

Background

The Colorado Growth Model reveals patterns in CSAP results that cannot be produced by a simple, snapshot analysis. These results based on analysis of the 2007 to 2009 state-level growth data illustrate the extent to which Colorado's proficiency objectives for its students are being met over time. Overall the state-level data (combined for all grades) paint a picture of both short-term and longer-term progress towards the state's goals, especially among non-majority groups. In particular, English language learners (ELL), students eligible for Free/Reduced Lunch (FRL), and Minority (all non-white students) students are demonstrating the positive trend of moving in increasing numbers into Proficient and Advanced achievement levels, and being able to stay proficient and above over time, across the three CSAP content areas. Although it appears that Proficient students are generally on track to maintain this achievement level over time, the state still faces challenges in getting large numbers of below-proficient students to attain proficiency, particularly in mathematics. An additional challenge facing the state is getting already proficient students to move up to advanced-level performance, especially in reading.

Definitions

The following tables contain information from the Colorado Growth Model for 2007, 2008 and 2009. Three years of data are included to provide the opportunity to examine the state data for growth trends. Three different types of information are included for each content area:

1. State Median Growth Percentiles for reading writing and math,
 - a. Percentiles range from 1 to 99. The middle percentile in the range is called the median and is always 50 at the state level. This makes it possible to determine whether a group is above or below the middle score for the state and by how much. For example, a percentile of 35 would be well below the median while a percentile of 70 would be well above it.
2. the percent of students 'Catching Up to Proficient',
 - a. 'Catching up to Proficient' is defined as demonstrating enough growth to at least reach the *Proficient* or *Advanced* achievement level from a below proficient achievement level (Unsatisfactory or Partially Proficient) within three years or by 10th grade, whichever comes first.
3. the percent of students 'Keeping Up at Proficient',
 - a. 'Keeping up at Proficient' is defined as demonstrating enough growth to remain at least *Proficient* for the next three years or until 10th grade, whichever comes first.
4. the percent of students 'Moving Up to Advanced'.
 - a. Moving up to Advanced is defined as demonstrating enough growth to reach the *Advanced* achievement level from the *Proficient* achievement level within three years or by 10th grade, whichever comes first.

Each of the tables is also divided into four levels for each content area:

A=All Students in the state,

E= All Elementary Students in the state,

M=All Middle School Students in the state, and

H=All High School Students in the state.

Highlights of the 2007-2009 Colorado Growth Model Results

Overall Growth Results

The overall summary table is titled '2007-2009 Colorado Growth Model Overall Results'. It provides the overall median growth percentile data for each content area at each educational level (E, M or H). The row marked with 'A' is the state median growth percentile for each content area for all the state's students regardless of grade. As indicated earlier, the state median is always 50. The rows marked as 'E', 'M' and 'H' represent the median growth percentile for all elementary, middle or high school students for the entire state. The medians for E, M and H are also very close to 50, but not necessarily at 50 since they are subgroups of the overall state results.

As can be seen in the table, the medians are stable across content areas for all three years, but show a little of variation from the overall state median with elementary students being slightly above the median, middle school students being slightly below the median and high school students being at the median.

In terms of percentages of students 'Catching Up to Proficient', the highest percentages of lower achieving students 'Catching Up' are in reading. The overall state 'Catch Up' percentages for Reading reveal that only about 30% of below proficient students are likely to reach proficiency within three years or by 10th grade. The percentages for writing were somewhat lower than for reading and the percentages for math were the lowest of any of the three content areas. These data are generally stable for all three years with some slight upward trends.

The table reveals that most of the students who are already at the proficient or advanced achievement levels are likely to remain proficient or advanced. Again, the highest percentages are for reading, followed by writing and math. Interestingly, these data reveal that students in the math content area (with the exception of middle school) have a higher percentage of students likely to move up to advanced than the other two content areas. Again, these data are generally stable for all three years.

Results for English Language Learners

The table titled '2007-2009 Colorado Growth Model Results by English Language Proficiency' reveals the growth results for Colorado's English language learners. On these tables English language learners are classified into three categories: Non-English Proficient (NEP), Limited English Proficient (LEP) and Fluent English Proficient (FEP). Students classified as NEP are students who speak little or no English, students classified as LEP have some English language proficiency but are not yet fluent and FEP students are students who have attained fluency in English.

In general, English language learners classified as LEP and FEP show growth over time as they acquire English language skills. NEP students generally have lower growth percentiles than either non-English language learners or their more English fluent counterparts presumably because they have yet acquired adequate levels of English proficiency. English language learners classified as LEP and FEP show growth that is consistent with the state's non-English language learners regardless of content area.

In terms of 'Catching Up to Proficient', English language learners provide evidence that they are making progress toward proficiency particularly in reading and writing, though their demonstrated ability to catch up to proficient is not yet at the level of their native English speaking counterparts. In math their results are very consistent with the results for the state as a whole.

In terms of 'Keeping Up at Proficient', English language learners are not keeping up at the same rate as their native English speaking counterparts, however, they are demonstrating an increased ability to do so in all three content areas over time.

Results for Students on Free or Reduced Price Lunch

The table titled '2007-2009 Colorado Growth Model Results by Free or Reduced Price Lunch Status' provides results for students who are eligible for free and reduced priced lunch (FRL) as well as those who are not eligible. In terms of median growth percentiles, students who are FRL eligible have somewhat lower median growth percentiles than their peers, regardless of content area. Although there is no evidence of a dramatic change, for FRL eligible students there are hints of a slight positive trend across the three content areas. This slight trend is also evident in both the 'Catching Up to Proficient' and 'Keeping Up at Proficient' results.

Results by Ethnicity

Compared with 2007 growth data, the 2009 results indicate that the 'growth gap' among racial/ethnic groups has closed slightly. Evidence supporting this is the improved growth results for Black and Hispanic students in all three content areas

over the three years of growth data. There is also evidence of a positive trend in the results for Black and Hispanic students 'Catching Up to Proficient' and 'Keeping Up at Proficient'. This positive trend appears in all three content areas across the three years of growth data presented for these two groups.

Results for Students on Individual Education Plans (IEP)

The results for 'Catching Up to Proficient' and 'Keeping Up at Proficient' reveal a slight upward trend for students on individual educational plans (IEP). This upward trend is of the same magnitude as that of students who are not on such educational plans.

Results by Title I Status

In terms of median growth percentiles there is a slight upward trend for these students in all three content areas. The results for 'Catching Up to Proficient' and "Keeping Up at Proficient' reveal a moderate upward trend for students in the Title I program in reading and writing.