

## Understanding Your Child's Academic Progress

*How is my child doing?* This is a simple question many parents ask when they see a child's test score. There are actually two issues involved when tests are given: **Level of Achievement** and **Growth**.

**Level of Achievement:** Was my child's test score high enough?

**Growth:** Are my child's test scores improving quickly enough to move up to the next level, keep from falling behind, or catch up?

**Growth: The other half of the story.** Most tests we take give only a score reflecting something about our level of achievement (pass/fail, A/B/C/D/F grade, etc.). Until recently, Colorado children received a single test score for each of the CSAP academic areas of reading, writing, and math, plus an *Achievement Level* label of Advanced, Proficient, Partially Proficient, or Unsatisfactory. But we need to recognize kids' progress towards a higher achievement level, even if they are not quite there yet – high growth means they can get there with more time. Achievement levels provide only one part of the story - a snapshot of performance at a single point in time. **The other half of the story is each child's growth in learning.** Growth shows success in the education system, because it shows us where positive change is happening for students and schools.

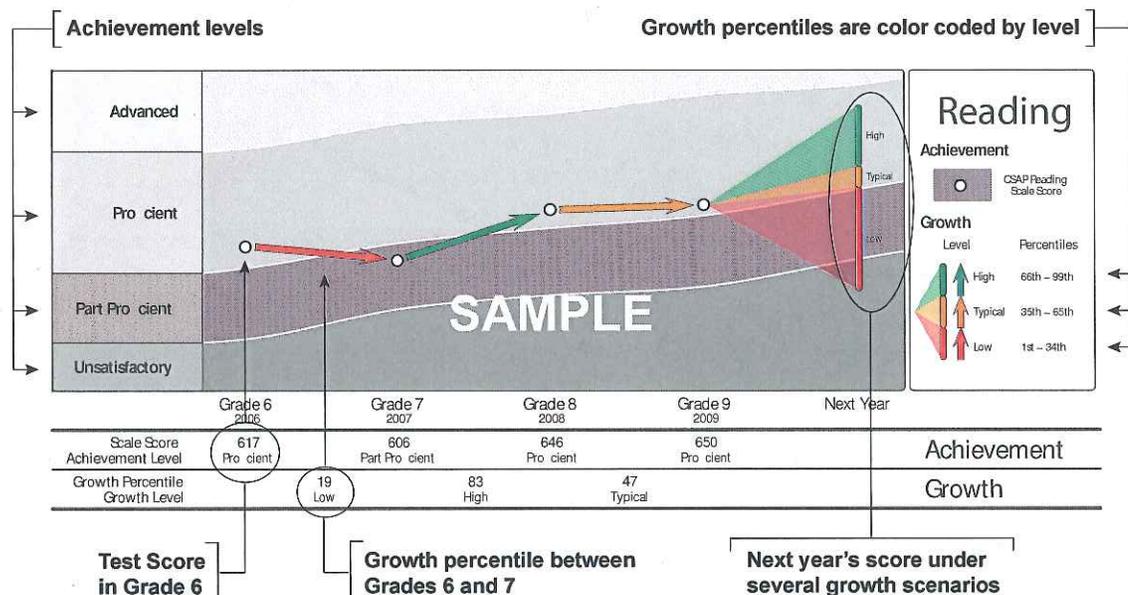
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar CSAP score history. These **student growth percentile** scores range from 1 (lowest growth) to 99 (highest growth). Percentiles are not percent correct scores, and do not tell us anything about students' "snapshot" achievement levels. Even students with low test scores can get high student growth percentiles, if they made great progress since the previous year's test. For example, in the sample plot below, this boy's reading score between 2007 and 2008 went up, and his growth percentile was 83. His growth was therefore as high or higher than 83% of other students at a similar level of proficiency; in other words, only 17% of similar students progressed more than he did. A 50th percentile growth score is right in the middle, so it's a typical growth score across the state – not particularly low or high. On the other side of this page are graphs of your child's growth and achievement history. The sample below will help you to understand what those graphs are telling you about your child's academic growth.

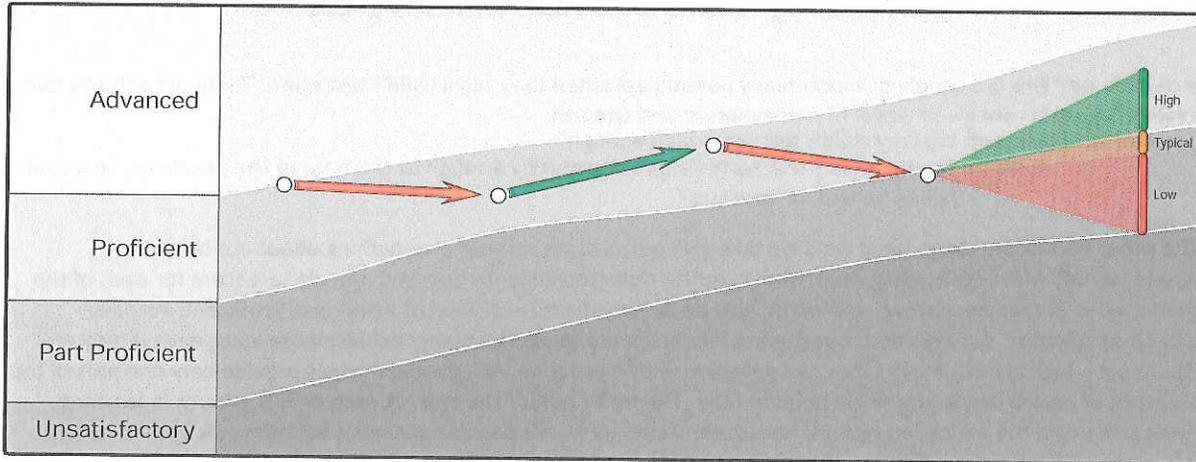
We hope that this report of your child's growth scores will help you see your child's academic progress in a new, more useful way. This new academic growth report can form the basis of fresh, better-informed conversations with your child's school and teachers because it is more than just a snapshot of what has already happened. We encourage you to discuss your child's **achievement levels** and **growth** in new and more challenging ways. Instead of "How is my child doing?" you can ask a teacher or principal more focused questions such as:

- *What steps can we take since my son's growth in reading wasn't good enough, and he needs to catch up?*
- *Is my daughter's academic growth enough to keep her Proficient in math next year?*
- *What will it take for my son to move up to Advanced in writing next year?*

On our website, you'll find descriptions of situations that might be similar to your child's, and lots of ideas to refer to in conversations with your child, your child's teachers, and your school community. You will also find detailed explanations, videos, and interactive tools to help you explore all the exciting information that the Colorado Growth Model provides.

Come and visit us at [www.schoolview.org](http://www.schoolview.org).





### Math

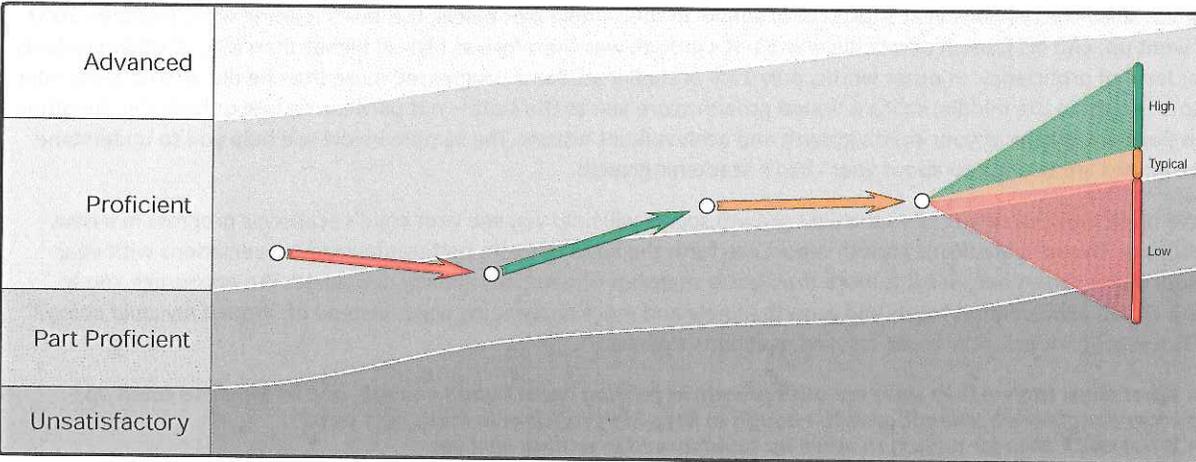
**Achievement**

○ CSAP Math Scale Score

**Growth**

Level	Percentiles
High	66th - 99th
Typical	35th - 65th
Low	1st - 34th

	Grade 6 2006	Grade 7 2007	Grade 8 2008	Grade 9 2009	Next Year
Scale Score	588	582	616	598	
Achievement Level	Proficient	Proficient	Proficient	Part Proficient	
Growth Percentile		26	76	9	
Growth Level		Low	High	Low	



### Reading

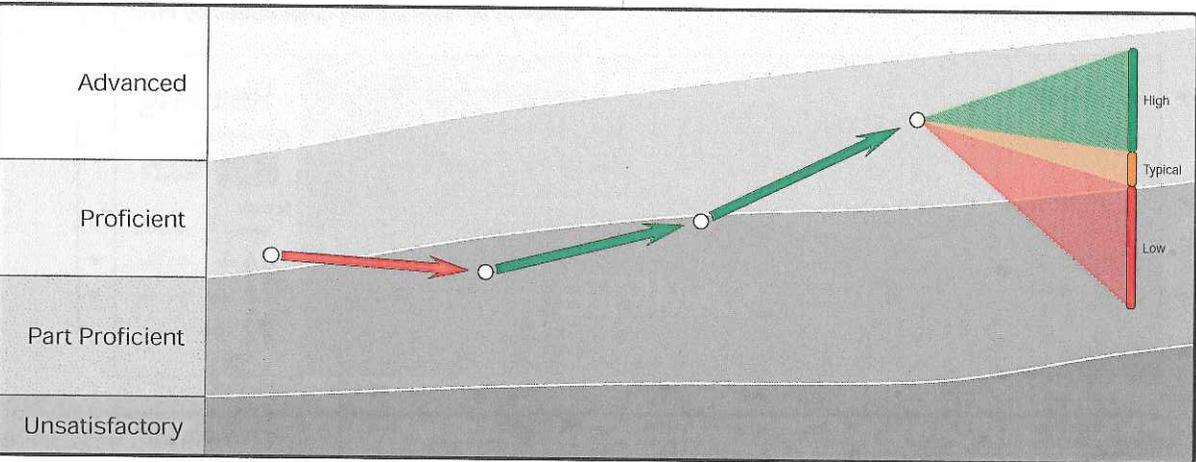
**Achievement**

○ CSAP Reading Scale Score

**Growth**

Level	Percentiles
High	66th - 99th
Typical	35th - 65th
Low	1st - 34th

	Grade 6 2006	Grade 7 2007	Grade 8 2008	Grade 9 2009	Next Year
Scale Score	617	606	646	650	
Achievement Level	Proficient	Part Proficient	Proficient	Proficient	
Growth Percentile		19	83	47	
Growth Level		Low	High	Typical	



### Writing

**Achievement**

○ CSAP Writing Scale Score

**Growth**

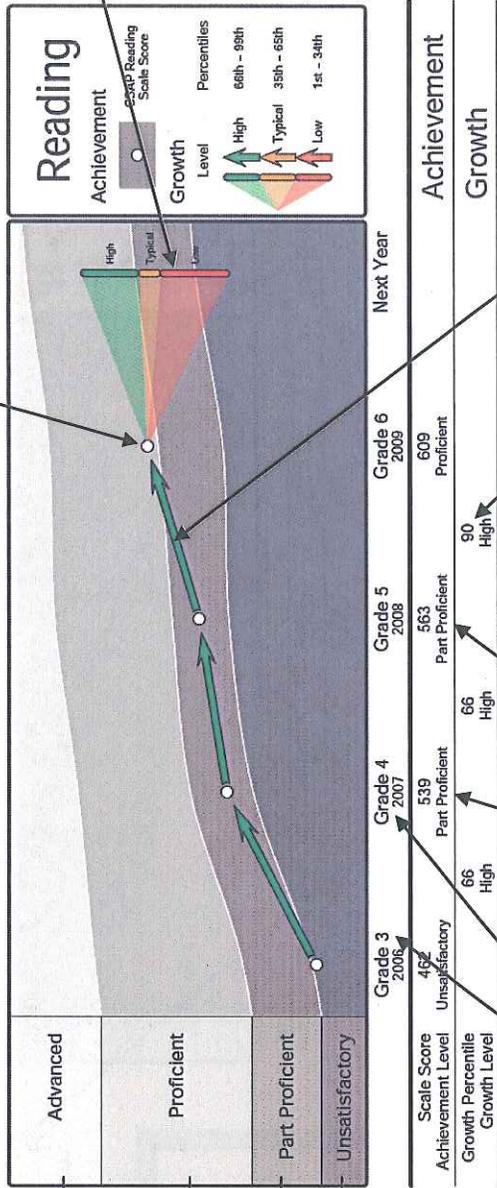
Level	Percentiles
High	66th - 99th
Typical	35th - 65th
Low	1st - 34th

	Grade 6 2006	Grade 7 2007	Grade 8 2008	Grade 9 2009	Next Year
Scale Score	524	513	551	626	
Achievement Level	Proficient	Part Proficient	Part Proficient	Proficient	
Growth Percentile		18	72	99	
Growth Level		Low	High	High	

# How to Understand an Individual Student Growth and Achievement Report

These are Colorado's achievement levels that classify CSAP scores, represented in this plot by different shades of gray.

The lines are not level because the scores needed to qualify for the achievement levels change for different grades on CSAP.



The white dots stand for this student's scores in past CSAP administrations. The gray region each dot lies in is the student's achievement level from that year. The higher the dot, the higher the test score was.

These colored bars show the probable range of next year's scores for a student with this academic history. Low growth would put the student's 2010 score into the red area, typical growth into the yellow area, and high growth into the green range of scores. The fan tells us how much growth will be necessary for this student to achieve the next proficiency goal.

The growth percentile scores appear in this row, directly below the corresponding arrow.

Time runs from left to right, so it is easy to see what year the student was in any particular grade.

The colored arrows between the dots represent growth: the academic progress the student made in that year of school.

The color of the arrow describes a student's growth level (Red = Low, Yellow=Typical, Green=High) between two CSAP tests. The color-coded legend to the right of the plot tells you the ranges of growth scores belonging to these levels.

These are the student's CSAP scores and corresponding achievement levels. Plots are produced for Math, Reading and Writing.

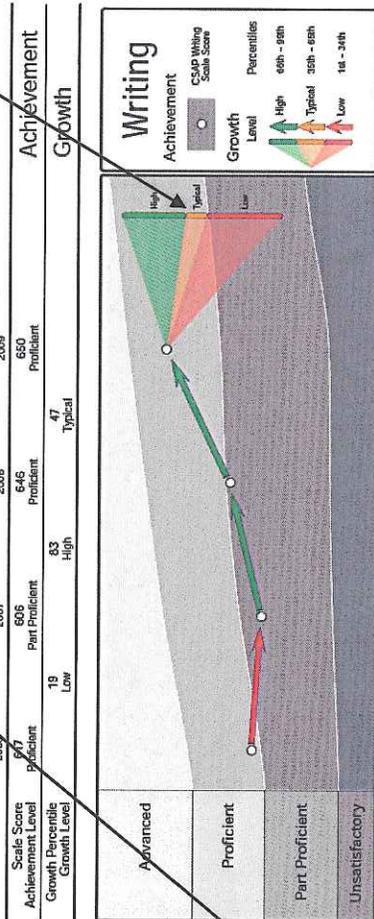
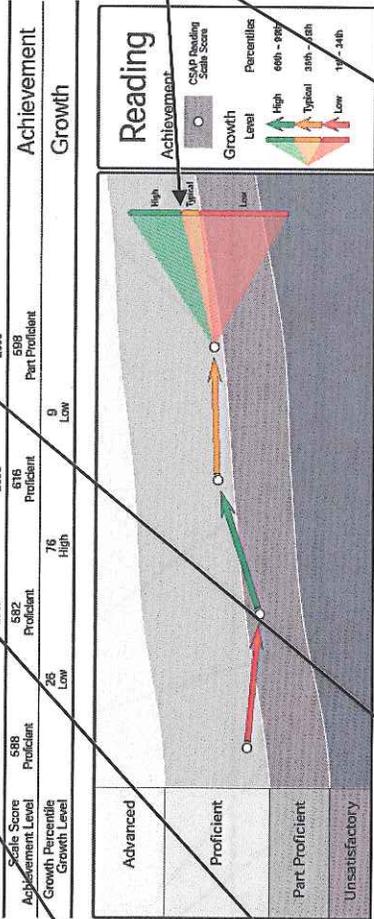
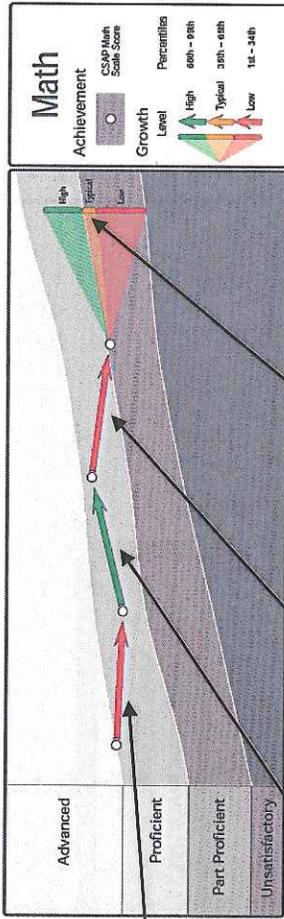
# Interpretation of One Student's Individual Student Growth and Achievement Report

This student was at the Advanced level in 6<sup>th</sup> grade on Math in 2006, but a low growth percentile (red arrow) meant that he dropped one achievement level - in 2007. Note how the 2007 white dot is now in a different gray region of the plot.

High growth between grades 7 and 8 (green arrow) pushed his Math score back up near the Advanced level in 2008.

Unfortunately, this student had another year of low academic progress (red arrow), and he is now classified as only Partially Proficient in Math. He is losing ground as standards go up in higher grades. He is no longer performing at grade level in Math.

Another year of low growth, or even of typical growth, will not be good enough for this student to catch up and get back into the Proficient category. Typical growth would likely keep him in Partially Proficient again next year, as shown by the area covered by this yellow bar. He needs a year of high growth badly.



Another year of typical growth in Reading and in Writing would put him in the lower reaches of Proficient next year, but he should be making academic progress, not losing ground. This student needs high growth in these areas next year too, so that he is not on a path of falling behind in his last years of high school. Readiness for college, work, or whatever else awaits him depends on his being ready and able to meet those challenges.