

2010 CSAP

SUMMARY OF STATUS RESULTS

In 2010, the Colorado Student Assessment Program (CSAP) was administered for the thirteenth year. There were 1,606,193 CSAP tests administered to approximately 465,000 Colorado public school students in 2010. This is an increase of 21,149 tests over the 2009 CSAP administration. There were 2656 Lectura and Escritura assessments administered this year, a decrease of 399 tests from 2009. Results from the 2010 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, science results from 2008 through 2010 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 (old standards) are available on the CDE website at the following link:

<http://www.cde.state.co.us/cdeassess/UAS/OldContentStandards.html>. The Colorado Model Content Standards were revised in December 2009, but the 2010 CSAP tested on the previous standards.

Initiated in 1997 with two tests, the CSAP has grown to include thirty-one tests in 2010. 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. The first 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 2010 news release have been aligned.

General Status Data Results: CSAP 2010

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. The results reveal an increase in the percentage of students in the Proficient and Advanced categories from 2009 for three grades (4, 7, and 8), a decline in two grades (3 and 10), and three grades (5, 6, and 9) remained the same. Over the six years between 2005 and 2010, five of eight grade levels improved in reading (4, 6, 7, 8, and 9), one grade level declined (3), and two grade levels (5 and 10) remained the same.

Reading performance of third graders on the Spanish reading test, Lectura, declined three percentage points. In 2010, the percentage of third-grade students in the Proficient and Advanced categories on the third-grade Lectura was 60 percent. The number of third-grade students taking the third grade Lectura decreased by 151 students, from 1367 students in 2009 to 1216 students in 2010. In 2010, the percentage of fourth-grade students in the Proficient and Advanced categories on the fourth-grade Lectura was 52 percent; in 2009, this percentage was 36 percent. The number of fourth-grade students taking the Lectura declined from 168 in 2009 to 113 in 2010. This decrease of 55 students continues the trend for fourth grade students who take the Lectura.

Writing Performance:

Writing performance was assessed in grades three through ten. The writing results show decreases in the percentage of students in the Proficient and Advanced categories in seven grades (3, 4, 5, 6, 7, 9, and 10), with grade 8 improving by two percentage points. The writing results for grades 3, 4, 6, 9, and 10 declined over the six year period from 2005 through 2010. Grade 8 improved by four percentage points, grade 7 improved by two percentage points, and grade 5 stayed the same over the six years for writing.

The percentage of students in the Proficient and Advanced categories on the third grade Spanish writing test, Escritura, decreased eight percentage points between 2009 and 2010. Performance on the fourth grade Escritura increased -- by three percentage points. The results over six years show an improvement of one percentage point for third grade and a decline of six percentage points for fourth grade. It should be noted that the number of students taking the Escritura decreased again in 2010. These change results should be interpreted with caution.

Mathematics Performance:

Mathematics was assessed in grades three through ten. The results reveal an increase in the percentage of students in the Proficient and Advanced categories from 2009 in four grades (3, 5, 8, and 9), a decline in two grades (6 and 7), with two grade levels (4 and 10) staying the same. The percentage of students in the proficient and advanced categories in tenth grade remained the same for the fourth consecutive year. In looking over six years, three grades (4, 6, and 8) show improvement in mathematics, especially the improvement every year seen in grade eight.

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 resulted in new cut scores for proficiency in grades 5, 8 and 10 starting in 2008. For this reason, science performance since 2008 cannot be compared to performance from 2007 and earlier. The 2010 science results reveal improvement in grade 5 and a decline in grades 8 and 10 when compared with 2009.

Results by Ethnic Group

On the 2010 reading assessment, all racial and ethnic groups improved in the eighth grade. Hispanics and Blacks improved their percentages in the Proficient and Advanced categories in more grades than all other groups - six grades (4, 5, 6, 7, 8, and 9). Their performance decreased in just two grade levels (3 and 10). Whites improved in two grade levels (5 and 8), remained the same in two (4 and 9), and decreased in four (3, 6, 7, and 10). Asian and Pacific Islanders improved in three grades (6, 7, and 8), while declining in four grades (3, 5, 9, and 10) and remaining the same in one grade level (4). Native Americans improved in three (4, 6, and 8) and declined in the remaining five grade levels (3, 5, 7, 9, and 10).

On the 2010 writing assessment, the percentage of students in the Proficient and Advanced categories improved in eighth grade for all groups. Black students improved in three grades (4, 5, and 8), Hispanics and Asian and Pacific Islanders both improved in the same two grades (3 and 8), while Native American students improved in the fourth and eighth grades. The percentage of White students in the Proficient and Advanced categories improved in eighth grade, stayed the same in fourth grade, and decreased in the remaining grades (3, 5, 6, 7, 9, and 10).

On the 2010 mathematics assessment, the results showed improvement for all groups in grades 8 and 9. Most groups improved for three grades (3, 5, and 10). For seventh graders, the percentage of students in the Proficient and Advanced categories decreased for all groups. Black students improved in the most grades – six (3, 5, 6, 8, 9, and 10) with Hispanics and Native Americans both improving in five grades (Hispanics 3, 5, 8, 9, and 10; Native Americans 3, 4, 8, 9, and 10). Whites improved in four grades (3, 5, 8, and 9). The Asian and Pacific Islander group improved in the Proficient and Advanced categories in two grades (8 and 9), declined in five grades (3, 4, 6, 7, and 10), and remained the same in one (5). The percentage of Hispanic students remained unchanged in two grades (4 and 6), and for Black students, the percentage remained unchanged in grade 4. Black and Hispanic students declined in only one grade (7). White students remained the same in grade 10 and declined in grades six and seven. Native American students declined in three grades (5, 6, and 7).

The 2010 science assessment results showed improvement in the percentage of Proficient and Advanced categories for all fifth grade groups except Native Americans, who showed a decrease. In eighth grade, all groups were flat except for Black students, who showed improvement. Tenth grade showed decreases for all racial and ethnic groups compared with 2009 results.

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 by Gender

Gender differences persist. On the 2010 reading assessment, the percent of males in the Proficient and Advanced categories increased in grade 8, decreased in four grades (3, 6, 7, and 10), and remained the same for grades 3, 5, and 9. The percent of females in the Proficient and Advanced

categories increased in six grades (4, 5, 6, 7, 8, and 9) and decreased in two grades (3 and 10). Females had higher percentages than males in the Proficient and Advanced categories on reading at every grade level with the gap widening in the higher grades.

On the 2010 writing assessment, the percentage of both males and females in the Proficient and Advanced categories decreased in six grade levels (grades 3, 4, 6, 7, 9, and 10 for males and grades 3, 5, 6, 7, 9, and 10 for females). The percentages of both males and females in the Proficient and Advanced categories increased in grade 8. Male performance remained the same in grade 5, while female performance was flat in grade 4. Females, however, had higher percentages than males in the Proficient and Advanced categories on writing at every grade level with the greatest difference in grade 8.

On the 2010 mathematics assessment, the percent of males in the Proficient and Advanced category increased in five grades (3, 4, 5, 8, and 9) and females increased in three grades (3, 5 and 9). The performance of males and females declined in grade 7, with males also declining in grade 6. Female performance also declined in grades 4 and 10. Males stayed the same in grade 10, and females stayed the same in grades 6 and 8.

In 2010, the percentage for males was higher in six grades (3, 4, 7, 8, 9, and 10), and the percentage for females was higher in two grades (5 and 6). The percentage differences between males and females are one or two points in all grades except tenth (4 points).

In 2010, science results for both males and females improved in fifth grade, remained the same in eighth grade, and decreased in tenth grade. Males continued to have a higher percentage in the Proficient and Advanced categories than females in each of the three grade levels (5, 8, and 10).

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 thirty-one assessments administered from 2009 to 2010. For example, the percentage of Title I students in the Proficient and Advanced categories on the eighth grade reading assessment increased from 38% in 2009 to 46% in 2010.

The percentage of students on Individual Education Plans (IEP) in the Proficient and Advanced categories decreased on twenty of the thirty-one assessments administered from 2009 to 2010.

There are fewer than sixteen students on an IEP for grade 4 Lectura and Escritura, and their results are not reported. The percentage of students on an IEP in the Proficient and Advanced categories either stayed the same or increased for the remaining nine assessments.

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 sixteen of twenty-seven English language assessments administered in 2010. 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 43% to 50%. Students who are not eligible for free or reduced price lunch improved on ten of the twenty-seven assessments.

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 non-eligible for free/reduced price lunch peers persists.

Results for Students Based on English Language Proficiency

Students defined as Fluent English Proficient (FEP) increased their percentages in the Proficient and Advanced categories on twenty-one of twenty-seven English language assessments administered in 2010. Students who are Limited English Proficient (LEP) improved on nine of the twenty-seven English language assessments, as did students who are not learning English. For example, the percentage of FEP students in the Proficient and Advanced performance levels increased on the fourth grade reading assessment from 73% to 83%. The increases shown by students in the FEP category should be investigated further before drawing any substantial conclusions because the cut point for determining FEP status on the English language assessment (CELApro) was raised in 2010, and students had to be more proficient in English to be redesignated into the FEP category.