



# TEASLEY ELEMENTARY CRCT DATA OVERVIEW

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EDL 7305

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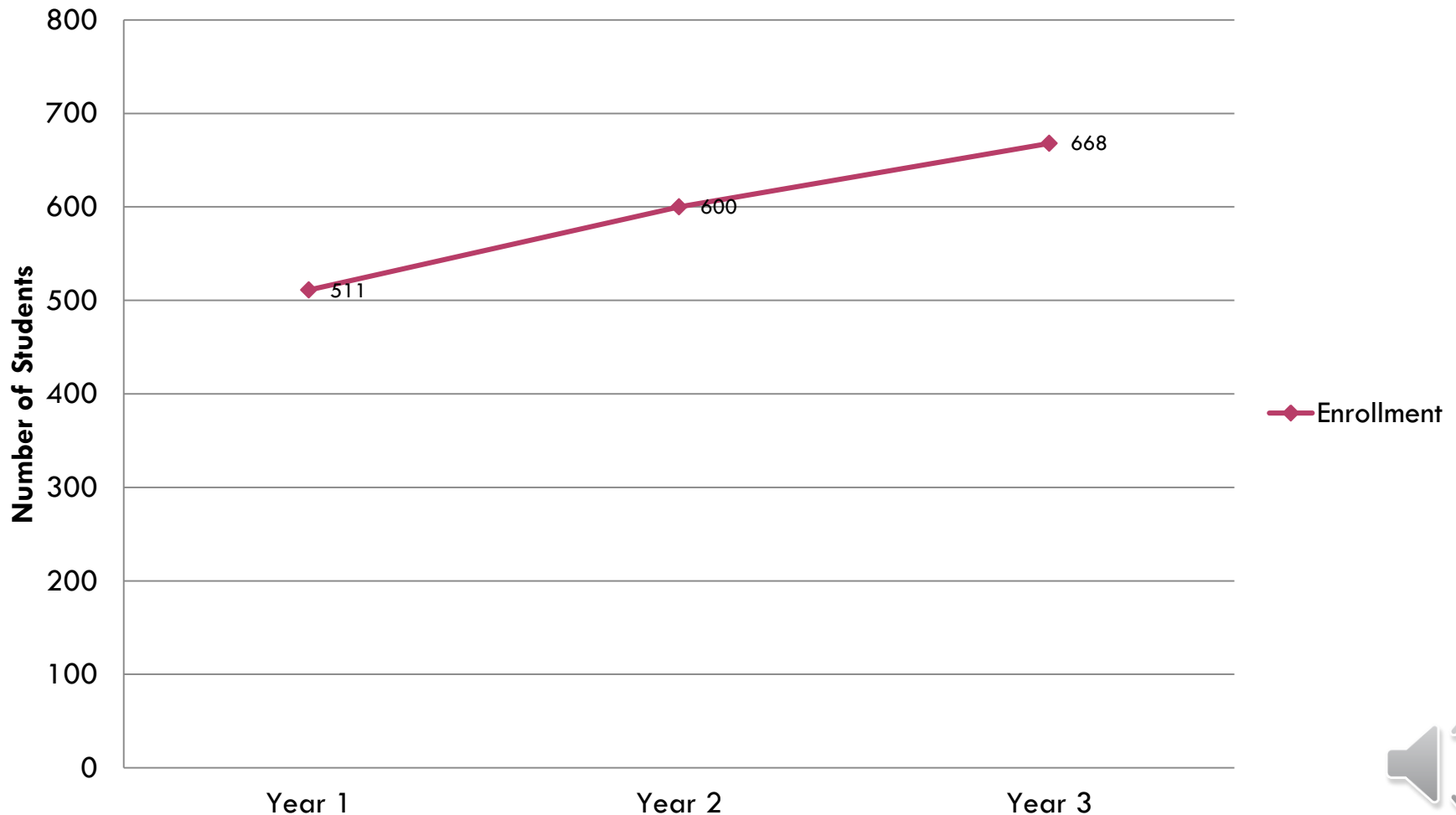
# Purpose and Goal:

- The purpose of this data overview is to look more closely at Teasley's CRCT results over the last 3 years to determine the areas of strengths and weaknesses in the "Gateway" years of 3<sup>rd</sup> and 5<sup>th</sup> grade.
- We will also ask the questions: What academic areas are doing well and which ones need improving? What student groups are doing well and which ones need some additional support?
- We will then use the data to determine what trends can be seen and what our plan of action will be.



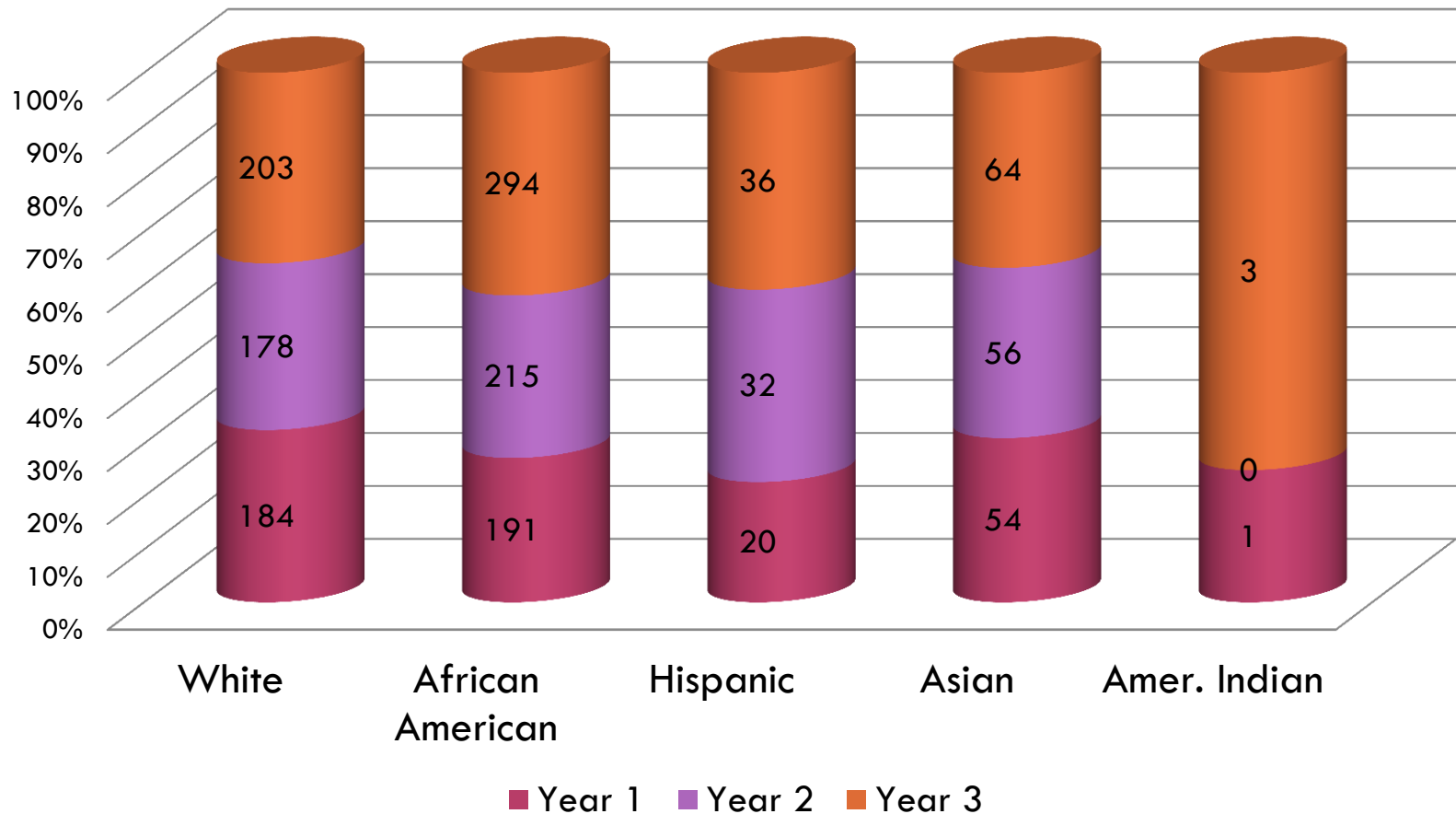
# Teasley's Number of Students:

**Student Enrollment from Y1-Y3 (2009-2011)**



# Teasley's Demographics:

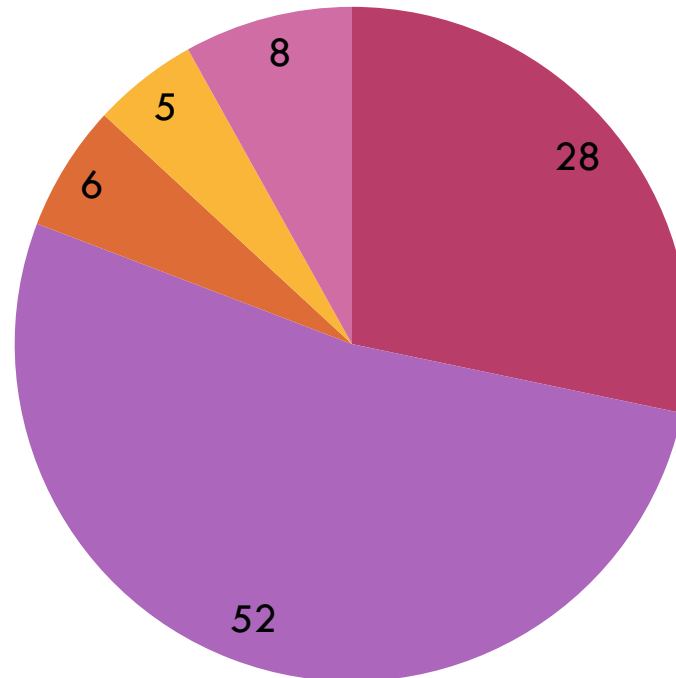
**Teasley Student Demographics  
Over the Last 3 Years**



# Number of 3<sup>rd</sup> Grade Students at Teasley by Race/Ethnicity:

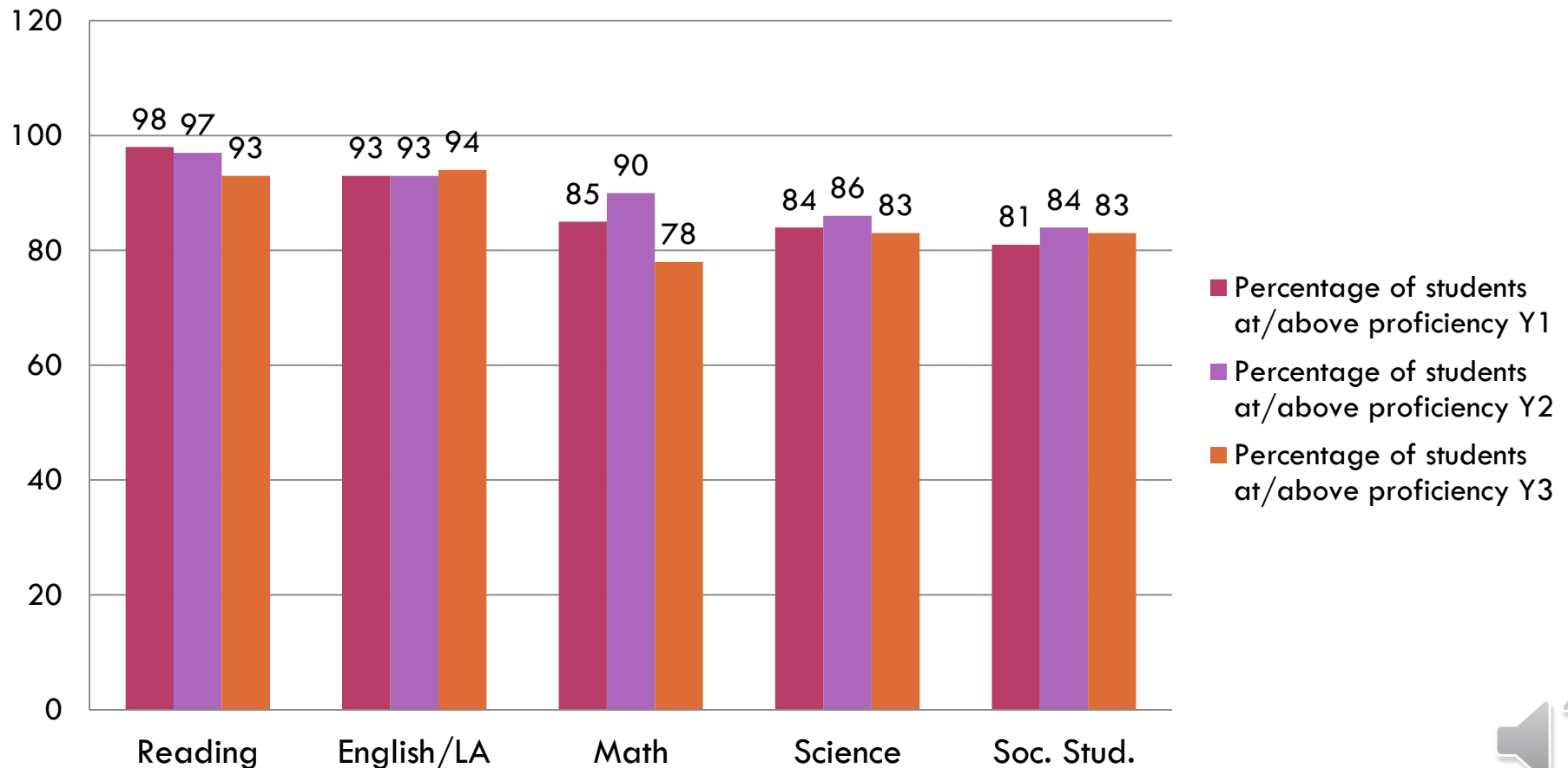
**Number of Students in Year 3 (2011)  
by Race/Ethnicity**

■ White ■ African American ■ Hispanic ■ Asian ■ Multiracial



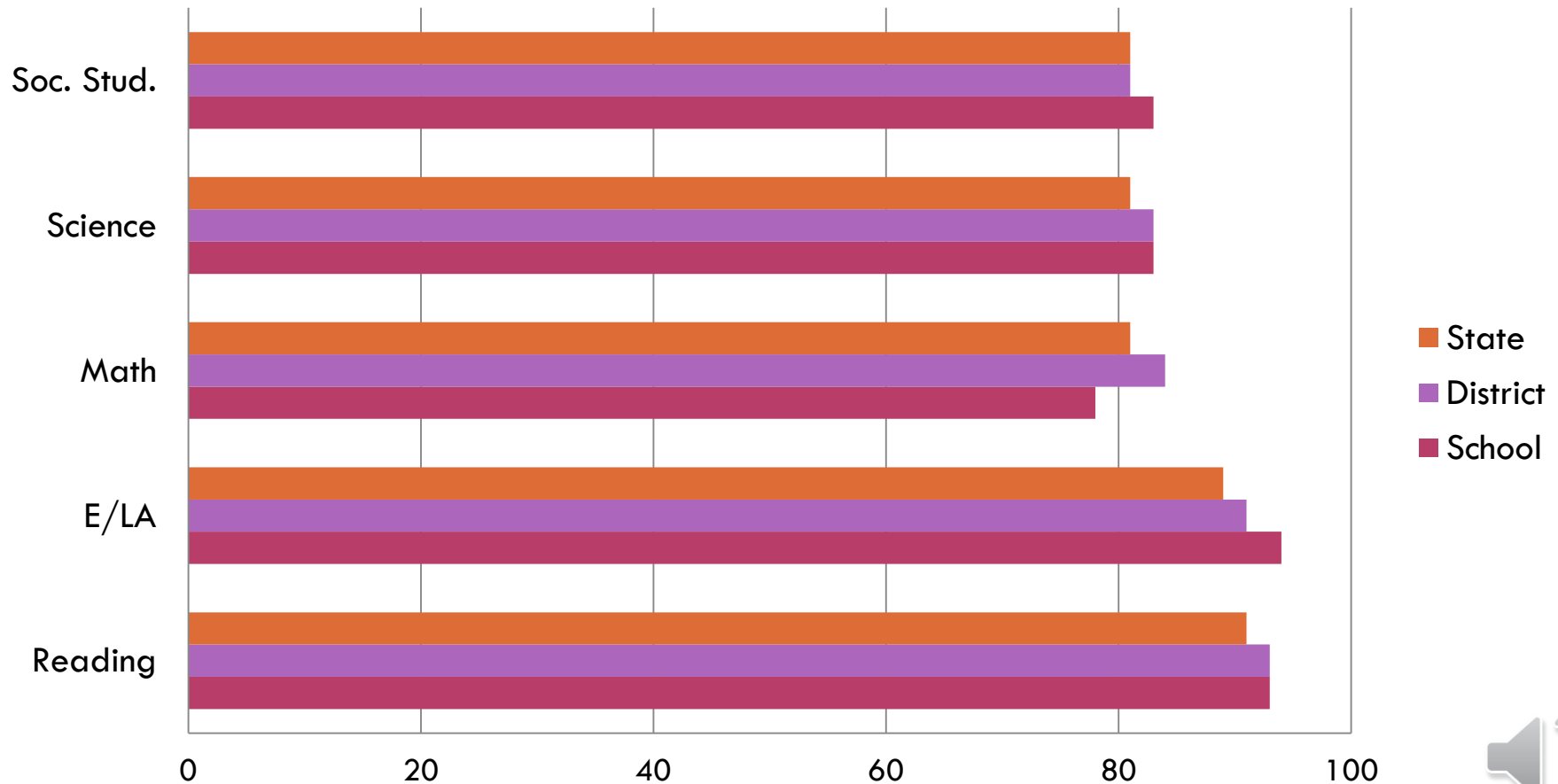
# 3rd Grade CRCT Results at Teasley Over the Last 3 Years:

**Percentage of 3rd Grade Students  
At and Above Proficiency in Y1-Y3**



# 3rd Grade CRCT Results for Teasley as Compared to District and State Levels:

**Percentage of 3rd Grade Students At or Above Proficiency at School, District, and State Level in 2011**

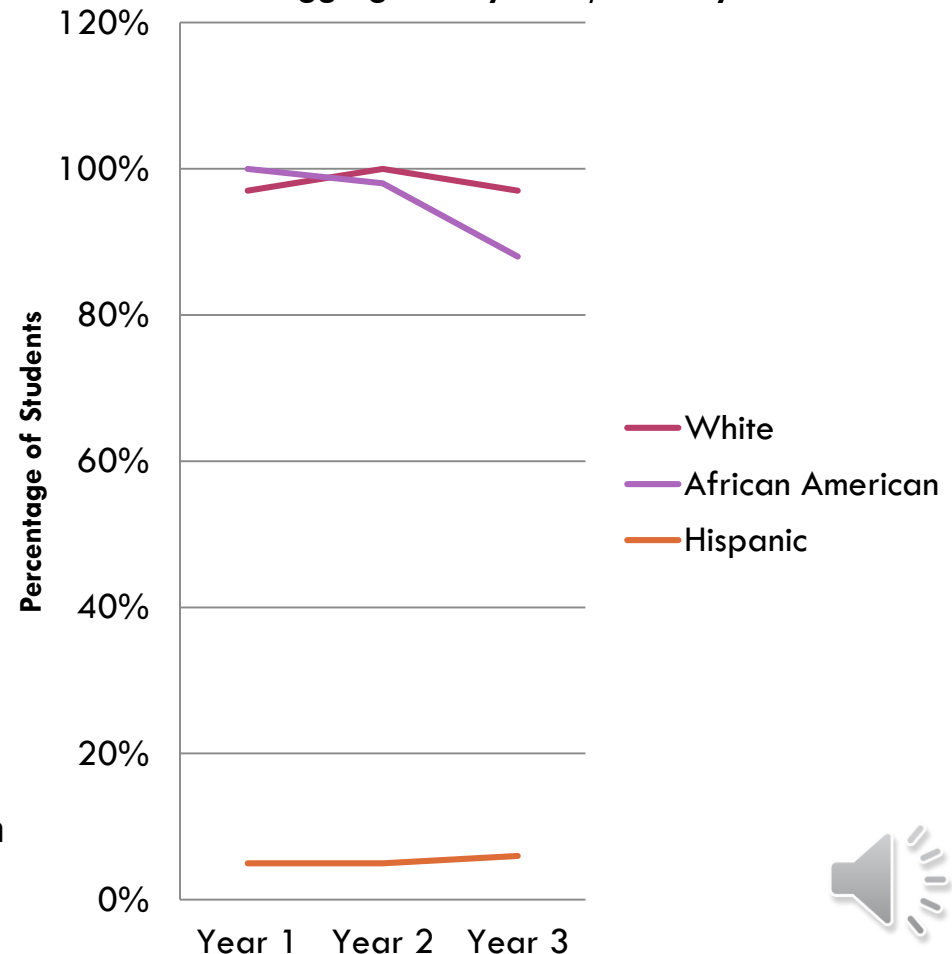


# 3rd Grade Reading Scores for Teasely At or Above Proficiency:

	Year 1	Year 2	Year 3
White	97%	100%	97%
African American	100%	98%	88%
Hispanic	5%	5%	6%

What do you notice in the reading scores from year to year?

Percentage of Students At or Above Proficiency in Reading over the Last 3 Years Disaggregated by Race/Ethnicity



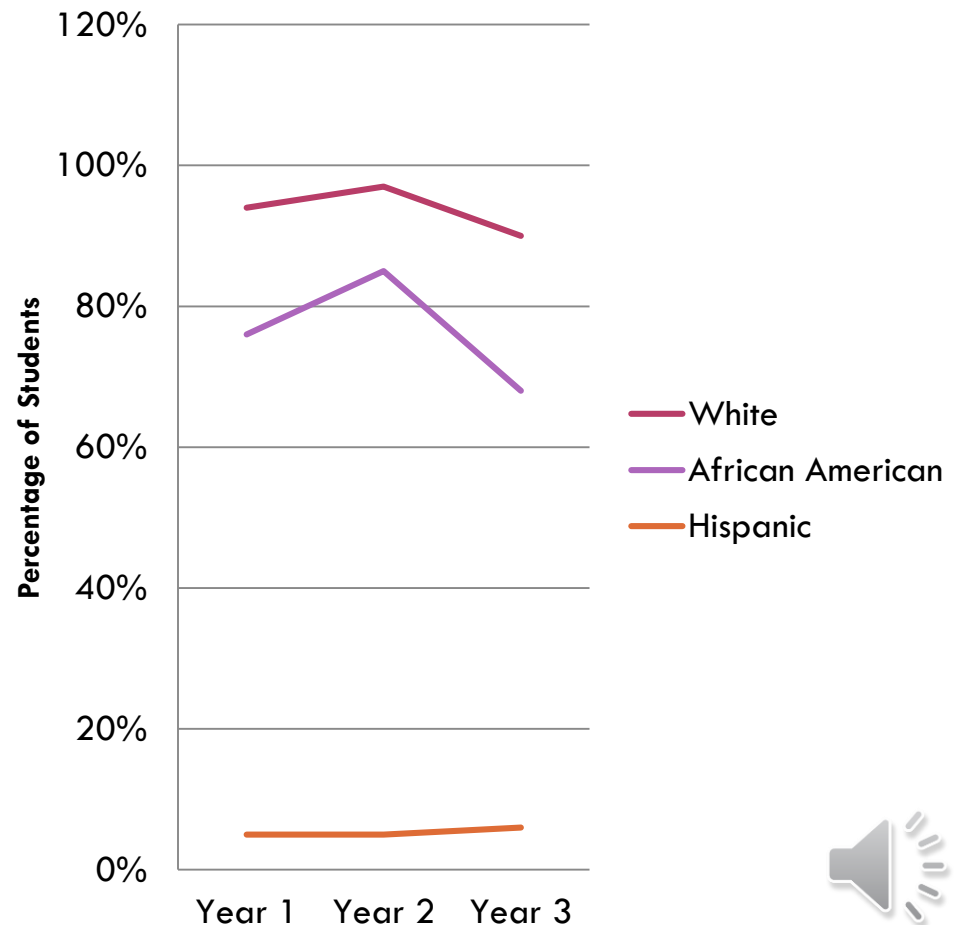


# 3rd Grade Math Scores for Teasley At or Above Proficiency:

	Year 1	Year 2	Year 3
White	94%	97%	90%
African American	76%	85%	68%
Hispanic	5%	5%	6%

What do you notice in the math scores from year to year?

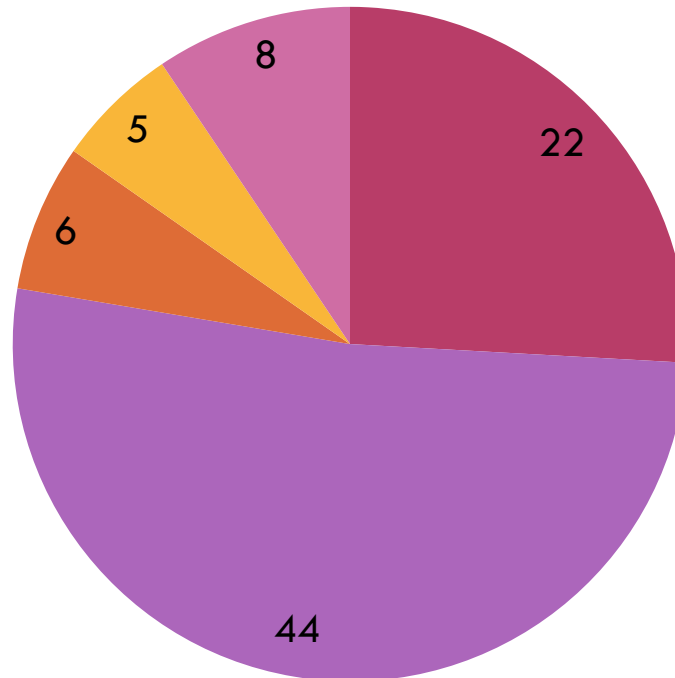
Percentage of Students At or Above Proficiency in Math over the Last 3 Years Disaggregated by Race/Ethnicity



# Number of 5th Grade Students at Teasley by Race/Ethnicity:

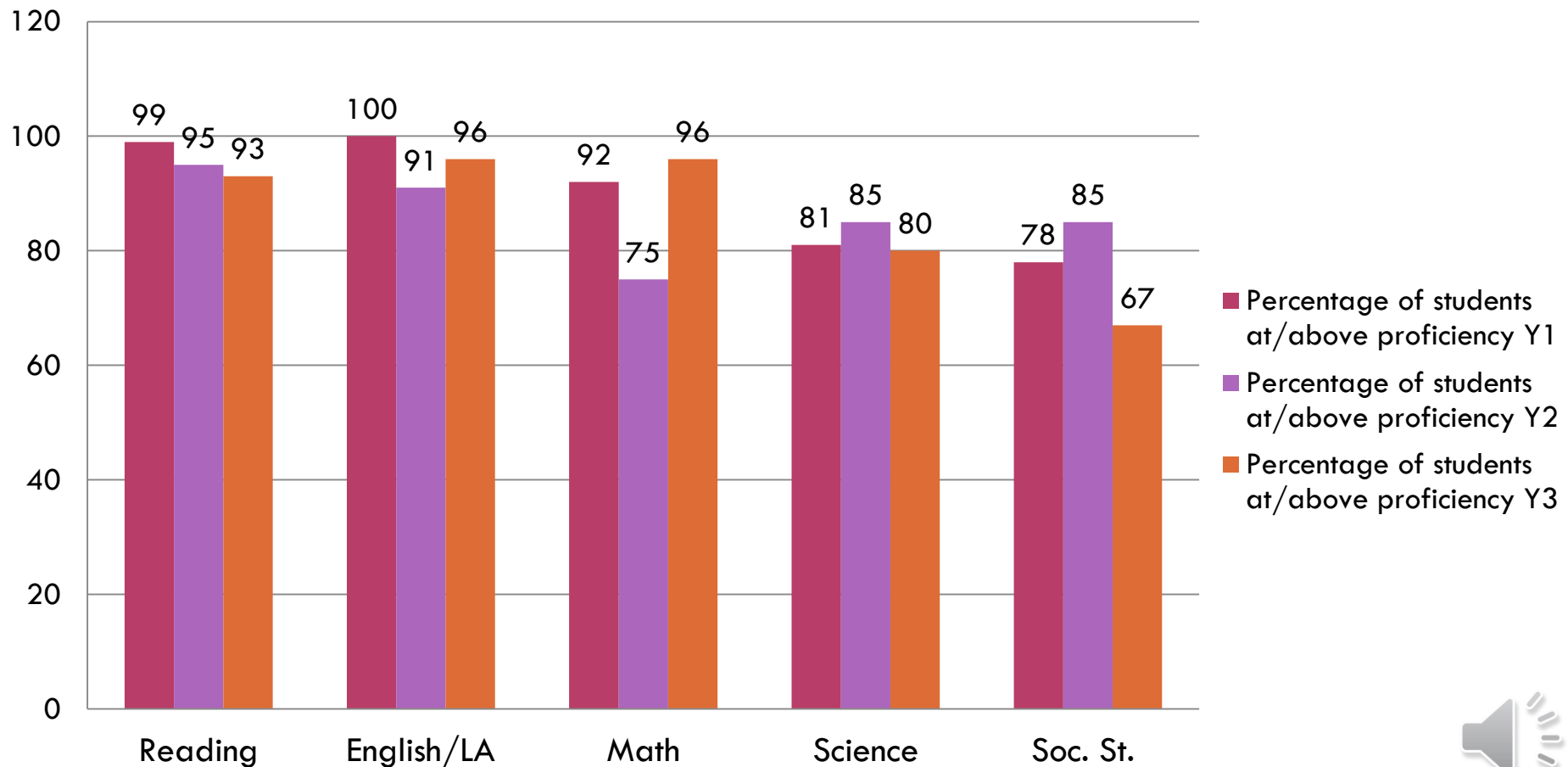
**Number of Students in Year 3 (2011) by Race/Ethnicity**

■ White ■ African American ■ Hispanic ■ Asian ■ Multiracial



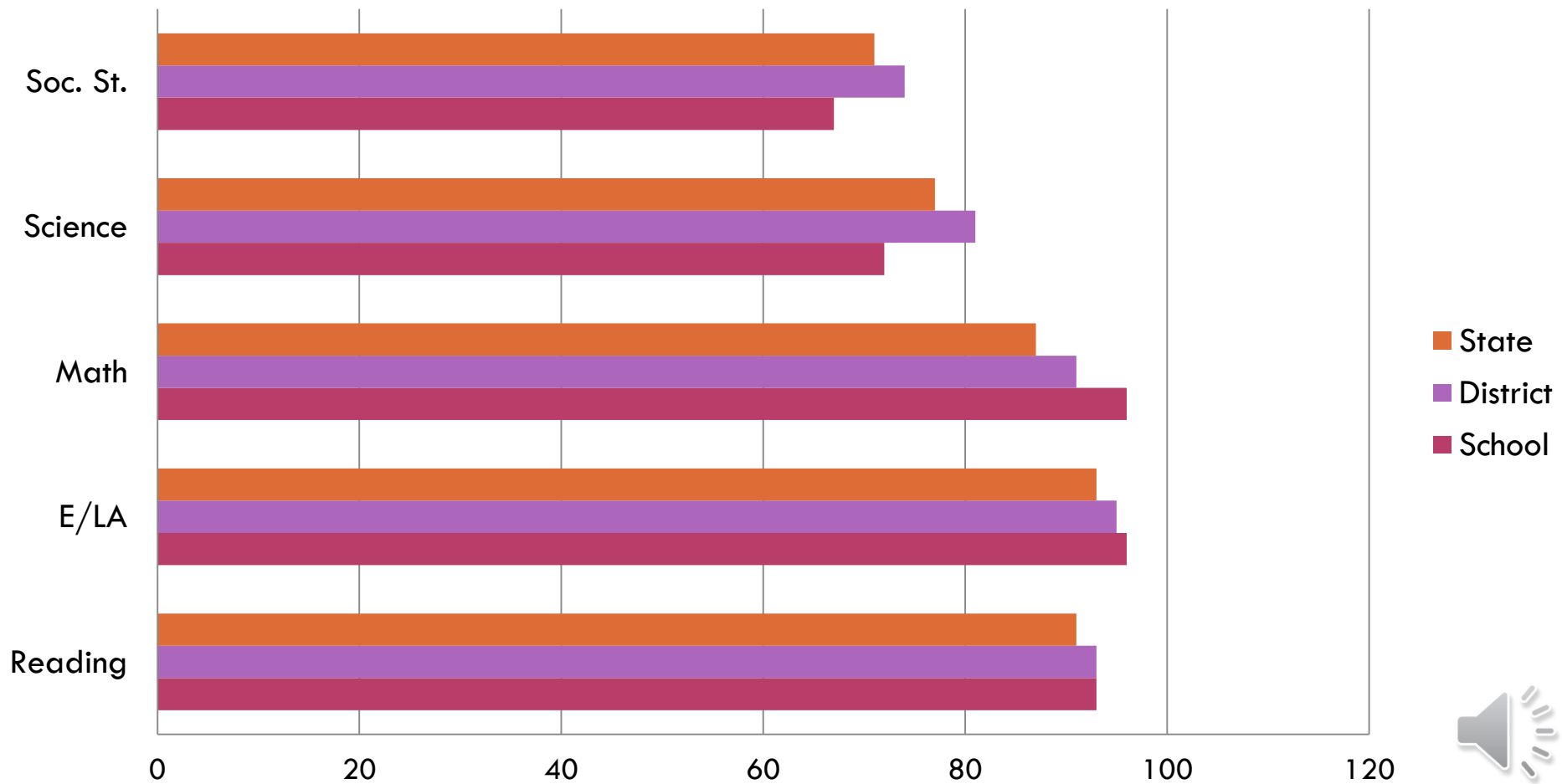
# 5<sup>th</sup> Grade CRCT Results at Teasley Over the Last 3 Years:

**Percentage of 5th Grade Students  
At and Above Proficiency in Y1-Y3**



# 5<sup>th</sup> Grade CRCT Results for Teasley as Compared to District and State Levels:

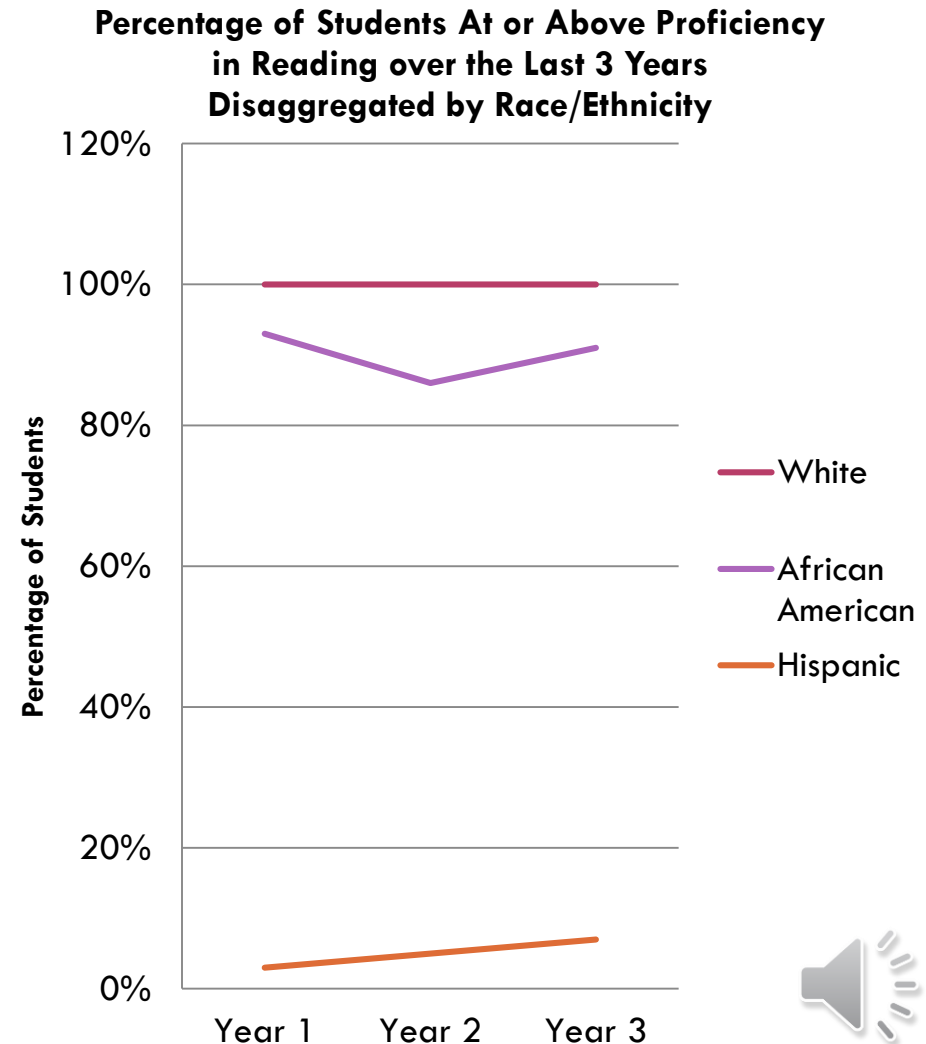
**Percentage of 5th Grade Students At or Above Proficiency at School, District, and State Level in 2011**



# 5<sup>th</sup> Grade Reading Scores for Teasley At or Above Proficiency:

	Year 1	Year 2	Year 3
White	100%	100%	100%
African American	93%	86%	91%
Hispanic	3%	5%	7%

What do you notice in the reading scores from year to year?

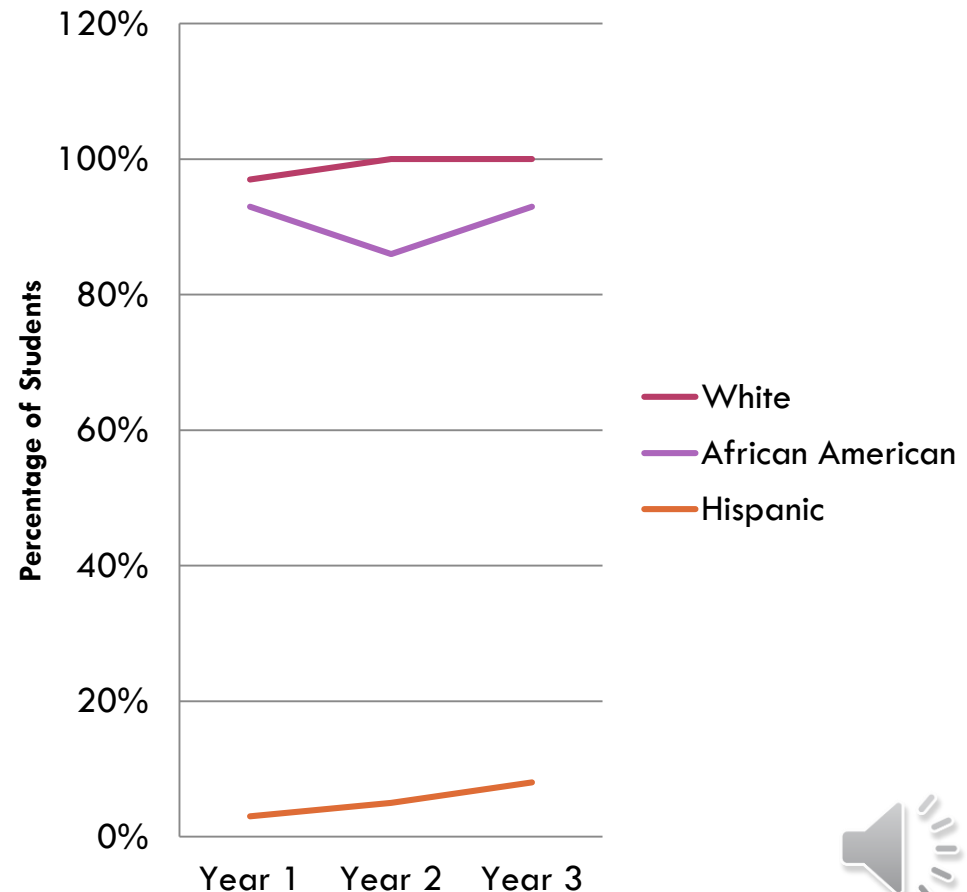


# 5<sup>th</sup> Grade Math Scores for Teasley At or Above Proficiency:

	Year 1	Year 2	Year 3
White	97%	100%	100%
African American	93%	86%	93%
Hispanic	3%	5%	8%

What do you notice in the math scores from year to year?

Percentage of Students At or Above Proficiency in Math over the Last 3 Years Disaggregated by Race/Ethnicity



# Discussion:

## General: Why CRCT data?

- Why do we take the time to look at data?
- What can the CRCT data tell us specifically?
- What does the CRCT data fail to tell us?

## Specific: How does this data work for us?

- What areas did you notice where we are doing well?
- What areas did you notice need improving?
- How will we adjust our instruction to make those improvements?



# We've Looked at the Data, Now What?

- The next step is to determine how we will respond to what we've seen.
- We have to learn how to speak in a data-driven dialogue.
- We have to realize that when we analyze, we are not going to place blame.
- Learning to communicate and analyze more effectively will help us determine where there are gaps.
- Once we find the gaps, we can develop an action plan.
- That action plan will provide a way to improve our instruction which will improve student learning.

