

2009 CSAP

SUMMARY OF STATUS RESULTS

In 2009 the Colorado Student Assessment Program (CSAP) was administered for the twelfth year. There were 1,585,044 CSAP tests administered to Colorado public school students in 2009. This is an increase of 24,235 over the 2008 CSAP administration. There were 3055 Lectura and Escritura assessments administered this year, a decrease of 297 tests from 2008. Results from the 2009 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 and 2009 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 2009. 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 2009 news release (with the exception of 2008 and 2009 science) has been aligned.

General Status Data Results: CSAP 2009

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 2008 to 2009 for five grades, a decline in three grades. Over the long-term between 2005 and 2009, six of eight grade level improved in reading and two grade levels have remained the same.

Reading performance of third graders on the Spanish reading test, Lectura, improved four percentage points. In 2009, the percentage of third-grade students in the Proficient and Advanced categories on the third-grade Lectura was 63 percent. The number of third-grade students taking the third grade Lectura declined by 131 students from 1498 in 2008 to 1367 in 2009. In 2009, the percentage of fourth-grade students in the Proficient and Advanced categories on the fourth-grade Lectura was 36 percent; in 2008, this percentage was 39 percent. The number of fourth-grade students taking the Lectura declined from 178 in 2008 to 168 in 2009. This decrease of ten 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 positive changes in the percentage of students in the Proficient and Advanced categories in five grades, scores in one grade declined and one grade remained the same. The writing results for grades 3 and 7 improved by four percentage points in 2009.

The percentage of students in the Proficient and Advanced categories on the third grade Spanish writing test, Escritura, increased twelve percentage points between 2008 and 2009. Performance on the fourth grade Escritura also increased -- by six percentage points.

It should be noted that the number of students taking the Escritura has declined again in 2009. These change results should be interpreted with care.

Mathematics Performance:

Mathematics was assessed in grades three through ten. The results reveal improvement in four grades and a decline in three grades, with one grade level staying the same. The percentage of students in the proficient and advanced categories in tenth grade remained the same for the third consecutive year. In looking over five years, many grades 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, the 2008 and 2009 science performance in these grades cannot be compared to the previous year's scores. The 2009 science results reveal improvement in all three grade levels compared with 2008.

Results by Gender

Gender differences persist. On the 2009 reading assessment, the percent of males in the Proficient and Advanced categories increased in five grades (3, 6, 7, 9, and 10), and declined in three grades (4, 5, and 8). The percent of females in the Proficient and Advanced categories increased in three grades (3, 9 and 10) and declined in two grades (5 and 8) and remained the same in three grades (4, 6, and 7). Females had higher percentages than males in the Proficient and Advanced categories on reading at every grade level.

On the 2009 writing assessment, the percentage of both males and females in the Proficient and Advanced categories decreased in one grade level (grade 5 for males and grade 4 for females), The percentages of males in the Proficient and Advanced categories increased in four grades (3, 7, 9, and 10), declined in grade five, and stayed the same in three grades (4, 6, and 8). The percentages of females in the Proficient and Advanced categories increased in five grades (3, 6, 7, 9, and 10),

declined in grade four, and stayed the same in two grades (5 and 8). Females had higher percentages than males in the Proficient and Advanced categories on writing at every grade level.

On the 2009 mathematics assessment, the percent of both males and females increased in the same four grades (4, 6, 7 and 8) and both declined in two grade levels (5 and 9). Males also declined in grade 3. Both males and females remained the same as last year in grade 10.

In 2008, males had higher percentages than females in the Proficient and Advanced categories in seven of the eight grades tested in mathematics. For 2009, males had higher percentages in three grade levels, females had higher percentages in two grade levels, and there were equal percentages in three grade levels.

In 2009, science results for both males and females improved for all three grade levels. Males continued to have a higher percentage in the Proficient and Advanced categories than females in each of the three grade levels.

Results by Ethnic Group

On the 2009 reading assessment, the percentage of White students in the Proficient and Advanced categories improved in four grades (3, 6, 7, and 10) and the Black, Native American, and Asian and Pacific Islanders groups all improved in four grades (3, 7, 9, and 10). The percentage of Hispanic students in the Proficient and Advanced categories improved in five grades (3, 6, 7, 9, and 10). Hispanic students declined only in grade eight. Native Americans declined in four grades and Whites declined in three grade levels. All groups improved in grades three, seven, and ten, but declined in grade eight.

On the 2009 writing assessment, the percentage of Hispanic students in the Proficient and Advanced categories improved in all eight grade levels tested. Black students and Asian and Pacific Islanders both improved at five grades (3, 6, 7, 9, and 10) and Native American students improved in four grades (3, 6, 7, and 8). The percentage of White students in the Proficient and Advanced categories improved in four grades (3, 7, 9, and 10). All groups showed improvement in the percentage Proficient and Advanced in grades three and seven.

On the 2009 mathematics assessment, the percentage of White, Hispanic, and Black students in the Proficient and Advanced categories each improved in four grades (4, 6, 7, and 8). The Asian

and Pacific Islander group also improved in the Proficient and Advanced categories in four grades (6, 7, 8, and 10). Hispanic students remained unchanged in three grades (3, 5, and 10), and Black students remained unchanged in grades three, nine, and ten. White students in the Proficient and Advanced categories remained the same in two grades (3 and 10) and declined in grades five and nine. Native American students improved in three grades (3, 7 and 8) but declined in four grade levels (5, 6, 9, and 10).

The 2009 science assessment results showed improvement in the percentage of Proficient and Advanced categories for all groups for all tests compared with 2008 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 for Title I Students and Students with Individual Education Plans

The percentage of Title I students in the Proficient and Advanced categories increased on nineteen of the thirty-one assessments administered in both 2008 and 2009. For example, the percentage of Title I students in the Proficient and Advanced categories on the tenth grade reading assessment increased from 31% in 2008 to 39% in 2009.

The percentage of students on Individual Education Plans (IEP) in the Proficient and Advanced categories increased on thirteen of the thirty-one assessments administered in English both 2008 and 2009. For example, the percentage of students on an IEP in the Proficient and Advanced categories on the sixth grade reading assessment increased from 25% in 2008 to 28% in 2009.

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 eighteen of twenty-seven English language assessments administered in both 2008 and 2009. Students who are not eligible for free or reduced price lunch improved on nineteen of the twenty-seven assessments. For example, the percentage of students eligible for free or reduced price lunch in the Proficient and Advanced performance levels increased on the tenth grade reading assessment from 44% to 49%.

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-four of twenty-seven English language assessments administered in both 2008 and 2009. Students who are Limited English Proficient (LEP) improved on seventeen of the twenty-seven English language assessments, as did students not learning English. For example, the percentage of FEP students in the Proficient and Advanced performance levels increased on the third grade reading assessment from 77% to 87%.