

2008 CSAP SUMMARY OF RESULTS

In 2008 the Colorado Student Assessment Program (CSAP) was administered for the twelfth year. There were 1,560,809 CSAP tests administered to Colorado public school students in 2008. This is an increase of 9,273 over the 2007 CSAP administration. The Lectura and Escritura were each administered to 1,676 students in grade three (1,498) and grade four (178); a decrease of 174 students from 2008. Results from the 2008 CSAP, Lectura and Escritura assessments are displayed in the accompanying tables.

It should be noted that in 2007 the Colorado State Board of Education adopted new model content standards for science. The adoption of new standards required a science standard setting that was completed in April 2008. The standard setting resulted in slightly different cut scores for proficiency in grades 5, 8 and 10. Consequently, 2008 science results are not comparable to earlier results.

Background

The purpose of the CSAP is to measure Colorado student progress in meeting the Colorado Model Content Standards in grades three through ten in the content areas of reading, writing and mathematics, and in grades 5, 8 and 10 for science. The Colorado Model Content Standards are available on the CDE website at the following link:

http://www.cde.state.co.us/cdeassess/index_osa.html

Initiated in 1997 with two tests, the CSAP has grown to include thirty-one tests in 2008. The expansion of the testing program provided an opportunity to develop tools for measuring student growth, such as aligned performance-level definitions and a single score scale for each content area. These tools provide the ability to monitor student growth using both a student's year-to-year performance levels and year-to-year scale scores. Each time CSAP was administered grade-by-grade in a content area, a one-time alignment was made to the performance level cut-scores in that content area. For reading, the alignment occurred in 2001 and for writing and mathematics, the alignment occurred in 2002. For valid comparisons of CSAP results over time, past data must be aligned to the new performance levels. All data presented in this 2008 press release (with the exception of 2008 science) has

been aligned, which means: 1) all data for all years reported here are comparable and 2) data reported here are different from data reported by CDE prior to the performance level alignment described above.

General Results: CSAP 2008

This summary provides a brief overview of performance for the following groups: all students, gender, ethnic, special programs status (i.e., special education and Title I) and schools with high poverty levels.

Reading Performance:

Reading performance was assessed in grades three through ten in both 2007 and 2008. The results reveal an increase in the percentage of students in the Proficient and Advanced categories from 2007 to 2008 for four grades, a decline in two grades and were unchanged in two grades. There were slight increases at grades four, five, six, and eight and decreases at grades three and ten. The results for grades seven and nine were unchanged. Over the long-term between 2003 and 2008, fourth grade reading improved three percentage point from 63% to 66%.

Reading performance of third graders on the Spanish reading test, *Lectura*, remained the same between 2007 and 2008. In 2008, the percentage of third-grade students in the Proficient and Advanced categories on the third-grade *Lectura* was 59 percent. The number of third-grade students taking the third grade *Lectura* declined by 83 students from 1581 in 2007 to 1498 in 2008. In 2008, the percentage of fourth-grade students in the Proficient and Advanced categories on the fourth-grade *Lectura* was 39 percent; in 2007, this percentage was 35 percent. The number of fourth-grade students taking the *Lectura* in 2008 declined from 269 in 2007 to 178 in 2008. This decline of 91 students continues the declining trend for fourth grade students who take the *Lectura*.

Writing Performance:

Writing performance was assessed in grades three through ten in both 2007 and 2008. The writing results show positive changes in the percentage of students in the Proficient and Advanced categories in three grades, scores in three grades declined and there were two grades that remained the same. While the writing results are generally flat, the results for grades 3 and 10 declined by four percentage points.

The percentage of students in the Proficient and Advanced categories on the third grade Spanish writing test, *Escritura*, decreased by three percentage points between 2007 and 2008. Performance on the fourth grade *Escritura* also decreased by eight percentage points.

It should be noted that the number of fourth grade students taking the *Lectura* and *Escritura* has declined from 1288 students in 2000 to 178 students in 2008. The number of third grade students taking the *Lectura* and *Escritura* has shown less of a decline between 2000 (1721 students) and 2008 (1498 students).

Mathematics Performance:

Mathematics was assessed in grades three through ten in both 2007 and 2008. The results reveal slight improvement in grades three, six, eight and nine. The results revealed a decline in fourth and seventh grades. The percentage of students in the proficient and advanced categories in fifth and tenth grades remained the same as in 2007.

Science Performance:

As noted earlier, the State Board of Education adopted revised model content standards for science for grades 5, 8 and 10 in 2007. The standard setting in April resulted in new cut scores for proficiency in grades 5, 8 and 10. For this reason, the 2008 science performance in these grades cannot be compared to the previous year's scores.

The 2008 science results reveal that there were 44 percent in the Proficient and Advanced categories in fifth grade, 46 percent in eighth grade and 47 percent in tenth grade.

Results by Gender

Gender differences persist. On the 2008 reading assessment, the percent of males in the Proficient and Advanced categories increased in three grades (4, 5, and 8), and declined in four grades (3, 7, 9, and 10) and remained the same in grade six. The percent of females in the Proficient and Advanced categories increased in five grades (4, 5, 6, 7 and 8) and declined in two grades (3 and 10) and remained the same in ninth grade.

On the 2008 writing assessment, the percentage of both males and females in the Proficient and Advanced categories increased in two grades (4 and 8), and declined in three grades (3, 7 and 10). The percentages of males in the Proficient and Advanced categories

increased and females stayed the same in grade 5. In grades six and nine, males in the Proficient and Advanced categories remained the same and females declined.

On the 2008 mathematics assessment, the percent of both males and females increased in three grades (3, 8 and 9) and both declined in two grades (4 and 7). In grade five, males increased and females remained the same as last year. In grades six and ten, males remained the same as last year while females increased their percentage in the Proficient and Advanced categories.

Males had higher percentages than females in the Proficient and Advanced categories in seven of the eight grades tested in mathematics. Males and females had equal percentages in the grade six.

The 2008 Science results are not comparable to earlier results. However, males continued to have a higher percentage in the Proficient and Advanced categories than the females at all three grade levels.

Overall, females performed better than males in reading and writing, while males performed better than females in math and science.

Results by Ethnic Group

On the 2008 reading assessment, the percentage of White students in the Proficient and Advanced categories improved in three grades (4, 5, and 8) while the Asian and Pacific Islanders group improved in six grades (4, 5, 6, 7, 8 and 9). The percentage of Black students and Hispanic students in the Proficient and Advanced categories improved in five grades (4, 5, 6, 7, and 8). Both Black students and Hispanic students declined only in grade ten. Native Americans improved in five grades (4, 6, 7, 8 and 10) and declined in grades five and nine while performance remained the same in grade three.

On the 2008 writing assessment, the percentage of Black students in the Proficient and Advanced categories improved in three grades (4, 5 and 8). Hispanic students improved in four grades (4, 5, 8 and 9) and Native American students improved in four grades (4, 5, 8 and 10). The percentage of White students in the Proficient and Advanced categories improved in three grades (4, 5, and 8). The group defined by Asian and Pacific Islanders improved in three grades (4, 5, and 8).

On the 2008 mathematics assessment, the percentage of African American students in the Proficient and Advanced categories improved in five grades (3, 5, 8, 9 and 10). Hispanic students in the Proficient and Advanced categories improved in four grades (3, 6, 8 and 9). The Asian and Pacific Islander group improved in the Proficient and Advanced categories in five grades (3, 5, 6, 8 and 9). Hispanic students remained unchanged in grades five and ten, and African American students remained unchanged in grade 6. White students in the Proficient and Advanced categories increased in three grades (5, 8 and 9), remained the same in three grades (3, 6, and 10) and declined in grade four and seven. Native American students improved in three grades (3, 6 and 10) and stayed the same in grade nine.

The 2008 Science assessment results are not comparable to earlier results. The 2008 science results revealed the same general achievement gaps as earlier science results with white students and students in the group representing Asian and Pacific Islanders having the largest percentages in the proficient and advanced categories. On the 2008 science assessments, the achievement gap between the highest and lowest performing students was 38 percentage points in all three grades.

Regardless of the improvement for minority groups, it should be noted that a significant gap between the performance of white and minority students persists across most tests.

Results for Title I Students and Students with Individual Education Plans

The percentage of Title I students in the Proficient and Advanced categories increased on seventeen of the twenty-four English assessments administered in both 2007 and 2008 (excluding science). For example, the percentage of students in the Proficient and Advanced categories on the eighth grade reading assessment increased from 33% in 2007 to 41% in 2008.

The percentage of students on Individual Education Plans (IEP) in the Proficient and Advanced categories increased on twelve of the twenty-four assessments administered in English both 2007 and 2008 (excluding science). For example, the percentage of students in the Proficient and Advanced categories on the eighth grade reading assessment increased from 17% in 2007 to 20% in 2008.

Results for Students on Free or Reduced Price Lunch

Students defined as eligible for free-or-reduced price lunch increased their percentages in the Proficient and Advanced categories on twelve of twenty-four English language assessments administered in both 2007 and 2008 (excluding science). Students who are not eligible for free or reduced price lunch improved on eleven of the twenty-four assessments). For example, the percentage of students eligible for free or reduced price lunch in the Proficient and Advanced performance levels increased on the eighth grade reading assessment from 40% to 46%.

Regardless of the improvement for students of poverty, it should be noted that a significant gap between the performance of students on free or reduced price lunch and their peers persists.

NOTICE!

**2008 SCHOOL
ACCOUNTABILITY REPORT
RATINGS CANNOT BE
CALCULATED USING
THESE RESULTS!**