

Closing the Achievement Gap

Colorado Department of Education Presentation to Joint House
and Senate Education Committee

March 13, 2013

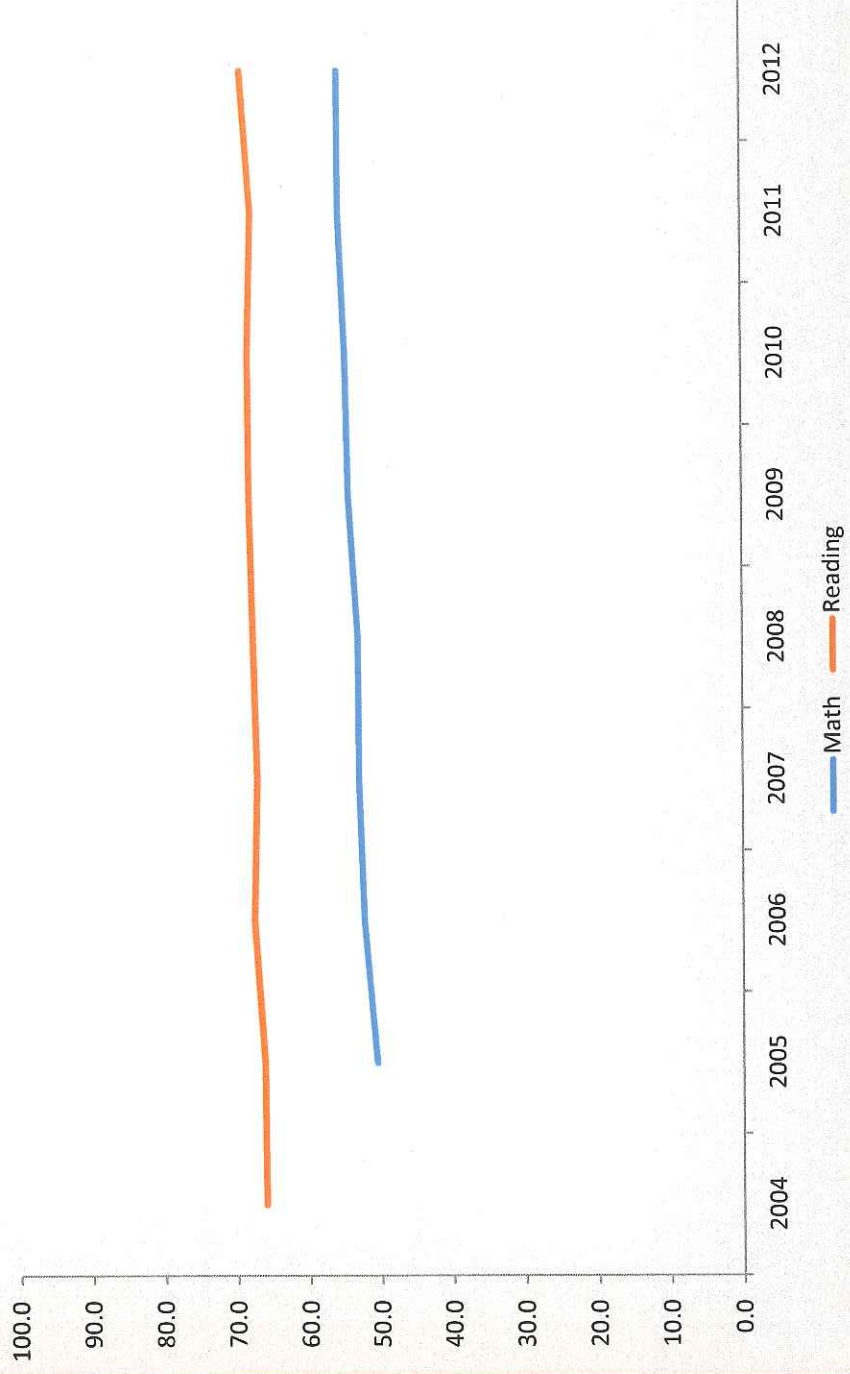


Agenda

- **What We Know: Student Performance**
- **What We're Learning: Digging Deeper into the Data**
- **Moving Forward: Building the Foundation to Close the Achievement Gap**

Colorado student performance has been relatively flat with some upward trend for the past nine years.

Percent of Students Proficient or Advanced, CSAP/TCAP



150,326

students in grades 3-10 were not proficient on state standards in reading and

217,126

students in grades 3-10 were not proficient on state standards in math in 2011-12

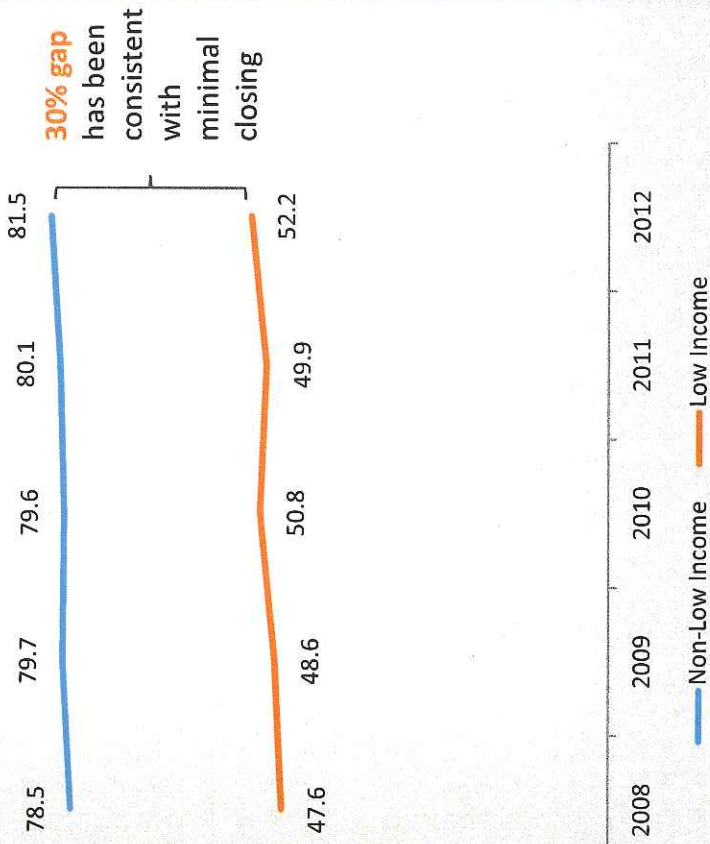


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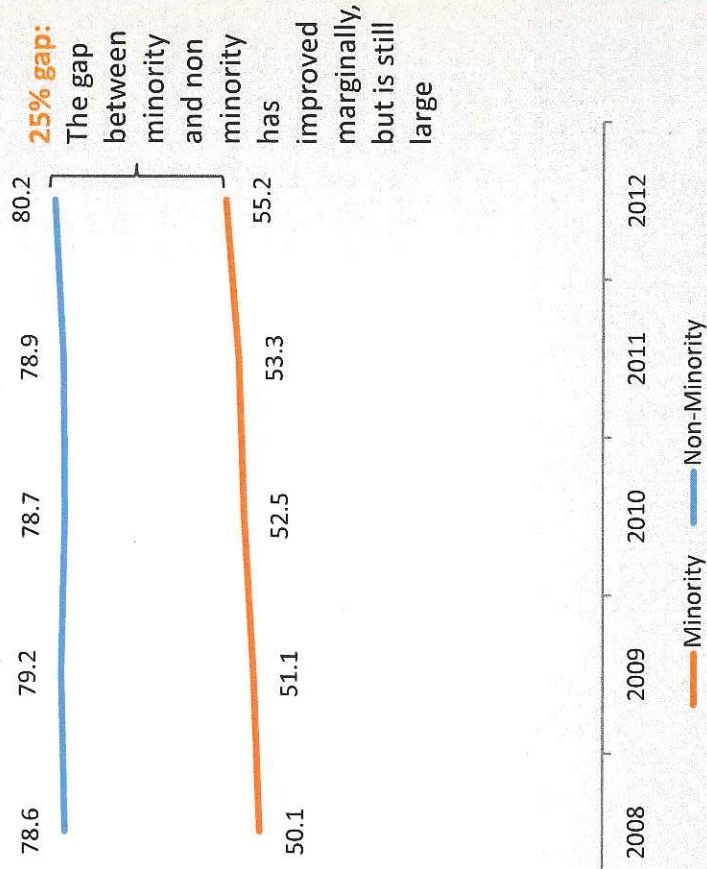
Source: CDE, CSAP/TCAP Data, Data Lab

The achievement gap between various groups is large and has remained persistent over time.

Percent of Students Proficient or Advanced by Income, CSAP/TCAP Reading



Percent of Students Proficient or Advanced by Minority, CSAP/TCAP Reading



Similar achievement gaps exist for Colorado English learners, student with disabilities, and on-time graduation rates for all these sub-groups.



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Source: CDE, CSAP/TCAP Data, Data Lab

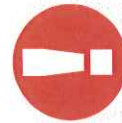
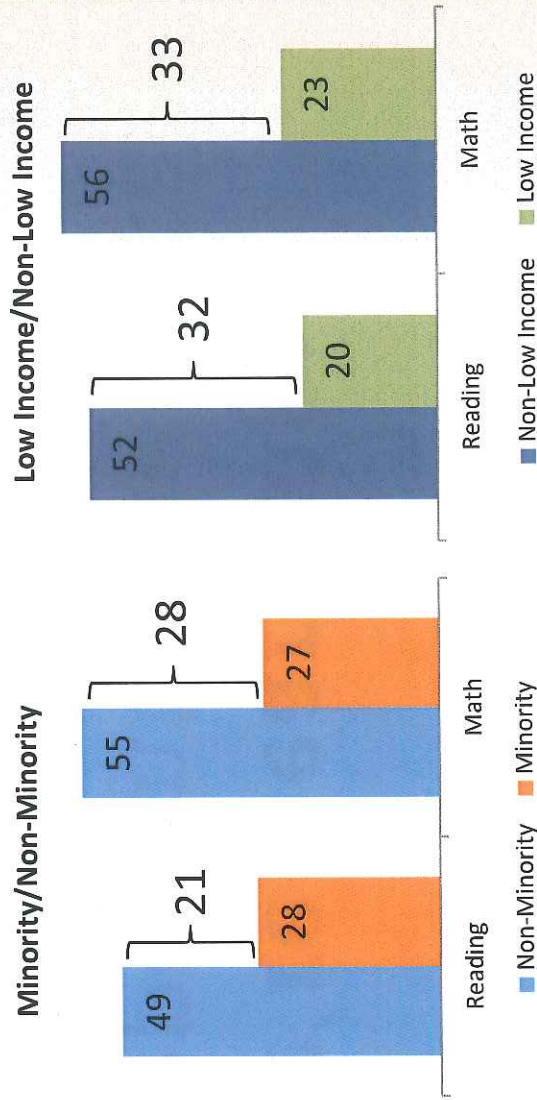
Colorado students perform better than the national average, but the state achievement gaps are some of the largest in the nation.

Top 10 States with Highest Percentage of Student Proficient or Above on NAEP* Reading 8th Grade, 2011

State	Percent of Students Proficient or Above
Massachusetts	46
New Jersey	45
Connecticut	45
Vermont	44
Montana	42
Colorado	40
Maryland	40
New Hampshire	40
Minnesota	39
Maine	39

Colorado ties for **6th place** for the highest percentage of students proficient and above. The national average is 34%.

Percent of Students Proficient or Above on 8th Grade NAEP Reading and Math by Income and Race, 2011



Colorado is in the **top quartile for the largest achievement gap** in reading and math at the 8th grade level. This gap has been persistent.

*National Assessment of Educational Progress, an assessment administered every two years in various subjects
Source: NCES, <http://nces.ed.gov/nationsreportcard/about/naeptools.asp>

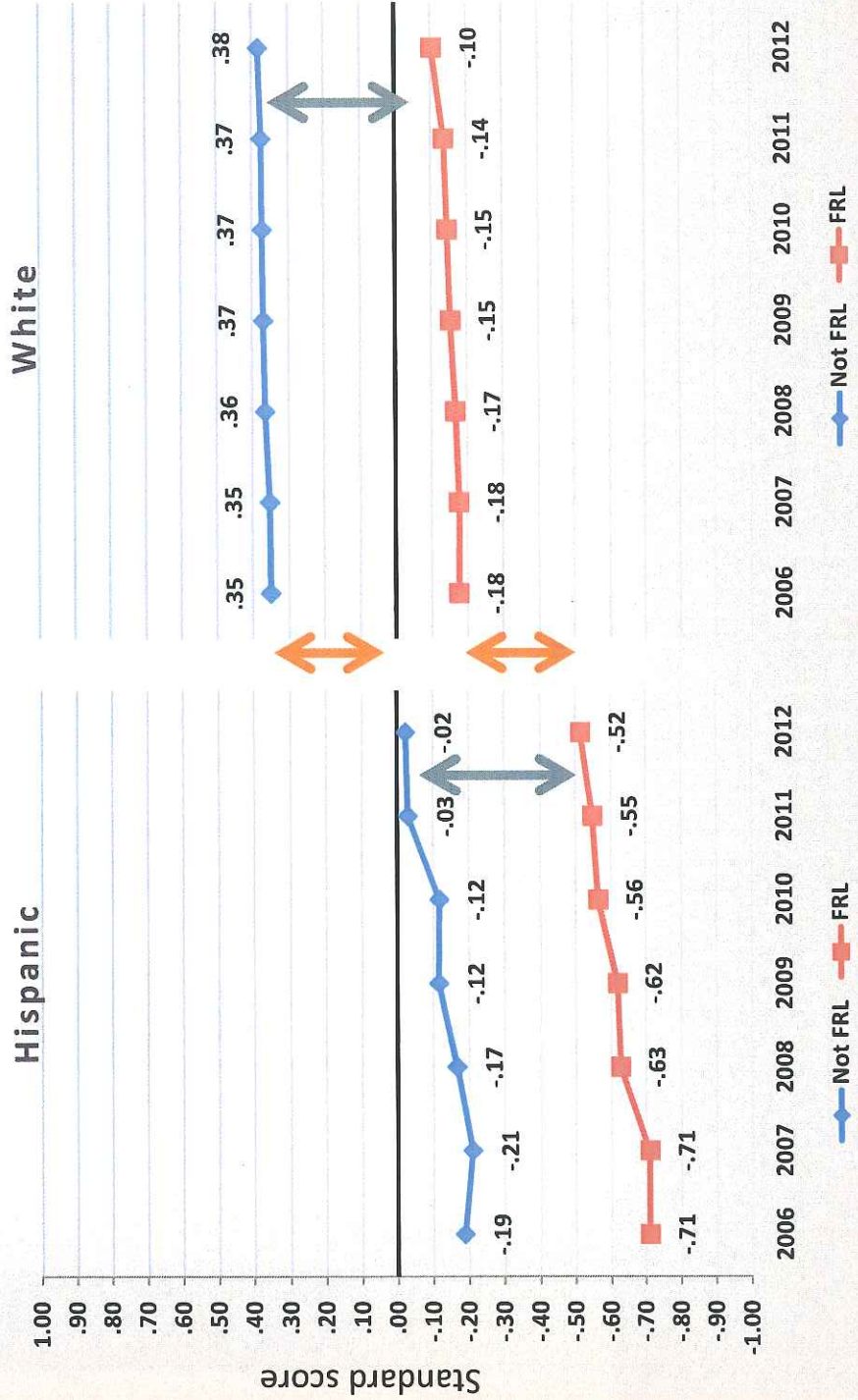
What We're Learning: Digging Deeper into the Data

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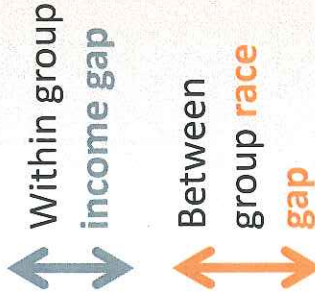
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Both race and income compound the achievement gap.

Reading Achievement: Ethnicity by FRL



What's Going on?



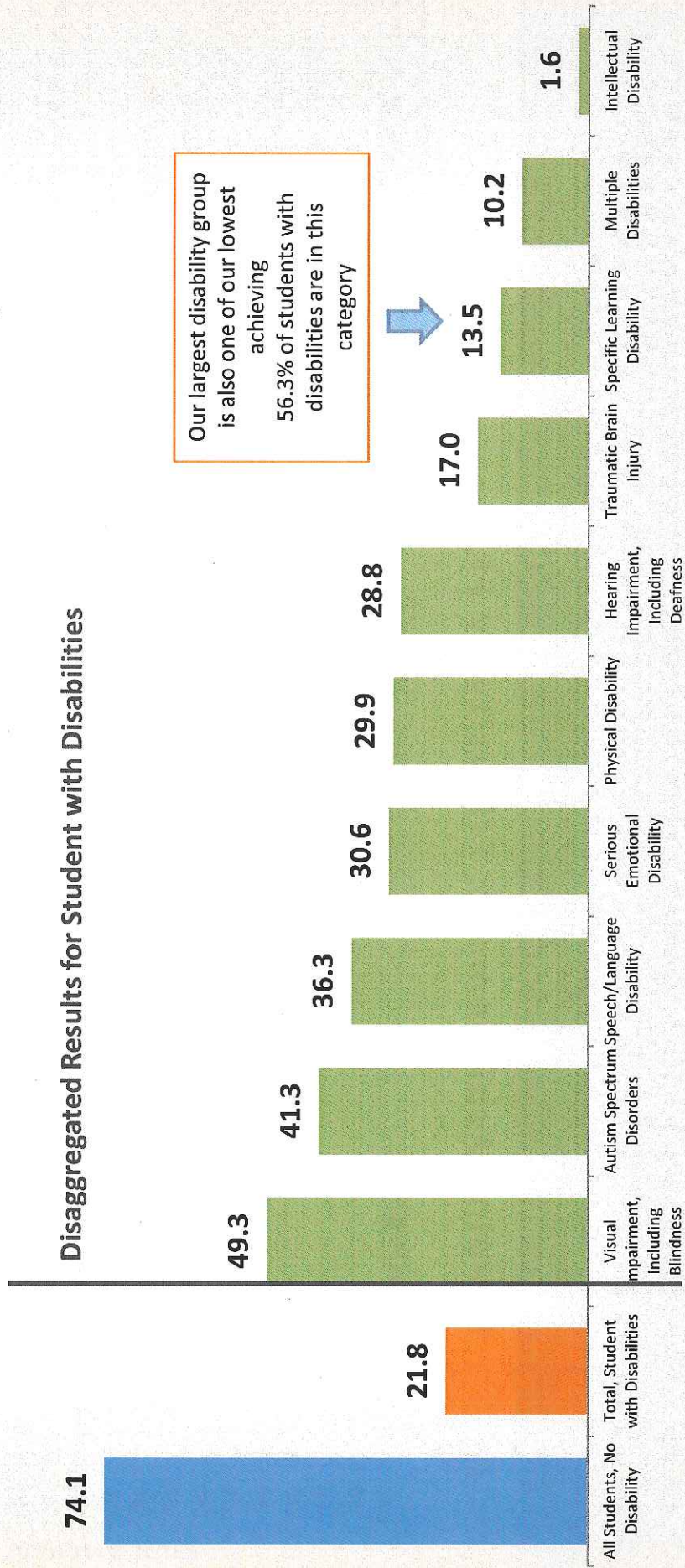
Although not shown, the finding holds true for black, Native American, and, to some degree, Asian students.



Source: Analysis by CDE staff, CSAP/TCAP Reading data

Some of our largest gaps are with students with disabilities.

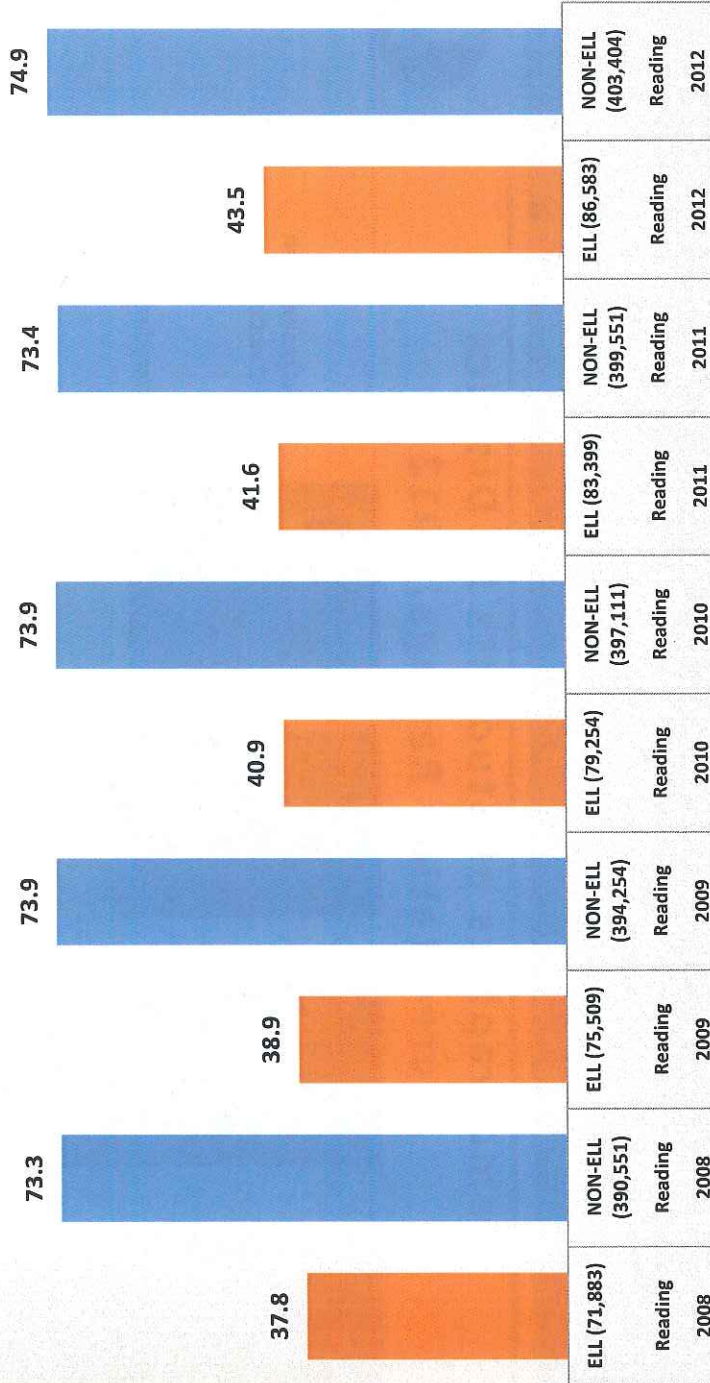
Percent of Students Proficient or Above by Disability on 2012 Reading TCAP
 (Approximately 10% of Colorado students are identified with disabilities)



Our largest disability group is also one of our lowest achieving 56.3% of students with disabilities are in this category

We also see an achievement gap with our English language learners.

Percent of Students Proficient or Above on CSAP/TCAP Reading by ELL and Non-ELL



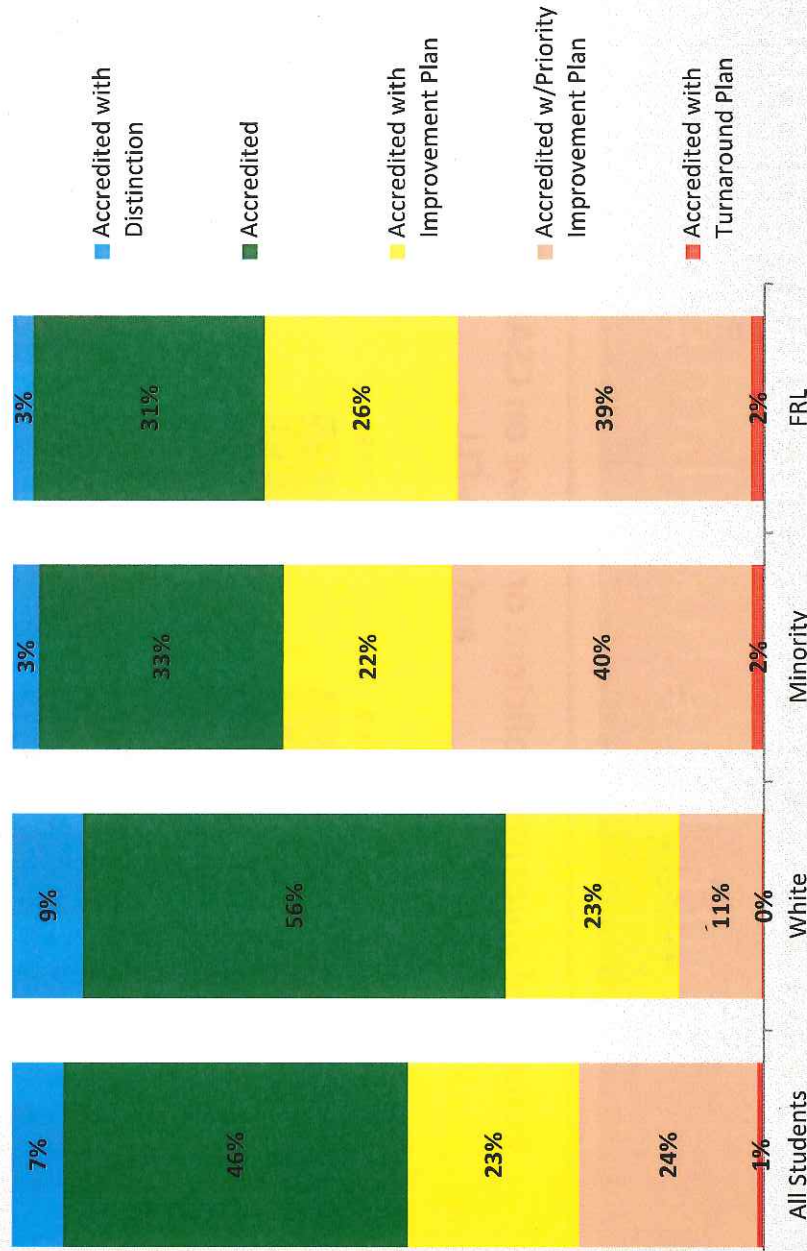
English language learners have made **significant progress** since 2008, reducing the achievement gap from 35.1% to 31.4%; however, more progress needs to be made.

One in four students is served by low performing districts; this number nearly doubles for minority and low income students.

Demographics of Students by District Accreditation Ratings, 2012



Over 40 percent of minority and low income students are served by low performing districts, a **60% increase** from 2010.

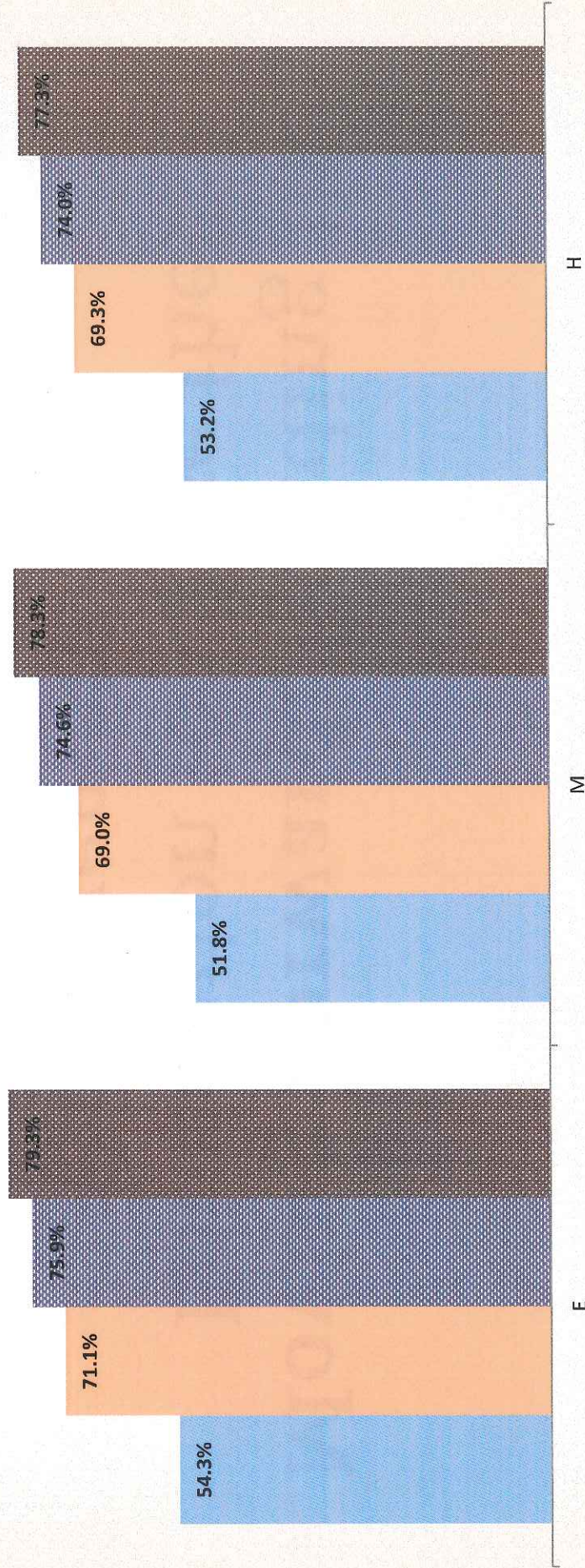


Source: CDE, 2012 DPF and SY2011-12 October Pupil Count
 Exclusion: Only districts with an accreditation ratings were included
 No student-level exclusions

By focusing on and improving performance of our lowest performing districts, student performance increases.

Percent of Students Proficient and Above on TCAP Reading, 2012

Scenarios for Improving Proficiency in Priority Improvement & Turnaround (PITA) Districts



■ Current PITA Districts Performance ■ Current Statewide Performance

■ IF 75% of Students at PITA Districts are Proficient ■ IF 90% of Students at PITA Districts are Proficient

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Source: CDE, 2012 DPF and 2012 Reading TCAP results
 Exclusion: Only districts with an accreditation ratings were included
 No student-level exclusions

Moving Forward: Building the Foundation to Close the Achievement Gap

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Leveraging statutory initiatives, we have the initial foundation in place to close the achievement gaps.

- **Colorado's Achievement Plan for Kids (S.B. 08-212)**

- Rigorous standards and aligned assessments
- Focus on college and career readiness for all

- **Accountability Act (S.B. 09-163)**

- Indicators of school/district performance
- District and school improvement planning
- Focused support to low performing districts

- **Educator Effectiveness (S.B. 10-191)**

- Quality standards
- Emphasis on student growth

- **READ Act (H.B. 12-1238)**

- Early literacy
- 3rd grade proficiency

As we engage in this work, we're identifying exemplars and building resources.

Characteristics of High Growth Title I Schools:

- Leadership
- School culture
- Best first instruction

Success Stories, Video Testimonials, Resources for Title I:

- http://www.cde.state.co.us/FedPrograms/ti/a_hgschs.asp

Focus, Evaluate, Plan, Improve: District and School Improvement Planning

- For resources, video testimonials, and additional information about District and School Improvement Planning:

<http://www.cde.state.co.us/uip/UIPinAction.asp>

Questions

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