

**WOODBURY LEADERSHIP ACADEMY, 2019-2020
READING WELL BY THIRD GRADE (RWBTG)
LITERACY INFORMATION REPORT**

Schools in Minnesota are required to plan for, and assess progress for, all students to be reading at grade level by the end of third grade. During the 2019-2020 school year, WLA staff members used the following assessment tools to monitor student growth, with the following success:

GRADE KINDERGARTEN

SIGHT WORDS (F-2019) 100% of the students demonstrated 90% ability at/above grade level
SIGHT WORDS (S-2020) not conducted due to COVID-19
WORKSHEETS AND UNIT ASSESSMENTS (LANGUAGE ARTS SKILLS STRANDS AND MATH UNIT ASSESSMENTS) on par with where kindergarten students have been in previous years, despite the Distance Learning platform that commenced in the spring of 2020.

GRADE 1

NWEA MAP (F-2019) testing conducted but no spring comparisons for growth reference
NWEA MAP (S-2020) not conducted due to COVID-19
SEESAW PLATFORM and MORNING MEETING (anecdotal) READY MATH, and READING A-Z all demonstrated students on track compared to data from previous years

GRADE 2

Fountas & Pinnell 3 levels or more achieved at 85%
NWEA MAP (F-2019) testing conducted but no spring comparisons for growth reference
NWEA MAP (S-2020) not conducted due to COVID-19
WORK COMPLETION and CLASSROOM OBSERVATION, PARTICIPATION READING A-Z all demonstrated students on track compared to data from previous years

GRADE 3

CKLA Language Arts Skills 25% went up in reading levels, 75% on track at grade level
Math Skills 86% above average to high performing
READING A-Z 90% above average to high performing
NWEA MAP (F-2019) testing conducted but no spring comparisons for growth reference
NWEA MAP (S-2020) not conducted due to COVID-19
MCA Reading (S-2020) not conducted due to COVID-19

Measured Outcomes: Students completed the NWEA MAP tests in grades 1-3, in the fall of 2019, but the spring assessments did not occur due to COVID-19 and moving to the Distance Learning platform. This inconsistency in testing did not allow for usable data to determine individual student learning growth. Fall 2019 MAP test results were shared with parents at fall parent-teacher conferences. Report cards were standards-based and aligned with the Core Knowledge curriculum and state academic standards. The challenge this year was to gather enough data to determine student growth due to the disruptive nature of COVID-19 to the school

year and planned assessments. At the end of the school year, significant time was spent gathering antidotal information from teachers, as well as informal assessment data. The WLA teachers felt that students did well on Distance Learning, as they compared benchmark and other informal assessments, such as reviewing homework samples, work completion, participation, unit tests and other markers, to say that students were on par with performances from previous years. There were however, instances where teachers observed that pockets of students were struggling online more so than they would have onsite. These antidotal and informal assessments from teachers were consistent in the areas of math and reading, grades kindergarten through grade eight.