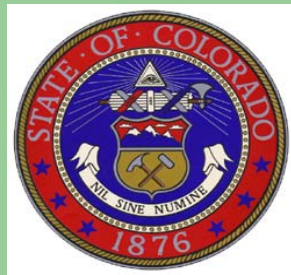


Colorado's Growth Model: Charting the Course to Post- Secondary Readiness



CDE Briefing on
Longitudinal Student
Growth
March 2008

Background

- HB 07-1048: Longitudinal Analysis of Student Assessments
 - Enacted in February 2007
 - Continued work started in 2004 (HB 04-1433)
 - Technical Advisory Panel (TAP) formed to identify a growth model and a method for granting the school improvement award
 - State Board considered recommendations of TAP and adopted rules on March 6, 2008

Questions Answered by Growth Model

- How much growth did a child make in one year? (What is?)
- How much growth is enough to reach proficient or advanced? (What should be?)
- How much growth is the best in Colorado? (What could be?)

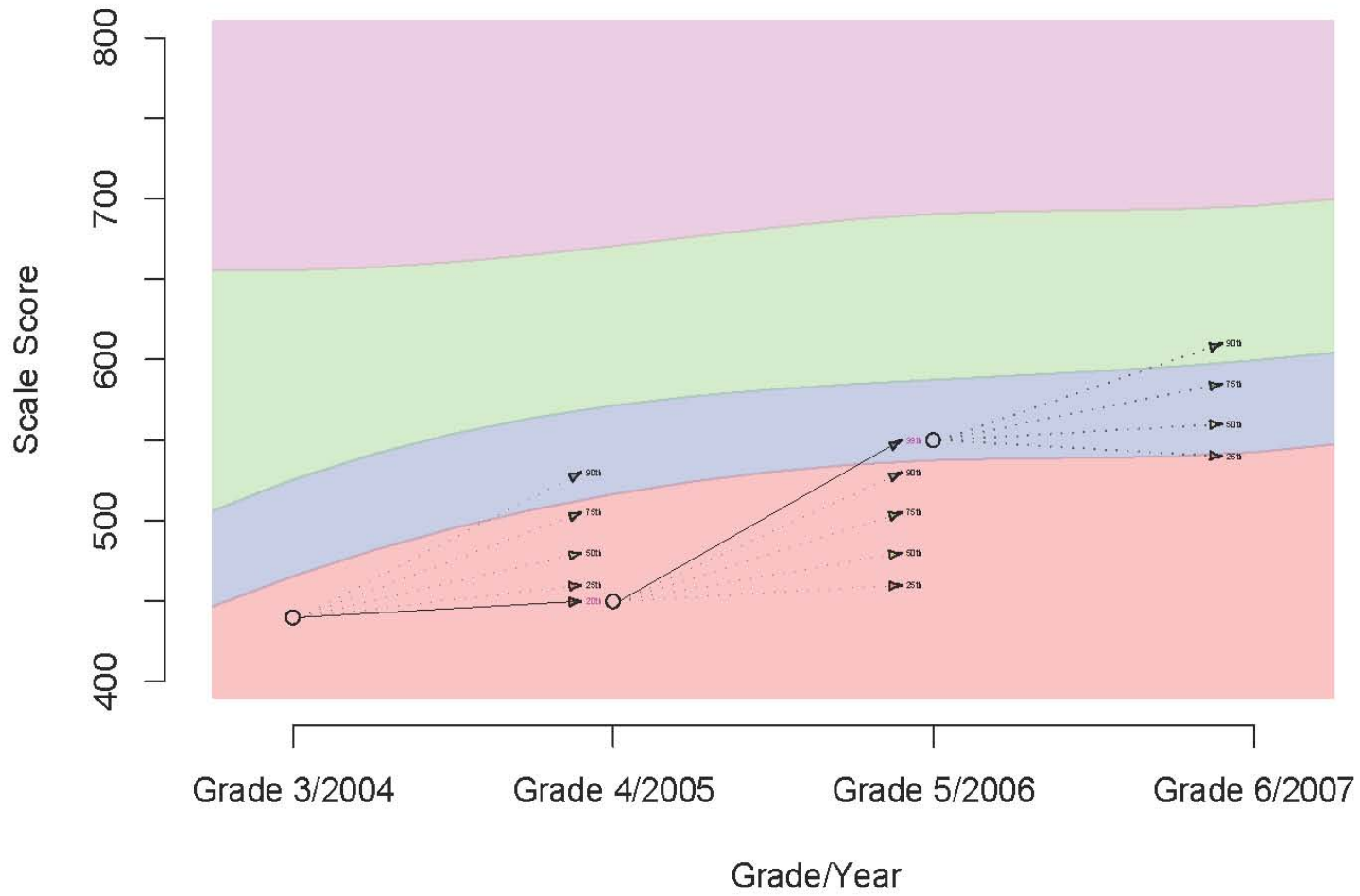
Approved Growth Model

- Growth Percentiles
 - Growth based on similar students
 - A student's growth percentile indicates the percentage of students, starting at the same place, that the student's growth exceeded
 - Typical growth equal to 50th percentile
 - Similar to pediatric growth charts

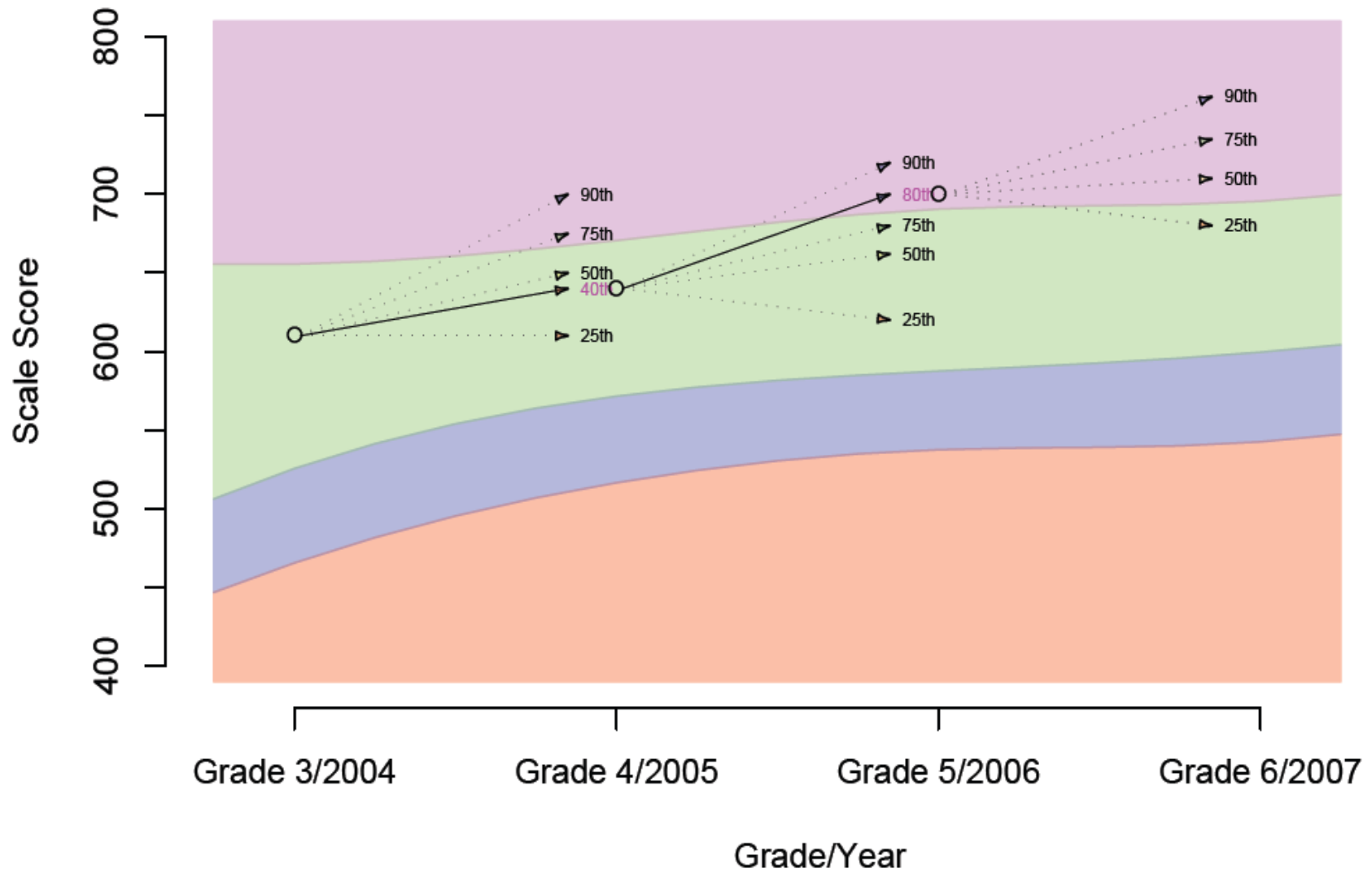
Positive Stakeholder Feedback

- Statewide presentations conducted
 - Superintendents in every region
 - CASB Board
 - CEA Board
 - PTA leadership
- Across-the-board support for Colorado's Growth Model
 - Viewed as right direction, useful for students and schools

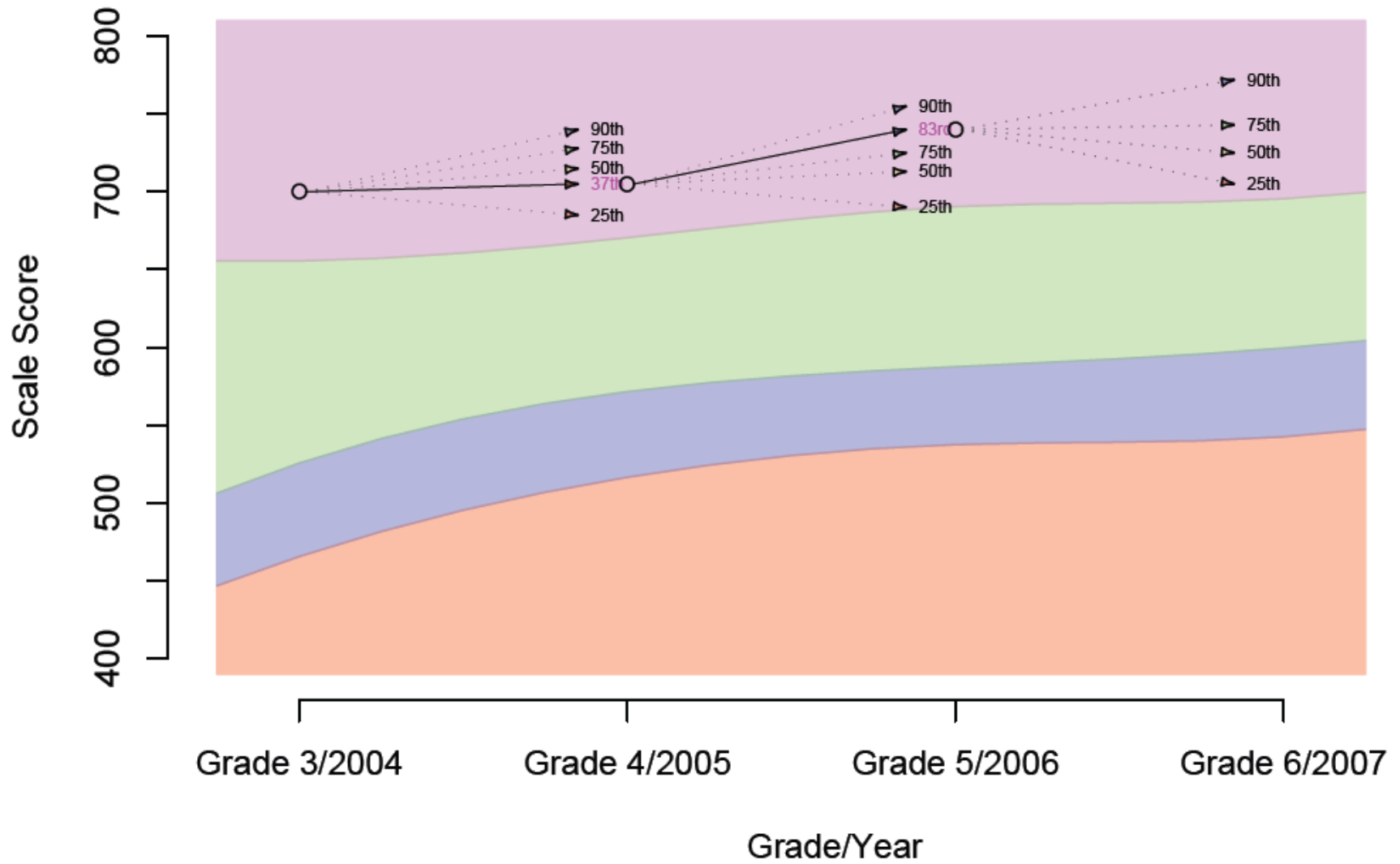
Individual Student CSAP Growth Chart: Reading 2004 to 2007



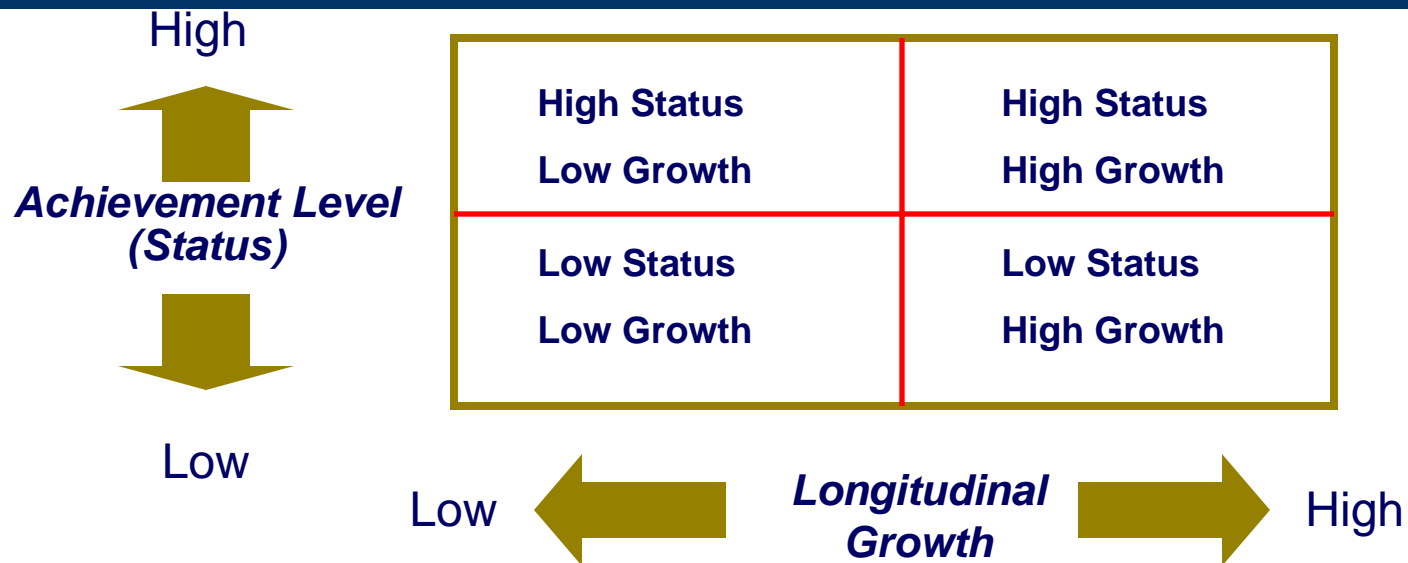
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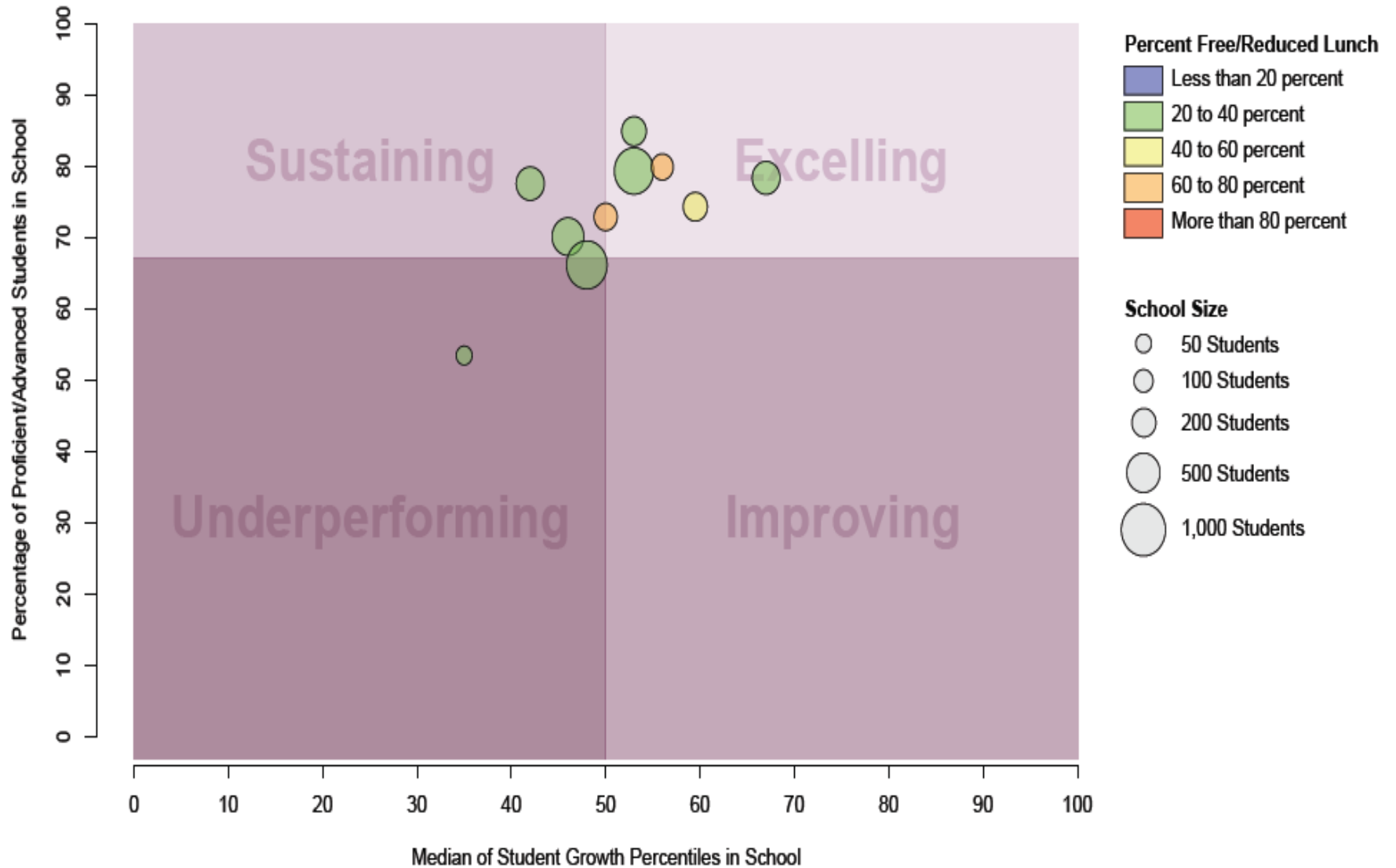
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Understanding School Performance

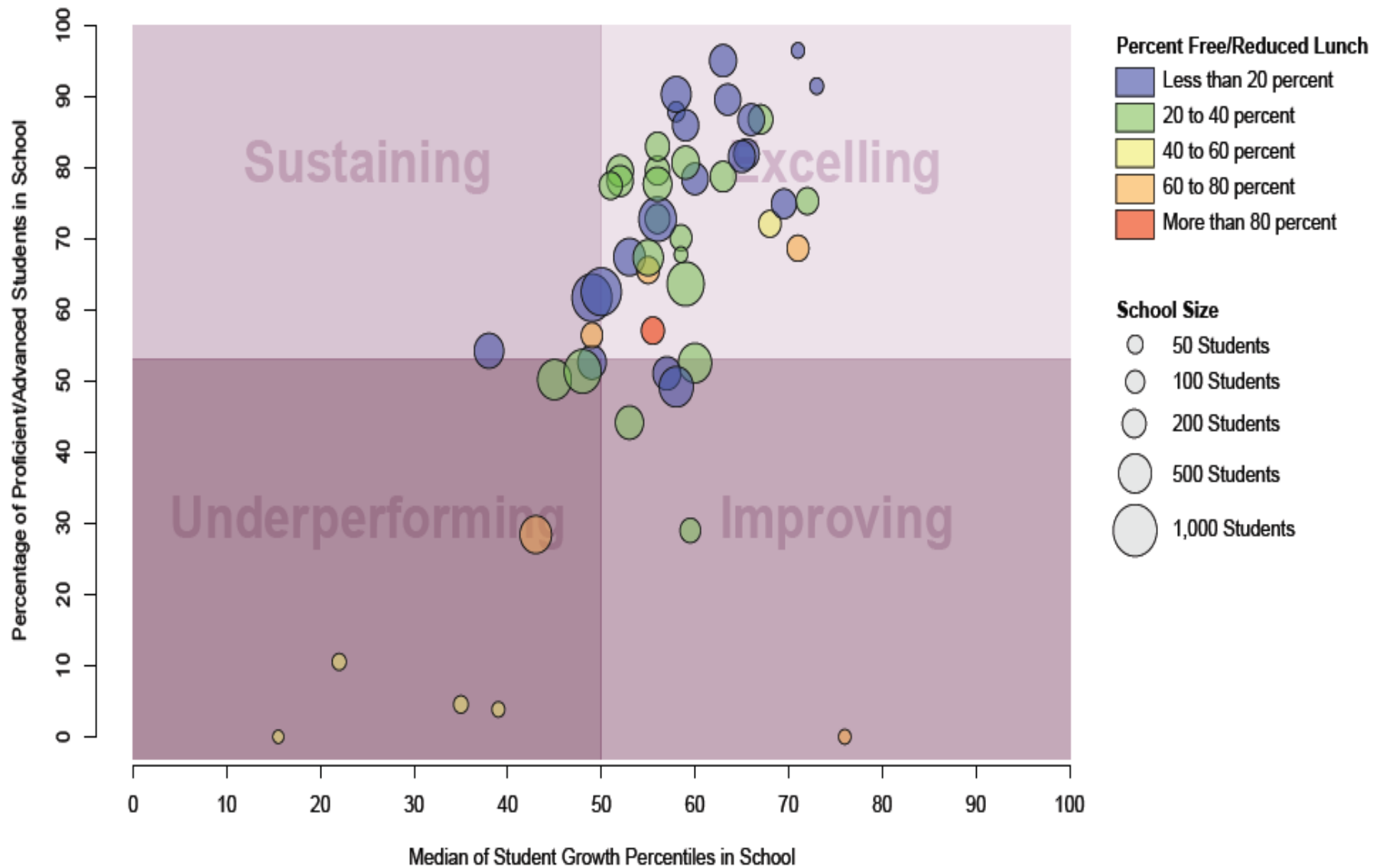


Student Growth versus Student Achievement by Free/Reduced Lunch Percentage



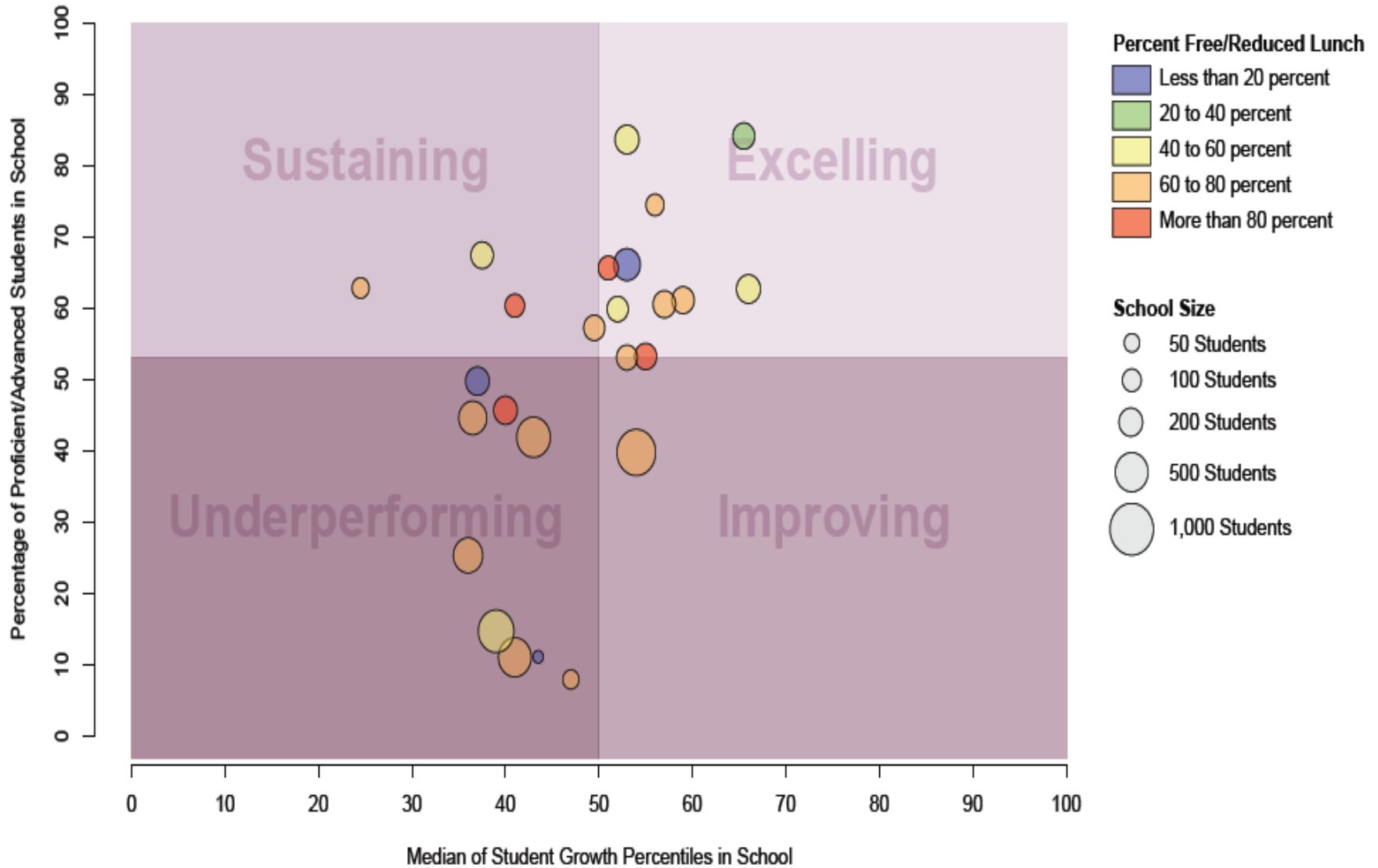
Note: Achievement and growth levels used to qualify school performance are presently under review by CDE and subject to revision.

Student Growth versus Student Achievement by Free/Reduced Lunch Percentage



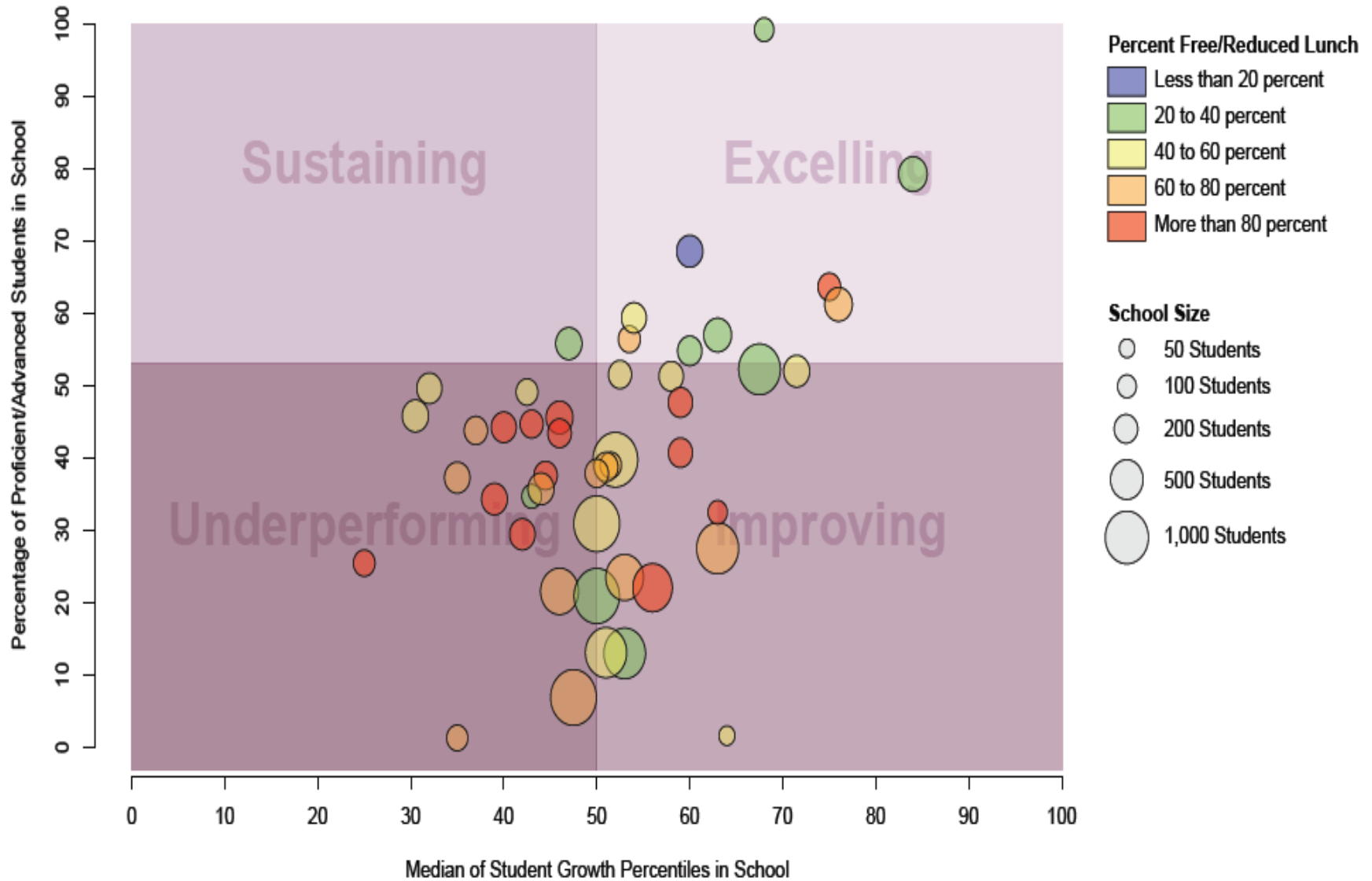
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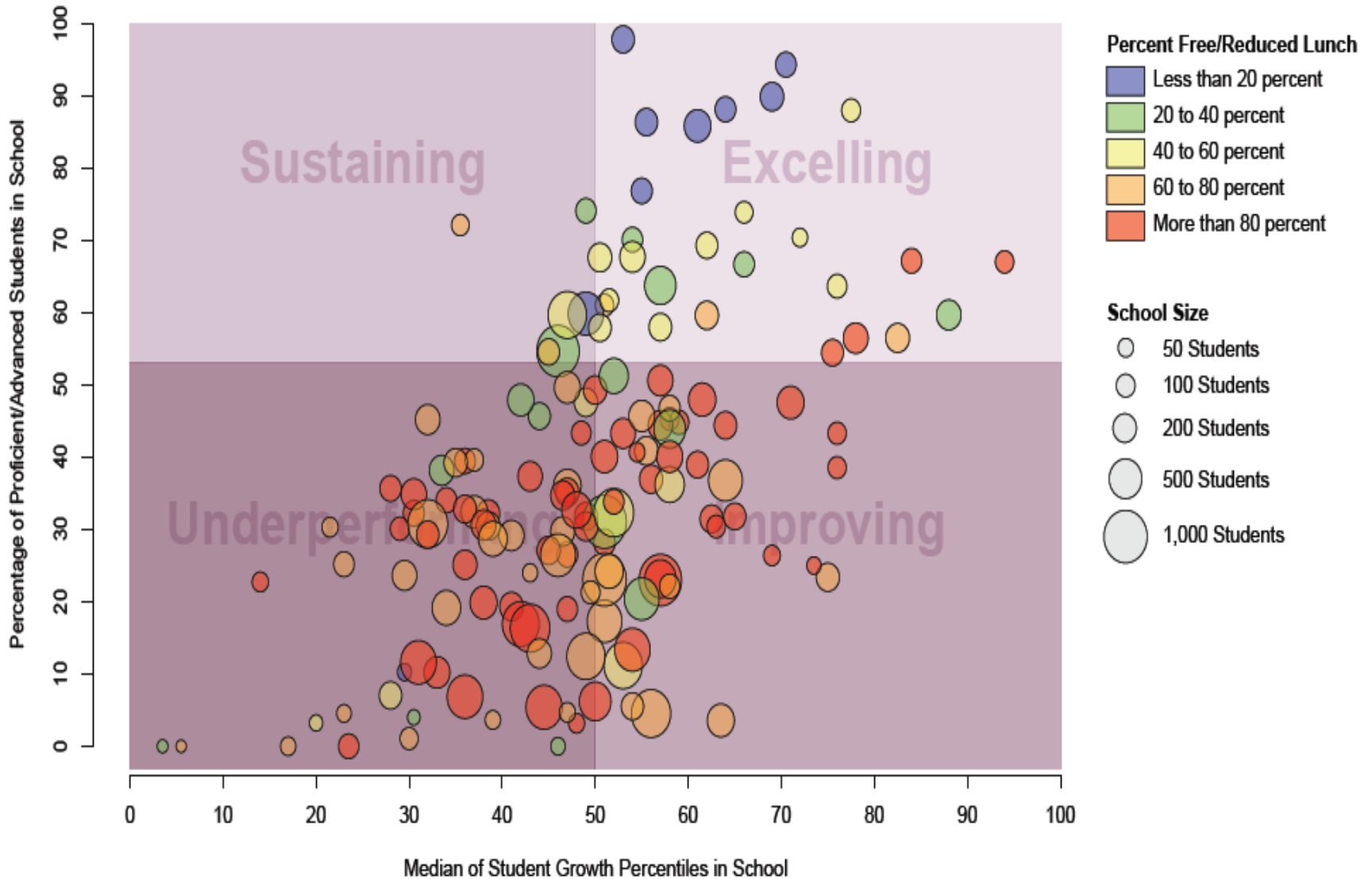
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What's Next for Colorado's Growth Model?

- Implement growth model for streamlined and aligned accountability system focused on service, support, and learning
 - Governor's Improvement Awards
 - District Accreditation
 - School Accountability Reports
 - Adequate Yearly Progress under NCLB
- Build stakeholder buy-in and deliver training
- Deploy high quality information in August

Details of Adopted Rules

- Statute requires rules for adoption of longitudinal growth model
 - Students who make at least a year's academic growth in a year's time
 - Students who demonstrate adequate academic growth
 - Schools with the highest rates of student academic growth for Governor's Distinguished Improvement Awards

Longitudinal Growth Model

- Proposed model calculates student growth percentiles
- Median student growth percentiles serve as measure of student growth for schools

State Reporting

By August 15th of each year, CDE will report to each district and charter school:

- A median growth percentile for each school by subject, grade, performance level, and student group
- Student growth percentiles for each student also labeled as low growth, typical growth, and high growth
- Which students made adequate academic growth and which students did not
- Amount of growth needed for a student to reach partially proficient, proficient, or advanced within one, two, and three years

Typical Growth and Adequate Growth

- 50th percentile defined as typical student growth – considered a year's growth in a year's time
- Student Growth Percentiles at or between the 35th and 65th percentile considered as typical growth
- Growth below 35th percentile considered low and above 65th percentile considered high
- Adequate academic growth defined as growth needed for student to reach proficient or advanced in a subject area within one, two, or three years

Governor's Distinguished Improvement Awards

- Recipients of awards made to schools that in previous two years met or exceeded a median growth percentile target set by CDE
- Based on reading, writing, and mathematics scores considered collectively
- School size and grade span considered in setting target