Minot Forest Formative Data
Mid-Year Grades 3 & 4
2019/2020

A Place to Grow
Formative Assessments

- Assessments for learning
- Considered part of the learning
- Checks for understanding along the way
- Assist in students’ understanding of what success looks like
- Assists teachers to differentiate instruction
- Improves student achievement
Minot Forest continues to implement the practices that we have learned through our work with CSS Consulting. By doing this we believe we are offering our students, “... Challenging, engaging, innovative, globally minded educational experiences, providing a competitive advantage for our students, our schools, and our community, to ultimately create a better world.”

CSS Consulting provides the necessary interventions through specific movement, integrated into literacy practices that prepares the brain to learn. Many research journals have indicated the problems but none identify the actions needed to mitigate the issues. Carrie has provided us with the answers that appear to be working. She has taken all that she has learned from various programs and practices, and has research to indicate success, and enacts those solutions by helping teachers identify the problems and implement those strategies to enhance skills and sustain learning.

We know we have a small window of opportunity. (PreK-K-1 & Grades 2 and 3).
Results
2019-2020 Grade 3 FAST aReading

- Winter 2019 (Gr 2): 20% High Risk, 11% Some Risk, 1% Low Risk, 1% No Risk
- Fall 2019 (Gr 3): 19% High Risk, 10% Some Risk, 9% Low Risk, 7% No Risk
- Winter 2020 (Gr 3): 52% High Risk, 36% Some Risk, 68% Low Risk, 9% No Risk
## 2019-2020 Grade 3 F & P Growth

<table>
<thead>
<tr>
<th></th>
<th>Proficiency</th>
<th>Growth _ FALL to WINTER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Winter</td>
</tr>
<tr>
<td></td>
<td>Red</td>
<td>Orange</td>
</tr>
<tr>
<td></td>
<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>Percent of Students</td>
<td>46</td>
<td>44</td>
</tr>
<tr>
<td>Proficient</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>19</td>
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<tr>
<td></td>
<td>36</td>
<td>40</td>
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<tr>
<td></td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Percent of Students</td>
<td>54%</td>
<td>60%</td>
</tr>
<tr>
<td>Proficient</td>
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</tbody>
</table>

- **Less than Typical**: 19, 3, 5, 14, 4
- **Typical**: 15, 3, 5, 11, 8
- **Accelerated**: 9, 5, 9, 13, 14

**Percent of Students in Targeted Growth Zone From Fall to Winter**: 54%

**Percent of Students that made Typical or Accelerated Growth Fall to Winter**: 67%

**Percent of Students in Targeted Growth Zone from Fall to Spring**: 
2019-2020 Grade 3 FAST aMath

Bar chart showing the percentage of students in different risk categories for Winter 2019 (Gr 2), Fall 2019 (Gr 3), and Winter 2020 (Gr 3). The categories are High Risk, Some Risk, Low Risk, and No Risk.
2019-2020 Grade 3 Math Benchmarks

Math Benchmarks

- Beginning of the year
- Term #1 Benchmark

0% - 30%
- 31% (Beginning) 4% (Term #1)

31% - 50%
- 59% (Beginning) 8% (Term #1)

51% - 75%
- 39% (Beginning) 10% (Term #1)

76% - 100%
- 49% (Beginning) 0% (Term #1)
2019-2020 Grade 4 FAST aReading

- Winter 2019 (Gr 3)
- Fall 2019 (Gr 4)
- Winter 2020 (Gr 4)

**High Risk**
- Winter 2019: 36%
- Fall 2019: 20%
- Winter 2020: 20%

**Some Risk**
- Winter 2019: 14%
- Fall 2019: 9%
- Winter 2020: 4%

**Low Risk**
- Winter 2019: 60%
- Fall 2019: 64%

**No Risk**
- Winter 2019: 2%
- Fall 2019: 11%
- Winter 2020: 12%
# 2019-2020 Grade 4 F & P Growth

## Proficiency

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Percent of Students Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>60</td>
<td></td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td>22</td>
<td>16</td>
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<td>53%</td>
</tr>
<tr>
<td>17</td>
<td>7</td>
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</tr>
<tr>
<td>38</td>
<td>45</td>
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<tr>
<td>27</td>
<td>33</td>
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</table>

## Growth _ Fall to Winter

<table>
<thead>
<tr>
<th></th>
<th>Less than Typical</th>
<th>Typical</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>24</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Orange</td>
<td>3</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Yellow</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Green</td>
<td>15</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Blue</td>
<td>4</td>
<td>11</td>
<td>18</td>
</tr>
</tbody>
</table>

Percent of Students in Targeted Growth Zone From Fall to Winter: **52%**

Percent of Students that made Typical or Accelerated Growth Fall to Winter: **70%**

Percent of Students in Targeted Growth Zone from Fall to Spring: (Using Data Reports Tab on Data Wall)
2019-2020 Grade 4 FAST aMath

Winter 2019 (Gr 3)  Fall 2019 (Gr 4)  Winter 2020 (Gr 4)

High Risk: 22% 15% 15%
Some Risk: 21% 10% 10%
Low Risk: 57% 62% 54%
No Risk: 0% 13% 22%
2019-2020 Grade 4 Math Benchmarks

- **Beginning of the Year**
  - 0% - 30%: 38%
  - 31% - 50%: 45%
  - 51% - 75%: 16%
  - 76% - 100%: 1%

- **End of Term #1**
  - 0% - 30%: 4%
  - 31% - 50%: 3%
  - 51% - 75%: 15%
  - 76% - 100%: 78%
Ongoing initiatives...

Monthly content/data meetings with Department Chairs

Grade levels are working together to align writing instruction so that our programs evolve fluidly into Middle School

Math teachers are piloting ST Math and we have been notified that Minot has been approved to move forward to step 2 in the ST Math Massachusetts Program grant process

Celebrating the successes we are seeing with the Reading Progress Monitoring. Example of email sent on 12-18-19, “It is time to CELEBRATE once again. Progress monitoring data shows the amazing work that you are all doing!!! Percent of P1/P2 students making: Accelerated Growth - 41%, Expected Growth - 44%.”

Student Voice/Community Projects

MA PBIS Academy recognized Minot Forest as a School of Merit

Questions?