational Skills	5	45%	5	45%	0	0%	1	9%	0	0%	150-**155**-160	15.3
Vocabulary Use and Functions	5	45%	4	36%	1	9%	0	0%	1	9%	155-**160**-166	17.6

Explanatory Notes

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Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result.   ***2 The overall RIT score for this test is above the valid range.   ***3 The overall RIT score for this test is below the valid range.

 ***4 The standard error for this test is below acceptable limits.   ***5 The standard error for this test is above acceptable limits.   ***6 The test has been identified as invalid.   ***7 High level of rapid guessing has invalidated test.

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Grade 3

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	15
Mean RIT Score	172.6
Standard Deviation	13.6
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	188.5
Students At or Above Grade-Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Math: Math K-12	10	67%	2	13%	3	20%	0	0%	0	0%	169-**173**-176	13.6

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MAP GROWTH

Grade 3

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Growth: Math 2-5 OH 2017 / OH Learning Standards Mathematics: 2017

Summary	
Total Number of Students With Valid Growth Scores	15
Mean RIT Score	172.6
Standard Deviation	13.6
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	188.5
Students At or Above Grade-Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Math 2-5 OH 2017 / OH Learning Standards Mathematics: 2017	10	67%	2	13%	3	20%	0	0%	0	0%	169-**173**-176	13.6

Instructional Area RIT Range												
Operations and Algebraic Thinking	7	47%	3	20%	3	20%	2	13%	0	0%	171-**175**-179	15.1
Measurement and Data	9	60%	3	20%	0	0%	3	20%	0	0%	168-**172**-177	15.9
Number and Operations	9	60%	4	27%	2	13%	0	0%	0	0%	167-**170**-174	12.2
Geometry	8	53%	3	20%	2	13%	2	13%	0	0%	169-**173**-177	15.6

Explanatory Notes

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Term:	Fall 2023-2024
District:	Intergenerational Cleveland
School:	Lakeshore Intergenerational School

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2023)
Grouping:	None
Small Group Display:	No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	15
Mean RIT Score	164.9
Standard Deviation	12.4
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	186.6
Students At or Above Grade-Level Mean RIT	1

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Language Arts: Reading	11	73%	3	20%	1	7%	0	0%	0	0%	162-**165**-168	12.4

Explanatory Notes

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MAP GROWTH

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Language Arts: Reading

Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	15
Mean RIT Score	164.9
Standard Deviation	12.4
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	186.6
Students At or Above Grade-Level Mean RIT	1

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	11	73%	3	20%	1	7%	0	0%	0	0%	162-**165**-168	12.4
Instructional Area RIT Range												
Vocabulary: Acquisition and Use	11	73%	3	20%	0	0%	1	7%	0	0%	159-**163**-168	16.5
Informational Text: Language, Craft, and Structure	10	67%	3	20%	1	7%	1	7%	0	0%	160-**165**-169	17.6
Literary Text: Key Ideas and Details	9	60%	5	33%	1	7%	0	0%	0	0%	163-**167**-170	13.7
Informational Text: Key Ideas and Details	11	73%	3	20%	0	0%	1	7%	0	0%	162-**165**-169	13.1
Literary Text: Language, Craft, and Structure	11	73%	3	20%	1	7%	0	0%	0	0%	162-**165**-169	12.1

Explanatory Notes

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Grade 4

Term:	Fall 2023-2024
District:	Intergenerational Cleveland
School:	Lakeshore Intergenerational School

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2023)
Grouping:	None
Small Group Display:	No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	10
Mean RIT Score	189.8
Standard Deviation	11
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	199.5
Students At or Above Grade-Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Math: Math K-12	4	40%	4	40%	1	10%	0	0%	1	10%	186-**190**-193	11

Explanatory Notes

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Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Growth: Math 2-5 OH 2017 / OH Learning Standards Mathematics: 2017

Summary	
Total Number of Students With Valid Growth Scores	10
Mean RIT Score	189.8
Standard Deviation	11
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	199.5
Students At or Above Grade-Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math 2-5 OH 2017 / OH Learning Standards Mathematics: 2017	4	40%	4	40%	1	10%	0	0%	1	10%	186-**190**-193	11
Instructional Area RIT Range												
Operations and Algebraic Thinking	2	20%	4	40%	2	20%	1	10%	1	10%	187-**192**-198	16.1
Measurement and Data	2	20%	5	50%	2	20%	0	0%	1	10%	189-**193**-197	13.1
Number and Operations	3	30%	5	50%	2	20%	0	0%	0	0%	186-**189**-192	8.9
Geometry	4	40%	5	50%	0	0%	0	0%	1	10%	182-**186**-191	12.9

Explanatory Notes

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Grade Report

Grade 4

Term:	Fall 2023-2024
District:	Intergenerational Cleveland
School:	Lakeshore Intergenerational School

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2023)
Grouping:	None
Small Group Display:	No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	10
Mean RIT Score	189.5
Standard Deviation	9.4
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	196.7
Students At or Above Grade-Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Language Arts: Reading	2	20%	5	50%	1	10%	2	20%	0	0%	186-**190**-193	9.4

Explanatory Notes

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Grade Report

Grade 4

Term: Fall 2023-2024
District: Intergenerational Cleveland
School: Lakeshore Intergenerational School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2023)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	10
Mean RIT Score	189.5
Standard Deviation	9.4
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	196.7
Students At or Above Grade-Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	2	20%	5	50%	1	10%	2	20%	0	0%	186-**190**-193	9.4
Instructional Area RIT Range												
Vocabulary: Acquisition and Use	2	20%	3	30%	3	30%	1	10%	1	10%	187-**192**-197	14.6
Informational Text: Language, Craft, and Structure	4	40%	3	30%	2	20%	1	10%	0	0%	182-**185**-189	9.8
Literary Text: Key Ideas and Details	2	20%	2	20%	5	50%	1	10%	0	0%	188-**191**-194	10.2
Informational Text: Key Ideas and Details	2	20%	5	50%	3	30%	0	0%	0	0%	185-**188**-191	8.7
Literary Text: Language, Craft, and Structure	3	30%	0	0%	4	40%	3	30%	0	0%	186-**192**-197	17

Explanatory Notes

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MAP GROWTH

Grade 5

Term:	Fall 2023-2024
District:	Intergenerational Cleveland
School:	Lakeshore Intergenerational School

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2023)
Grouping:	None
Small Group Display:	No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	15
Mean RIT Score	185.4
Standard Deviation	12.7
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	209.1
Students At or Above Grade-Level Mean RIT	0

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Math: Math K-12	11	73%	4	27%	0	0%	0	0%	0	0%	182-**185**-189	12.7

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result.   ***2 The overall RIT score for this test is above the valid range.   ***3 The overall RIT score for this test is below the valid range.

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Grade 5

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Growth: Math 2-5 OH 2017 / OH Learning Standards Mathematics: 2017

Summary	
Total Number of Students With Valid Growth Scores	15
Mean RIT Score	185.4
Standard Deviation	12.7
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	209.1
Students At or Above Grade-Level Mean RIT	0

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Math 2-5 OH 2017 / OH Learning Standards Mathematics: 2017	11	73%	4	27%	0	0%	0	0%	0	0%	182-**185**-189	12.7
Instructional Area RIT Range												
Operations and Algebraic Thinking	11	73%	4	27%	0	0%	0	0%	0	0%	182-**185**-189	12.5
Measurement and Data	10	67%	3	20%	2	13%	0	0%	0	0%	182-**186**-191	16.8
Number and Operations	11	73%	4	27%	0	0%	0	0%	0	0%	182-**185**-189	12.9
Geometry	11	73%	3	20%	1	7%	0	0%	0	0%	180-**184**-188	14.1

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result.   ***2 The overall RIT score for this test is above the valid range.   ***3 The overall RIT score for this test is below the valid range.

  ***4 The standard error for this test is below acceptable limits.   ***5 The standard error for this test is above acceptable limits.   ***6 The test has been identified as invalid.   ***7 High level of rapid guessing has invalidated test.

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Grade 5

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	15
Mean RIT Score	179.1
Standard Deviation	9.2
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	204.5
Students At or Above Grade-Level Mean RIT	0

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Language Arts: Reading	13	87%	2	13%	0	0%	0	0%	0	0%	177-**179**-182	9.2

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result.   ***2 The overall RIT score for this test is above the valid range.   ***3 The overall RIT score for this test is below the valid range.

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MAP GROWTH

Grade 5

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Language Arts: Reading

Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	15
Mean RIT Score	179.1
Standard Deviation	9.2
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	204.5
Students At or Above Grade-Level Mean RIT	0

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	13	87%	2	13%	0	0%	0	0%	0	0%	177-**179**-182	9.2
Instructional Area RIT Range												
Vocabulary: Acquisition and Use	12	80%	2	13%	1	7%	0	0%	0	0%	174-**178**-182	15.3
Informational Text: Language, Craft, and Structure	12	80%	3	20%	0	0%	0	0%	0	0%	177-**179**-182	9.1
Literary Text: Key Ideas and Details	14	93%	0	0%	1	7%	0	0%	0	0%	171-**175**-179	15
Informational Text: Key Ideas and Details	11	73%	4	27%	0	0%	0	0%	0	0%	180-**183**-186	10.5
Literary Text: Language, Craft, and Structure	12	80%	2	13%	1	7%	0	0%	0	0%	177-**180**-183	10

Explanatory Notes

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   ***4 The standard error for this test is below acceptable limits.   ***5 The standard error for this test is above acceptable limits.   ***6 The test has been identified as invalid.   ***7 High level of rapid guessing has invalidated test.

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MAP GROWTH

Grade 5

Term:	Fall 2023-2024
District:	Intergenerational Cleveland
School:	Lakeshore Intergenerational School

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2023)
Grouping:	None
Small Group Display:	No

Science: Science K-12

Summary	
Total Number of Students With Valid Growth Scores	16
Mean RIT Score	189.2
Standard Deviation	9.2
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	200.2
Students At or Above Grade-Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Science: Science K-12	8	50%	6	38%	1	6%	1	6%	0	0%	187-**189**-192	9.2

Explanatory Notes

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Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result.   ***2 The overall RIT score for this test is above the valid range.   ***3 The overall RIT score for this test is below the valid range.

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MAP GROWTH

Grade 5

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Science: Science K-12

Growth: Science 3-5 OH 2018 / OH Learning Standards Science: 2018

Summary	
Total Number of Students With Valid Growth Scores	16
Mean RIT Score	189.2
Standard Deviation	9.2
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	200.2
Students At or Above Grade-Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Science 3-5 OH 2018 / OH Learning Standards Science: 2018	8	50%	6	38%	1	6%	1	6%	0	0%	187-**189**-192	9.2
Instructional Area RIT Range												
Earth and Space Science	9	56%	2	13%	4	25%	1	6%	0	0%	187-**190**-193	10.9
Physical Science	8	50%	5	31%	2	13%	1	6%	0	0%	186-**189**-191	10.2
Life Science	6	38%	8	50%	2	13%	0	0%	0	0%	187-**189**-191	9.1

Explanatory Notes

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MAP GROWTH

Term:	Fall 2023-2024
District:	Intergenerational Cleveland
School:	Lakeshore Intergenerational School

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2023)
Grouping:	None
Small Group Display:	No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	13
Mean RIT Score	200.4
Standard Deviation	9.2
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	214.7
Students At or Above Grade-Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Math: Math K-12	8	62%	2	15%	3	23%	0	0%	0	0%	198-**200**-203	9.2

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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MAP GROWTH

Grade 6

Term:	Fall 2023-2024
District:	Intergenerational Cleveland
School:	Lakeshore Intergenerational School

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2023)
Grouping:	None
Small Group Display:	No

Math: Math K-12

Growth: Math 6+ OH 2017 / OH Learning Standards Mathematics: 2017

Summary	
Total Number of Students With Valid Growth Scores	13
Mean RIT Score	200.4
Standard Deviation	9.2
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	214.7
Students At or Above Grade-Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Math 6+ OH 2017 / OH Learning Standards Mathematics: 2017	8	62%	2	15%	3	23%	0	0%	0	0%	198-**200**-203	9.2
Instructional Area RIT Range												
Statistics and Probability	8	62%	2	15%	2	15%	1	8%	0	0%	194-**199**-203	15.2
Operations and Algebraic Thinking	4	31%	8	62%	1	8%	0	0%	0	0%	199-**202**-204	8.8
The Real and Complex Number Systems	8	62%	3	23%	1	8%	1	8%	0	0%	195-**199**-202	12.6
Geometry	6	46%	4	31%	1	8%	2	15%	0	0%	198-**202**-206	13.3

Explanatory Notes

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MAP GROWTH™

Grade 6

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	11
Mean RIT Score	198.5
Standard Deviation	13.9
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	210.2
Students At or Above Grade-Level Mean RIT	0

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	4	36%	2	18%	5	45%	0	0%	0	0%	194-**199**-203	13.9

Explanatory Notes

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Grade Report

Grade 6

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Language Arts: Reading

Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	11
Mean RIT Score	198.5
Standard Deviation	13.9
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	210.2
Students At or Above Grade-Level Mean RIT	0

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017	4	36%	2	18%	5	45%	0	0%	0	0%	194-**199**-203	13.9
Instructional Area RIT Range												
Vocabulary: Acquisition and Use	3	27%	1	9%	5	45%	2	18%	0	0%	195-**201**-206	17.8
Informational Text: Language, Craft, and Structure	5	45%	2	18%	2	18%	2	18%	0	0%	192-**197**-202	16.3
Literary Text: Key Ideas and Details	4	36%	3	27%	2	18%	2	18%	0	0%	195-**200**-204	14.6
Informational Text: Key Ideas and Details	6	55%	2	18%	3	27%	0	0%	0	0%	188-**194**-199	16.6
Literary Text: Language, Craft, and Structure	5	45%	1	9%	2	18%	3	27%	0	0%	195-**200**-206	17.7

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Grade Report

MAP GROWTH

Grade 6

Science: Science K-12

Summary	
Total Number of Students With Valid Growth Scores	13
Mean RIT Score	198.3
Standard Deviation	9.4
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	203.9
Students At or Above Grade-Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Science: Science K-12	4	31%	2	15%	6	46%	1	8%	0	0%	196-**198**-201	9.4

Explanatory Notes

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MAP GROWTH

Grade 6

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Science: Science K-12

Growth: Science 6-8 OH 2018 / OH Learning Standards Science: 2018

Summary	
Total Number of Students With Valid Growth Scores	13
Mean RIT Score	198.3
Standard Deviation	9.4
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	203.9
Students At or Above Grade-Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Science 6-8 OH 2018 / OH Learning Standards Science: 2018	4	31%	2	15%	6	46%	1	8%	0	0%	196-**198**-201	9.4

Instructional Area RIT Range												
Life Science	4	31%	2	15%	3	23%	4	31%	0	0%	196-**199**-202	11.5
Physical Science	2	15%	5	38%	5	38%	1	8%	0	0%	197-**199**-201	7.4
Earth and Space Science	4	31%	3	23%	5	38%	0	0%	1	8%	194-**197**-200	11.3

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Term:	Fall 2023-2024	Norms Reference Data:	2020 Norms.
District:	Intergenerational Cleveland	Weeks of Instruction:	4 (Fall 2023)
School:	Lakeshore Intergenerational School	Grouping:	None
		Small Group Display:	No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	18
Mean RIT Score	199.2
Standard Deviation	11.2
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	220.2
Students At or Above Grade-Level Mean RIT	0

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Math: Math K-12	12	67%	5	28%	1	6%	0	0%	0	0%	196-**199**-202	11.2

Explanatory Notes

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Grade 7

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Growth: Math 6+ OH 2017 / OH Learning Standards Mathematics: 2017

Summary	
Total Number of Students With Valid Growth Scores	18
Mean RIT Score	199.2
Standard Deviation	11.2
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	220.2
Students At or Above Grade-Level Mean RIT	0

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Math 6+ OH 2017 / OH Learning Standards Mathematics: 2017	12	67%	5	28%	1	6%	0	0%	0	0%	196-**199**-202	11.2
Instructional Area RIT Range												
Statistics and Probability	11	61%	5	28%	2	11%	0	0%	0	0%	195-**199**-203	15.4
Operations and Algebraic Thinking	11	61%	6	33%	1	6%	0	0%	0	0%	196-**200**-203	12.9
The Real and Complex Number Systems	10	56%	7	39%	0	0%	1	6%	0	0%	198-**201**-205	14.1
Geometry	12	67%	5	28%	1	6%	0	0%	0	0%	196-**198**-201	11.7

Explanatory Notes

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MAP GROWTH

Grade 7

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	19
Mean RIT Score	201.3
Standard Deviation	14.3
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	214.2
Students At or Above Grade-Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Language Arts: Reading	11	58%	1	5%	4	21%	3	16%	0	0%	198-**201**-205	14.3

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result.   ***2 The overall RIT score for this test is above the valid range.   ***3 The overall RIT score for this test is below the valid range.

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Grade Report

Grade 7

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Language Arts: Reading

Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	19
Mean RIT Score	201.3
Standard Deviation	14.3
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	214.2
Students At or Above Grade-Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017	11	58%	1	5%	4	21%	3	16%	0	0%	198-**201**-205	14.3
Instructional Area RIT Range												
Vocabulary: Acquisition and Use	7	37%	5	26%	3	16%	2	11%	2	11%	200-**205**-209	18.1
Informational Text: Language, Craft, and Structure	10	53%	5	26%	1	5%	2	11%	1	5%	196-**199**-203	16.1
Literary Text: Key Ideas and Details	11	58%	2	11%	4	21%	2	11%	0	0%	194-**198**-202	16.3
Informational Text: Key Ideas and Details	7	37%	6	32%	5	26%	1	5%	0	0%	200-**203**-205	10.5
Literary Text: Language, Craft, and Structure	9	47%	4	21%	3	16%	2	11%	1	5%	197-**201**-206	17.1

Explanatory Notes

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MAP GROWTH

Term:	Fall 2023-2024
District:	Intergenerational Cleveland
School:	Lakeshore Intergenerational School

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2023)
Grouping:	None
Small Group Display:	No

Science: Science K-12

Summary	
Total Number of Students With Valid Growth Scores	19
Mean RIT Score	195.6
Standard Deviation	10.7
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	206.6
Students At or Above Grade-Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Science: Science K-12	10	53%	4	21%	4	21%	1	5%	0	0%	193-**196**-198	10.7

Explanatory Notes

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MAP GROWTH

Grade 7

Term:	Fall 2023-2024
District:	Intergenerational Cleveland
School:	Lakeshore Intergenerational School

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2023)
Grouping:	None
Small Group Display:	No

Science: Science K-12

Growth: Science 6-8 OH 2018 / OH Learning Standards Science: 2018

Summary	
Total Number of Students With Valid Growth Scores	19
Mean RIT Score	195.6
Standard Deviation	10.7
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	206.6
Students At or Above Grade-Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Science 6-8 OH 2018 / OH Learning Standards Science: 2018	10	53%	4	21%	4	21%	1	5%	0	0%	193-**196**-198	10.7

Instructional Area RIT Range												
Life Science	5	26%	6	32%	4	21%	3	16%	1	5%	198-**201**-204	13
Physical Science	11	58%	6	32%	1	5%	1	5%	0	0%	191-**193**-196	11
Earth and Space Science	11	58%	4	21%	3	16%	0	0%	1	5%	190-**193**-196	12.1

Explanatory Notes

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Grade Report

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	21
Mean RIT Score	217.1
Standard Deviation	15.9
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	224.9
Students At or Above Grade-Level Mean RIT	5

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Math: Math K-12	6	29%	4	19%	8	38%	2	10%	1	5%	214-**217**-221	15.9

Explanatory Notes

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MAP GROWTH

Grade 8

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Growth: Math 6+ OH 2017 / OH Learning Standards Mathematics: 2017

Summary	
Total Number of Students With Valid Growth Scores	21
Mean RIT Score	217.1
Standard Deviation	15.9
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	224.9
Students At or Above Grade-Level Mean RIT	5

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Math 6+ OH 2017 / OH Learning Standards Mathematics: 2017	6	29%	4	19%	8	38%	2	10%	1	5%	214-**217**-221	15.9
Instructional Area RIT Range												
Statistics and Probability	7	33%	5	24%	5	24%	2	10%	2	10%	211-**216**-220	19.2
Operations and Algebraic Thinking	5	24%	5	24%	5	24%	4	19%	2	10%	215-**219**-223	18.6
The Real and Complex Number Systems	6	29%	6	29%	5	24%	3	14%	1	5%	213-**217**-220	16.1
Geometry	4	19%	8	38%	7	33%	1	5%	1	5%	213-**217**-220	15

Explanatory Notes

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Grade Report

Grade 8

Term:	Fall 2023-2024
District:	Intergenerational Cleveland
School:	Lakeshore Intergenerational School

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2023)
Grouping:	None
Small Group Display:	No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	20
Mean RIT Score	217.1
Standard Deviation	12
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	218
Students At or Above Grade-Level Mean RIT	9

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	3	15%	2	10%	9	45%	5	25%	1	5%	214-**217**-220	12

Explanatory Notes

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Grade Report

Grade 8

Term:	Fall 2023-2024
District:	Intergenerational Cleveland
School:	Lakeshore Intergenerational School

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2023)
Grouping:	None
Small Group Display:	No

Language Arts: Reading

Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	20
Mean RIT Score	217.1
Standard Deviation	12
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	218
Students At or Above Grade-Level Mean RIT	9

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017	3	15%	2	10%	9	45%	5	25%	1	5%	214-**217**-220	12
Instructional Area RIT Range												
Vocabulary: Acquisition and Use	2	10%	4	20%	7	35%	6	30%	1	5%	216-**219**-222	14.3
Informational Text: Language, Craft, and Structure	2	10%	5	25%	6	30%	3	15%	4	20%	215-**219**-223	16.5
Literary Text: Key Ideas and Details	4	20%	4	20%	6	30%	5	25%	1	5%	212-**215**-218	12.9
Informational Text: Key Ideas and Details	3	15%	3	15%	6	30%	7	35%	1	5%	213-**216**-219	13.3
Literary Text: Language, Craft, and Structure	2	10%	8	40%	3	15%	5	25%	2	10%	214-**217**-220	12.5

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Science: Science K-12

Summary	
Total Number of Students With Valid Growth Scores	18
Mean RIT Score	206.6
Standard Deviation	10.3
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	209.6
Students At or Above Grade-Level Mean RIT	8

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Science: Science K-12	3	17%	6	33%	3	17%	5	28%	1	6%	204-**207**-209	10.3

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Grade 8

Term:	Fall 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Intergenerational Cleveland	**Weeks of Instruction:**	4 (Fall 2023)
School:	Lakeshore Intergenerational School	**Grouping:**	None
		Small Group Display:	No

Science: Science K-12

Growth: Science 6-8 OH 2018 / OH Learning Standards Science: 2018

Summary	
Total Number of Students With Valid Growth Scores	18
Mean RIT Score	206.6
Standard Deviation	10.3
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	209.6
Students At or Above Grade-Level Mean RIT	8

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Science 6-8 OH 2018 / OH Learning Standards Science: 2018	3	17%	6	33%	3	17%	5	28%	1	6%	204-**207**-209	10.3
Instructional Area RIT Range												
Life Science	5	28%	3	17%	5	28%	5	28%	0	0%	204-**206**-208	10.1
Physical Science	5	28%	5	28%	2	11%	2	11%	4	22%	203-**206**-209	12.8
Earth and Space Science	4	22%	4	22%	3	17%	5	28%	2	11%	205-**208**-211	11.5

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