



Colorado Department of Education – Communications Office
201 East Colfax Ave.
Room 207
Denver, CO 80203
Phone: 303-866-3898
Fax: 303-866-6938

Aug. 10, 2010

News Release

New Data Reveal Growth Unchanged; Hispanic And Black Student CSAP Scores Rise In Reading And Math

The Colorado Department of Education today released 2009-2010 school year results from the Colorado Student Assessment Program (CSAP) and detailed analyses generated by the Colorado Growth Model. Overall, CSAP and growth data remain relatively unchanged over the last three years.

The growth model indicates how much academic progress students are making based on their CSAP scores. CSAP tracks student progress against state standards, which define what students should know and be able to do in different subjects from one grade to the next.

"As our work with the Colorado Growth Model expands, we are getting a clearer picture of how well our students and our schools are doing in reaching learning goals," said Colorado Commissioner of Education Dwight D. Jones. "This information will be useful to educators, parents and the community in determining the effectiveness of schools and school districts and identifying best practices for improving student achievement. There is still much work to be done."

Data are available for CSAP at:

www.cde.state.co.us/cdeassess/index_data.html

Data are available for the Colorado Growth Model at:

www.schoolview.org

To watch the news conference that took place earlier today, visit:

<http://connect.cboces.org/p10556212/>

Gains Made by Hispanic and Black Students

Commissioner Jones said he was particularly pleased with an increase in CSAP scores by Hispanic and black students, particularly in reading and math. In reading, Hispanic and black student scores increased in six of the eight grades tested and declined in two. In math, Hispanic scores increased in five of eight grades tested, held steady in two grades and declined in one. Black students showed an increase in six of the eight grades tested, with scores declining in one grade level and holding steady in another.

"These scores reflect a step forward and we hope schools and teachers echo my message of congratulations to these students," said Commissioner Jones. "Large gaps in performance remain among ethnic groups, but closing the gap starts with this kind of forward progress. My thanks go out to all educators who take a no-excuses approach to lifting achievement for all students."

New Performance Reports

In December 2010, the state will publish new performance reports called District Performance Frameworks and School Performance Frameworks. These reports will provide a much more comprehensive picture of how well Colorado schools are preparing students for success after graduation. The new reports will include the growth model data, CSAP and American College Test (ACT) results, efforts to close the achievement gaps and graduation rates.

"Colorado will raise the bar for implementing a school accountability system that is clear and meaningful to parents and communities," said Richard Wenning, associate commissioner for performance and policy. "Parents will have unprecedented access to school performance data that provide a complete picture of how well schools are doing in preparing students for career and college success."

"School leaders, teachers, and more significantly, parents are now better armed with new useful data adding transparency to school performance," said State Board of Education Chairman Bob Schaffer. "This is powerful clarifying information allowing more citizens to become more deeply engaged in an ongoing discussion and sustained leadership toward school improvement."

The public will be able to easily access the school performance reports at www.schoolview.org.

Colorado Growth Model Results

The Colorado Growth Model provides a common understanding of how individual students and groups of students progress from year to year toward meeting or exceeding state standards.

"We are proud that 12 states across the nation have adopted the Colorado Growth Model and other states are considering it as well. Our growth model offers an approach that provides a fair and accurate gauge of what each student needs to reach proficiency. Our combined effort with other states will lead to better understanding about school performance nationwide and, more importantly, a better understanding of what works," said Wenning.

The growth model uses CSAP data to calculate each student's "growth percentile," or how much academic ground the student gains in a year. Each student's growth is ranked in relation to that of their academic peers. Anything above the 65th percentile is considered high growth while anything below the 35th percentile is considered low growth.

Growth Rates Similar Across Ethnic Groups

In 2010, the median growth percentile for minority students was 49 in reading, 49 in writing, and 48 in mathematics. For white students, the median growth percentile was 50 in reading, 51 in writing and 51 in mathematics. The median growth percentile for students whose family income qualifies them for free and reduced-priced school meals was 48 in reading, 47 in writing and 47 in mathematics.

Keep Up, Move Up, Catch Up

- "Keep Up" is defined as good enough growth for a proficient or advanced student to remain at least proficient over three years.
- "Move Up" is defined a good enough growth for a proficient student to reach an advanced level of achievement within three years.
- "Catch Up" is defined as good enough growth for a student below proficiency to reach proficiency within three years.

Keeping Up

Of students who scored proficient or advanced in 2009:

- Eighty-two percent are growing fast enough to keep up in reading.
- Seventy-one percent are growing fast enough to keep up in writing.
- Sixty-one percent are growing fast enough to keep up in mathematics.

Moving Up

Of students who scored proficient in 2009:

- Sixteen percent are growing fast enough to move up to advanced in reading.
- Eighteen percent are growing fast enough to move up to advanced in writing.
- Seventeen percent are growing fast enough to move up to advanced in mathematics.

Catching Up

Of students who scored below proficiency in 2009:

- Thirty-five percent are growing fast enough to catch up to proficiency in reading.
- Twenty-four percent are growing fast enough to catch up to proficiency in writing.
- Thirteen percent are growing fast enough to catch up to proficiency in mathematics.

2010 CSAP Results

The annual CSAP achievement results show the percentage of students who score at the unsatisfactory, partially proficient, proficient and advanced levels in grades three through 10 in reading, writing and mathematics, and in grades five, eight and 10 for science.

Highlights from the 2010 results:

- **Two-thirds or more proficient in reading:** Reading results reveal an increase in the percentage of students in the proficient and advanced categories from 2009 to 2010 for three grades, no movement in three grades and a decline in two grades. Grade level results vary from 66 to 72 percent of students demonstrating proficiency or better in reading. Over the six

years of tests from 2005 through 2010, five of eight grade levels tested improved in reading (grades four, six, seven, eight and nine); one grade level declined (grade three); and two grade levels (five and 10) remained the same.

- **Writing results decline slightly:** In writing, the results reveal a decrease in the percentage of students in the proficient and advanced categories from 2009 to 2010 for seven grades and an increase in one—eighth grade. In 2010 grade level results varied from 47 to 58 percent of students demonstrating proficiency or better in writing compared to 49 to 62 percent in 2009.
- **Math scores increase in four grades:** In mathematics, the results show an increase in the percentage of students in the proficient and advanced categories from 2009 to 2010 for four grades, a decline in two grades and no change in two grades. In 2010, 30 to 71 percent of students are proficient or advanced in math.
- **About half of students proficient in science:** In science, the results show slight improvement in grade five over last year. In 2009, 45 percent of fifth-graders were proficient and advanced compared to 47 percent in 2010. In grade eight, the percent of proficient and advanced students decreased from 49 to 48 percent, and in grade 10, the percent of proficient and advanced students decreased from 50 to 47 percent.

Parents can find specific results for their schools and school districts on www.schoolview.org

Lectura and Escritura

Note: The number of students taking Lectura and Escritura in 2010 is very small. Results should be interpreted with care.

- In 2010, 52 percent of fourth-grade students scored proficient and advanced on the Spanish reading test *Lectura*. The results were up significantly from 36 percent in 2009. Third-grade advanced and proficient scores declined slightly from 63 to 60 percent.
- The percentage of students scoring proficient and advanced on the third-grade Spanish writing test, *Escritura*, decreased by eight percentage points—from 63 percent proficient and advanced to 55 percent between 2009 and 2010. Performance

on the fourth-grade *Escritura* increased by three percentage points—from 27 percent proficient and advanced to 30 percent.

ACT Results

Results on the overall composite dropped slightly from 19.6 to 19.4 from 2009 to 2010. All content areas showed slight decreases except English, which stayed stable at 18.6. All juniors in Colorado are required to take this college entrance exam given in April and May.

CSAPA

The CSAP alternate assessment is administered to students with significant cognitive disabilities and includes about 5,000 students statewide in grades three through 10. CSAPA enables students to demonstrate what they know and are able to do based on the state's adopted standards.

On the reading assessment, between 24 percent (grade three) and 38 percent (grade six) of CSAPA test takers were in the developing or novice categories.

On the writing assessment, between 26 percent (grade 10) and 44 percent (grade six) of CSAPA test takers were in the developing or novice categories.

On the mathematics assessment, between 25 percent (grades 9 and 10) and 49 percent (grade six) of CSAPA test takers were in the developing or novice categories.

In science between 33 percent (grade 10) and 48 percent (grade eight) of CSAPA test takers were in the developing or novice categories.

For more information, contact Mark Stevens, 303-866-3898, or Megan McDermott, 303-866-2334, in the CDE Office of Communications. To sign up for the CDE e-mail news service, please visit <http://www.cde.state.co.us/Communications/index.html>.

#