# Data Dig for Growth:

## Student Growth Summary

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | Fall percentile | Winter percentile | Spring percentile | Number of students who are meeting growth | Percent of students meeting growth | Conditional growth percentile or Conditional Growth Index |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

### Questions to consider?

What do you notice about the growth for each of the grade levels?

What do you notice about each of the achievement status percentiles for each grade level? Do they change?

What do you notice about the percentage of students meeting their growth targets?

## Teacher Growth: ASG Summary Report

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Term | Subject | Teacher/Class | Percentage of students meeting growth targets Typical 50-55% | Percentage of overall growth met  Typical 100% | Median Growth |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

### Questions to consider?

What do you notice about the percentage of students meeting growth targets? Do you see any trends?

What do you notice about the percentage of overall growth met? Are classes below, at, or above the typical?

Where are you seeing strong growth? Less than strong growth?

Are their students with unusually high growth scores (double digits) or students with very low growth (double digit negative numbers) What do you think is contributing to the type of growth that is occurring with these groups of students?

What questions do you have around the type of growth? What needs to be further investigated?

# Data Dig with Instructional Reports

## District Summary Report: Primary Reading

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Change in Overall RIT | Foundational Skills | Language and Writing | Literature and Informational | Vocabulary Use and Functions |
| K |  |  |  |  |  |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| How has the standard deviation changed? Bigger, smaller? |  |  |  |  |  |

Questions:

1. What trends do you notice?
2. What strengths do you see? Areas of potential growth?
3. What are the possible contributors to the trends?

## District Summary Report: 2-5 Reading

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Change in Overall RIT | Change in Lit. RIT | Change in Informational RIT | Change in Vocabulary Acquisition |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| How has the standard deviation changed? Bigger, smaller? |  |  |  |  |

Questions:

1. What trends do you notice?
2. What strengths do you see? Areas of potential growth?
3. What are the possible contributors to the trends?

## District Summary Report: 6+ Reading

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Change in Overall RIT | Change in Lit. RIT | Change in Informational RIT | Change in Vocabulary Acquisition |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| How has the standard deviation changed? Bigger, smaller? |  |  |  |  |

Questions:

1. What trends do you notice?
2. What strengths do you see? Areas of potential growth?
3. What are the possible contributors to the trends?

## District Summary Report: Primary Math

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Change in Overall RIT | Operations and Algebraic Thinking | Numbers and Operations | Measurement and Data | Geometry |
| K |  |  |  |  |  |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| How has the standard deviation changed? Bigger, smaller? |  |  |  |  |  |

Questions:

1. What trends do you notice?
2. What strengths do you see? Areas of potential growth?
3. What are the possible contributors to the trends?

## District Summary Report: 2-5 Math

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Change in Overall RIT | Operations and Algebraic Thinking | Numbers and Operations | Measurement and Data | Geometry |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| How has the standard deviation changed? Bigger, smaller? |  |  |  |  |  |

Questions:

1. What trends do you notice?
2. What strengths do you see? Areas of potential growth?
3. What are the possible contributors to the trends?

## District Summary Report: 6+ Math

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Change in Overall RIT | Operations and Algebraic Thinking | The Real and Complex Number Systems | Geometry | Statistics and Probability |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| How has the standard deviation changed? Bigger, smaller? |  |  |  |  |  |

Questions:

1. What trends do you notice?
2. What strengths do you see? Areas of potential growth?
3. What are the possible contributors to the trends?

Next Steps, questions to consider:

1. Consider diving deeper, having the teachers compare their changes in RIT score for each subject and sub-goal. What do they see as a strength for their group(s) of students? What contributed to that change? Where can they improve in their practice? How can they get the support to make that improvement?
2. Triangulate your data
3. Ask questions