Local Literacy Plan
2022-23

School Number: 4098-07

District Contact: Dr. Missy Johnson, Academic Director

NOVA CLASSICAL ACADEMY'S LOCAL LITERACY PLAN:
READING WELL BY THIRD GRADE

Introduction

Nova Classical Academy's mission is to provide an accelerated, systematic, and enriched education to all students. As a school that prizes reading well not just by third grade but for a lifetime, we work hard to give our students access to the best of the Great Books of literature, history, science, philosophy, and more. We also prioritize the use of challenging, primary source materials as an important feature of helping our students develop as learners who know how to seek out high-quality materials for themselves and who know how to translate knowledge into thought and action on behalf of what is good, true, and beautiful. To accomplish this lofty goal, we know our students must master the science of reading and the fine arts of comprehension and analysis. We have created a reading program that offers the best of comprehensive, research-based reading curricula steered by a clear instructional path that addresses the needs of all learners and ensures they succeed in learning to read at a high level.

The Reading Program

Nova Classical Academy has selected SRA's direct instruction *Reading Mastery* and *Horizons* for its core reading curriculum in grades Kindergarten through third grade with support from *The Writing Road to Reading* and a robust read aloud and literature program (see Appendix A). As a classical school, we emphasize explicit instruction that provides a high level of modeling with imitation and repetition to give students a solid base of content and background knowledge, vocabulary, and comprehension strategies needed to access and understand text. SRA's direct instruction reading programs are among the most valid, scientifically- proven reading programs available that deliver a comprehensive approach to reading instruction across the five main pillars of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.

Reading in the primary grades is ability-grouped, and students spend up to 55 minutes per day in grades K-3 in a direct instruction reading class at their level. Some students graduate from the direct instruction class at the end of grade 2. These students participate in a literature class in grade 3. All students in K-3 also have a twenty- to thirty-minute block of read aloud time each

day. Read aloud selections include poetry, short stories, and novels chosen for their high level of quality and curricular and cultural significance.

The school's core reading program is supplemented by a program called *The Writing Road to Reading,* which emphasizes phonemic awareness, phonics instruction, and orthographic analysis to aid decoding, spelling, and writing. Additionally, parents are strongly encouraged to complete a minimum of 20 minutes reading each night to and with their children to help build fluency skills as well as to continue to expose the students to rich vocabulary, complex syntax, and beautiful and imaginative content. Nova Classical also provides yearly parent education nights in regards to how to support literacy at home, recordings and resources from which are available on our website.

Goals

To measure student proficiency in reading, Nova Classical will use a variety of assessments and their corresponding benchmark standards. To address the school's mission of delivering an academically enriched and accelerated program, Nova Classical will set rigorous goals in reading that go beyond basic proficiency to set our sights on exceeding proficiency standards.

Assessments and Targets:

Primarily, the school will use the FastBridge earlyReading (grades K-1), CBMreading (grades 1-3) and AUTOreading (grades 4-5) reading fluency tests' national norms as a guide for what is considered proficiency in reading.

Descriptions of Assessments:

- earlyReading (grades K-1): earlyReading English is a suite of 14 subtests that measure important early literacy skills. When used for screening, 4 subtests are administered at a time. The following two tables contain a summary of all of the earlyReading English subtests and the skills measured.

Kindergarten earlyReading		
Fall	**Winter**	**Spring**
1. Letter Sounds	1. Letter Sounds	1. Letter Sounds
2. Onset Sounds	2. Onset Sounds	2. Nonsense Words
3. Concepts of Print	3. Nonsense Words	3. Word Segmenting

| 4. Letter Names | 4. Word Segmenting | 4. Sight Words - 50 |

First Grade earlyReading		
Fall	Winter	Spring
1. Sight Words -150	1. Sight Words -150	1. Sight Words -150
2. Word Segmenting	2. Word Segmenting	2. Word Segmenting
3. Nonsense Words	3. Nonsense Words	3. Nonsense Words
4. Sentence Reading	4. CBMreading English	4. CBMreading English

- CBMreading (grades 1-3) measures a student's proficiency in the following Foundational Skills subcategories:
  - Print Concepts – the organization and basic feature of print.
  - Phonological Awareness – the understanding of spoken words' syllables and sounds or phonemes.
  - Phonics and Word Recognition – the application of grade-level phonics and word analysis skills in decoding words.
  - Fluency – reading on-level texts with sufficient purpose, accuracy and fluency to support comprehension.

- AUTOreading (grades 4-5) is a suite of eight subtests that measure the accuracy and rate of phonological (sound), orthographic (spelling), and semantic (meaning) skills.
  - Letter Names
  - Letter Sounds
  - Encoding
  - Word Identification
  - Vocabulary
  - Matching Synonyms
  - Decoding
  - Morphology

Fluency Goals for 2022-2023:

Grade	Assessment	Spring National Norm GOAL
Kindergarten	earlyReading- Letter Sounds	>41
First Grade	earlyReading- Nonsense Words	>22
First Grade	CBMreading- ORF	>66
Second Grade	CBMreading- ORF	>101
Third Grade	CBMreading- ORF	>125

Students scoring in the 40th percentile or higher in the spring assessment window will be deemed proficient and reading at grade level. This standard is a **minimum** and we aim for at least 90 percent of students to be reading in the **75th percentile or higher on the AUTOReading assessment by the time they leave the fifth grade**.

Secondarily, the school will use the spring aReading Assessment as a standard for determining reading comprehension proficiency and establish benchmarks for longitudinal student data. Proficiency is determined by the student scoring **above 40th percentile on aReading.** The FastBridge aReading assessment screens K-12 students' broad reading abilities, is based on research, and each question is aligned with the National Common Core State Standards (2010). Students in grades K-12 will take this assessment three times during the school year.

Lastly, at the conclusion of each school year, Nova Classical's goal is for the **third grade reading proficiency rate to be at least 22 percentage points higher than the state average** in reading as measured by the MCAs.

Evaluation and Intervention

To measure student success, Nova Classical Academy follows a rigorous testing schedule (see Appendix B) and tracks student progress on a weekly basis through the school's Response to Intervention model.

Reading and Dyslexia Screening and the Response to Intervention Model:

During the first two weeks of school, or first day of instruction for newly enrolled students, Nova Classical students undergo FastBridge testing to assess their phonemic awareness, phonics

knowledge, and reading fluency. These FastBridge assessments are administered again mid-year and at the end of the school year to track fluency growth. Students who score below national grade level targets on the FastBridge fluency tests (see Appendix C) are reviewed by the school's Response to Intervention (RtI) team.

The RtI team is composed of school administrators, school counselors, and general, ELL, and special education teachers who meet on a weekly basis to assess student needs, create intervention plans to ensure student success, and monitor progress across six-week data periods. The administration, classroom teachers, and/or RtI team will also utilize the aReading (reading comprehension assessment) and/or Reading Mastery Direct Instruction placement tests to determine (for new students) or provide evidence of (for current students) appropriate class placement.

Dyslexia Screening:

Both the earlyReading and CBM reading assessments are universal screening tools for dyslexia screening. The earlyReading composite used in kindergarten and first grade include subtests that measure the critical reading skills of phonemic awareness and phonics. The CBMreading assessment (grades 1-3) measures phonics, fluency, and comprehension, all key indicators of dyslexia. For grades 4-12, AUTOreading measures decoding, word identification, and comprehension. FastBridge is an approved dyslexia screener and an approved universal screener for reading in the state of Minnesota.

Progress Monitoring

Built into the SRA Direct Instruction program is a requirement of weekly or bi-weekly checkout tests to assess student achievement in phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. Checkout test data helps the reading teacher identify and target students' weaknesses and strengths and also guide the RtI team's remediation and placement efforts.

Students in grades K-4 that are performing below the 40th percentile as outlined by the FastBridge national norms receive targeted reading interventions through the PRESS (Pathways to Reading Excellence in School Sites) program. Appendix E supplies the flowchart in grades K-5 determining the need for interventions (PRESS for grades K-4, Read180 for grade 5) based on these assessments and their target norms in Appendix C. Students complete an assessment to

determine the area in which they are requiring more support. These areas include phonemic awareness, phonics, fluency, vocabulary and comprehension. Students participate in small group targeted interventions based on their area of need. Student progress is monitored as they move through the various interventions to determine progress, possible graduation from the program, and/or need for repetition of the intervention. In addition to reading class assessments and PRESS assessment data, all students that are below the 40th percentile on FastBridge CBMreading norms undergo every-other week, one-minute progress monitoring using the FastBridge oral reading fluency assessment.

Students that are receiving PRESS interventions but that are not showing progress after 8 weeks are referred to our Response to Intervention team. The team reviews all progress monitoring data and makes adjustments to the students' intervention plans, discusses the possibility of a special education evaluation where applicable, or assists with teacher training as needed.

Parents of students receiving reading interventions are given periodic updates and recommendations from school administrators and from the child's reading teacher to help them partner most effectively with the school to advance their child's progress in reading. These updates may include progress graphs and Lexile scores along with specific feedback about their children's performance in reading class.

Some of the supports that are used on an individualized basis as needed include:

Reading/Language Interventions
- PRESS (K-5)
- Reading A-Z (K-5)
- Imagine Learning (K-5)
- Spelling Mastery (K-4)
- Words Their Way (K-3, ELL program)
- Preventing Academic Failure (K-3)
- Phonics from A-Z (K-3)
- Corrective Reading (4-8)
- Read180 (5-8)
- Sonday (K-5)
- IXL (K-5)

Special Education at Nova Classical Academy

      Abby Kelley-Hands, Nova Classical Academy's Special Education Coordinator, is responsible for Special Education program development, coordination and evaluation, inservice training, and general special education supervision and administration. Abby Kelley-Hands may be reached at 651-209-6320 x239 or at akelleyhands@novaclassical.org.

Administration and Management Plan

      Nova Classical Academy utilizes the following administration and management plan to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils:

Staff Name and Title	Contact Information (phone/email/mailing address/office location)	Brief Description of Staff Responsibilities relating to child study procedures and method of providing special education services
Abby Kelley-Hands, Special Education Coordinator	651-209-6320 ext 239 akelleyhands@novaclassical.org 1455 Victoria Way St. Paul, MN 55102 Office: 209	Special Education Coordinator : oversees IEP, Response to Intervention Processes, and SRBI decisions.
Brooke Tousignant, Lower School Principal	651-209-6320 ext 401 btousignant@novaclassical.org 1455 Victoria Way St. Paul, MN 55102 Office: 401	Building Principal: Oversees general education staff and serves as LEA representative on IEP teams and RTI teams
Michael Pelofske, Upper School Principal	651-209-6320 ext 306 mepelofske@novaclassical.org 1455 Victoria Way St. Paul, MN 55102 Office: 306	Building Principal: Oversees general education staff and serves as LEA representative on IEP teams and RTI teams
Missy Johnson, Academic Director	651-209-6320 ext 209 mjohnson@novaclassical.org 1455 Victoria Way St. Paul, MN 55102 Office: 209A	RTI Lead Facilitator: Teams with Building Principals to prioritize students, brainstorm and delegate next steps. Oversees all staff professional development and district student assessment.

English Language Support at Nova Classical Academy

      For students whose primary language at home is not English, Nova Classical's ELL faculty

follow the World-Class Instructional Design and Assessment (WIDA) Model and administer a universal, English proficiency screening test called the W-APT. Students identified as English Learners have an individual learning plan that addresses their proficiency levels in each of the language domains and outlines instructional strategies and supports which are to be used with that ELL student. All teachers are provided a copy of individual learning plans.

Other Reading Testing—Standardized Testing:

All identified Kindergarten through 12th grade EL students annually take the ACCESS for ELLs 2.0 assessment during the WIDA's prescribed testing window. This assessment includes a reading component. Once all of the ACCESS scores become available in the spring, ELL teachers along with Academic Director will review the results using the below criteria to identify students who continue to need support in reading as well as the three other domains.

Students in grade 3-5 also take the Minnesota Comprehensive Assessment test in reading in the spring of each year. The school has an annual Q Comp goal related to how students perform in reading on the MCA-III tests. Score reports are sent home to parents by the end of the school year and are reviewed in the summer by administration and grade level teams. School staff use the data to look for overall trends in student performance and track individual student growth. Similar to the FastBridge aReading assessment, special education and English Language staff also review MCA data as part of their evaluation processes.

Professional Development

To help students succeed, Nova Classical provides high quality professional development to staff in reading instruction, assessment, and data analysis. As part of ongoing yearly professional development in classical pedagogy, Nova Classical Academy trains all teachers and support staff in the direct instruction model. This training acclimates teachers to the method and lesson format required by direct instruction—a model that has been studied and proved successful for several decades. To achieve results, direct instruction teachers must be trained so that they can deliver the program with fidelity. Faculty will be given side-by-side coaching and informal and formal observation of their teaching throughout the school year.

Lower School faculty will also participate in yearly ongoing professional development in the area of literacy and higher order thinking conducted through the Minnesota Center for

Reading Research. In addition to training in methodology, school staff are trained in how to deliver school-wide assessments. PRESS intervention teachers will receive PRESS training through the University of Minnesota as it pertains to Tier 2 (small group) interventions. Staff that are conducting assessments will receive training in how to administer the earlyReading, CBMreading, and AUTOreading fluency tests, as well as the aReading comprehension assessments.

Once data are collected, staff will collaborate to determine how to use data to inform instruction. Members of the school's administration team will work with large group or individual grade/subject level teammates to coach ongoing data analysis for the results of earlyReading, CBMreading, AUTOreading, aReading, ACCESS, and MCAs, looking specifically for data trends across various subgroups and to detect overall weaknesses and strengths in content knowledge, skills performance, and test-taking ability. Teams will also create action plans that correspond to the data findings. Action plans might include creating common assessments to gather more data in a certain content or skill area, researching curricular supports, creating horizontal and/or vertical alignment plans to address any curriculum or skills gaps and repetitions, making tutoring plans for students, and the like.

Results

Nova Classical Academy's Local Literacy Plan data report (see Appendix D) shows how students performed at the end of the year on all fluency and comprehension tests as well as on the MCA-III test from the prior school year.

Communication

Nova Classical Academy is committed to partnering with all school stakeholders to help students succeed in reading. Critical to partnership is effective and clear communication of the school's goals and plans.

Each year, Nova Classical will post its Local Literacy Plan and subsequent revisions to the plan on the school's website: www.novaclassical.org. Copies of the plan will be submitted annually to the Minnesota Department of Education as part of its annual report to the Commissioner of Education and also in the school's Annual Report to Nova Classical's authorizing agent, Friends of Education. Both agencies will evaluate the school's Local Literacy Plan for its

compliance with and success against Minnesota State Statute 120B.12.

<u>Conclusion</u>

As evidenced by the table in Appendix D, Nova Classical Academy's student achievement levels partially met the aforementioned, rigorous goals for FY22. However, the school will still need to implement, continuously evaluate, and allocate critical resources to its planning for the Nova Classical Response to Intervention model, reading curriculum review, and professional development in reading pedagogy, reading assessment, and data analysis to inform instruction to help all students not only reach but exceed proficiency standards in reading by the third grade.

<u>Contact</u>

For more information about Nova Classical Academy's 2022-23 Local Literacy Plan, please contact Dr. Missy Johnson, Academic Director, at mjohnson@novaclassical.org or by phone at 651.209.6320 x209.

Appendix A

Nova Classical Academy Reading Program for Kindergarten through Fifth Grade						
	Kindergarten	**First Grade**	**Second Grade**	**Third Grade**	**Fourth Grade**	**Fifth Grade**
Daily SRA Direct Instruction *Grade Level*	55 minutes Horizons A with Reading Mastery blending of sounds (expedite fluency)	55 minutes Horizons B with Reading Mastery blending of sounds (expedite fluency) & Literature selections	55 minutes Reading Mastery Signatures 2 & Literature selections	55 minutes Reading Mastery Signatures 3 & Literature selections	55 minutes Literature Class: Classic Novels; ability grouped; emphasizes writing (intensive practice)	55 minutes Literature Class: Classic Novels; not ability grouped
Daily SRA Direct Instruction *Accelerated*	55 minutes Horizons A/B Fast Cycle with Reading Mastery blending of sounds (expedite fluency)	55 minutes Reading Mastery Signatures 2 & Literature selections	55 minutes Reading Mastery Signatures 3 & Literature selections	55 minutes Literature Class: Classic Novels	55 minutes Literature Class: Classic Novels; ability grouped; emphasizes writing (intensive practice)	55 minutes Literature Class: Classic Novels; not ability grouped
Daily Read Aloud	20-30 minutes	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Lateral Entries Plan	Horizons A or A/B Fast Cycle	Horizons A/B Fast Cycle for low group; others use plan above	Horizons B Fast Cycle for low group; others use plan above	If low, Signatures 2 (3rd + Reading Mastery)	If low, Corrective Reading (3rd + Reading Mastery)	If low, Corrective Reading (3rd + Reading Mastery)
Targeted Interventions (PRESS & Read180)	PRESS Interventions -phonemic awareness -phonics	PRESS Interventions -phonemic awareness -phonics	PRESS Interventions -phonemic awareness -phonics -fluency	PRESS Interventions -phonemic awareness -phonics -fluency -vocabulary -comprehension	PRESS Interventions -phonics -fluency -vocabulary -comprehension	Read180 Interventions -fluency -vocabulary -comprehension
Parent Support (minimum/ suggested)	10 minutes nightly read aloud, 10 minutes independent practice for fluency	10 minutes nightly read aloud, 10 minutes independent practice for fluency	10 minutes nightly read aloud, 10 minutes independent practice for fluency	10 minutes nightly read aloud, 10 minutes independent practice for fluency	10 minutes nightly read aloud, 10 minutes independent practice for fluency	10 minutes nightly read aloud, 10 minutes independent practice for fluency
Parent Support (intensive- in addition to the minimum)	Fluency practice Sight word drills Supports as suggested by reading teacher or RtI team	Fluency practice Supports as suggested by reading teacher or RtI team	Fluency practice Supports as suggested by reading teacher or RtI team	Fluency practice Sight word drills Supports as suggested by reading teacher or RtI team	Fluency practice Sight word drills Supports as suggested by reading teacher or RtI team	Fluency practice Sight word drills Supports as suggested by reading teacher or RtI team

http://www.nifdi.org/programs/reading/horizons, http://www.nifdi.org/programs/reading/reading-mastery
Additional benefits: Teaches classical framework of skills including whole-class instruction, teacher-led instruction, quick pace, tracking the teacher, choral response, chants, reading emphasis for classical program, etc.
Reading Mastery Curriculum Research:
https://www.mheonline.com/assets/sra_download/ReadingMasterySignatureEdition/MoreInfo/DI_Method_2008.pdf
PRESS Interventions: http://www.cehd.umn.edu/reading/PRESS/default.html

K-5 Annual Testing Calendar

	FastBridge earlyReading	FastBridge CBMReading	FastBridge AUTOReading	FastBridge aReading	MCA	ACCESS (ELL Students)
September	K-1	1-3	4-5	K-5		
October						
November						
December						
January	K-1	1-3	4-5	K-5		
February						K-5
March						
April					3-5	
May	K-1	1-3	4-5	K-5		
June						

FastBridge Norms

Benchmark : aReading

Grade	Metric	Risk Level	Fall	Winter	Spring
KG	Scaled Score	College Pathway	>= 415.0	>= 443.0	>= 455.0
		Some Risk	< 386.0	< 417.0	< 437.0
		High Risk	< 369.0	< 391.0	< 414.0
ONE	Scaled Score	College Pathway	>= 457.0	>= 475.0	>= 484.0
		Some Risk	< 435.0	< 455.0	< 468.0
		High Risk	< 413.0	< 431.0	< 445.0
TWO	Scaled Score	College Pathway	>= 488.0	>= 499.0	>= 505.0
		Some Risk	< 469.0	< 481.0	< 490.0
		High Risk	< 445.0	< 462.0	< 469.0
THREE	Scaled Score	College Pathway	>= 505.0	>= 512.0	>= 517.0
		Some Risk	< 490.0	< 498.0	< 503.0
		High Risk	< 468.0	< 477.0	< 483.0
FOUR	Scaled Score	College Pathway	>= 517.0	>= 522.0	>= 526.0
		Some Risk	< 502.0	< 509.0	< 513.0
		High Risk	< 484.0	< 493.0	< 496.0
FIVE	Scaled Score	College Pathway	>= 528.0	>= 532.0	>= 536.0
		Some Risk	< 513.0	< 517.0	< 520.0
		High Risk	< 496.0	< 501.0	< 504.0

Benchmark : CBMR-English

Grade	Metric	Risk Level	Fall	Winter	Spring
ONE	Rate	College Pathway	>= 42.0	>= 74.0	>= 97.0
		Some Risk	< 14.0	< 37.0	< 66.0
		High Risk	< 6.0	< 16.0	< 30.0
TWO	Rate	College Pathway	>= 87.0	>= 114.0	>= 131.0
		Some Risk	< 56.0	< 84.0	< 101.0
		High Risk	< 22.0	< 46.0	< 66.0
THREE	Rate	College Pathway	>= 117.0	>= 138.0	>= 151.0
		Some Risk	< 87.0	< 110.0	< 125.0
		High Risk	< 51.0	< 75.0	< 90.0
FOUR	Rate	College Pathway	>= 144.0	>= 161.0	>= 175.0
		Some Risk	< 115.0	< 133.0	< 147.0
		High Risk	< 84.0	< 101.0	< 113.0
FIVE	Rate	College Pathway	>= 163.0	>= 178.0	>= 192.0
		Some Risk	< 132.0	< 149.0	< 162.0
		High Risk	< 100.0	< 114.0	< 127.0

FastBridge Learning

Benchmark : Early Reading English : KG

Measure	Metric	Risk Level	Fall	Winter	Spring
Concepts of Print	# Correct/12	Some Risk	< 7.0	< 11.0	< 12.0
		High Risk	< 5.0	< 9.0	< 10.0
Onset Sounds	# Correct/16	Some Risk	< 11.0	< 16.0	< 16.0
		High Risk	< 5.0	< 13.0	< 14.0
Letter Names	Rate	Some Risk	< 14.0	< 42.0	< 50.0
		High Risk	< 3.0	< 30.0	< 38.0
Letter Sounds	Rate	Some Risk	< 3.0	< 26.0	< 41.0
		High Risk	< 0.0	< 13.0	< 27.0
Word Rhyming	# Correct/16	Some Risk	< 6.0	< 13.0	< 14.0
		High Risk	< 3.0	< 7.0	< 9.0
Word Blending	# Correct/10	Some Risk	< 5.0	< 6.0	< 9.0
		High Risk	< 1.0	< 1.0	< 7.0
Word Segmenting	# Correct/34	Some Risk	< 3.0	< 25.0	< 30.0
		High Risk	< 0.0	< 10.0	< 24.0
Decodable Words	Rate	Some Risk	< 0.0	< 3.0	< 10.0
		High Risk	< 0.0	< 1.0	< 4.0
Nonsense Words	Rate	Some Risk	< 3.0	< 6.0	< 12.0
		High Risk	< 0.0	< 2.0	< 6.0
Sight Words	Rate	Some Risk	< 1.0	< 9.0	< 13.0
		High Risk	< 0.0	< 4.0	< 4.0
Sentence Reading	Rate	Some Risk	< N/A	< N/A	< N/A
		High Risk	< N/A	< N/A	< N/A
Oral Repetition	# Correct/40	Some Risk	< 18.0	< 22.0	< 25.0
		High Risk	< 10.0	< 17.0	< 21.0
CBMR-English	Rate	Some Risk	< N/A	< N/A	< N/A
		High Risk	< N/A	< N/A	< N/A
Early Reading English	Composite Score	Some Risk	< 32.0	< 50.0	< 64.0
		High Risk	< 28.0	< 42.0	< 56.0

- Subtests that are required to estimate a composite score of broad reading achievement.
- Alternate replacement for Nonsense Words to obtain a composite score. This option must be preset by the District Manager. The recommendation and default is to use Nonsense Words.

Page 1 of 2
Distributed by FastBridge Learning, LLC
© 2021 Theodore J. Christ and Colleagues, LLC. All rights reserved.

Research to Results™

15

FastBridge Learning

Benchmark : Early Reading English : ONE

Measure	Metric	Risk Level	Fall	Winter	Spring
Concepts of Print	# Correct/12	Some Risk	< 11.0	< 12.0	< N/A
		High Risk	< 10.0	< 11.0	< N/A
Onset Sounds	# Correct/16	Some Risk	< 16.0	< 16.0	< N/A
		High Risk	< 15.0	< 15.0	< N/A
Letter Names	Rate	Some Risk	< 41.0	< 54.0	< N/A
		High Risk	< 31.0	< 43.0	< N/A
Letter Sounds	Rate	Some Risk	< 31.0	< 43.0	< 52.0
		High Risk	< 21.0	< 31.0	< 45.0
Word Rhyming	# Correct/16	Some Risk	< 14.0	< 15.0	< N/A
		High Risk	< 9.0	< 10.0	< N/A
Word Blending	# Correct/10	Some Risk	< 10.0	< 10.0	< 10.0
		High Risk	< 7.0	< 9.0	< 9.0
Word Segmenting	# Correct/34	Some Risk	< 28.0	< 31.0	< 32.0
		High Risk	< 22.0	< 27.0	< 28.0
Decodable Words	Rate	Some Risk	< 6.0	< 17.0	< 28.0
		High Risk	< 2.0	< 9.0	< 16.0
Nonsense Words	Rate	Some Risk	< 10.0	< 17.0	< 22.0
		High Risk	< 4.0	< 10.0	< 13.0
Sight Words	Rate	Some Risk	< 16.0	< 49.0	< 65.0
		High Risk	< 5.0	< 19.0	< 40.0
Sentence Reading	Rate	Some Risk	< 12.0	< 51.0	< N/A
		High Risk	< 4.0	< 27.0	< N/A
Oral Repetition	# Correct/40	Some Risk	< 25.0	< 28.0	< 28.0
		High Risk	< 22.0	< 25.0	< 25.0
CBMR-English	Rate	Some Risk	< 14.0	< 37.0	< 66.0
		High Risk	< 6.0	< 16.0	< 30.0
Early Reading English	Composite Score	Some Risk	< 33.0	< 52.0	< 66.0
		High Risk	< 25.0	< 36.0	< 44.0

- Subtests that are required to estimate a composite score of broad reading achievement.
- Alternate replacement for Nonsense Words to obtain a composite score. This option must be preset by the District Manager. The recommendation and default is to use Nonsense Words.

Research to Results™

Benchmark : AUTOreading : FOUR

Measure	Metric	Risk Level	Fall	Winter	Spring
Encoding	Items Correct Per Minute	Some Risk	< 34.0	< 37.0	< 41.0
Encoding	Items Correct Per Minute	High Risk	< 33.0	< 36.0	< 39.0
Identification	Items Correct Per Minute	Some Risk	< 24.0	< 27.0	< 31.0
Identification	Items Correct Per Minute	High Risk	< 23.0	< 26.0	< 30.0
Vocabulary	Items Correct Per Minute	Some Risk	< 18.0	< 21.0	< 23.0
Vocabulary	Items Correct Per Minute	High Risk	< 16.0	< 19.0	< 22.0
AUTOreading	Composite Score	Some Risk	< 502.0	< 509.0	< 513.0
AUTOreading	Composite Score	High Risk	< 484.0	< 493.0	< 496.0

Benchmark : AUTOreading : FIVE

Measure	Metric	Risk Level	Fall	Winter	Spring
Identification	Items Correct Per Minute	Some Risk	< 29.0	< 33.0	< 36.0
Identification	Items Correct Per Minute	High Risk	< 26.0	< 30.0	< 36.0
Matching Synonyms	Items Correct Per Minute	Some Risk	< 20.0	< 23.0	< 26.0
Matching Synonyms	Items Correct Per Minute	High Risk	< 18.0	< 22.0	< 25.0
Decoding	Items Correct Per Minute	Some Risk	< 17.0	< 20.0	< 22.0
Decoding	Items Correct Per Minute	High Risk	< 16.0	< 19.0	< 22.0
Morphology	Items Correct Per Minute	Some Risk	< 17.0	< 20.0	< 23.0
Morphology	Items Correct Per Minute	High Risk	< 15.0	< 19.0	< 22.0
AUTOreading	Composite Score	Some Risk	< 513.0	< 517.0	< 520.0
AUTOreading	Composite Score	High Risk	< 496.0	< 501.0	< 504.0

Appendix D

Read Well By Third Grade

The required reading report was submitted to MDE on June 29, 2022.

FastBridge earlyReading at Spring 2022 Window				
Grade	Assessment Norms (earlyReading Composite)	At or above grade level	Tested	%
K	>64	61	80	76%

AIMS Web CBM				
Grade	Assessment Norms (WRC/Min)	At or above grade level	Tested	%
1	70	55	81	68%
2	105	61	80	76%
3	124	64	81	79%

STAR Reading				
Grade	Assessment Norms (Grade Equivalent)	At or above grade level	Tested	%
K	.9	52	80	65%
1	1.9	64	81	79%
2	2.9	59	80	74%
3	3.9	67	81	83%

FastBridge aReading at Spring 2022 Window				
Grade	Assessment Norms (Scale Score)	At or above grade level	Tested	%
K	>437	64	76	84%
1	>468	63	80	79%
2	>490	66	80	83%
3	>503	71	81	88%

MCA Reading Spring 2021				
Grade	Assessment Norms	At or above grade level	Tested	%
3	350	50	65	77%

Appendix E

Nova Classical Academy General Screening and Intervention Flow Chart

All K-5 Students screened with FastBridge fluency and comprehension assessments

If below benchmarks: PRESS or Read180 interventions

Making progress with interventions: Continue interventions until proficiency is reached

Not making progress with interventions: Referral to RtI team for review

If at or above benchmarks: Continue with quality core reading instruction

Consider other assessment results (reading program, DDI, etc.) and discuss possibility of Special Education evaluation if applicable