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**New CDE Longitudinal Growth Model shows LPS students are improving at a faster rate than their peers**

The Colorado Department of Education (CDE) released today its new School Achievement and Growth Model for all public school districts in Colorado. The new data shows that more than half of LPS schools (14 of 24) experienced greater growth in reading, writing and math on the 2008 Colorado Student Assessment Program test (CSAP) than did 50 percent of the schools in the state. In other words, **students in 14 LPS schools are improving in all areas tested on the CSAP at a faster rate than are students from across the state that had similar growth in the past.** Seventy-five percent of all LPS schools are improving in two of three areas tested by CSAP at a faster rate than 50% of all Colorado schools. Three LPS schools experienced less growth in every area tested than did 50 percent of Colorado schools.

According to the CDE, the Growth Model also indicates the growth percentile a student needs to reach proficiency within three years. It is a new tool that provides a way for educators to understand how much growth a student made from one year to the next using CSAP scores. The Growth Model compares each student's performance to students in the same grade throughout Colorado who had similar CSAP scores in past years, and calculates a Student Growth Percentile. For example, a student who grew as much or more than 60 percent of her academic peers would have a 60<sup>th</sup> growth percentile. This release is one of several installments the CDE is planning for the new Growth Model.

**"On track to keep up"**

The Growth Model measures how many students are on track to remain proficient or advanced over a three-year period, keeping in mind that a higher score is needed over time to remain proficient or advanced: the bar keeps getting higher. The Growth Model indicates that **a high percentage of LPS students are on track to keep up.** This data aligns with cohort data (students who are tracked from year to year as they move through LPS). District cohort data also shows that students who begin in LPS and stay in LPS tend to achieve at higher levels.

**"On track to catch up"**

The Growth Model also measures how many students are on track to reach proficiency in a three-year period, keeping in mind that a higher score is needed over time to achieve proficiency. The Growth Model indicates

**that the greatest potential for LPS elementary students to “catch up” to their grade level is in writing. The greatest potential for LPS middle and high school students to “catch up” to their grade level is in reading as measured by CSAP.**

The challenge is to move students at a faster rate, so that they are not just keeping up, but moving ahead. It’s important to understand that the 50<sup>th</sup> percentile changes each year; half of Colorado public school students will always be below the 50<sup>th</sup> percentile, regardless of the progress they may have made.

More information about the Colorado Growth Model can be accessed at the [Colorado Department of Education website](#).