Accountability 2.0
The Colorado Growth Model and SchoolView

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Policy Perspective on Growth

• Why is measuring student growth so important to education policy and school support?
  – NCLB (Accountability 1.0) had right intent but incomplete measures and incentives
    • Incentives focused on short-term increases in percent proficient, on “bubble” kids, not long-term effectiveness and progress for all kids
  – ESEA reauthorization provides opportunity to get the incentives right at national level
What Business Are We In?

• Maximize student progress toward postsecondary and workforce readiness
  – Implies new bright line: **all kids ready by exit**
    • Requires a definition of readiness and the standards leading there
      – CAP4K (SB 08-212)
    • Requires measurement system that determines how well we are delivering on this goal
      – Education Accountability Act (SB 09-163)
Colorado Growth Model Asks…

What is? ⇐ How much growth did a child make in one year?

What should be? ⇐ How much growth is enough to reach proficient (or advanced)?

What could be? ⇐ How much growth have other students made with the same score history?
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

• Individual student 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 three years or 10th grade (whichever sooner)
School Level

What the growth model can answer

• What is the median student growth percentile in our school?
• How does it compare to other similar schools?
• How does the median student growth percentile differ between different groups of students?
• How much extra support do our students need to reach proficiency?
• Do we see exceptionally high or low growth anywhere in our school?
School Level

What the growth model, along with other information* can answer:

• Are certain intervention programs used in our school correlated with greater student growth percentiles?
• Are these interventions leading students to reach proficiency?
• What may be causing exceptionally high or low growth in our school?
• How can we share what is working well for us?
• What are realistic school improvement goals for student growth?

* Other information consists of interim assessment results, knowledge of student and teacher needs, analysis of student work, etc.
District Level

What the growth model can answer:

- What is the median student growth percentile in our district?
- How does it compare with other similar districts?
- How does the median student growth percentile differ between different groups of students?
- What percent of students are making growth adequate to reach proficiency within 3 years?
- How much extra support do our students need to reach proficiency?
- Do we see exceptionally high or low growth anywhere in our district?
- How are the different schools in our district doing? Are there any patterns?
What the growth model, along with other information* can answer:

- Are certain programs used in our district correlated with greater student growth percentiles?
- Are these programs leading students to reach proficiency?
- What may be causing exceptionally high or low growth in our district?
- How can we share what is working well for us?
- How do the median growth percentiles impact school accreditation decisions?

* Other information consists of interim assessment results, knowledge of student and teacher needs, analysis of student work, etc.
State

What the growth model can answer:

• What are the median growth percentiles for schools, districts?
• How does the median student growth percentile differ between different groups of students?
• Which districts and schools are showing exceptionally high or low median growth?
• To what extent are schools, districts and the state making progress toward all students catching up and keeping up?
State

What the growth model, along with other information* can answer:

- Where are limited fiscal and personnel resources most needed?
- Are our School Improvement Grants having an impact on student growth?
- Do Supplemental Educational Services increase student median growth percentiles?
- Which schools and districts are showing the greatest median growth percentiles for different student groups?
- What can we learn from them about what works?

* Other information consists of interim assessment results, knowledge of student and teacher needs, analysis of student work, etc.
In 2007 CDE estimated that it would take 92nd percentile growth, consecutively for two years, to reach proficient. Their 73rd percentile growth puts them behind that 2 year target.

After 1 year the student remains partially proficient, so their 1 year growth was not enough to get them to proficient.

In 2007 CDE estimated that it would take 88th percentile growth, consecutively for three years, to reach proficient. Their 73rd percentile growth puts them behind that 3 year target.
Conclusion: Because the student was not proficient in 2008 and their 2007–08 growth percentile of 73 was less than both the two and three year targets, the student's growth is considered to be insufficient to reach proficient within three years. In short, the student is not on track to be proficient and is not "catching up".
Growing Enough to Catch up to Proficient
Growing Enough to Catch up from Unsatisfactory to Proficient

Percent Unsatisfactory Students Catching Up to Proficient

- Reading: 2007 - 12, 2008 - 14, 2009 - 14
- Writing: 2007 - 6, 2008 - 6, 2009 - 8
Fewer Low-income Students Keeping up

**Percent Keeping Up at Proficient: Free or Reduced Lunch Eligible**

- **Reading**: 70, 71, 72
- **Writing**: 61, 59, 63
- **Math**: 49, 45, 50

**Percent Keeping Up at Proficient: Not Free or Reduced Lunch Eligible**

- **Reading**: 85, 84, 85
- **Writing**: 77, 75, 77
- **Math**: 66, 64, 67
Changing Conversations: Schools with High Sustained Growth

Conversation we need as a state:  How do schools sustain high growth rates year after year?

- Recognize and reward these schools
- Inquire, document and disseminate their practices

How do schools sustain high growth with High Sustained Growth Conversations: Schools
Schools with High Sustained Growth

- 161 schools with 60th percentile growth or better over three years serving 69,000 students in 49 districts
  - 28% of schools with 40% or more low income students
  - 24% in rural areas
  - 51% had 200 or more students with growth results
Delta Middle School (Delta)
Denver School of Science and Technology (DPS)
West Denver Prep Charter School (DPS)