

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 TCAP 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 TCAP 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.

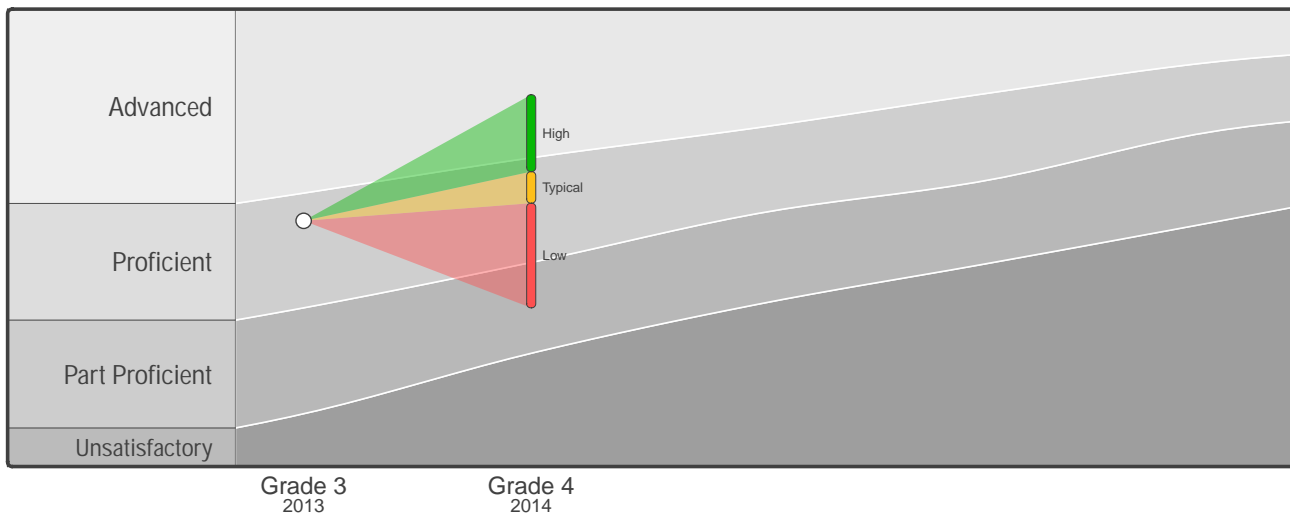


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Scale Score
Achievement Level 488
Proficient

Growth Percentile
Growth Level

Achievement

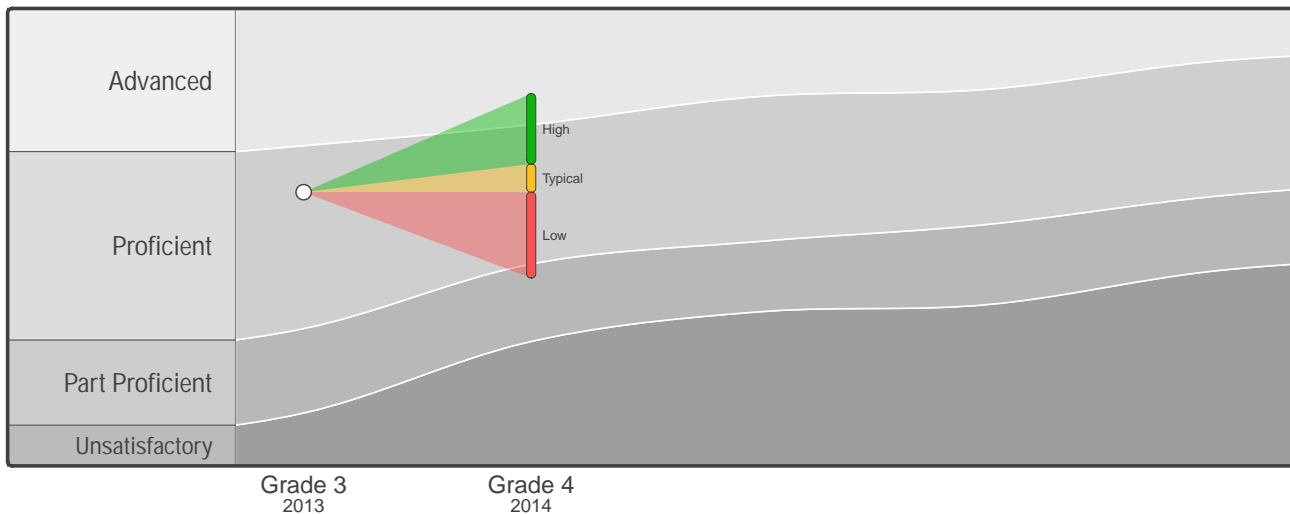
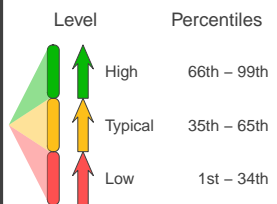
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Scale Score
Achievement Level 623
Proficient

Growth Percentile
Growth Level

Achievement

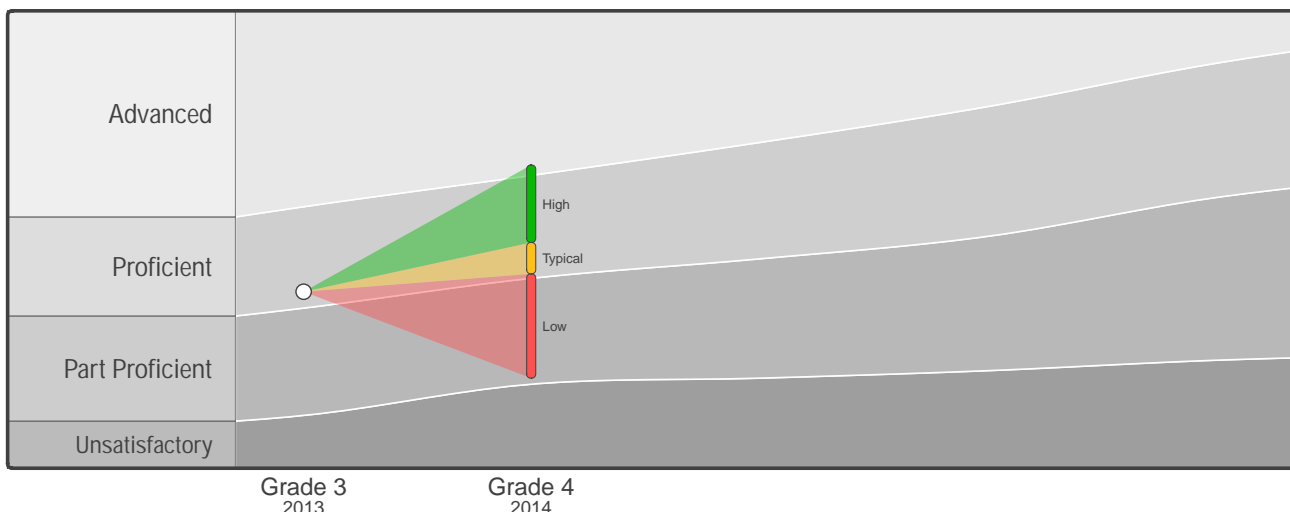
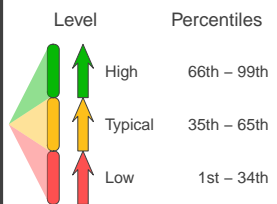
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score
Achievement Level 476
Proficient

Growth Percentile
Growth Level

Achievement

Growth

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 TCAP 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.

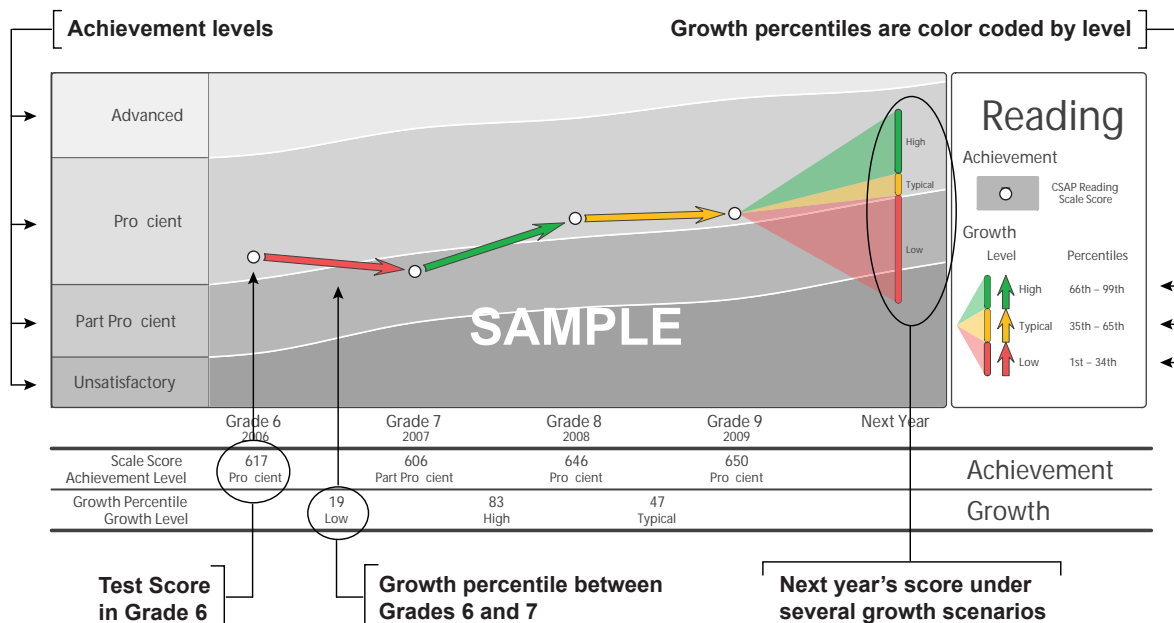
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

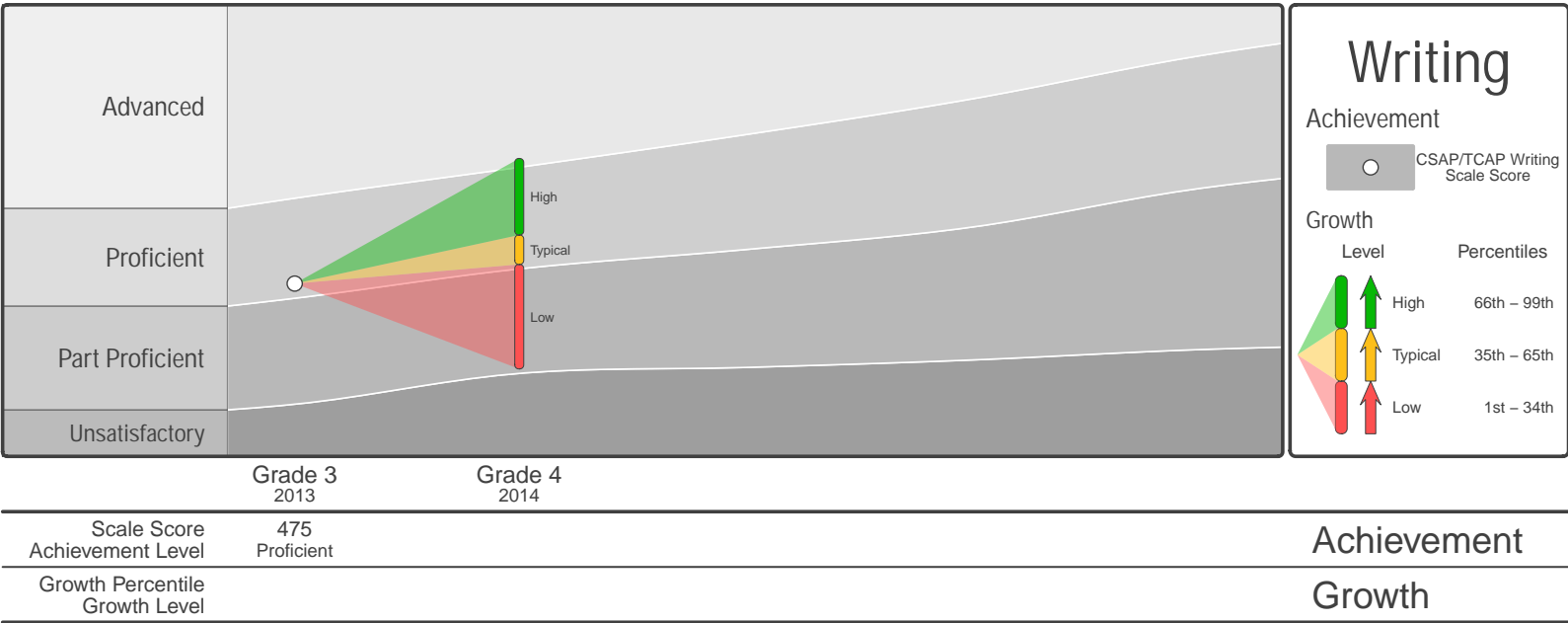
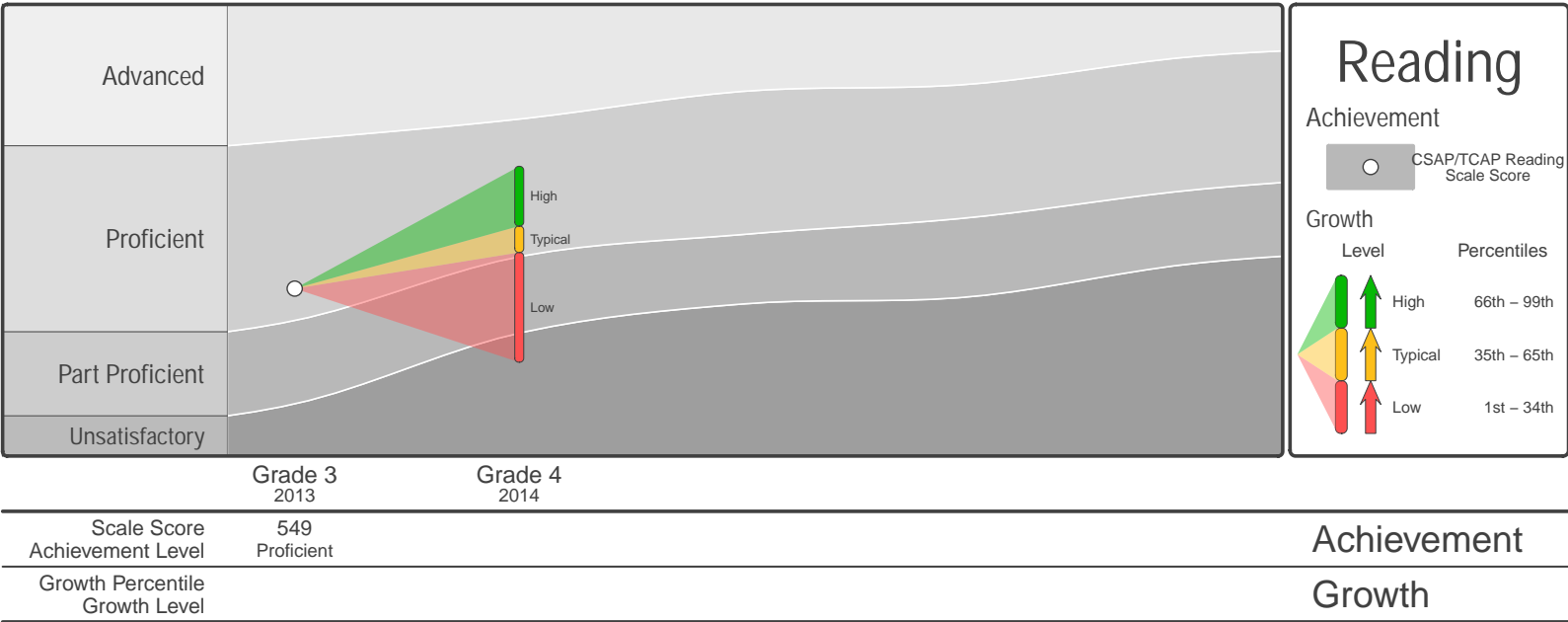
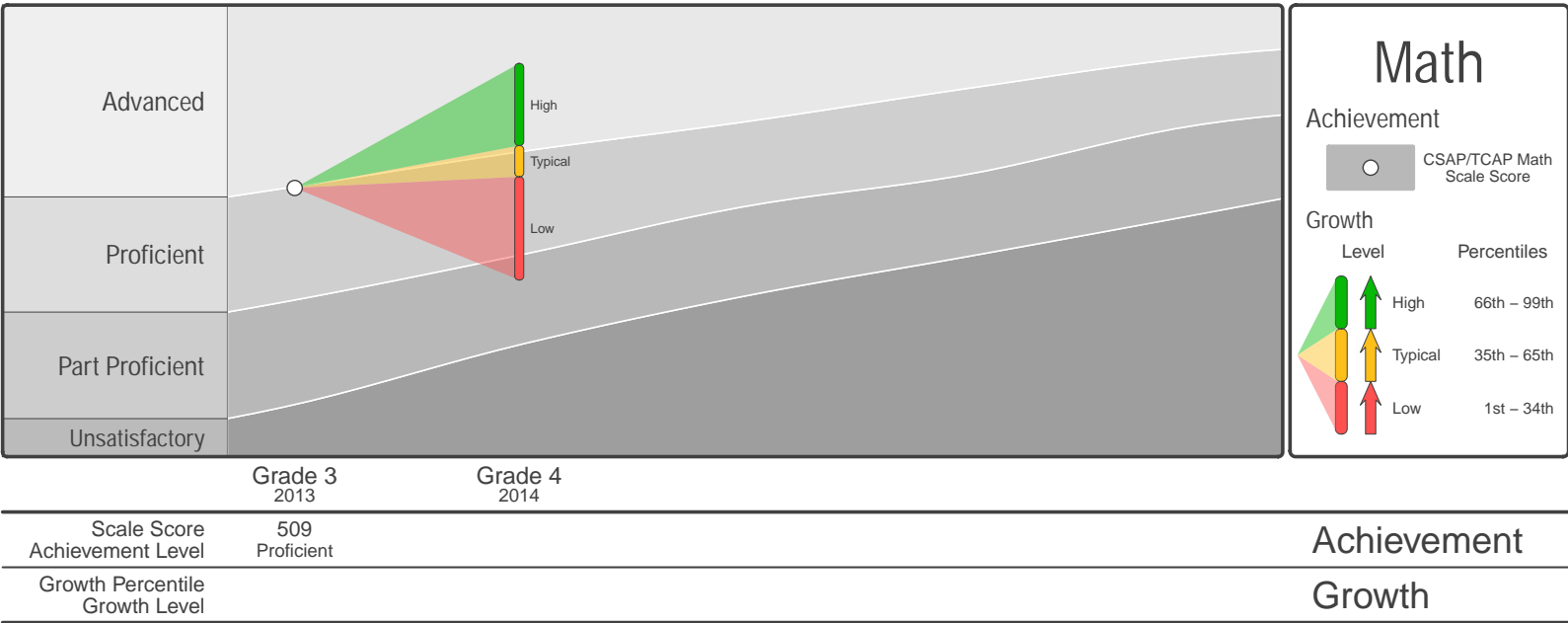
We hope that this report of your child's growth scores will help you see your child's academic progress in a new, more useful way. This new academic growth report can form the basis of fresh, better-informed conversations with your child's school and teachers because it is more than just a snapshot of 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.





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 TCAP 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.

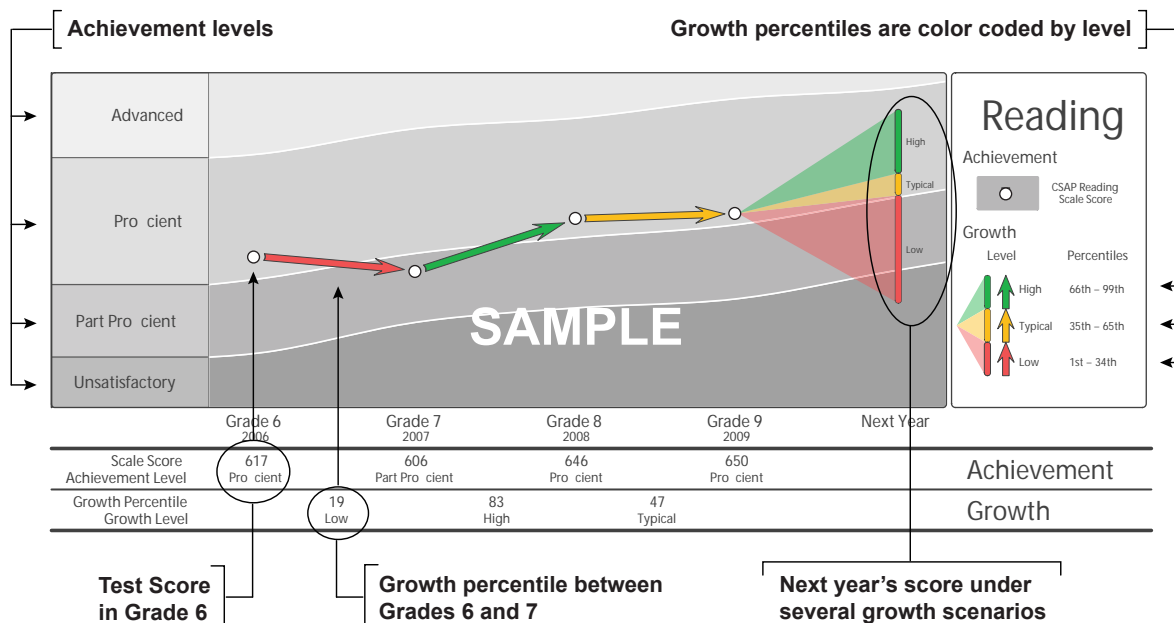
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

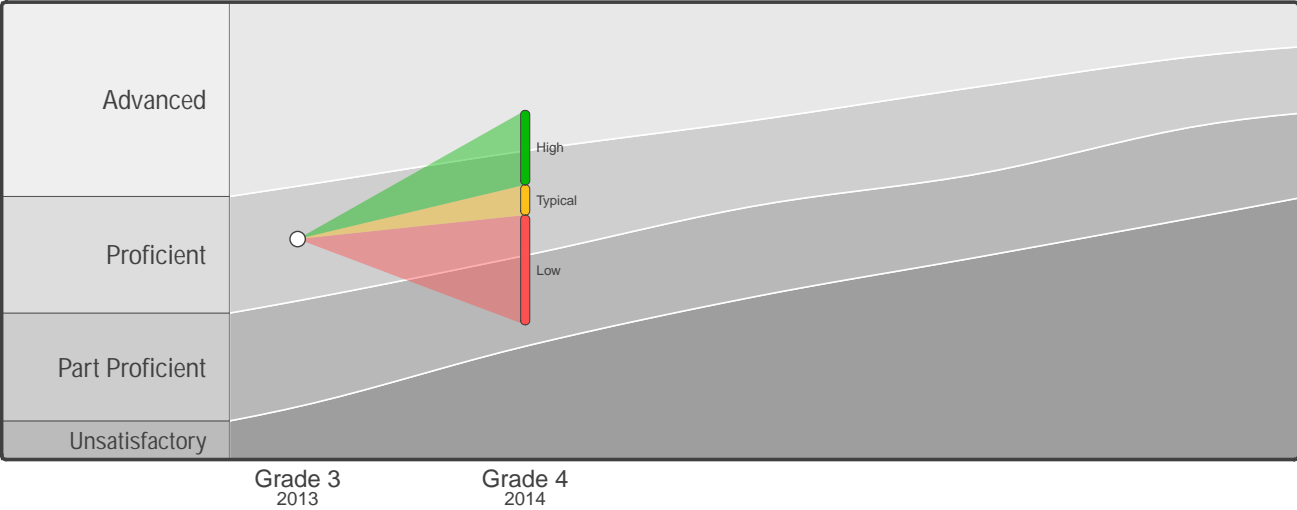
We hope that this report of your child's growth scores will help you see your child's academic progress in a new, more useful way. This new academic growth report can form the basis of fresh, better-informed conversations with your child's school and teachers because it is more than just a snapshot of 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.





Math

Achievement

CSAP/TCAP Math Scale Score

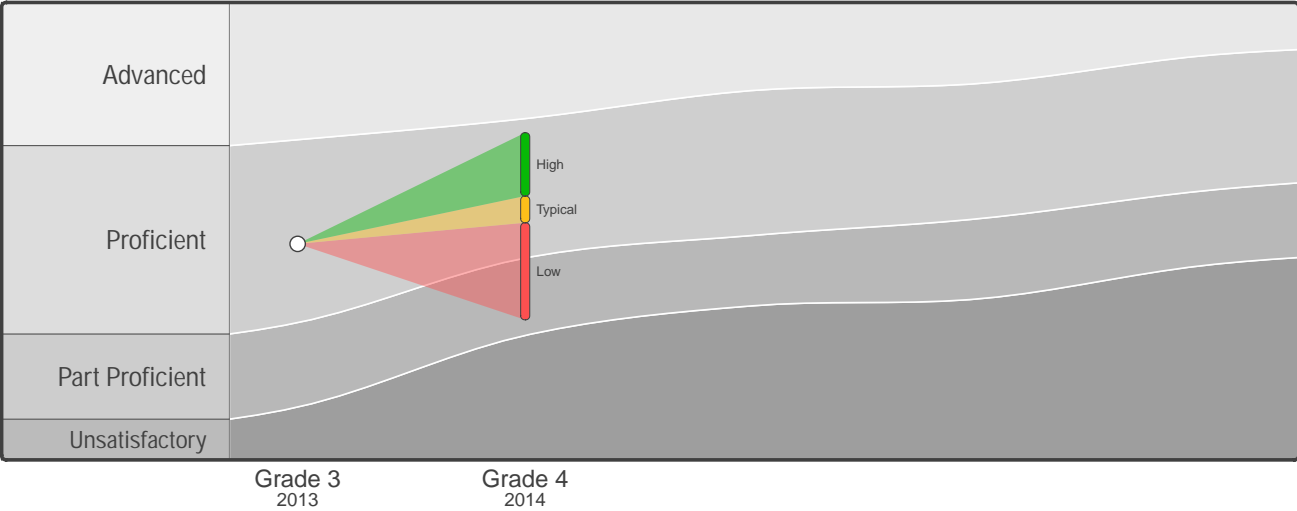
Growth

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

Scale Score	468
Achievement Level	Proficient
Growth Percentile	
Growth Level	

Achievement

Growth



Reading

Achievement

CSAP/TCAP Reading Scale Score

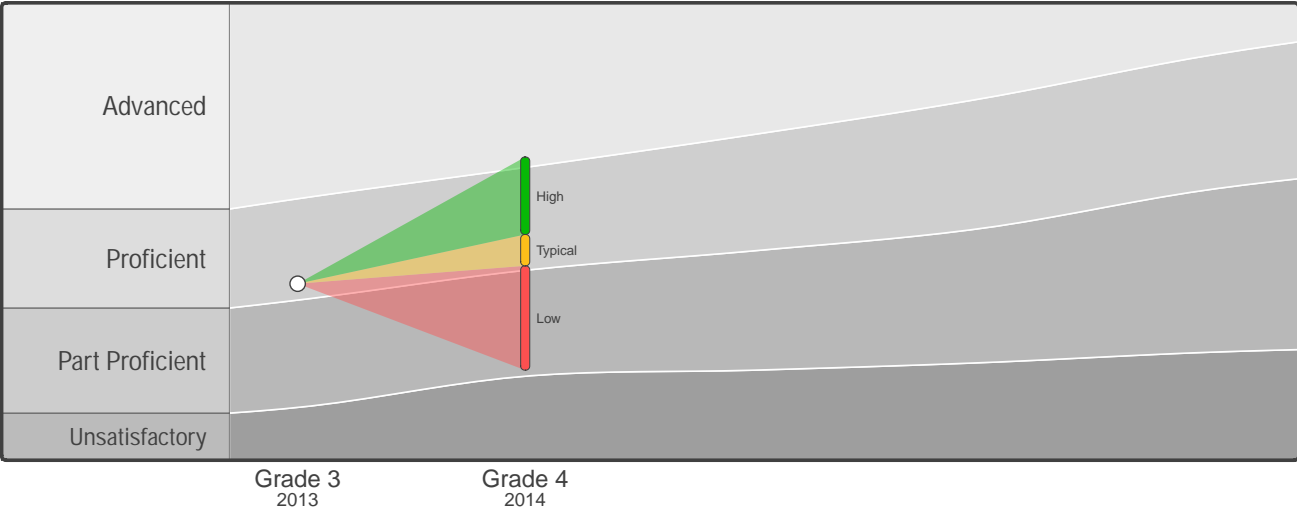
Growth

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

Scale Score	582
Achievement Level	Proficient
Growth Percentile	
Growth Level	

Achievement

Growth



Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth

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

Scale Score	476
Achievement Level	Proficient
Growth Percentile	
Growth Level	

Achievement

Growth

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 TCAP 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 TCAP 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.

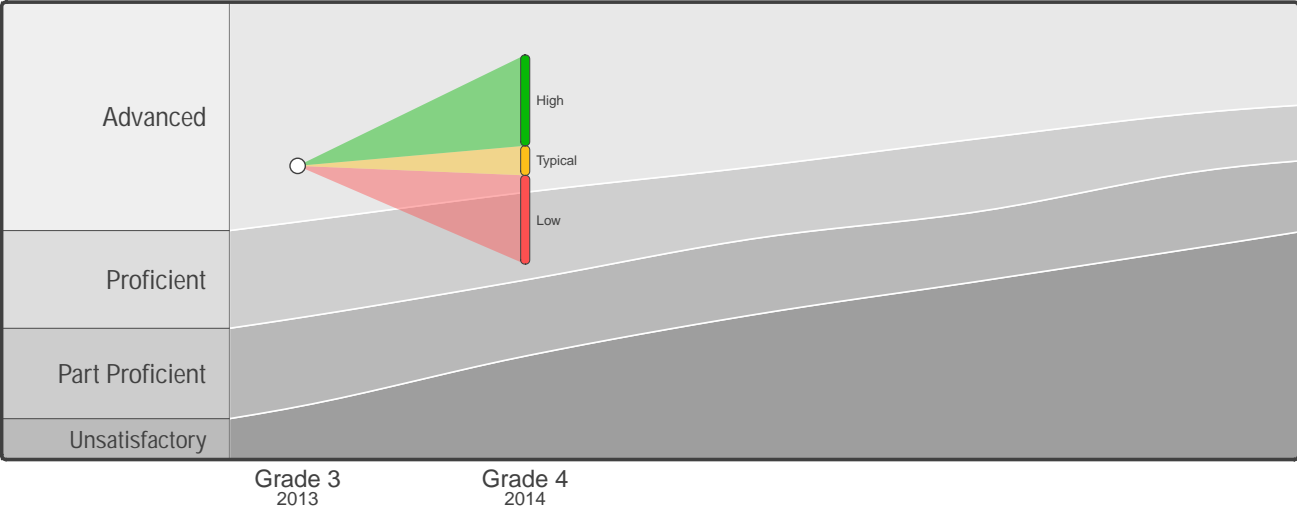
We hope that this report of your child's growth scores will help you see your child's academic progress in a new, more useful way. This new academic growth report can form the basis of fresh, better-informed conversations with your child's school and teachers because it is more than just a snapshot of 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.





Math

Achievement

CSAP/TCAP Math Scale Score

Growth

Level

Percentiles

High

66th – 99th

Typical

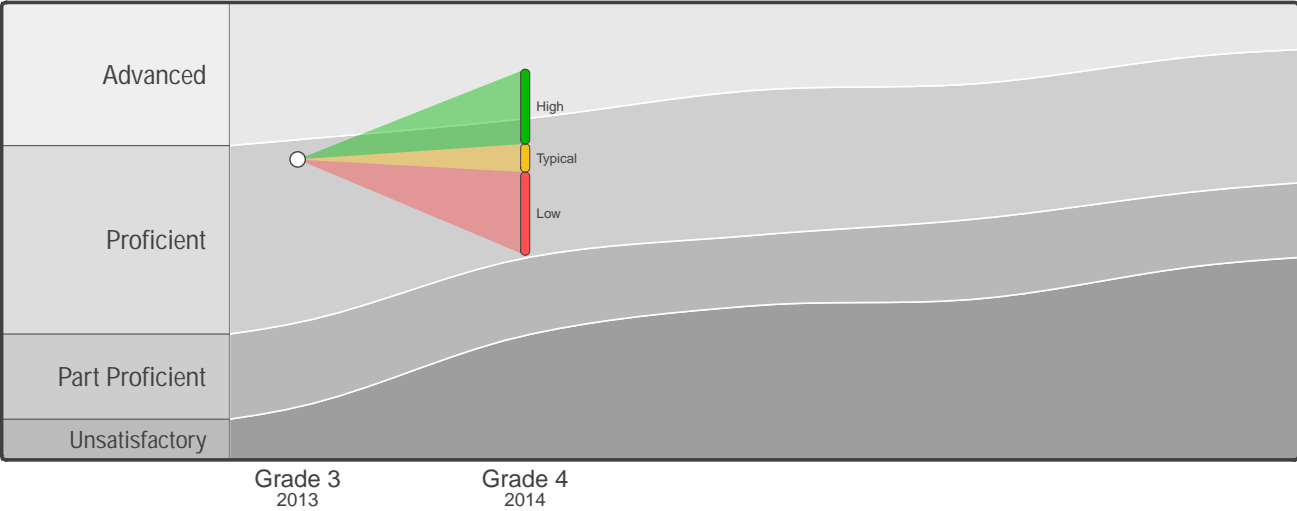
35th – 65th

Low

1st – 34th

Scale Score	563
Achievement Level	Advanced
Growth Percentile	
Growth Level	

Achievement
Growth



Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth

Level

Percentiles

High

66th – 99th

Typical

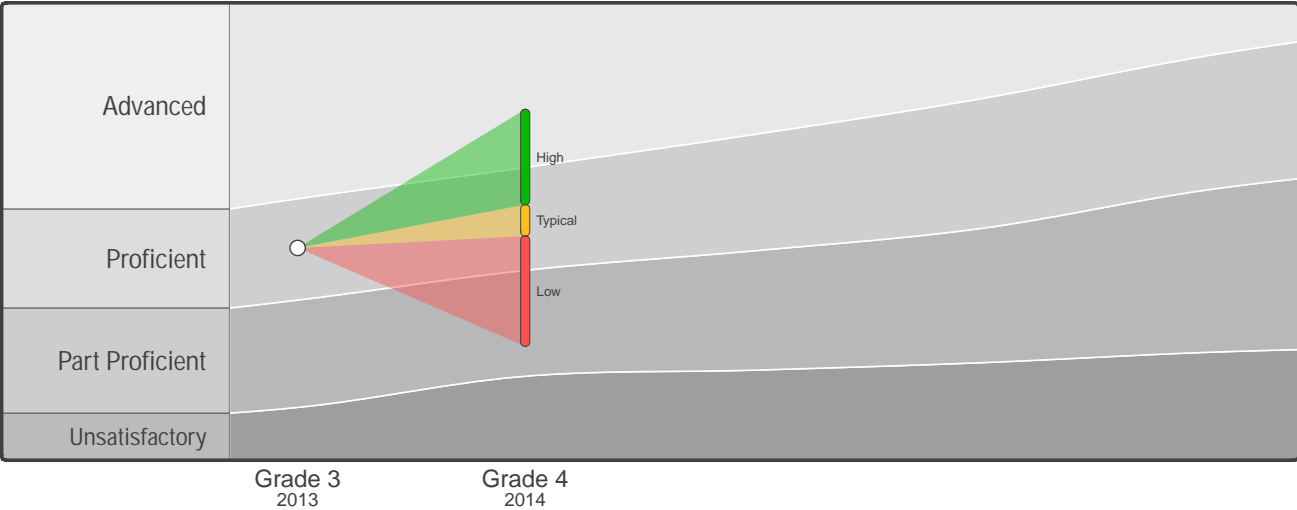
35th – 65th

Low

1st – 34th

Scale Score	642
Achievement Level	Proficient
Growth Percentile	
Growth Level	

Achievement
Growth



Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth

Level

Percentiles

High

66th – 99th

Typical

35th – 65th

Low

1st – 34th

Scale Score	500
Achievement Level	Proficient
Growth Percentile	
Growth Level	

Achievement
Growth

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 TCAP 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 TCAP 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.

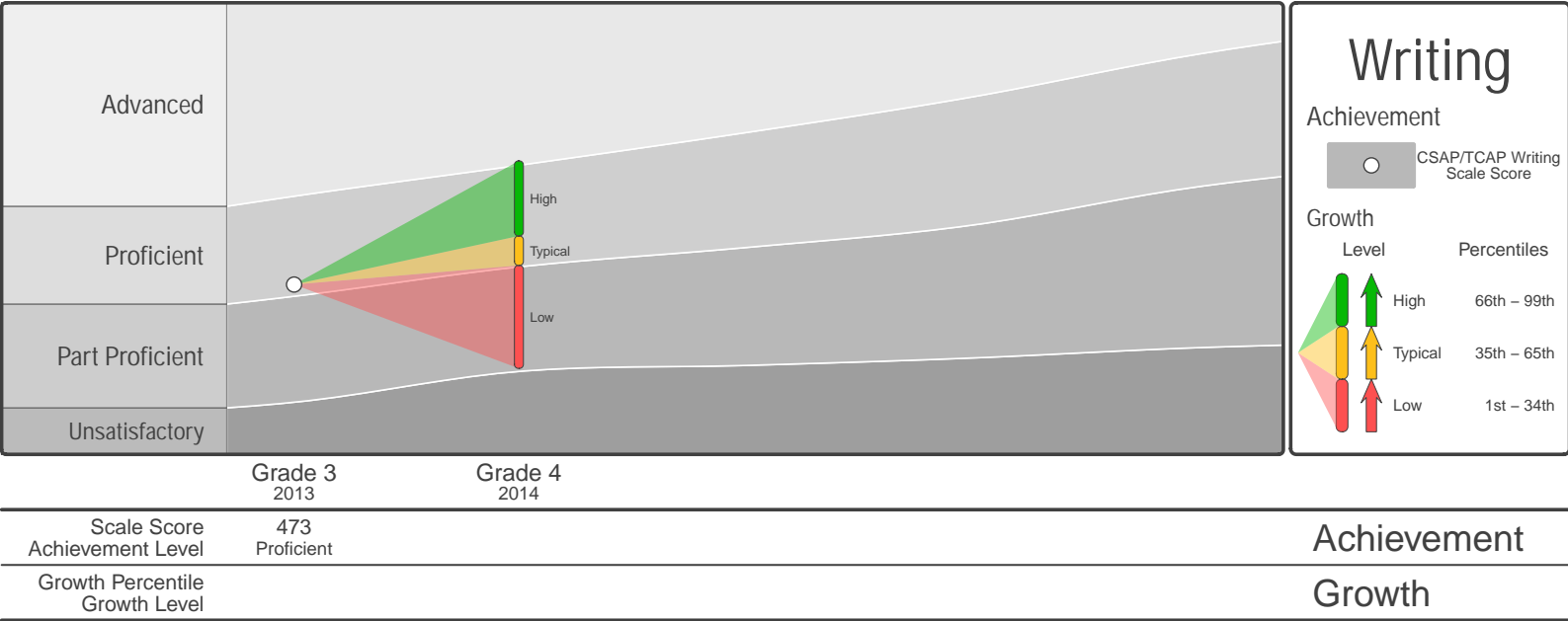
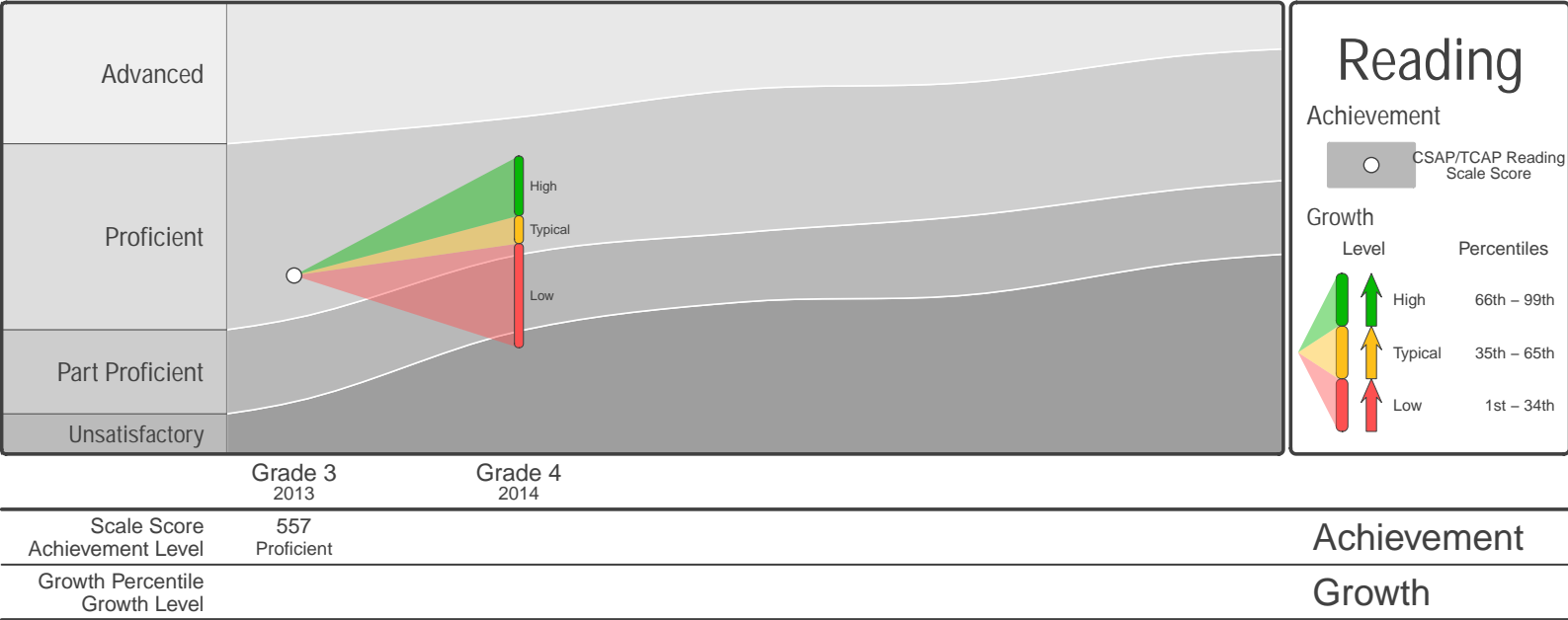
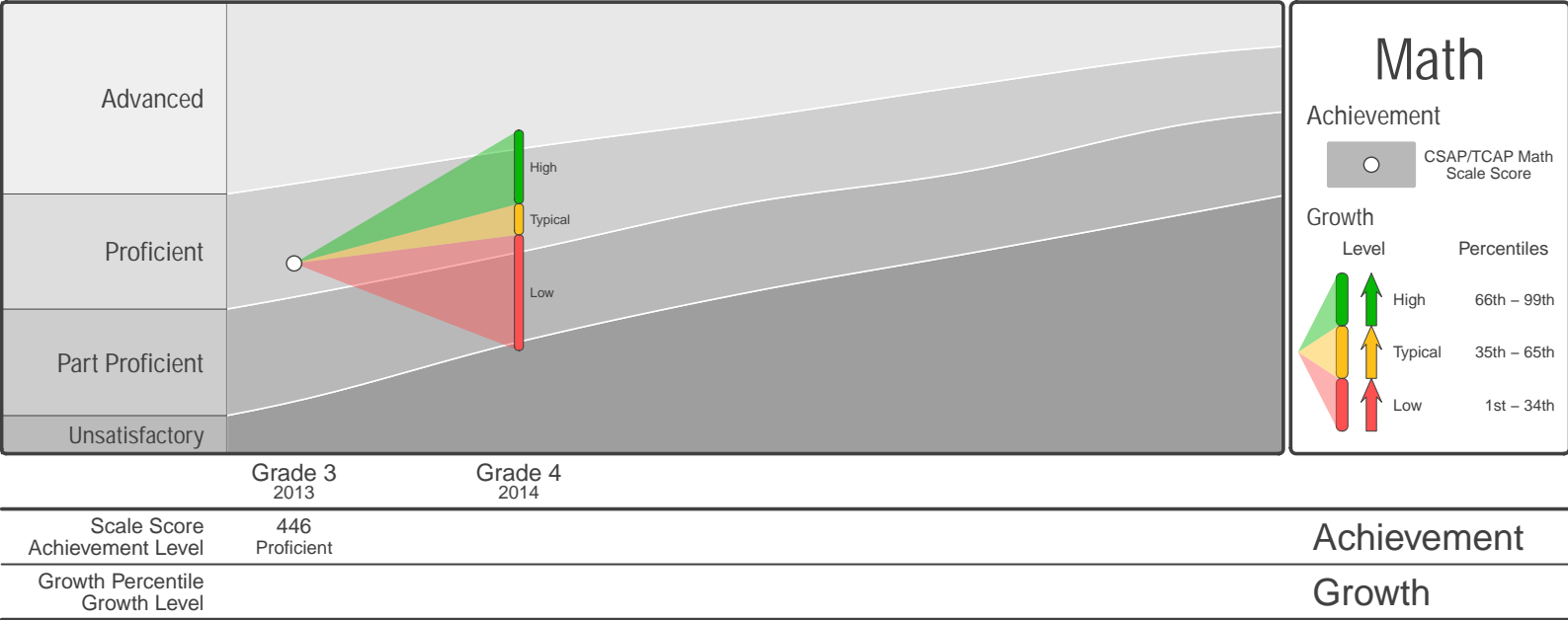
We hope that this report of your child's growth scores will help you see your child's academic progress in a new, more useful way. This new academic growth report can form the basis of fresh, better-informed conversations with your child's school and teachers because it is more than just a snapshot of 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.





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 TCAP 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.

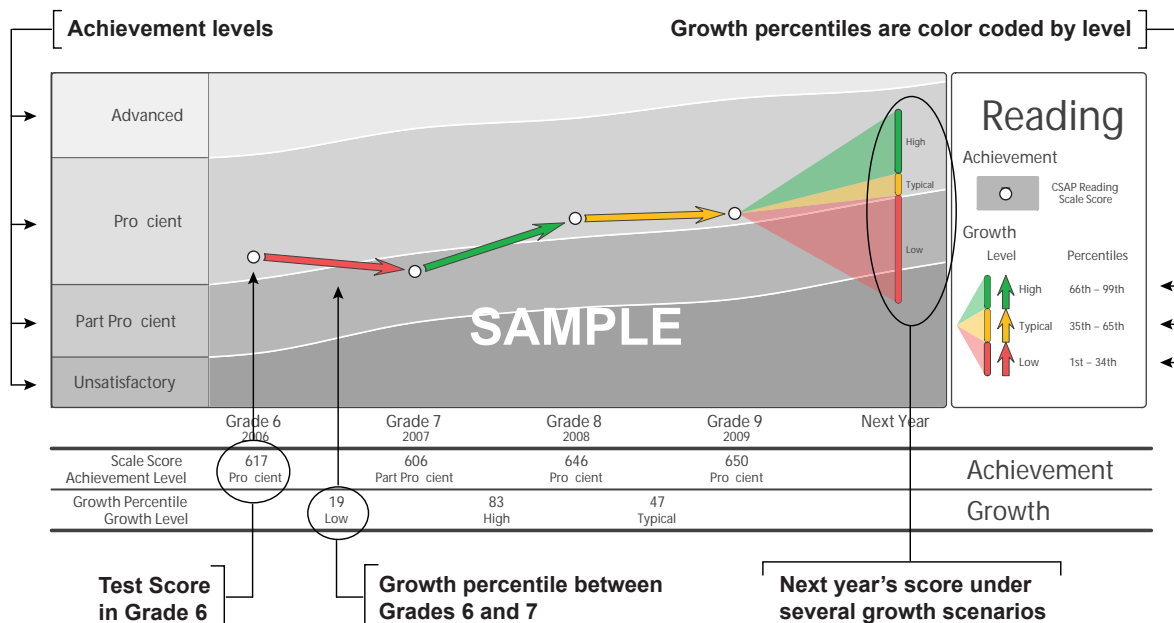
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

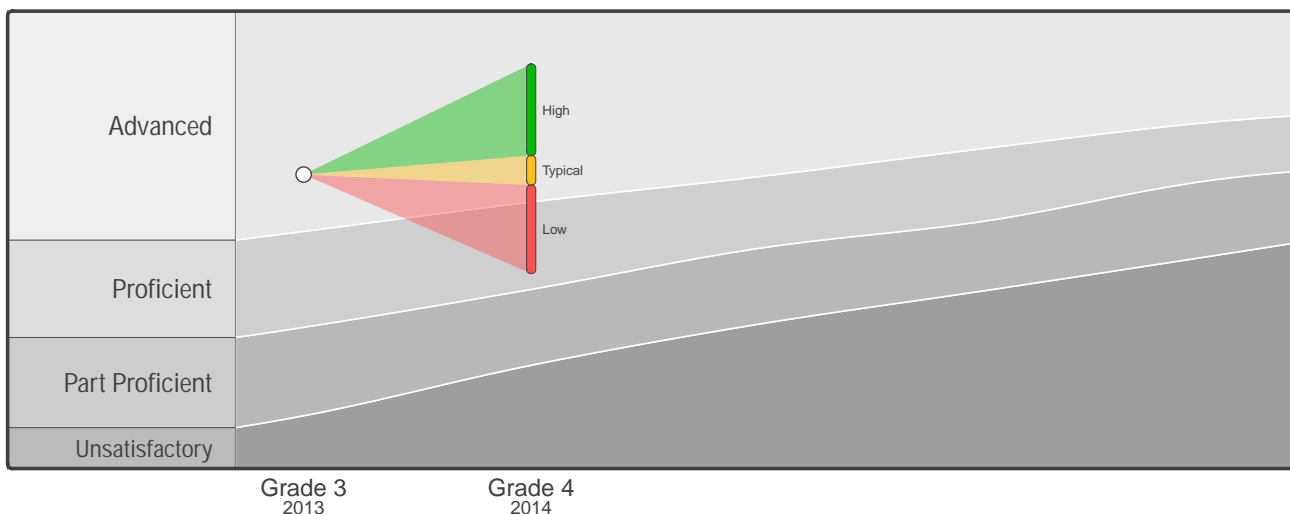
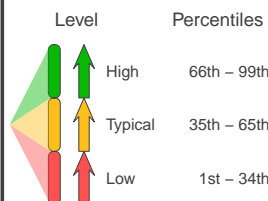


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Scale Score
Achievement Level
564
Advanced

Achievement

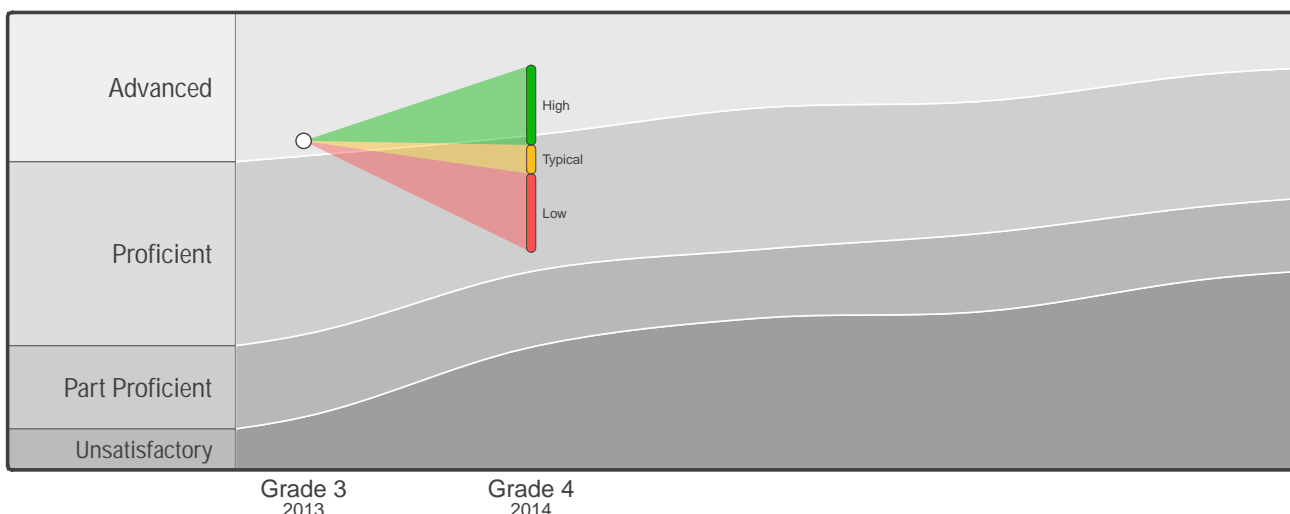
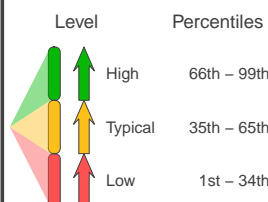
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Scale Score
Achievement Level
667
Advanced

Achievement

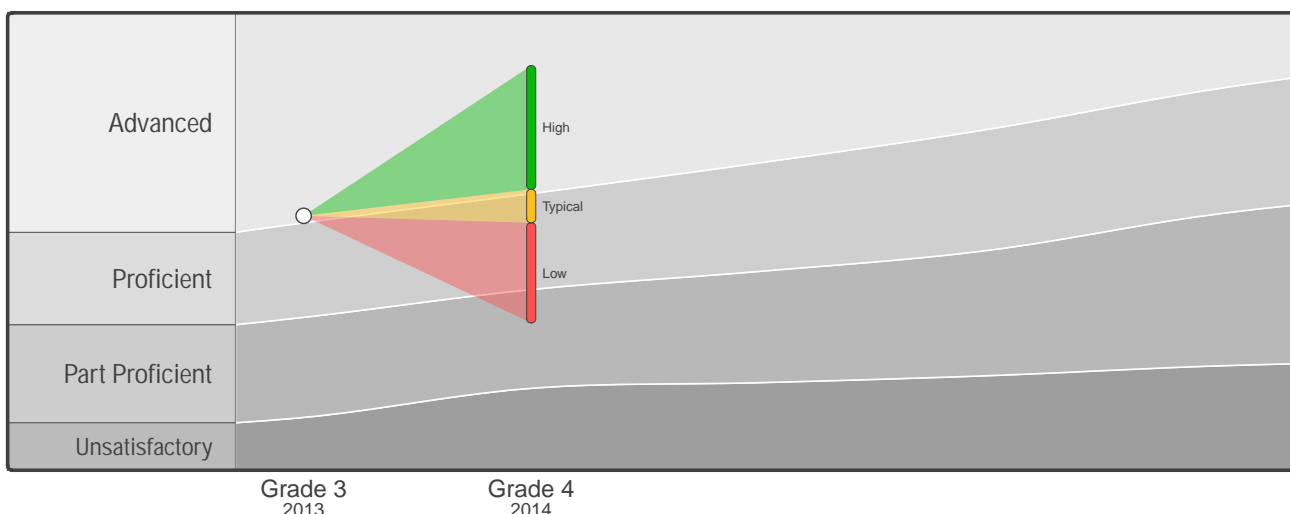
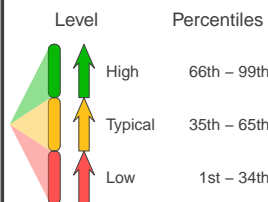
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Scale Score
Achievement Level
538
Advanced

Achievement

Growth

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 TCAP 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.

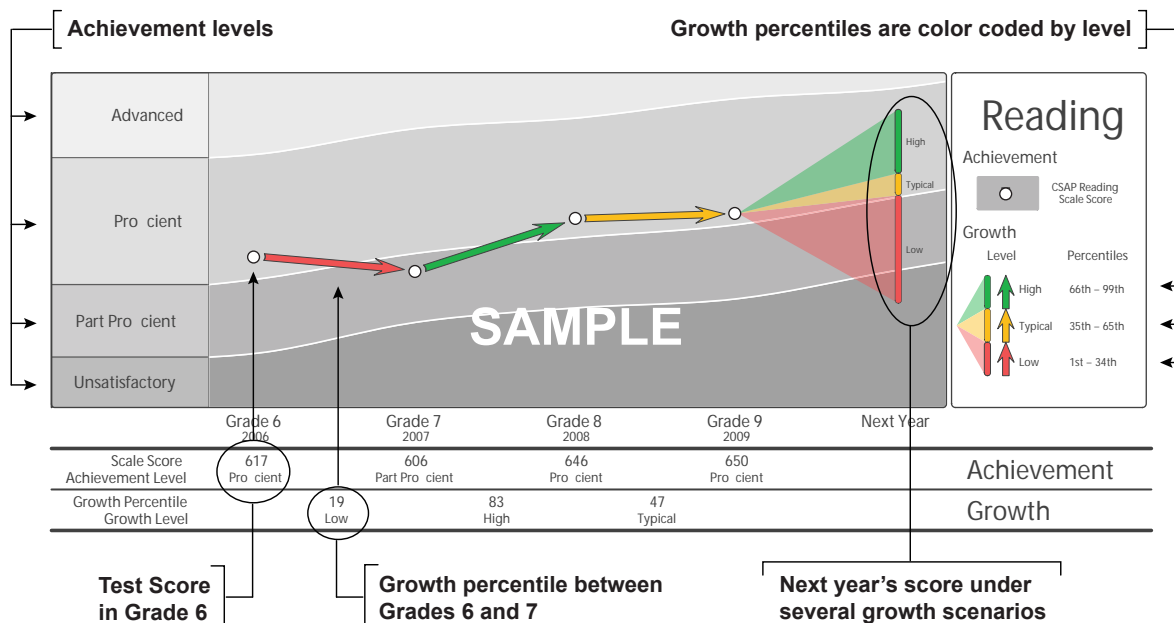
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

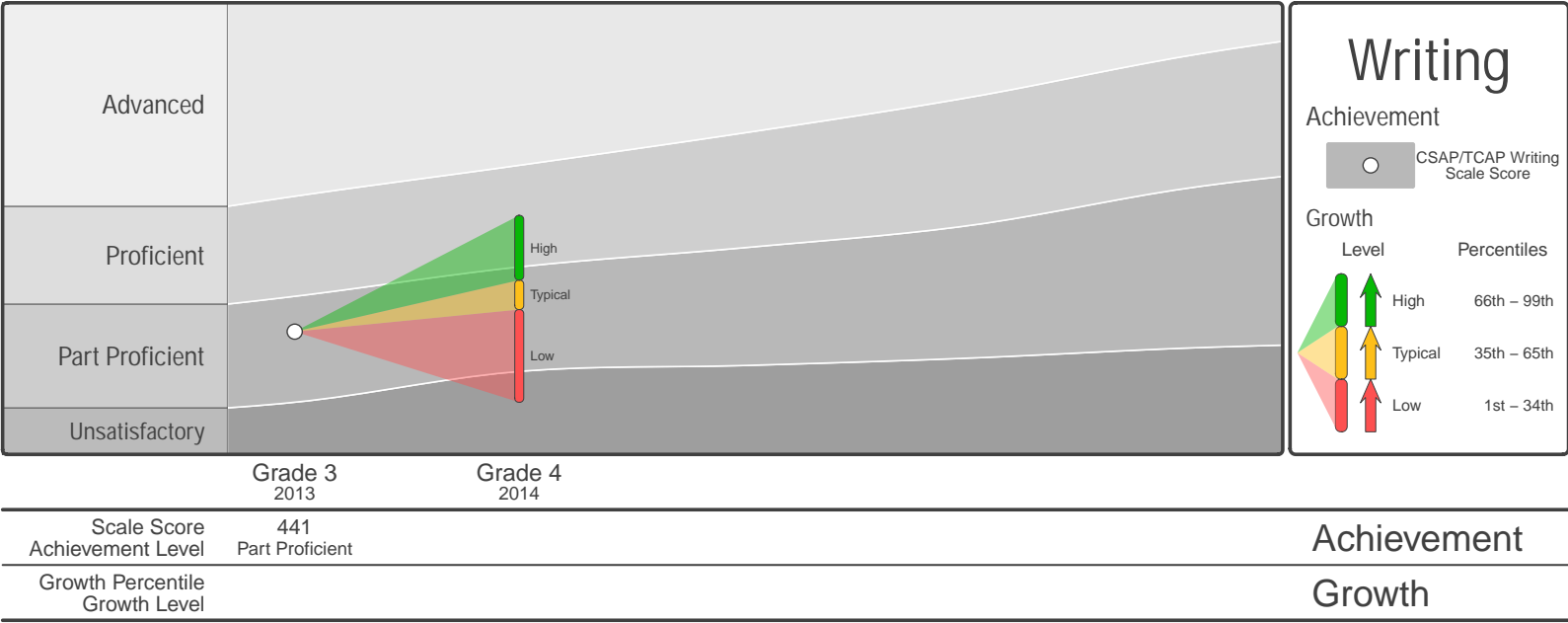
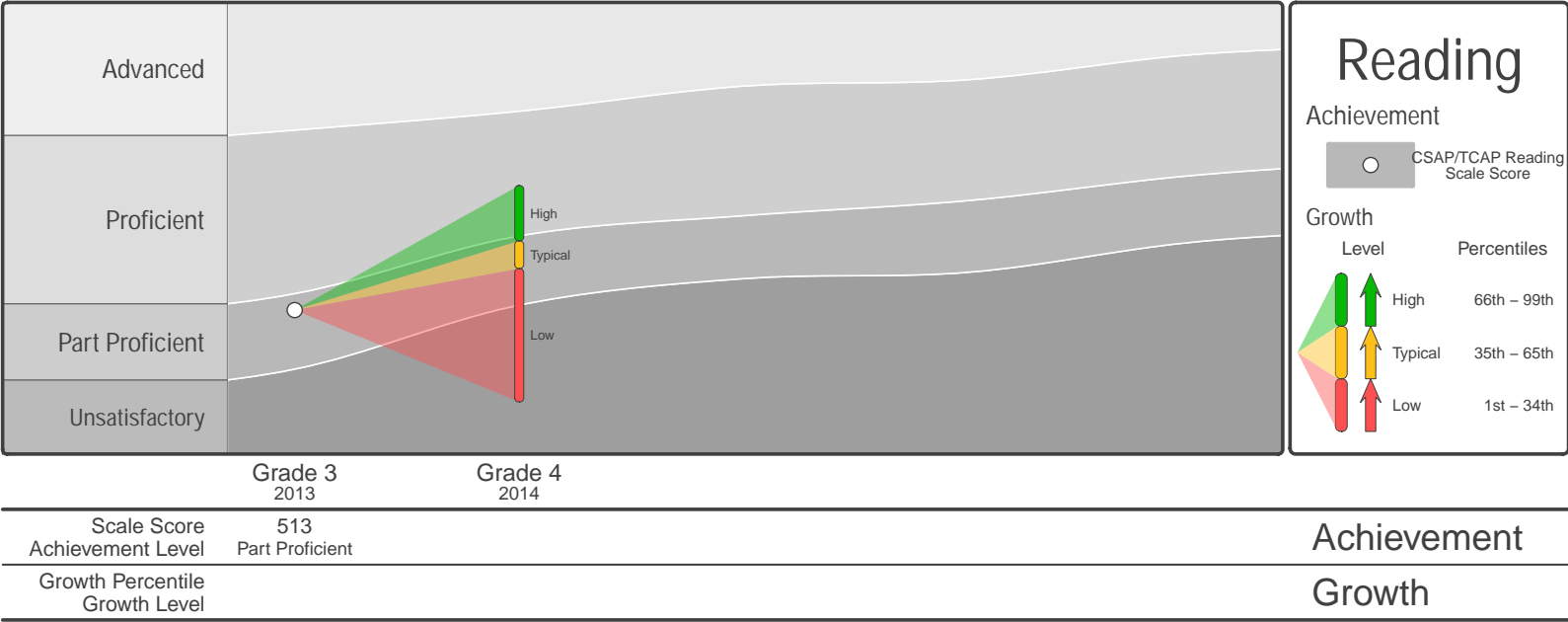
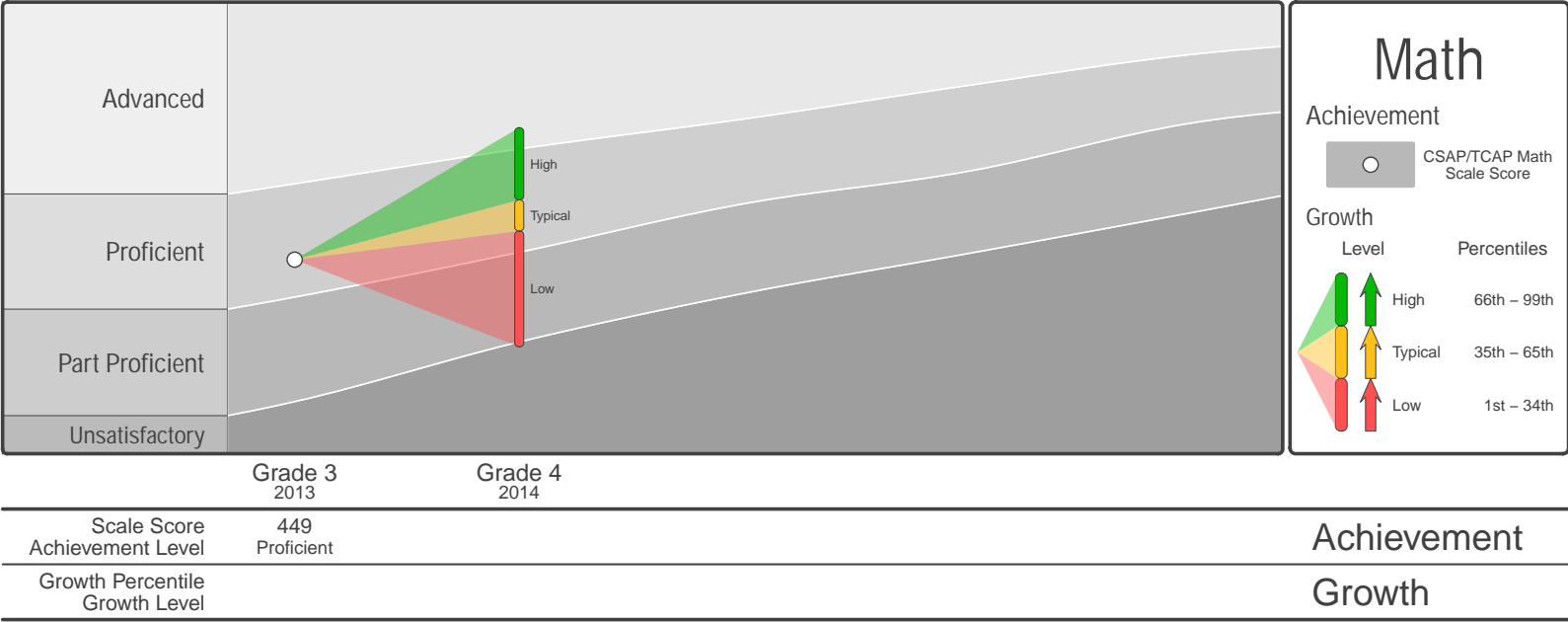
We hope that this report of your child's growth scores will help you see your child's academic progress in a new, more useful way. This new academic growth report can form the basis of fresh, better-informed conversations with your child's school and teachers because it is more than just a snapshot of 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.





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 TCAP 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 TCAP 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.

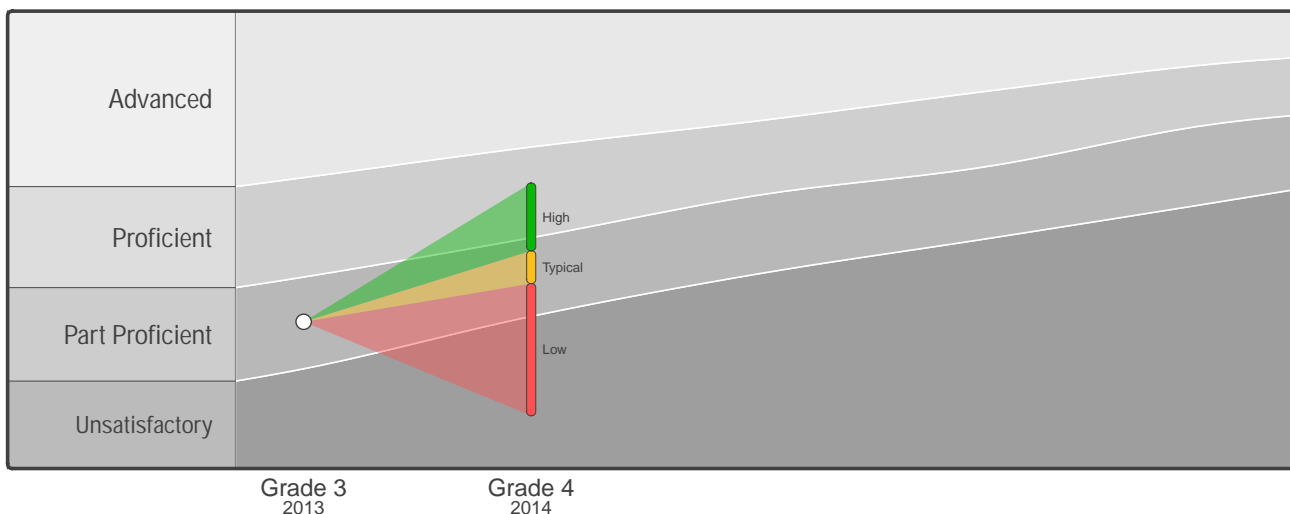
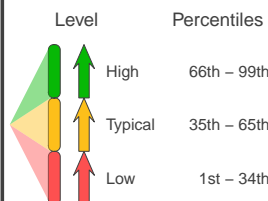


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Scale Score
Achievement Level
378
Part Proficient

Growth Percentile
Growth Level

Achievement

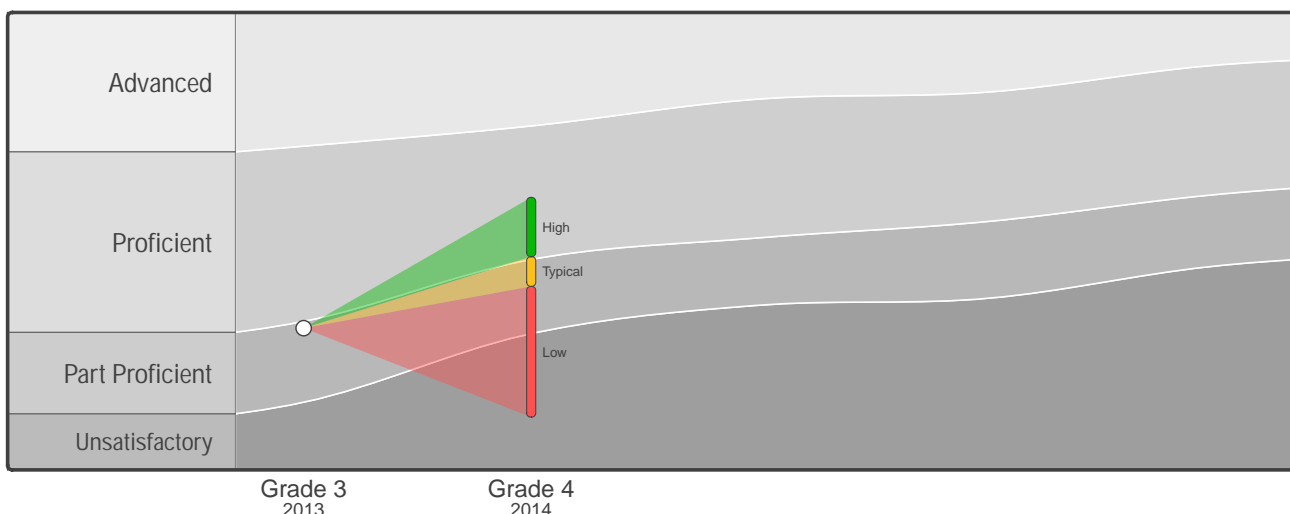
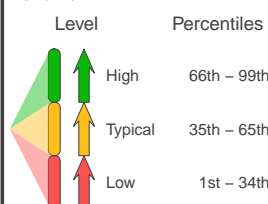
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Scale Score
Achievement Level
521
Part Proficient

Growth Percentile
Growth Level

Achievement

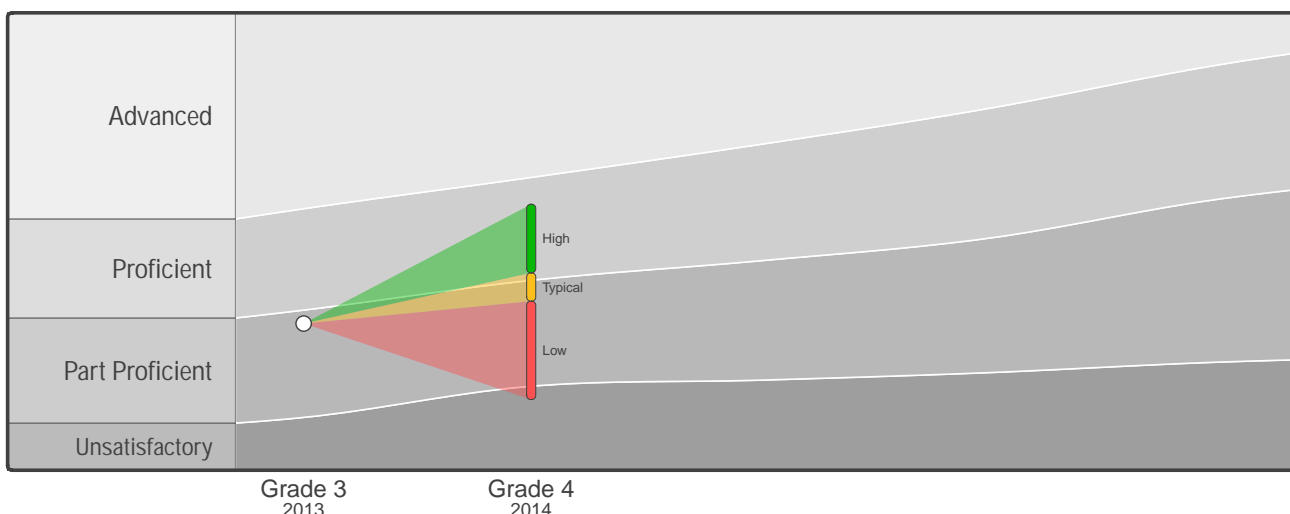
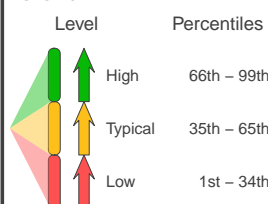
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Scale Score
Achievement Level
456
Part Proficient

Growth Percentile
Growth Level

Achievement

Growth

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 TCAP 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.

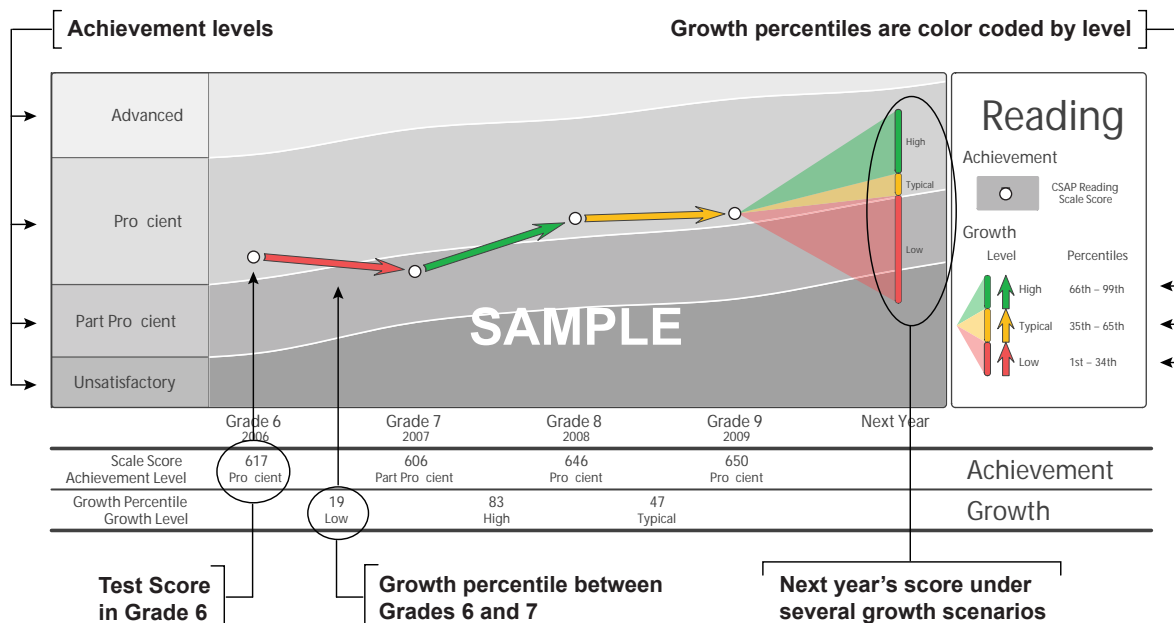
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

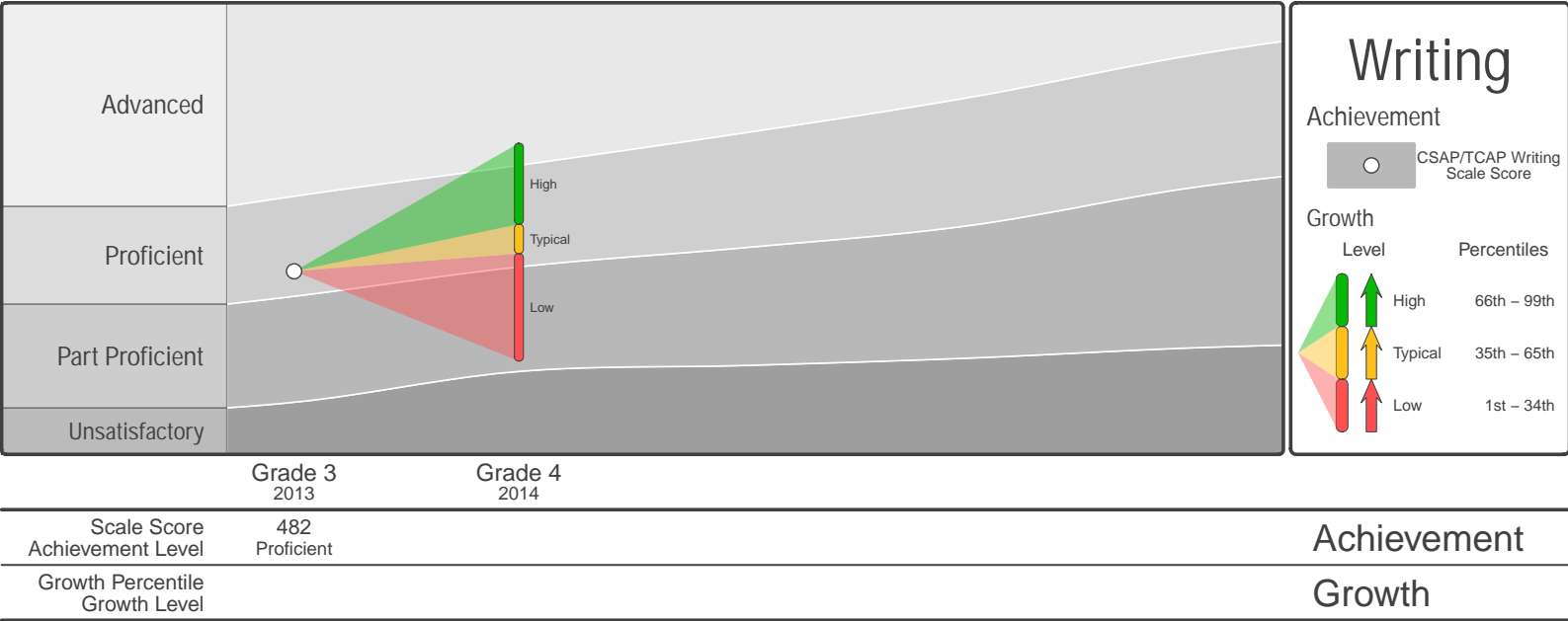
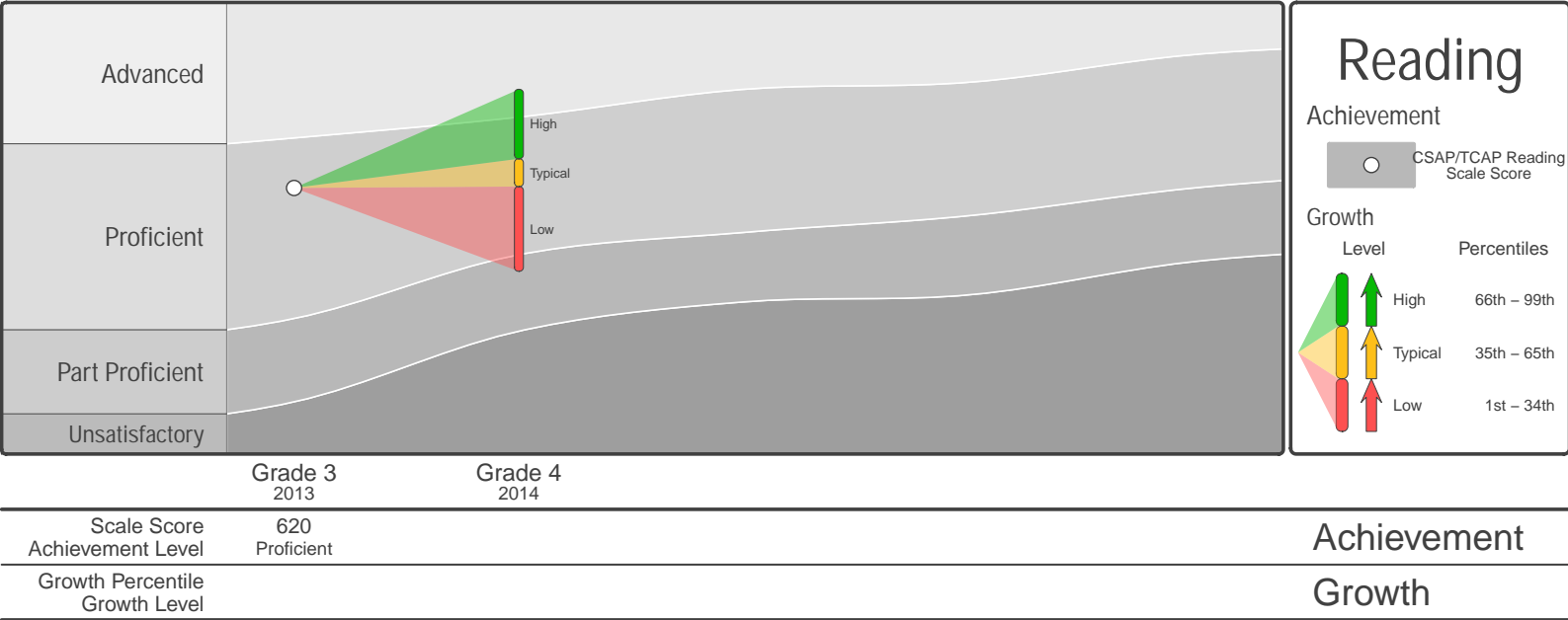
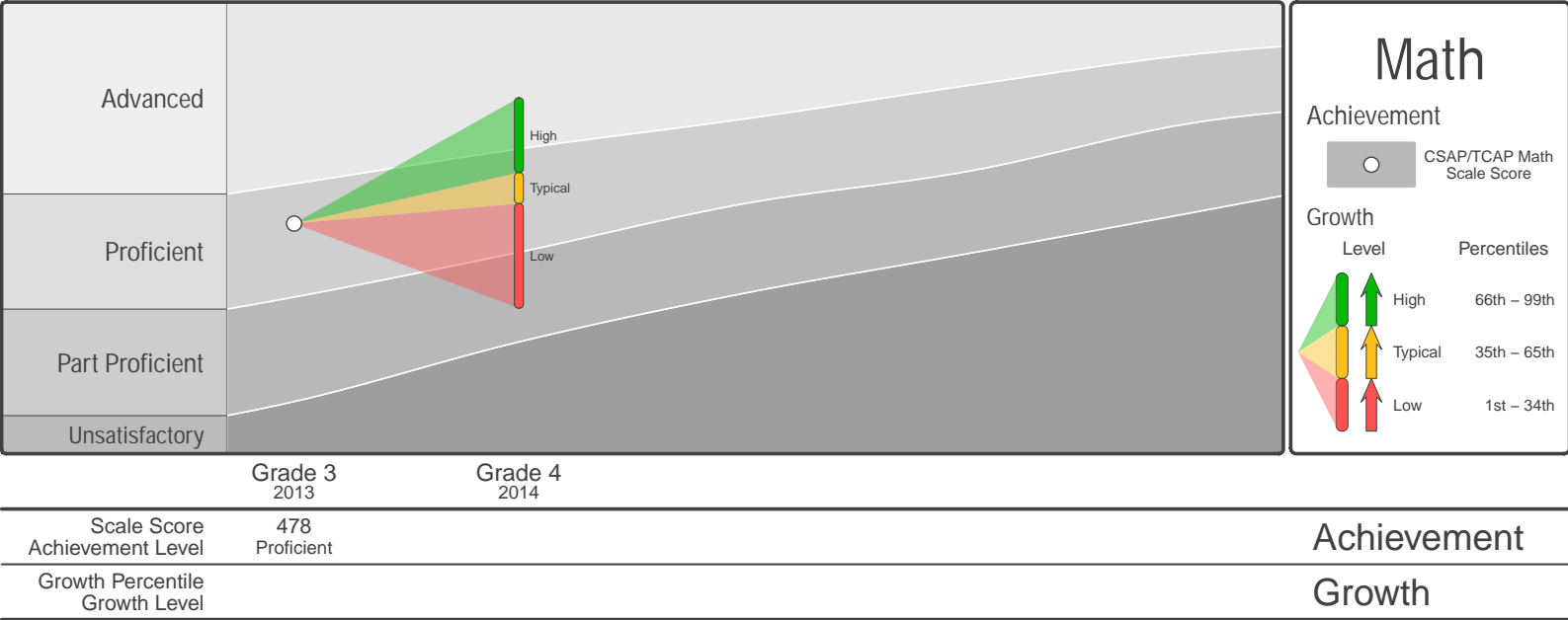
We hope that this report of your child's growth scores will help you see your child's academic progress in a new, more useful way. This new academic growth report can form the basis of fresh, better-informed conversations with your child's school and teachers because it is more than just a snapshot of 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.





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 TCAP 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.

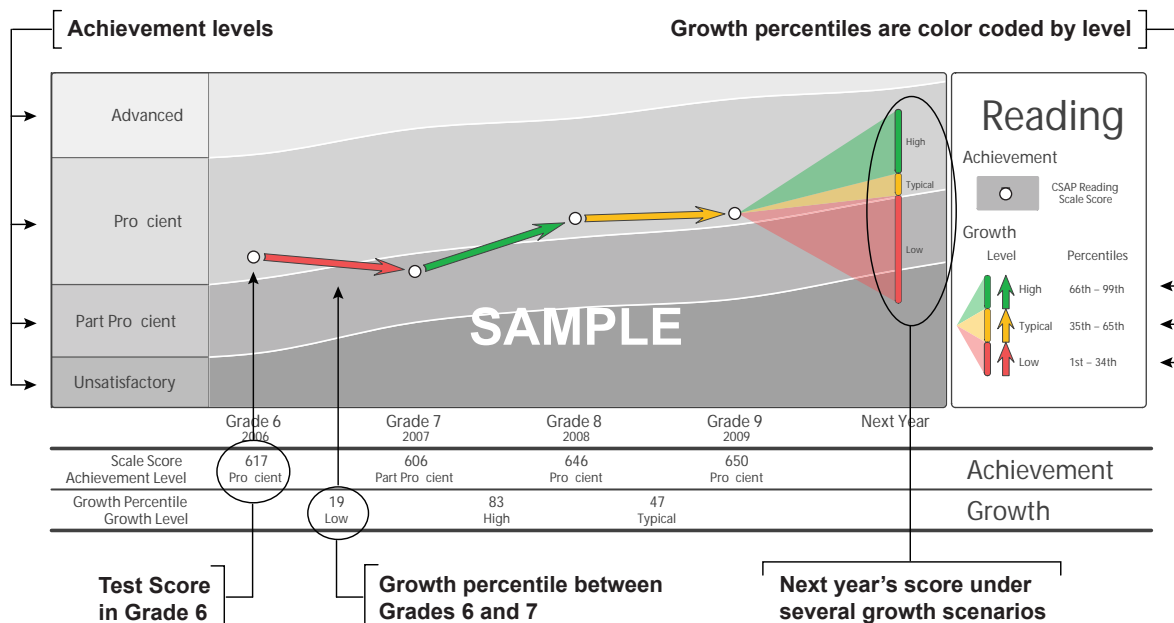
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

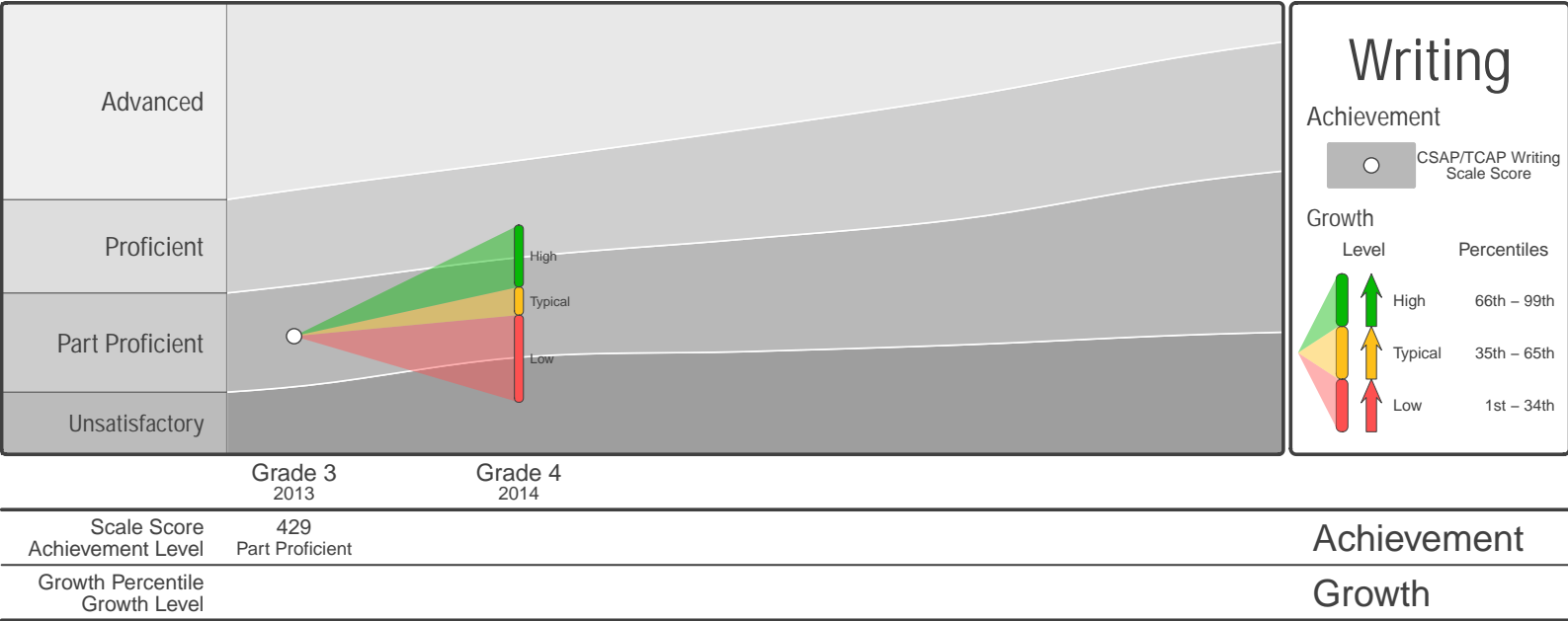
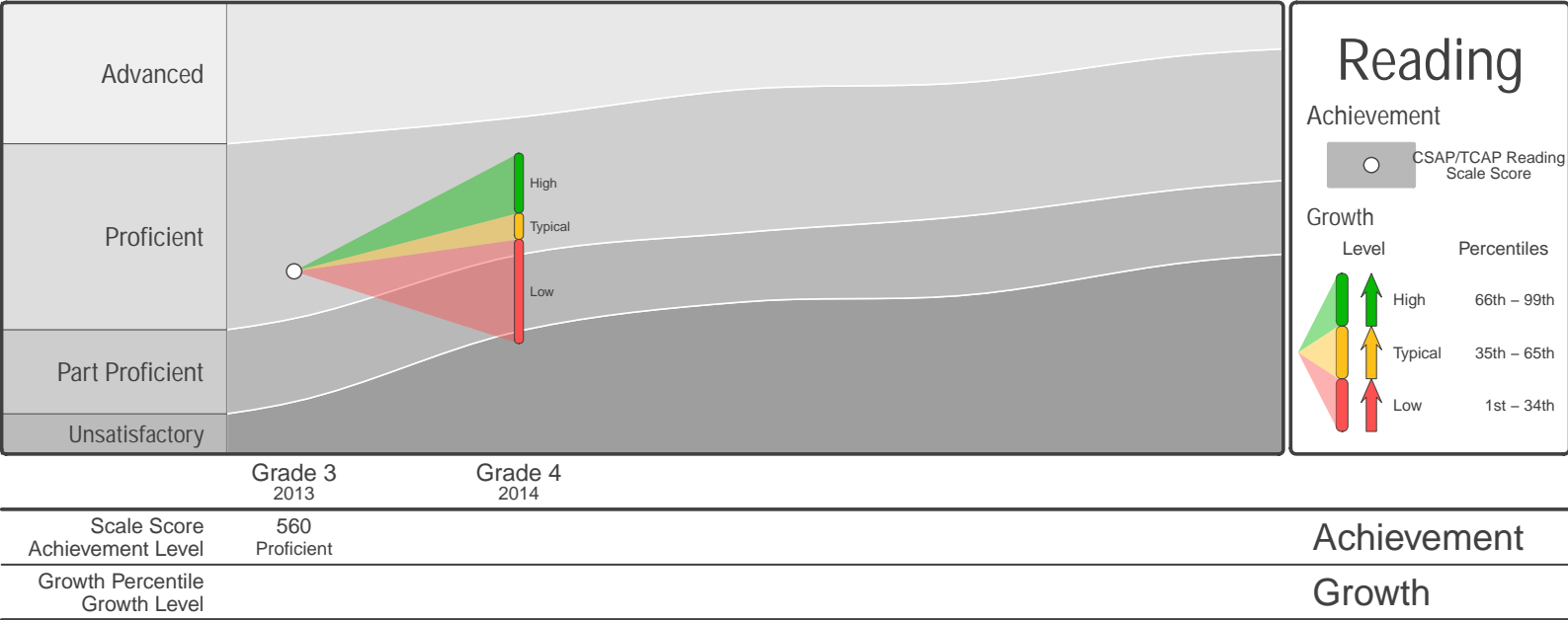
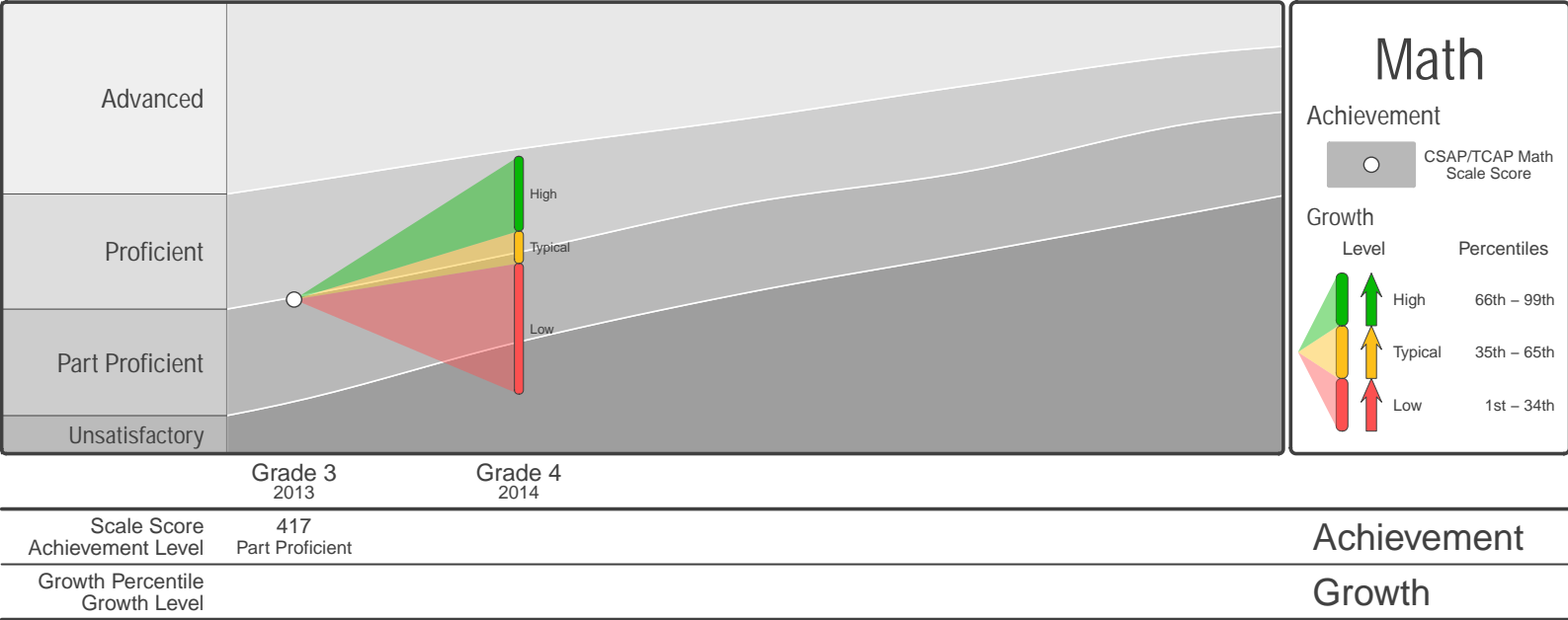
We hope that this report of your child's growth scores will help you see your child's academic progress in a new, more useful way. This new academic growth report can form the basis of fresh, better-informed conversations with your child's school and teachers because it is more than just a snapshot of 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.





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 TCAP 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.

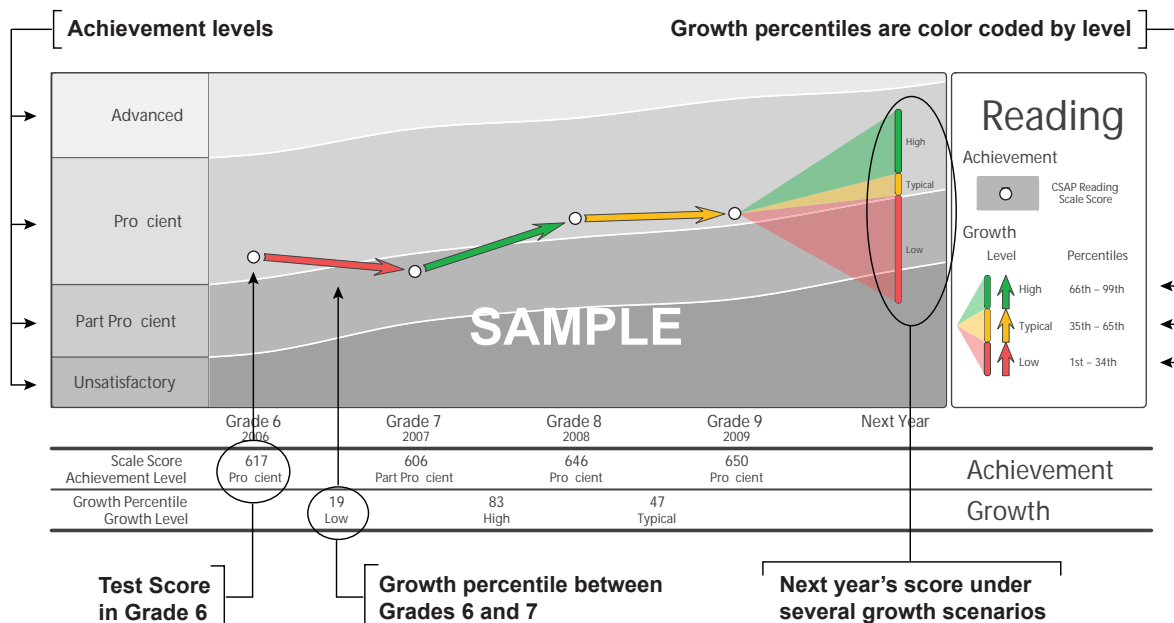
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

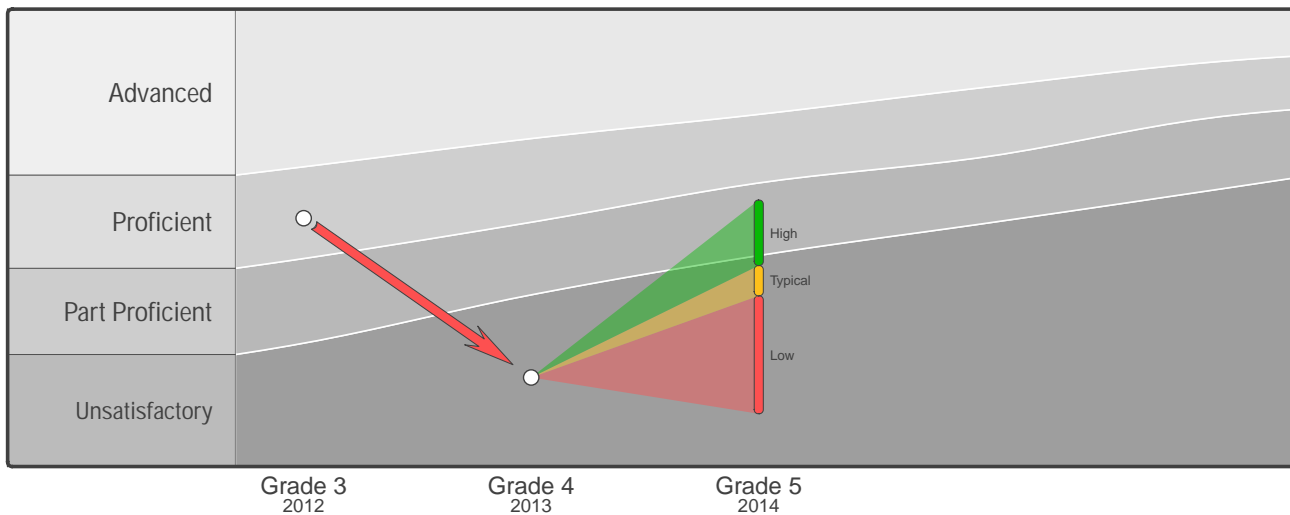
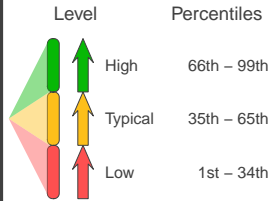


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



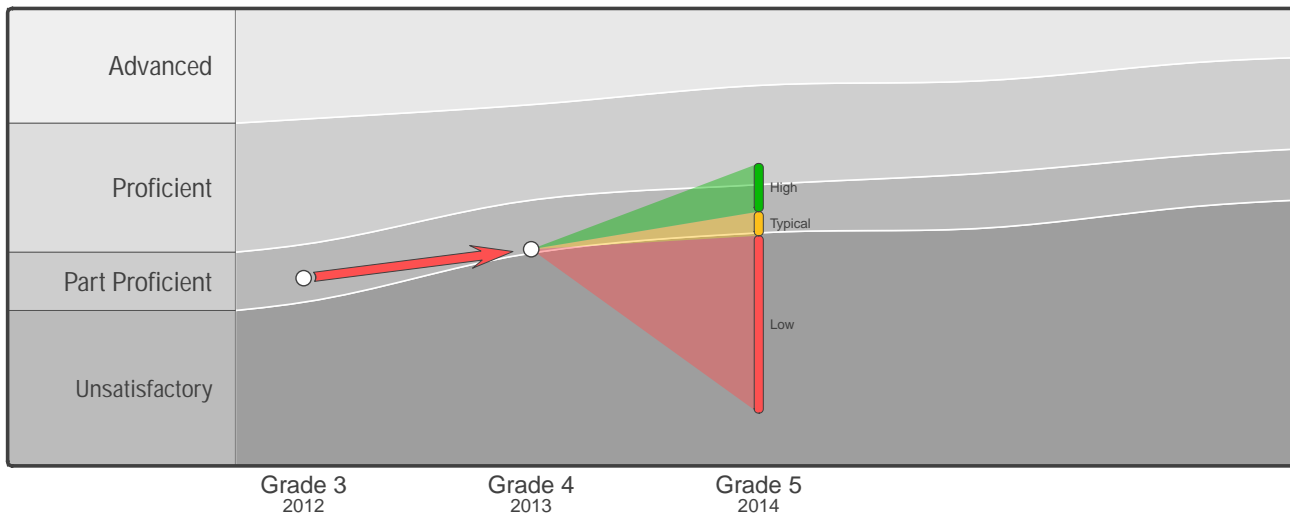
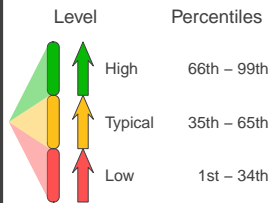
Scale Score	459	301		Achievement
Achievement Level	Proficient	Unsatisfactory		
Growth Percentile		1		Growth
Growth Level		Low		

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



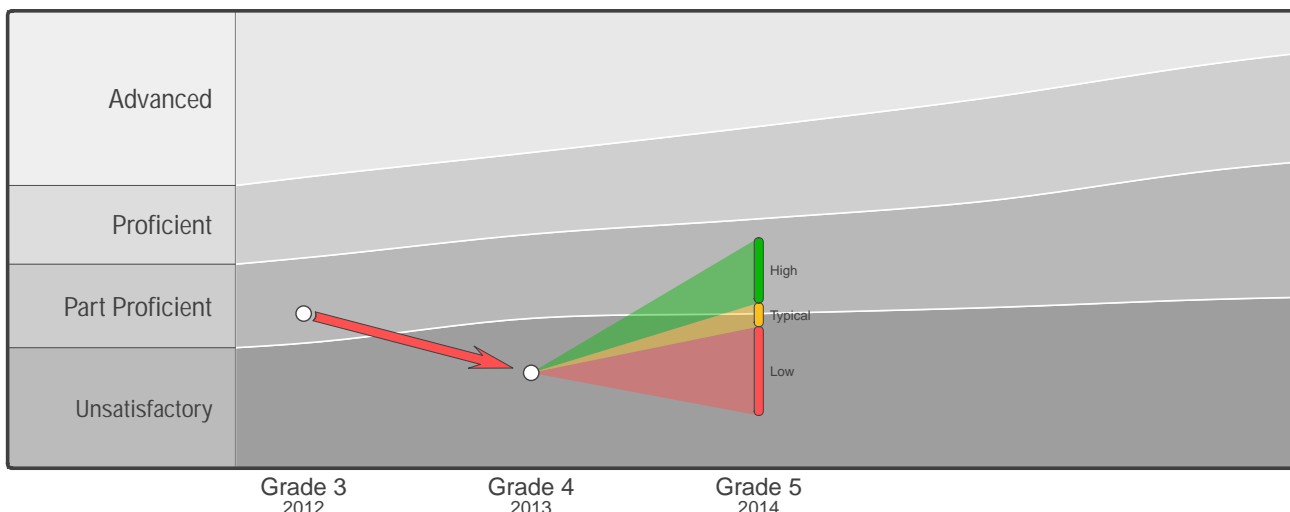
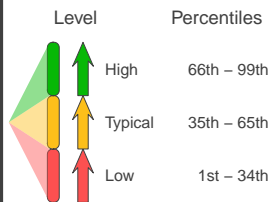
Scale Score	491	521		Achievement
Achievement Level	Part Proficient	Part Proficient		
Growth Percentile		29		Growth
Growth Level		Low		

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	418	368		Achievement
Achievement Level	Part Proficient	Unsatisfactory		
Growth Percentile		1		Growth
Growth Level		Low		

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 TCAP 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 TCAP 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.

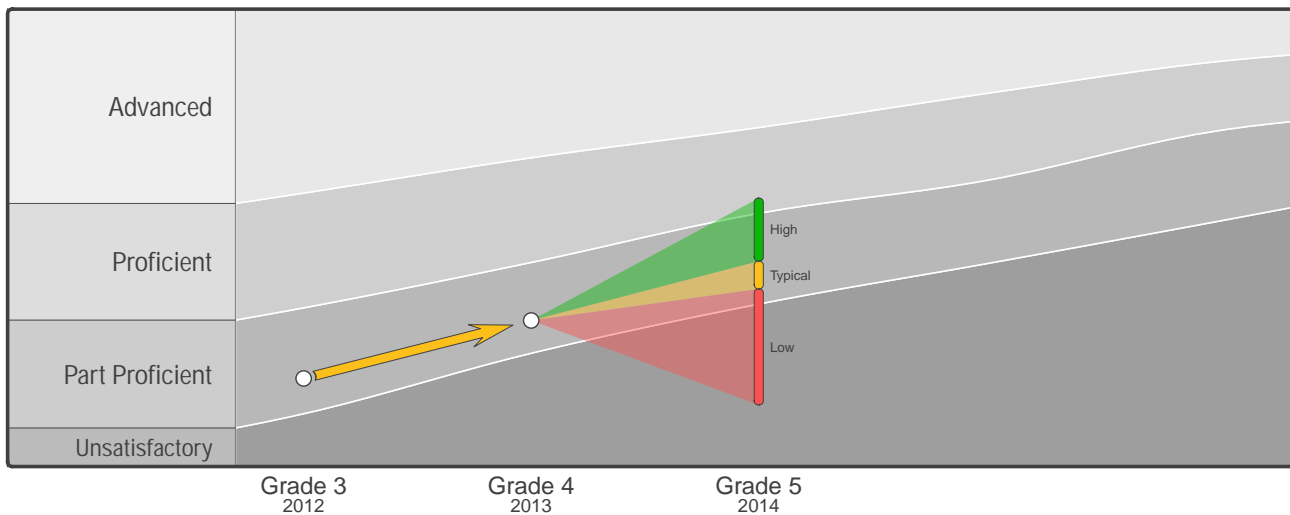
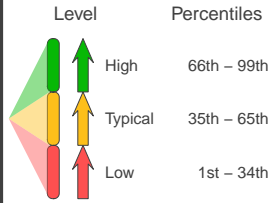


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Scale Score	363	409
Achievement Level	Part Proficient	Part Proficient
Growth Percentile	43	
Growth Level	Typical	

Achievement

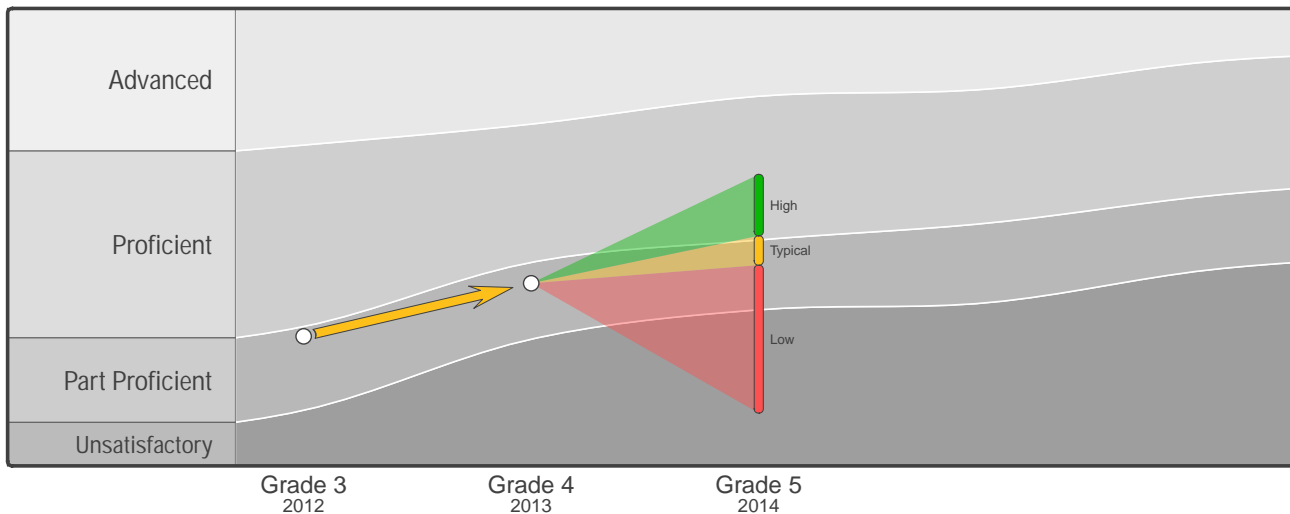
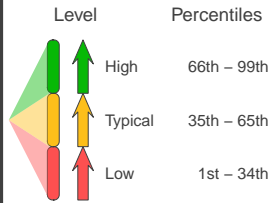
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Scale Score	519	557
Achievement Level	Part Proficient	Part Proficient
Growth Percentile	43	
Growth Level	Typical	

Achievement

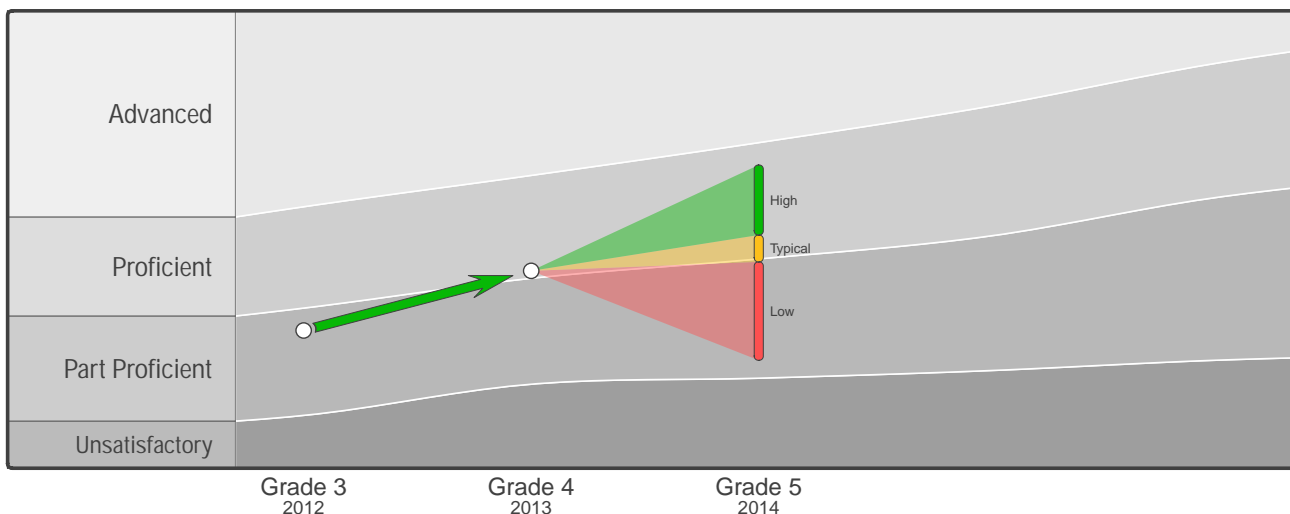
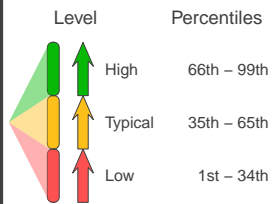
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Scale Score	450	490
Achievement Level	Part Proficient	Proficient
Growth Percentile	74	
Growth Level	High	

Achievement

Growth

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 TCAP 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.

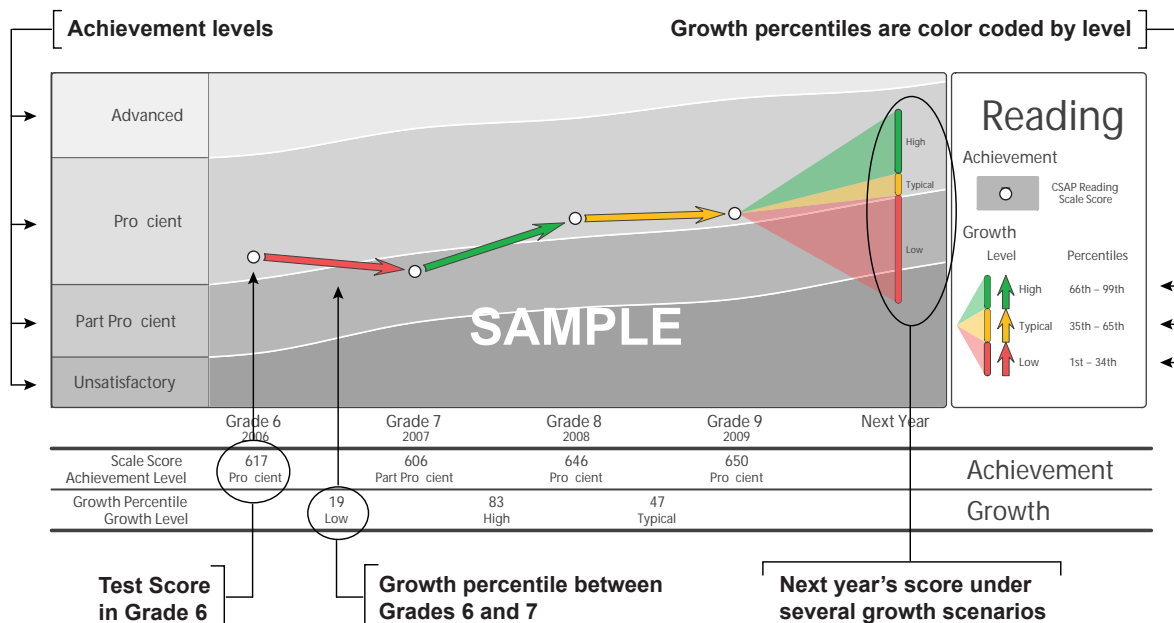
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

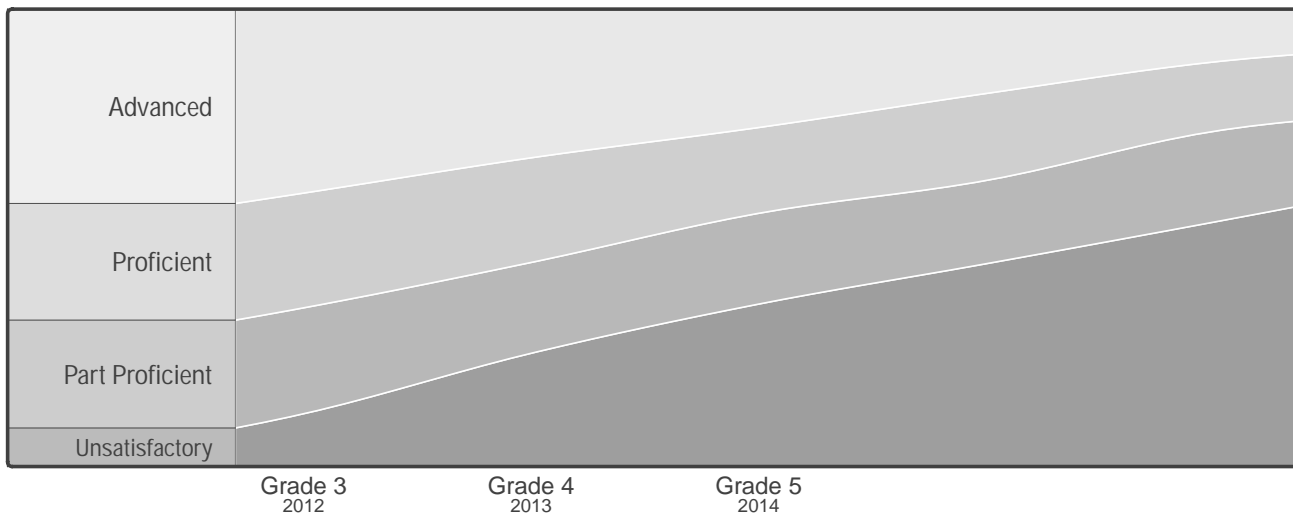
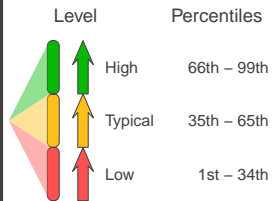


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



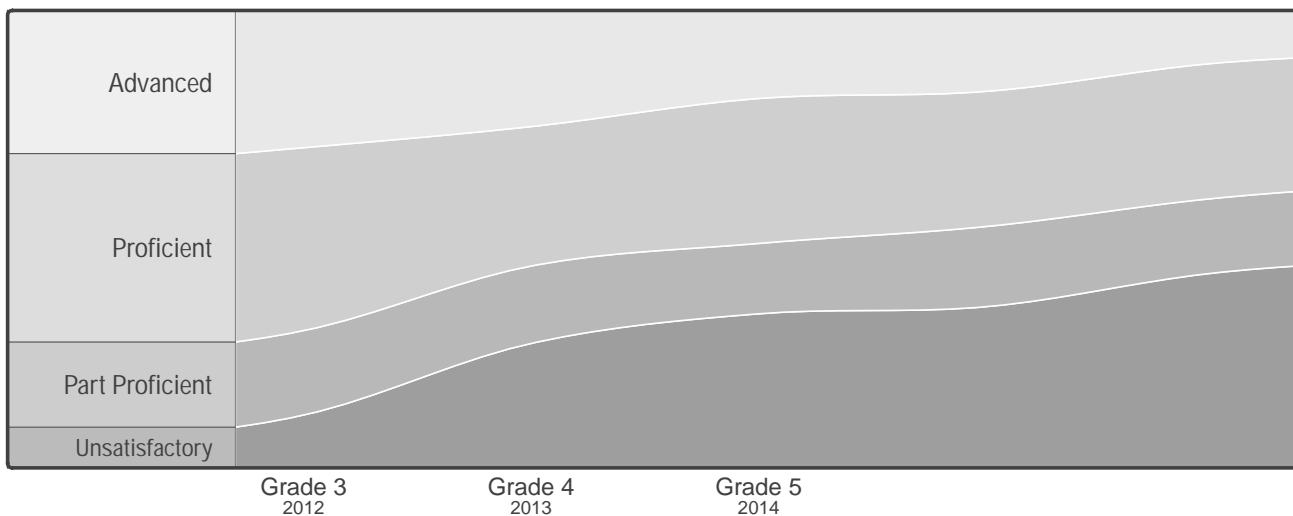
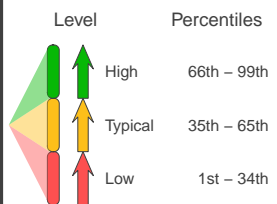
Scale Score	---	---	
Achievement Level	No Score	No Score	Achievement
Growth Percentile			
Growth Level	--	--	Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



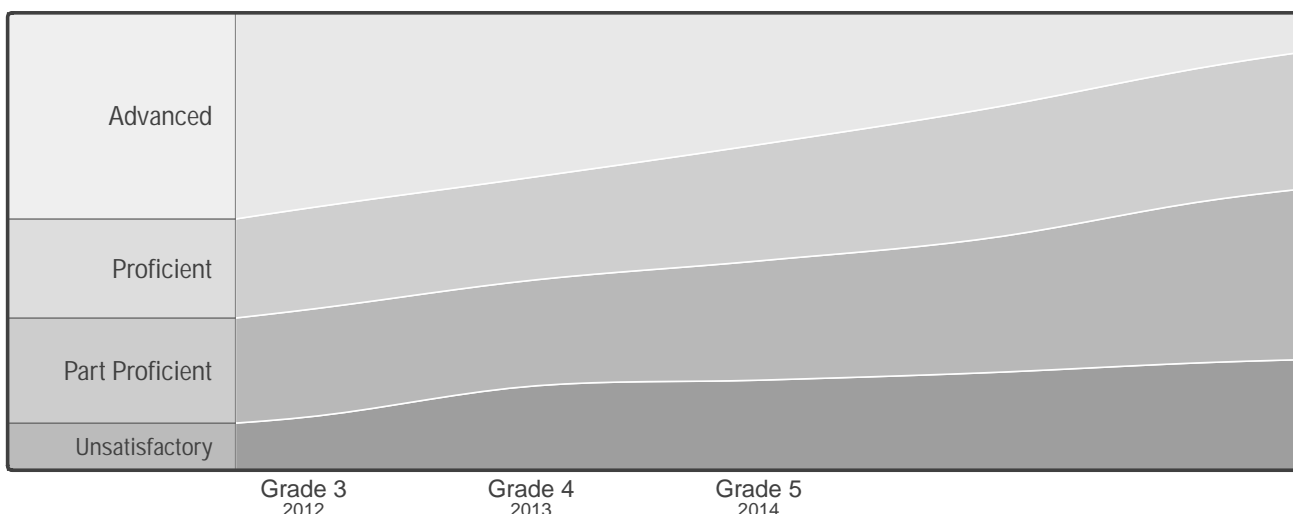
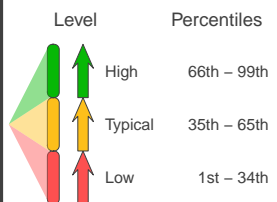
Scale Score	---	---	
Achievement Level	No Score	No Score	Achievement
Growth Percentile			
Growth Level	--	--	Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	---	---	
Achievement Level	No Score	No Score	Achievement
Growth Percentile			
Growth Level	--	--	Growth

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 TCAP 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.

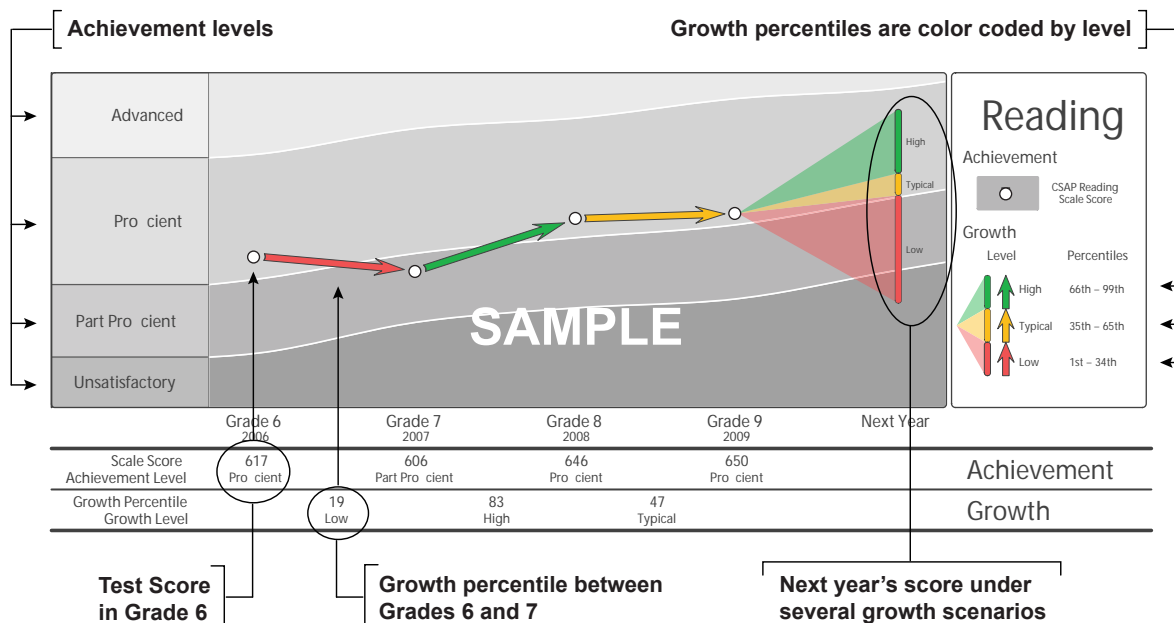
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

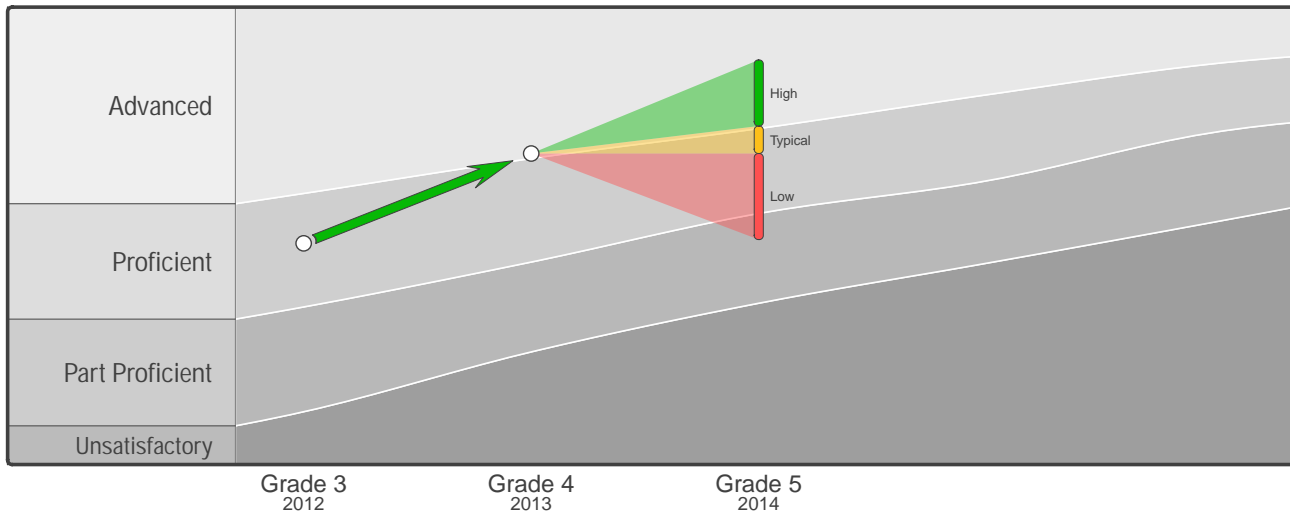
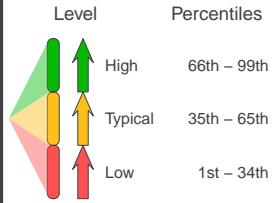


Math

Achievement

○ CSAP/TCAP Math Scale Score

Growth



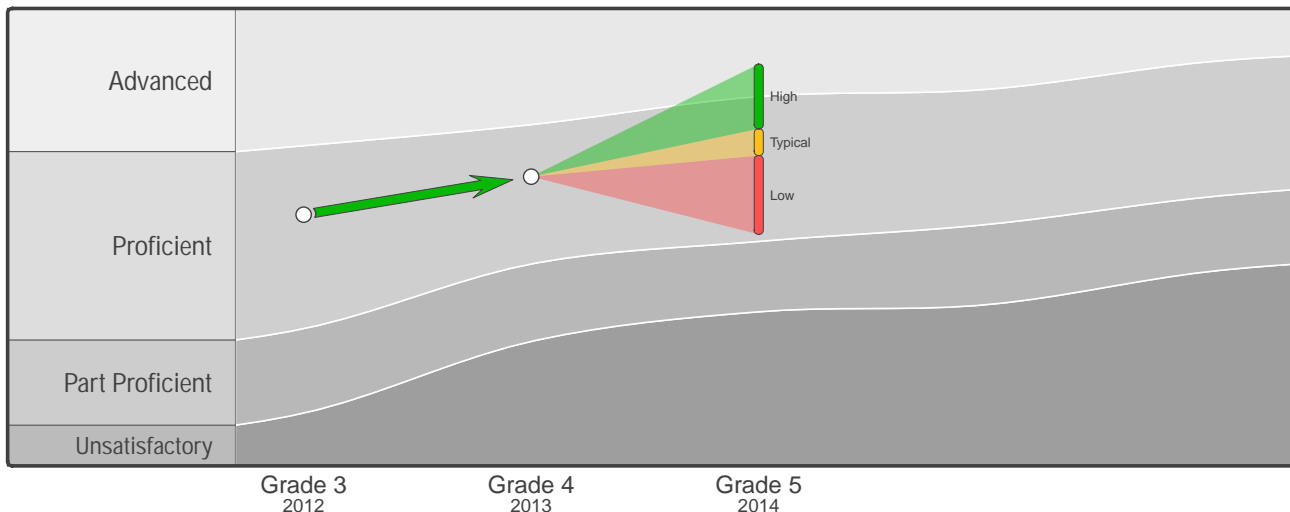
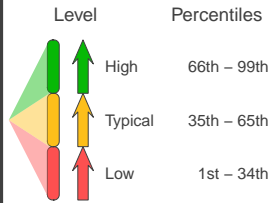
Scale Score	470	542	Achievement
Achievement Level	Proficient	Advanced	
Growth Percentile	91		Growth
Growth Level	High		

Reading

Achievement

○ CSAP/TCAP Reading Scale Score

Growth



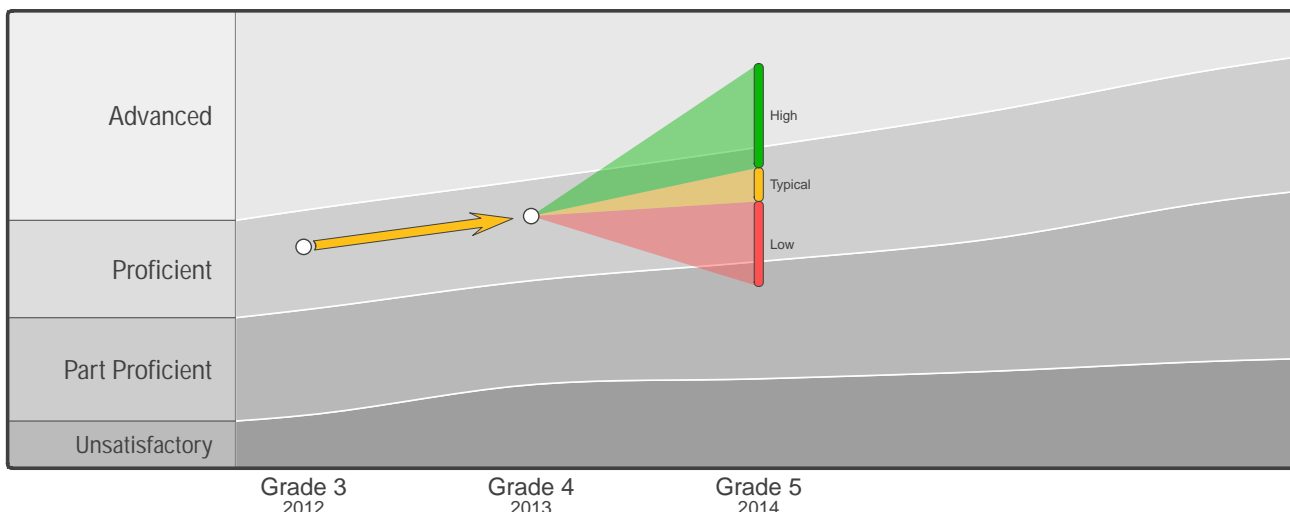
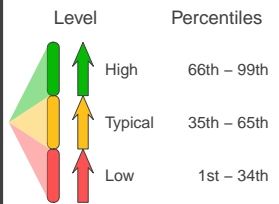
Scale Score	607	634	Achievement
Achievement Level	Proficient	Proficient	
Growth Percentile	67		Growth
Growth Level	High		

Writing

Achievement

○ CSAP/TCAP Writing Scale Score

Growth



Scale Score	508	529	Achievement
Achievement Level	Proficient	Proficient	
Growth Percentile	56		Growth
Growth Level	Typical		

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 TCAP 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 TCAP 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.



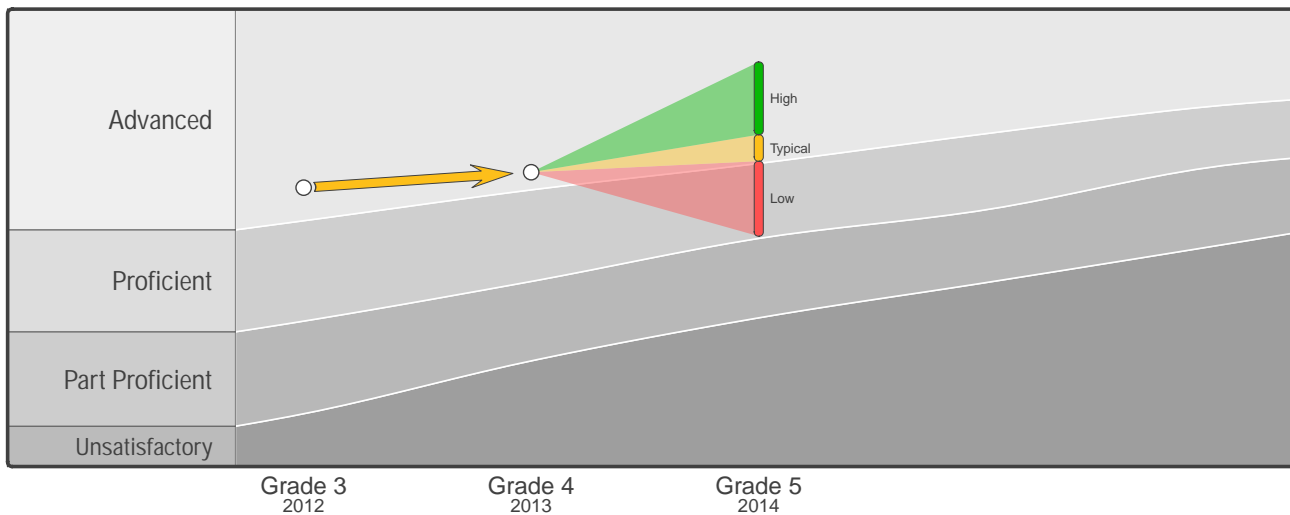
Math

Achievement

 CSAP/TCAP Math Scale Score

Growth

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



Achievement

Growth

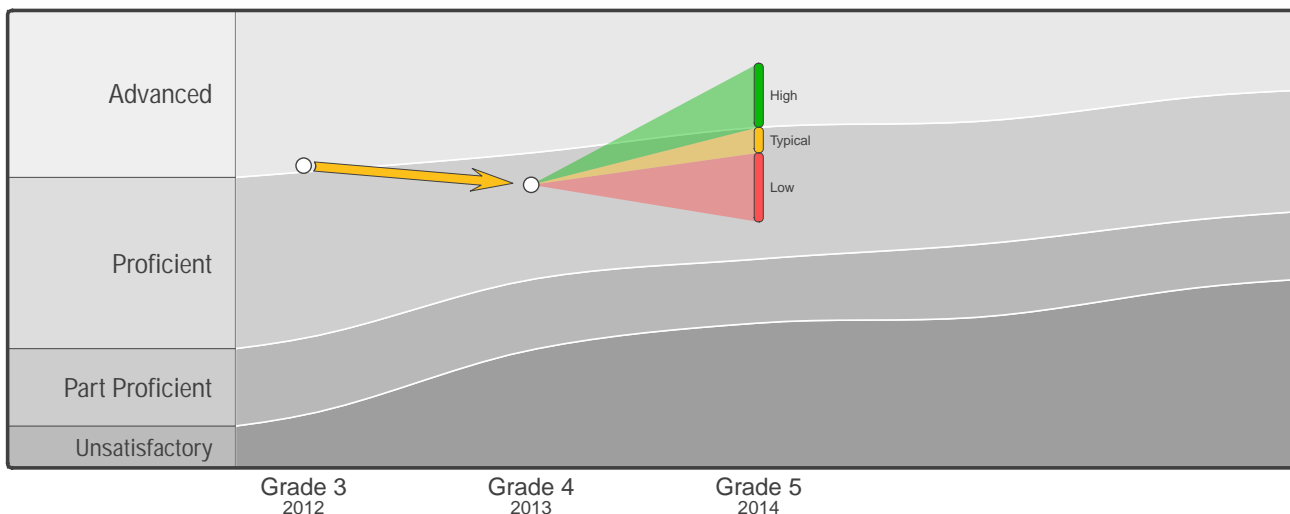
Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth

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



Achievement

Growth

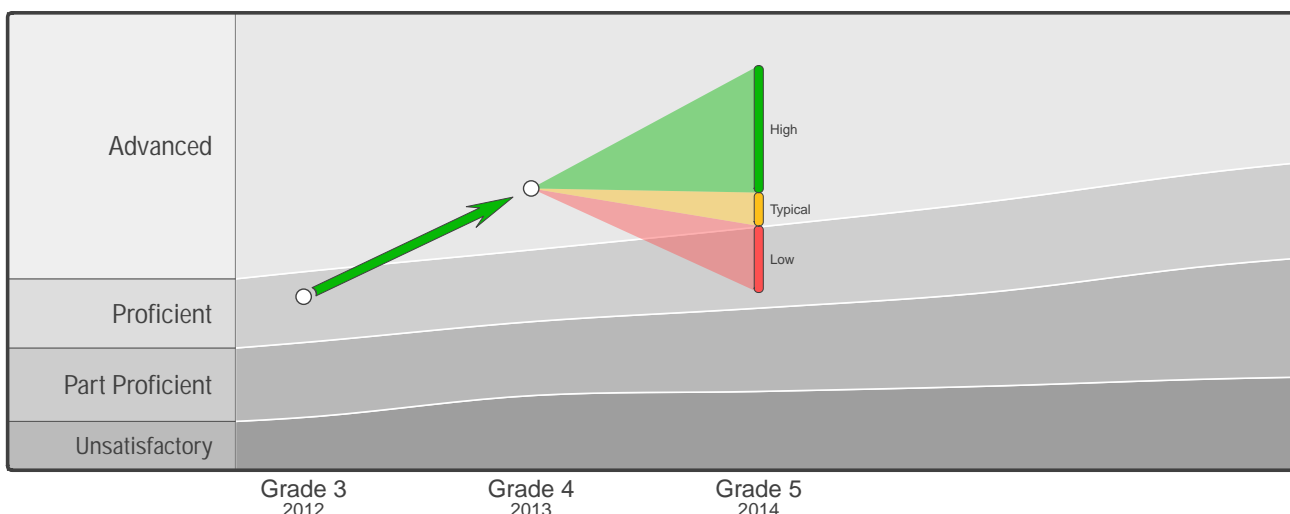
Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth

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



Achievement

Growth

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 TCAP 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.

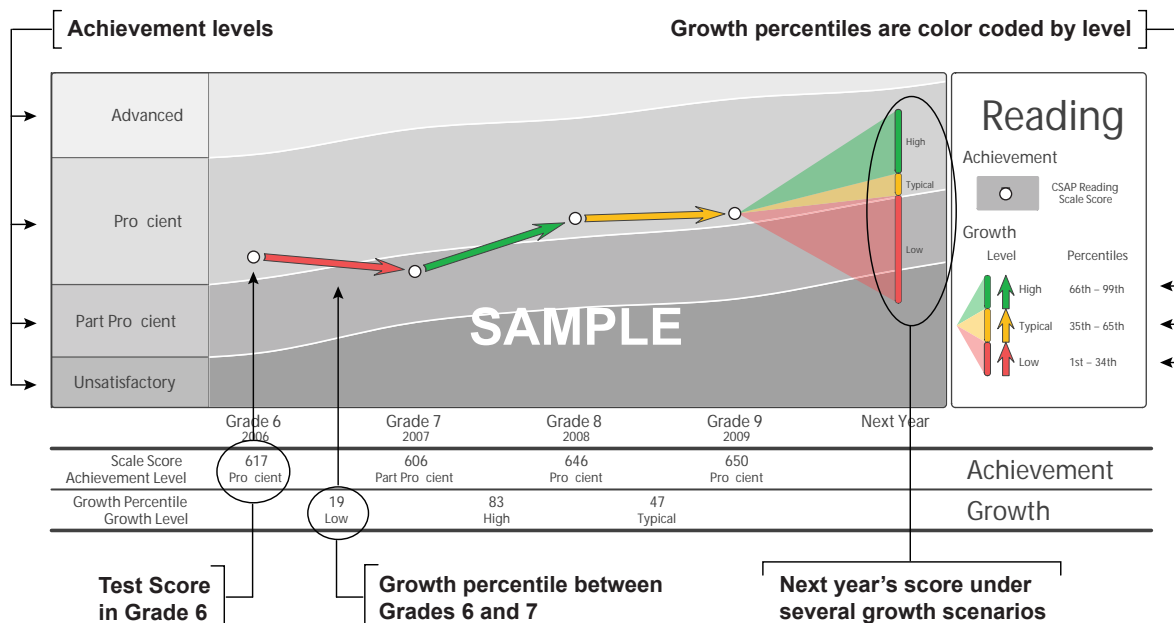
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

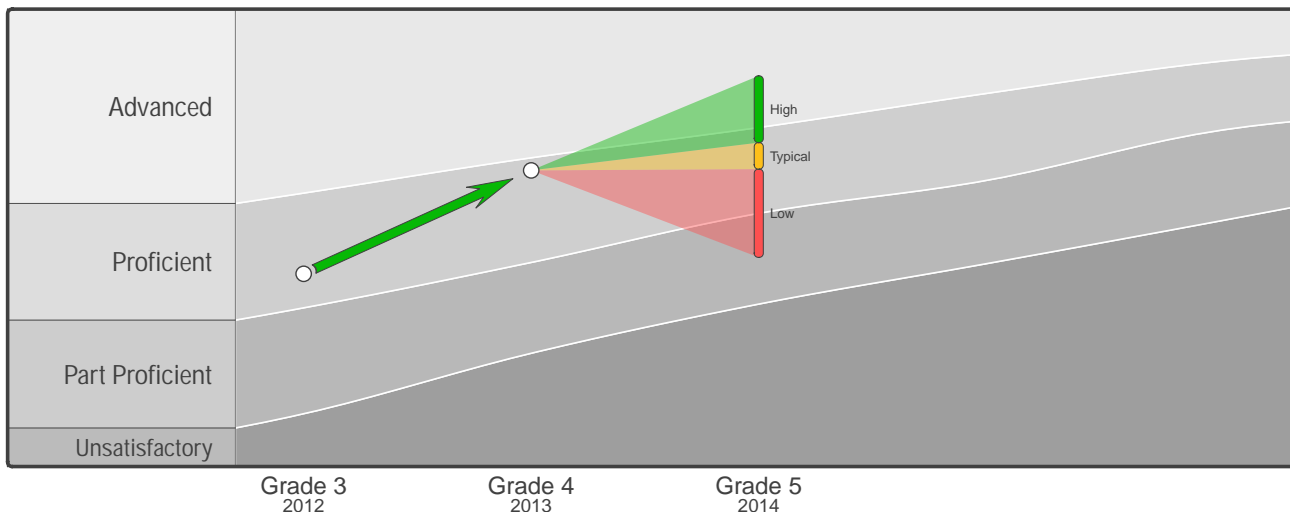
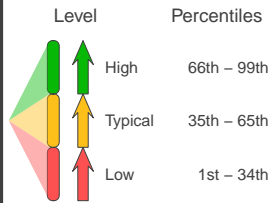


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



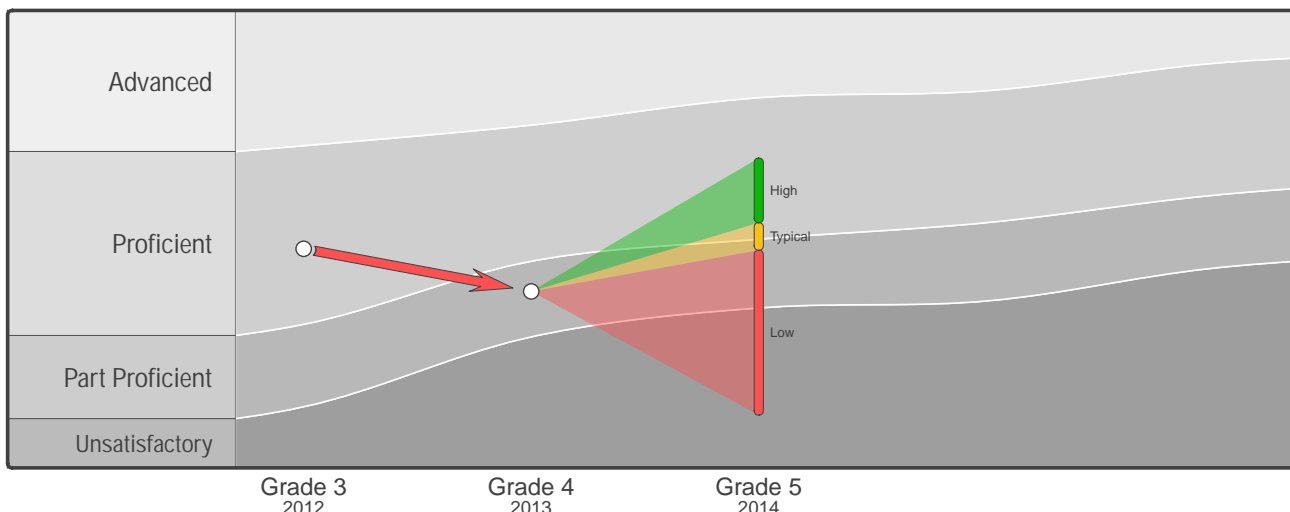
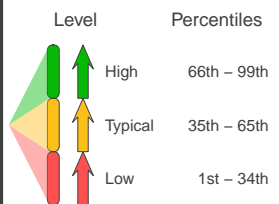
Scale Score	446	528	Achievement
Achievement Level	Proficient	Proficient	
Growth Percentile		93	Growth
Growth Level		High	

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



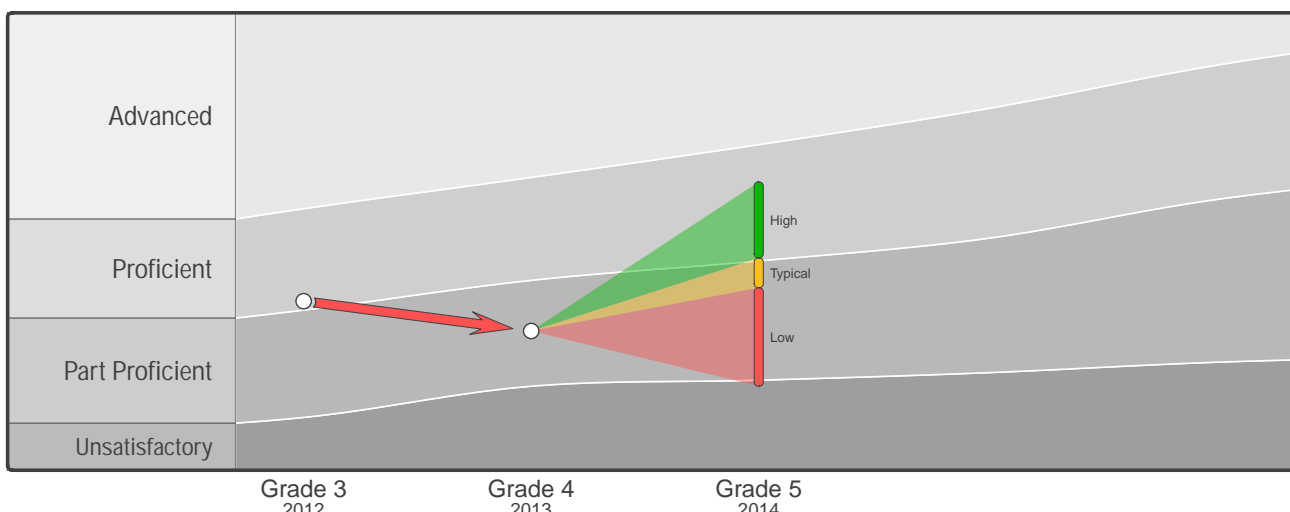
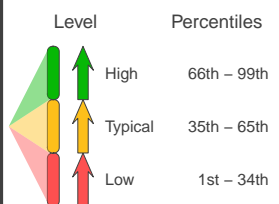
Scale Score	581	550	Achievement
Achievement Level	Proficient	Part Proficient	
Growth Percentile		2	Growth
Growth Level		Low	

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Scale Score	471	451	Achievement
Achievement Level	Proficient	Part Proficient	
Growth Percentile		6	Growth
Growth Level		Low	

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 TCAP 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.

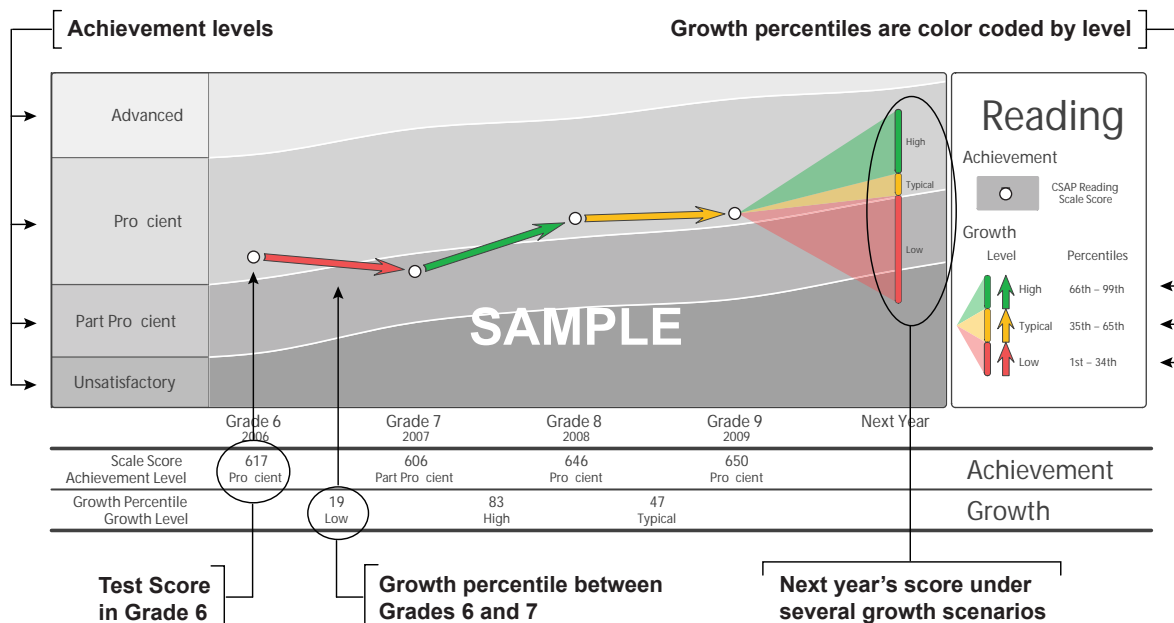
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

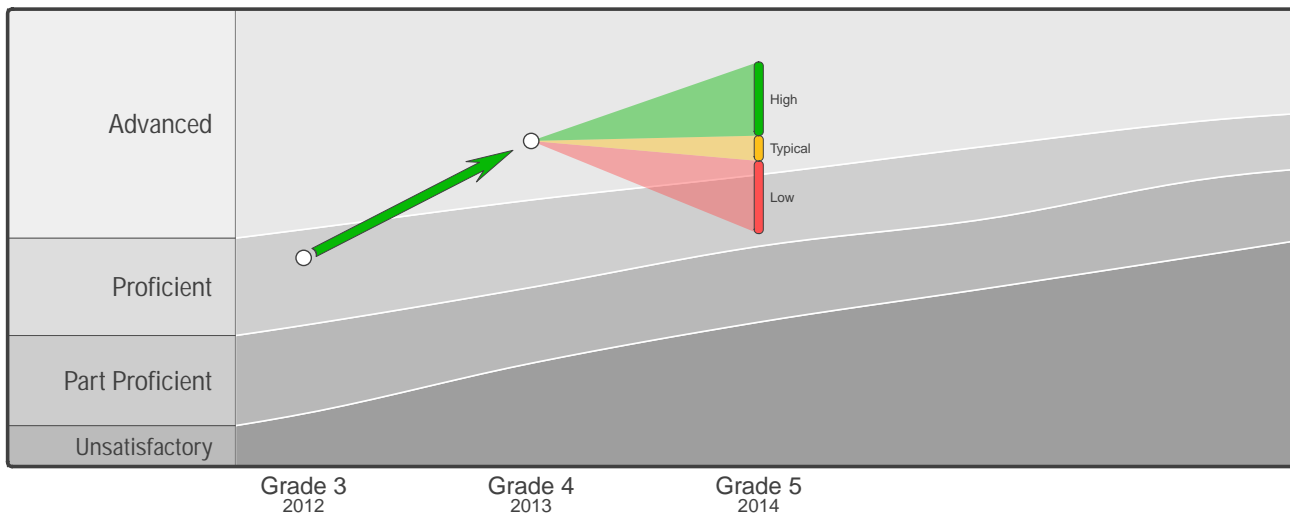
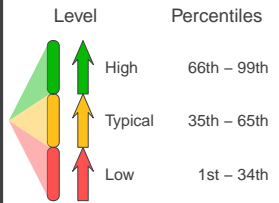


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



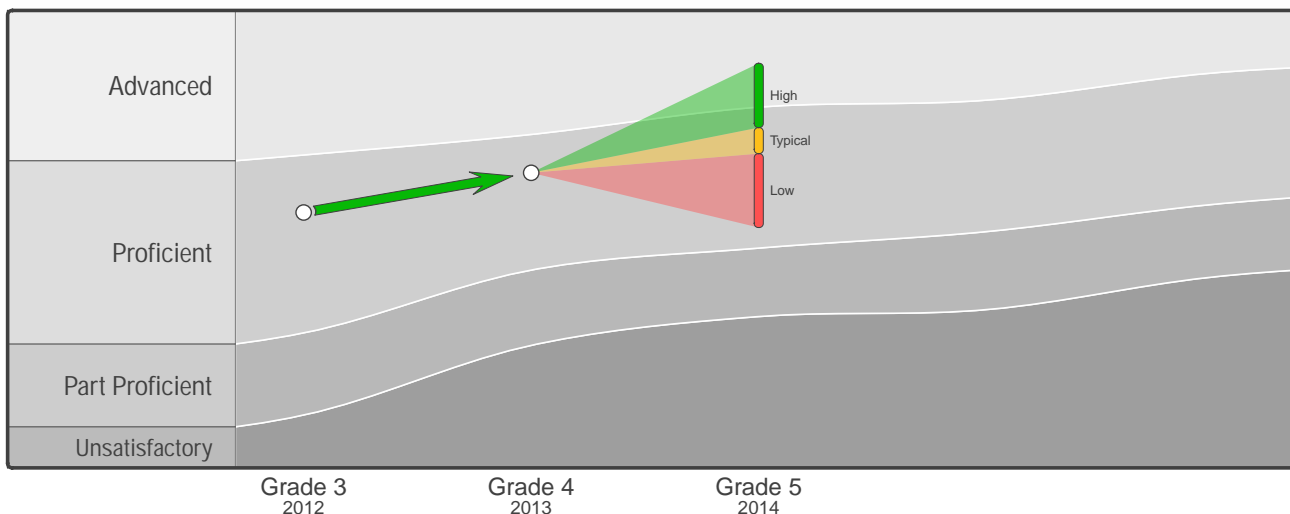
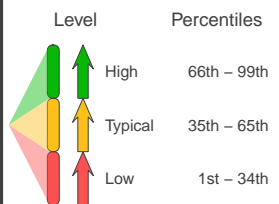
Scale Score	483	594	Achievement
Achievement Level	Proficient	Advanced	
Growth Percentile	99		Growth
Growth Level	High		

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



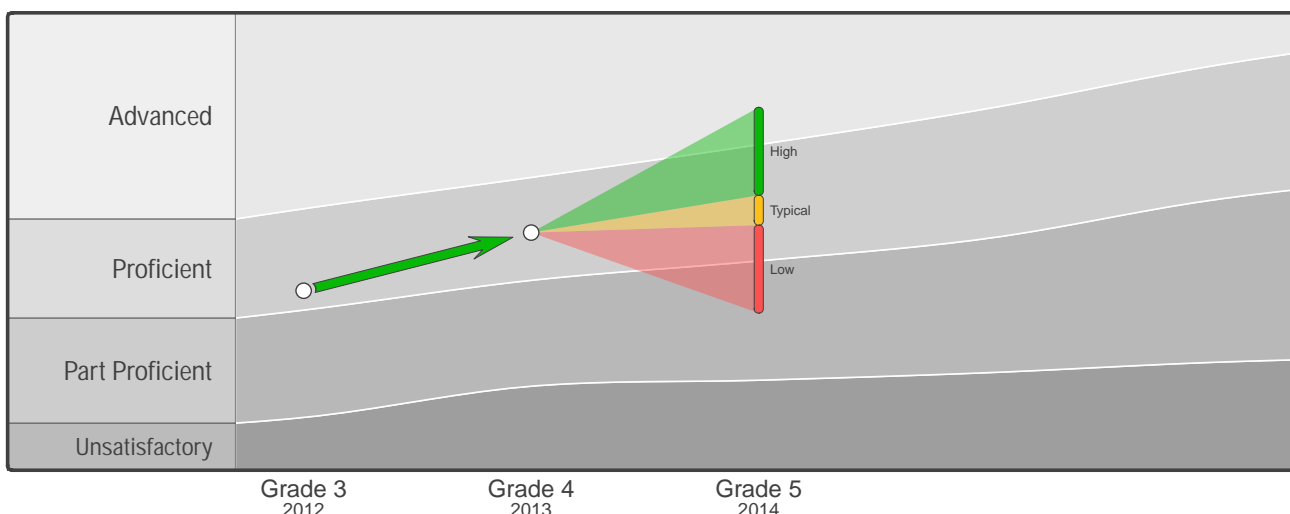
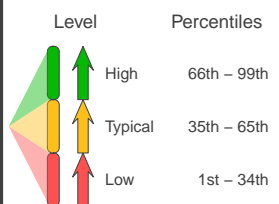
Scale Score	614	643	Achievement
Achievement Level	Proficient	Proficient	
Growth Percentile	73		Growth
Growth Level	High		

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Scale Score	478	517	Achievement
Achievement Level	Proficient	Proficient	
Growth Percentile	74		Growth
Growth Level	High		

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 TCAP 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.

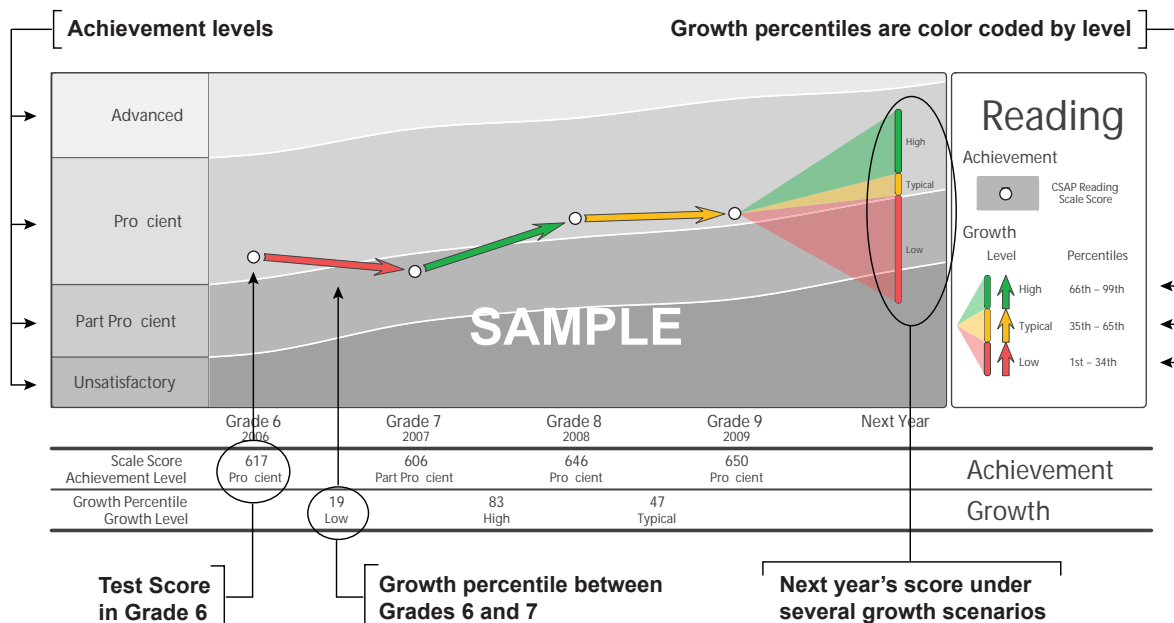
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

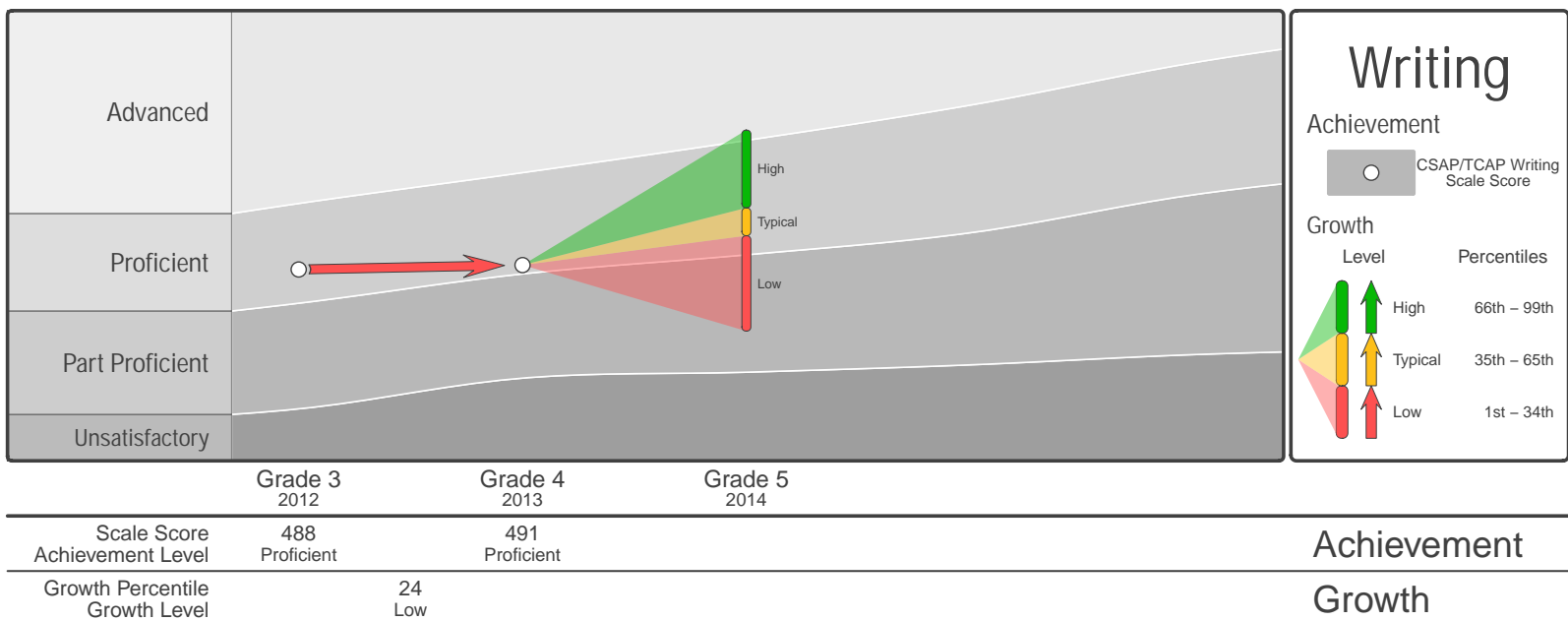
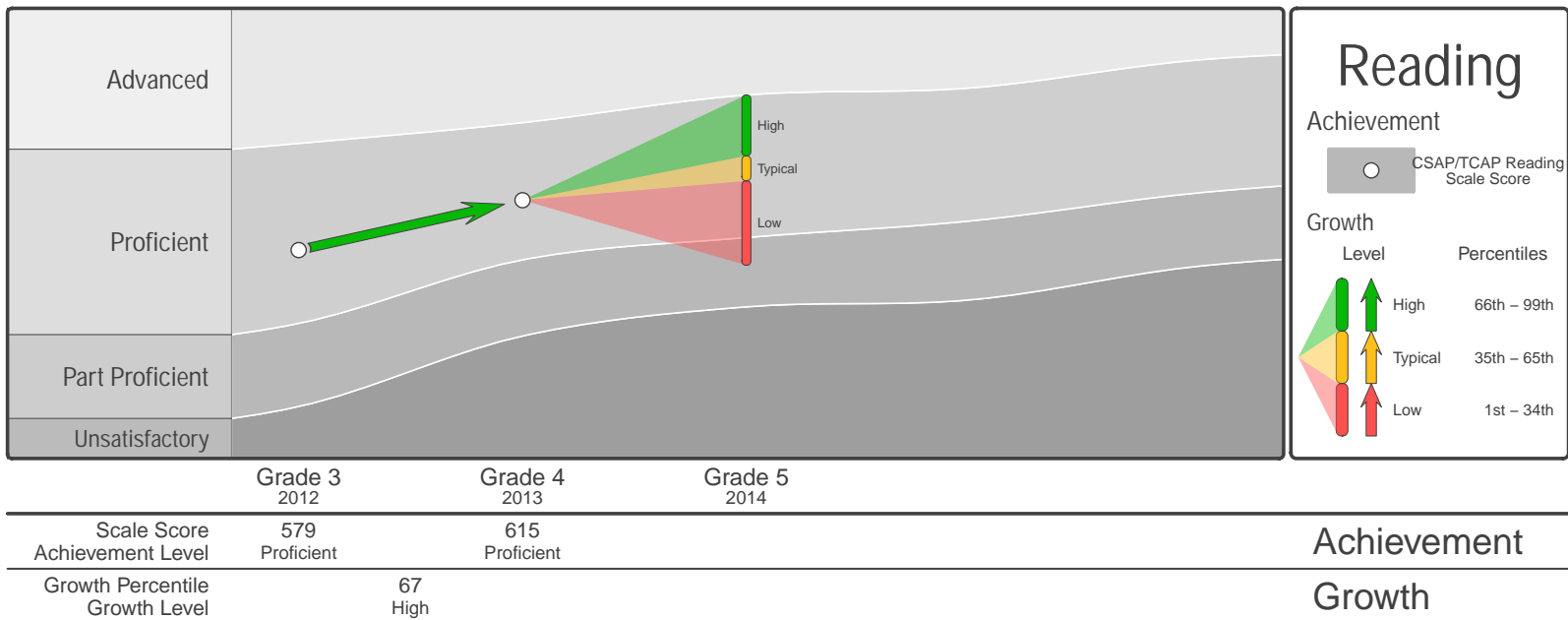
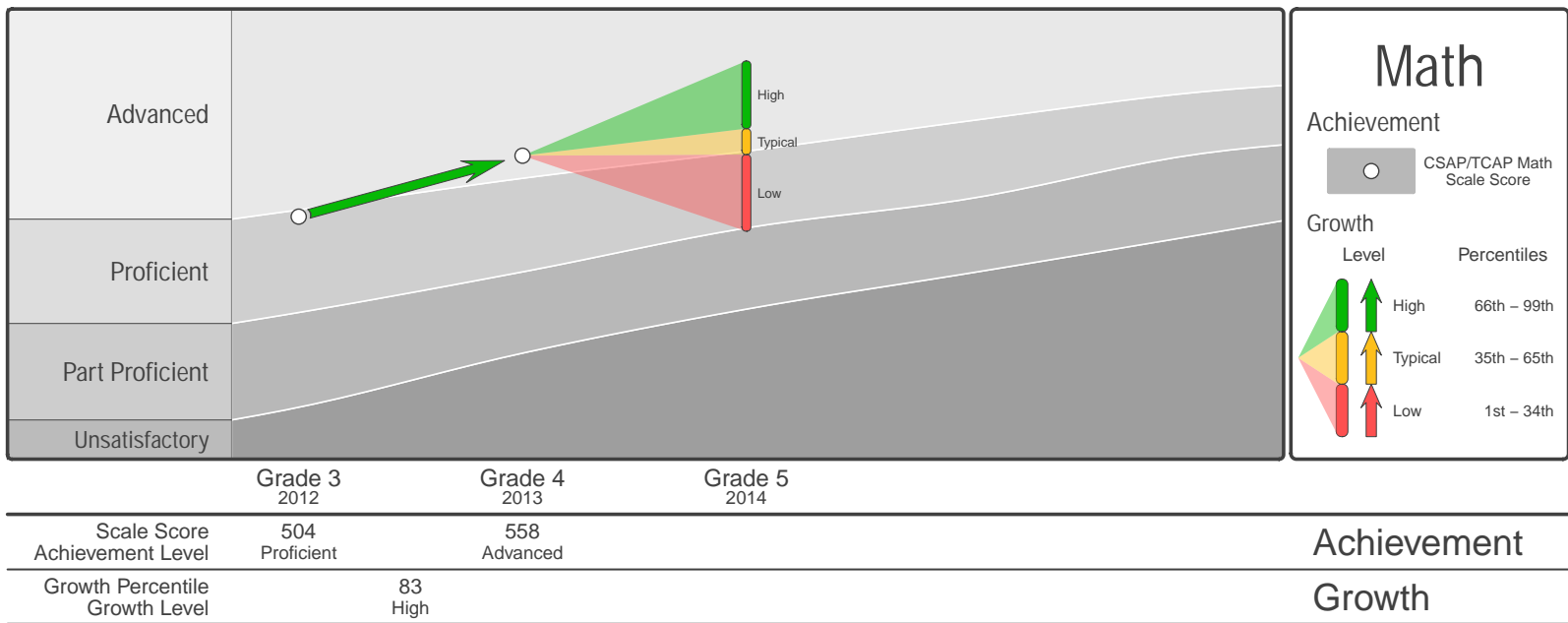
We hope that this report of your child's growth scores will help you see your child's academic progress in a new, more useful way. This new academic growth report can form the basis of fresh, better-informed conversations with your child's school and teachers because it is more than just a snapshot of 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.





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 TCAP 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 TCAP 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.



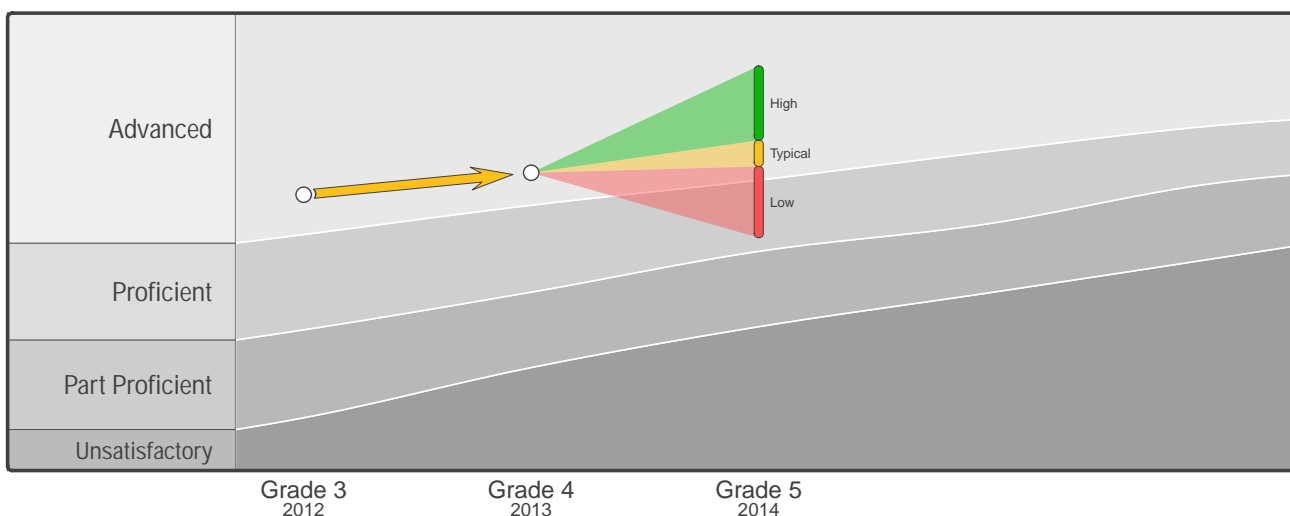
Math

Achievement

○ CSAP/TCAP Math Scale Score

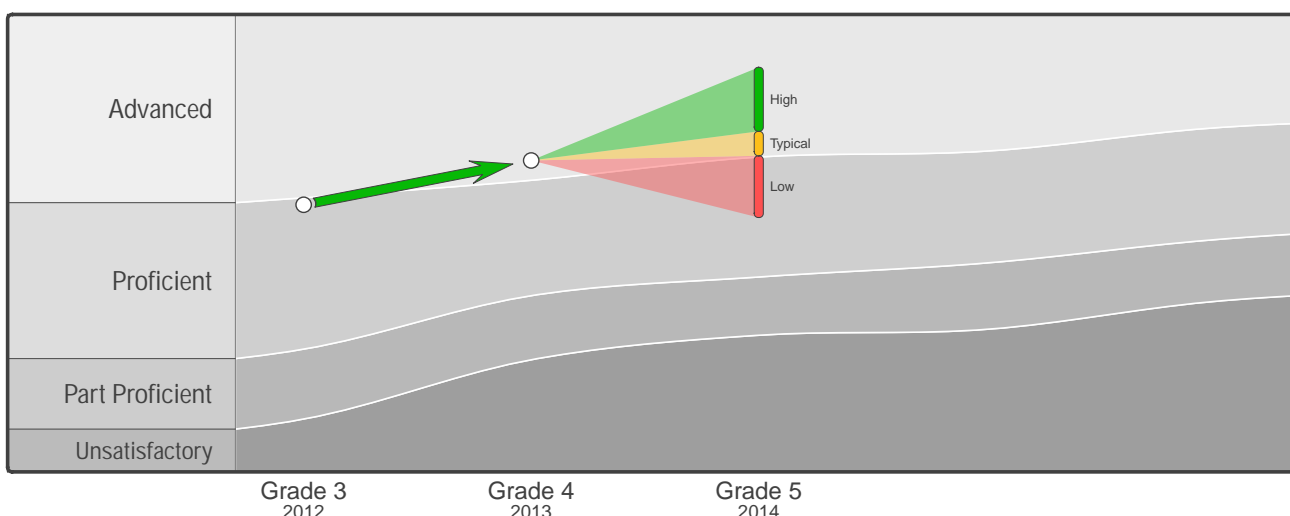
Growth

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



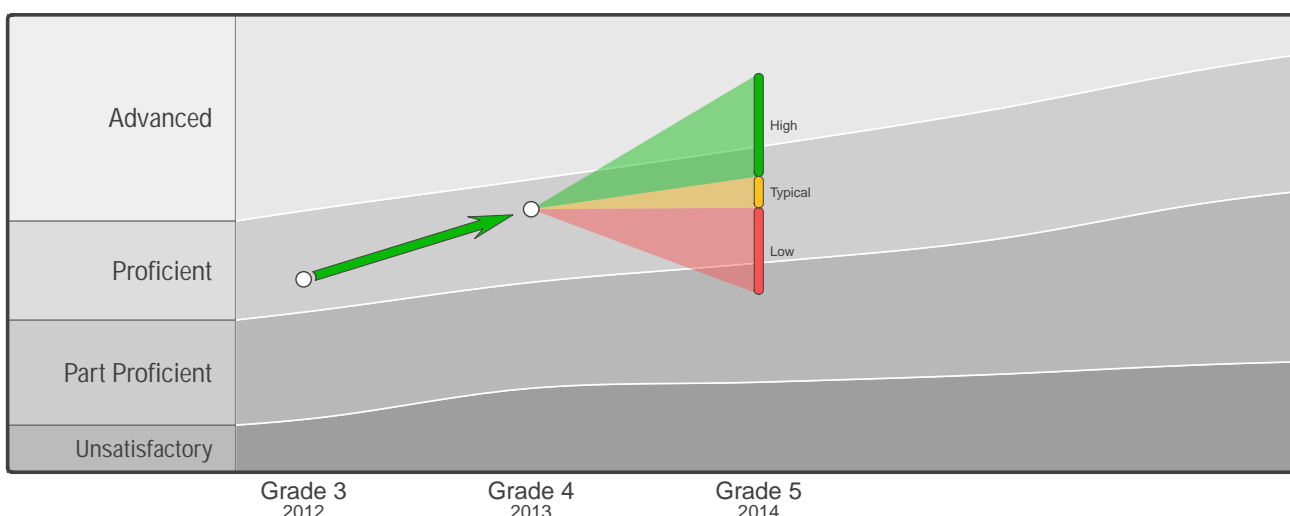
Achievement

Growth



Achievement

Growth



Achievement

Growth

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 TCAP 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.

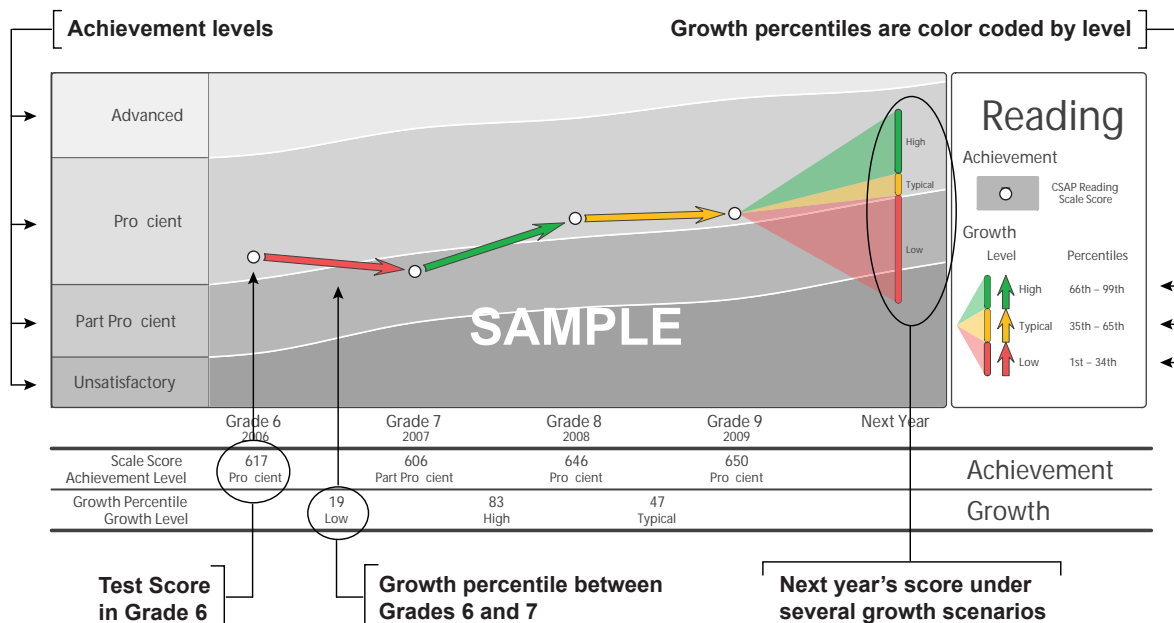
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

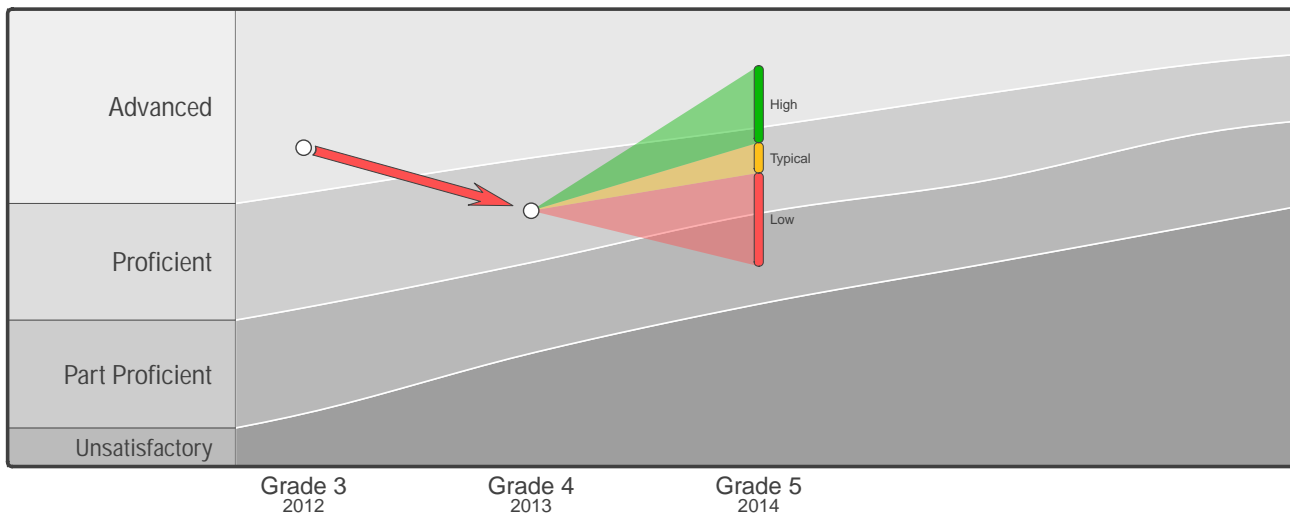
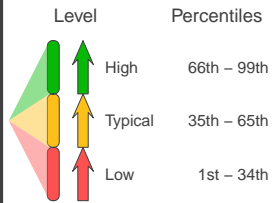


Math

Achievement

○ CSAP/TCAP Math Scale Score

Growth



Achievement

Growth

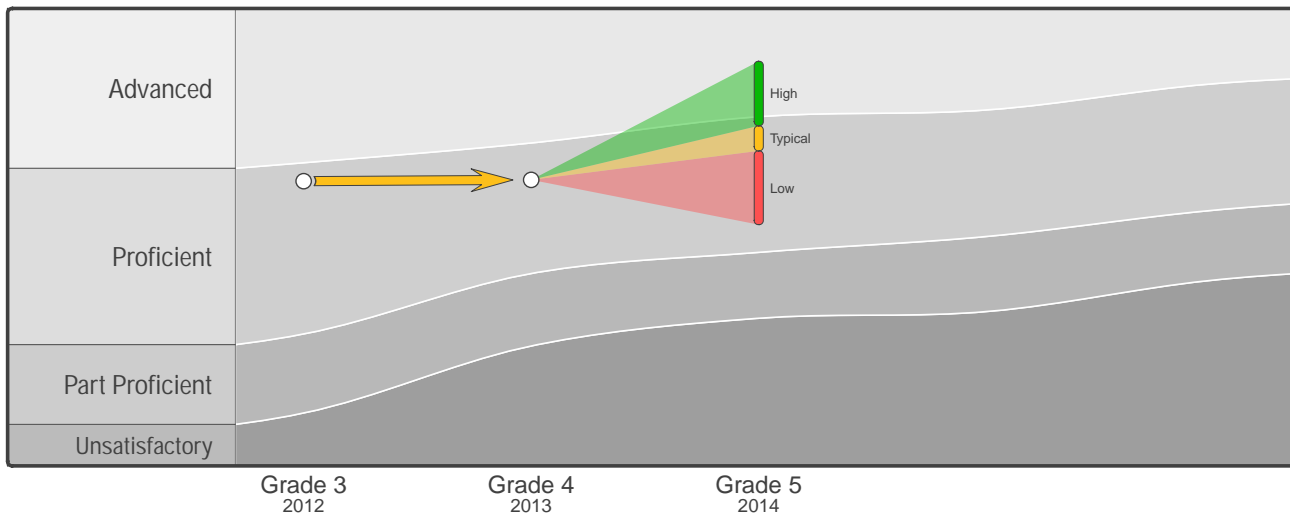
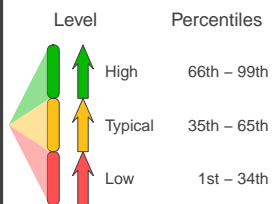
Scale Score	546	496
Achievement Level	Advanced	Proficient
Growth Percentile	4	
Growth Level	Low	

Reading

Achievement

○ CSAP/TCAP Reading Scale Score

Growth



Achievement

Growth

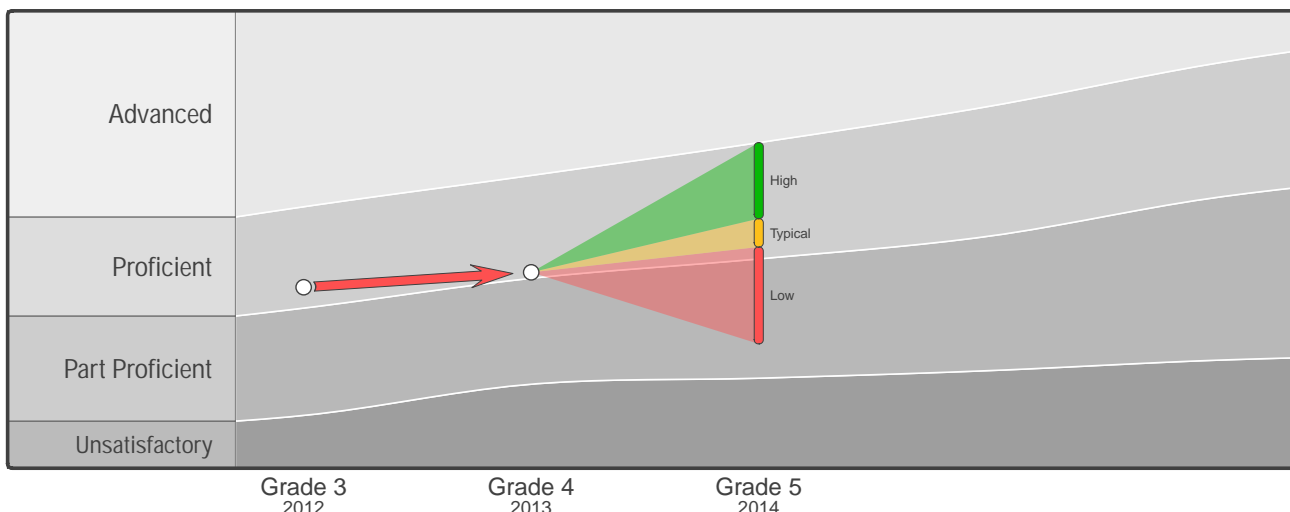
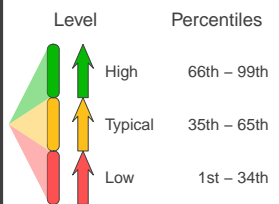
Scale Score	642	643
Achievement Level	Proficient	Proficient
Growth Percentile	50	
Growth Level	Typical	

Writing

Achievement

○ CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

Scale Score	479	489
Achievement Level	Proficient	Proficient
Growth Percentile	31	
Growth Level	Low	

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 TCAP 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.

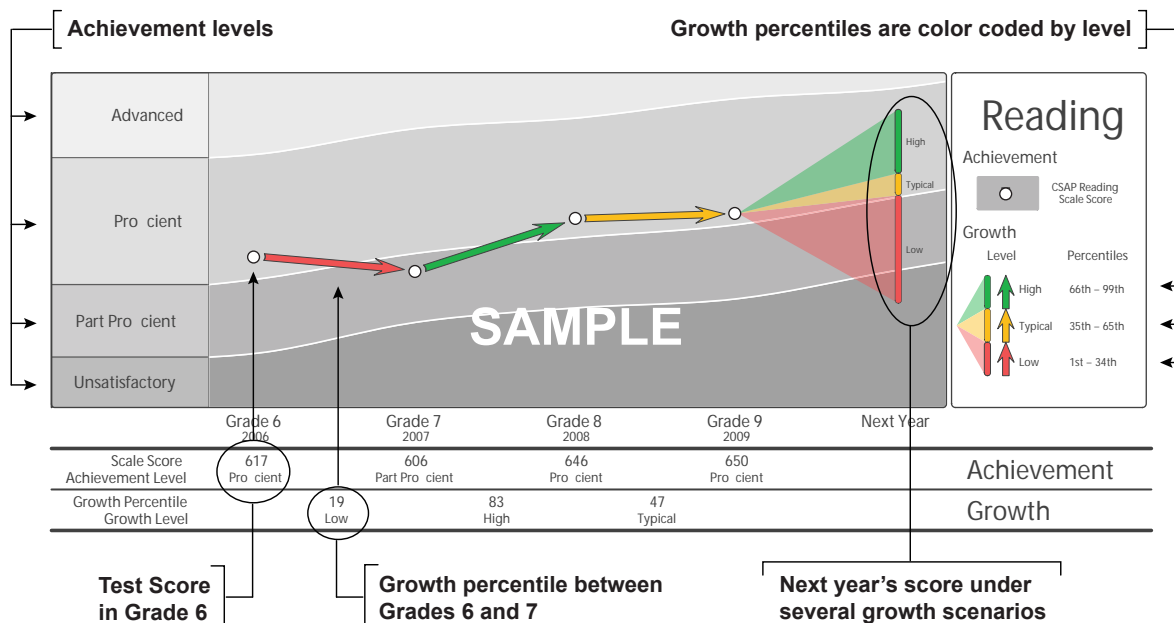
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

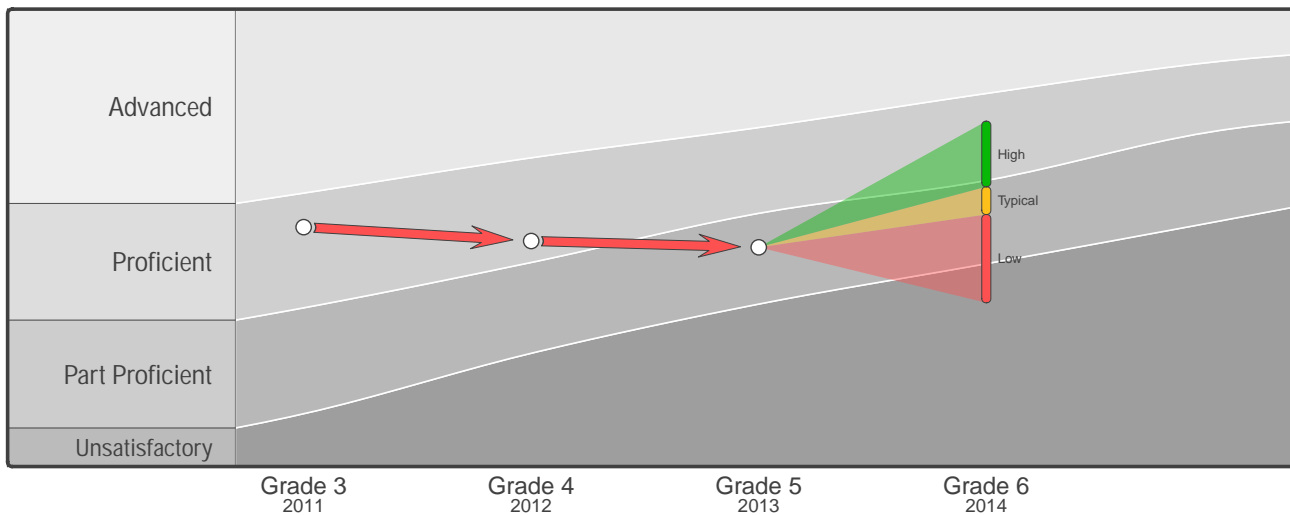
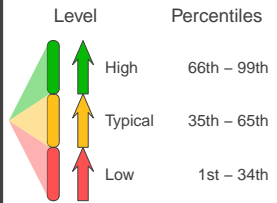


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Achievement

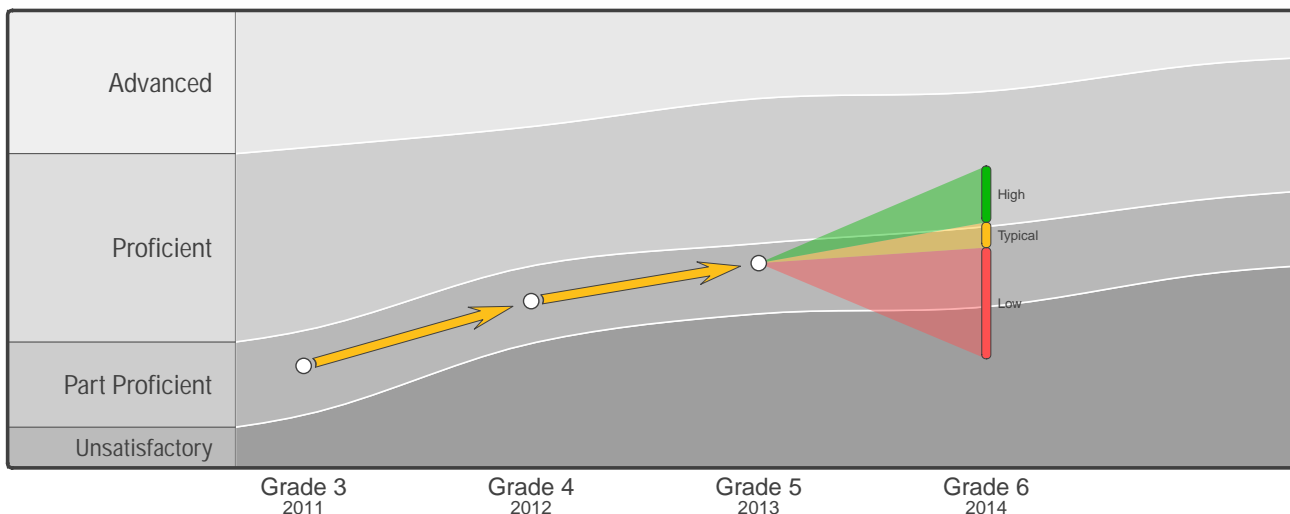
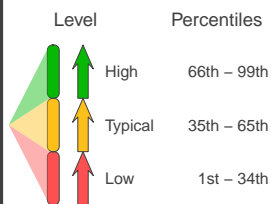
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Achievement

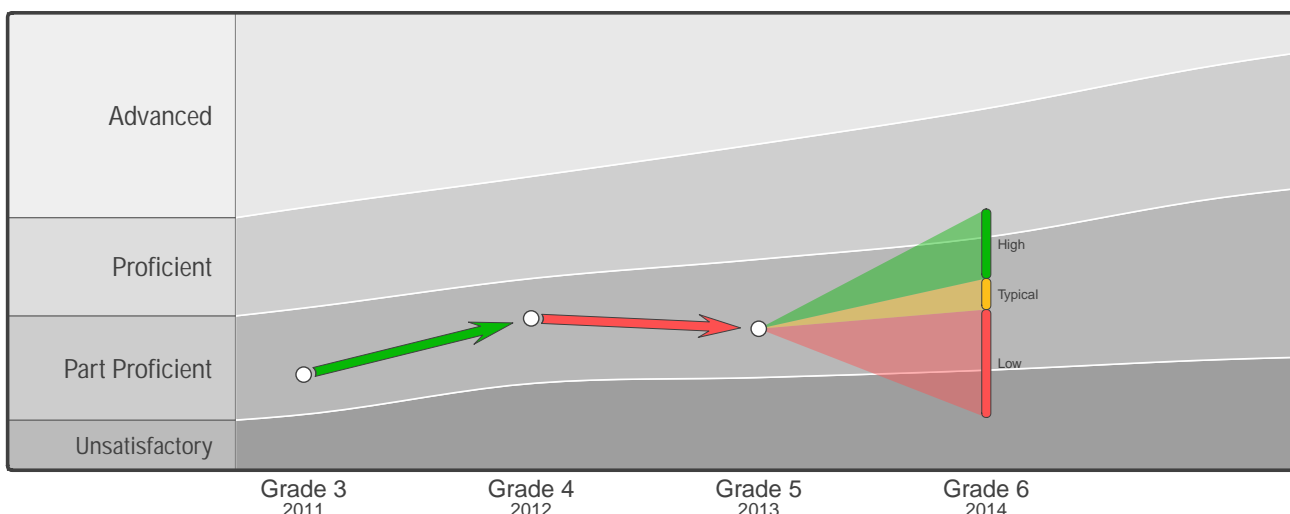
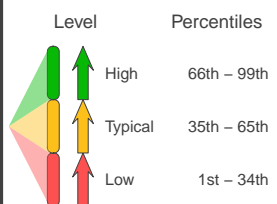
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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 TCAP 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.

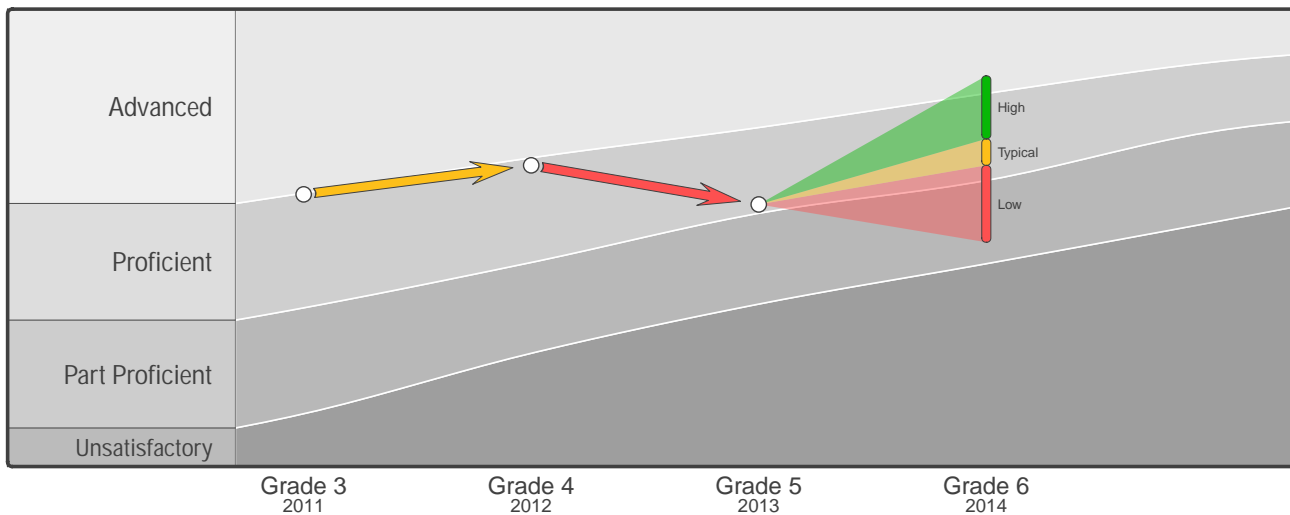
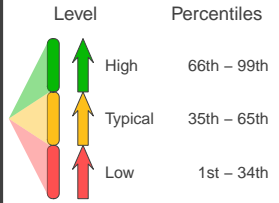


Math

Achievement

○ CSAP/TCAP Math Scale Score

Growth



Scale Score	509	532	501	
Achievement Level	Proficient	Proficient	Proficient	
Growth Percentile	42			
Growth Level	Typical		4	
			Low	

Achievement

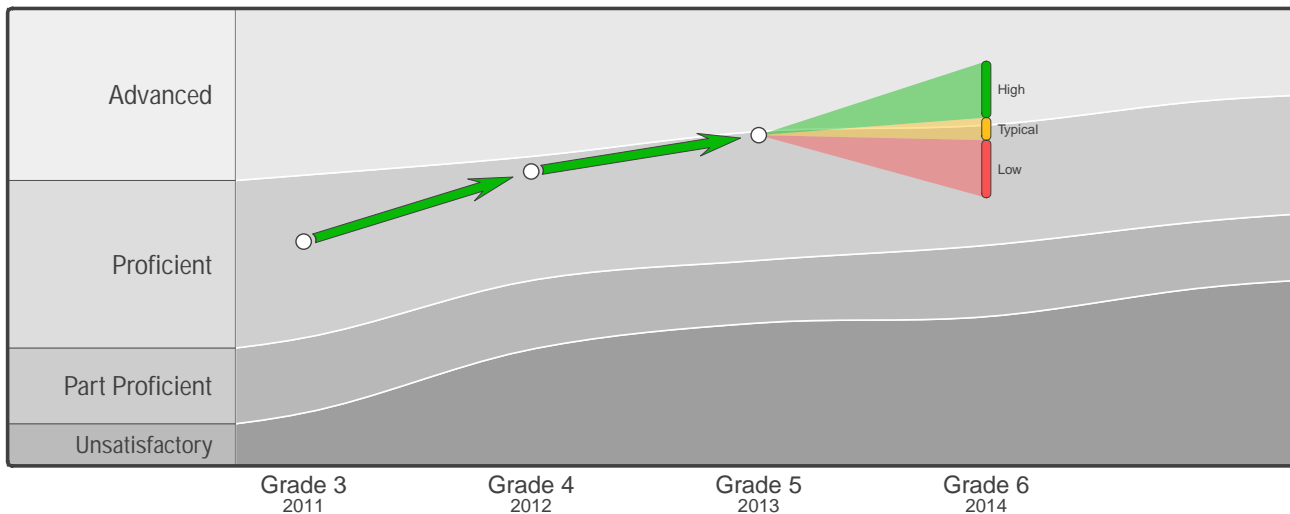
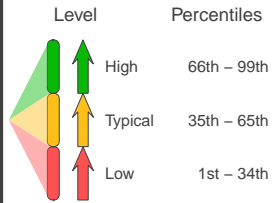
Growth

Reading

Achievement

○ CSAP/TCAP Reading Scale Score

Growth



Scale Score	603	659	688	
Achievement Level	Proficient	Proficient	Proficient	
Growth Percentile	94		73	
Growth Level	High		High	

Achievement

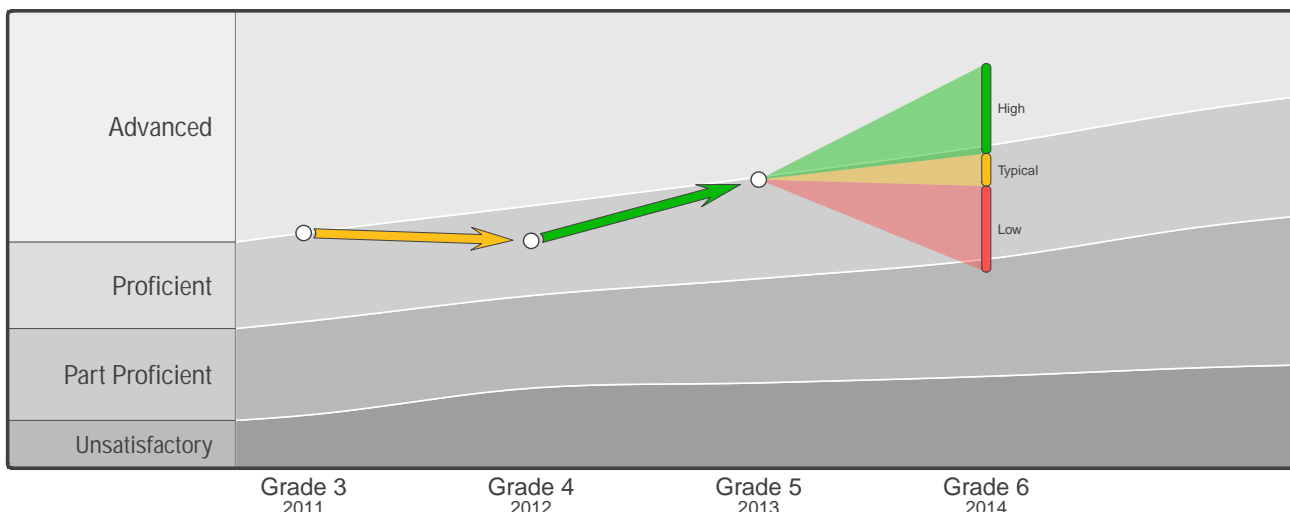
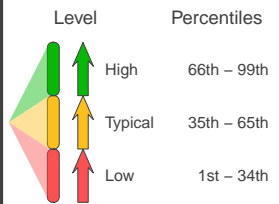
Growth

Writing

Achievement

○ CSAP/TCAP Writing Scale Score

Growth



Scale Score	533	527	574	
Achievement Level	Advanced	Proficient	Proficient	
Growth Percentile	38		71	
Growth Level	Typical		High	

Achievement

Growth

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 TCAP 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.

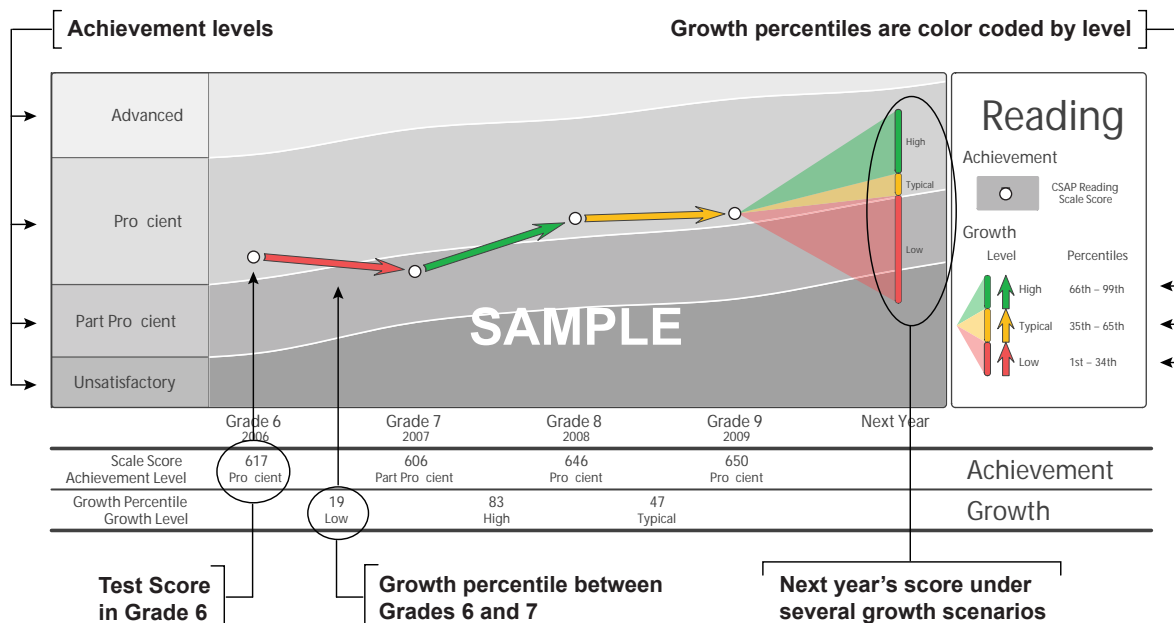
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

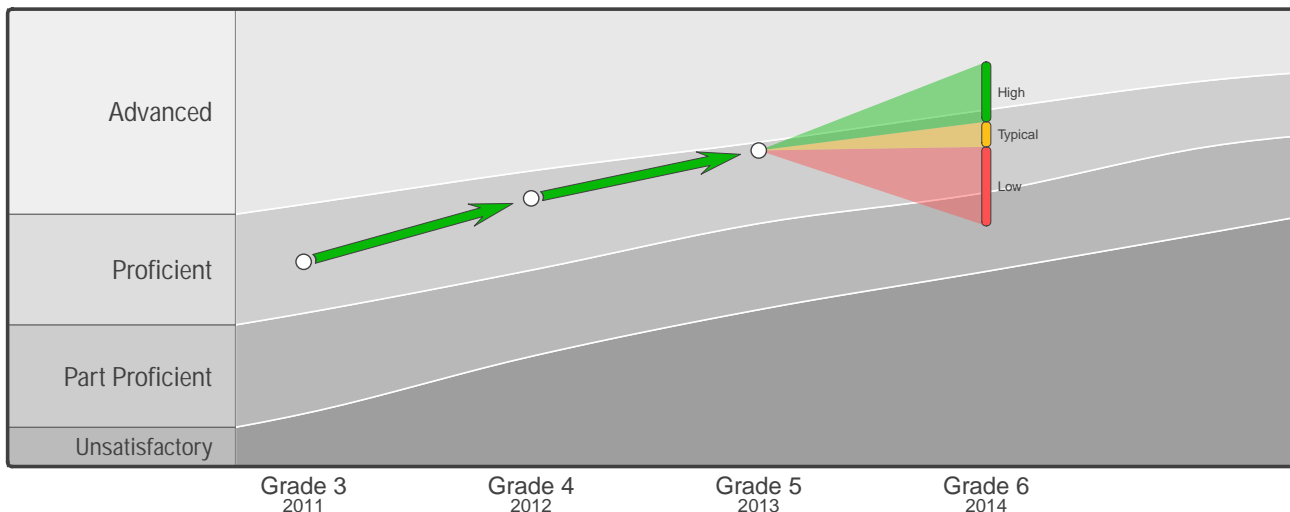
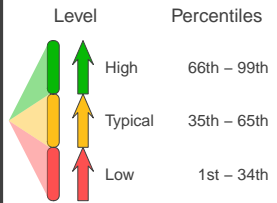


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



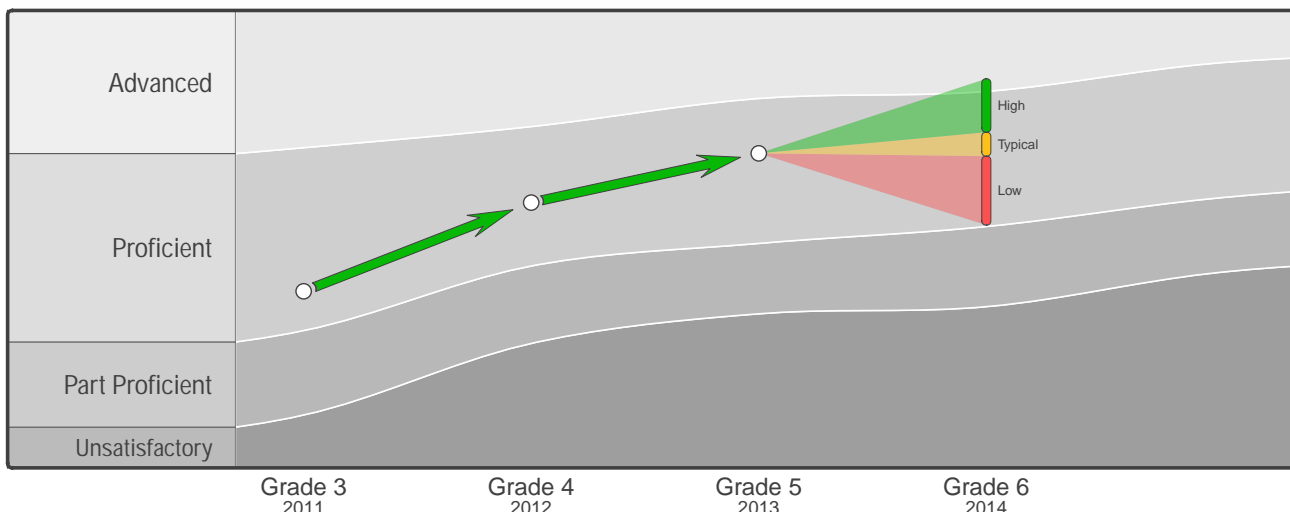
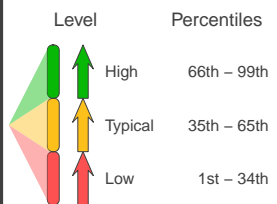
Scale Score	462	515	555	Achievement
Achievement Level	Proficient	Proficient	Proficient	
Growth Percentile	66	79		Growth
Growth Level	High	High		

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



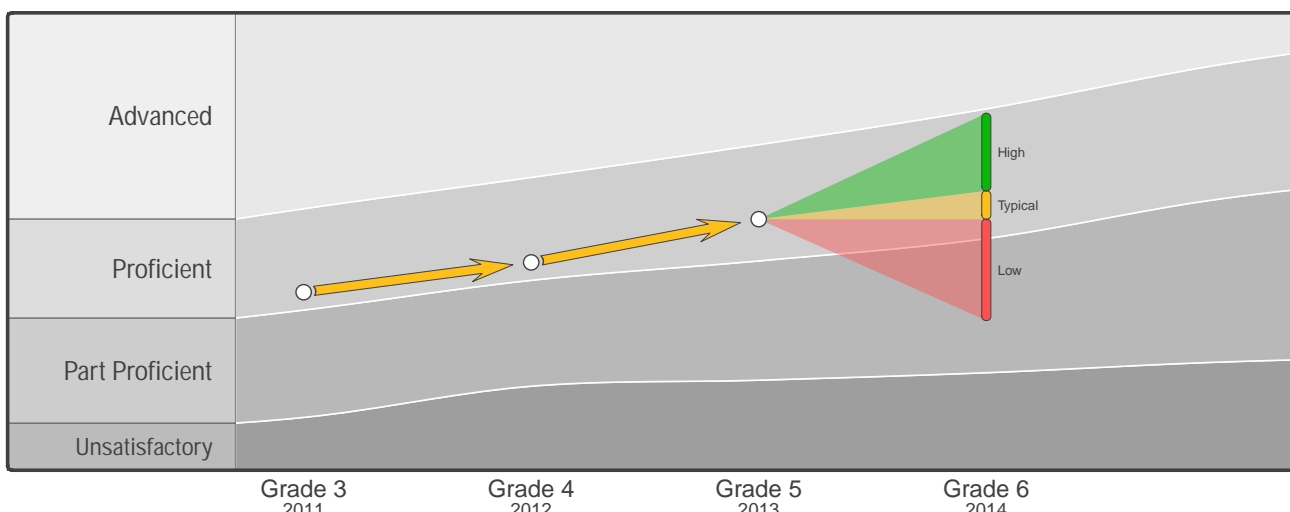
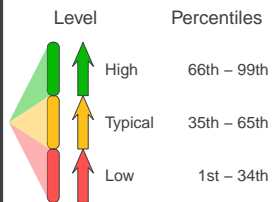
Scale Score	554	617	652	Achievement
Achievement Level	Proficient	Proficient	Proficient	
Growth Percentile	89	80		Growth
Growth Level	High	High		

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	477	497	526	Achievement
Achievement Level	Proficient	Proficient	Proficient	
Growth Percentile	52	60		Growth
Growth Level	Typical	Typical		

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 TCAP 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.

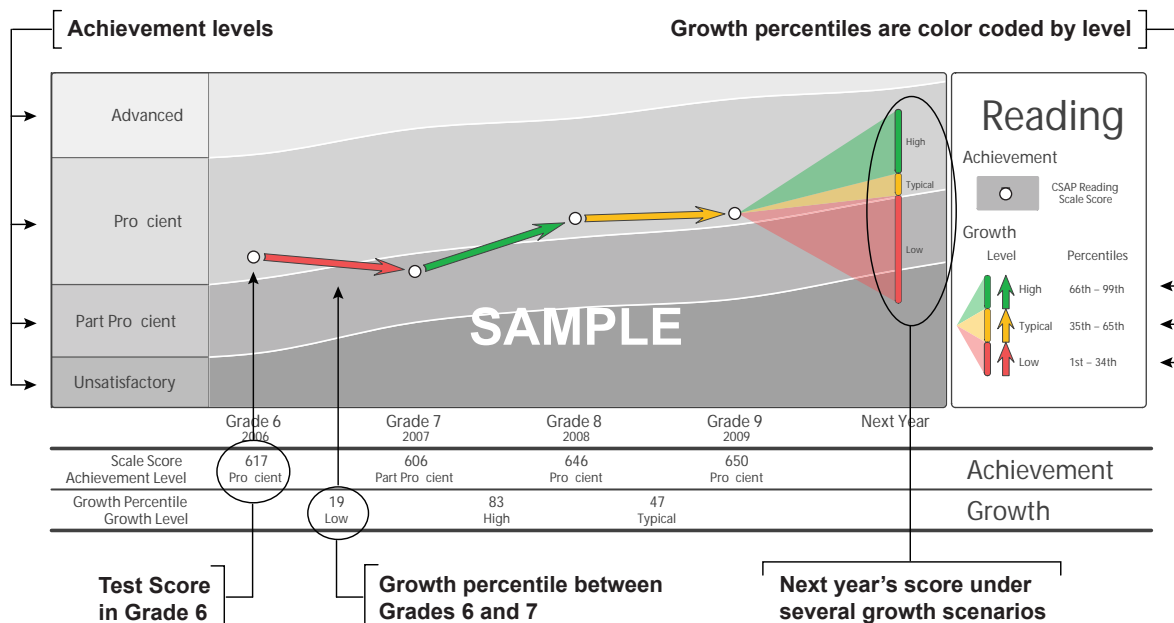
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

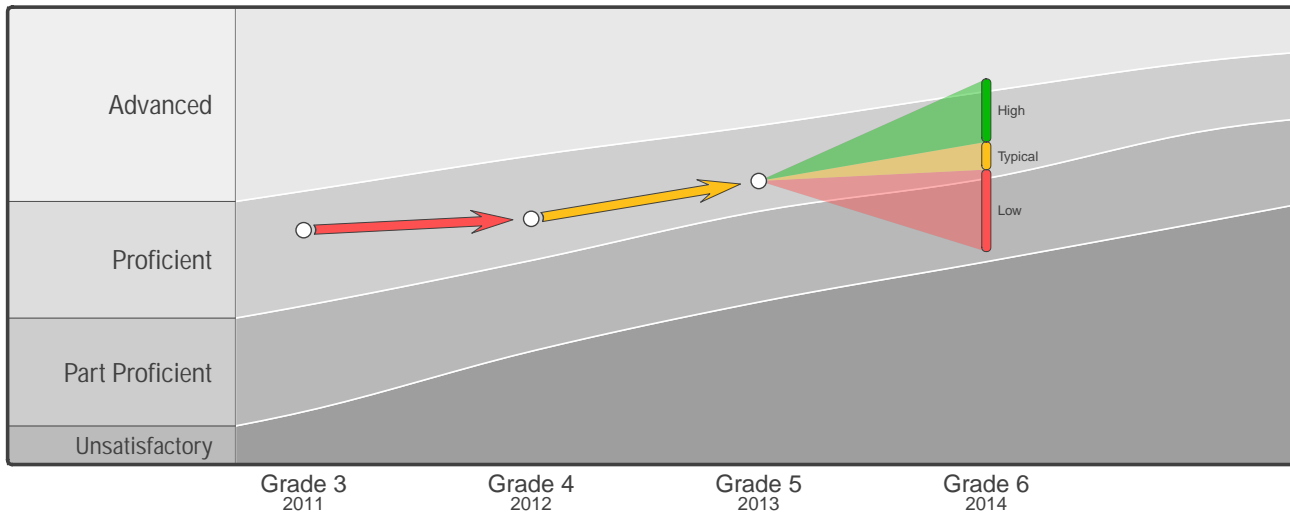
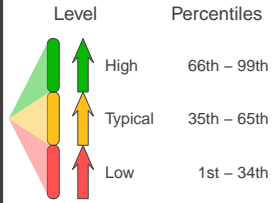


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Scale Score	479	488	518	
Achievement Level	Proficient	Proficient	Proficient	
Growth Percentile		22	51	
Growth Level		Low	Typical	

Achievement

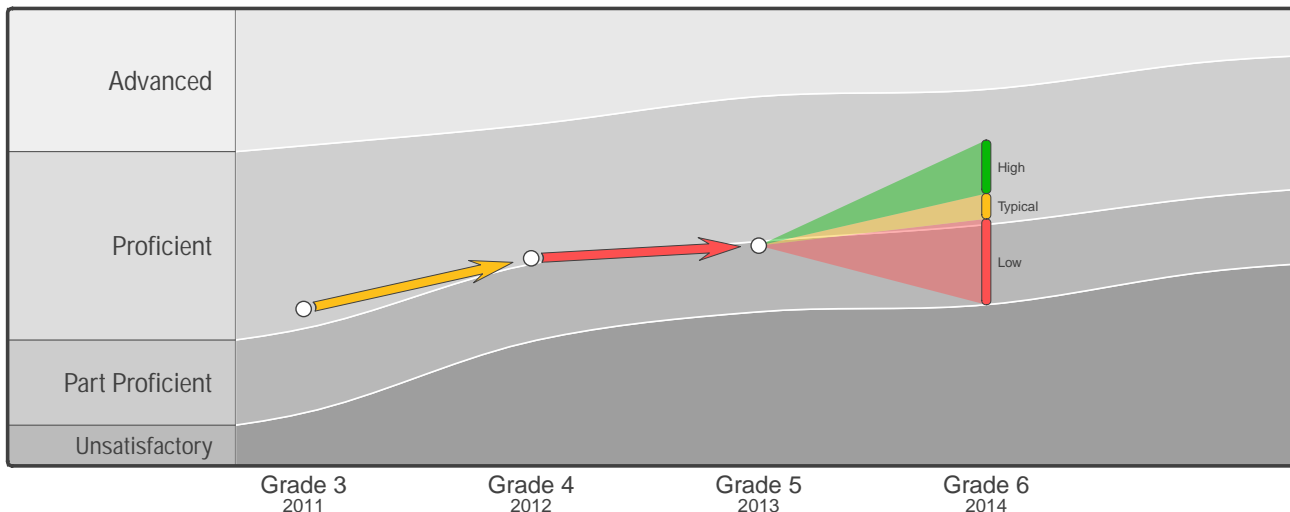
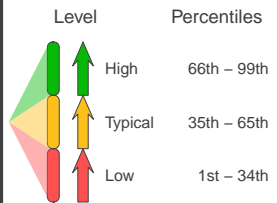
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Scale Score	540	576	585	
Achievement Level	Proficient	Proficient	Part Proficient	
Growth Percentile		47	26	
Growth Level		Typical	Low	

Achievement

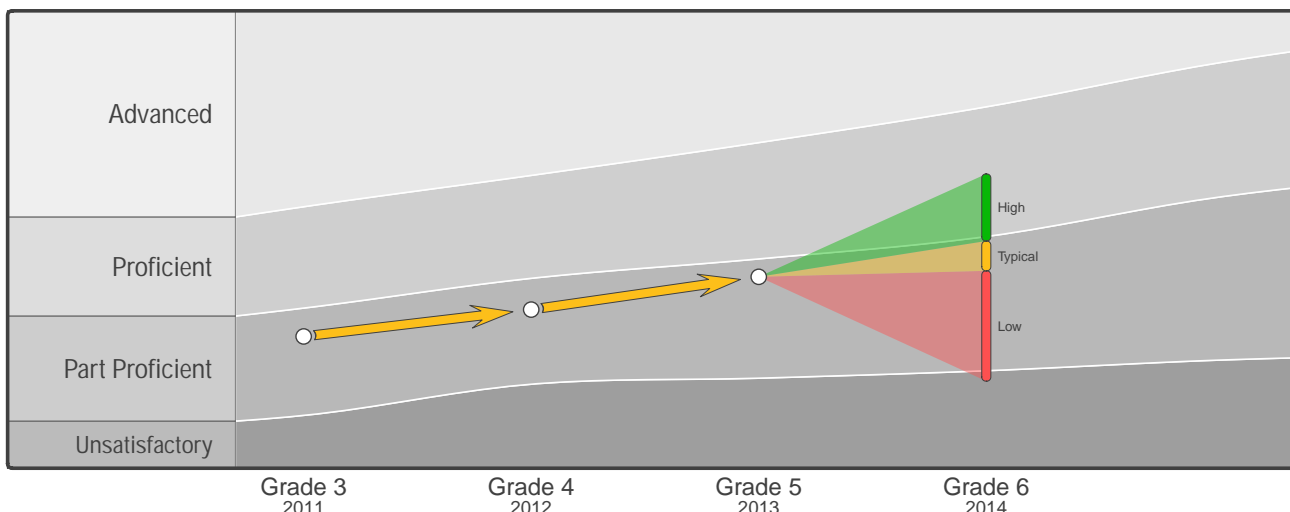
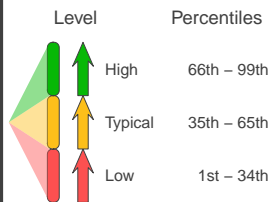
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	446	464	486	
Achievement Level	Part Proficient	Part Proficient	Part Proficient	
Growth Percentile		43	46	
Growth Level		Typical	Typical	

Achievement

Growth

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 TCAP 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.

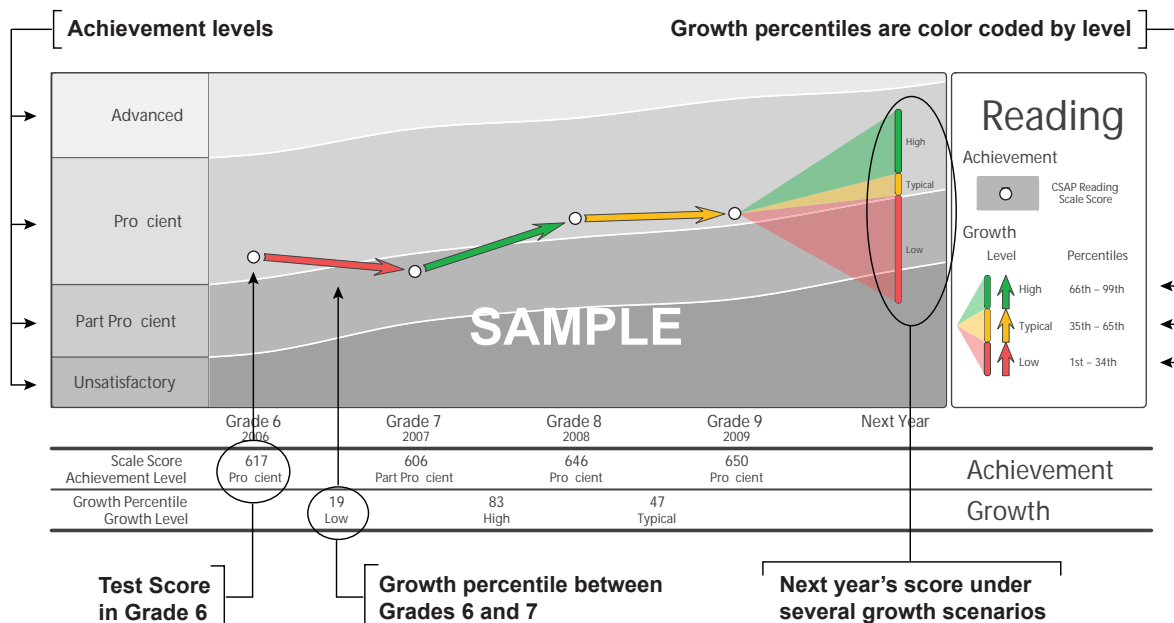
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.



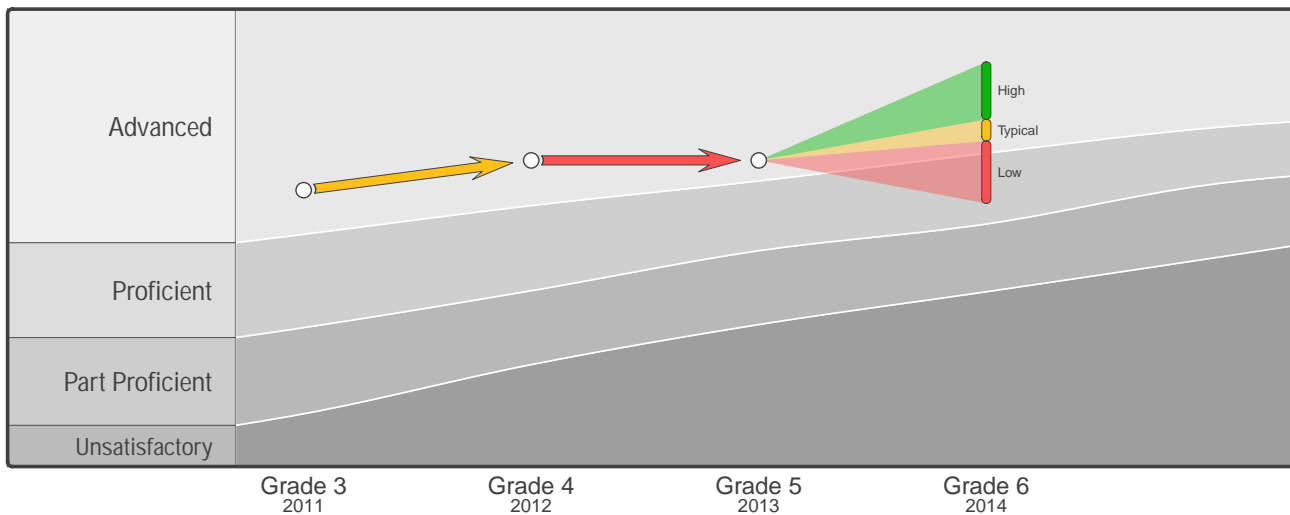
Math

Achievement

CSAP/TCAP Math Scale Score

Growth

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



Scale Score	553	582	582	
Achievement Level	Advanced	Advanced	Advanced	
Growth Percentile	65	33		
Growth Level	Typical	Low		

Achievement

Growth

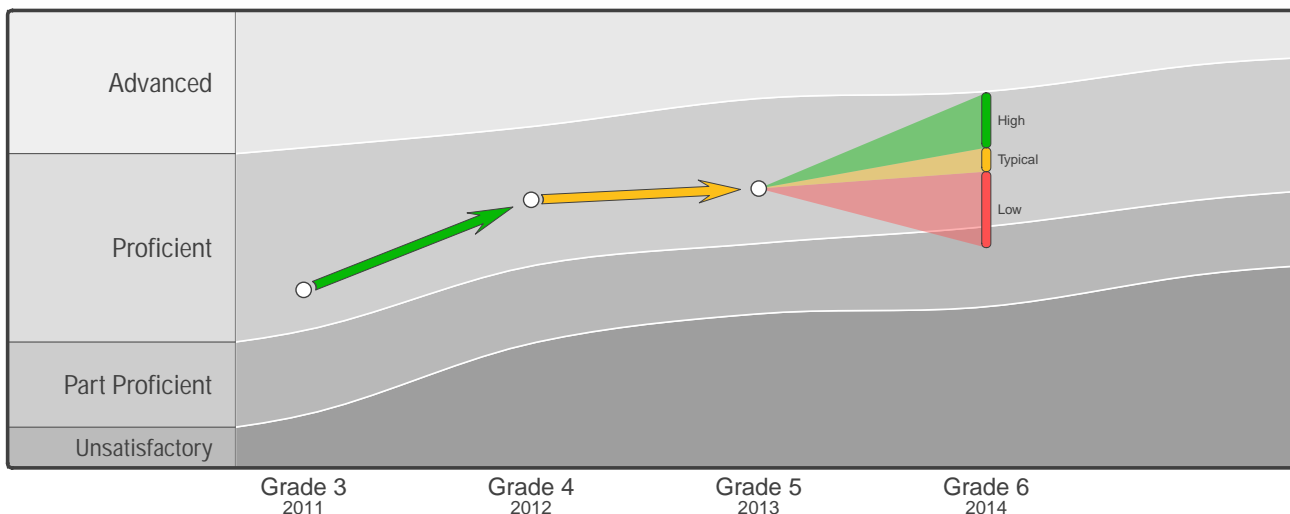
Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth

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



Scale Score	555	619	627	
Achievement Level	Proficient	Proficient	Proficient	
Growth Percentile	90	37		
Growth Level	High	Typical		

Achievement

Growth

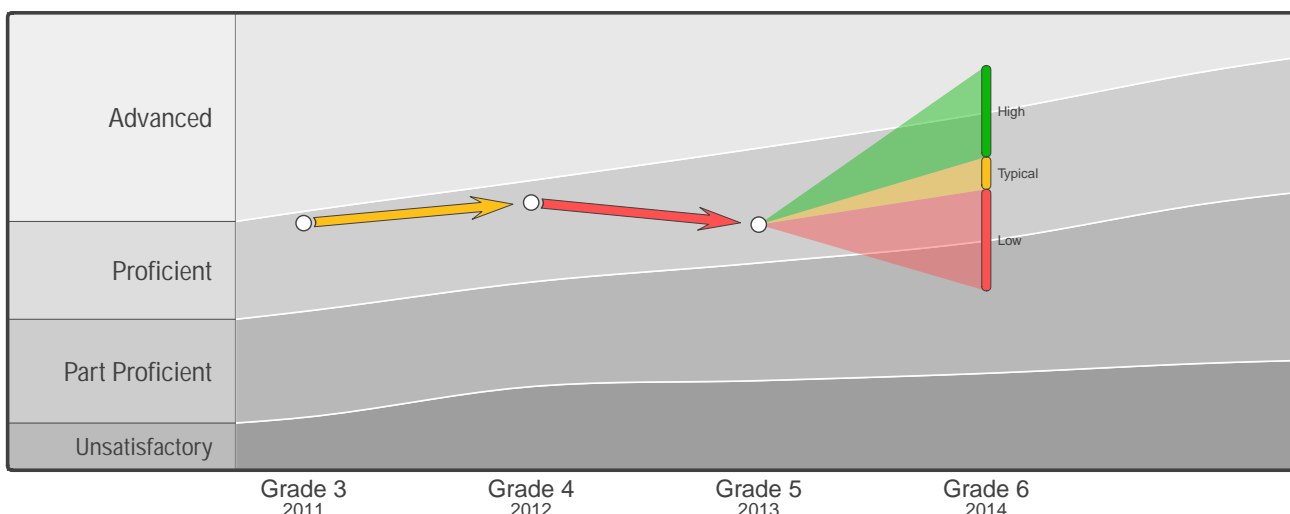
Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth

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



Scale Score	525	539	524	
Achievement Level	Proficient	Proficient	Proficient	
Growth Percentile	59	8		
Growth Level	Typical	Low		

Achievement

Growth

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 TCAP 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 TCAP 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.

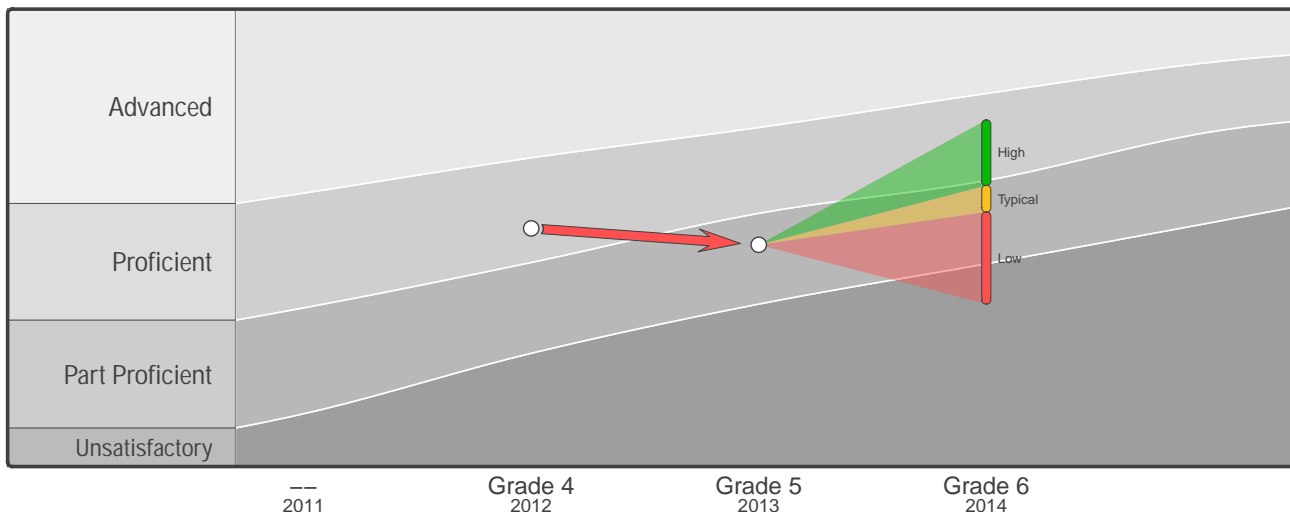
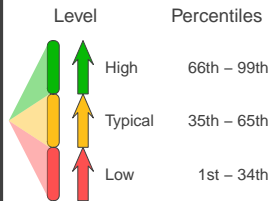


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Scale Score	---	482	469
Achievement Level	---	Proficient	Part Proficient
Growth Percentile	---	9	
Growth Level	---	Low	

Achievement

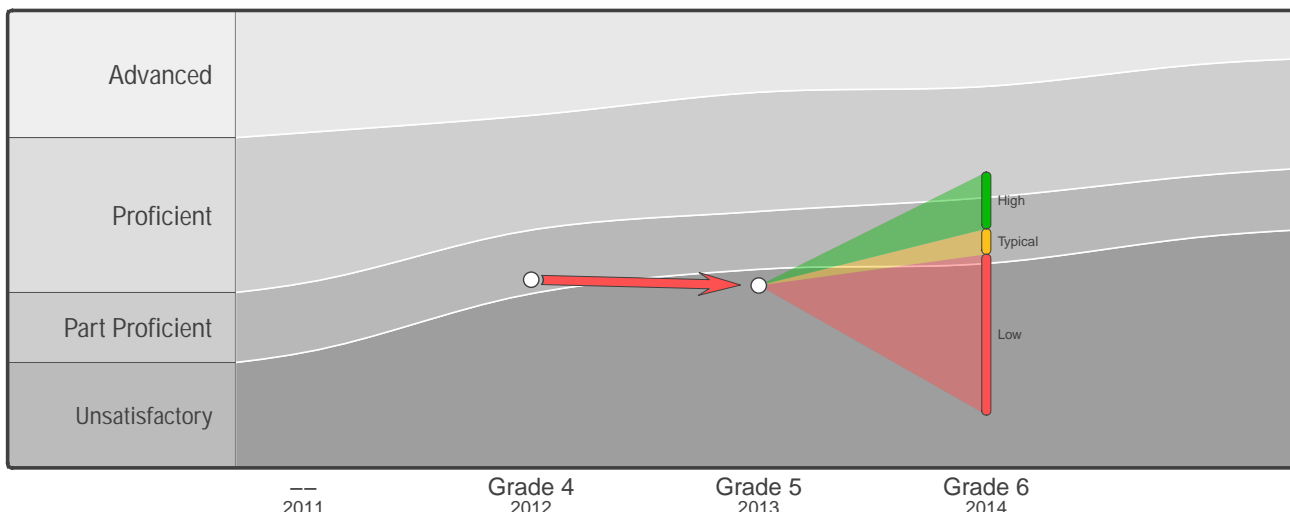
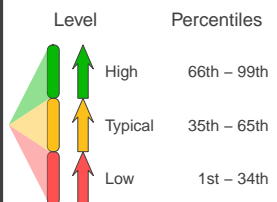
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Scale Score	---	529	524
Achievement Level	---	Part Proficient	Unsatisfactory
Growth Percentile	---	18	
Growth Level	---	Low	

Achievement

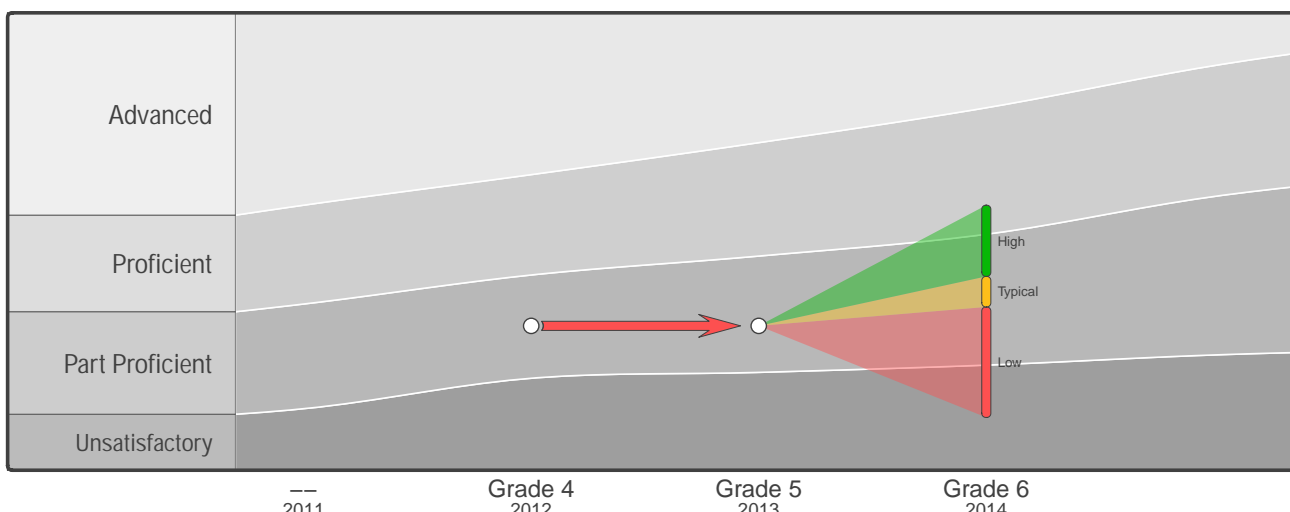
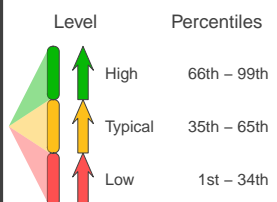
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Scale Score	---	450	450
Achievement Level	---	Part Proficient	Part Proficient
Growth Percentile	---	17	
Growth Level	---	Low	

Achievement

Growth

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 TCAP 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.

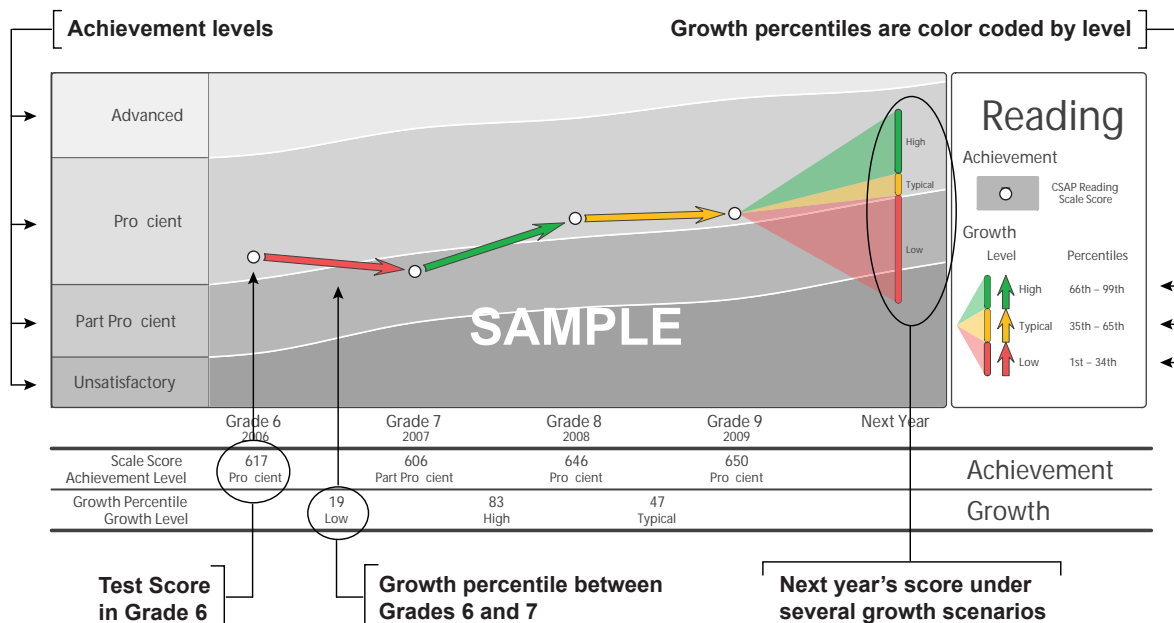
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.



Math

Achievement

CSAP/TCAP Math Scale Score

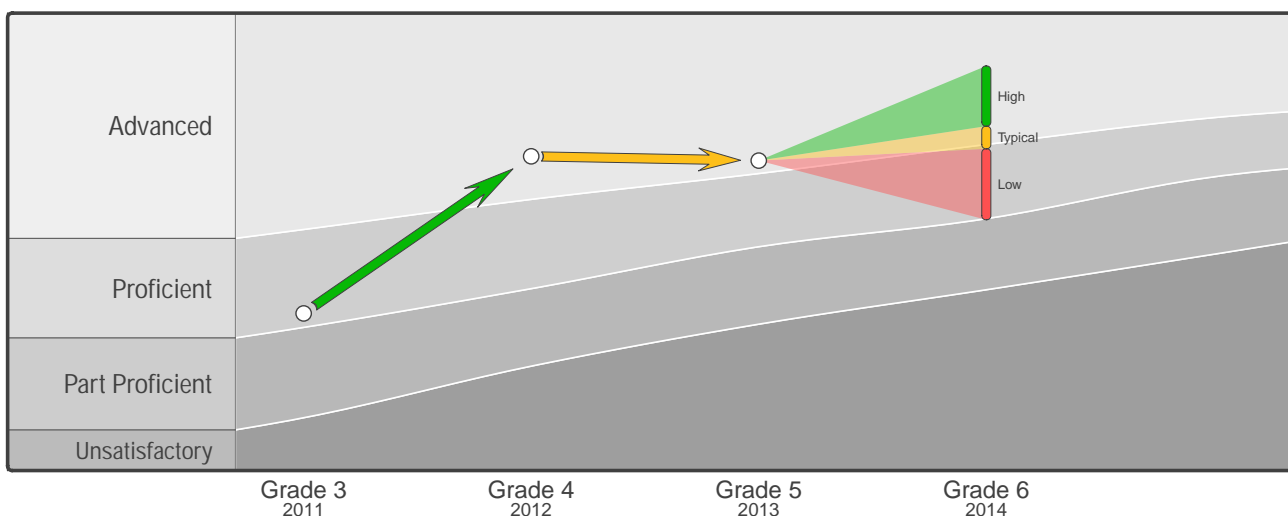
Growth

Level Percentiles

High 66th – 99th

Typical 35th – 65th

Low 1st – 34th



Achievement

Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

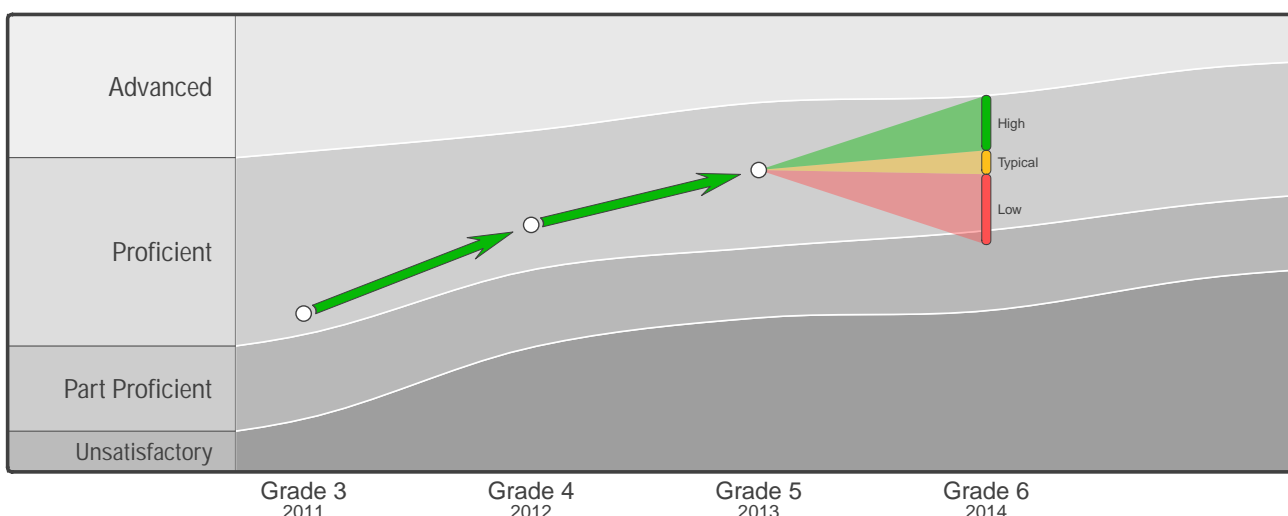
Growth

Level Percentiles

High 66th – 99th

Typical 35th – 65th

Low 1st – 34th



Achievement

Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

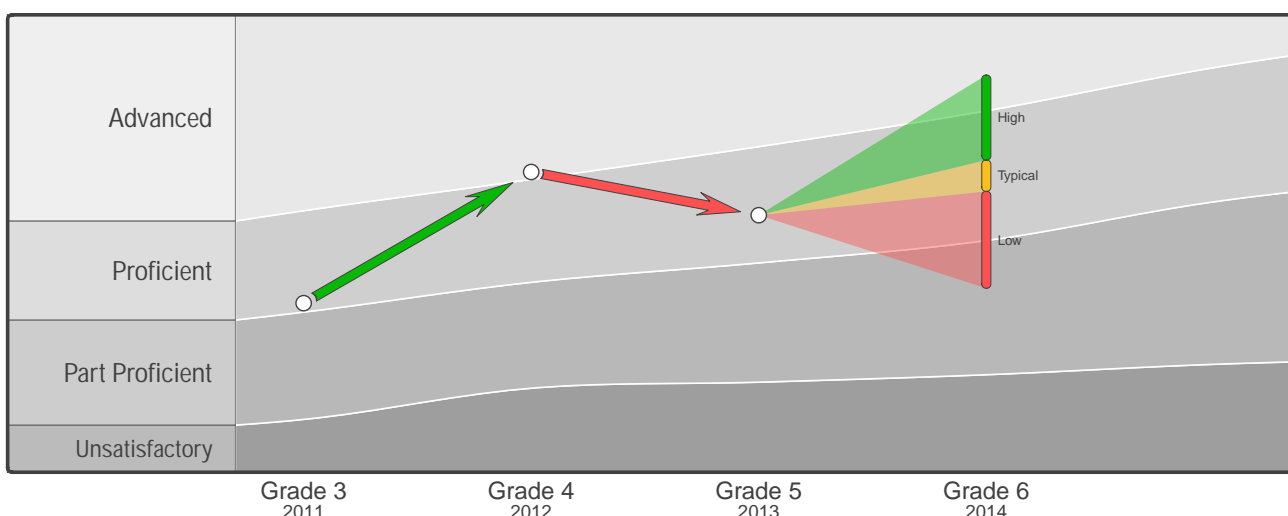
Growth

Level Percentiles

High 66th – 99th

Typical 35th – 65th

Low 1st – 34th



Achievement

Growth

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 TCAP 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.

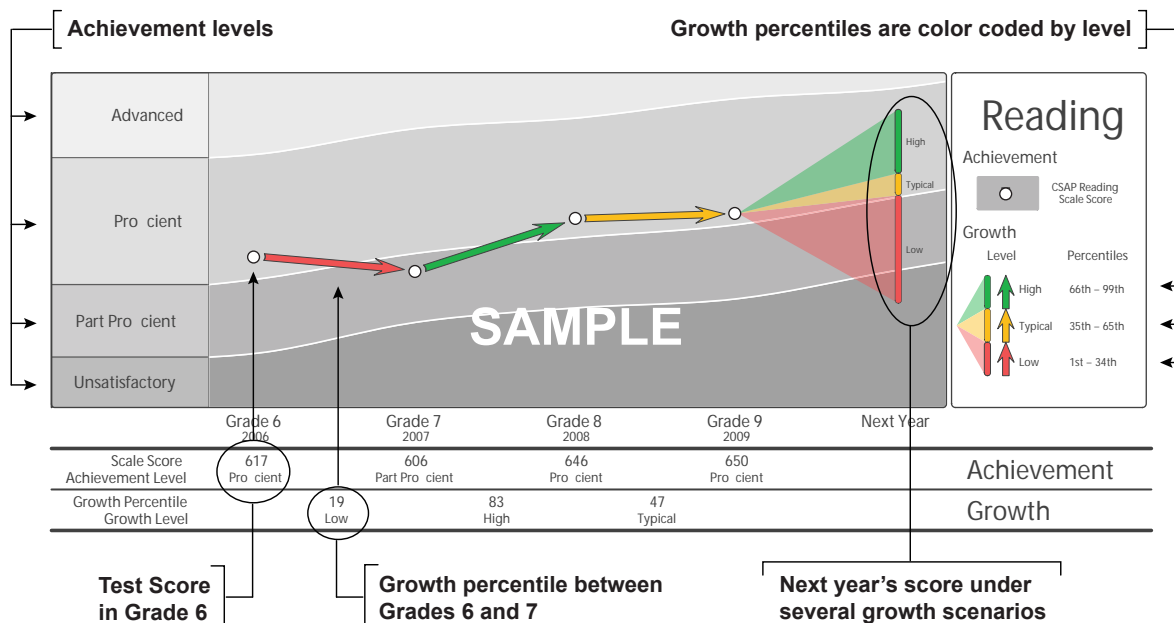
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

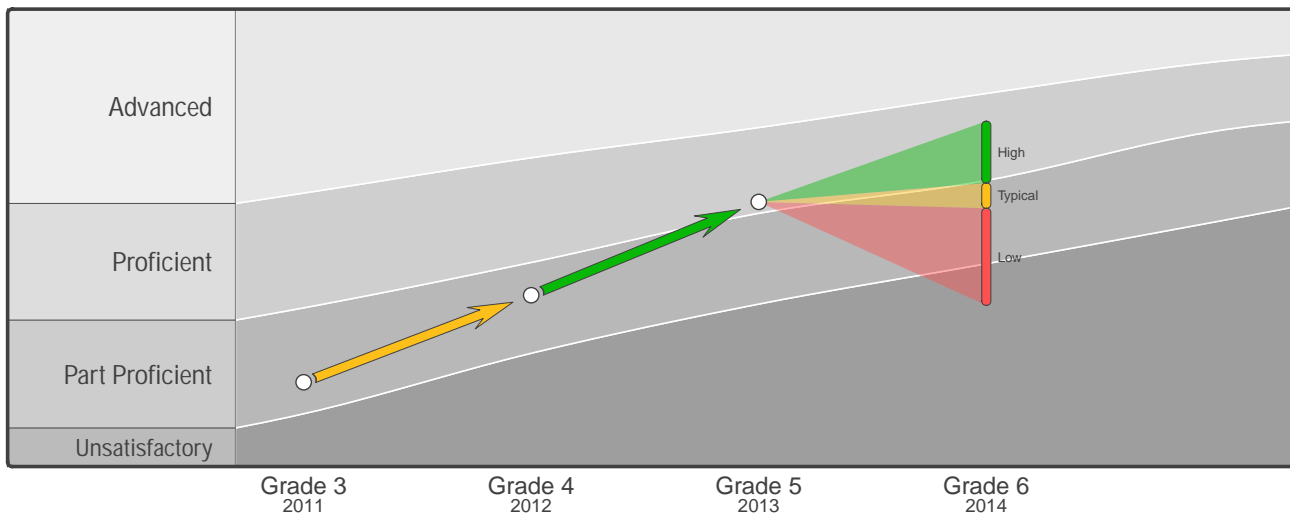
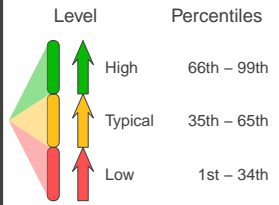


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Scale Score	360	429	503
Achievement Level	Part Proficient	Part Proficient	Proficient
Growth Percentile	64		95
Growth Level	Typical		High

Achievement

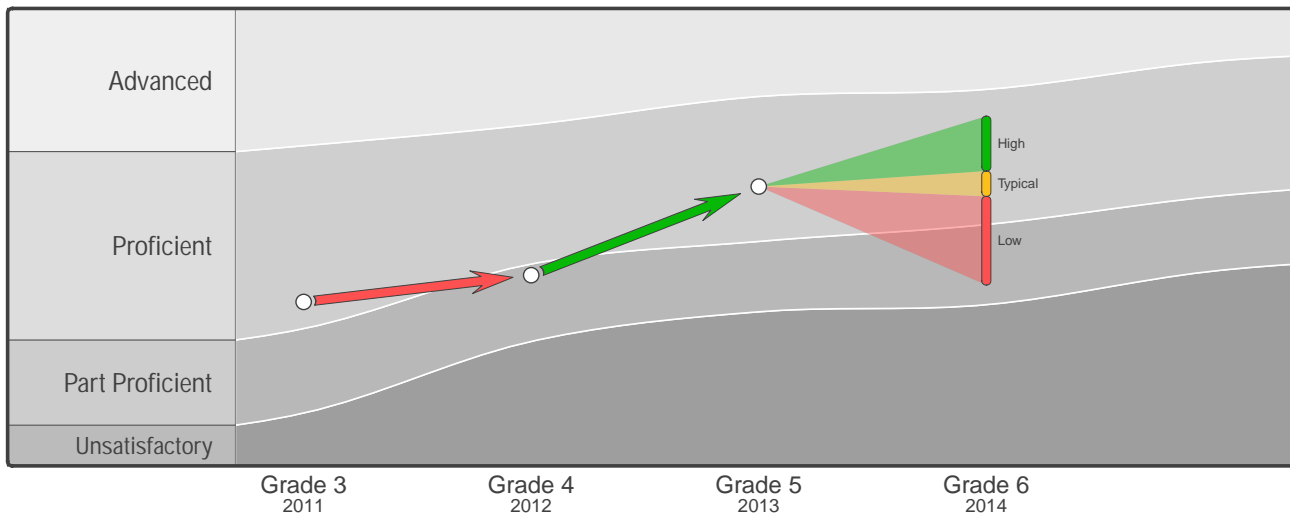
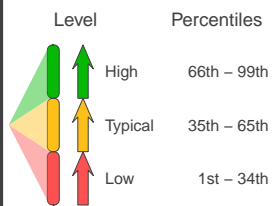
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Scale Score	545	564	627
Achievement Level	Proficient	Part Proficient	Proficient
Growth Percentile	24		93
Growth Level	Low		High

Achievement

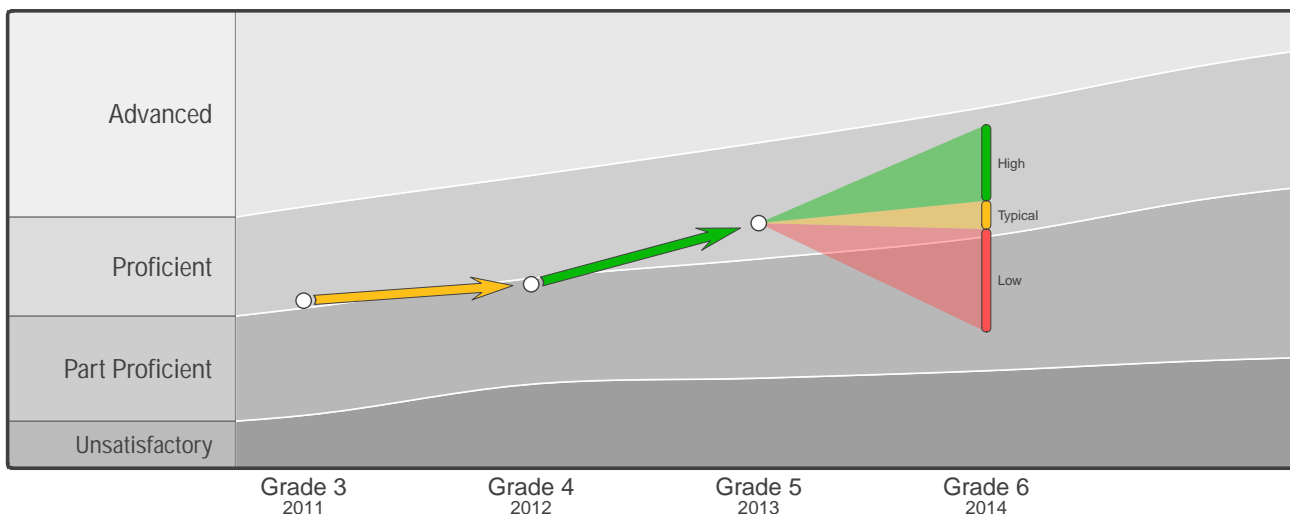
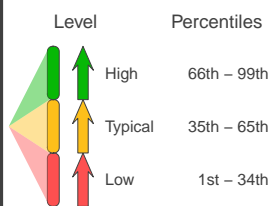
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Scale Score	470	481	522
Achievement Level	Proficient	Part Proficient	Proficient
Growth Percentile	35		73
Growth Level	Typical		High

Achievement

Growth

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 TCAP 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 TCAP 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.

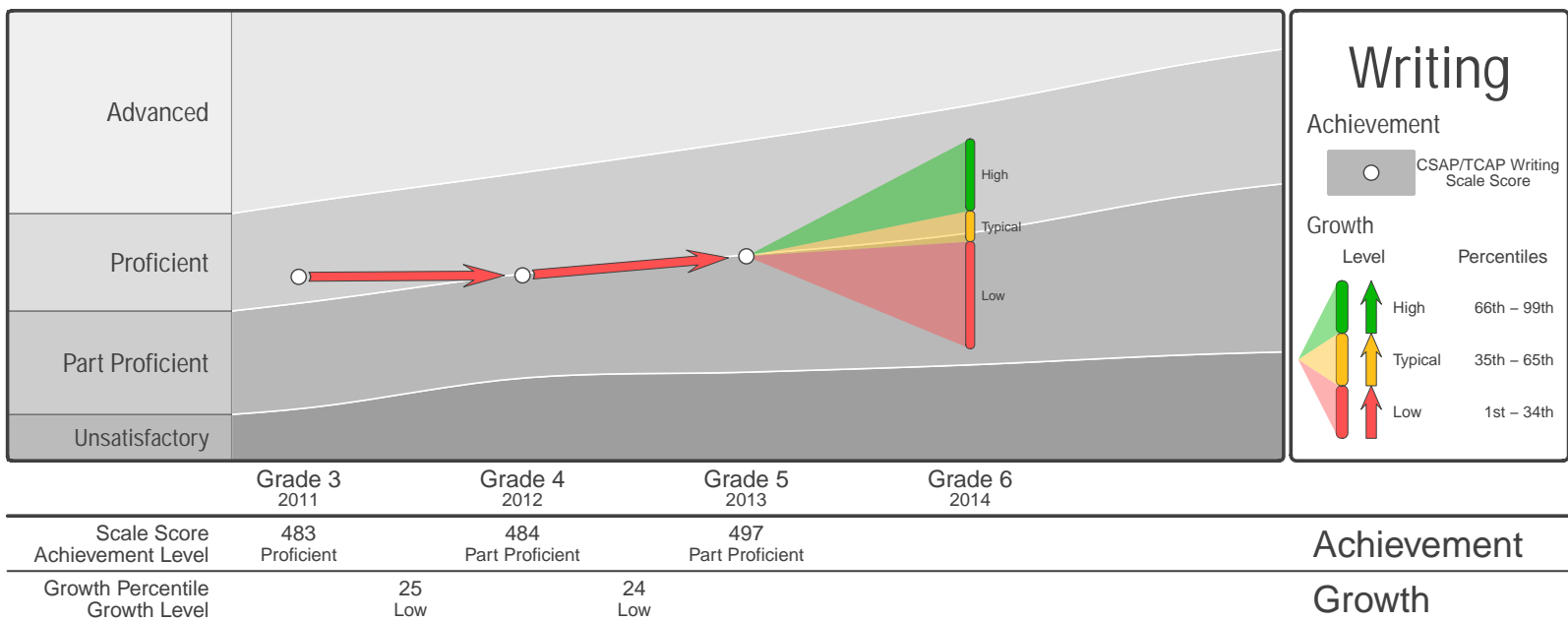
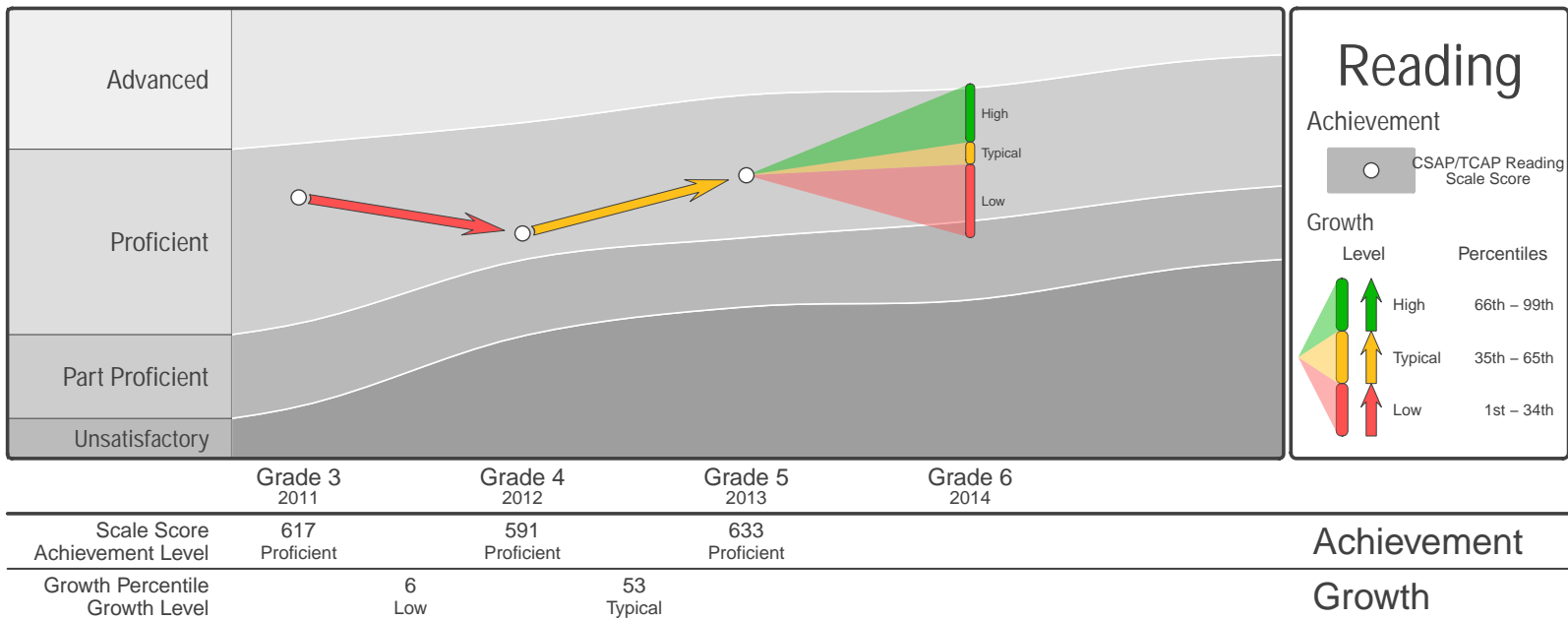
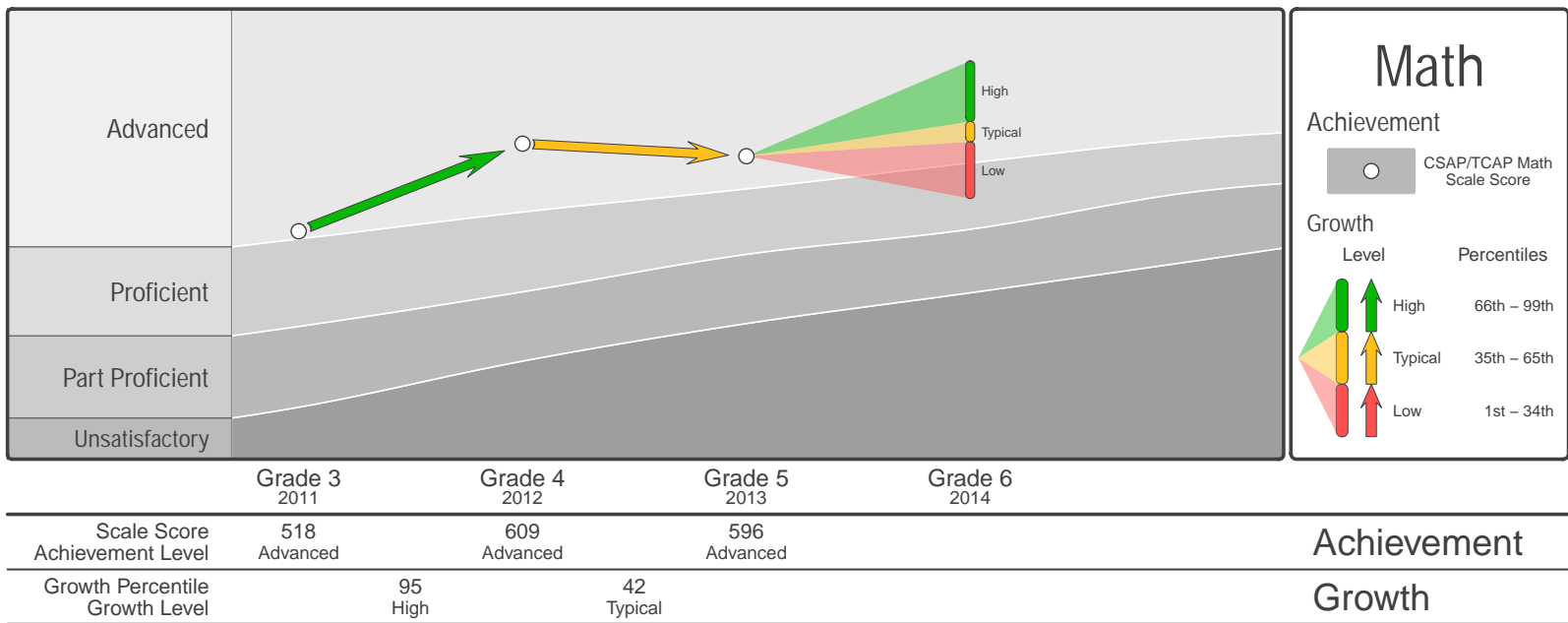
We hope that this report of your child's growth scores will help you see your child's academic progress in a new, more useful way. This new academic growth report can form the basis of fresh, better-informed conversations with your child's school and teachers because it is more than just a snapshot of 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.





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 TCAP 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.

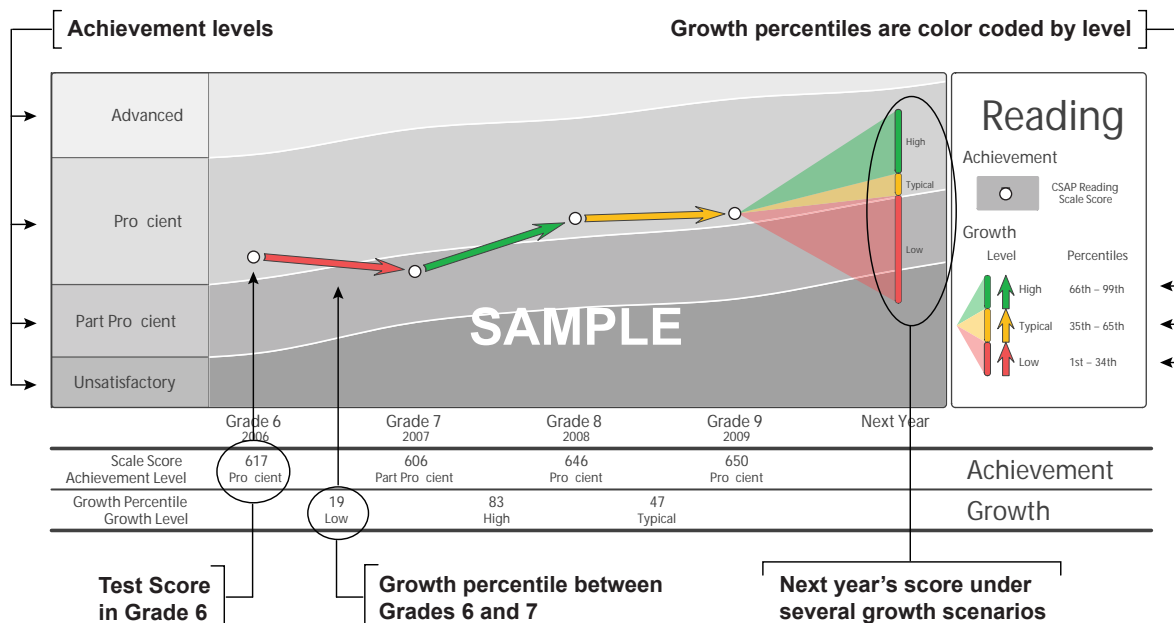
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

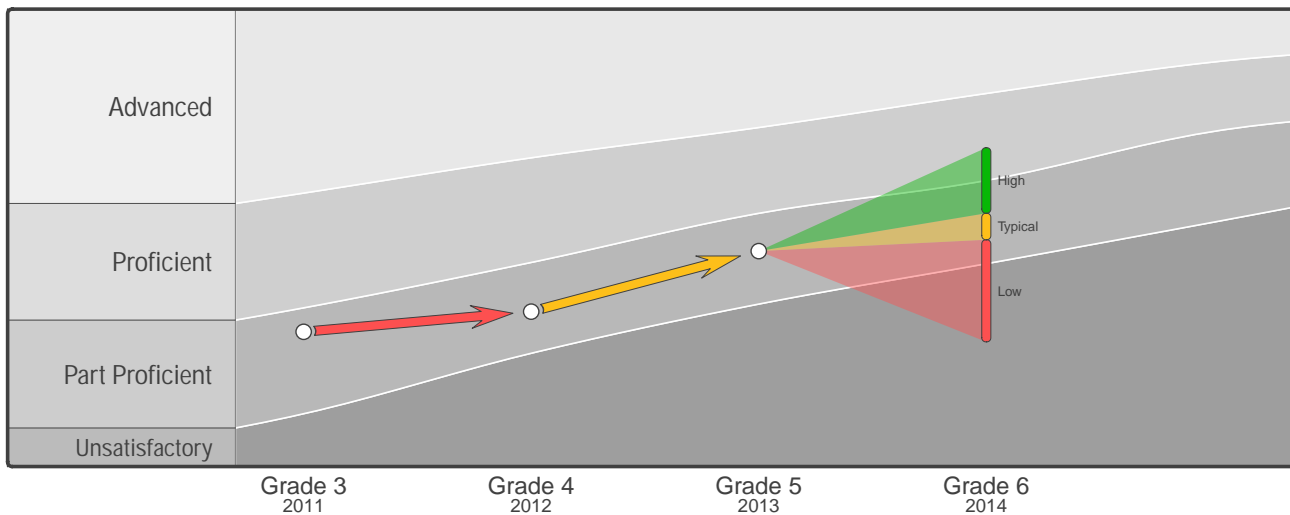
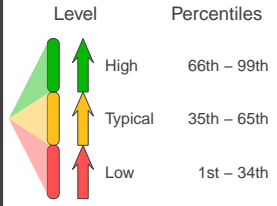


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Scale Score	400	416	464
Achievement Level	Part Proficient	Part Proficient	Part Proficient
Growth Percentile	19	62	
Growth Level	Low	Typical	

Achievement

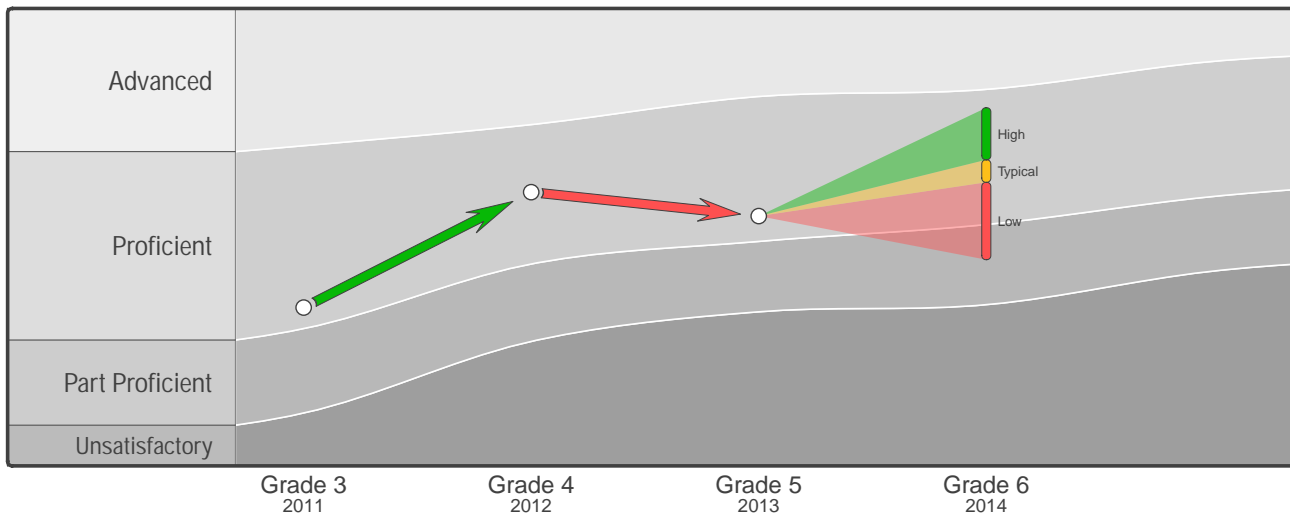
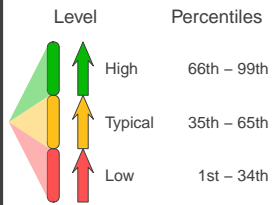
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Scale Score	541	623	606
Achievement Level	Proficient	Proficient	Proficient
Growth Percentile	97	11	
Growth Level	High	Low	

Achievement

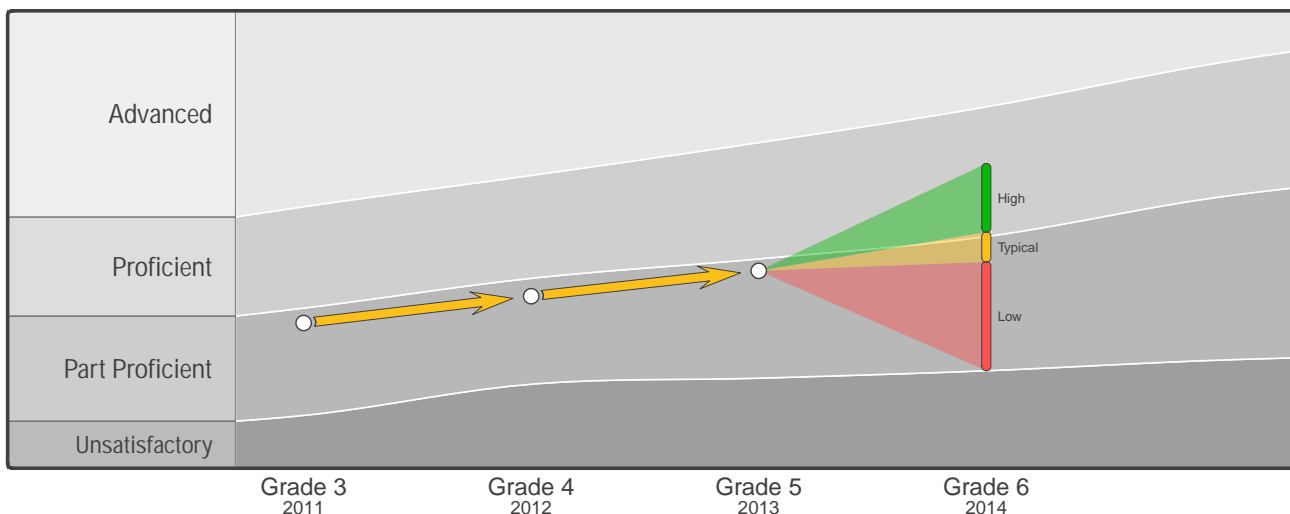
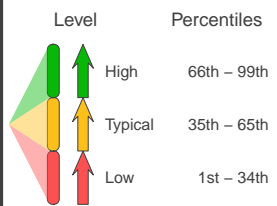
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Scale Score	455	473	490
Achievement Level	Part Proficient	Part Proficient	Part Proficient
Growth Percentile	43	38	
Growth Level	Typical	Typical	

Achievement

Growth

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 TCAP 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.

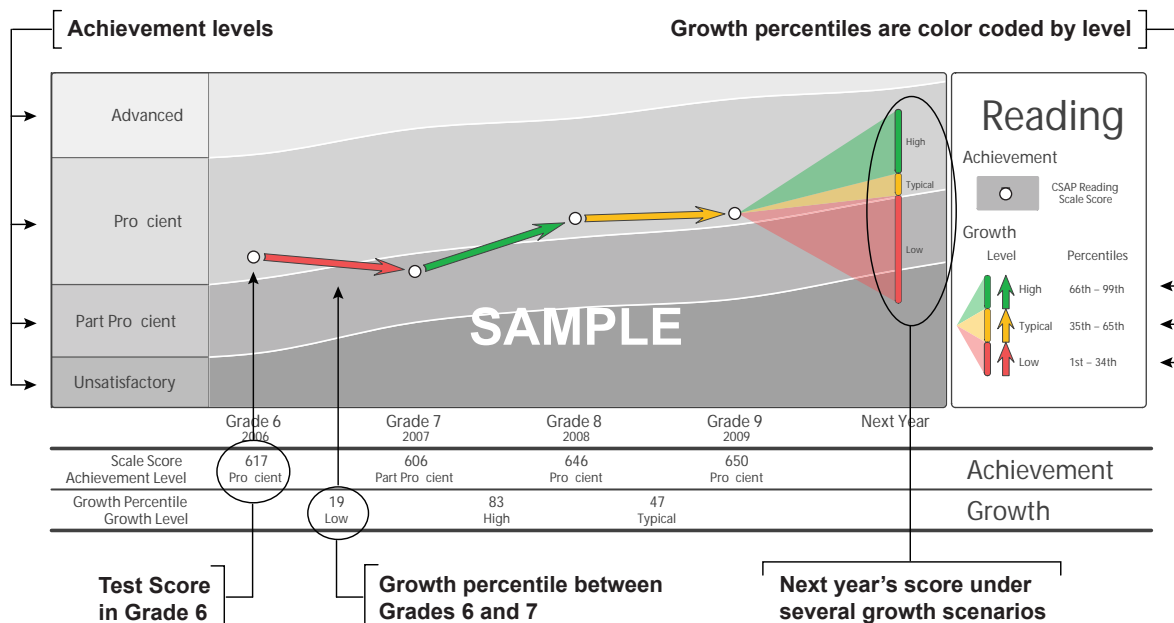
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

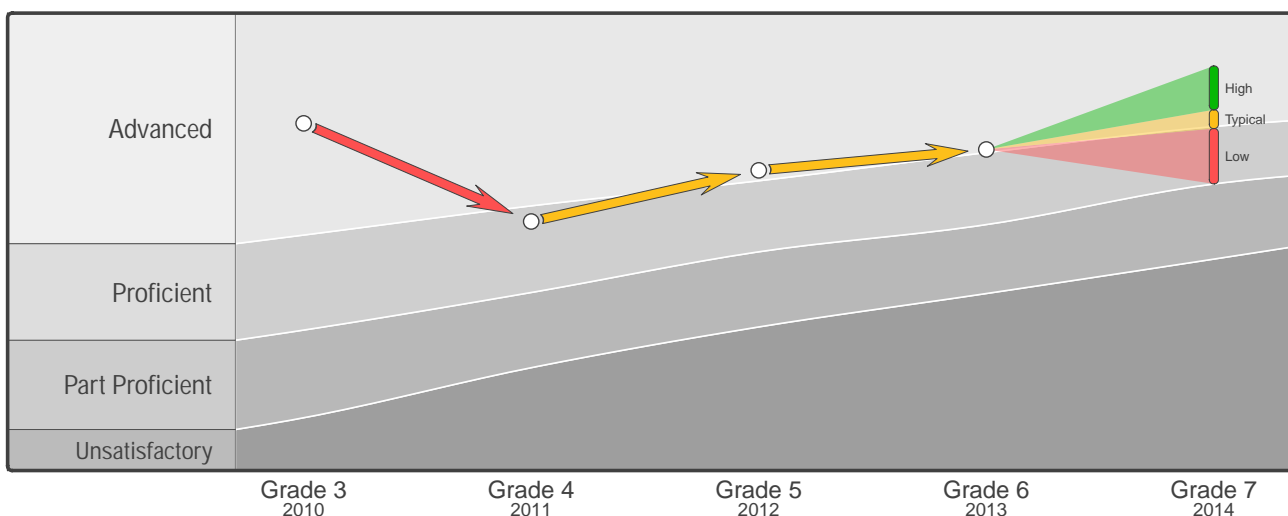
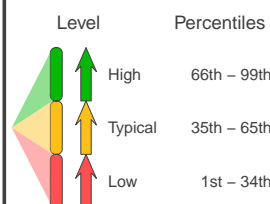


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Achievement

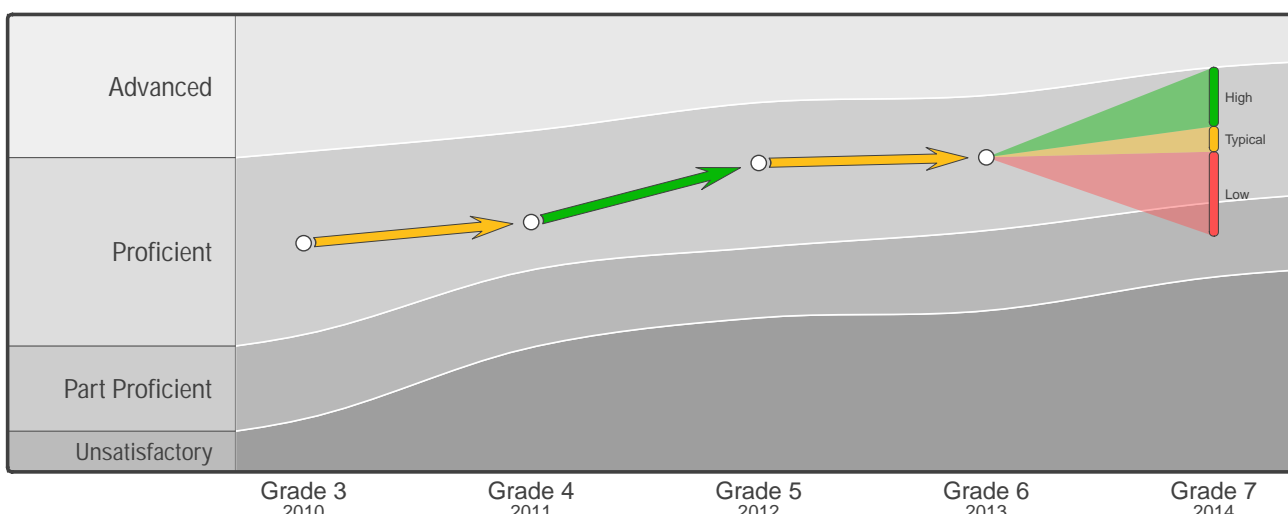
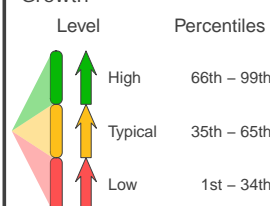
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Achievement

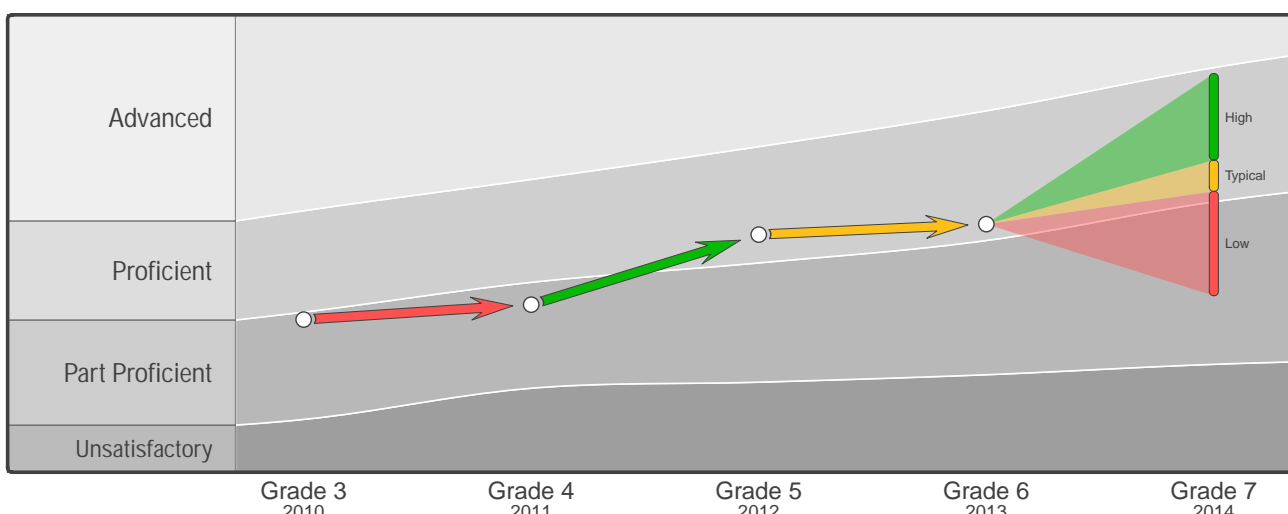
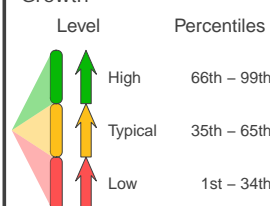
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

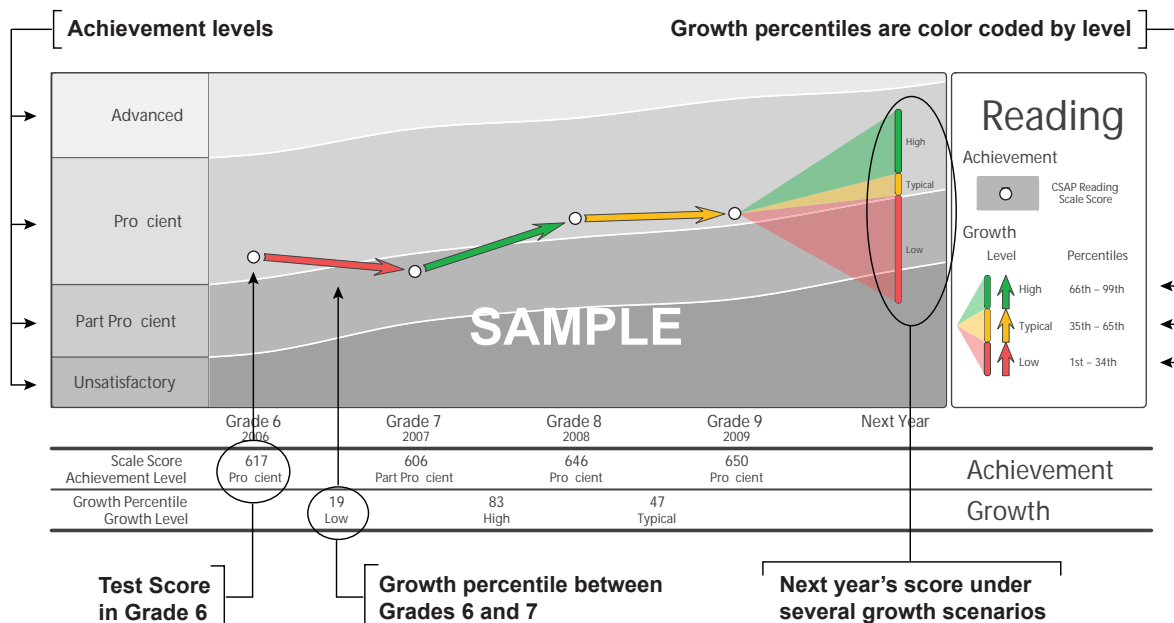
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

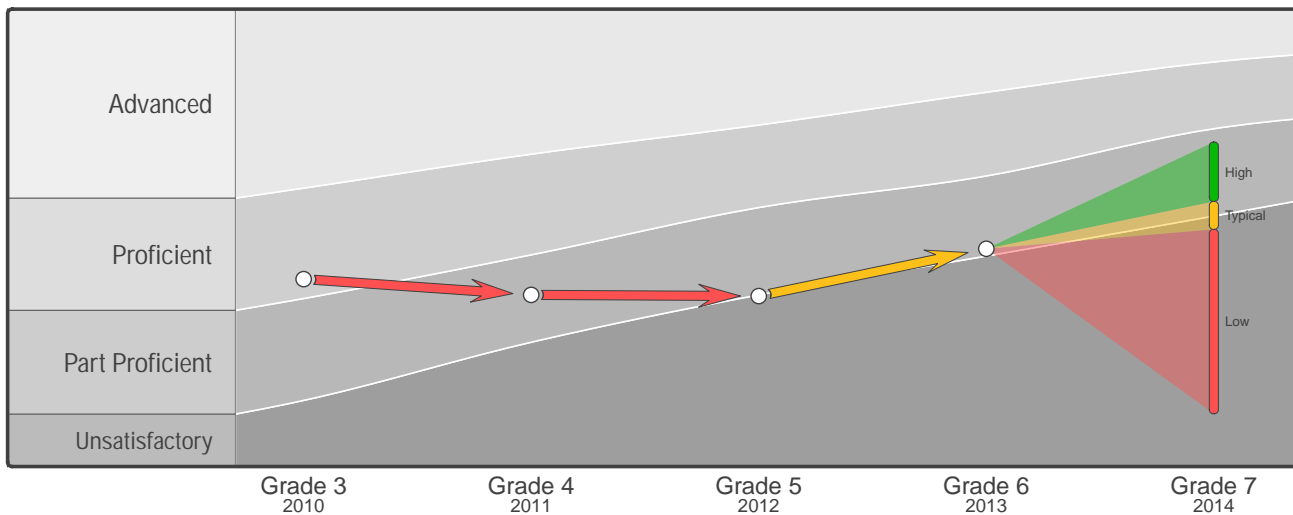
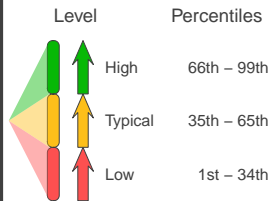


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



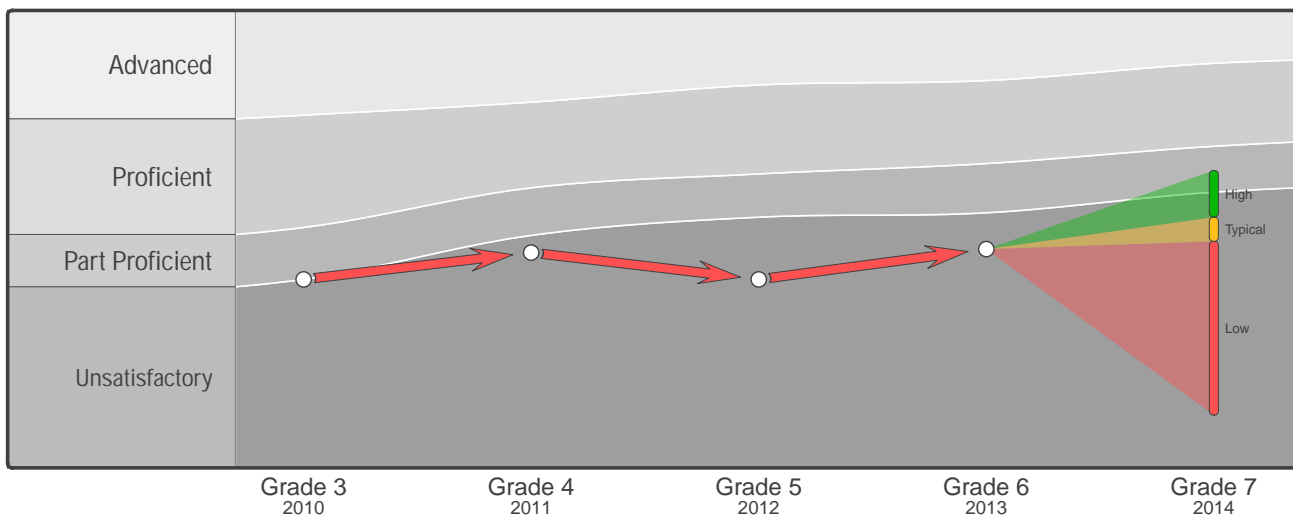
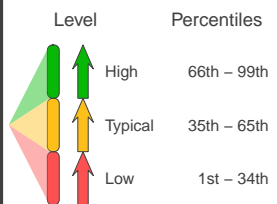
Scale Score	435	422	421	460		Achievement
Achievement Level	Proficient	Part Proficient	Unsatisfactory	Part Proficient		
Growth Percentile		8	9	48		Growth
Growth Level		Low	Low	Typical		

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



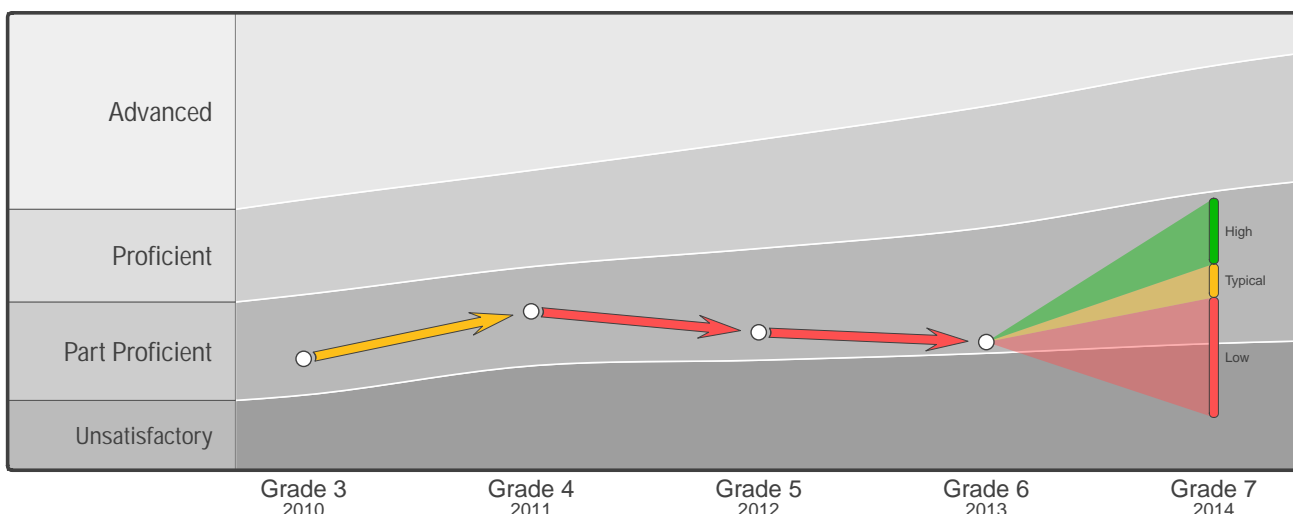
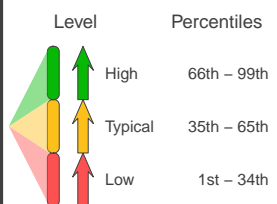
Scale Score	466	497	466	501		Achievement
Achievement Level	Part Proficient	Unsatisfactory	Unsatisfactory	Unsatisfactory		
Growth Percentile		19	9	24		Growth
Growth Level		Low	Low	Low		

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	419	453	438	431		Achievement
Achievement Level	Part Proficient	Part Proficient	Part Proficient	Part Proficient		
Growth Percentile		54	14	12		Growth
Growth Level		Typical	Low	Low		

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 TCAP 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 TCAP 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.

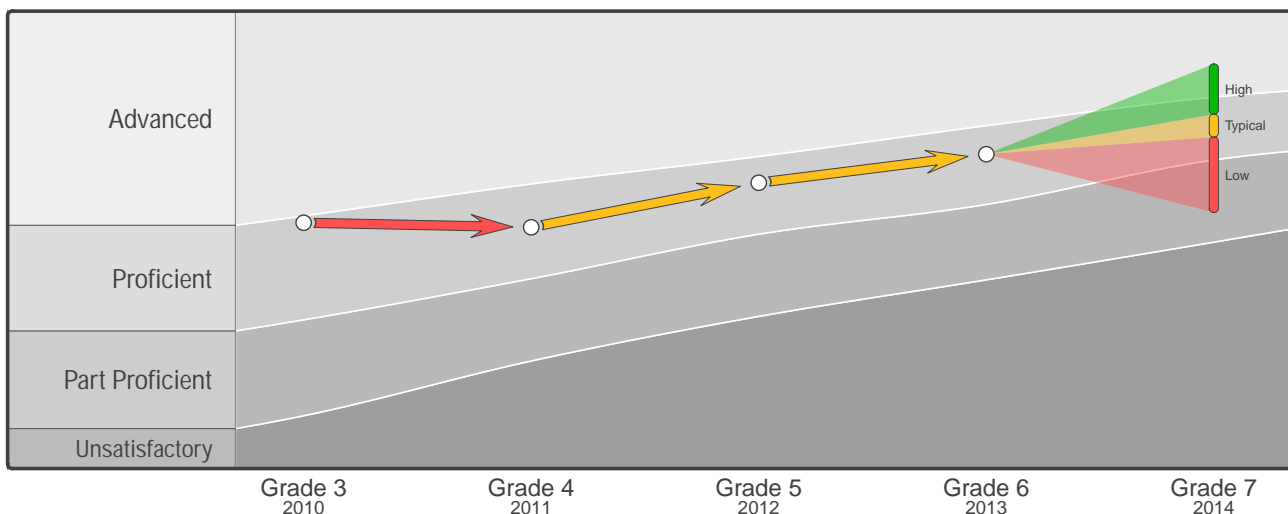
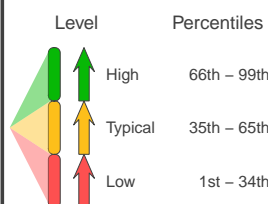


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Achievement

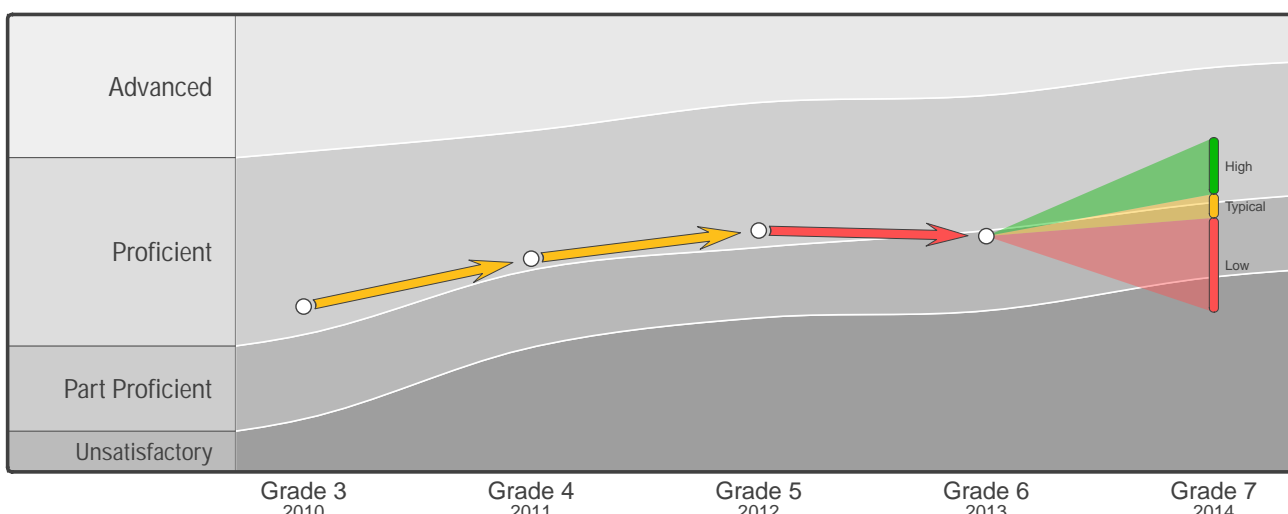
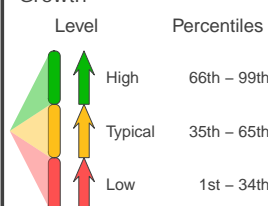
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Achievement

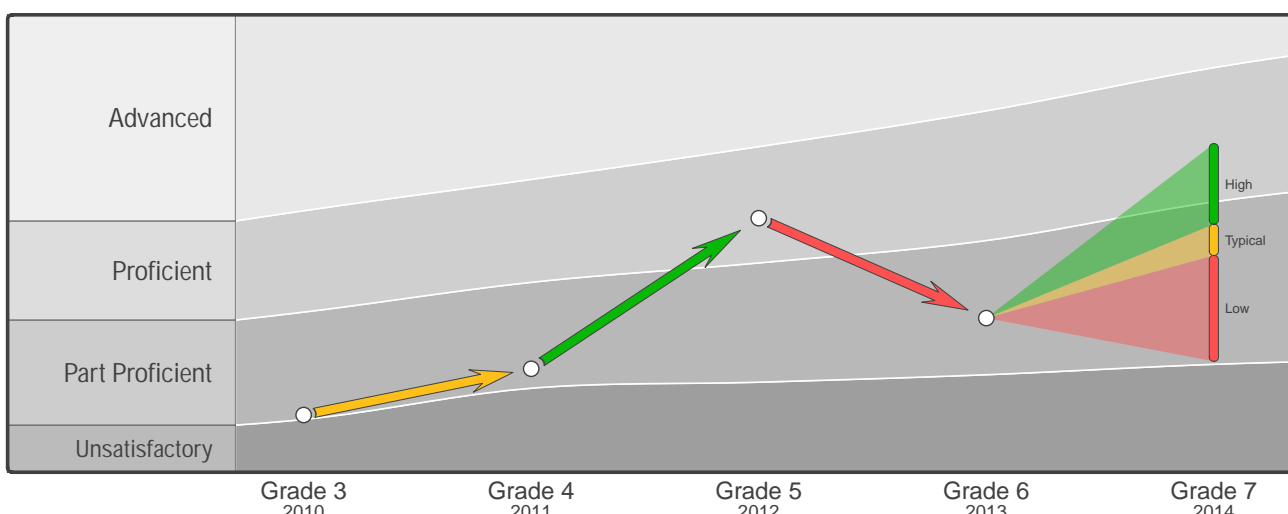
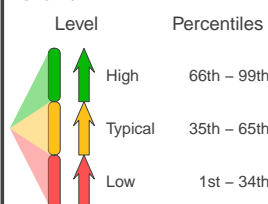
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

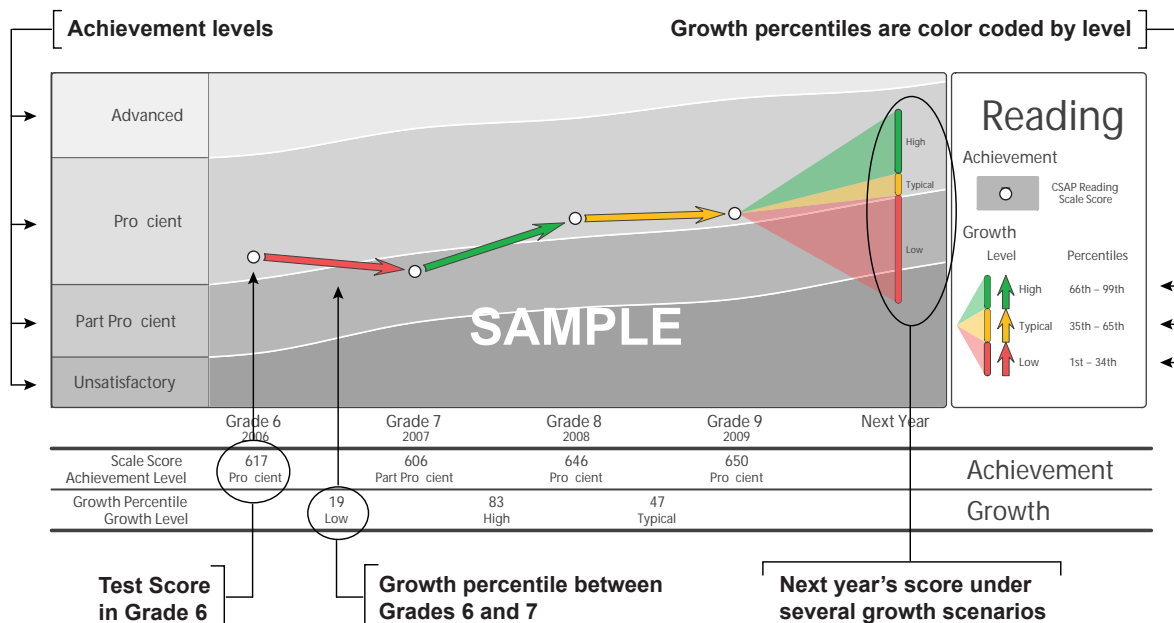
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

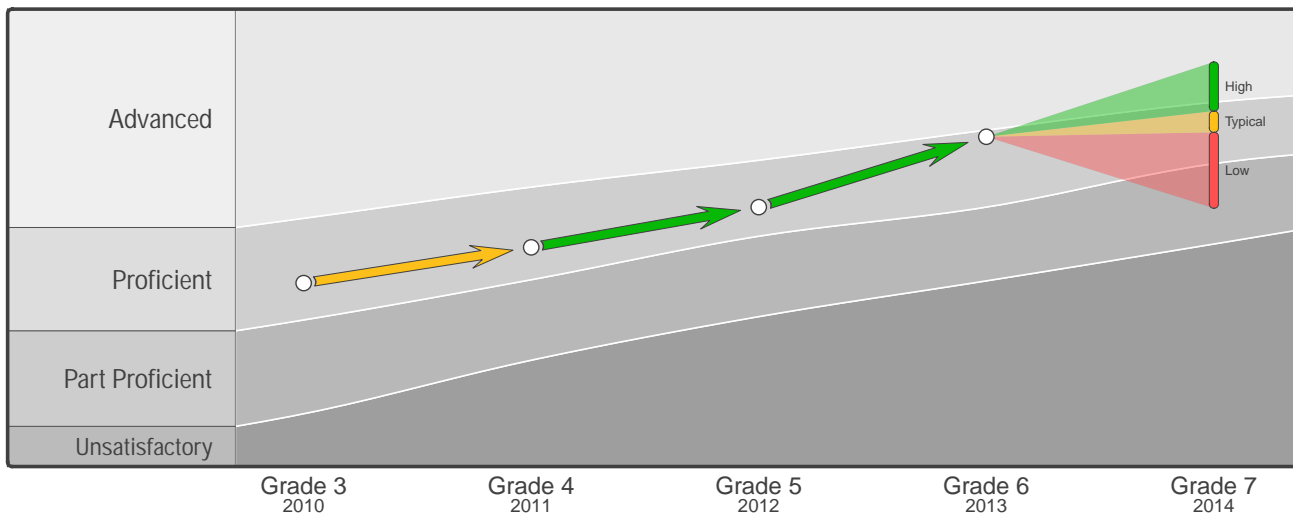
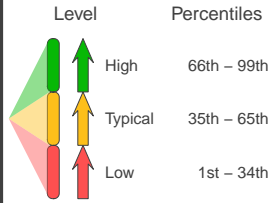


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Achievement

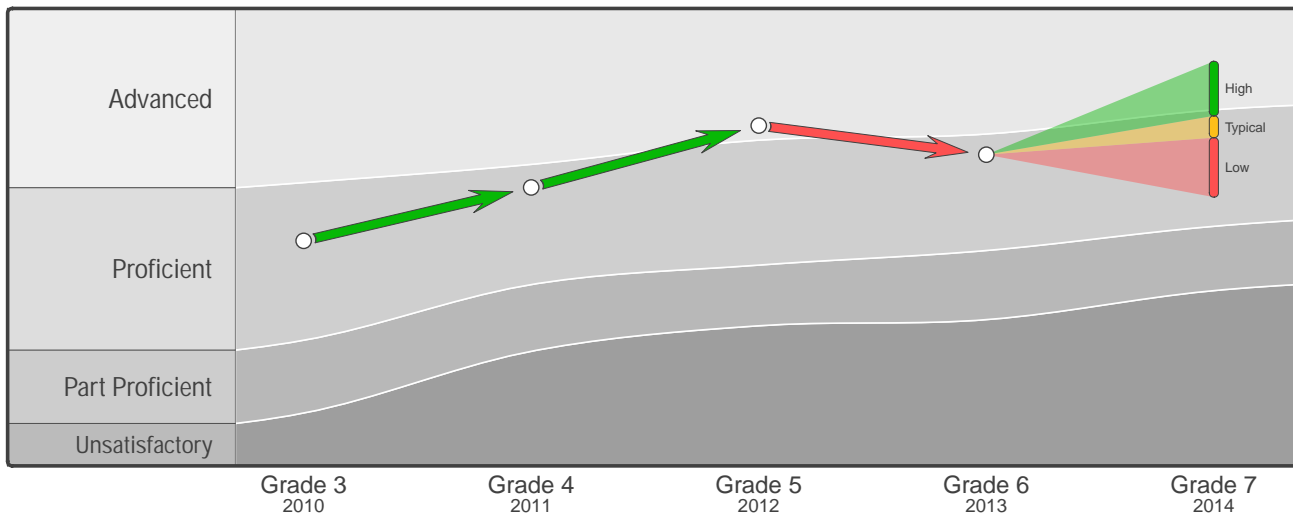
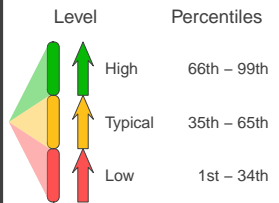
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Achievement

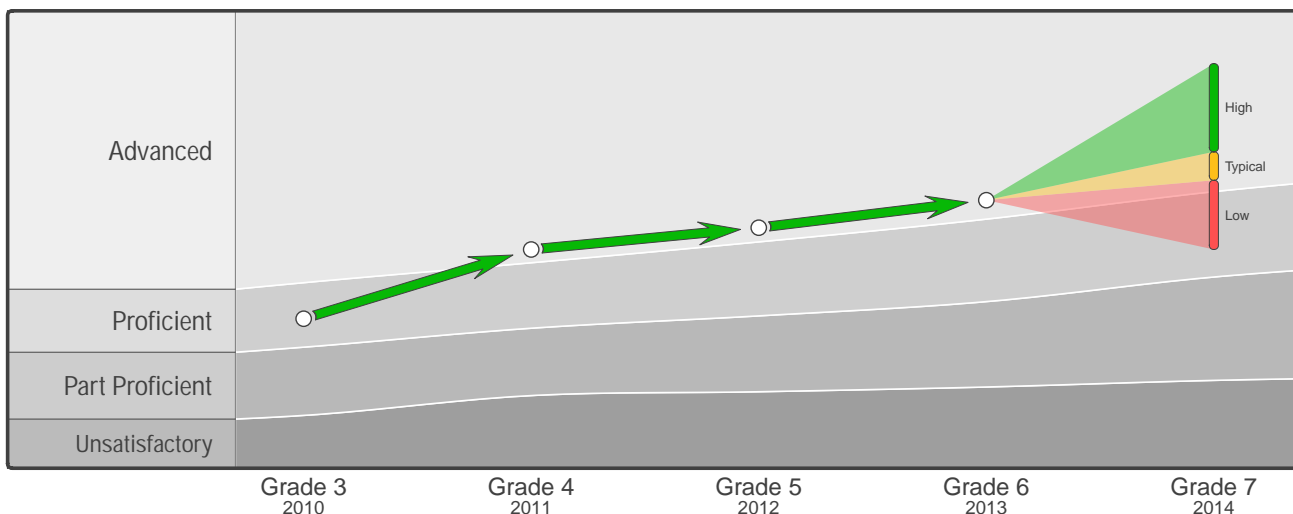
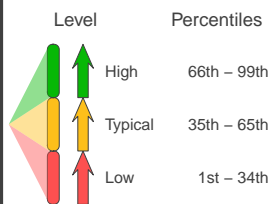
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

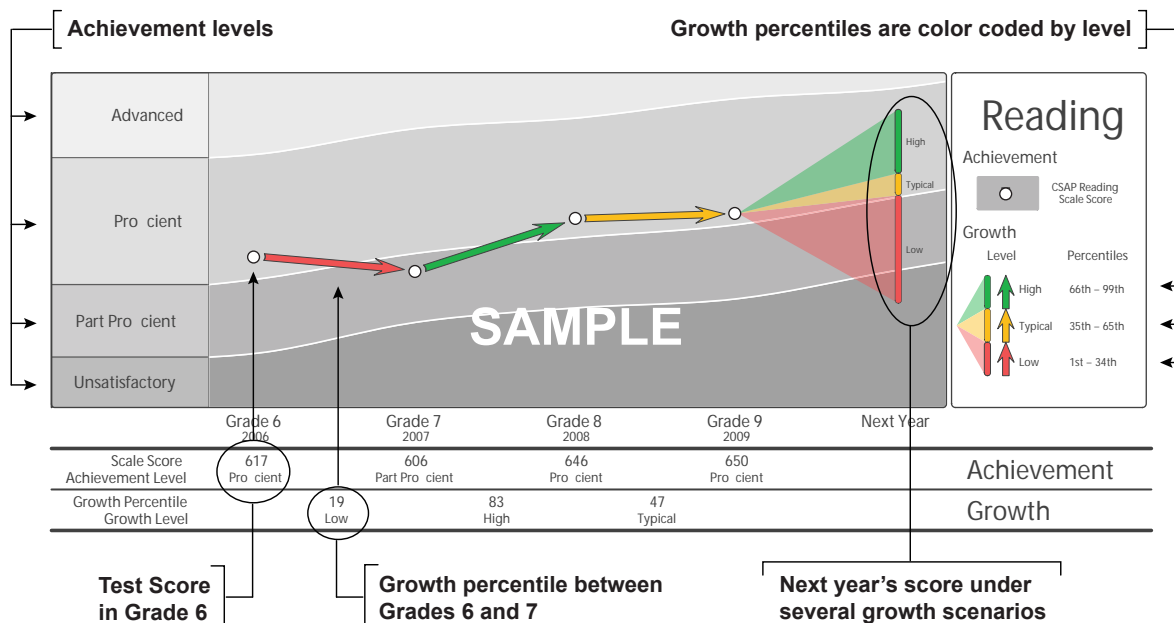
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

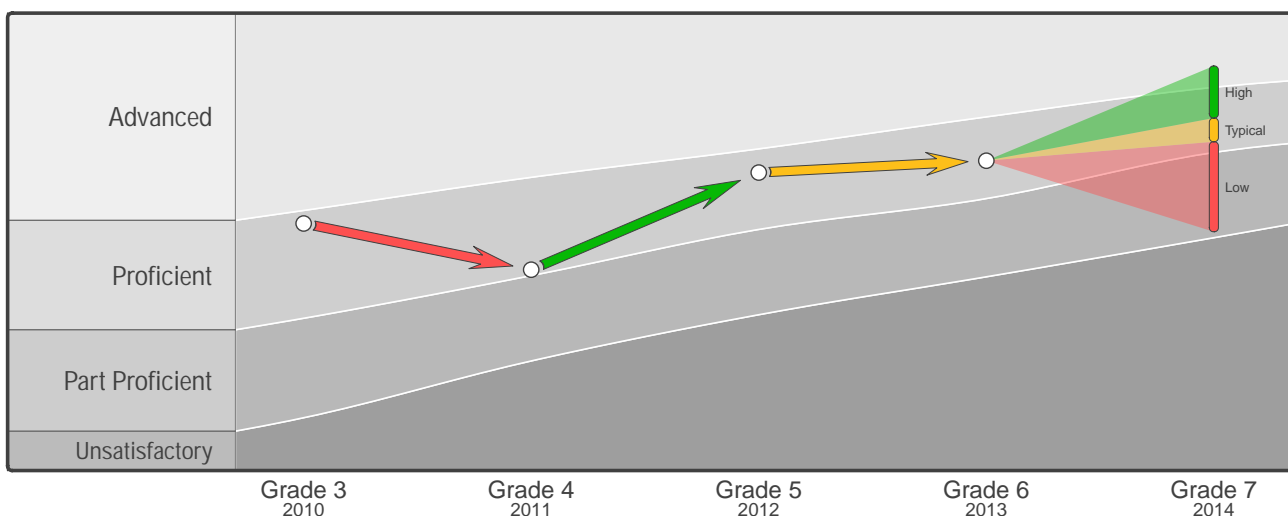
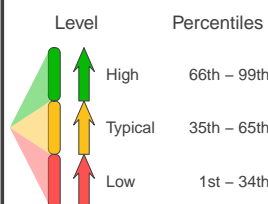


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Achievement

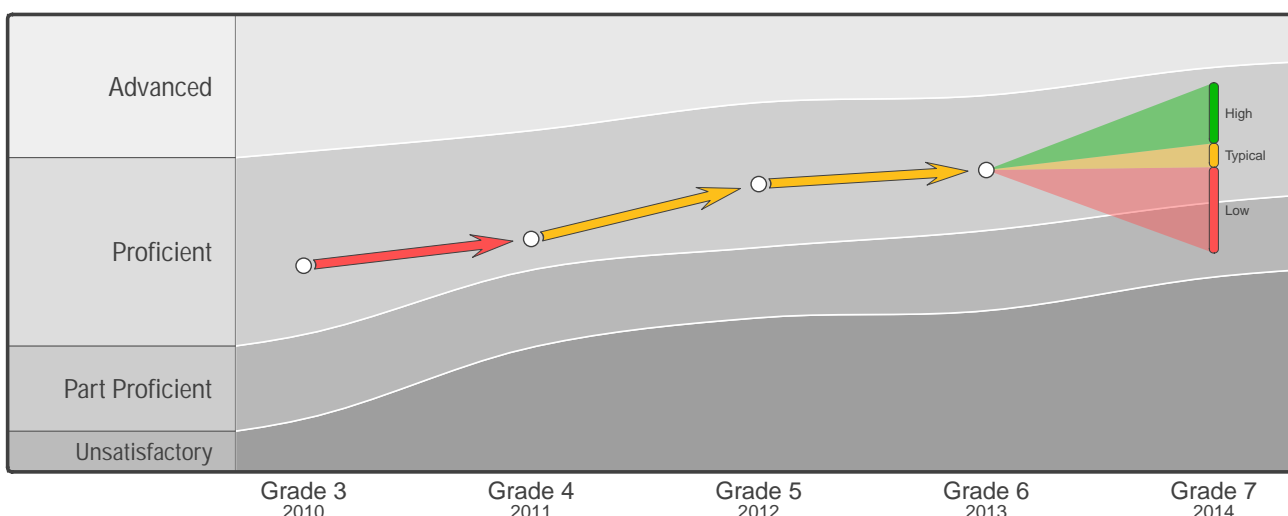
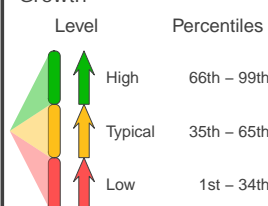
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Achievement

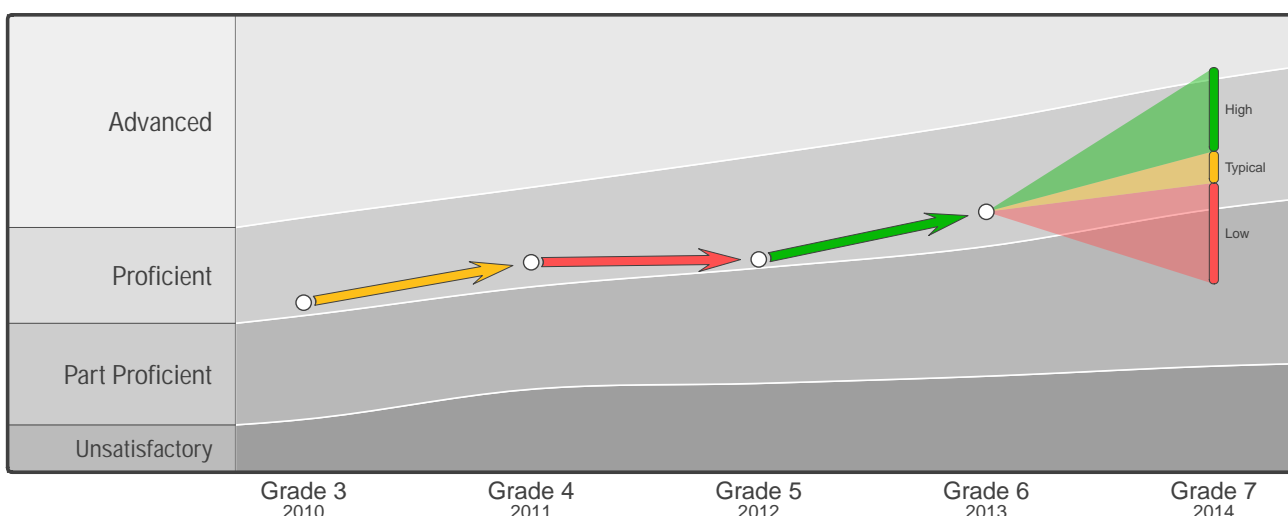
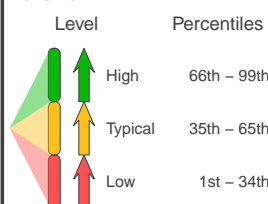
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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 TCAP 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.

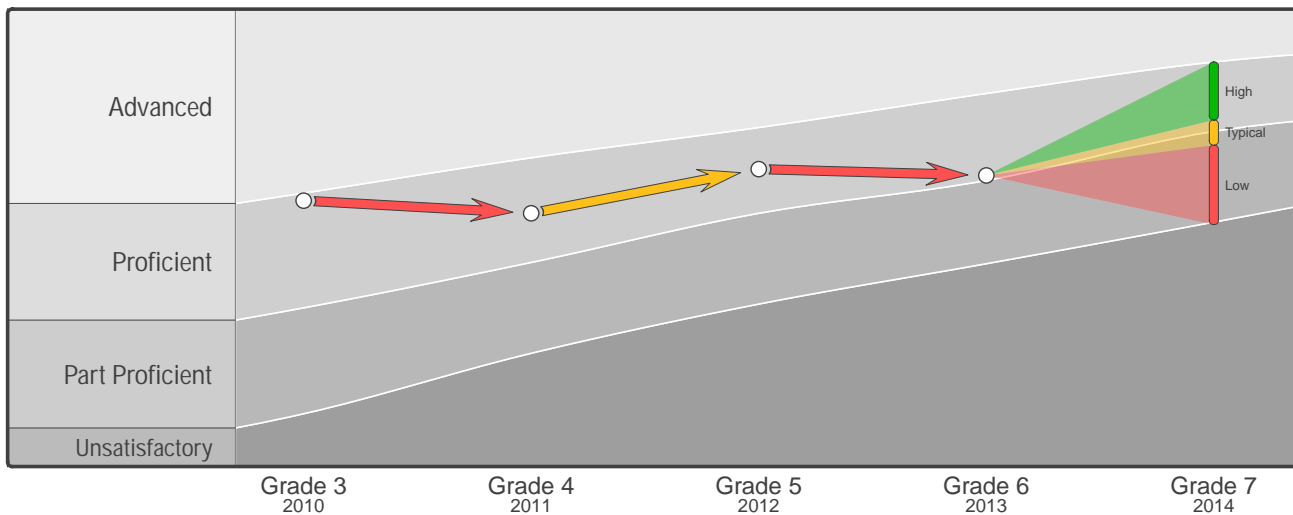
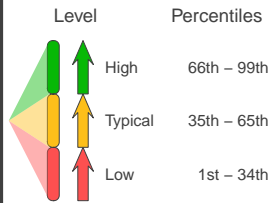


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



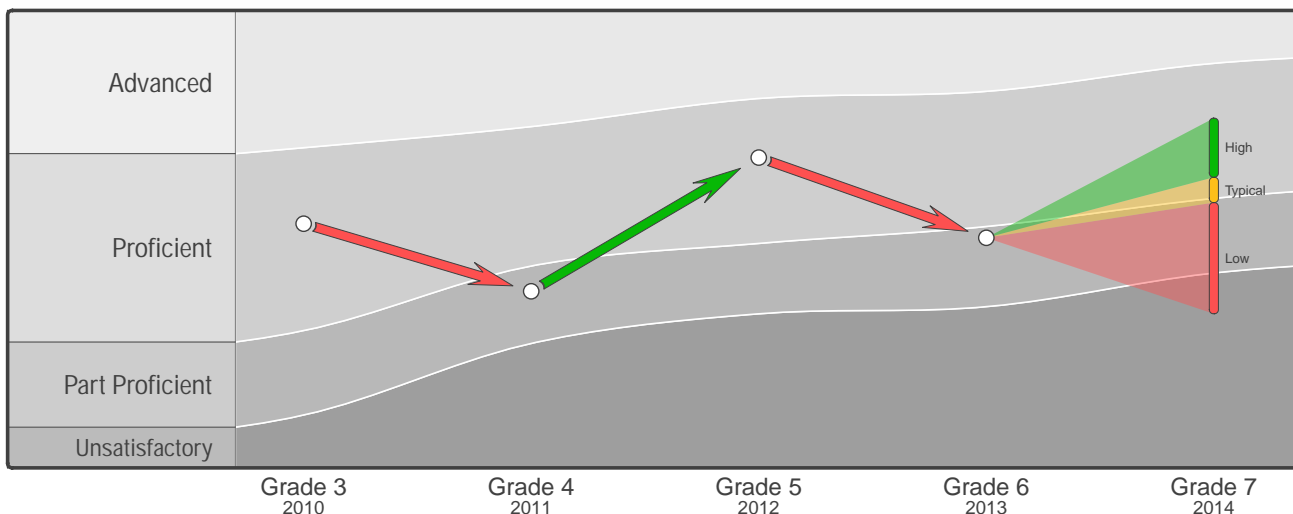
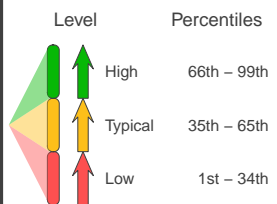
Scale Score	504	494	529	524	Achievement
Achievement Level	Proficient	Proficient	Proficient	Proficient	
Growth Percentile	20	54	18		Growth
Growth Level	Low	Typical	Low		

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



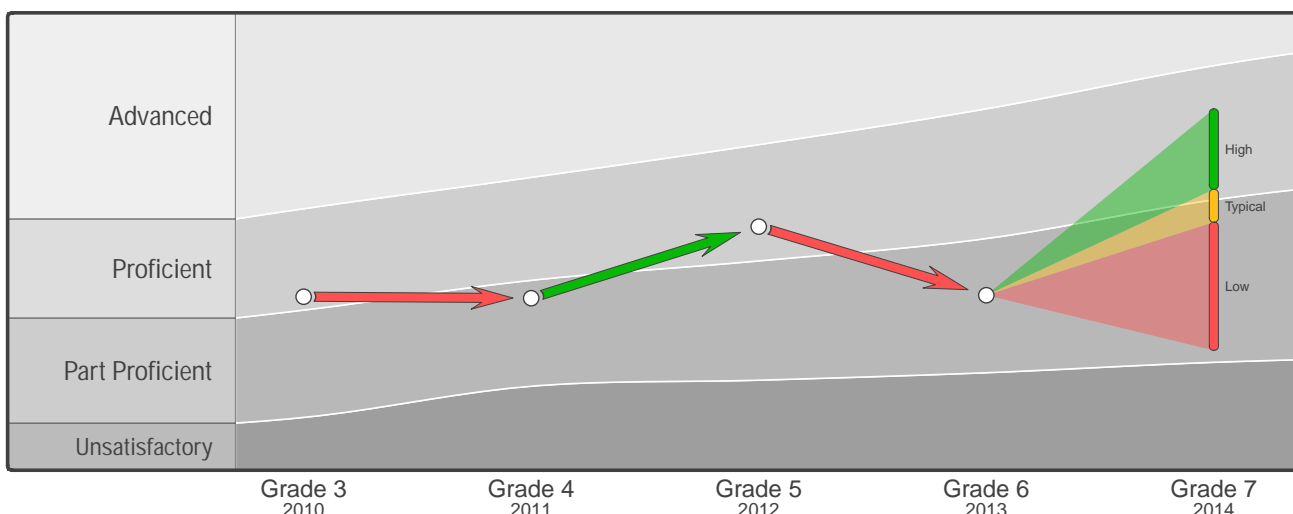
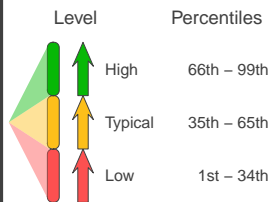
Scale Score	602	554	649	592	Achievement
Achievement Level	Proficient	Part Proficient	Proficient	Part Proficient	
Growth Percentile	1	97	2		Growth
Growth Level	Low	High	Low		

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	474	473	521	475	Achievement
Achievement Level	Proficient	Part Proficient	Proficient	Part Proficient	
Growth Percentile	14	77	3		Growth
Growth Level	Low	High	Low		

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 TCAP 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.

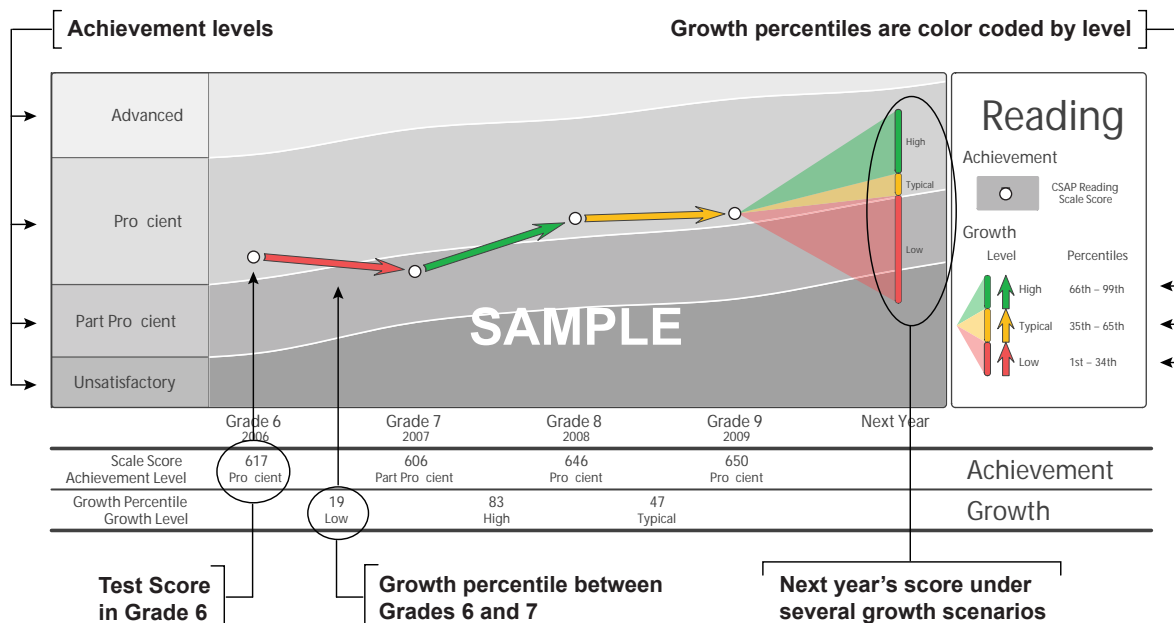
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

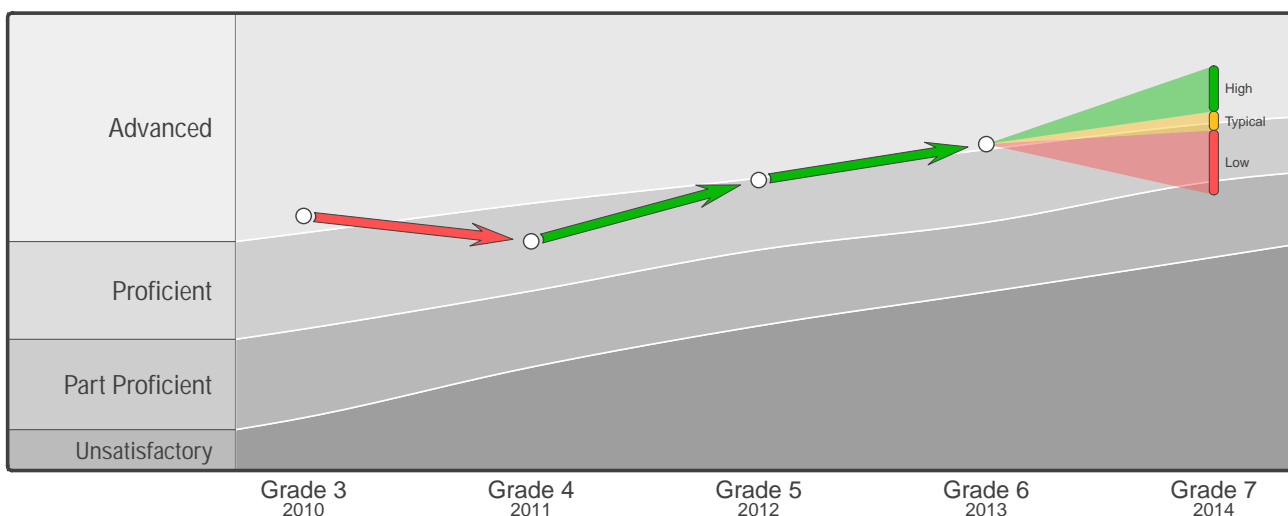
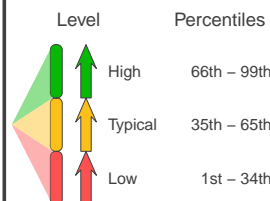


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Achievement

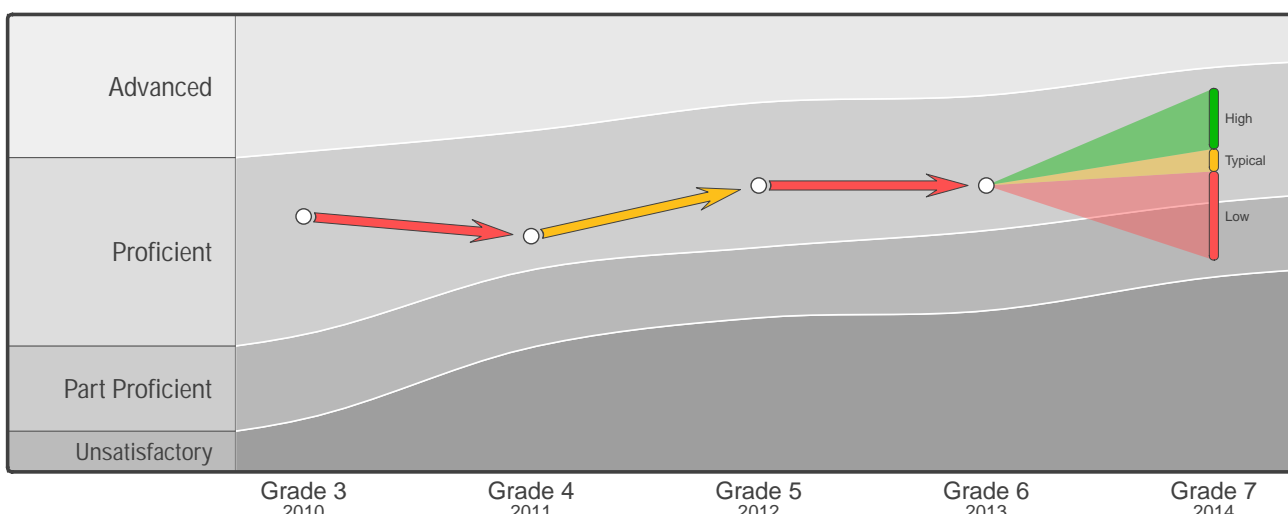
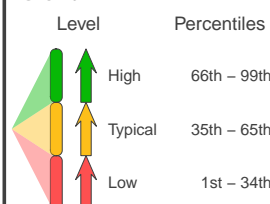
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Achievement

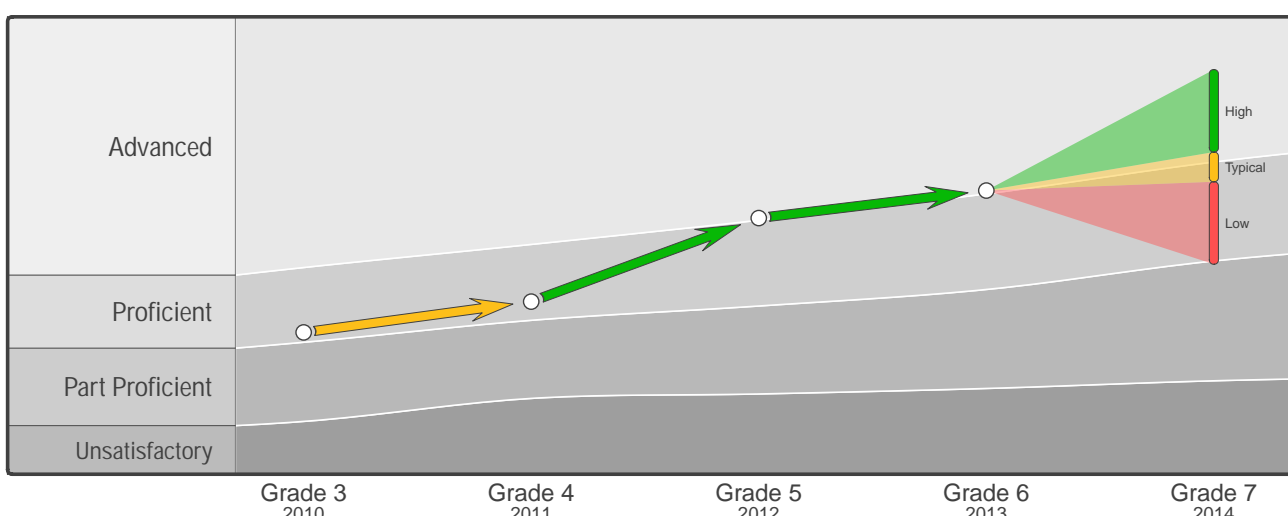
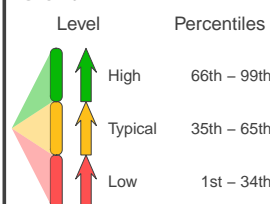
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

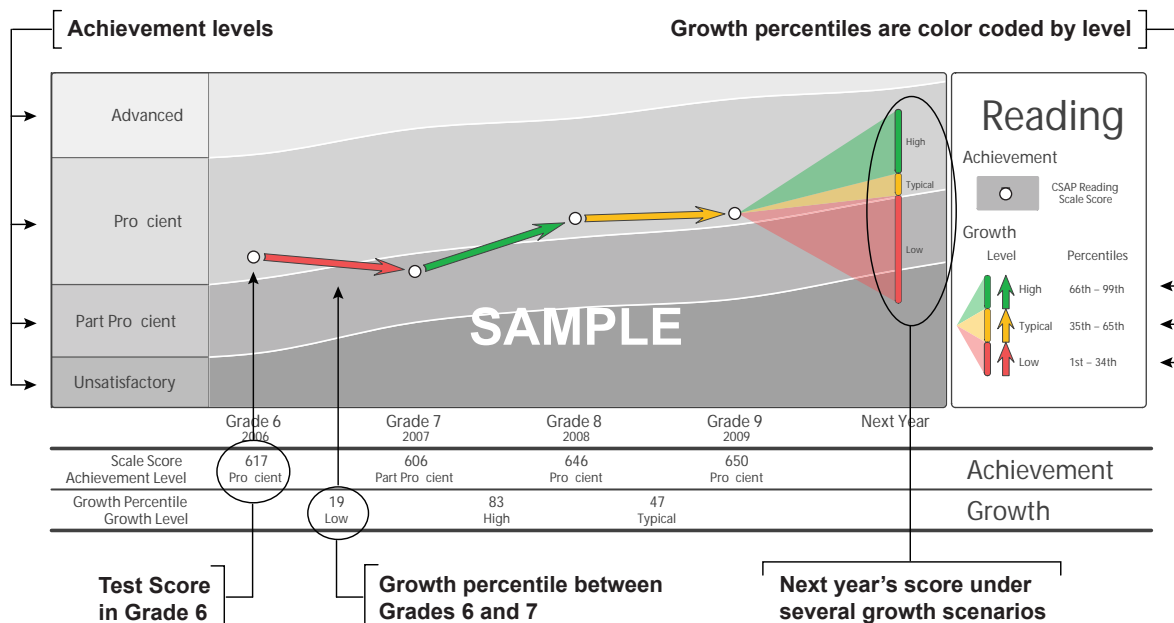
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

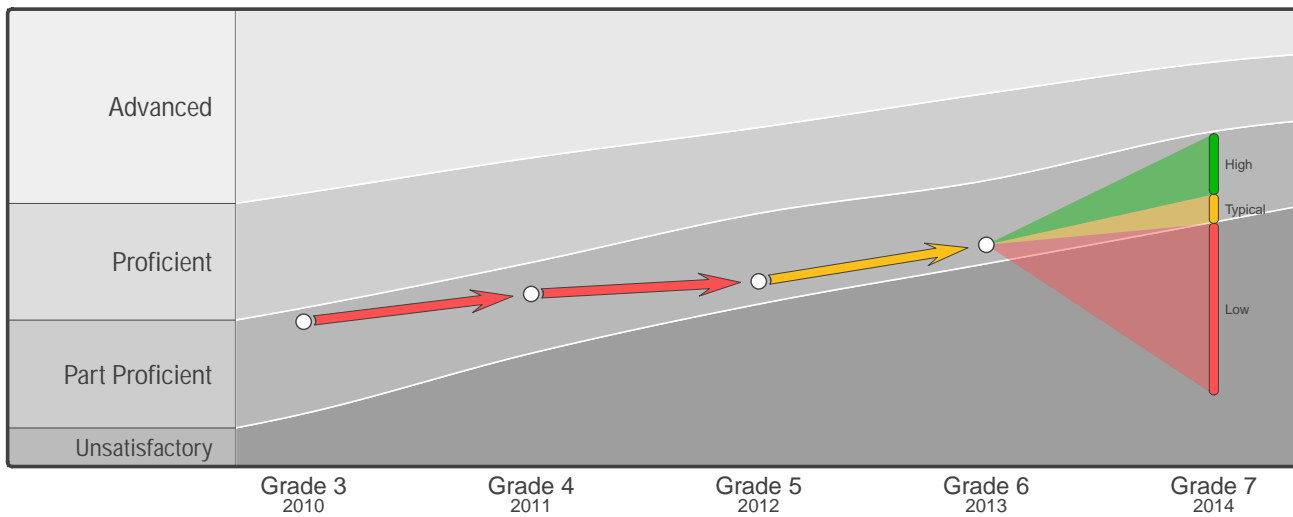
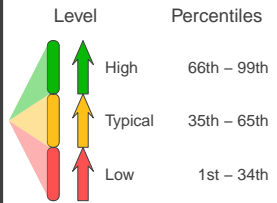


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



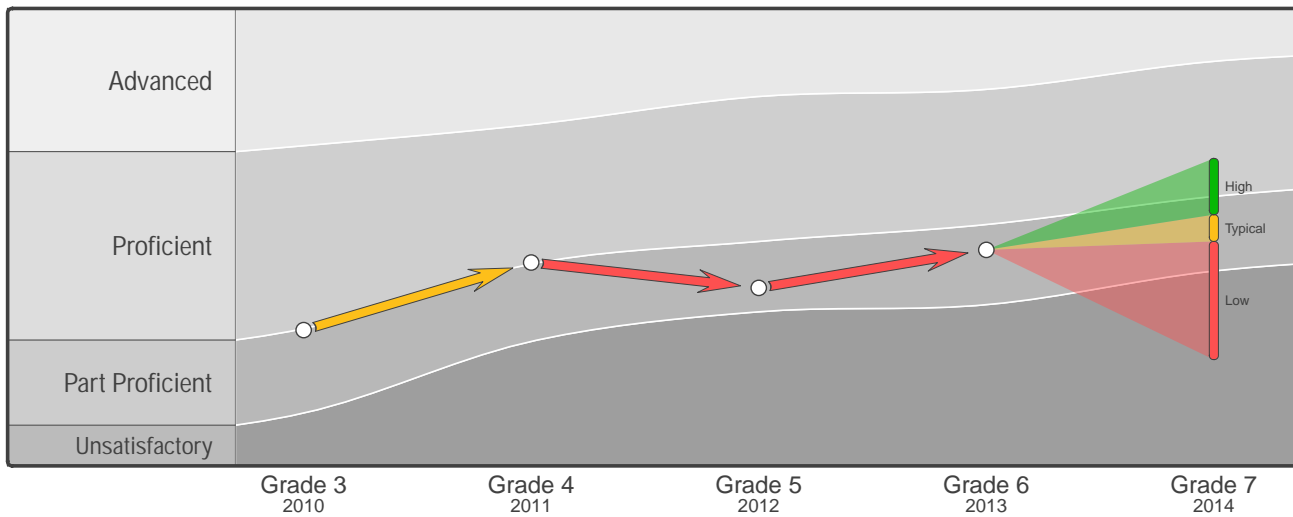
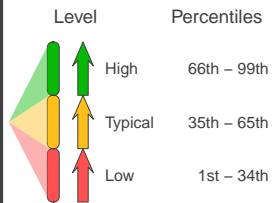
Scale Score	408	430	440	469	
Achievement Level	Part Proficient	Part Proficient	Part Proficient	Part Proficient	Achievement
Growth Percentile	27	20	44		Growth
Growth Level	Low	Low	Typical		

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



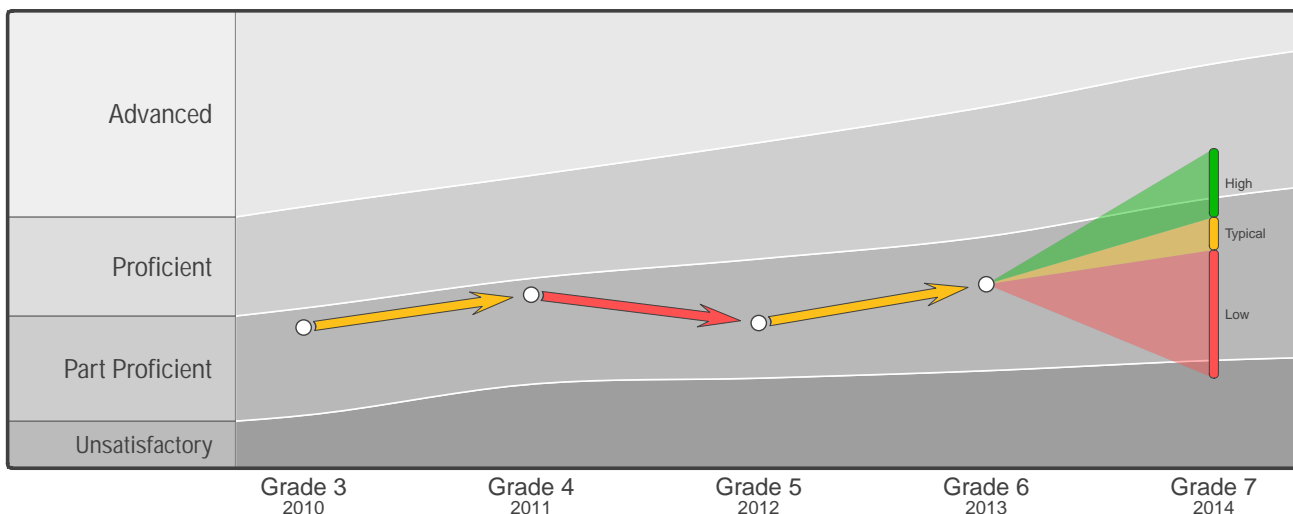
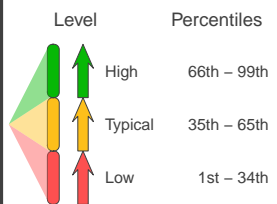
Scale Score	525	573	555	582	
Achievement Level	Part Proficient	Proficient	Part Proficient	Part Proficient	Achievement
Growth Percentile	58	6	28		Growth
Growth Level	Typical	Low	Low		

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	452	474	455	481	
Achievement Level	Part Proficient	Part Proficient	Part Proficient	Part Proficient	Achievement
Growth Percentile	38	9	43		Growth
Growth Level	Typical	Low	Typical		

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 TCAP 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.

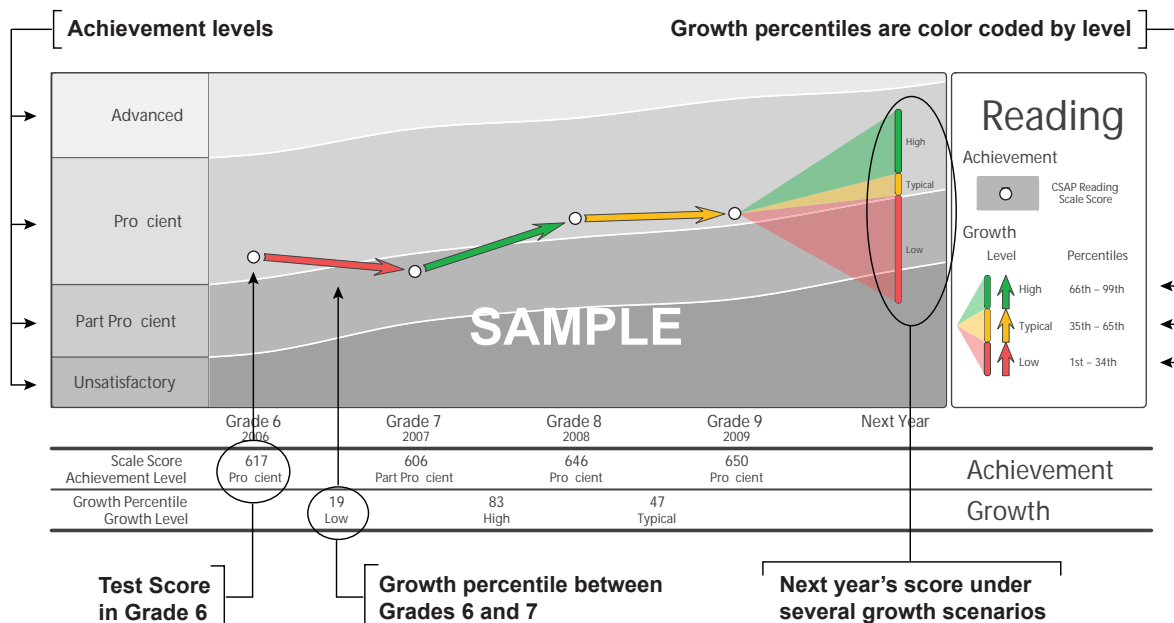
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

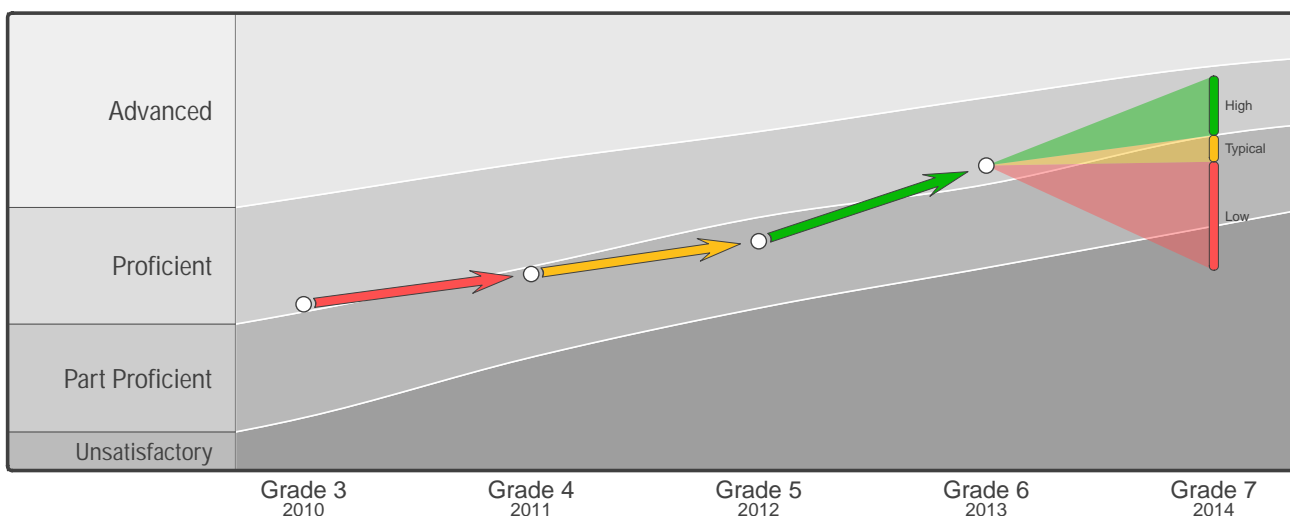
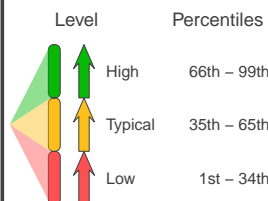


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Achievement

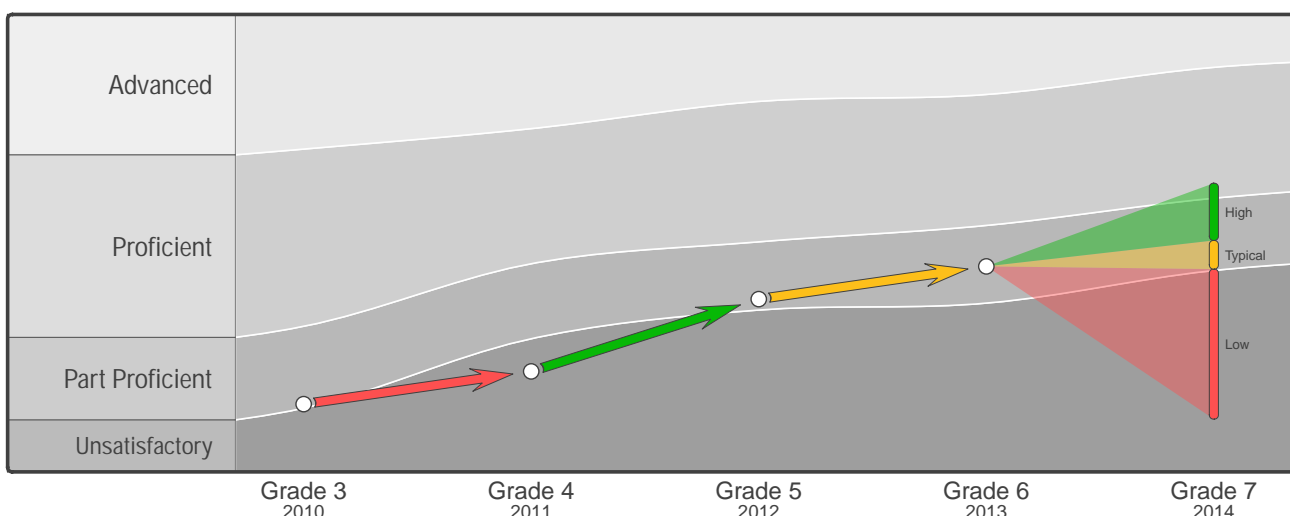
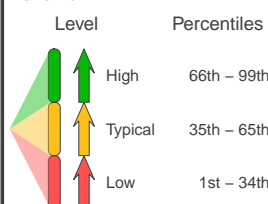
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Achievement

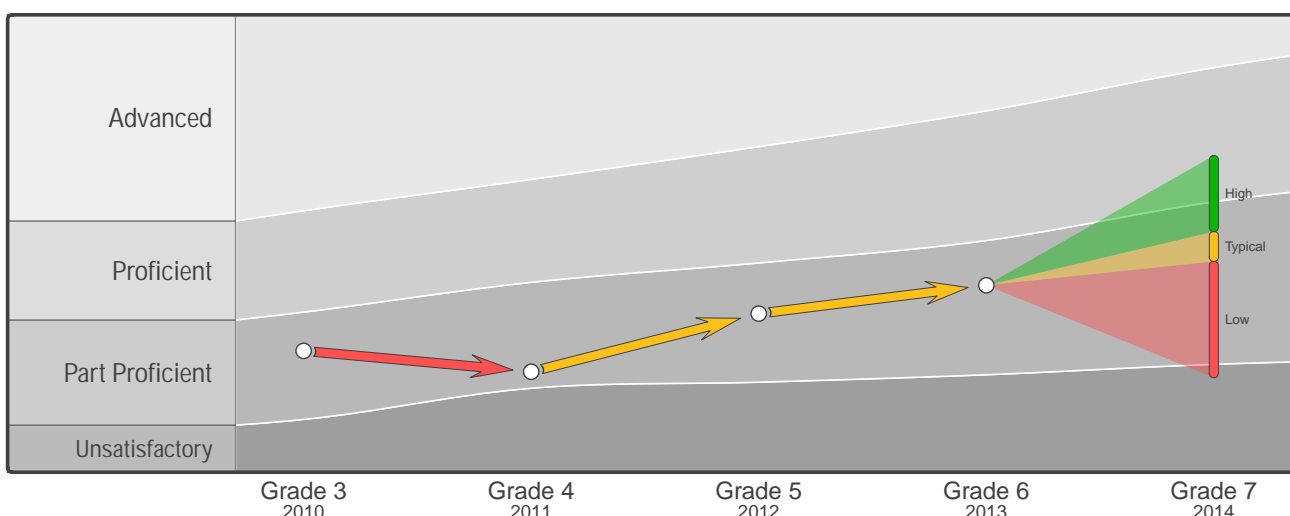
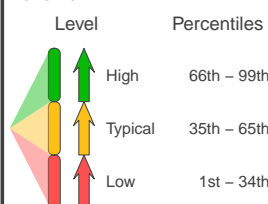
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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 TCAP 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.

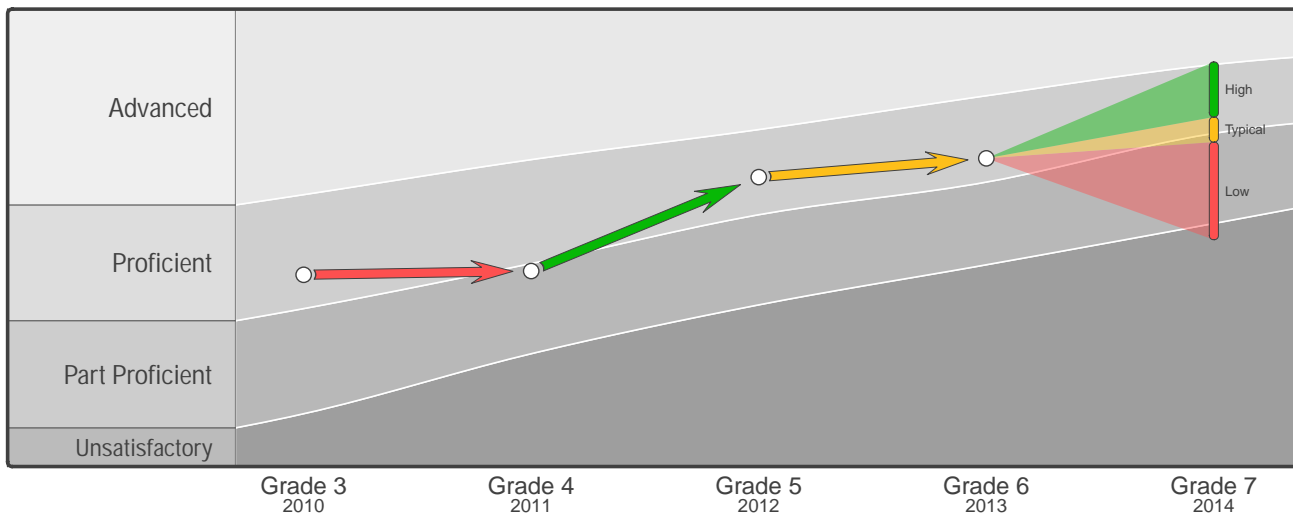


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Achievement

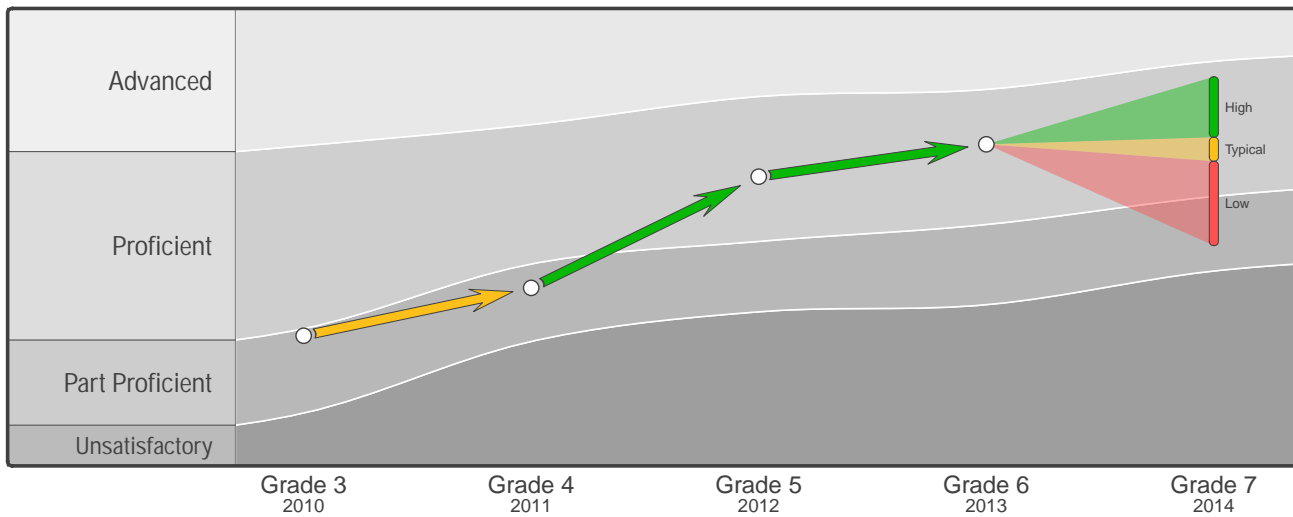
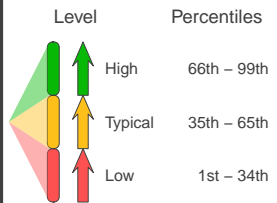
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Achievement

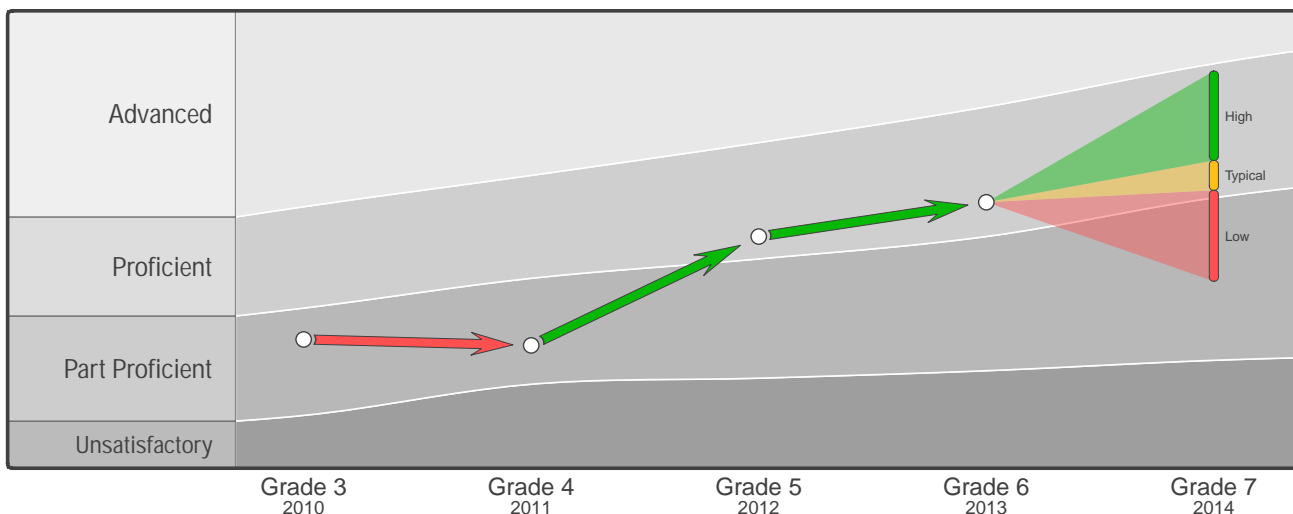
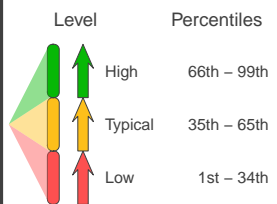
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

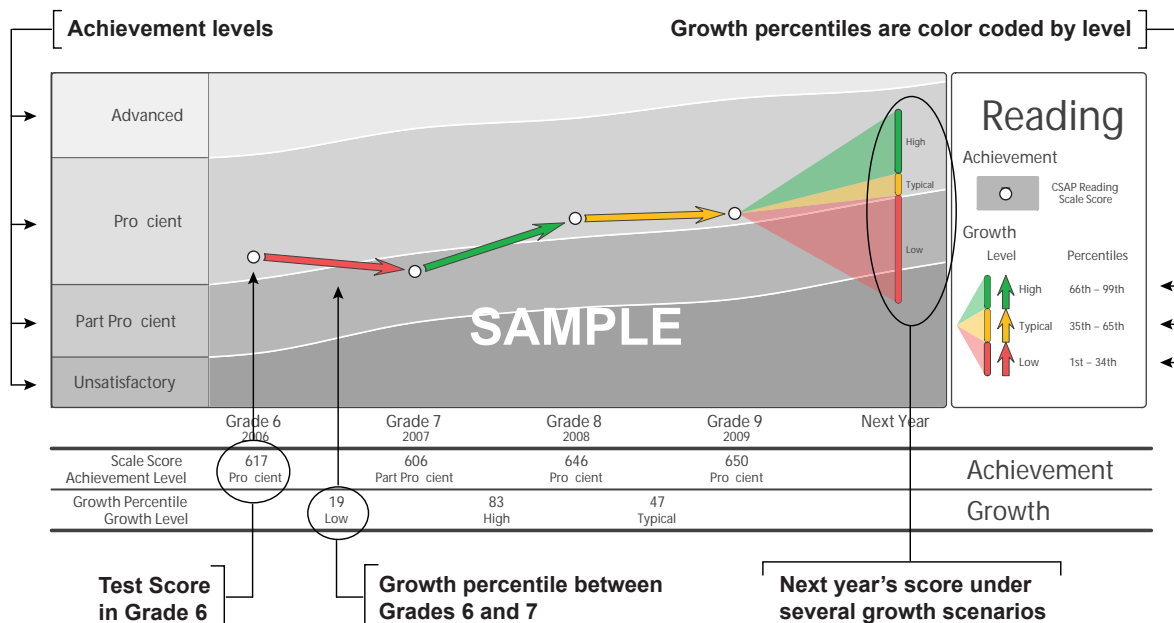
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

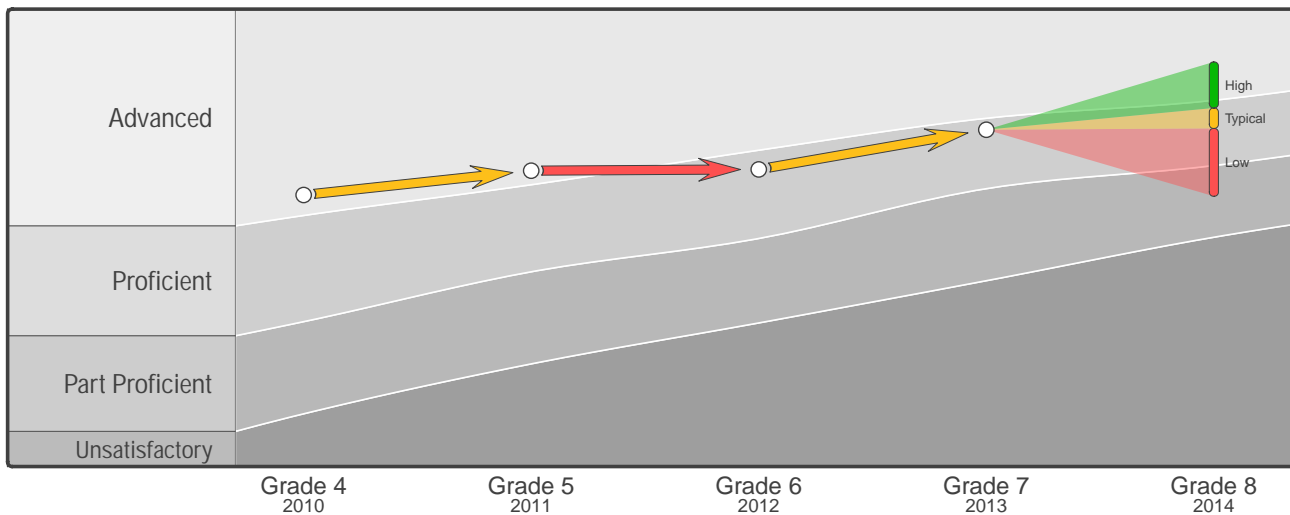
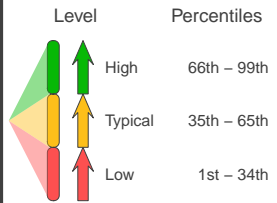


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



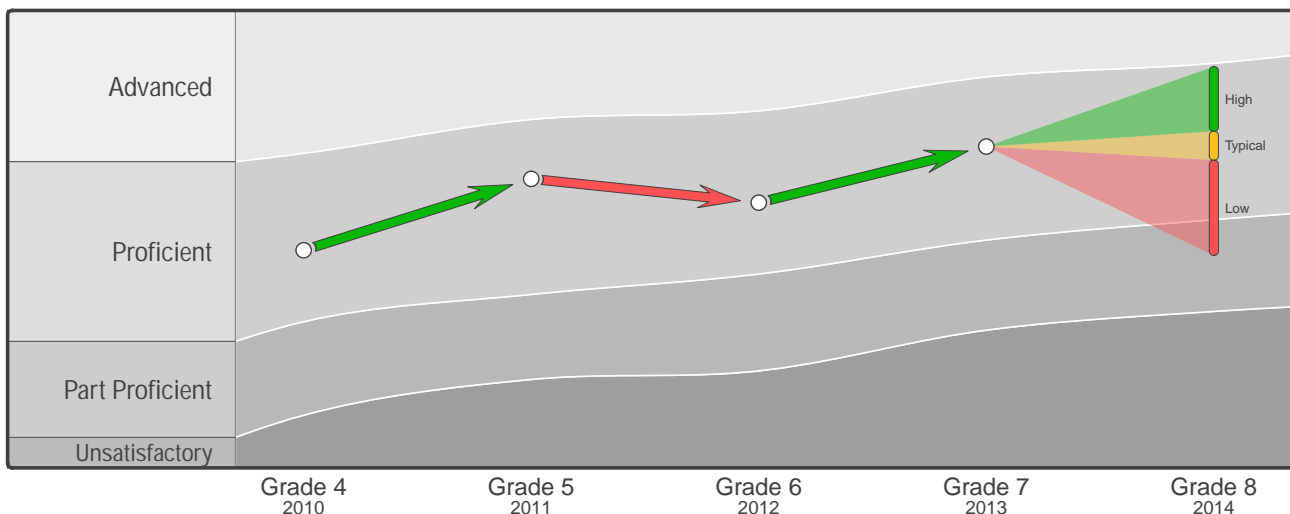
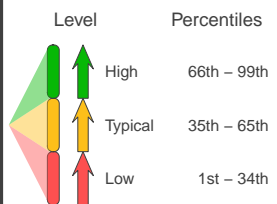
Scale Score	554	573	574	605		Achievement
Achievement Level	Advanced	Advanced	Proficient	Proficient		
Growth Percentile	52		32	49		Growth
Growth Level	Typical		Low	Typical		

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



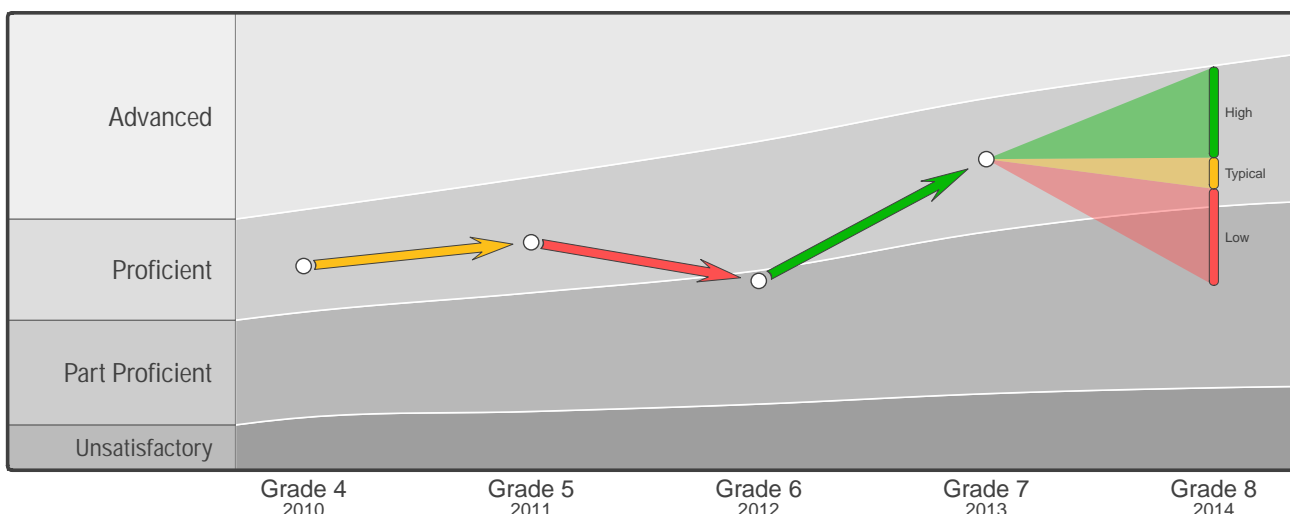
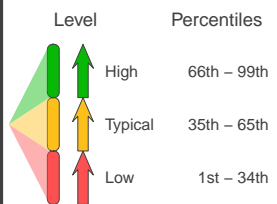
Scale Score	614	656	642	675		Achievement
Achievement Level	Proficient	Proficient	Proficient	Proficient		
Growth Percentile	71		12	69		Growth
Growth Level	High		Low	High		

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	516	532	506	588		Achievement
Achievement Level	Proficient	Proficient	Part Proficient	Proficient		
Growth Percentile	54		8	81		Growth
Growth Level	Typical		Low	High		

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 TCAP 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.

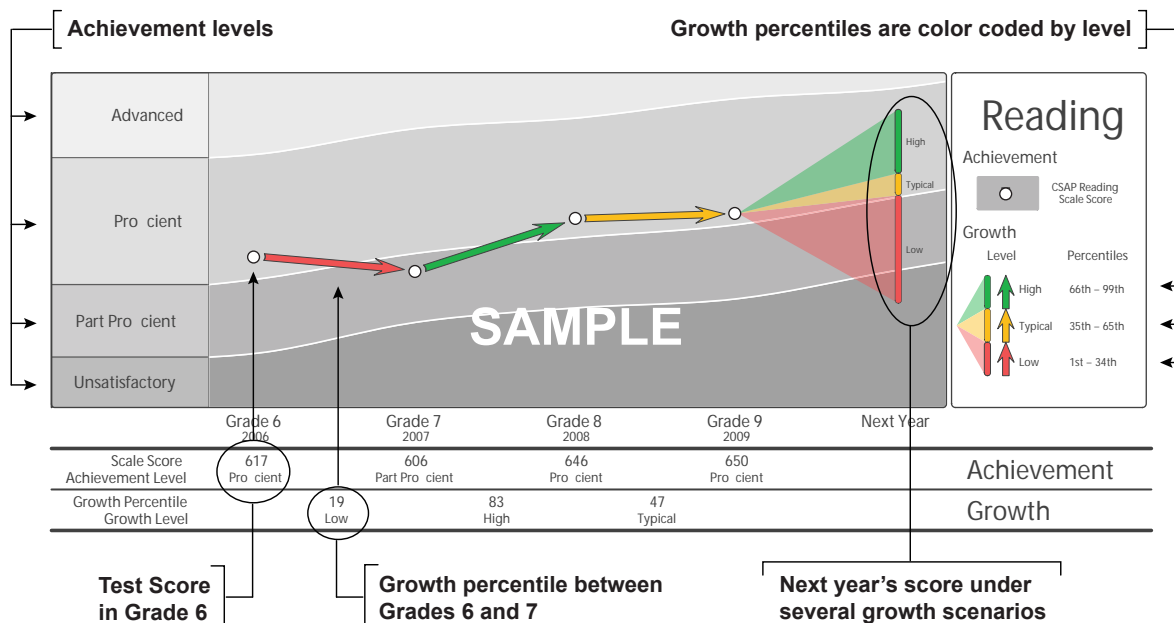
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

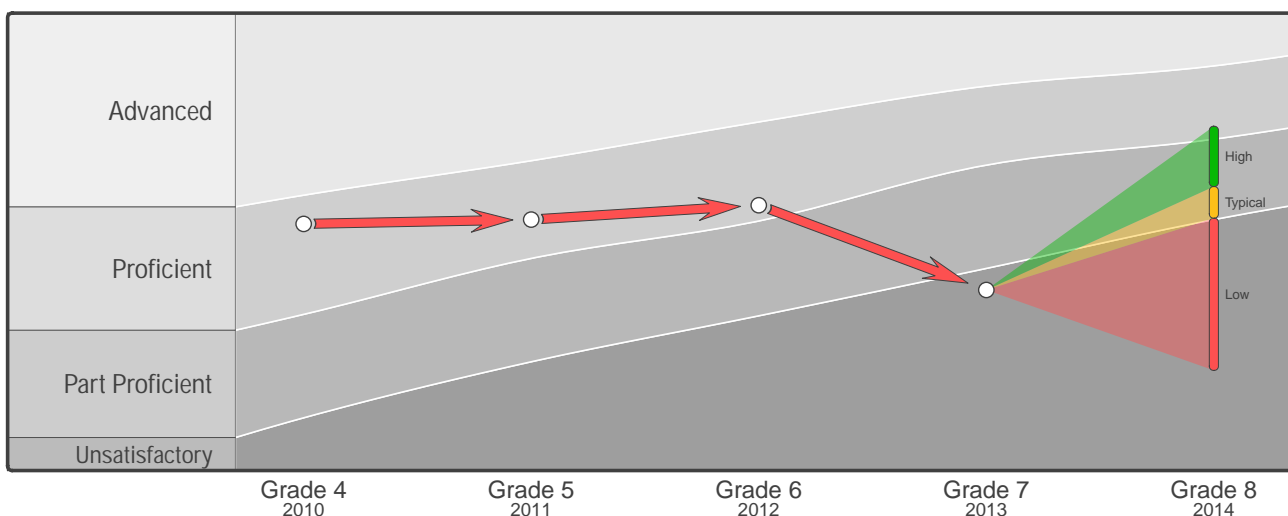
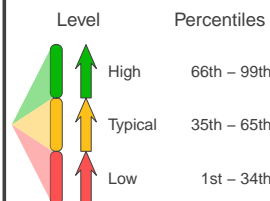


Math

Achievement

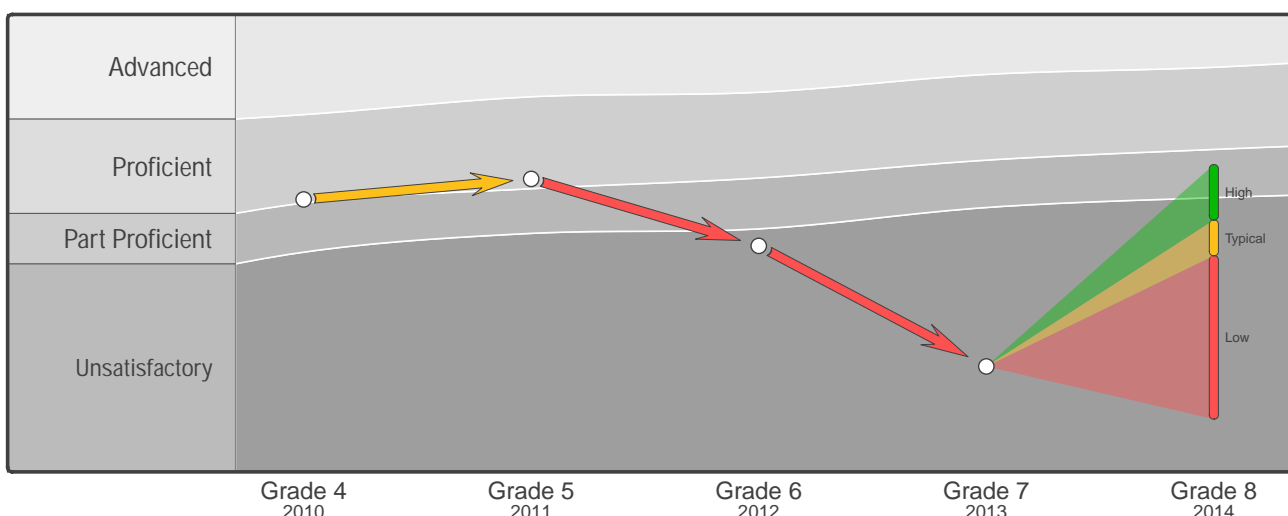
CSAP/TCAP Math Scale Score

Growth



Achievement

Growth

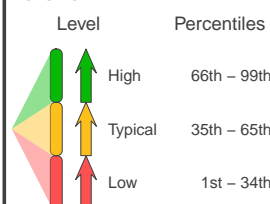


Reading

Achievement

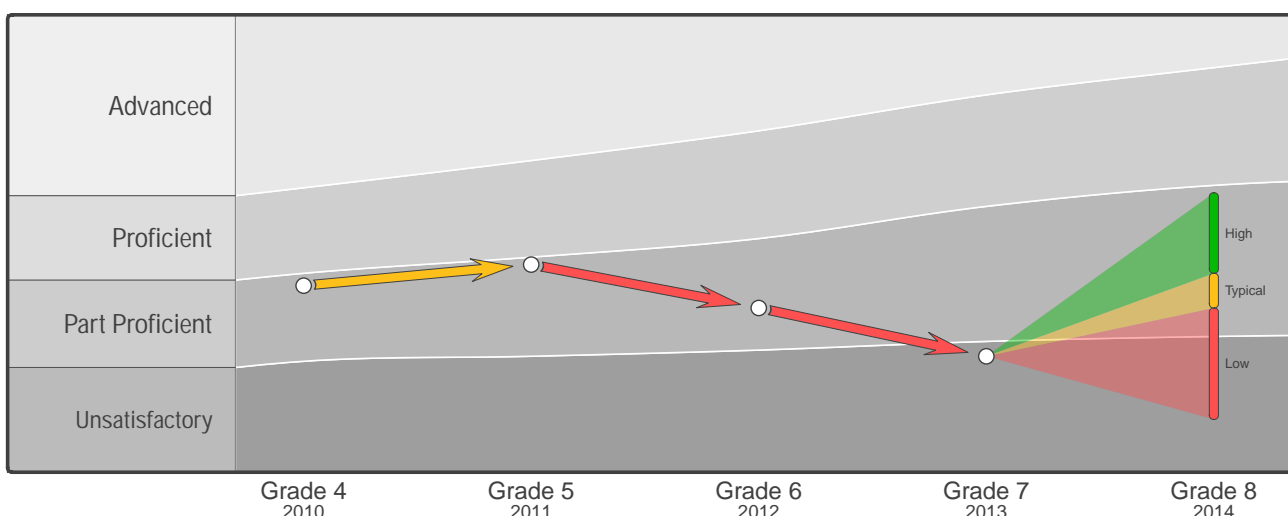
CSAP/TCAP Reading Scale Score

Growth



Achievement

Growth

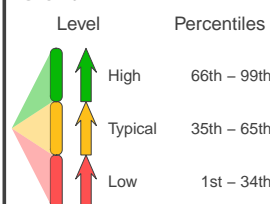


Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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 TCAP 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.

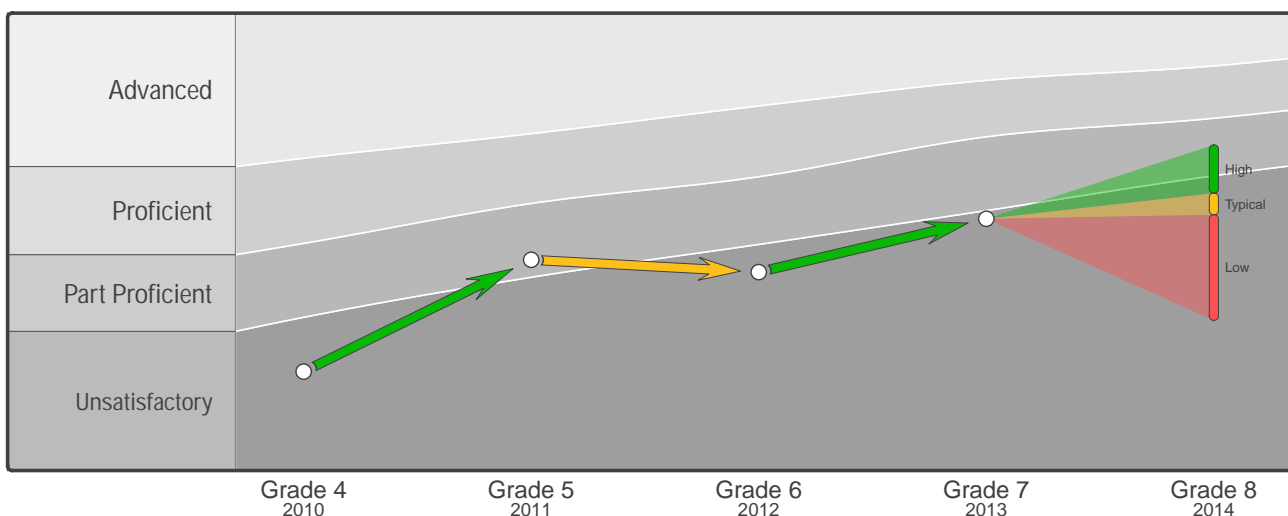
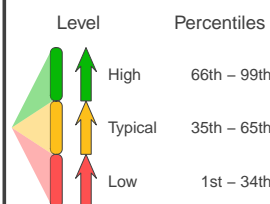


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Achievement

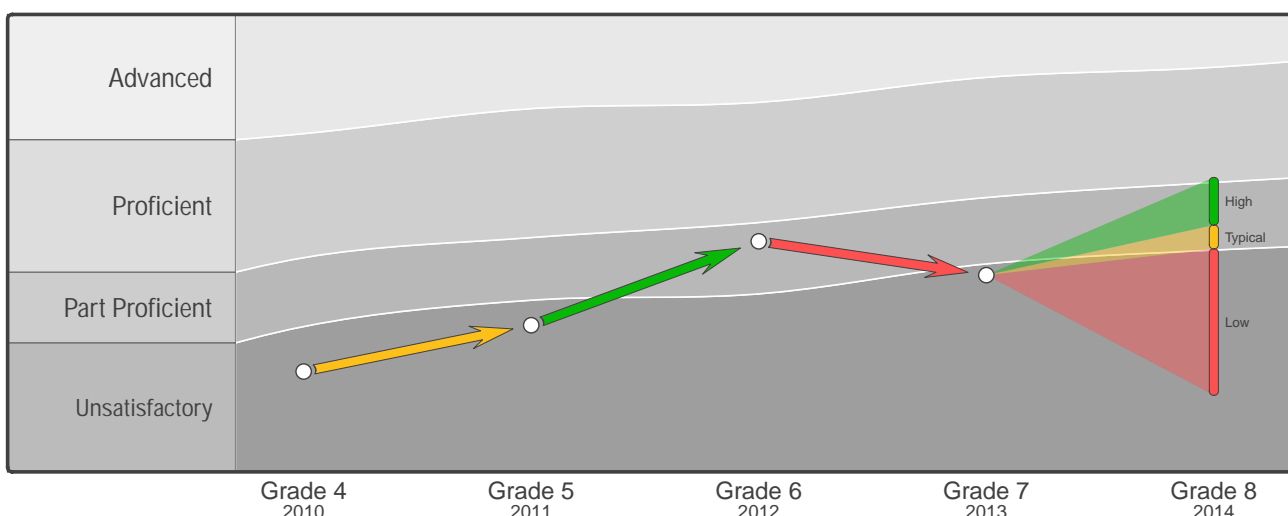
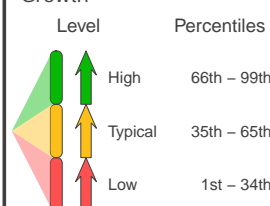
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Achievement

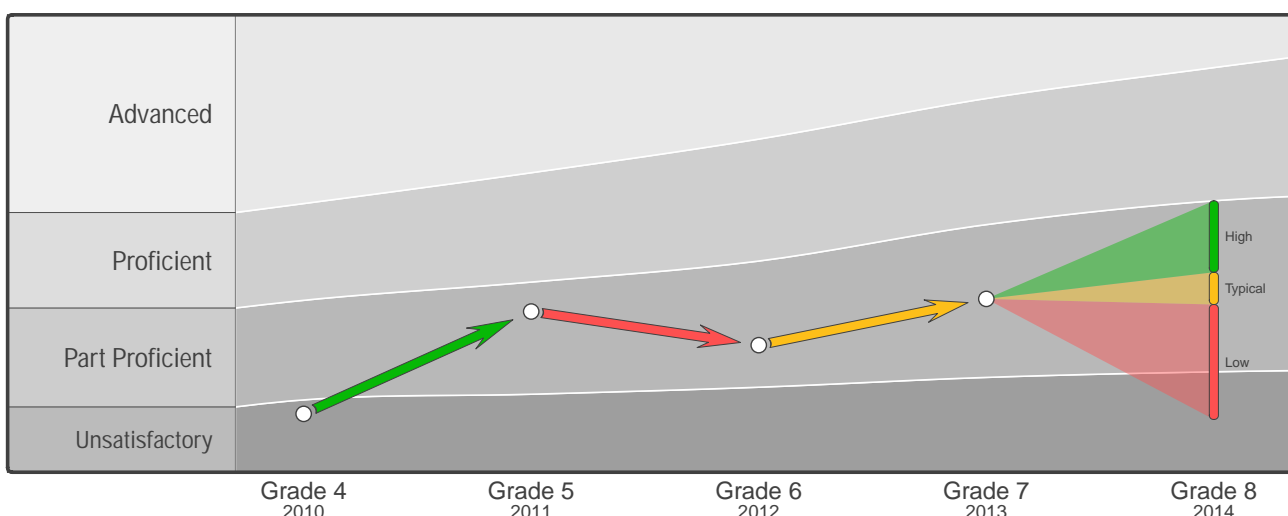
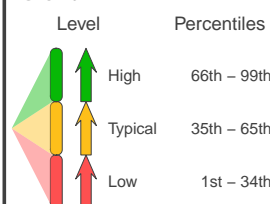
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

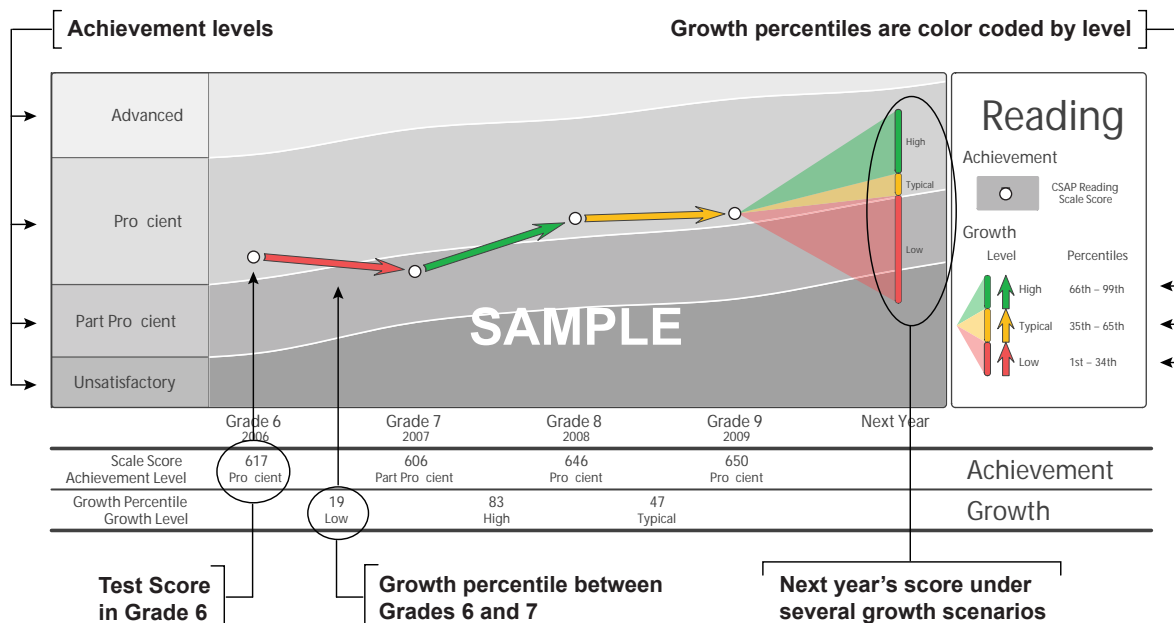
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

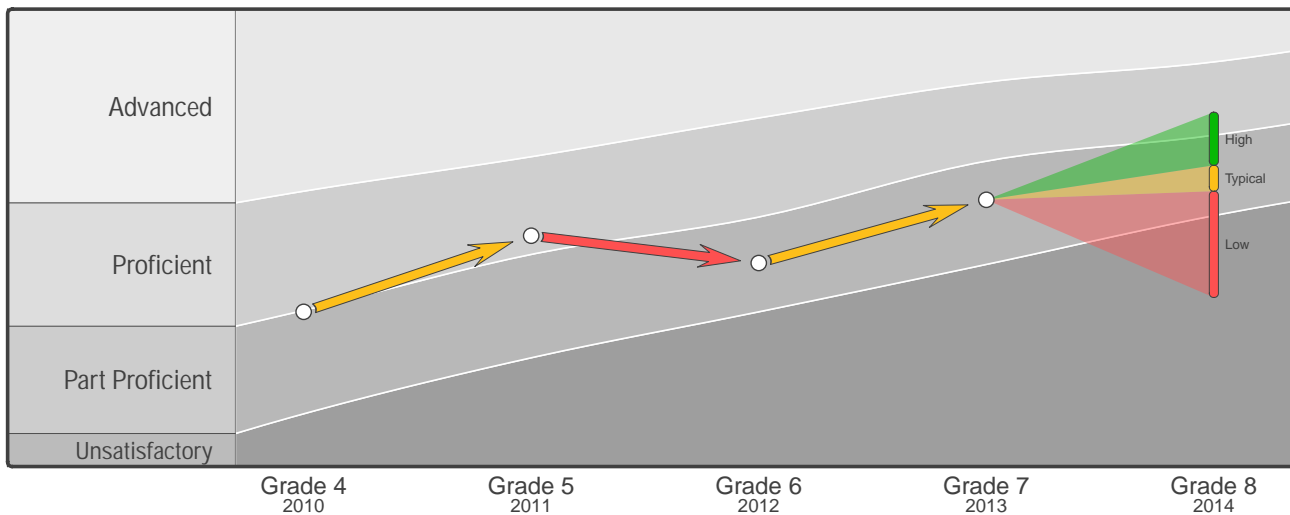
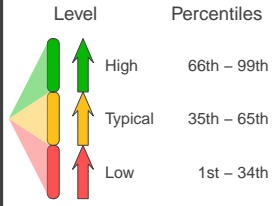


Math

Achievement

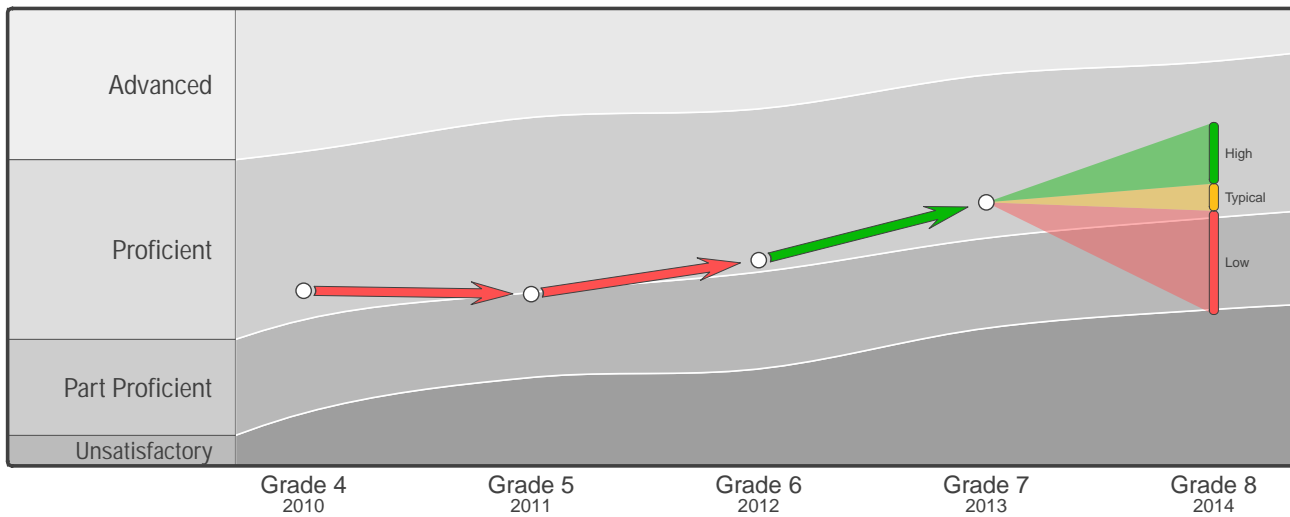
CSAP/TCAP Math Scale Score

Growth



Achievement

Growth

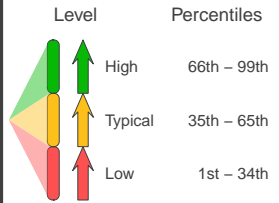


Reading

Achievement

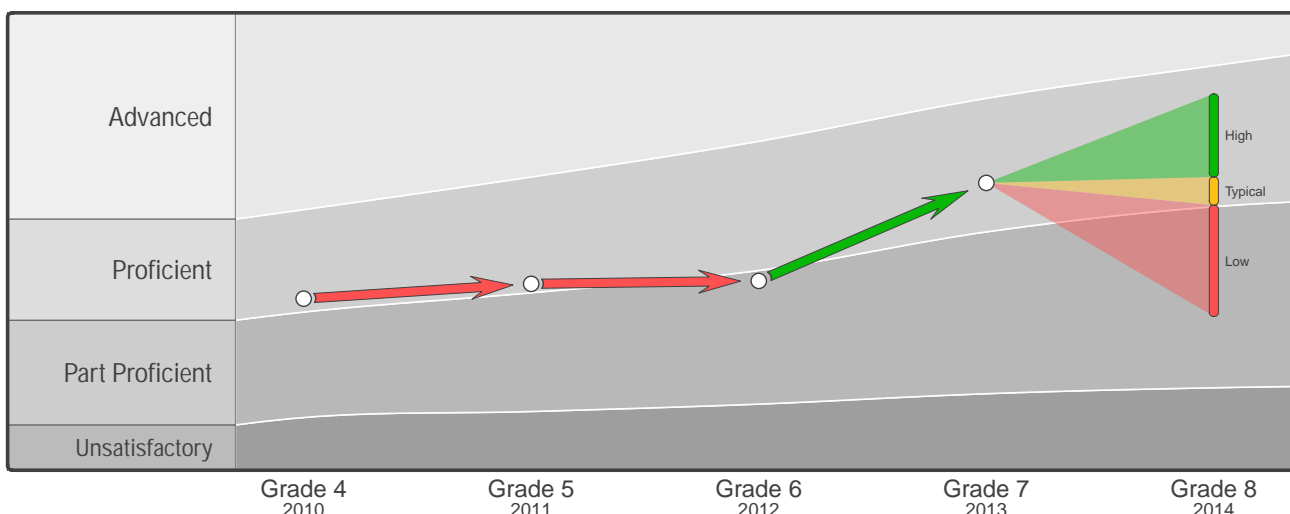
CSAP/TCAP Reading Scale Score

Growth



Achievement

Growth

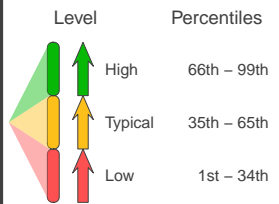


Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

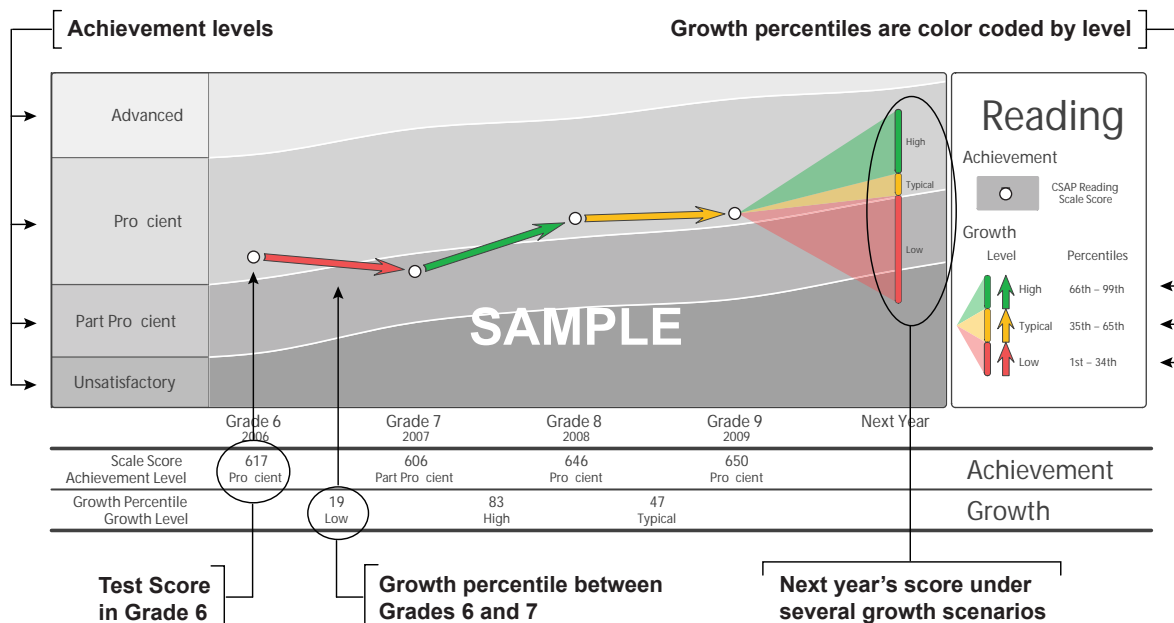
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

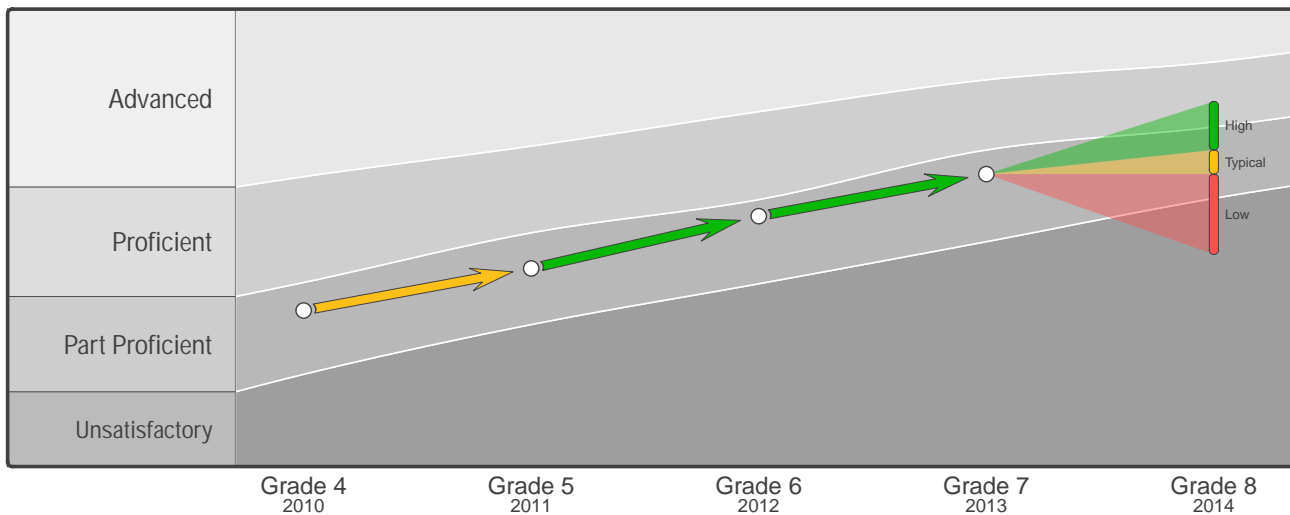
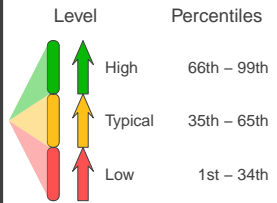


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



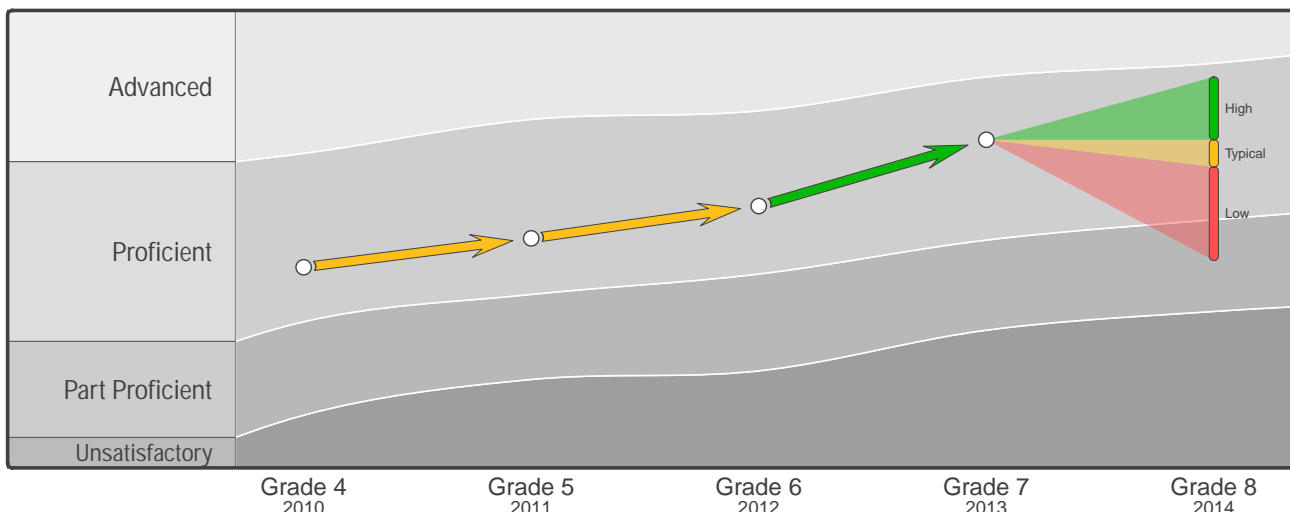
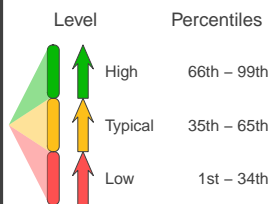
Scale Score	433	466	507	540		Achievement
Achievement Level	Part Proficient	Part Proficient	Part Proficient	Part Proficient		
Growth Percentile	58	79	71			Growth
Growth Level	Typical	High	High			

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



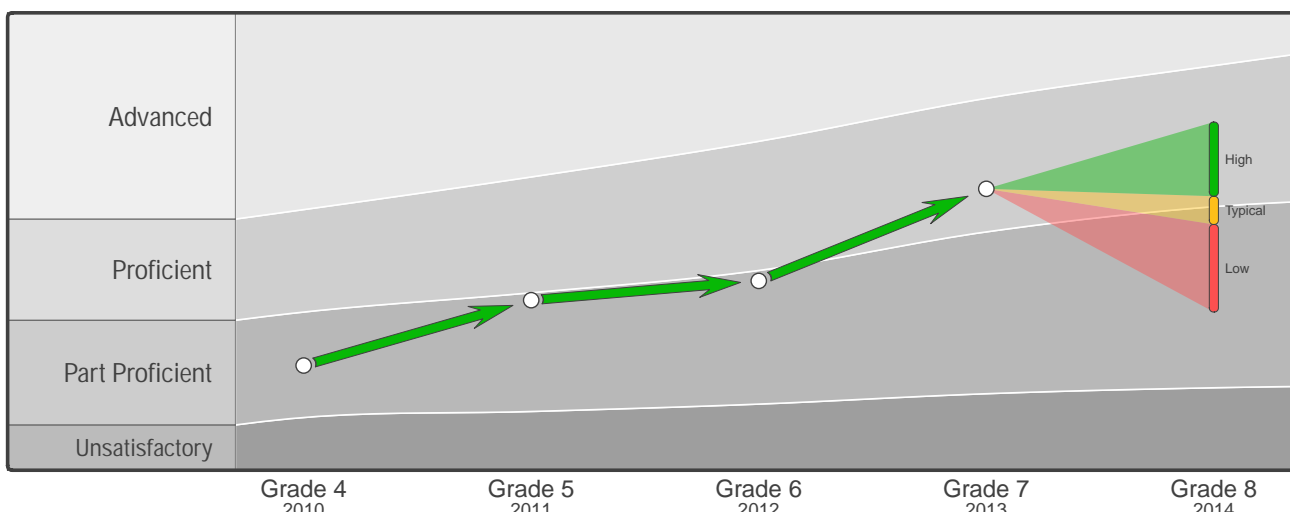
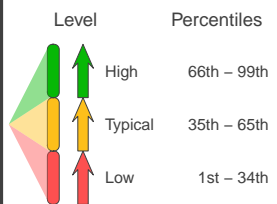
Scale Score	604	621	640	679		Achievement
Achievement Level	Proficient	Proficient	Proficient	Proficient		
Growth Percentile	41	46	90			Growth
Growth Level	Typical	Typical	High			

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	449	493	506	568		Achievement
Achievement Level	Part Proficient	Part Proficient	Part Proficient	Proficient		
Growth Percentile	82	74	92			Growth
Growth Level	High	High	High			

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 TCAP 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.

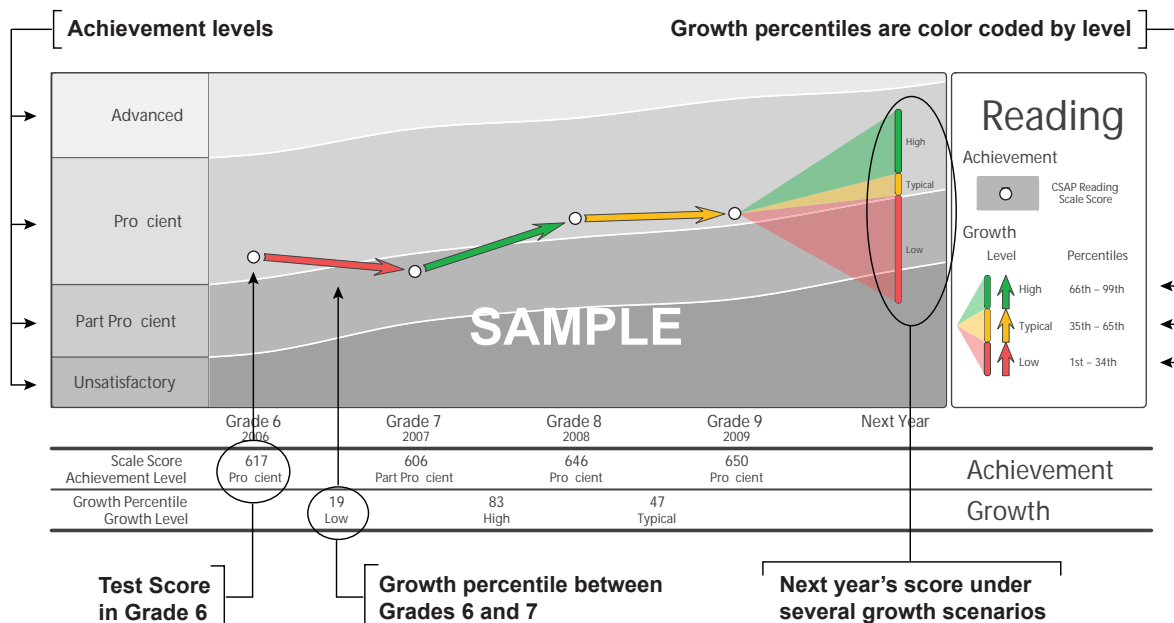
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

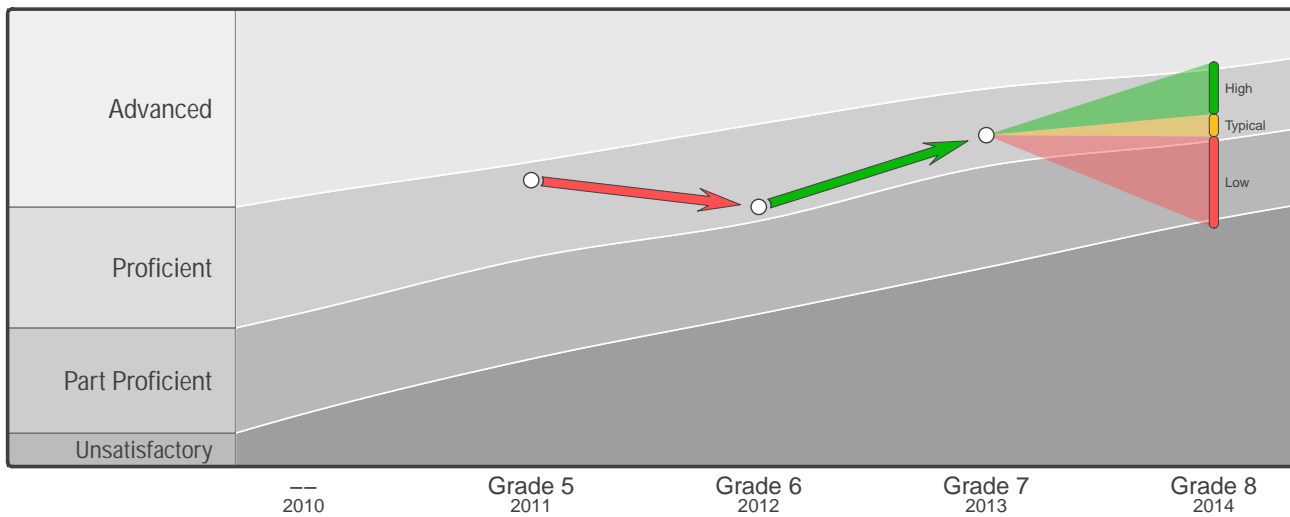
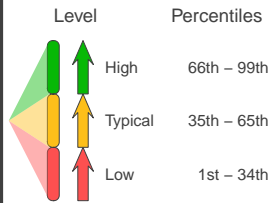


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Achievement

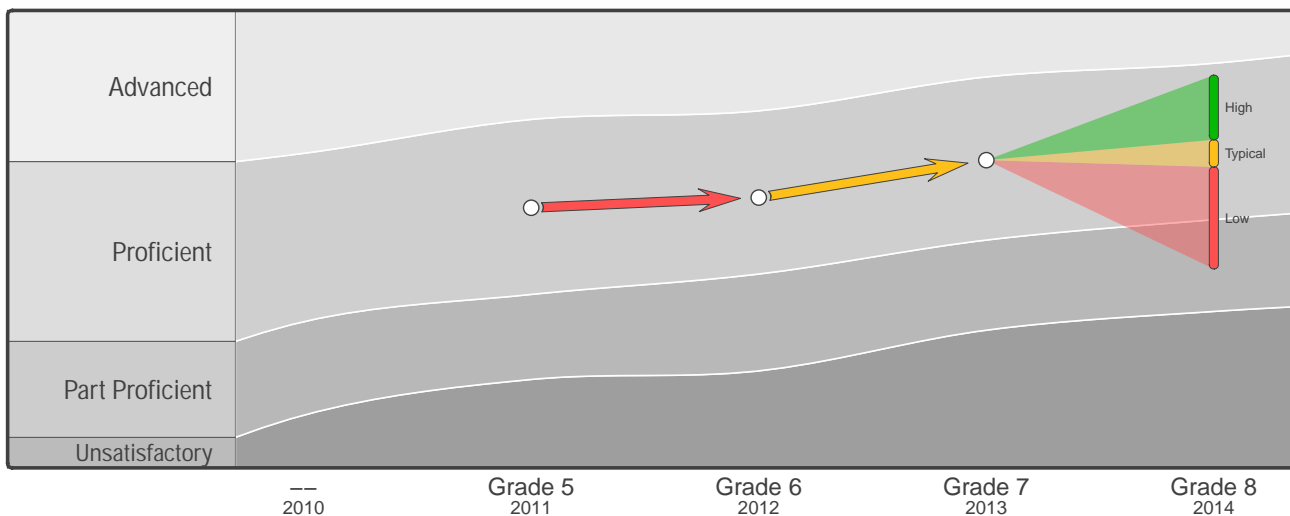
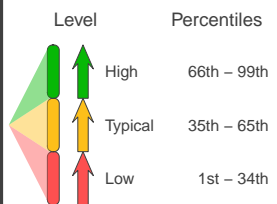
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Achievement

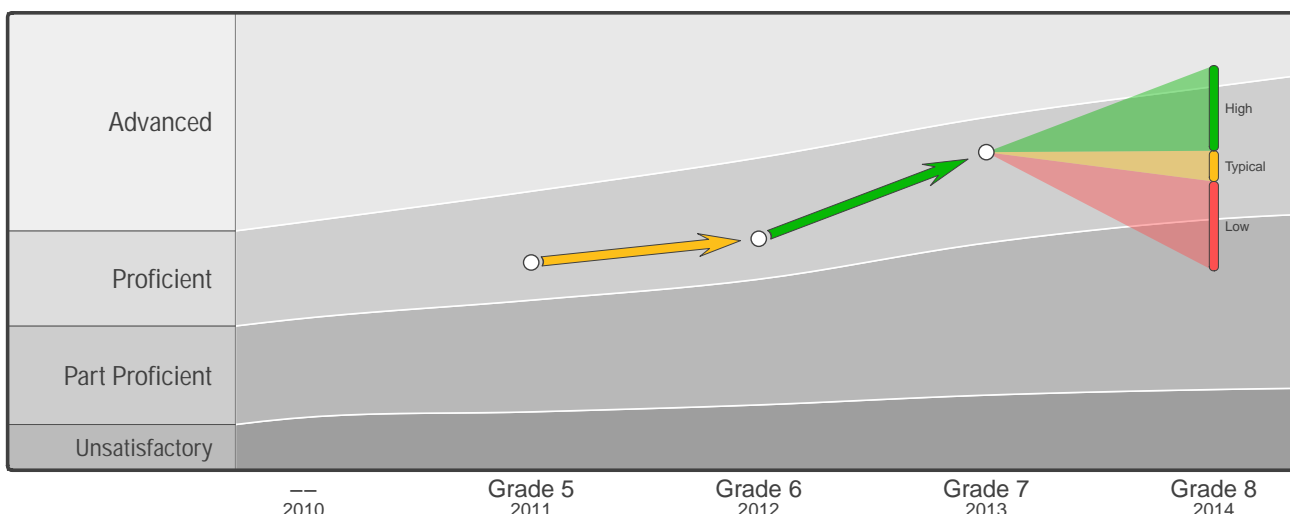
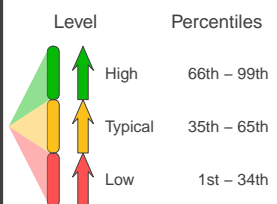
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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 TCAP 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.

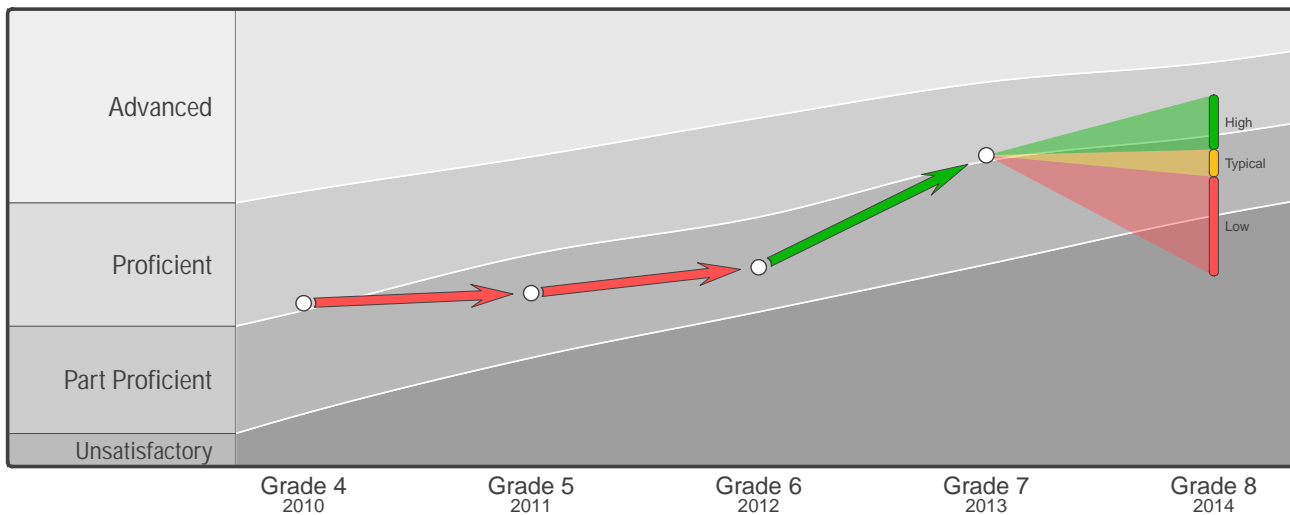


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



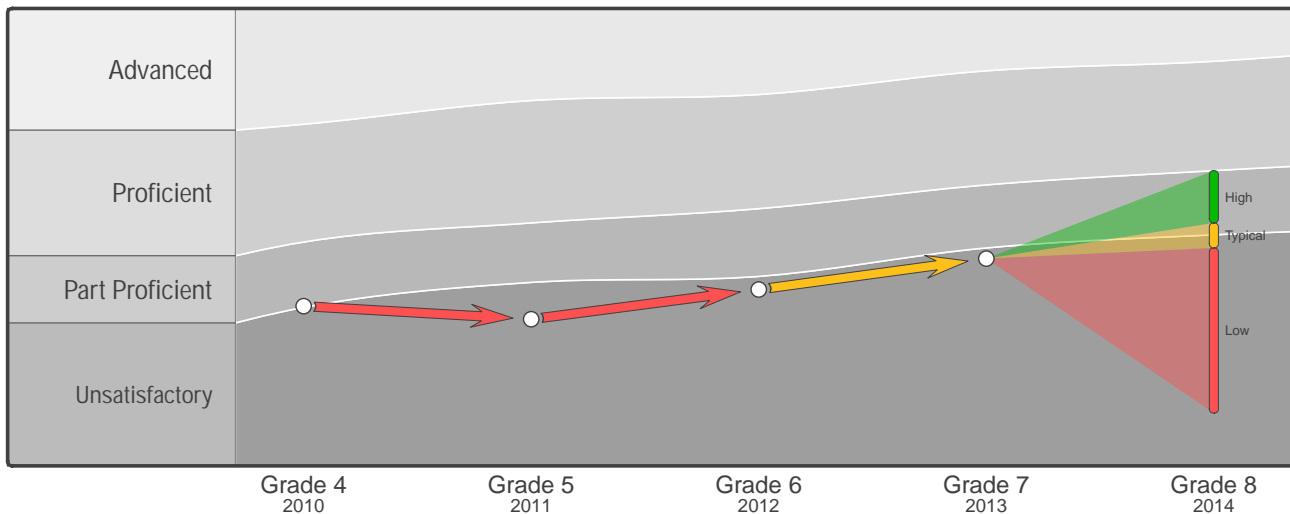
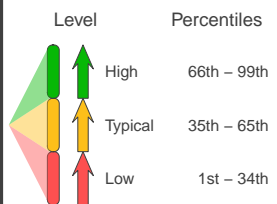
Scale Score	460	467	485	563		Achievement
Achievement Level	Proficient	Part Proficient	Part Proficient	Proficient		
Growth Percentile	18	33	96			Growth
Growth Level	Low	Low	High			

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



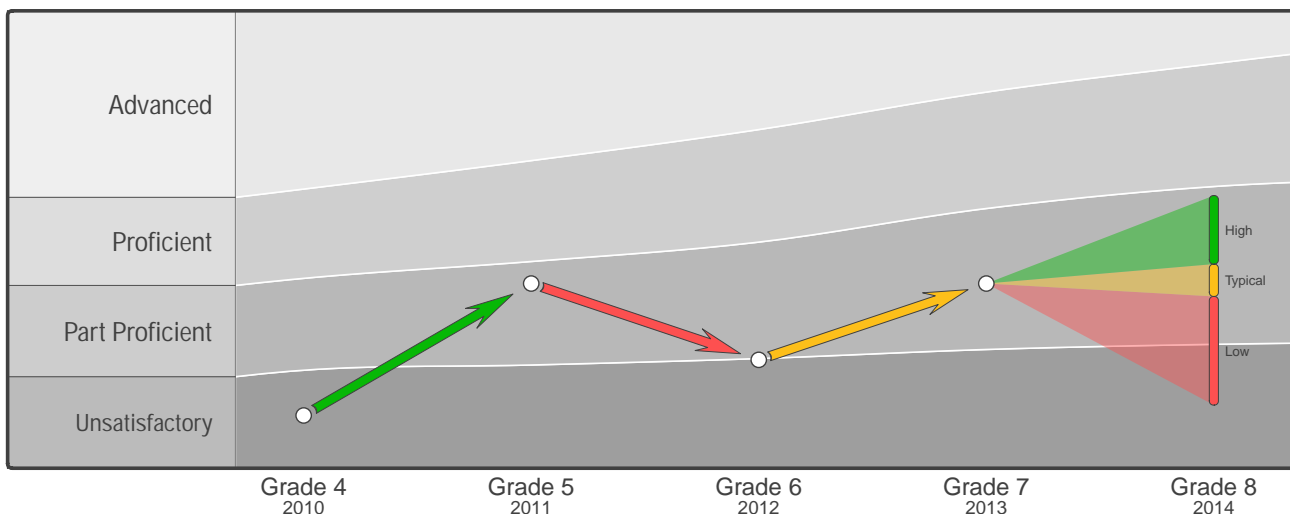
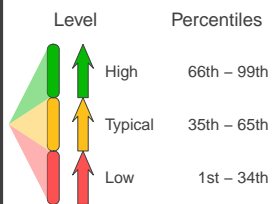
Scale Score	518	507	532	558		Achievement
Achievement Level	Part Proficient	Unsatisfactory	Unsatisfactory	Unsatisfactory		
Growth Percentile	16	33	58			Growth
Growth Level	Low	Low	Typical			

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	379	481	422	481		Achievement
Achievement Level	Unsatisfactory	Part Proficient	Unsatisfactory	Part Proficient		
Growth Percentile	95	7	57			Growth
Growth Level	High	Low	Typical			

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 TCAP 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.

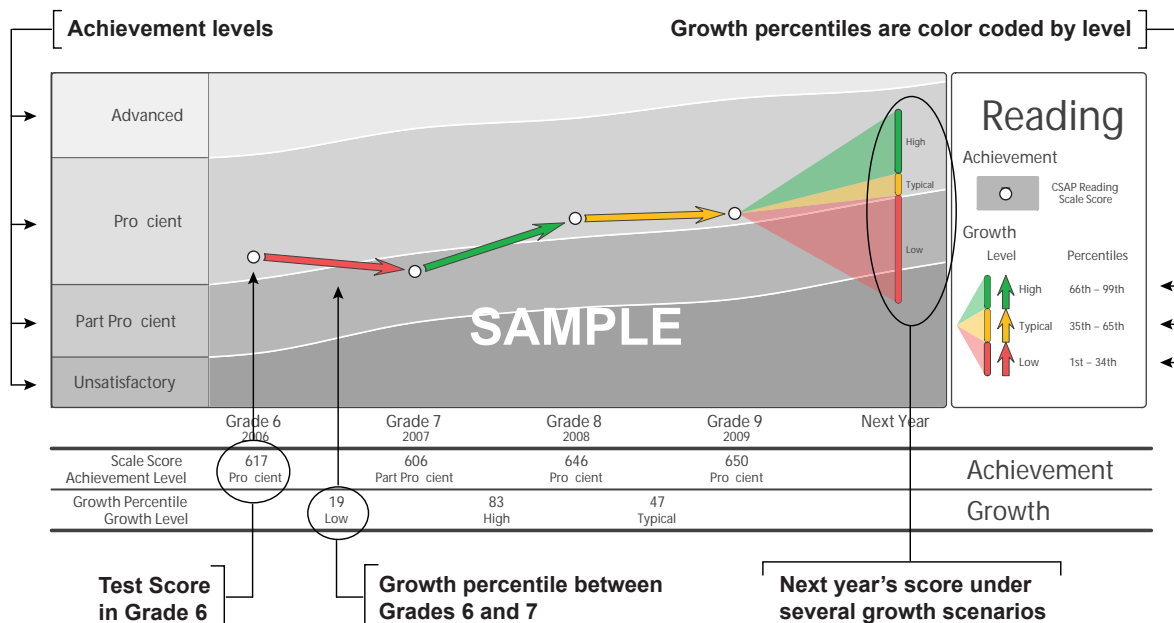
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

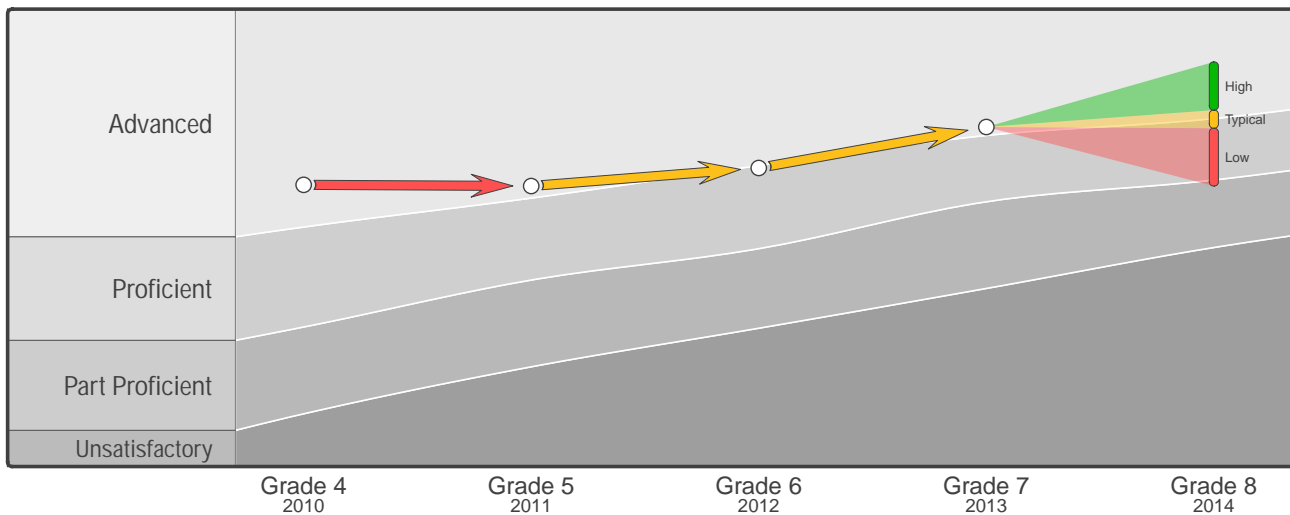
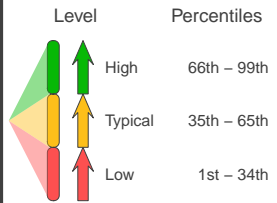


Math

Achievement

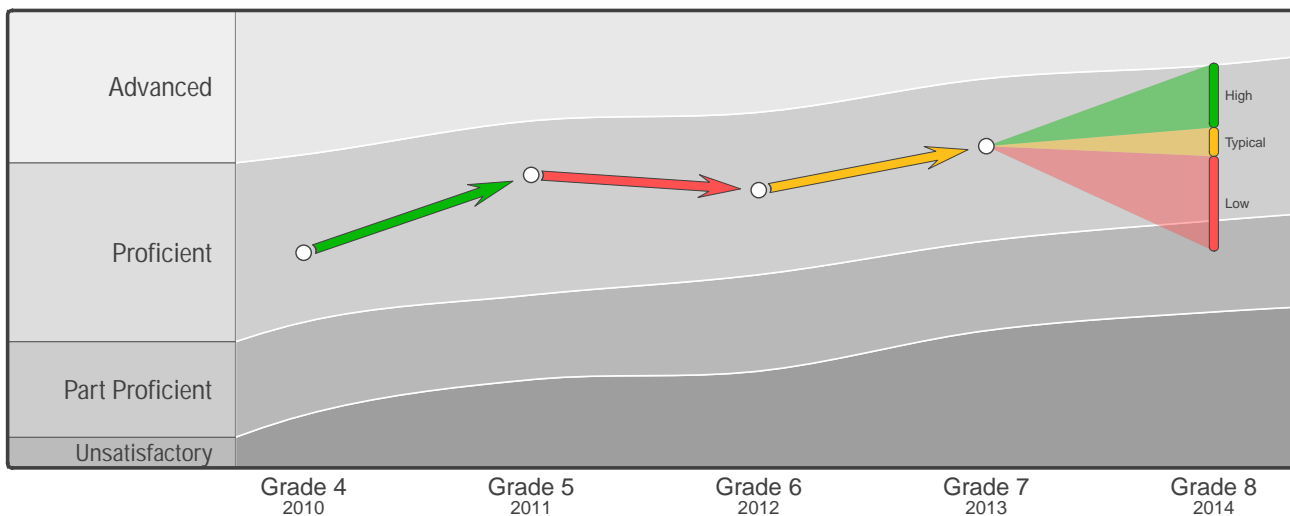
 CSAP/TCAP Math Scale Score

Growth



Achievement

Growth

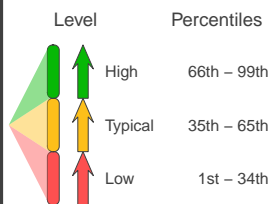


Reading

Achievement

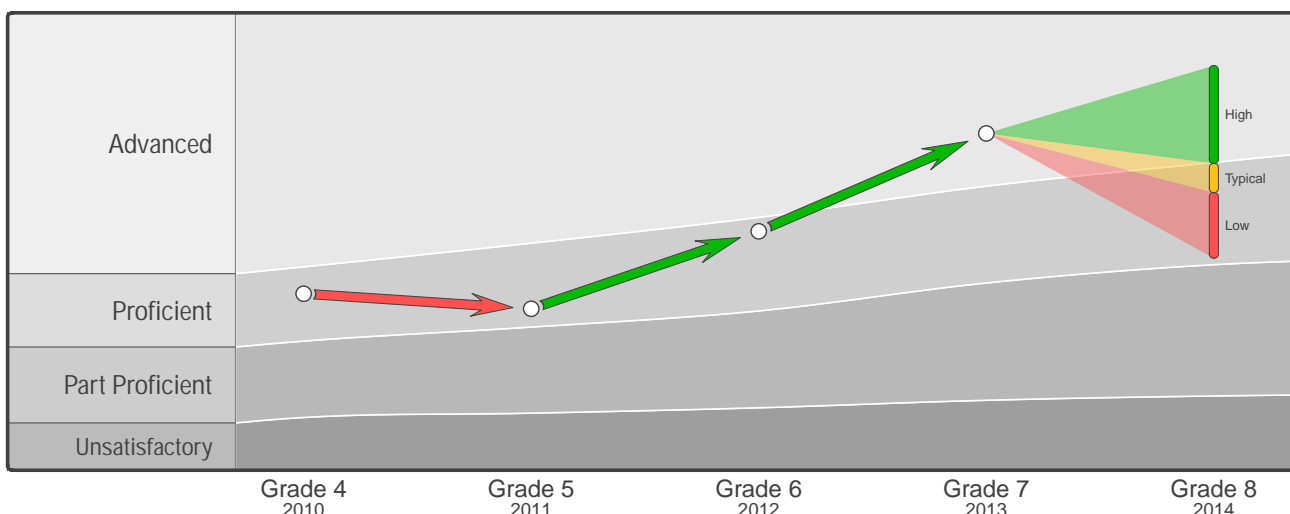
 CSAP/TCAP Reading Scale Score

Growth



Achievement

Growth

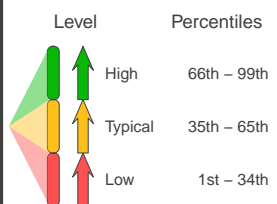


Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

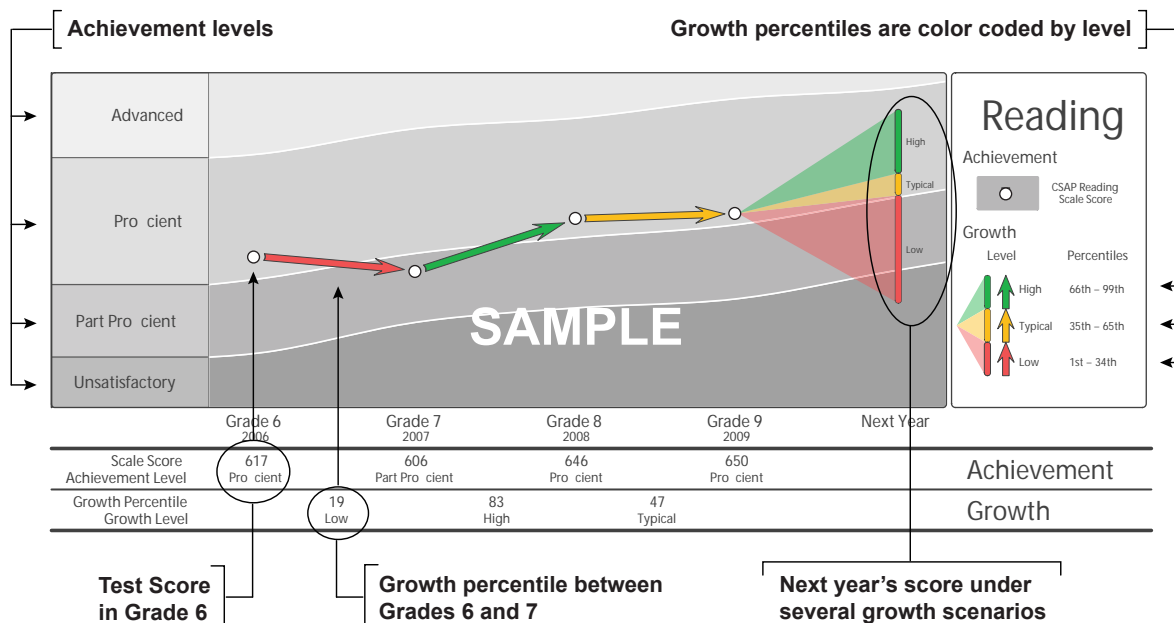
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

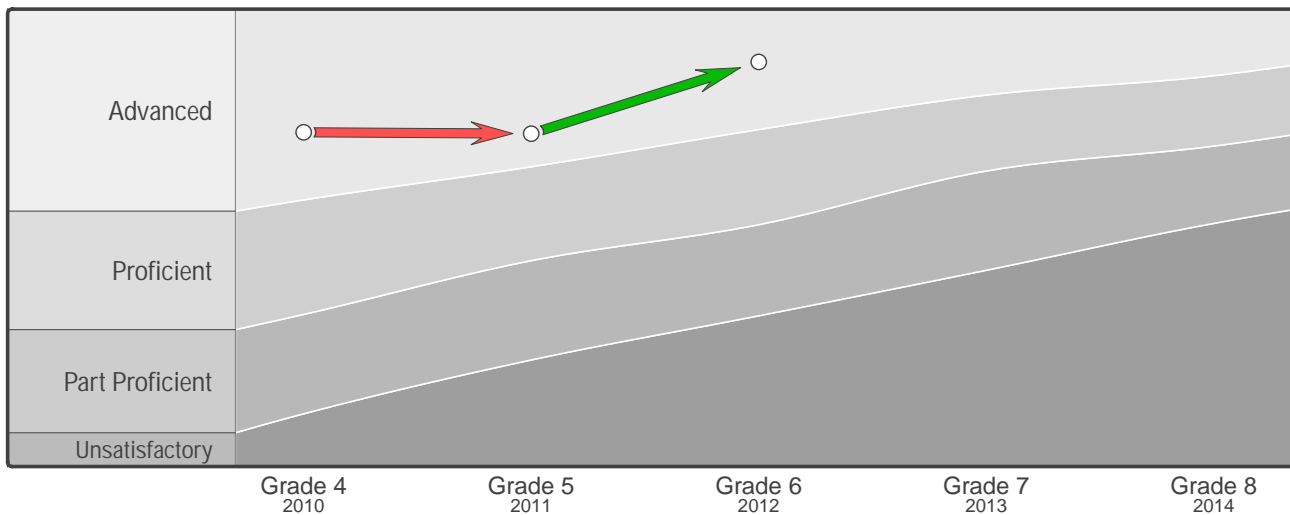
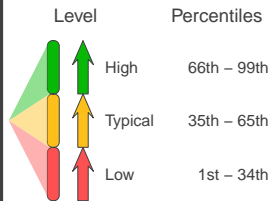


Math

Achievement

○ CSAP/TCAP Math Scale Score

Growth



Achievement

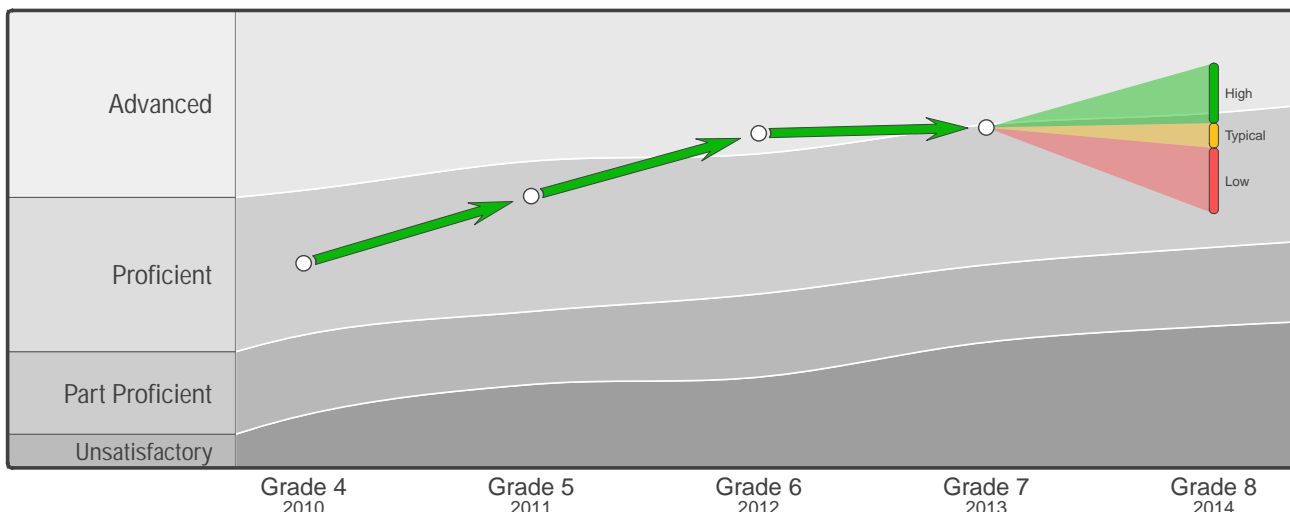
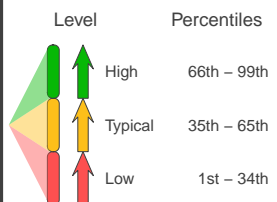
Growth

Reading

Achievement

○ CSAP/TCAP Reading Scale Score

Growth



Achievement

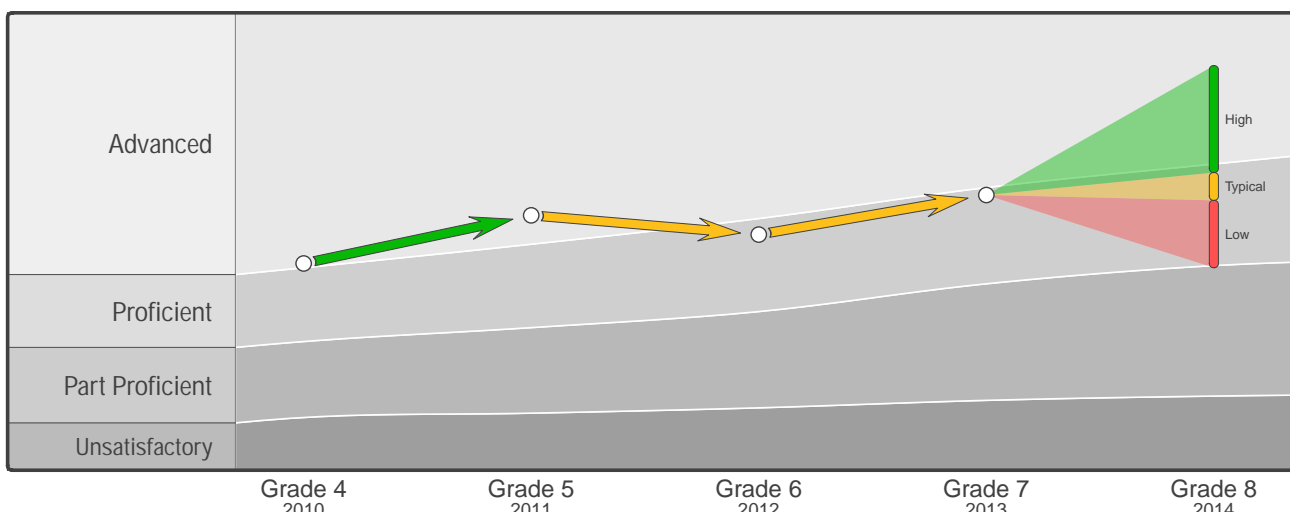
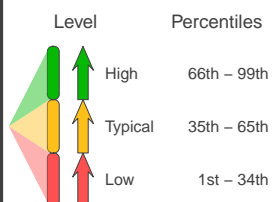
Growth

Writing

Achievement

○ CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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 TCAP 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.

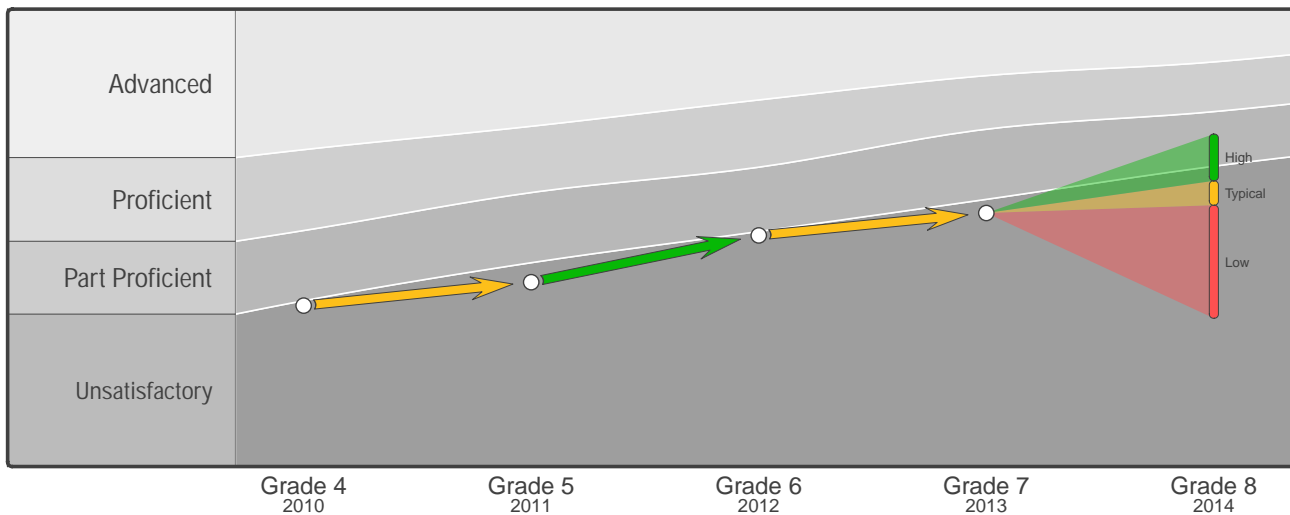


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Achievement

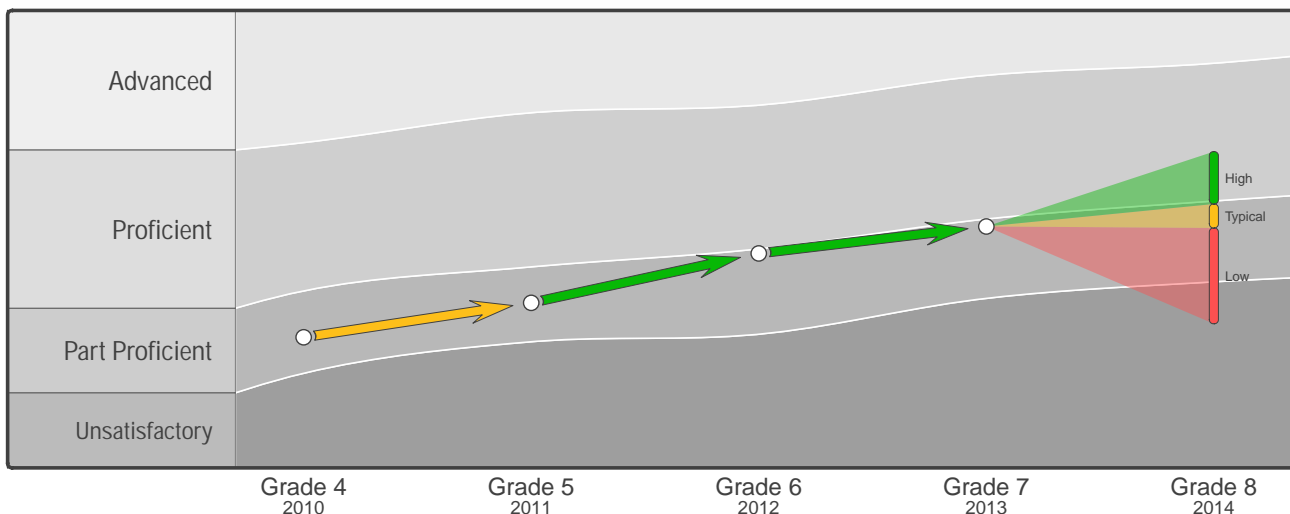
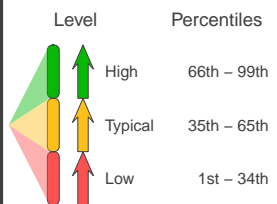
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Achievement

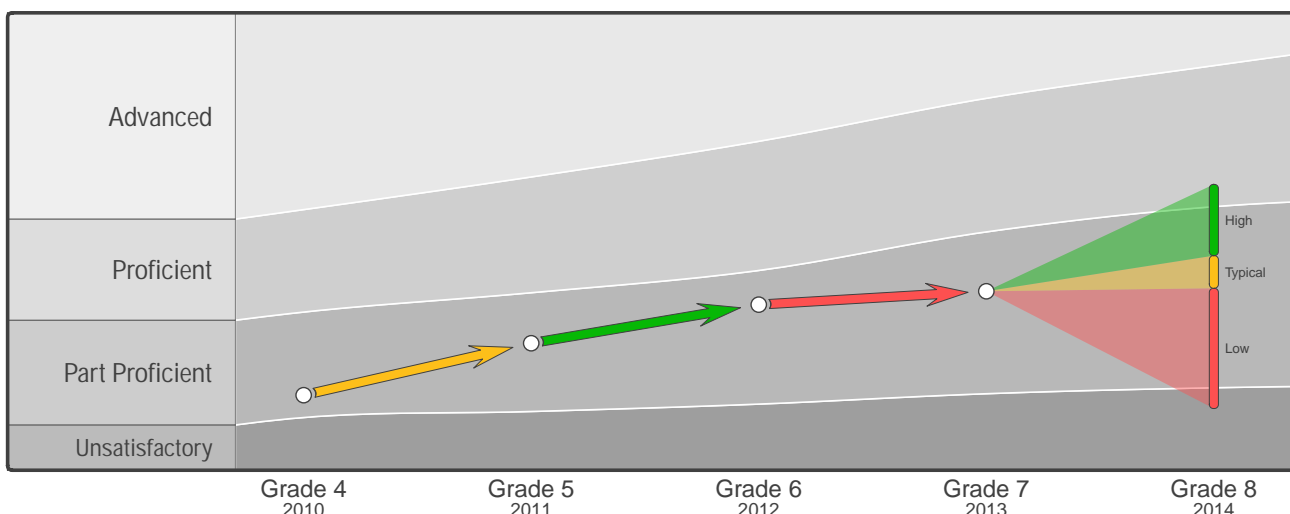
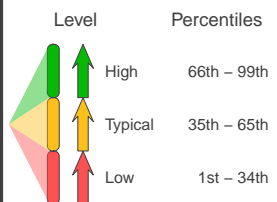
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

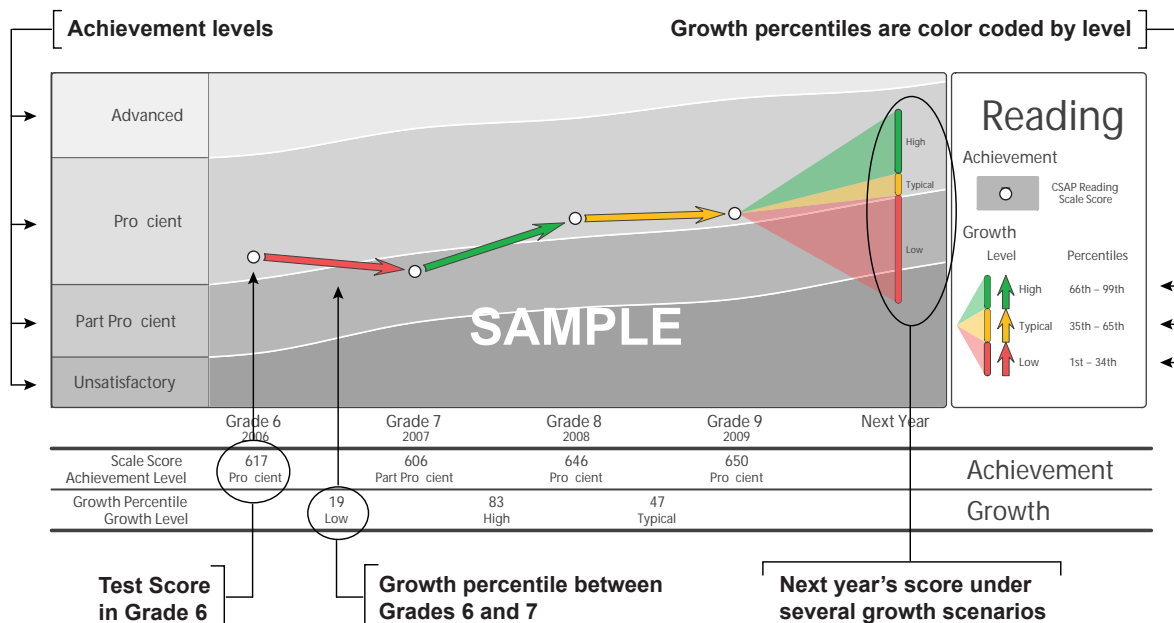
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

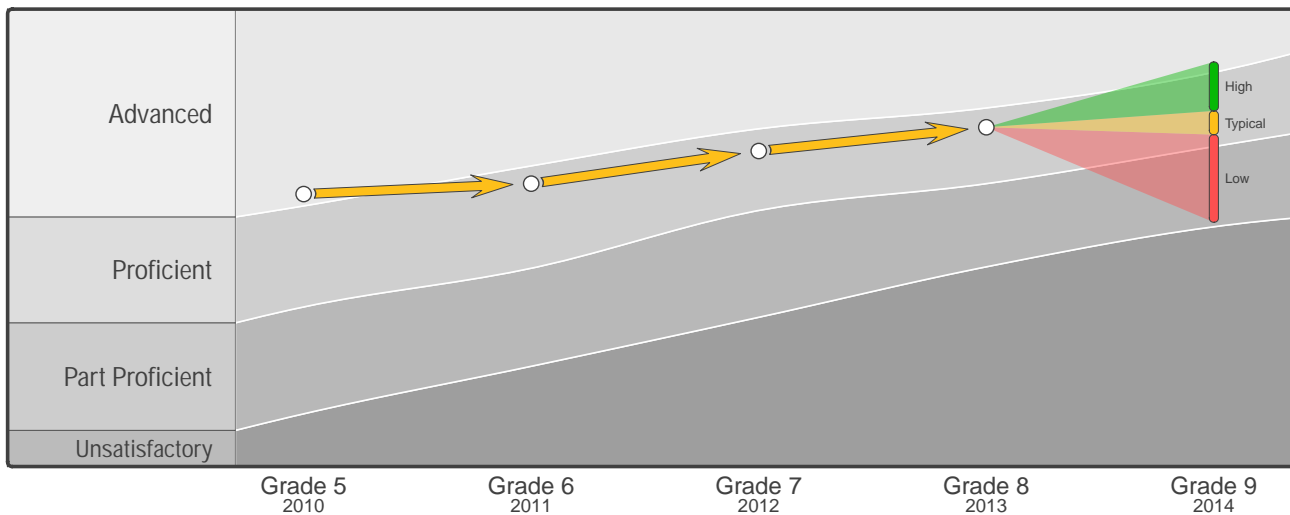
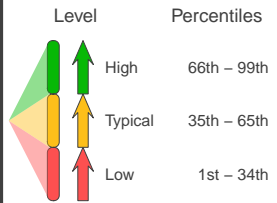


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



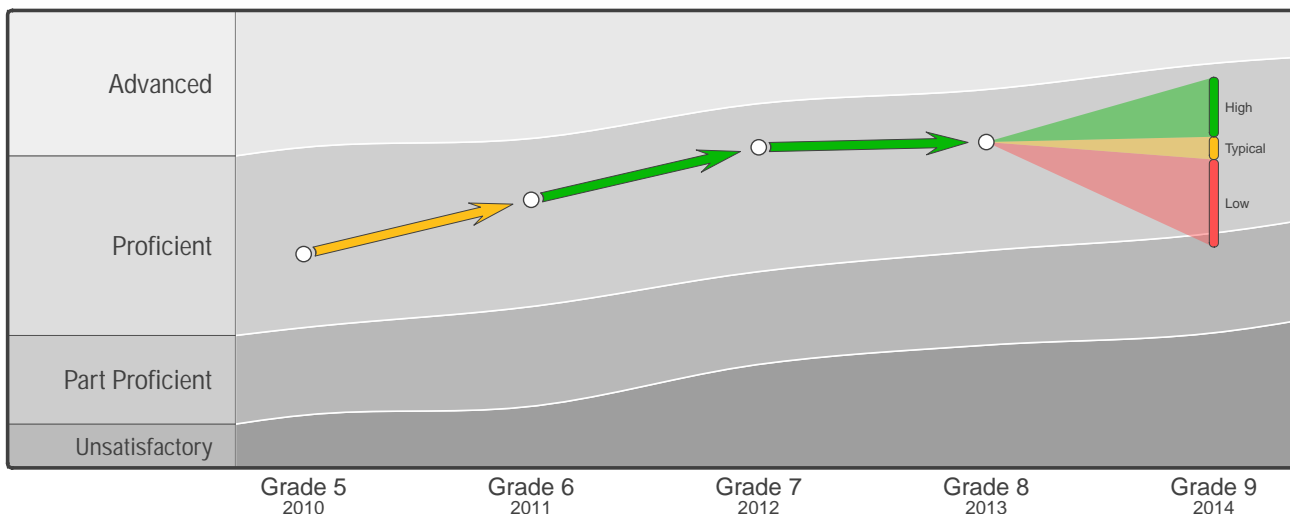
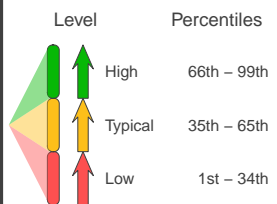
Scale Score	570	577	599	615		Achievement
Achievement Level	Advanced	Proficient	Proficient	Proficient		
Growth Percentile	35					Growth
Growth Level	Typical	Typical	Typical	Typical		

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



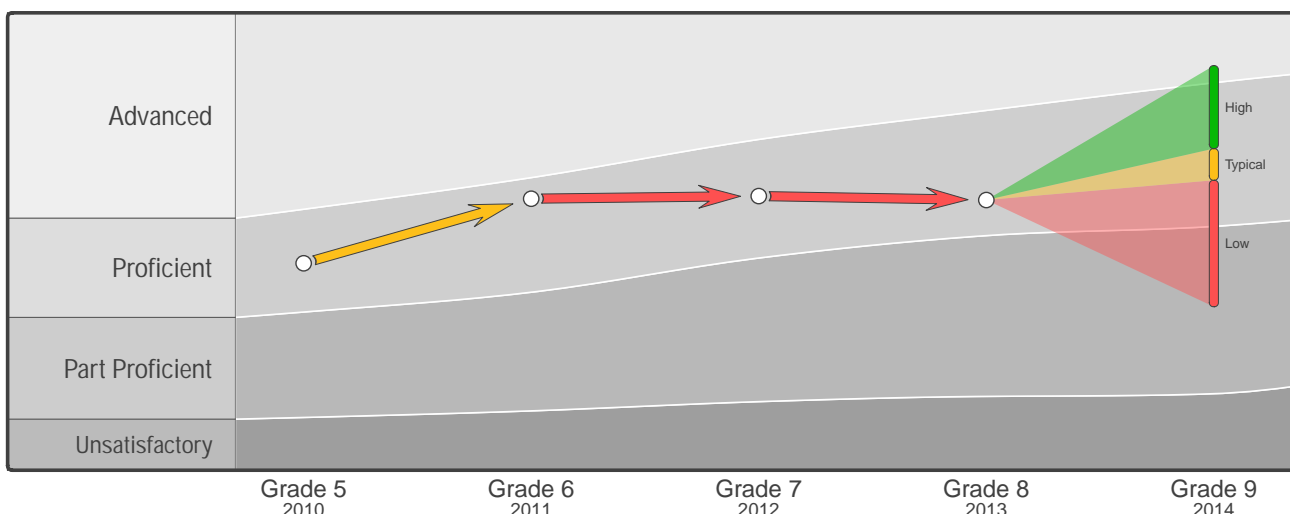
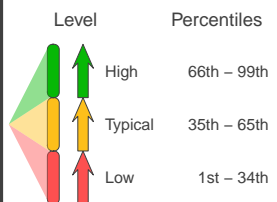
Scale Score	630	661	691	694		Achievement
Achievement Level	Proficient	Proficient	Proficient	Proficient		
Growth Percentile	65	84	68			Growth
Growth Level	Typical	High	High			

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	535	584	586	583		Achievement
Achievement Level	Proficient	Proficient	Proficient	Proficient		
Growth Percentile	65	20	19			Growth
Growth Level	Typical	Low	Low			

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 TCAP 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.

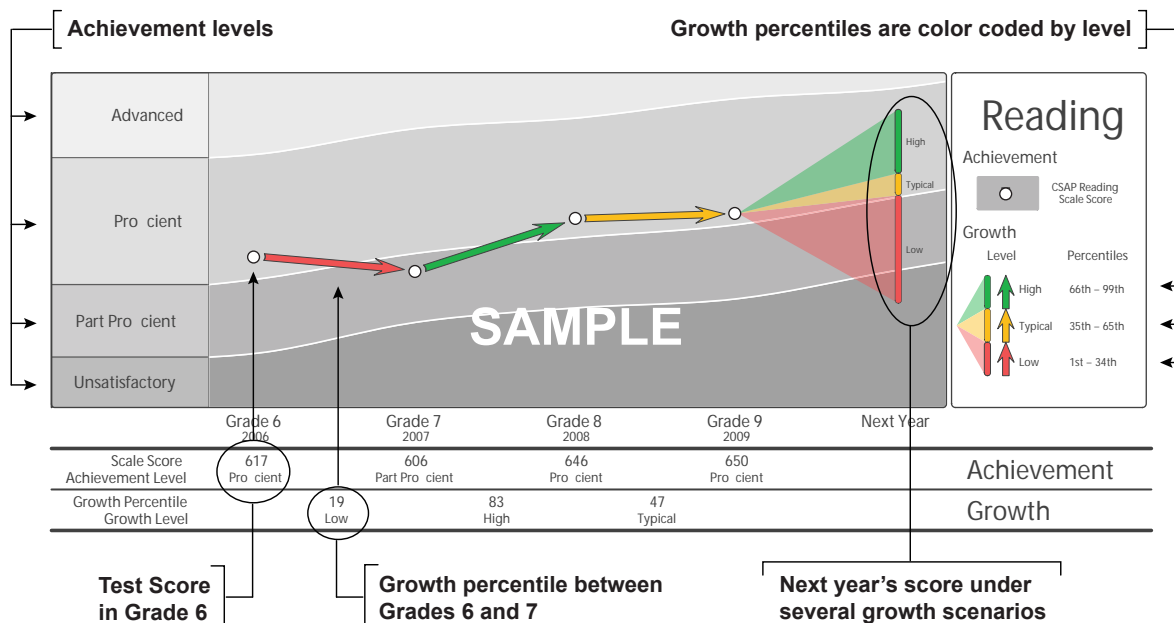
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

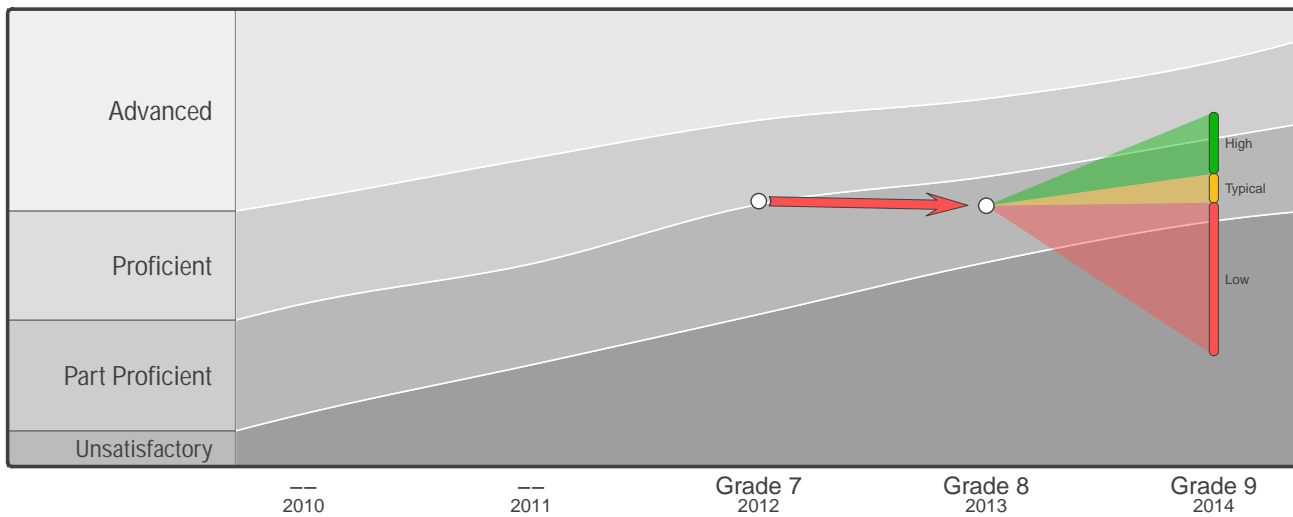
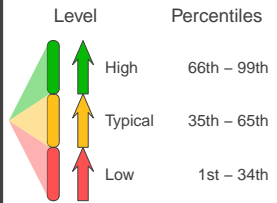


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



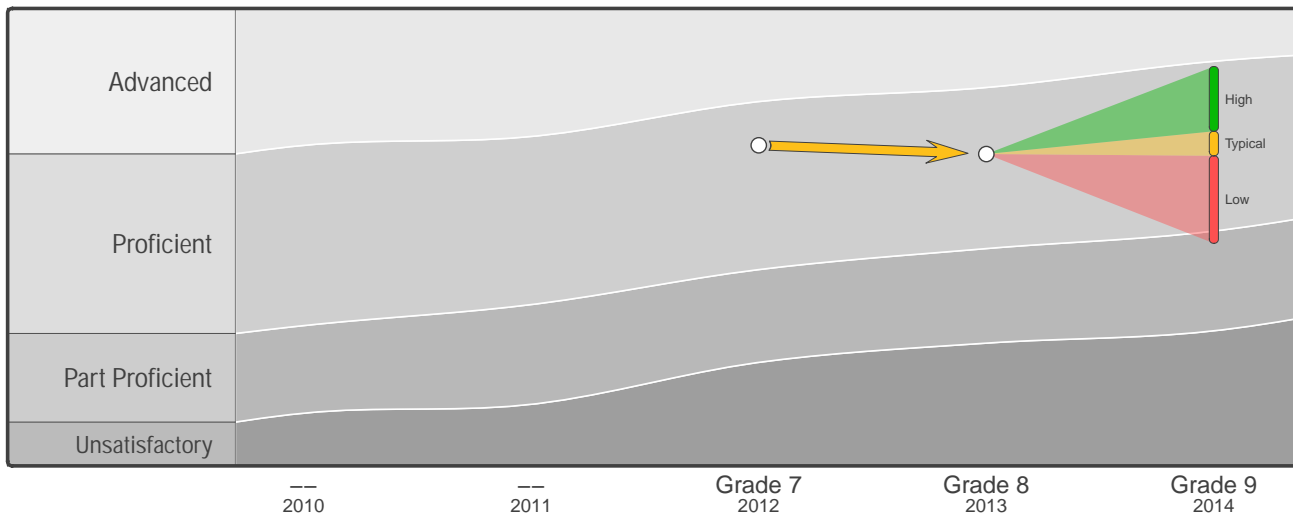
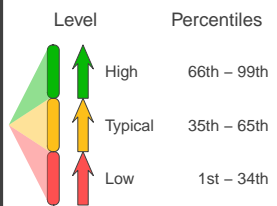
Scale Score	--	--	561	558	
Achievement Level	--	--	Proficient	Part Proficient	Achievement
Growth Percentile	--	--		25	
Growth Level	--	--		Low	Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



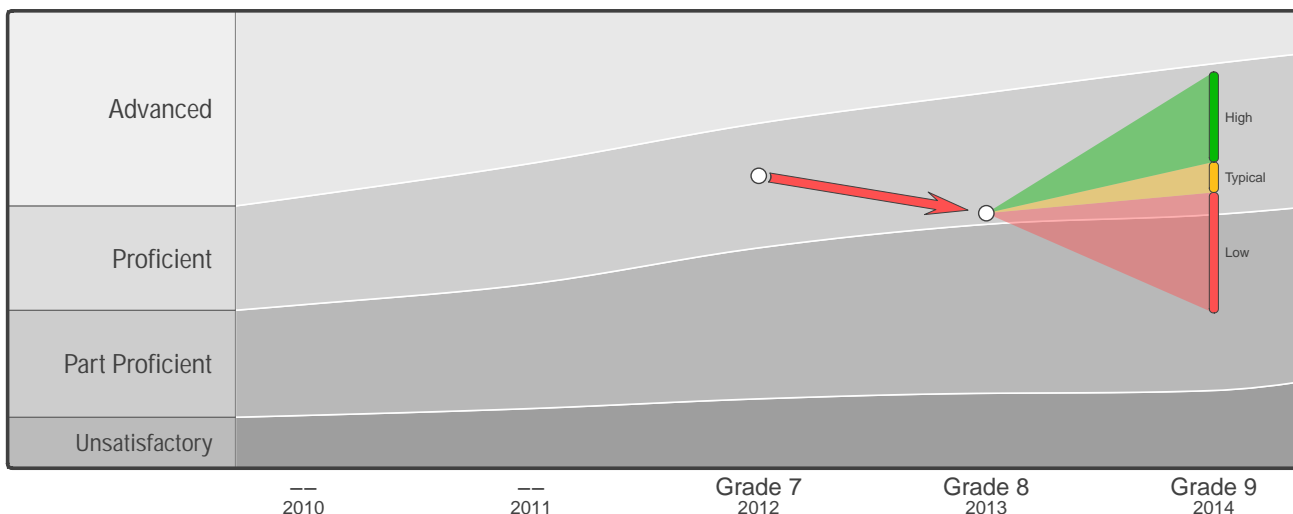
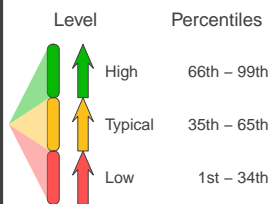
Scale Score	--	--	691	686	
Achievement Level	--	--	Proficient	Proficient	Achievement
Growth Percentile	--	--		37	
Growth Level	--	--		Typical	Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	--	--	591	564	
Achievement Level	--	--	Proficient	Proficient	Achievement
Growth Percentile	--	--		15	
Growth Level	--	--		Low	Growth

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 TCAP 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 TCAP 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.

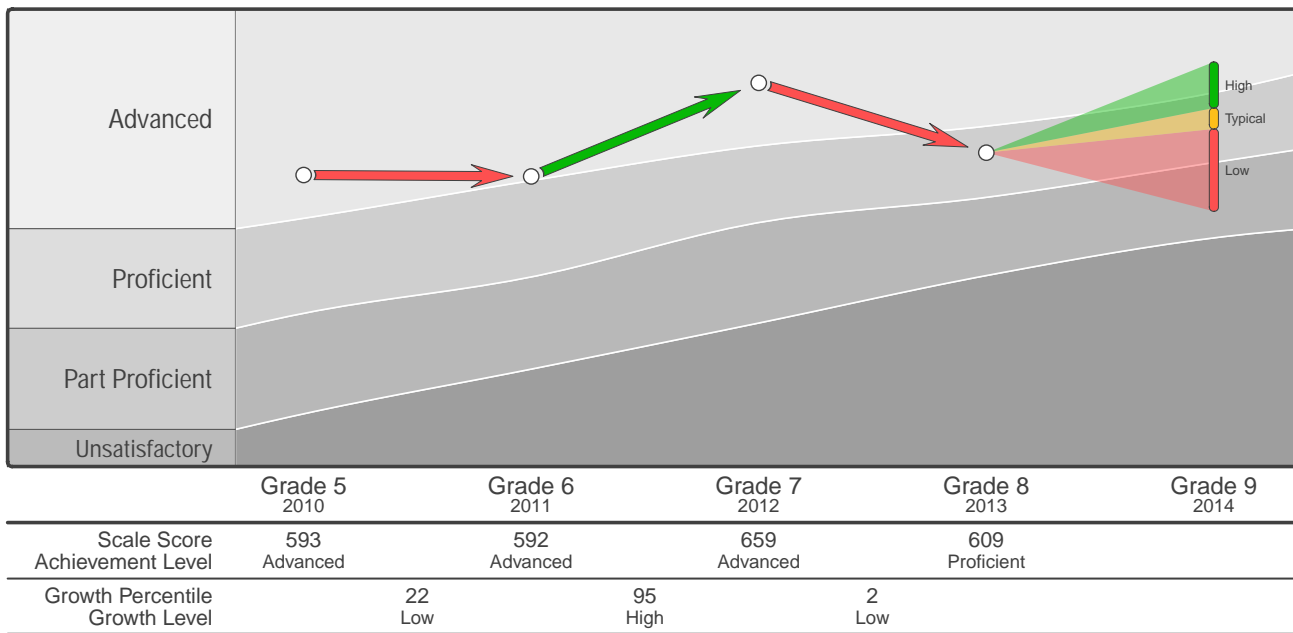
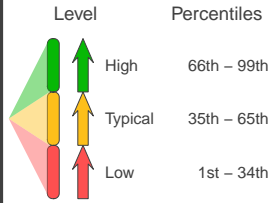


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Achievement

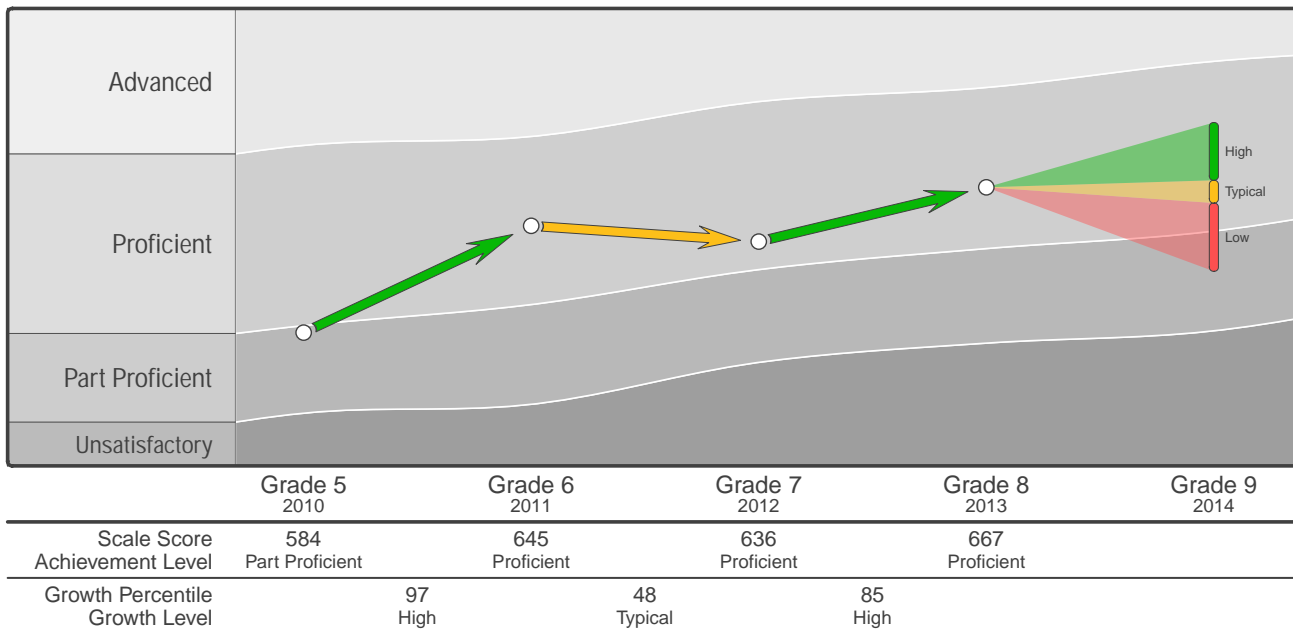
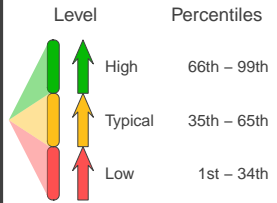
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Achievement

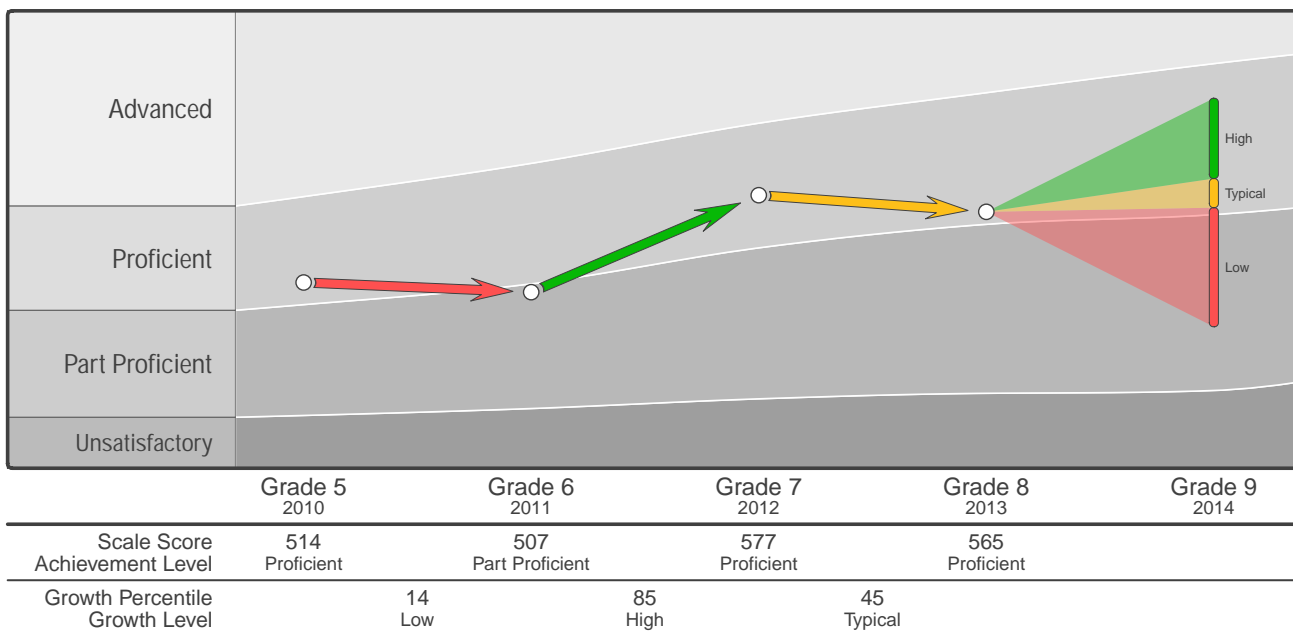
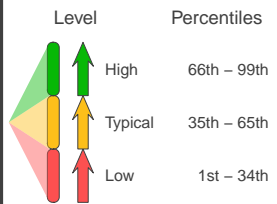
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

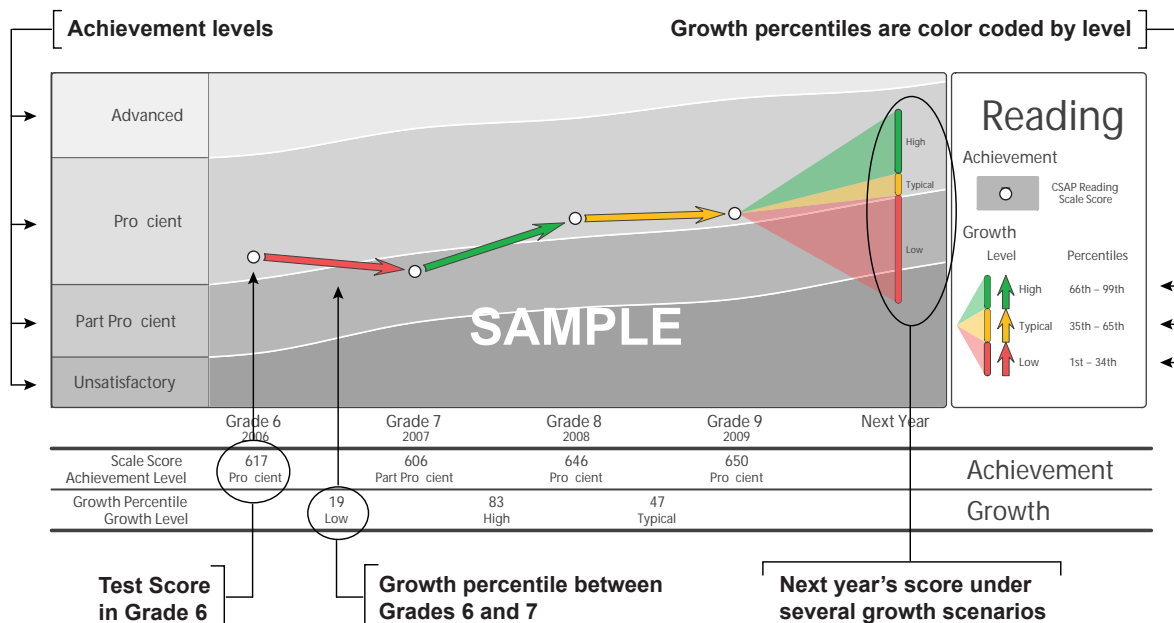
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

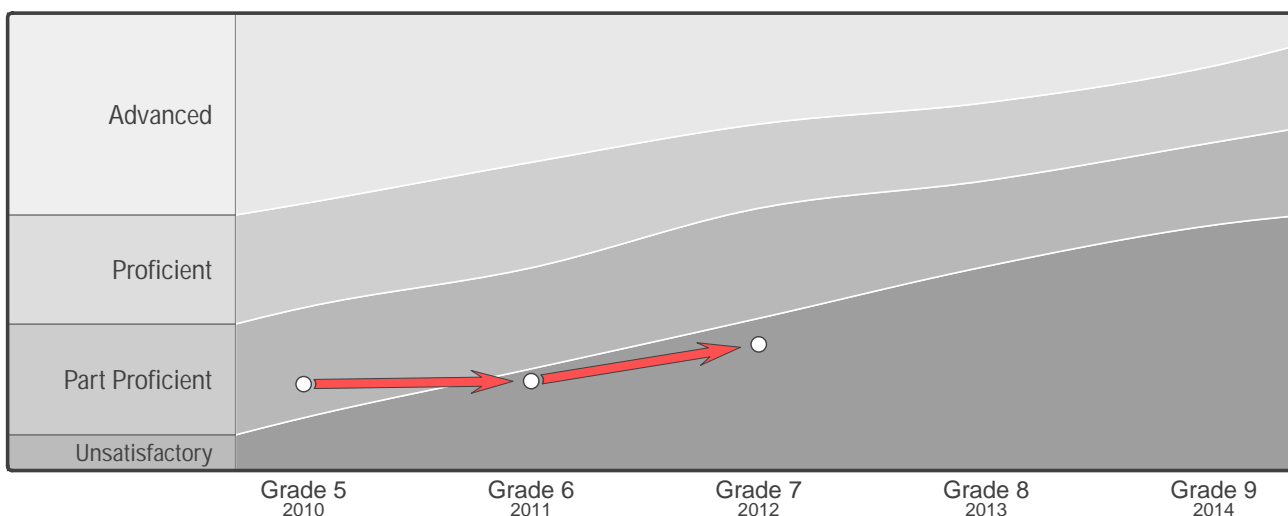
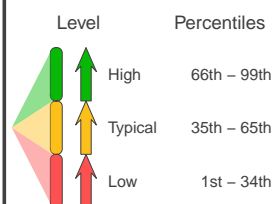


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Scale Score	444	446	470	--	
Achievement Level	Part Proficient	Unsatisfactory	Unsatisfactory	No Score	
Growth Percentile	11	24	--		
Growth Level	Low	Low	--		

Achievement

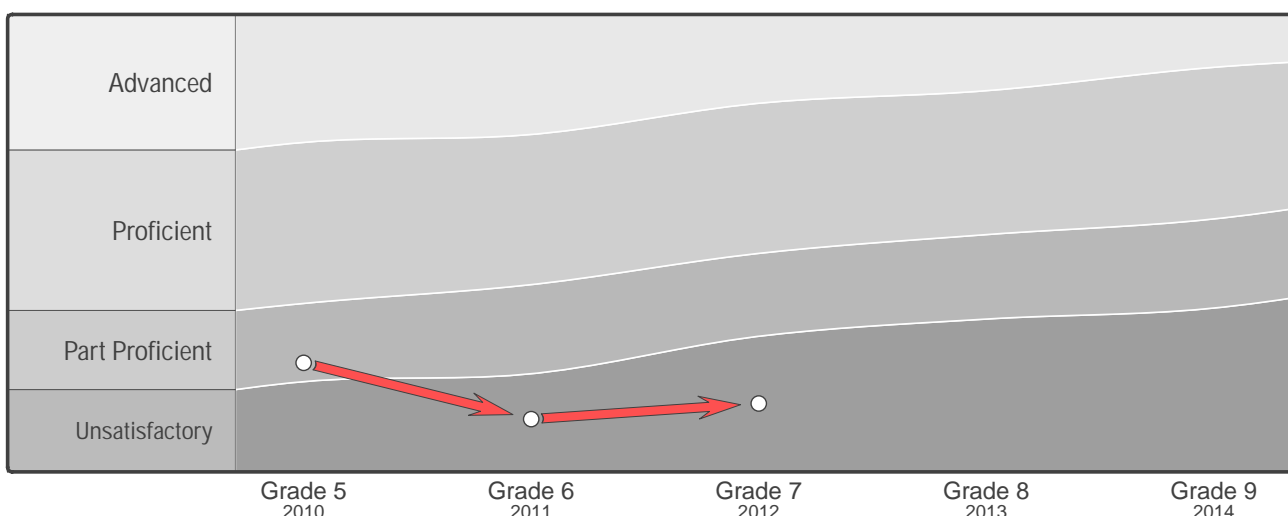
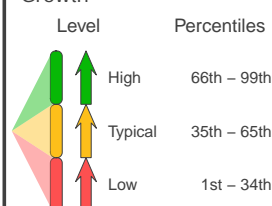
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Scale Score	550	514	524	--	
Achievement Level	Part Proficient	Unsatisfactory	Unsatisfactory	No Score	
Growth Percentile	3	17	--		
Growth Level	Low	Low	--		

Achievement

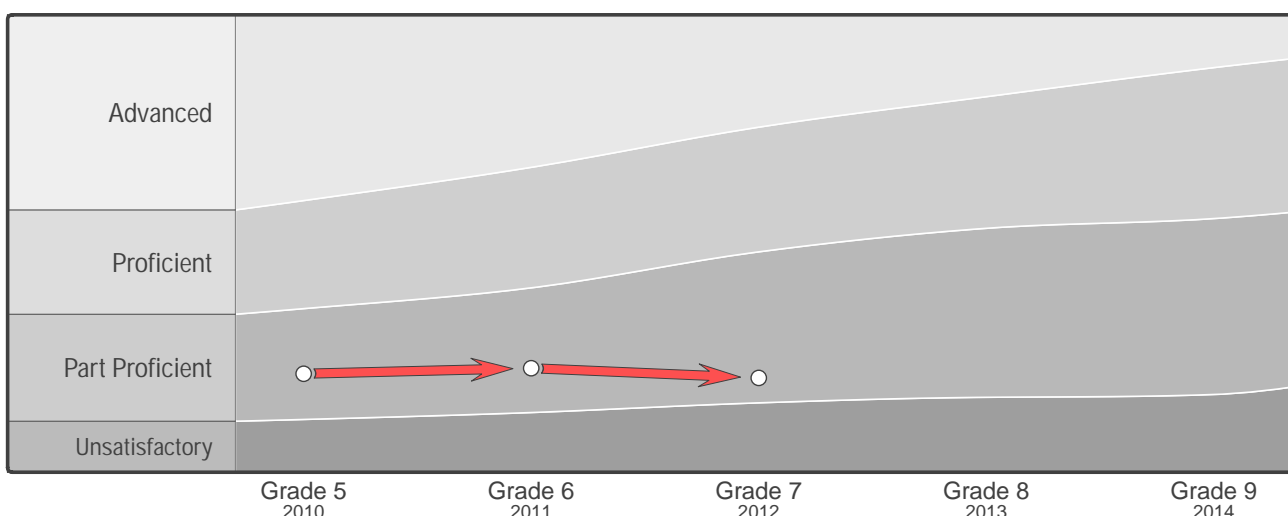
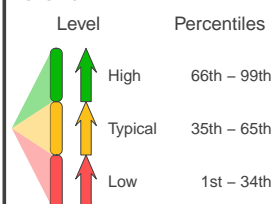
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	451	455	448	--	
Achievement Level	Part Proficient	Part Proficient	Part Proficient	No Score	
Growth Percentile	30	14	--		
Growth Level	Low	Low	--		

Achievement

Growth

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 TCAP 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.

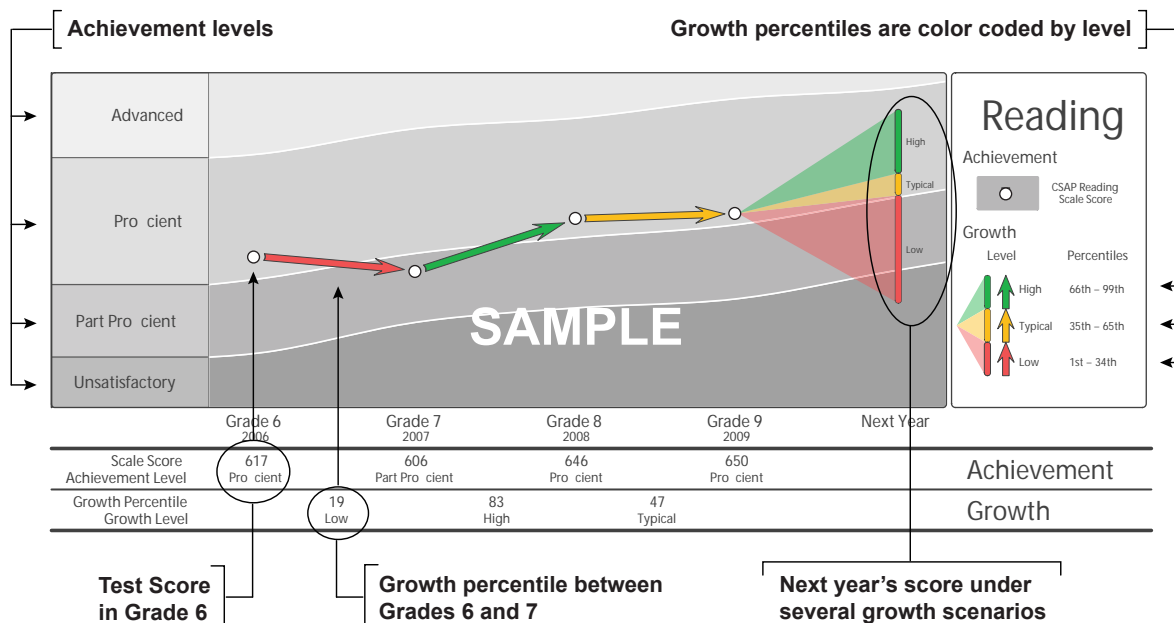
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

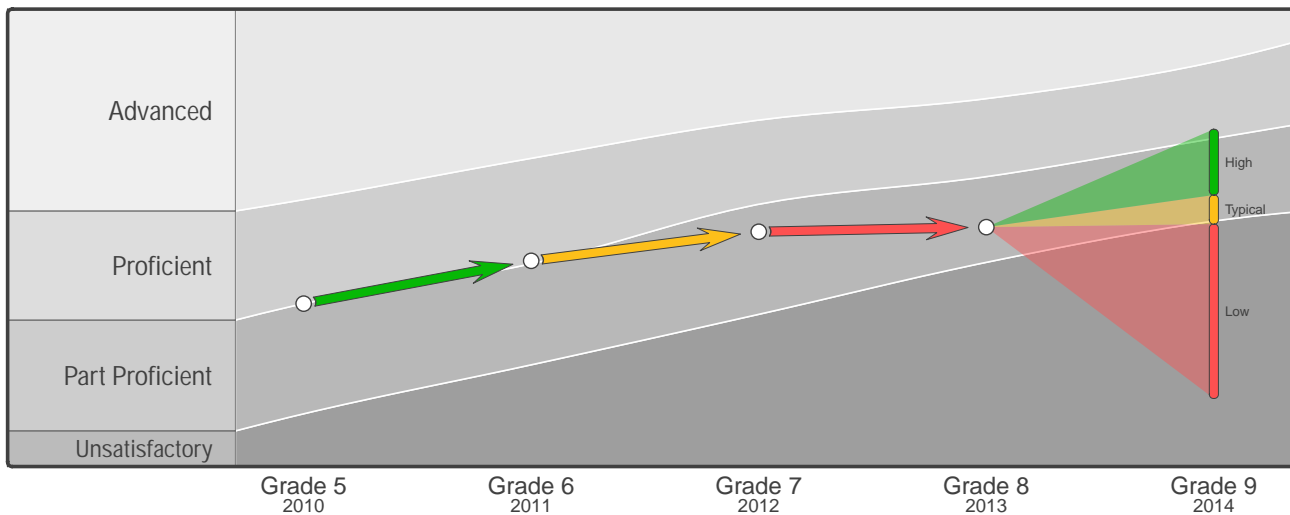
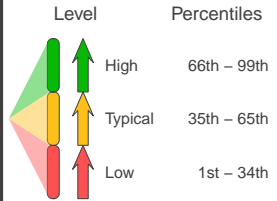


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Scale Score	494	522	541	544	
Achievement Level	Part Proficient	Proficient	Part Proficient	Part Proficient	
Growth Percentile	68		60	28	
Growth Level	High		Typical	Low	

Achievement

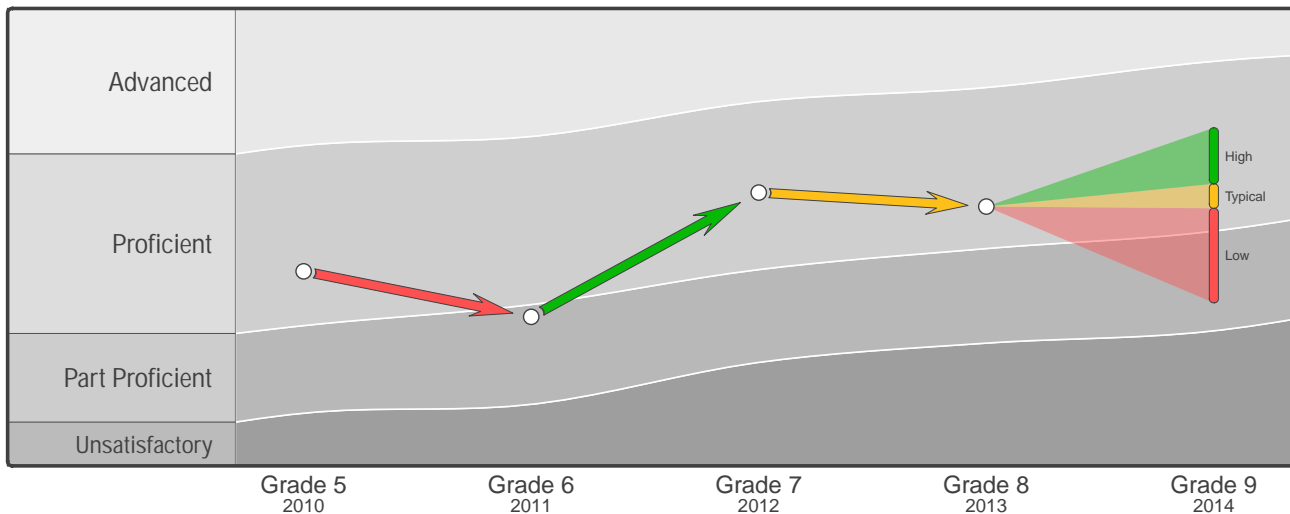
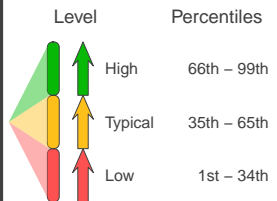
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Scale Score	619	593	664	656	
Achievement Level	Proficient	Part Proficient	Proficient	Proficient	
Growth Percentile	13		95	61	
Growth Level	Low		High	Typical	

Achievement

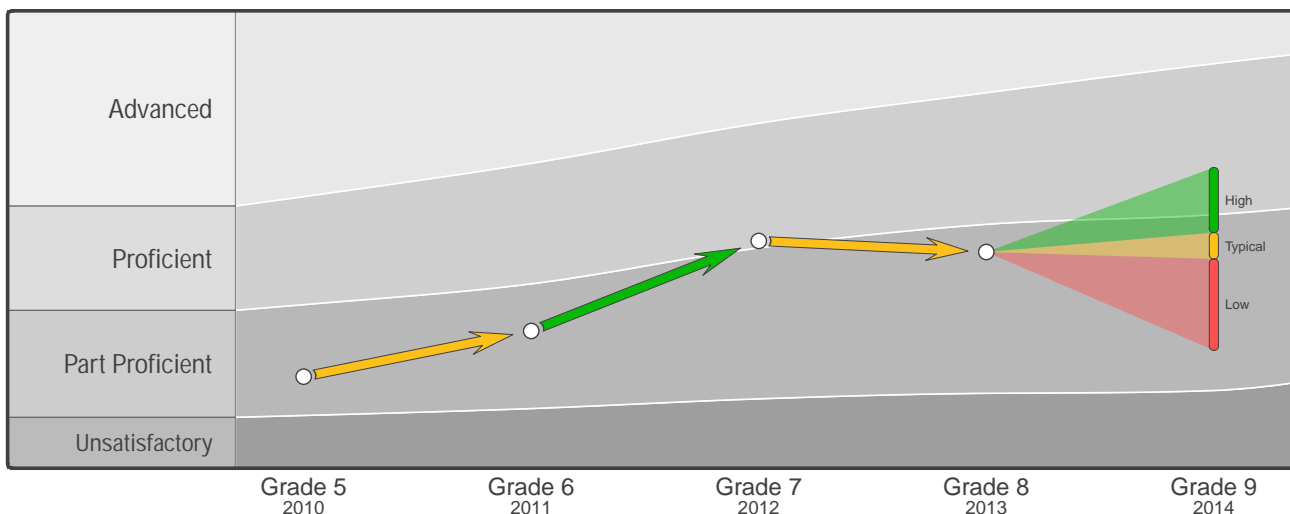
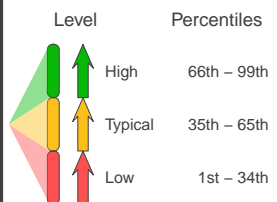
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Scale Score	446	479	544	536	
Achievement Level	Part Proficient	Part Proficient	Proficient	Part Proficient	
Growth Percentile	52		94	61	
Growth Level	Typical		High	Typical	

Achievement

Growth

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 TCAP 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 TCAP 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.

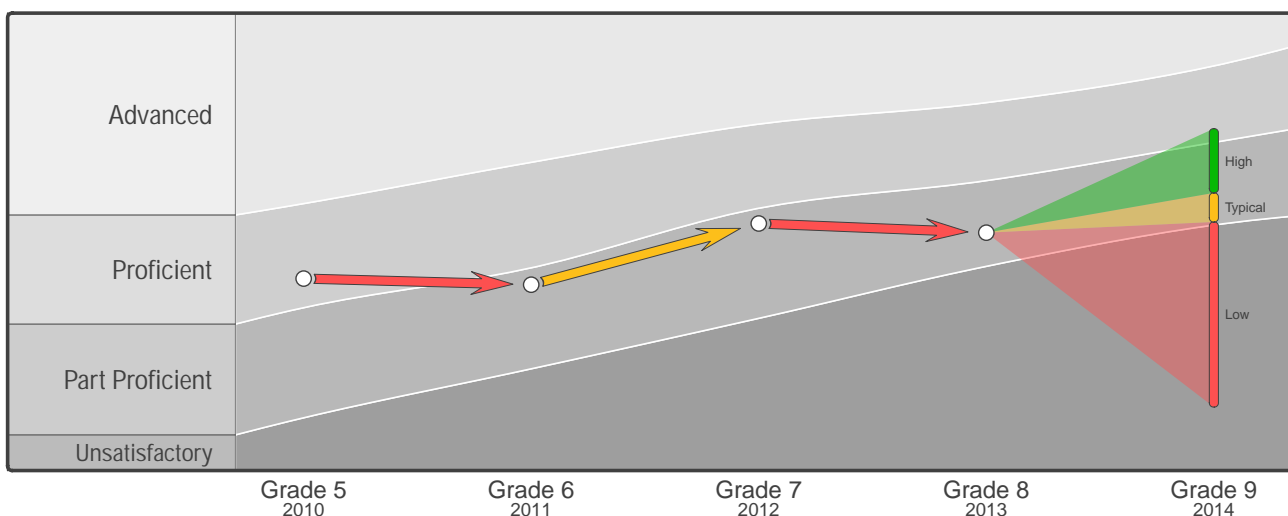
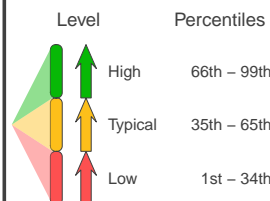


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Achievement

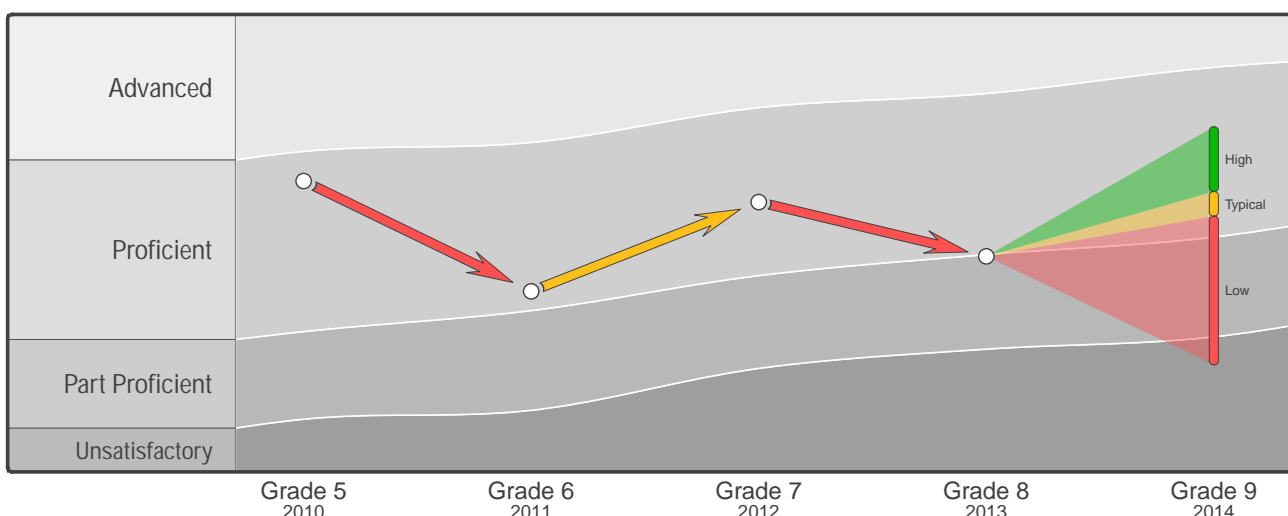
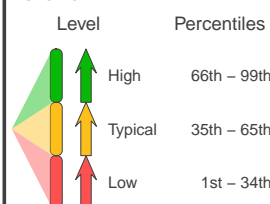
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Achievement

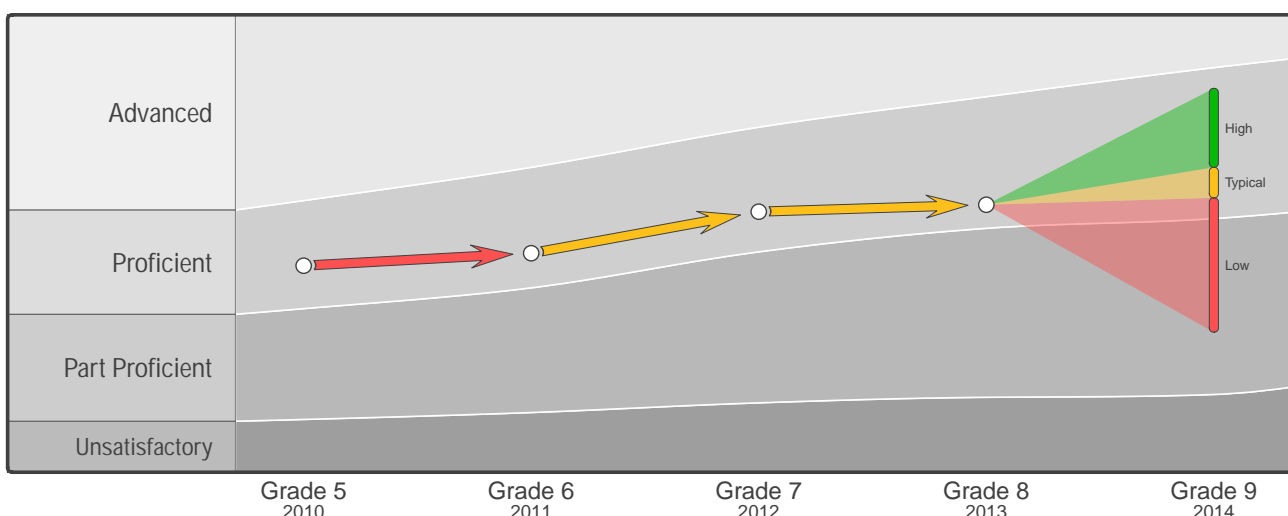
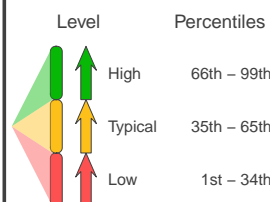
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

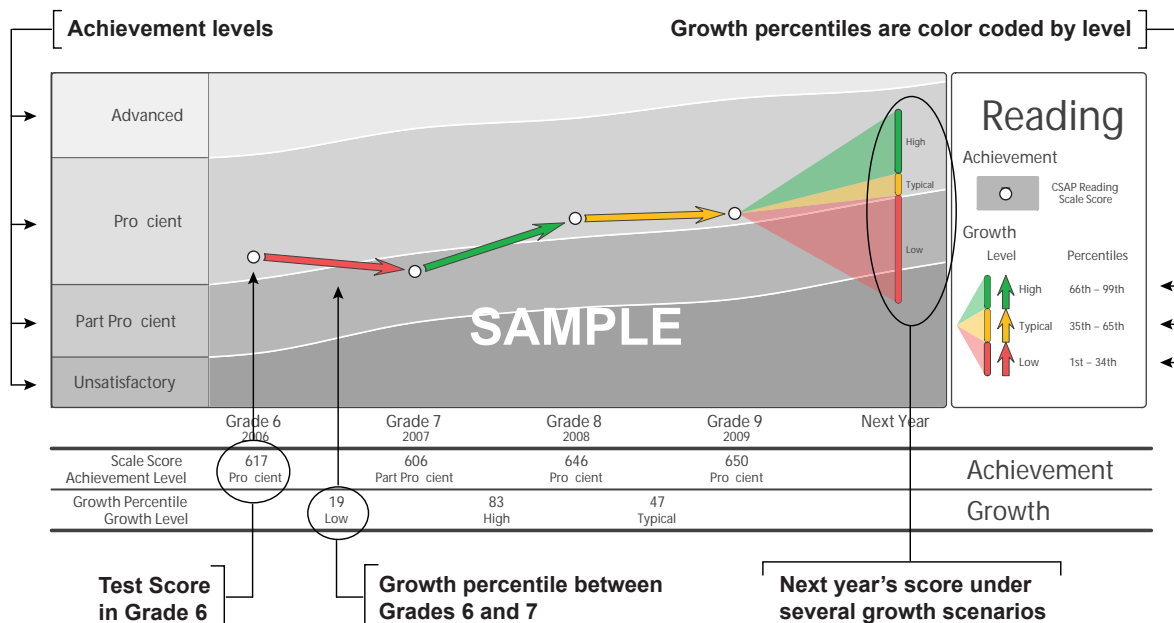
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

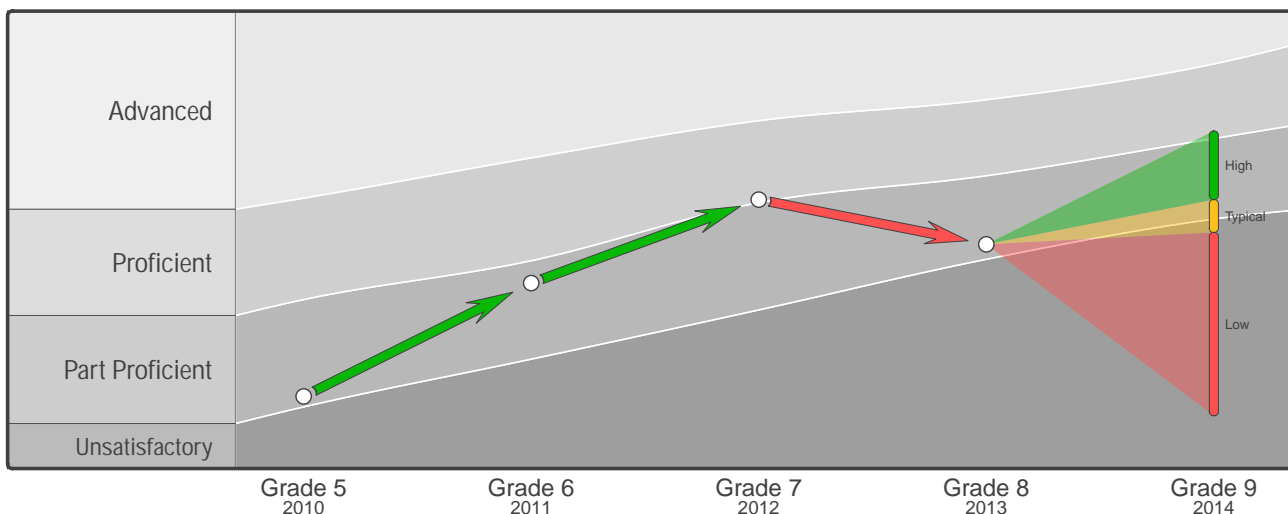
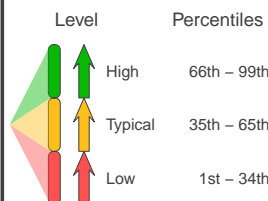


Math

Achievement

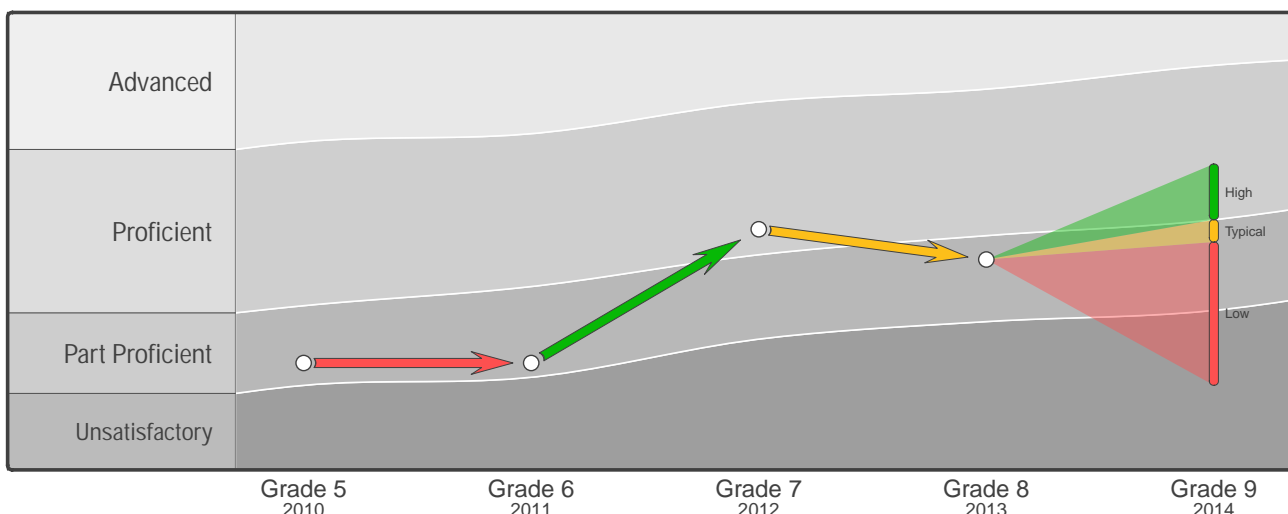
 CSAP/TCAP Math Scale Score

Growth



Achievement

Growth

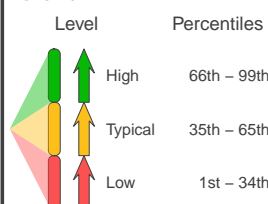


Reading

Achievement

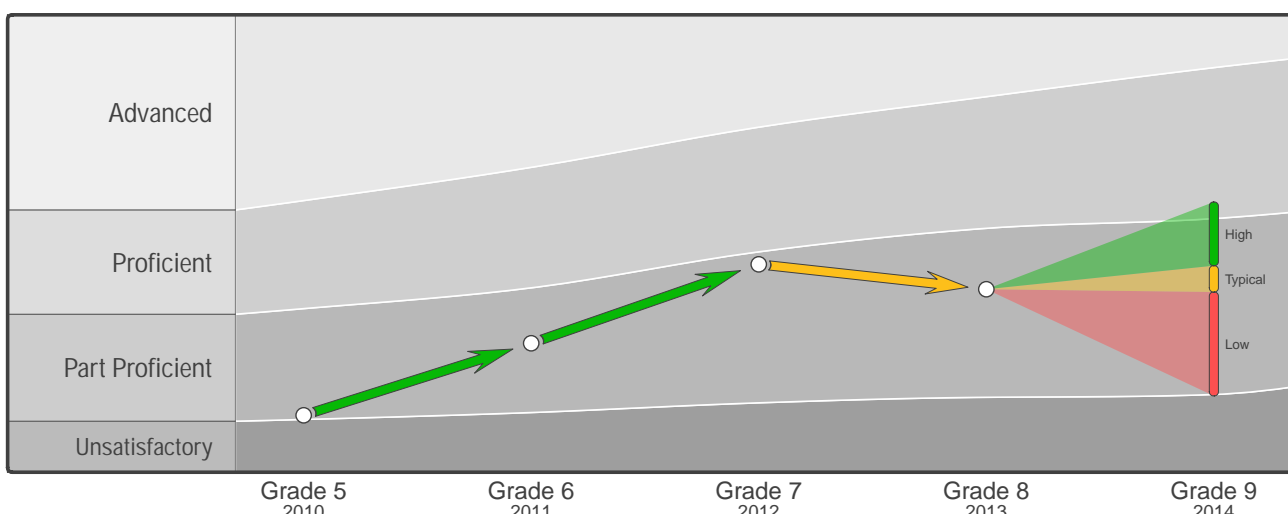
 CSAP/TCAP Reading Scale Score

Growth



Achievement

Growth

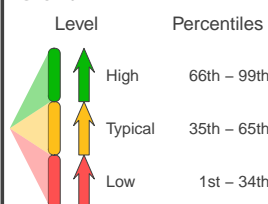


Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

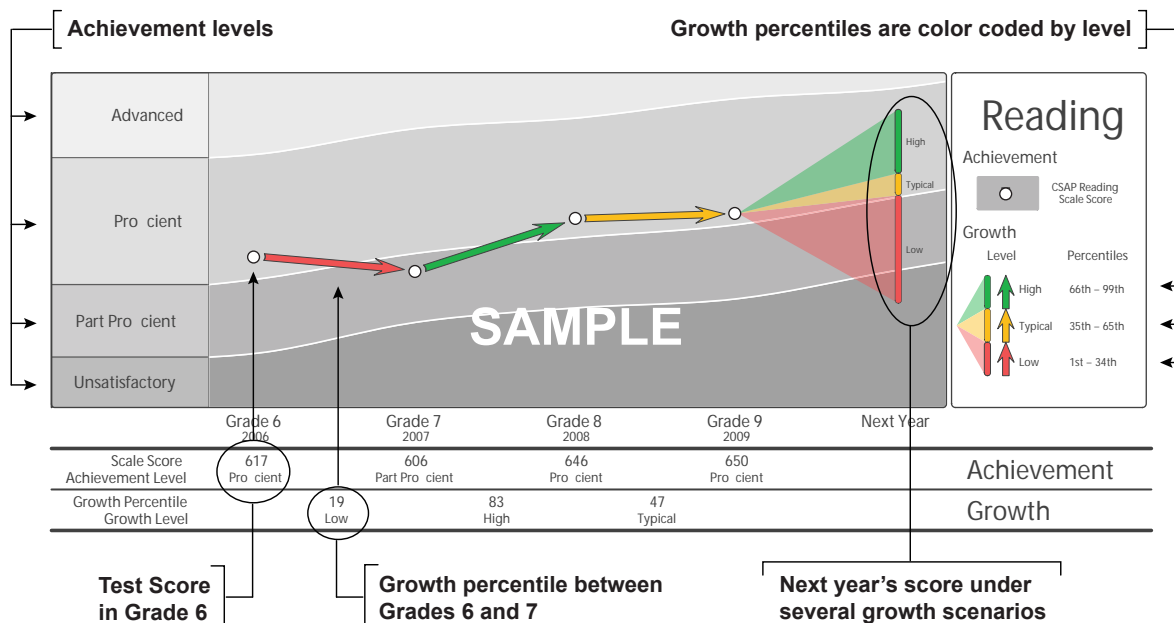
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

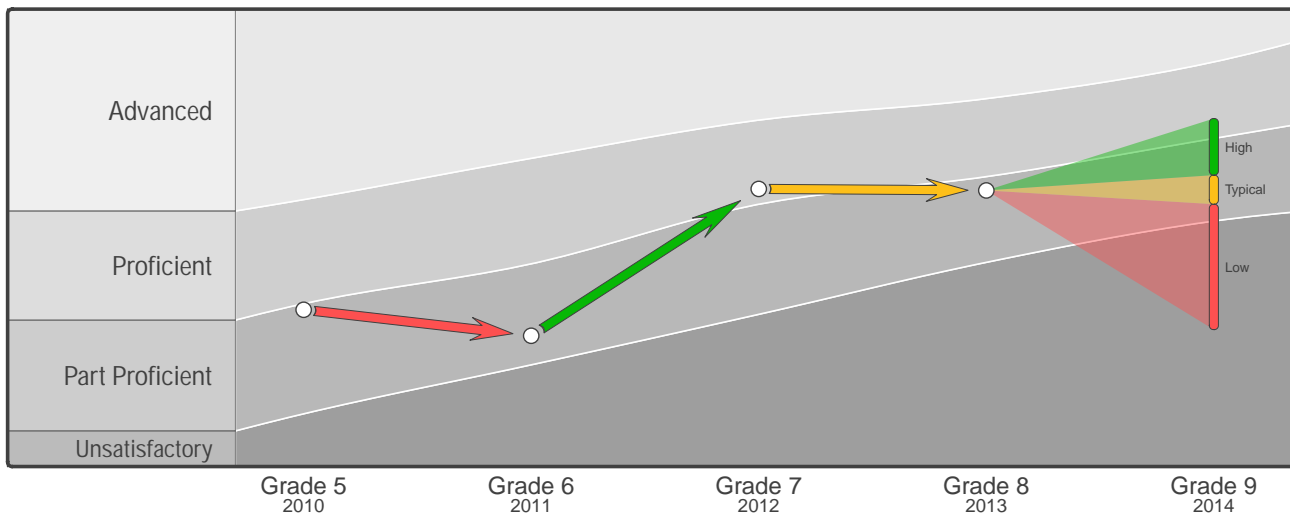
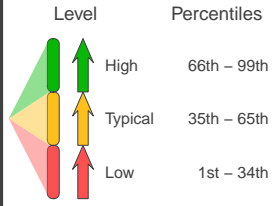


Math

Achievement

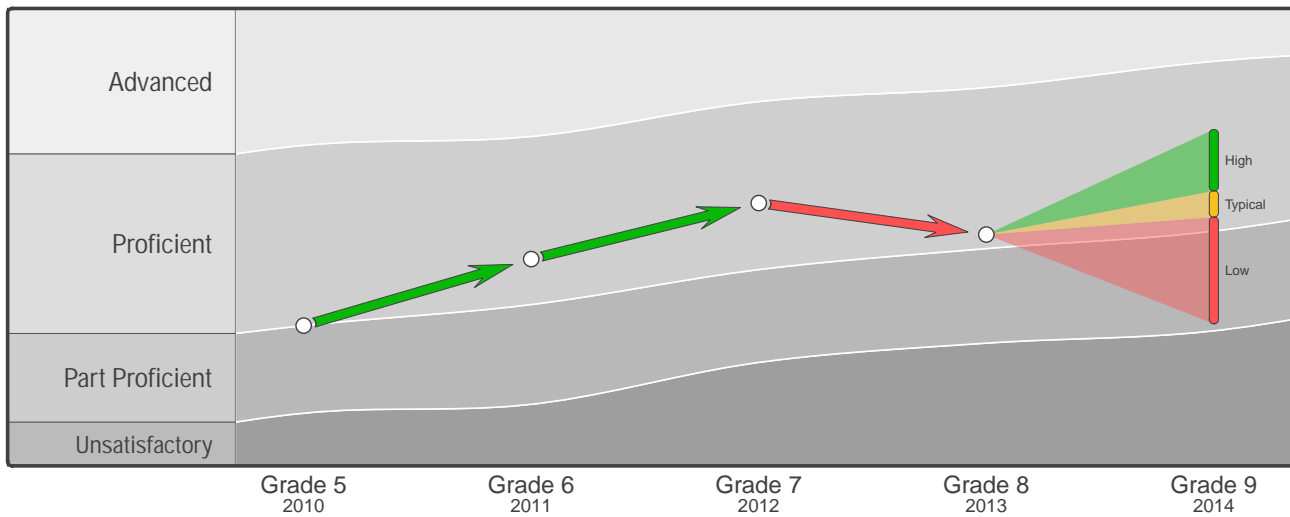
CSAP/TCAP Math Scale Score

Growth



Achievement

Growth

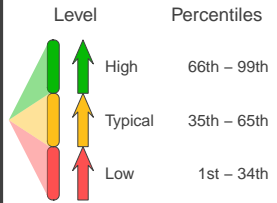


Reading

Achievement

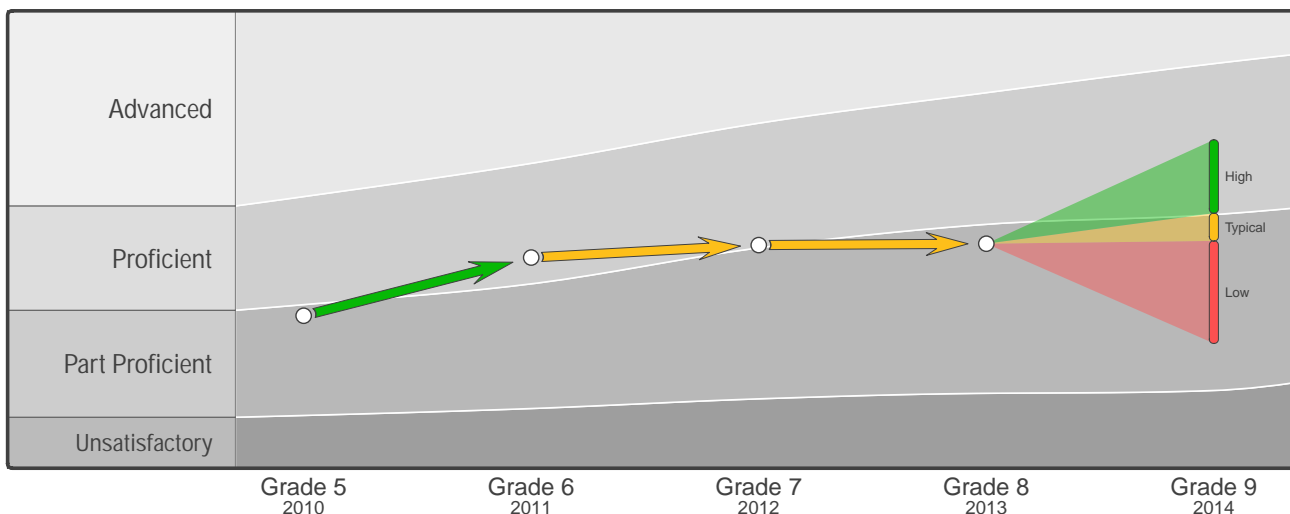
CSAP/TCAP Reading Scale Score

Growth



Achievement

Growth

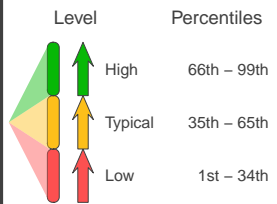


Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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 TCAP 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.

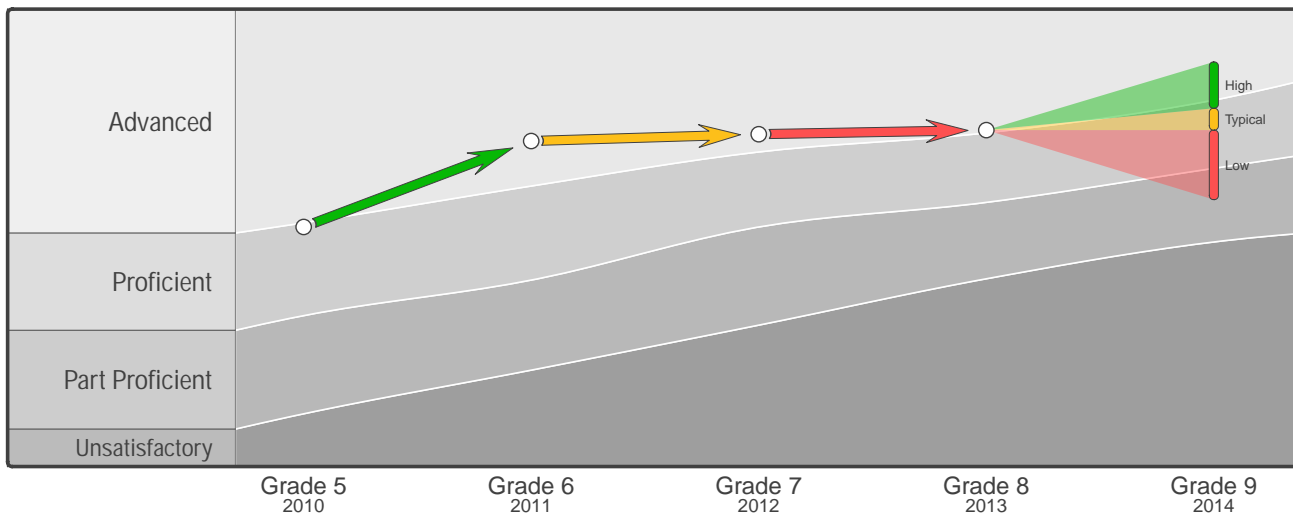
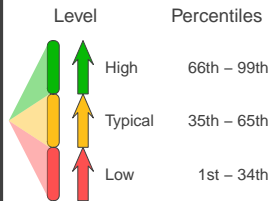


Math

Achievement

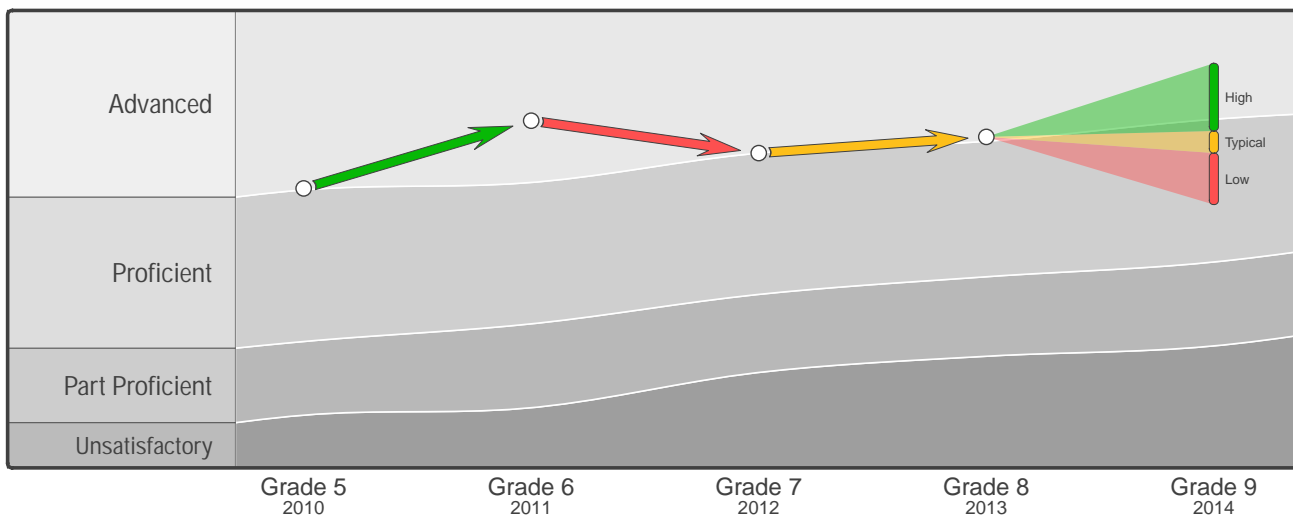
 CSAP/TCAP Math Scale Score

Growth



Achievement

Growth

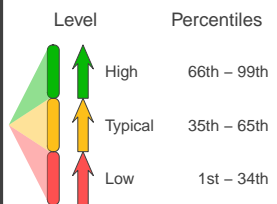


Reading

Achievement

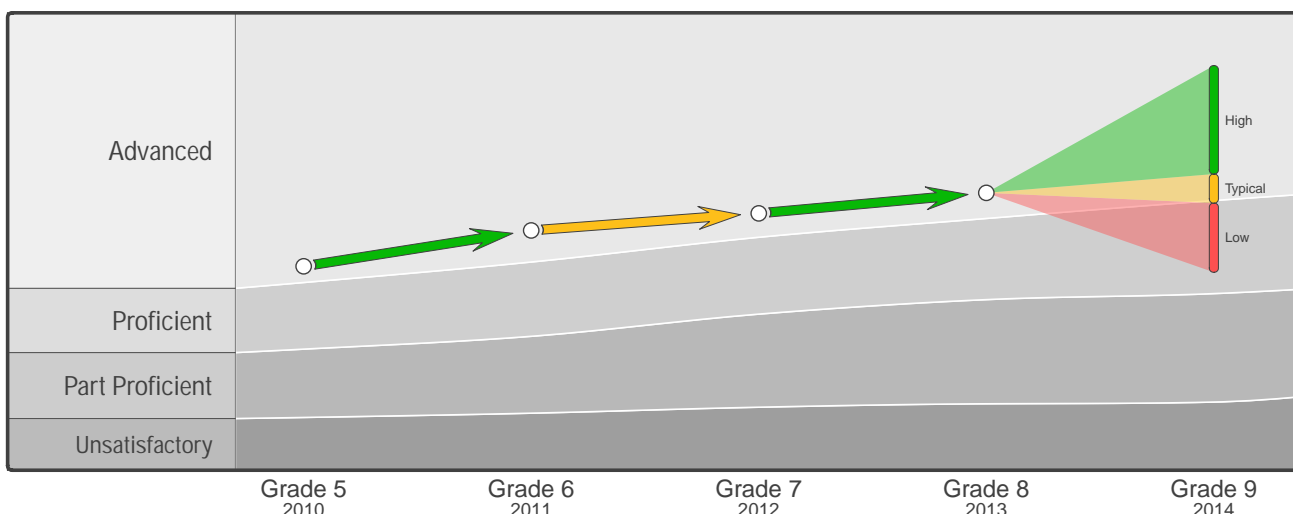
 CSAP/TCAP Reading Scale Score

Growth



Achievement

Growth

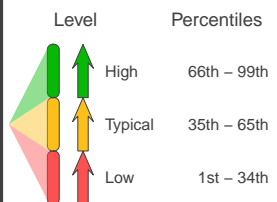


Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

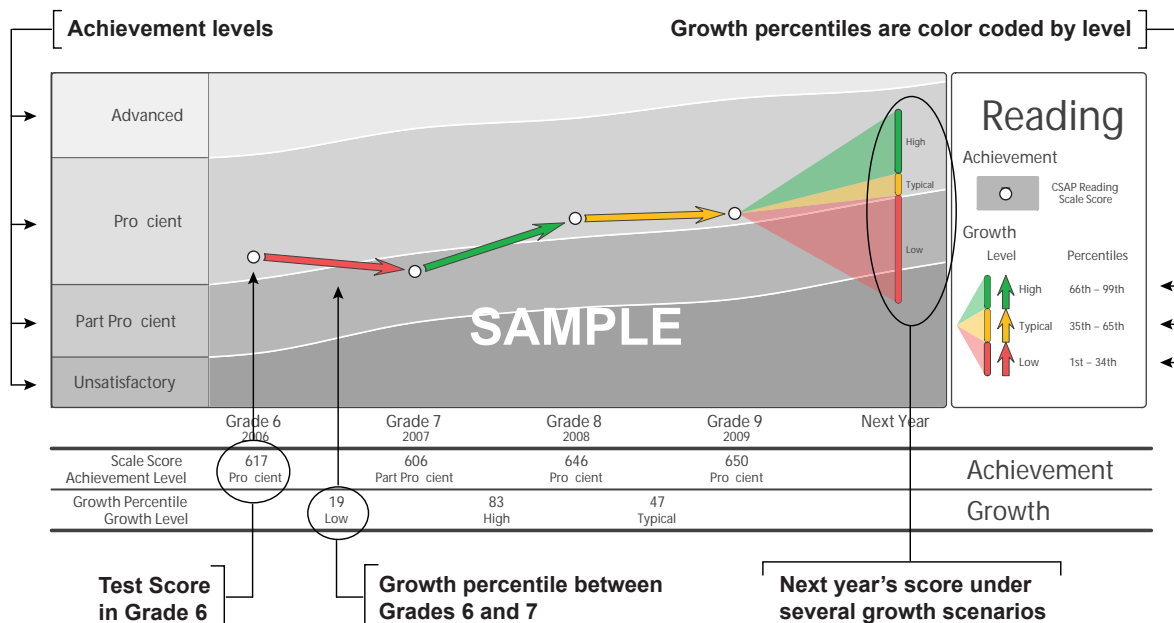
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

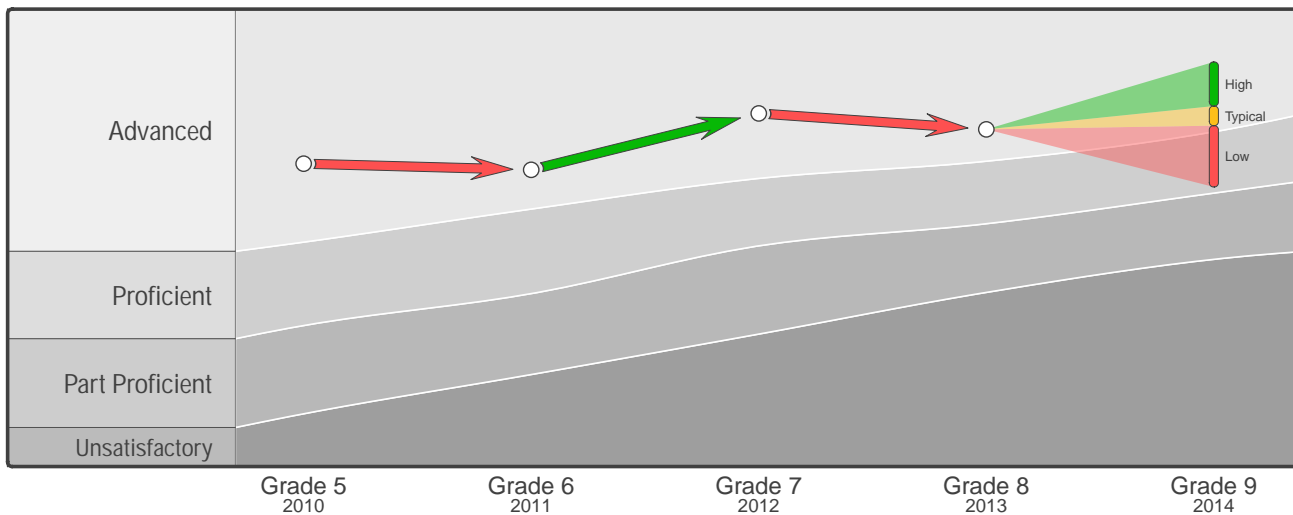
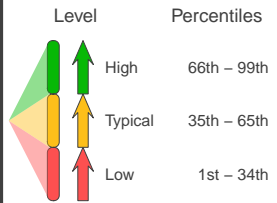


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



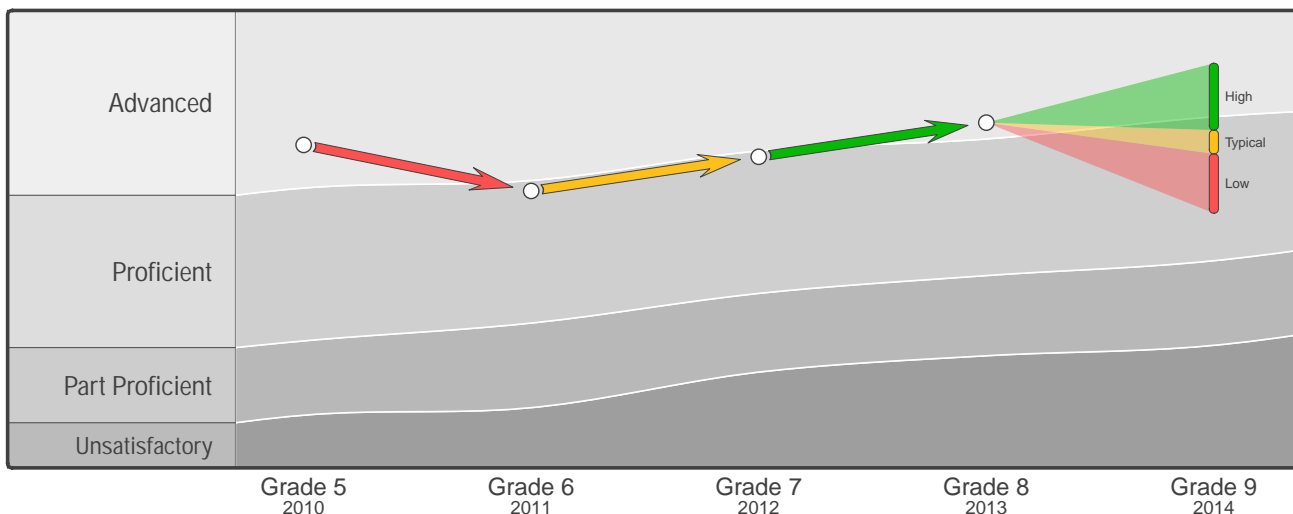
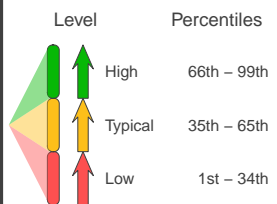
Scale Score	626	621	667	654	Achievement
Achievement Level	Advanced	Advanced	Advanced	Advanced	
Growth Percentile	33	77	29		Growth
Growth Level	Low	High	Low		

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



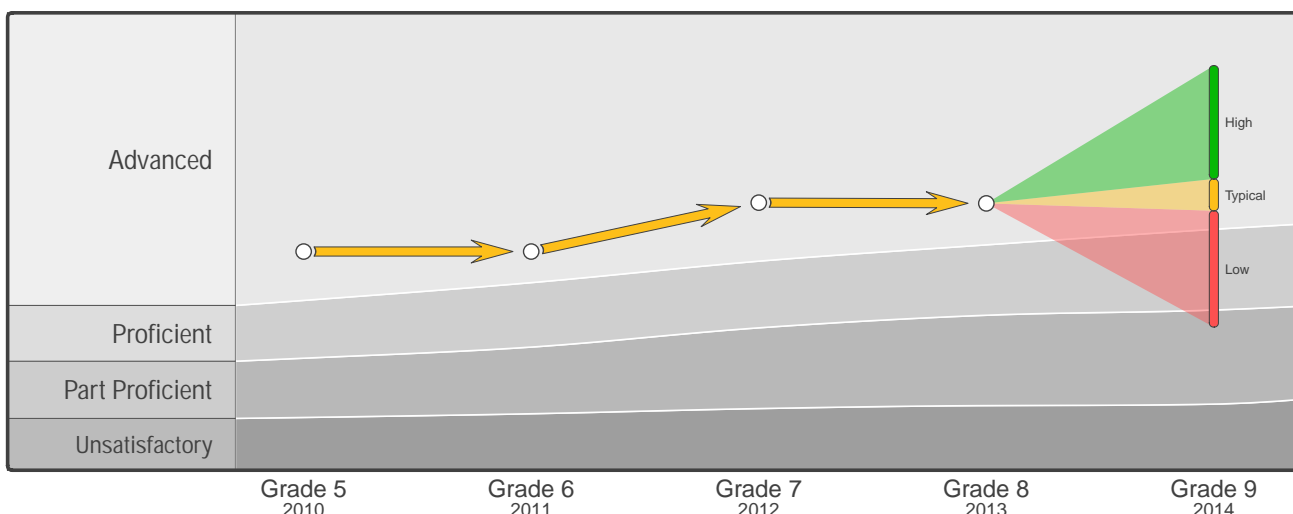
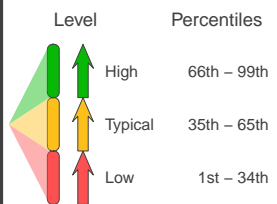
Scale Score	720	689	712	735	Achievement
Achievement Level	Advanced	Proficient	Proficient	Advanced	
Growth Percentile	16	45	74		Growth
Growth Level	Low	Typical	High		

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	642	642	708	707	Achievement
Achievement Level	Advanced	Advanced	Advanced	Advanced	
Growth Percentile	50	63	63		Growth
Growth Level	Typical	Typical	Typical		

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 TCAP 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.

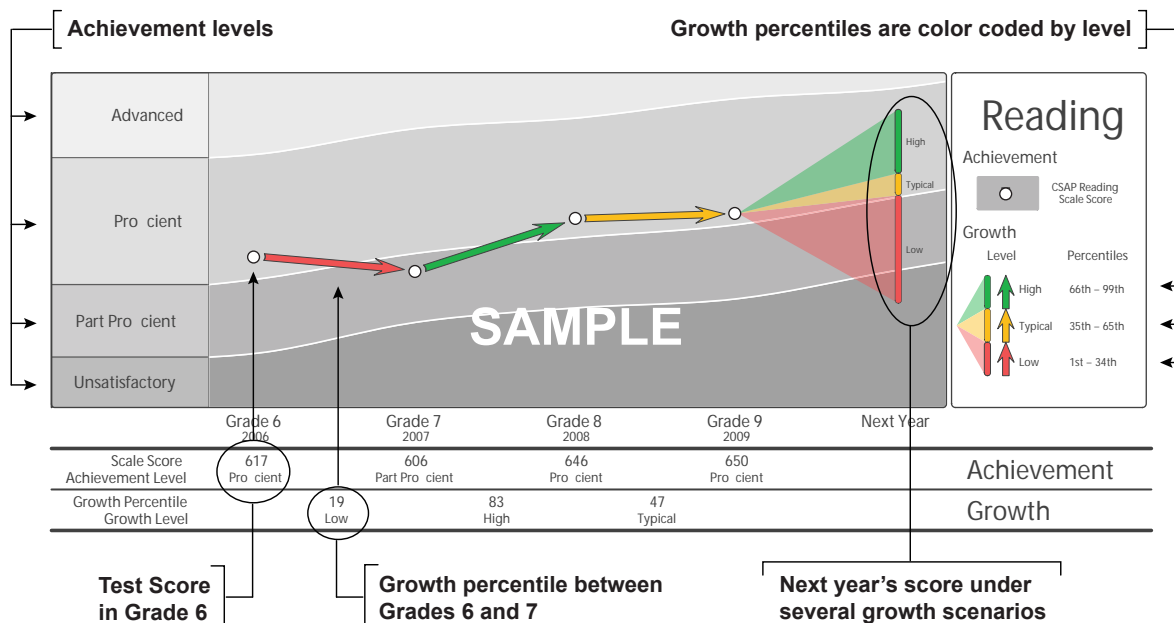
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

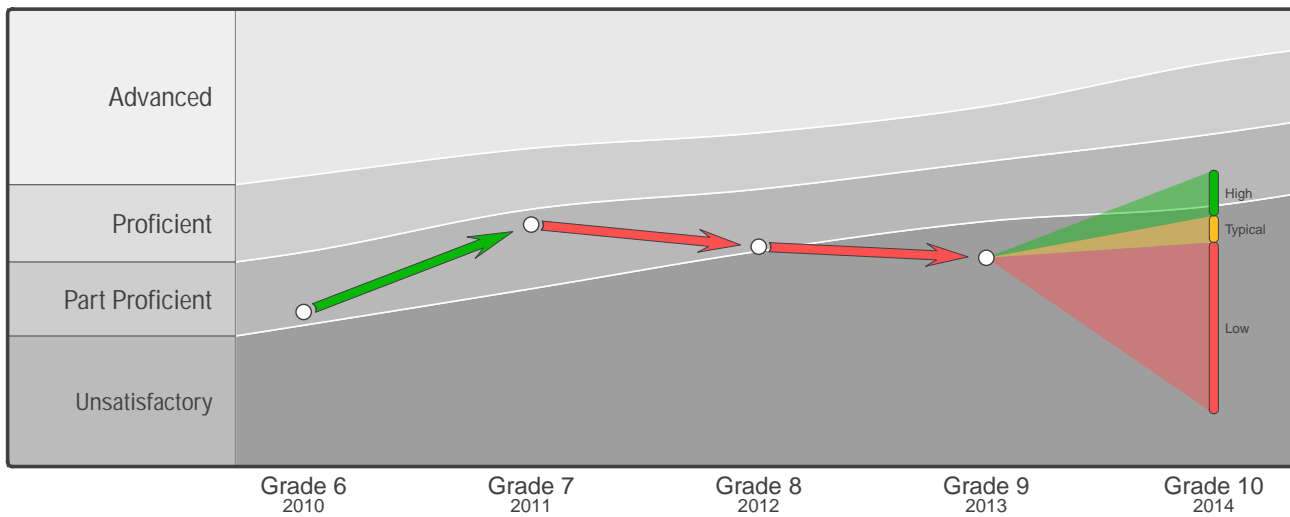
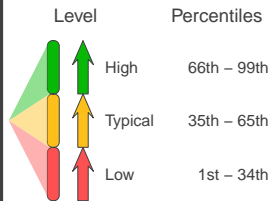


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



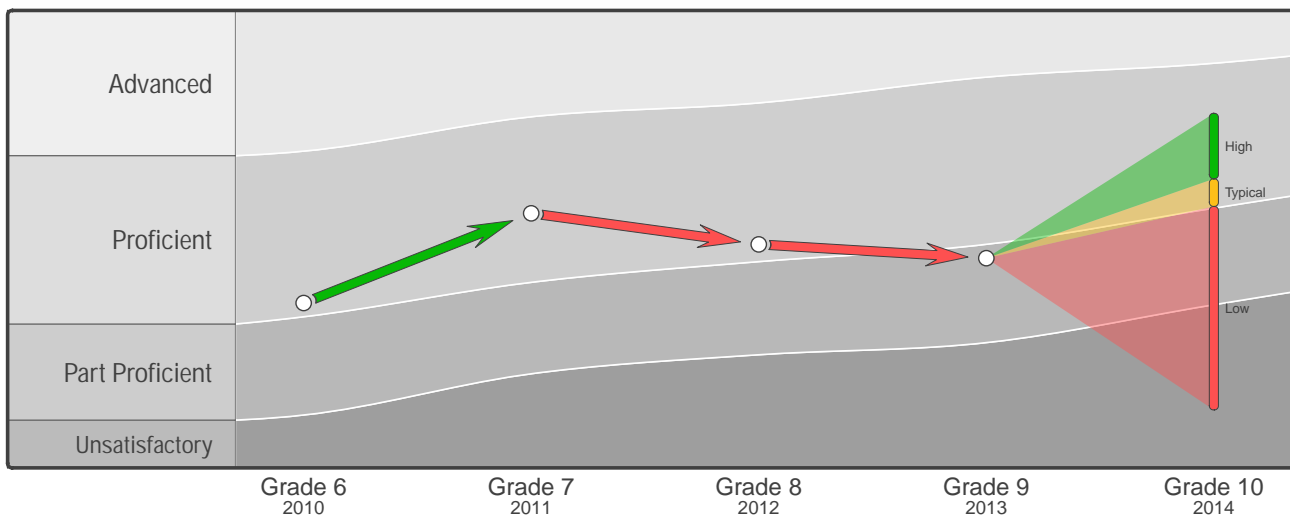
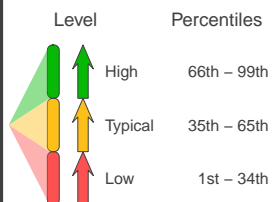
Scale Score	466	545	525	515		Achievement
Achievement Level	Part Proficient	Part Proficient	Part Proficient	Unsatisfactory		
Growth Percentile	95	28	19			Growth
Growth Level	High	Low	Low			

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



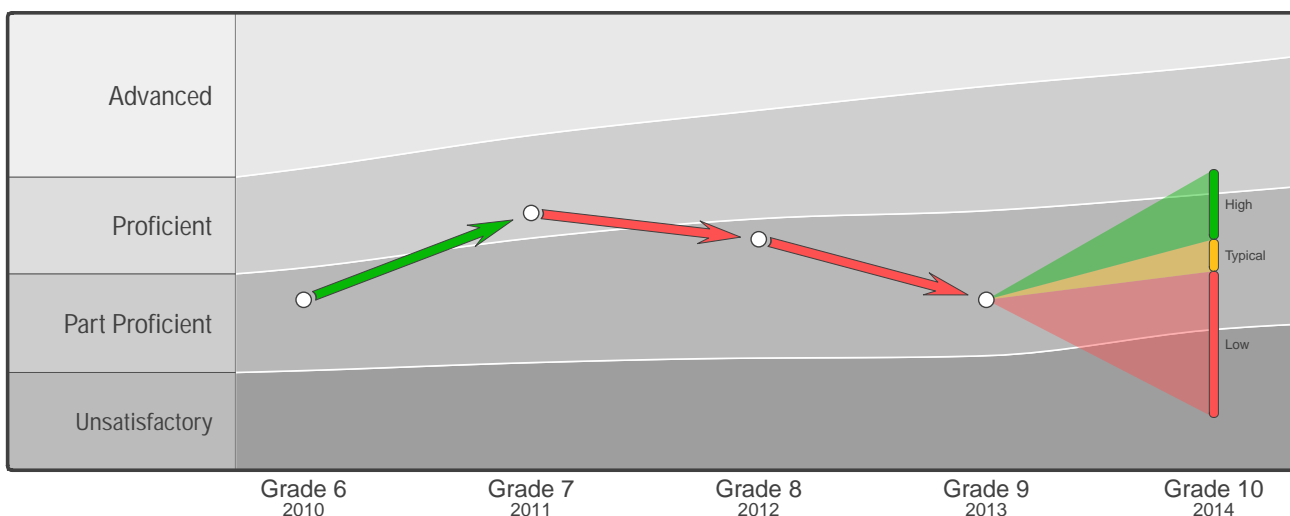
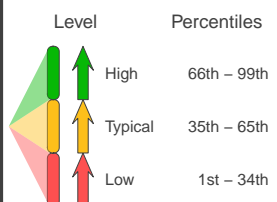
Scale Score	608	660	642	634		Achievement
Achievement Level	Proficient	Proficient	Proficient	Part Proficient		
Growth Percentile	92	25	10			Growth
Growth Level	High	Low	Low			

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Scale Score	485	561	538	485		Achievement
Achievement Level	Part Proficient	Proficient	Part Proficient	Part Proficient		
Growth Percentile	89	25	2			Growth
Growth Level	High	Low	Low			

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 TCAP 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 TCAP 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.

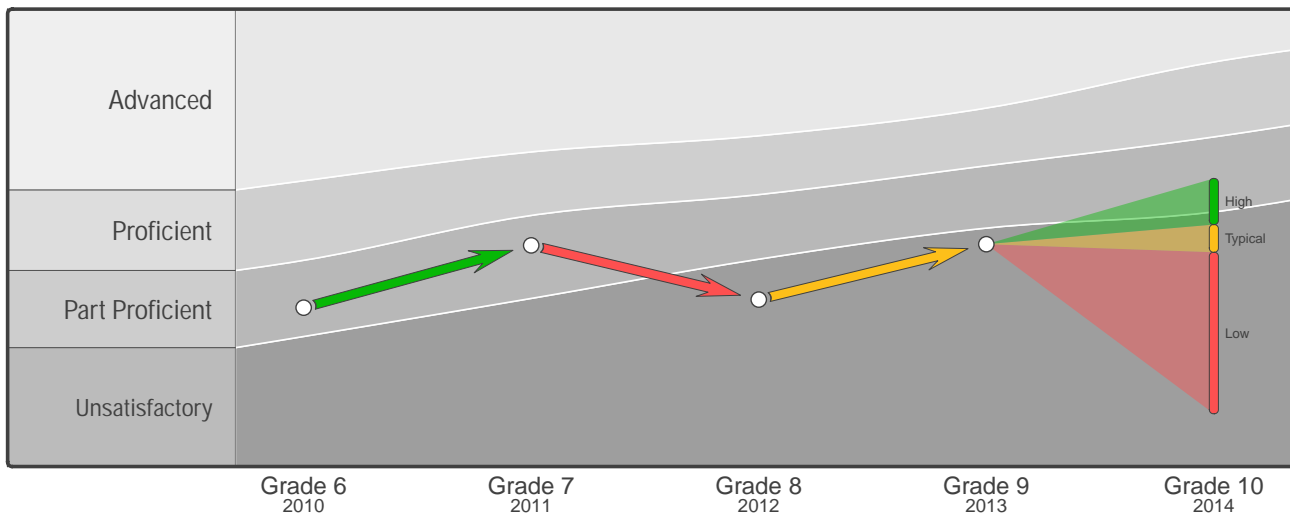


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



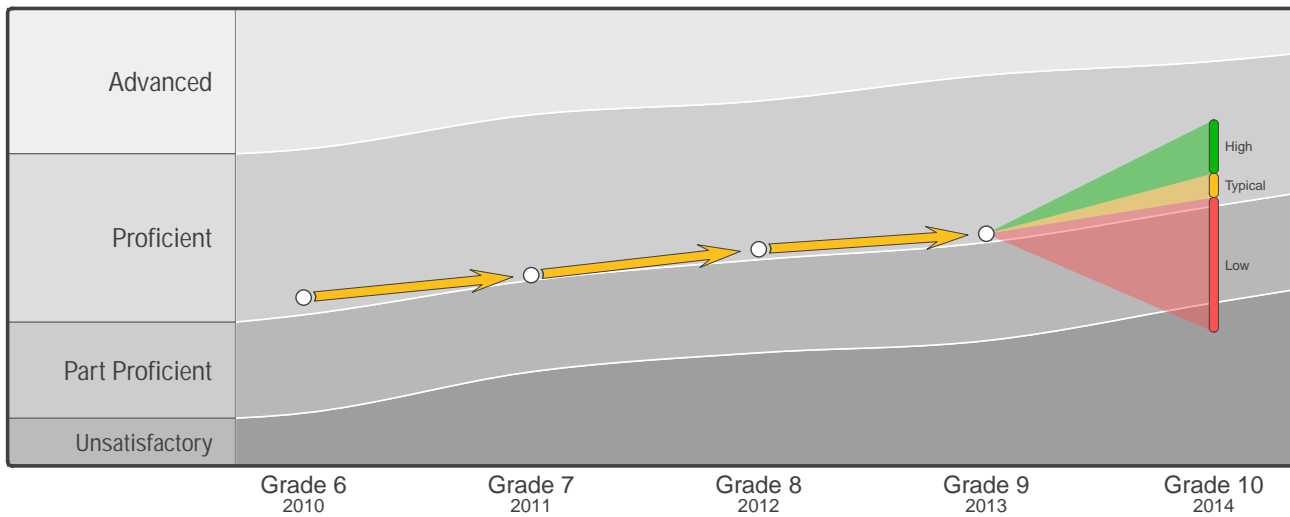
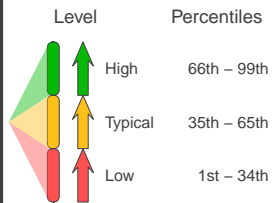
Scale Score	479	533	486	534	Achievement
Achievement Level	Part Proficient	Part Proficient	Unsatisfactory	Unsatisfactory	
Growth Percentile	82		4	64	Growth
Growth Level	High		Low	Typical	

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



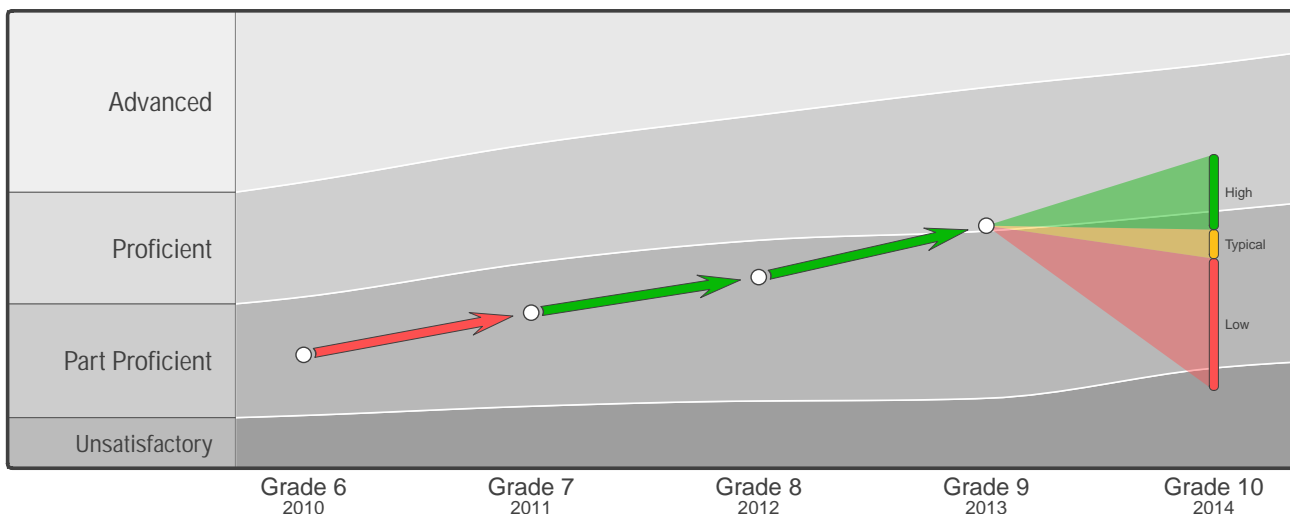
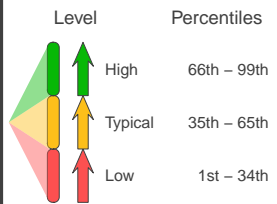
Scale Score	610	623	638	647	Achievement
Achievement Level	Proficient	Proficient	Proficient	Proficient	
Growth Percentile	58	58	44		Growth
Growth Level	Typical	Typical	Typical		

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	469	501	528	567	Achievement
Achievement Level	Part Proficient	Part Proficient	Part Proficient	Proficient	
Growth Percentile	34	68	91		Growth
Growth Level	Low	High	High		

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 TCAP 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.

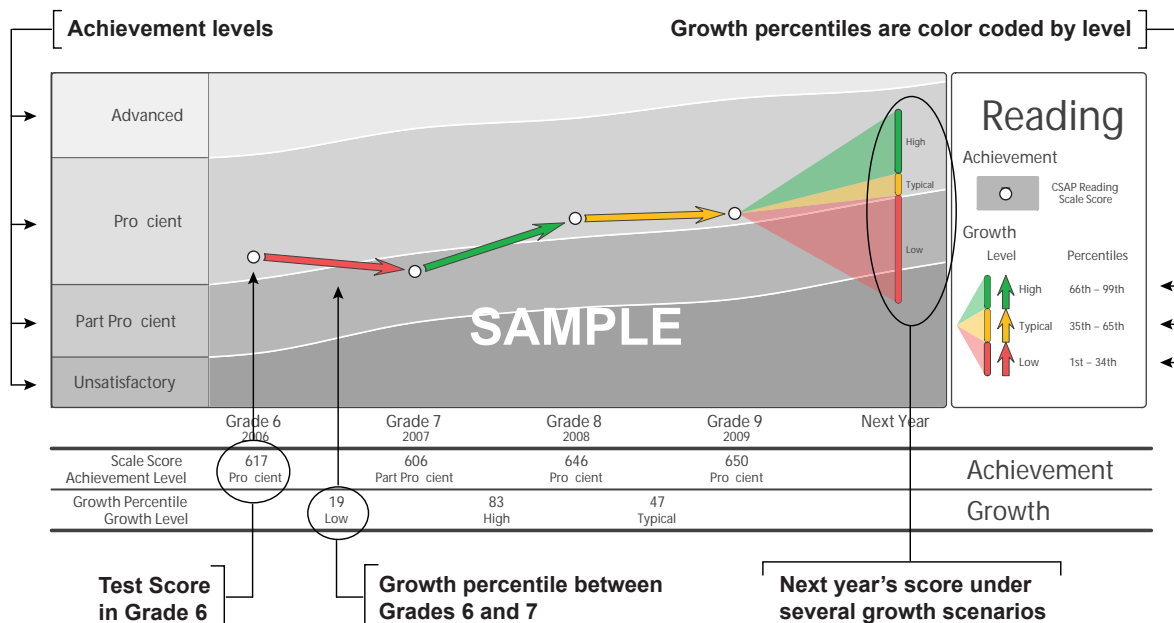
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

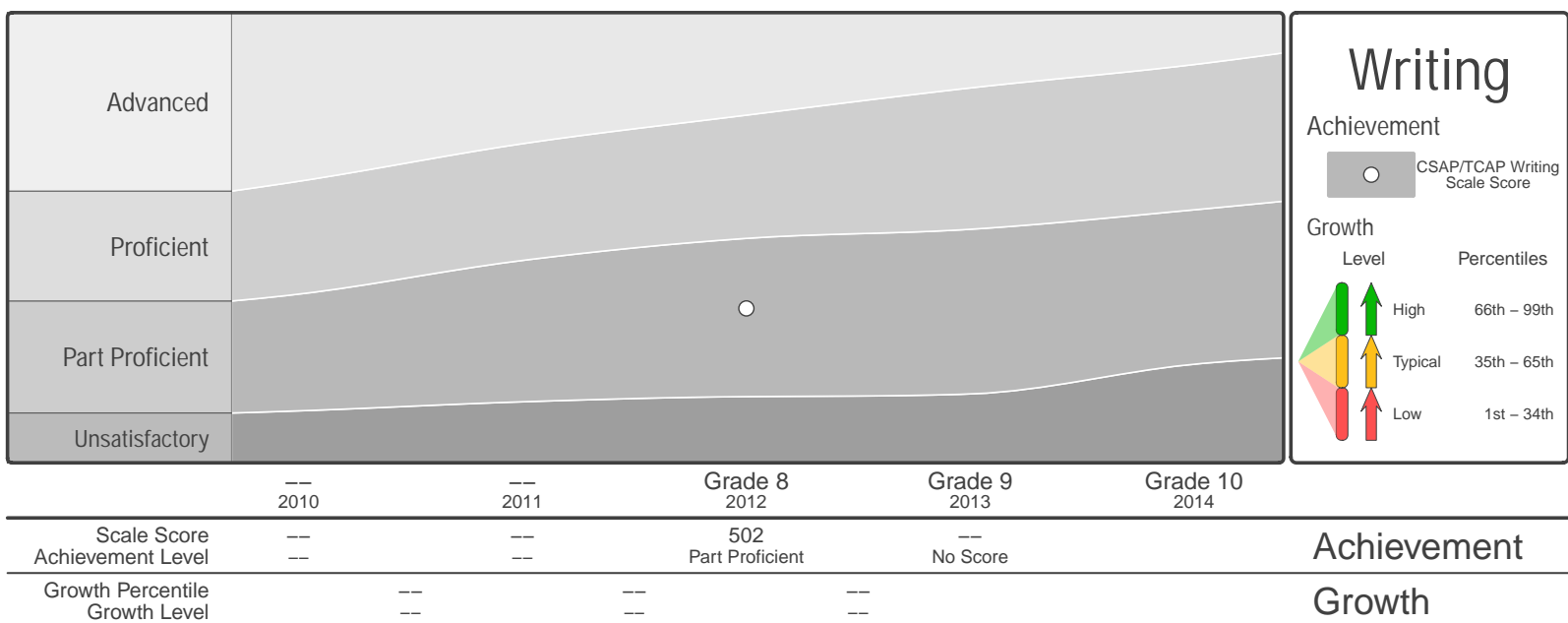
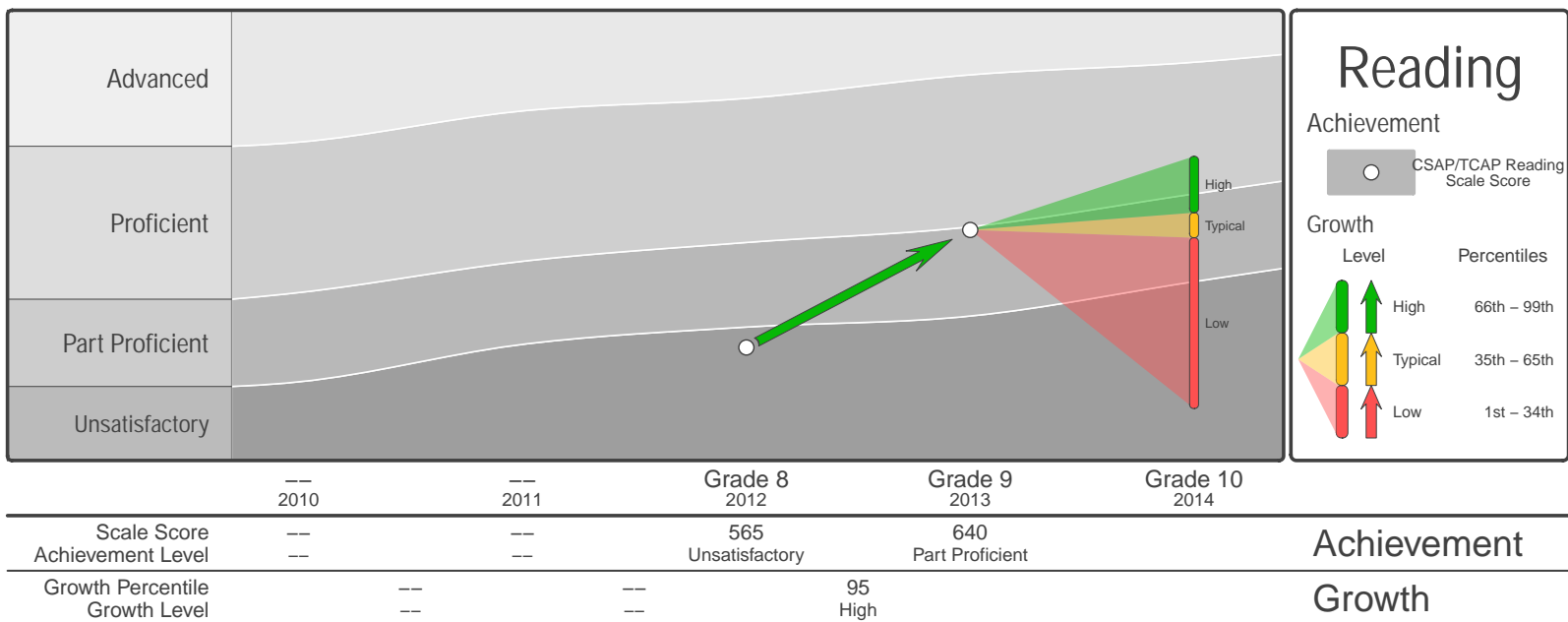
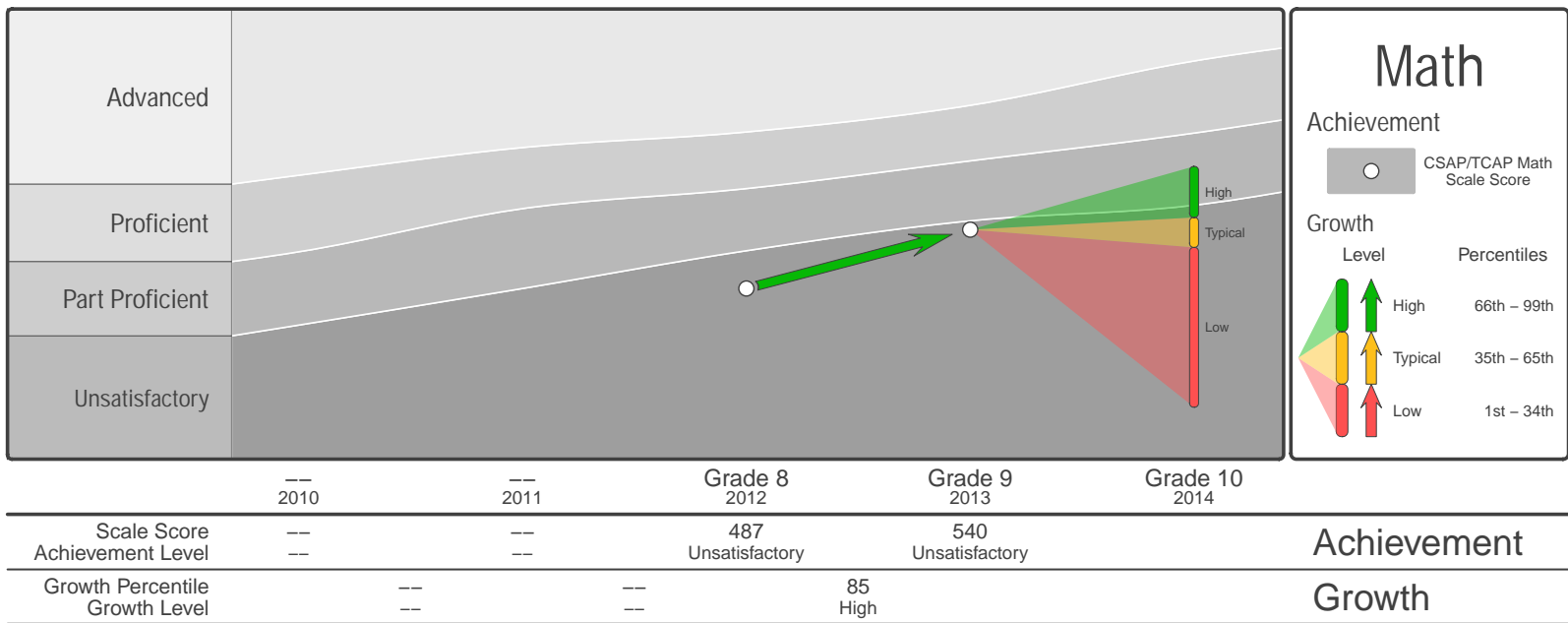
We hope that this report of your child's growth scores will help you see your child's academic progress in a new, more useful way. This new academic growth report can form the basis of fresh, better-informed conversations with your child's school and teachers because it is more than just a snapshot of 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.





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 TCAP 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.

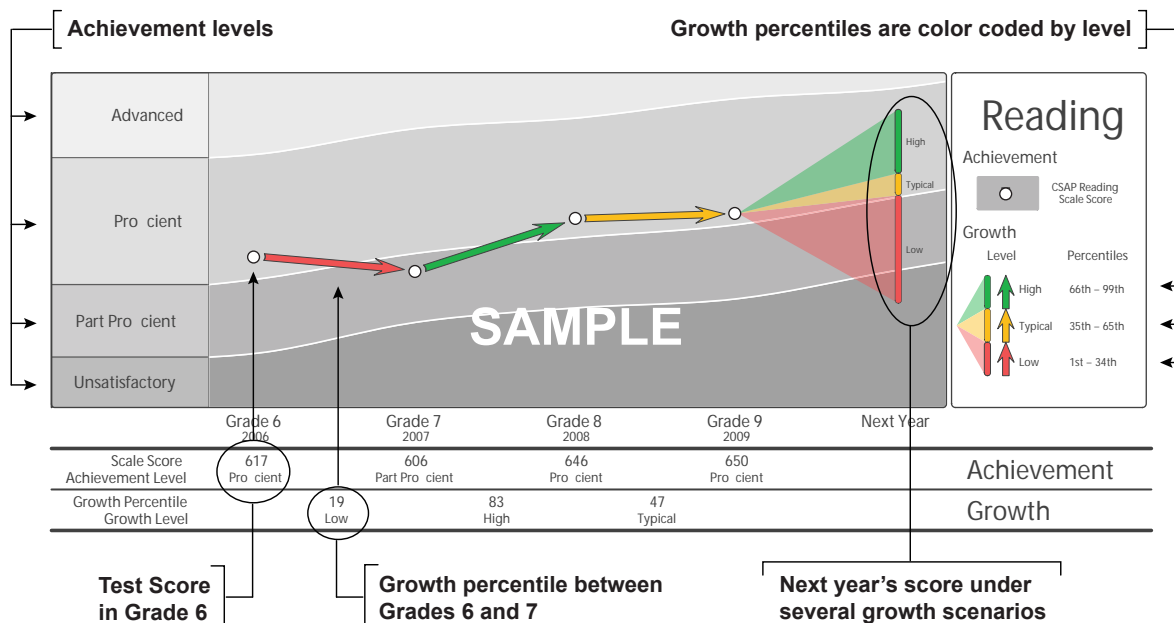
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

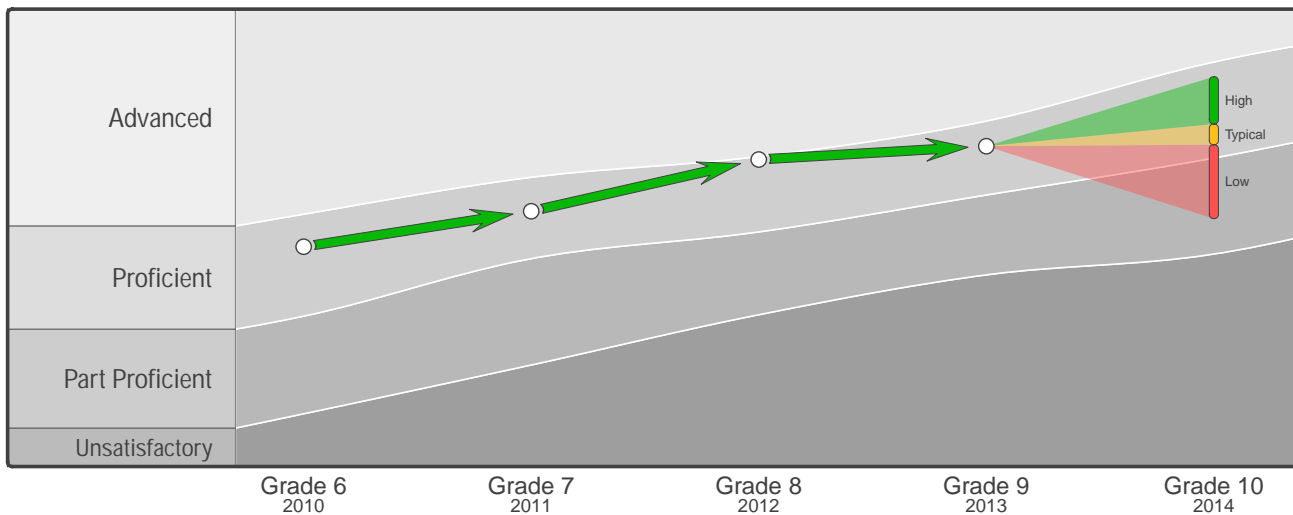
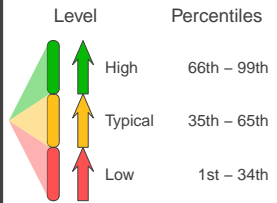


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



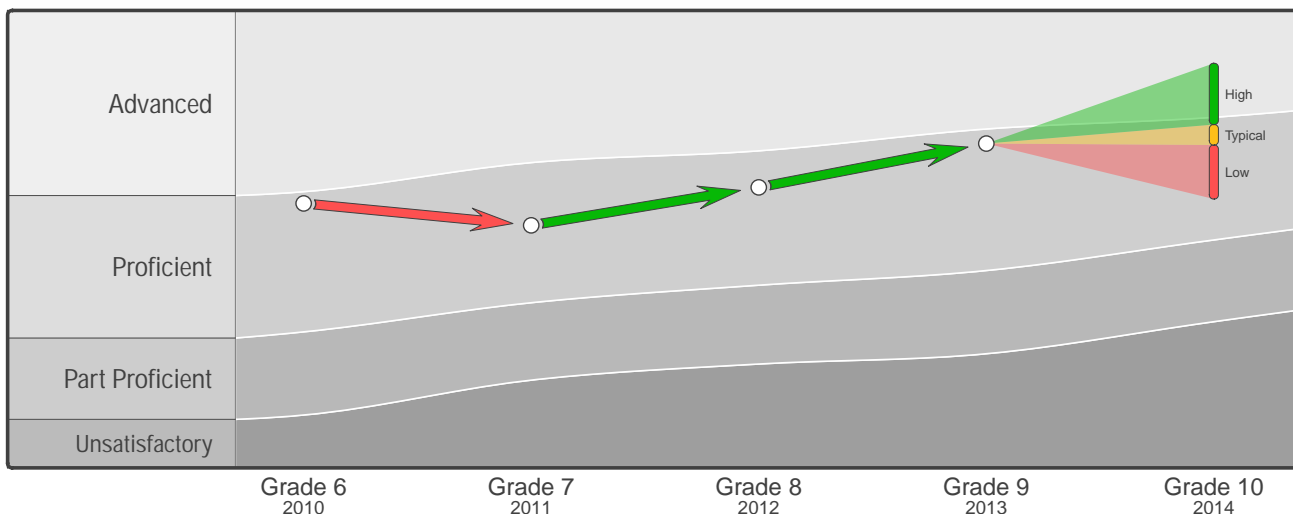
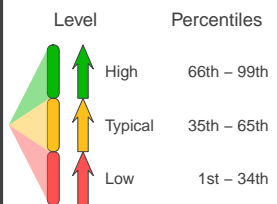
Scale Score	567	591	626	635	
Achievement Level	Proficient	Proficient	Proficient	Proficient	Achievement
Growth Percentile		72	89	81	Growth
Growth Level		High	High	High	

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



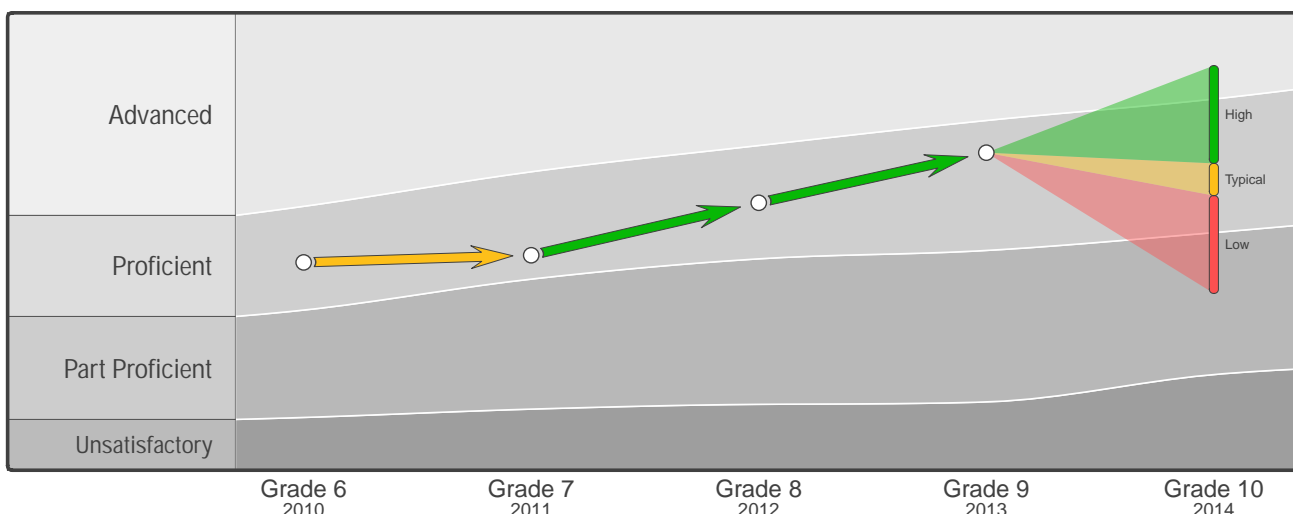
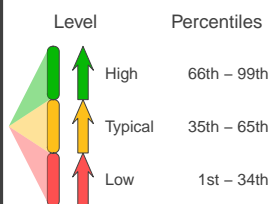
Scale Score	688	673	699	729	
Achievement Level	Proficient	Proficient	Proficient	Proficient	Achievement
Growth Percentile		34	77	98	Growth
Growth Level		Low	High	High	

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	553	559	603	645	
Achievement Level	Proficient	Proficient	Proficient	Proficient	Achievement
Growth Percentile		52	90	95	Growth
Growth Level		Typical	High	High	

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 TCAP 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 TCAP 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.

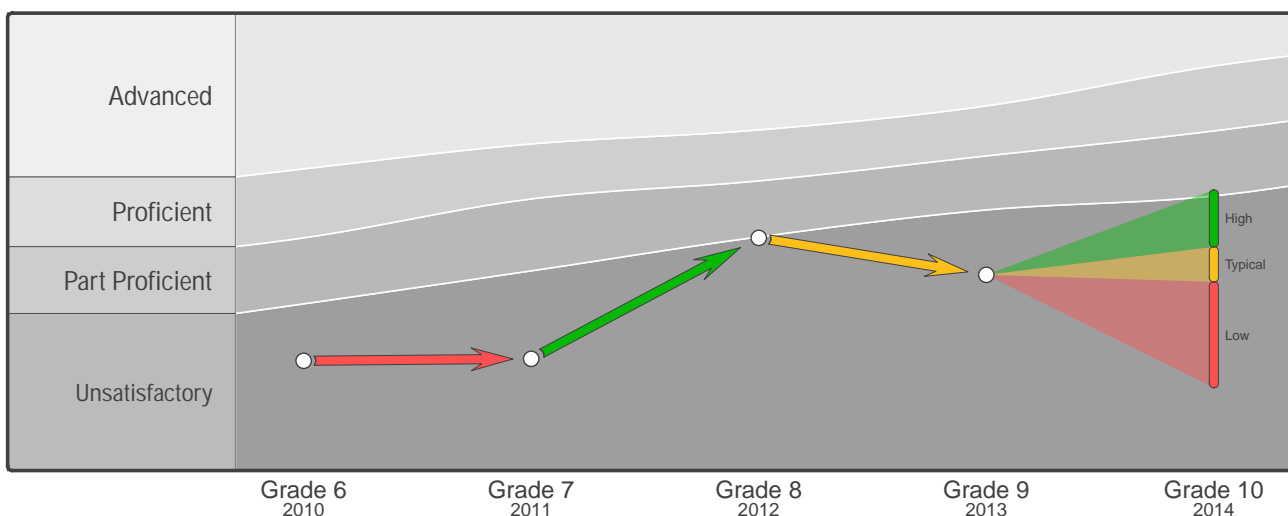
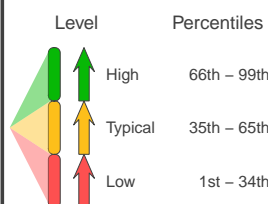


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Scale Score	397	399	520	483
Achievement Level	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Growth Percentile	32	98	45	
Growth Level	Low	High	Typical	

Achievement

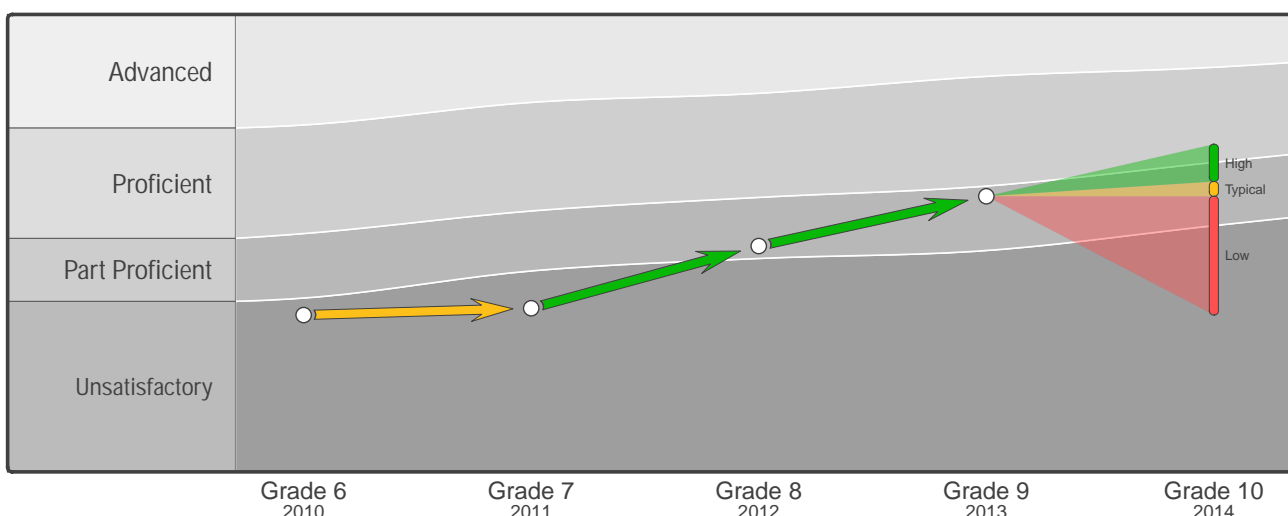
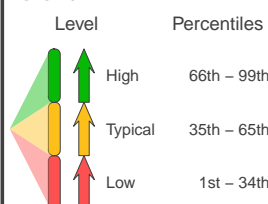
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Scale Score	528	534	589	633
Achievement Level	Unsatisfactory	Unsatisfactory	Part Proficient	Part Proficient
Growth Percentile	51	87	95	
Growth Level	Typical	High	High	

Achievement

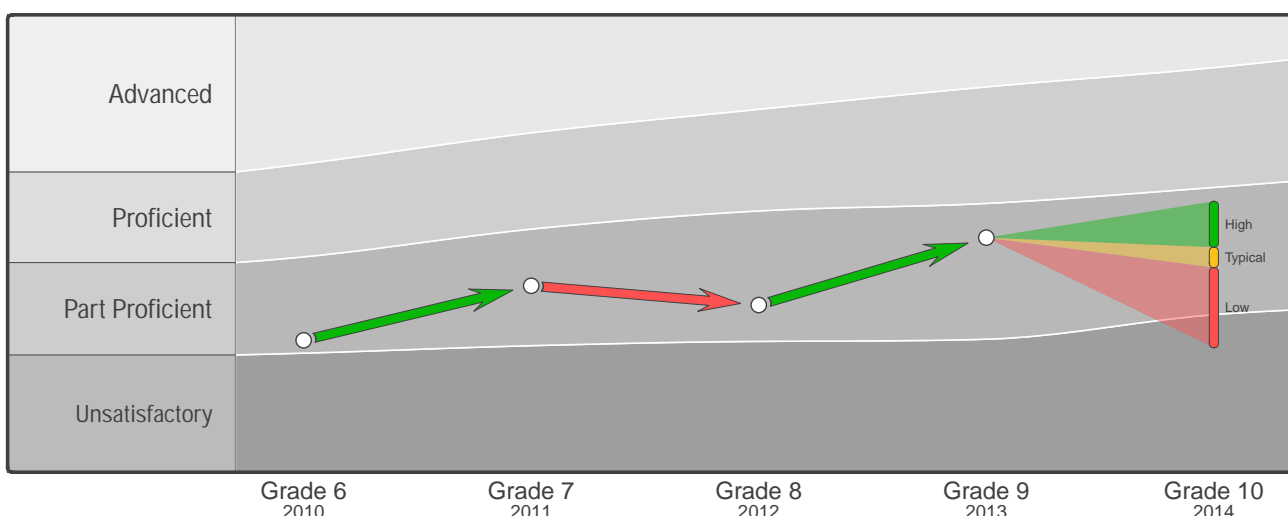
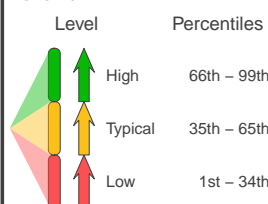
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Scale Score	435	486	468	531
Achievement Level	Part Proficient	Part Proficient	Part Proficient	Part Proficient
Growth Percentile	90	33	97	
Growth Level	High	Low	High	

Achievement

Growth

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 TCAP 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.

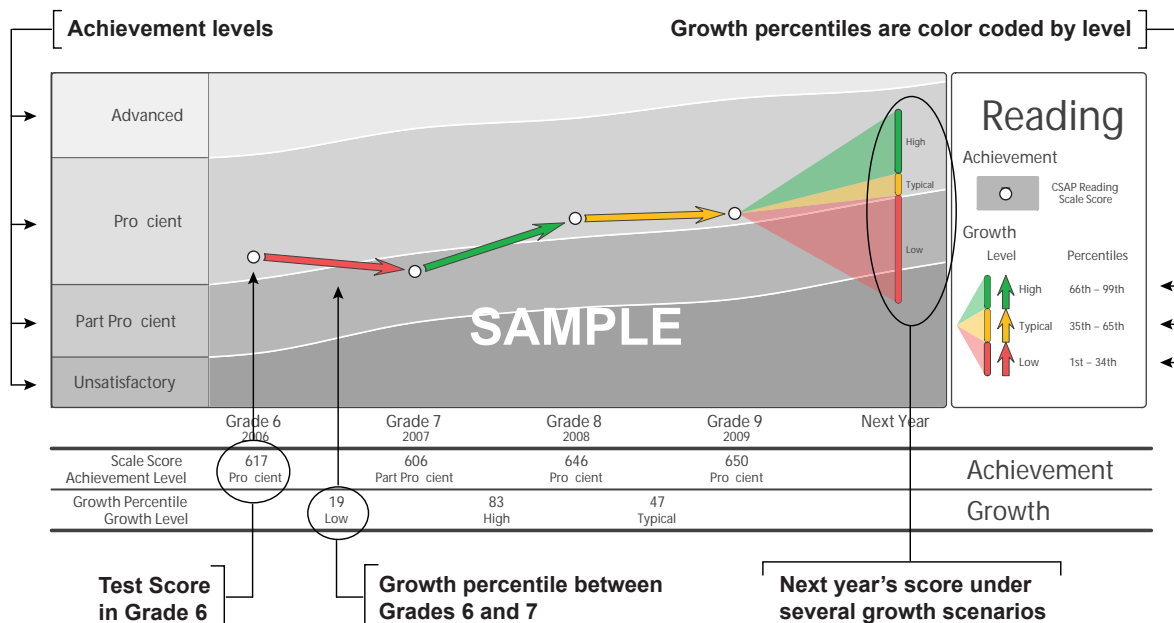
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

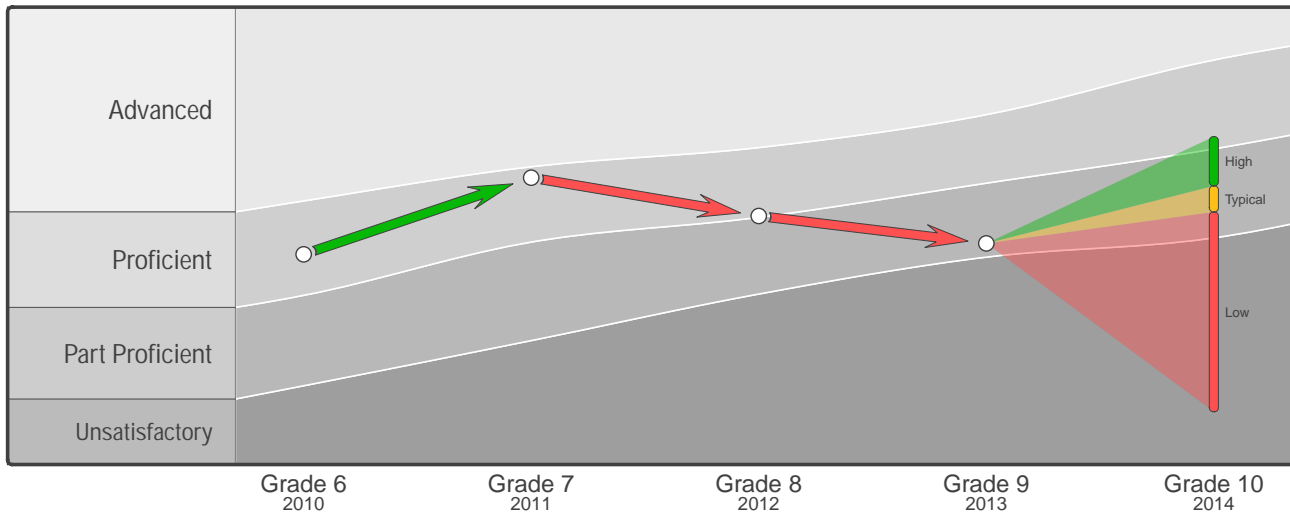
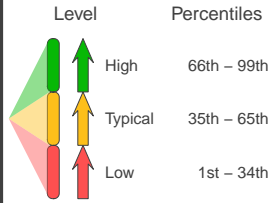


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Scale Score	550	606	578	558	
Achievement Level	Proficient	Proficient	Proficient	Part Proficient	
Growth Percentile	94		9	6	
Growth Level	High		Low	Low	

Achievement

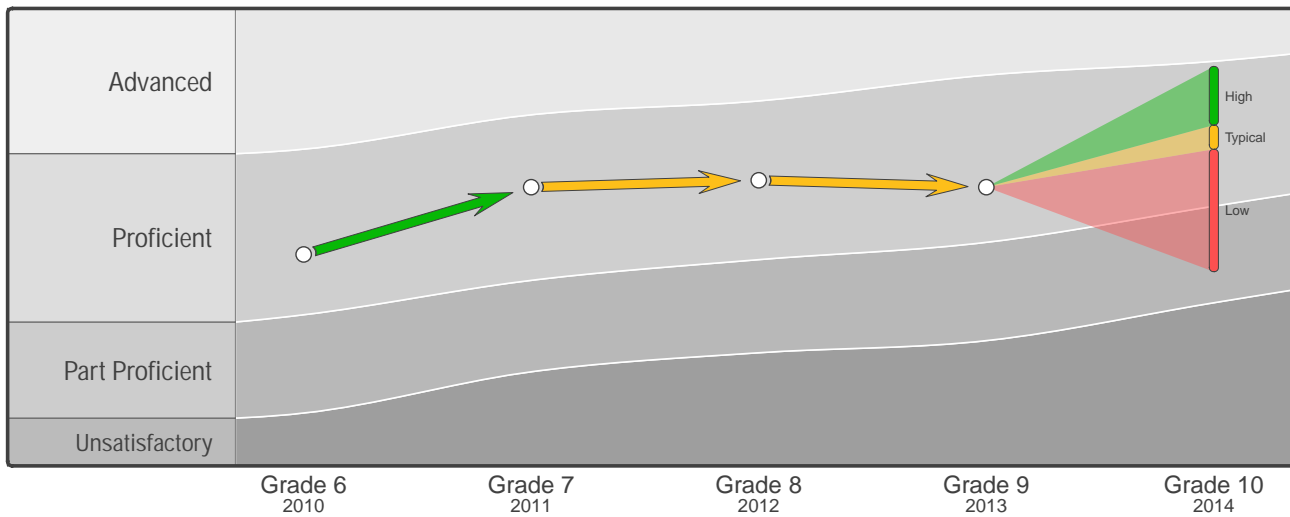
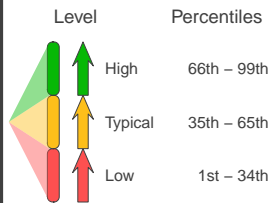
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Scale Score	635	674	678	674	
Achievement Level	Proficient	Proficient	Proficient	Proficient	
Growth Percentile	83		60	38	
Growth Level	High		Typical	Typical	

Achievement

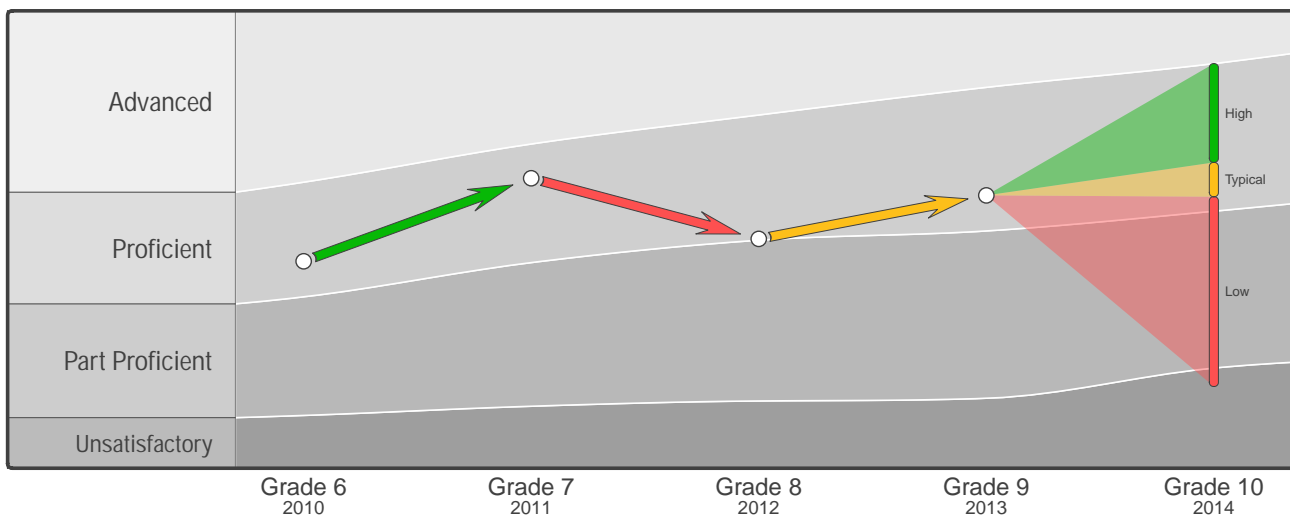
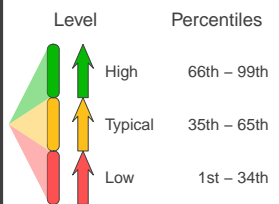
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Scale Score	540	603	557	590	
Achievement Level	Proficient	Proficient	Proficient	Proficient	
Growth Percentile	69		4	43	
Growth Level	High		Low	Typical	

Achievement

Growth

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 TCAP 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.

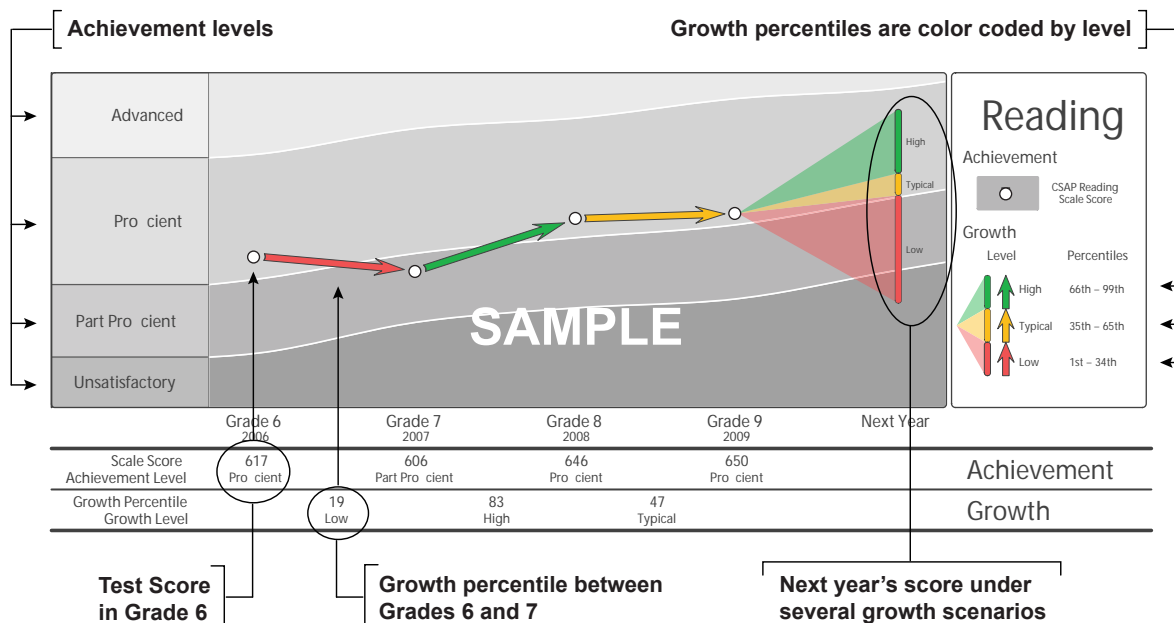
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

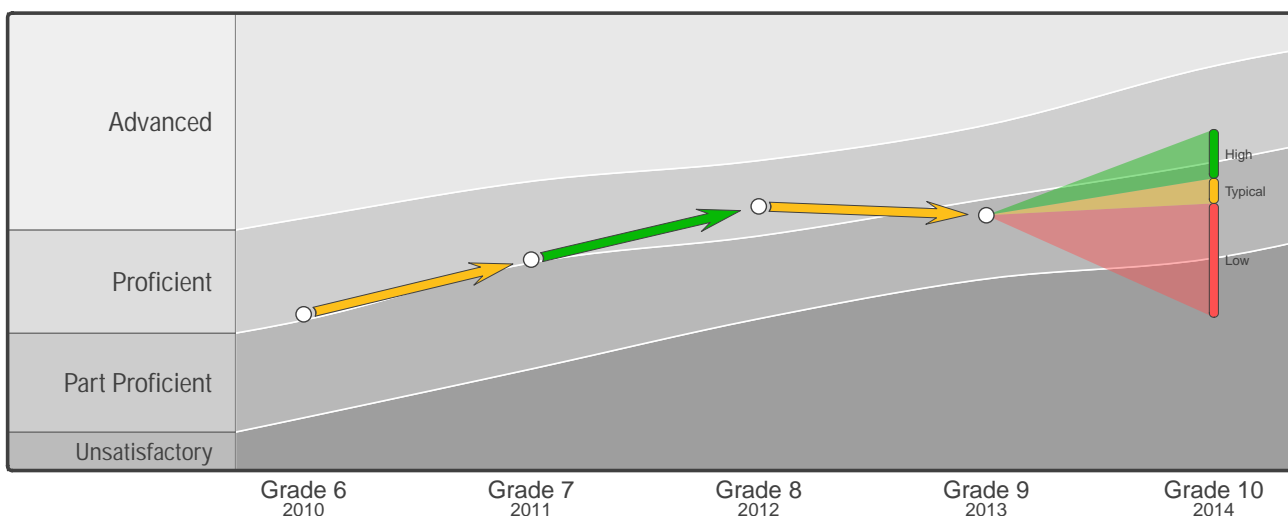
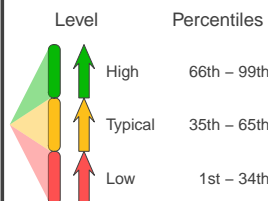


Math

Achievement

○ CSAP/TCAP Math Scale Score

Growth



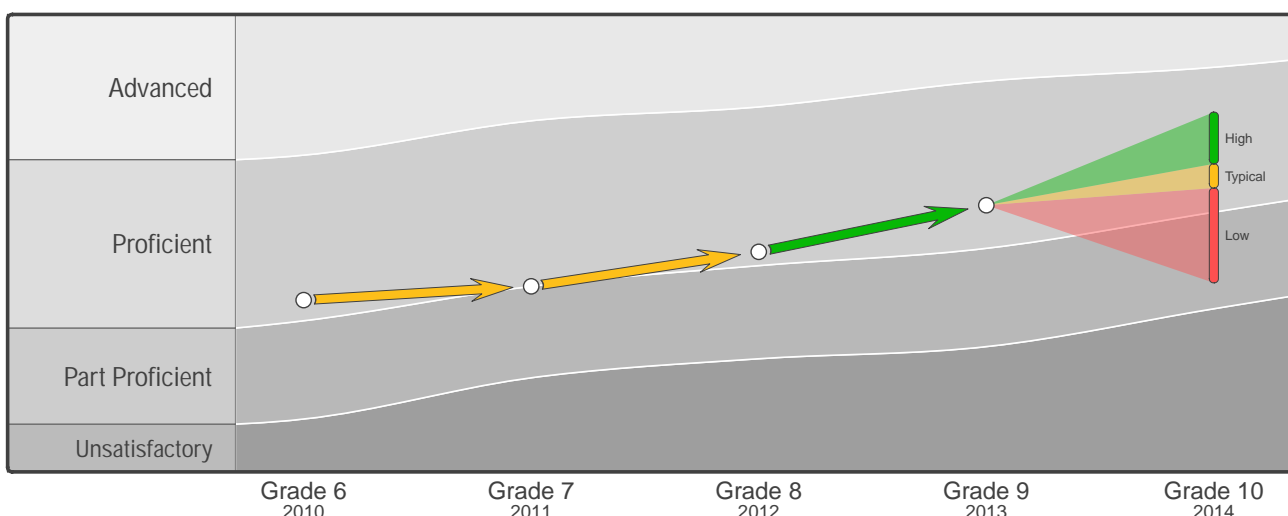
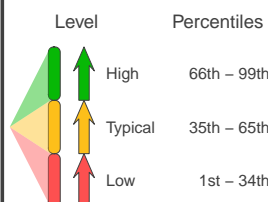
Scale Score	524	561	597	591		Achievement
Achievement Level	Proficient	Proficient	Proficient	Part Proficient		
Growth Percentile		57	83	51		Growth
Growth Level		Typical	High	Typical		

Reading

Achievement

○ CSAP/TCAP Reading Scale Score

Growth



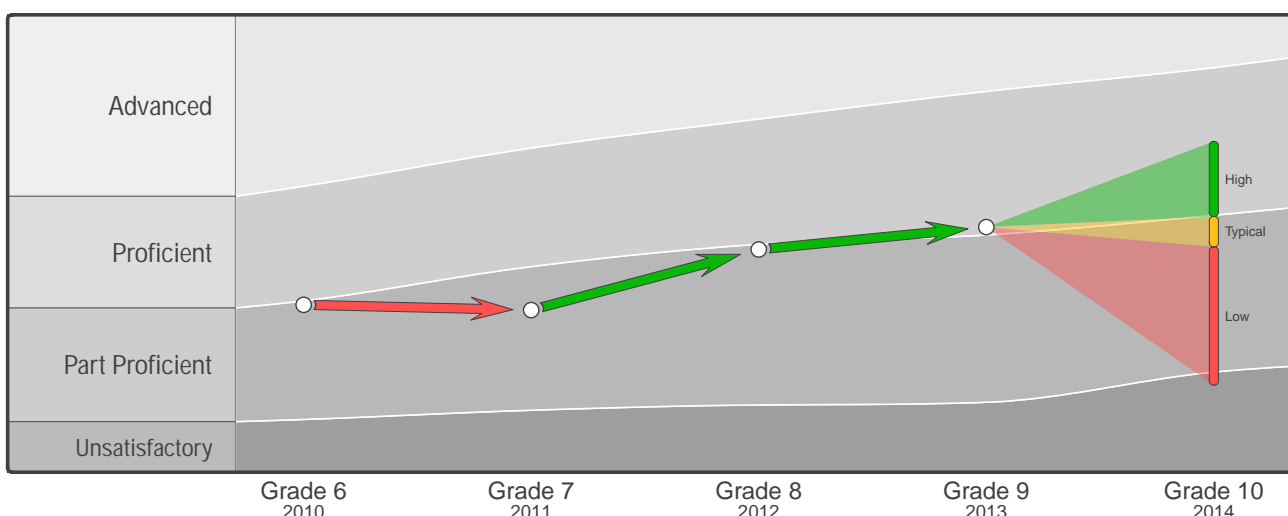
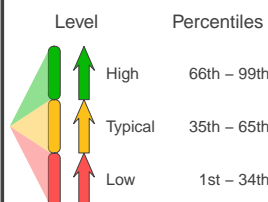
Scale Score	612	620	640	667		Achievement
Achievement Level	Proficient	Proficient	Proficient	Proficient		
Growth Percentile		38	56	85		Growth
Growth Level		Typical	Typical	High		

Writing

Achievement

○ CSAP/TCAP Writing Scale Score

Growth



Scale Score	510	506	552	569		Achievement
Achievement Level	Part Proficient	Part Proficient	Part Proficient	Proficient		
Growth Percentile		13	79	76		Growth
Growth Level		Low	High	High		

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 TCAP 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 TCAP 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.



Math

Achievement

CSAP/TCAP Math Scale Score

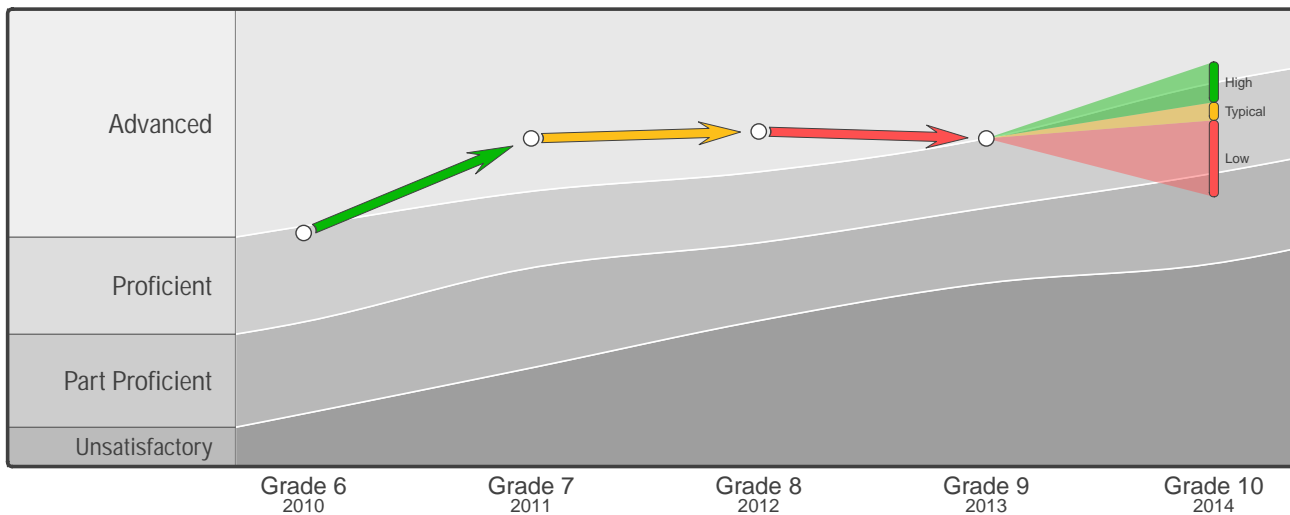
Growth

Level Percentiles

High 66th – 99th

Typical 35th – 65th

Low 1st – 34th



Achievement

Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

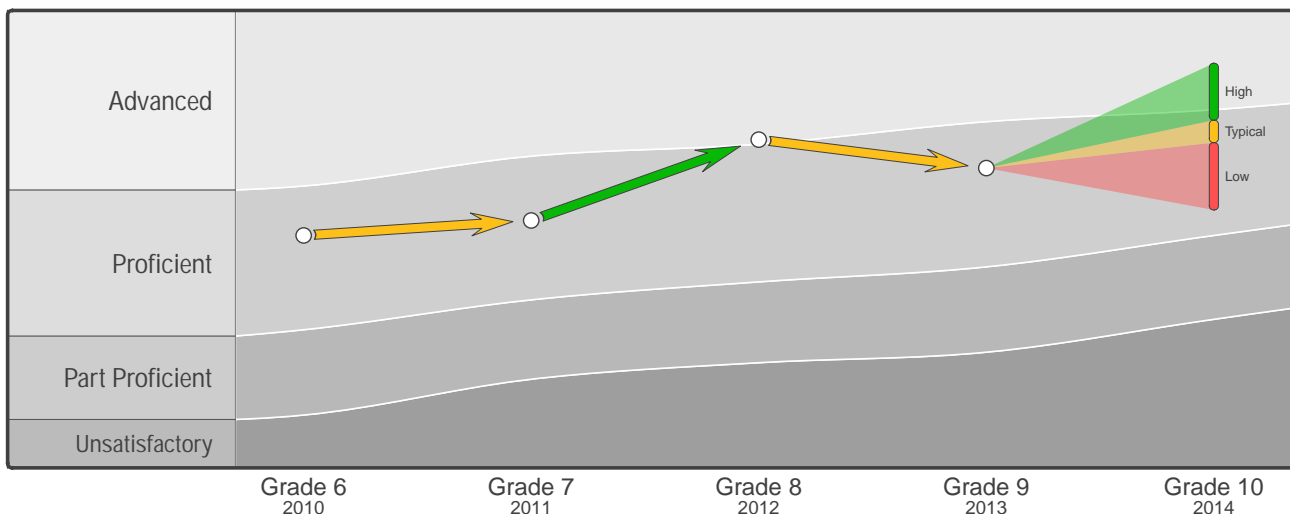
Growth

Level Percentiles

High 66th – 99th

Typical 35th – 65th

Low 1st – 34th



Achievement

Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

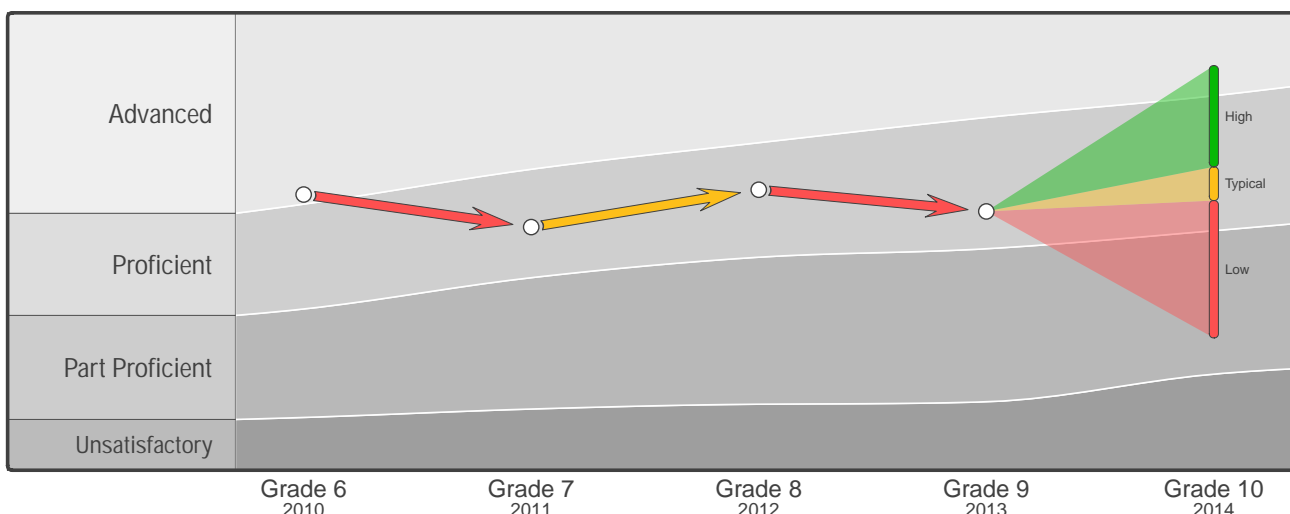
Growth

Level Percentiles

High 66th – 99th

Typical 35th – 65th

Low 1st – 34th



Achievement

Growth

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 TCAP 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.

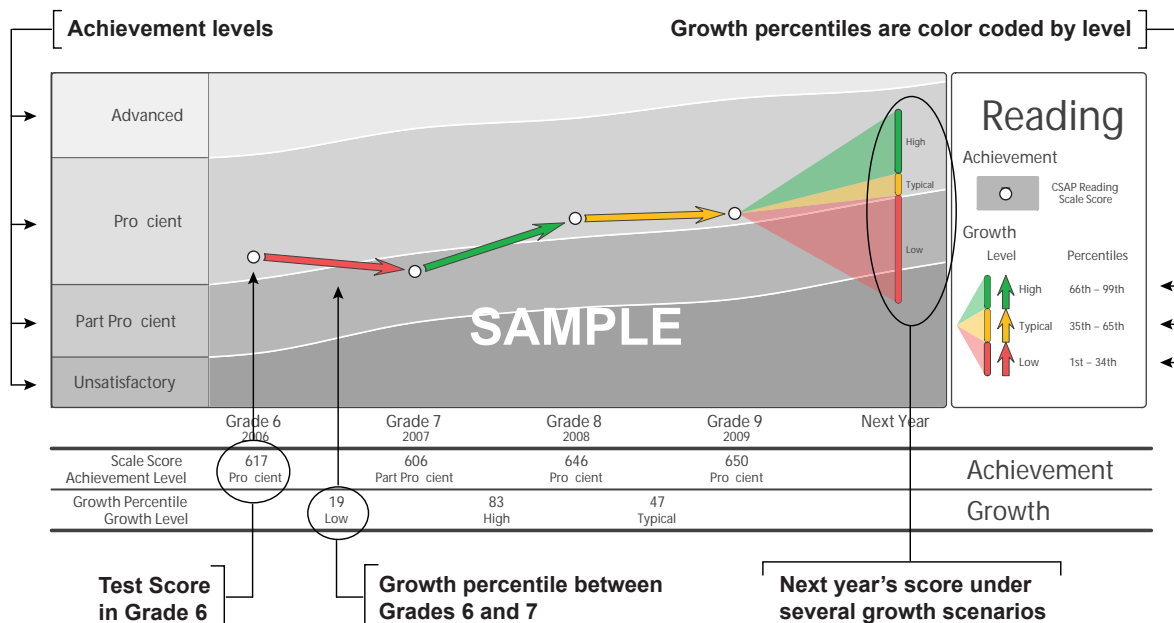
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

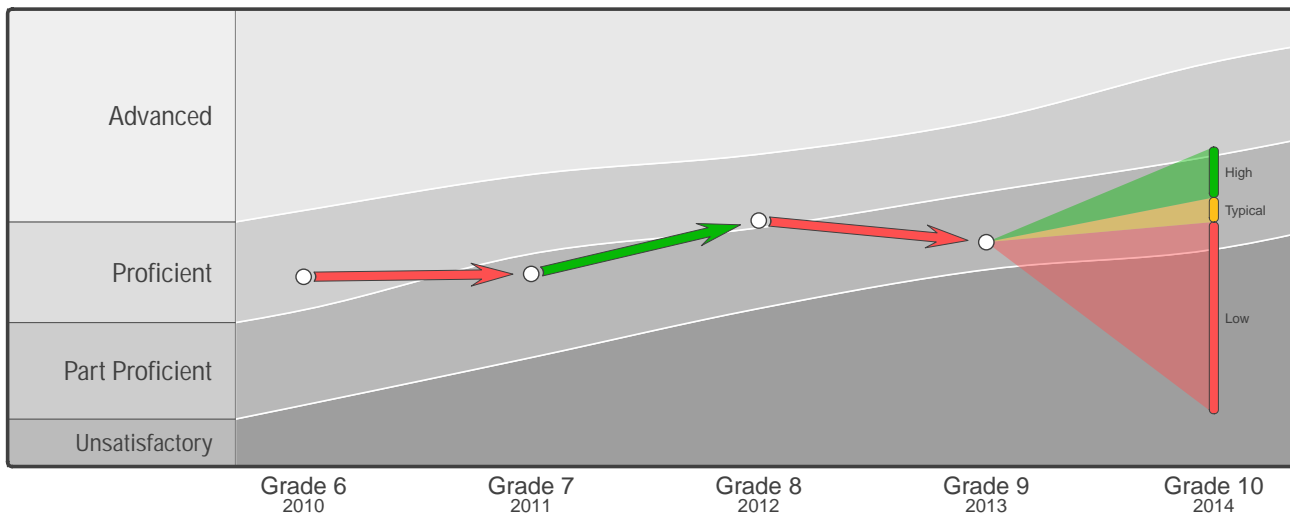
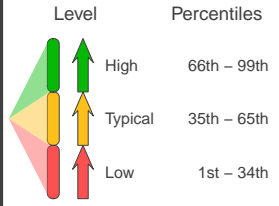


Math

Achievement

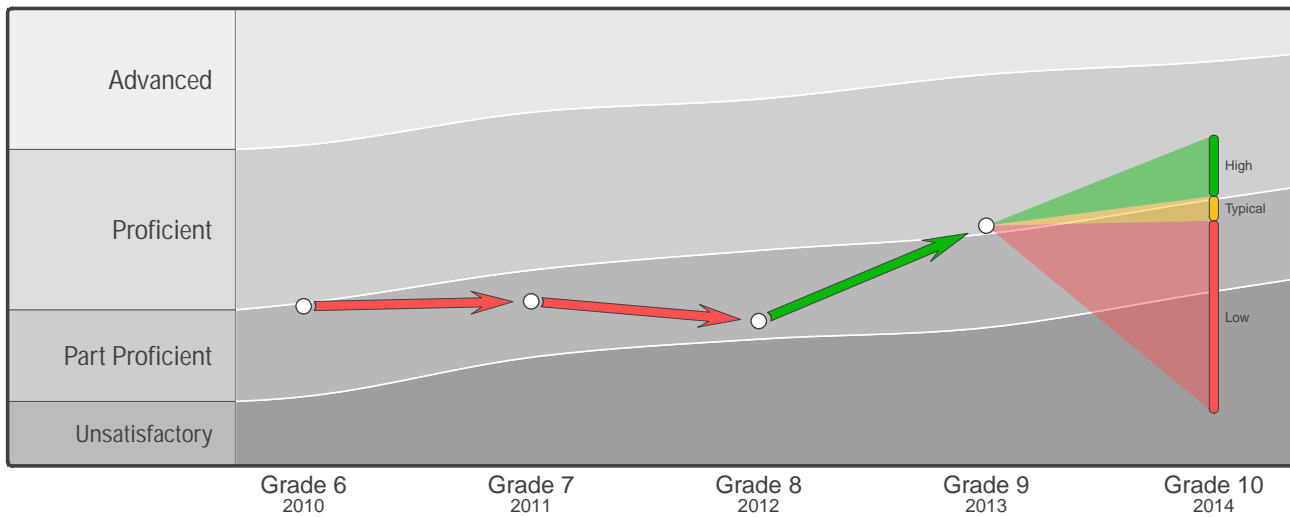
CSAP/TCAP Math Scale Score

Growth



Achievement

Growth

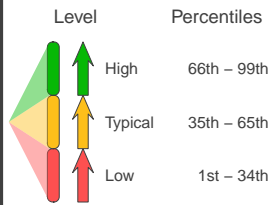


Reading

Achievement

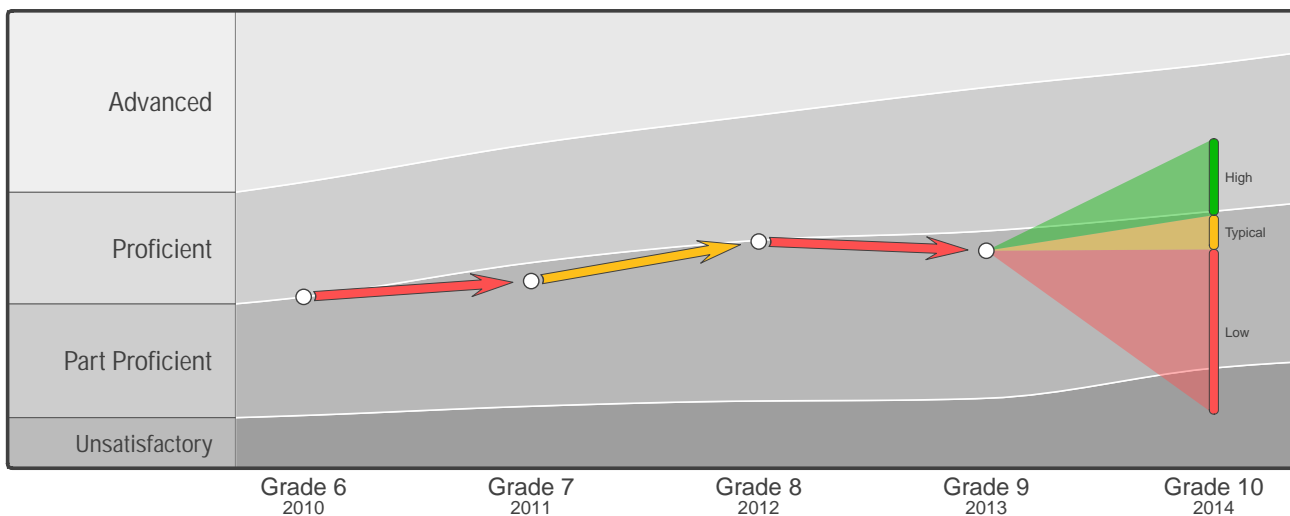
CSAP/TCAP Reading Scale Score

Growth



Achievement

Growth

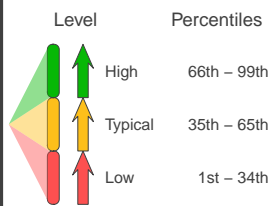


Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

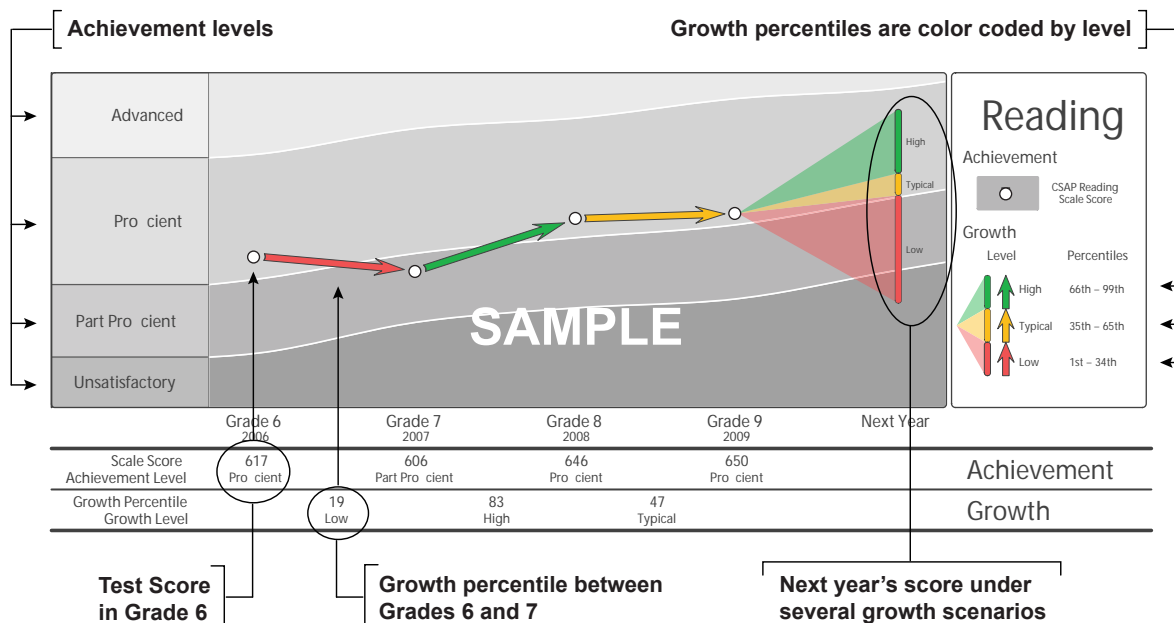
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

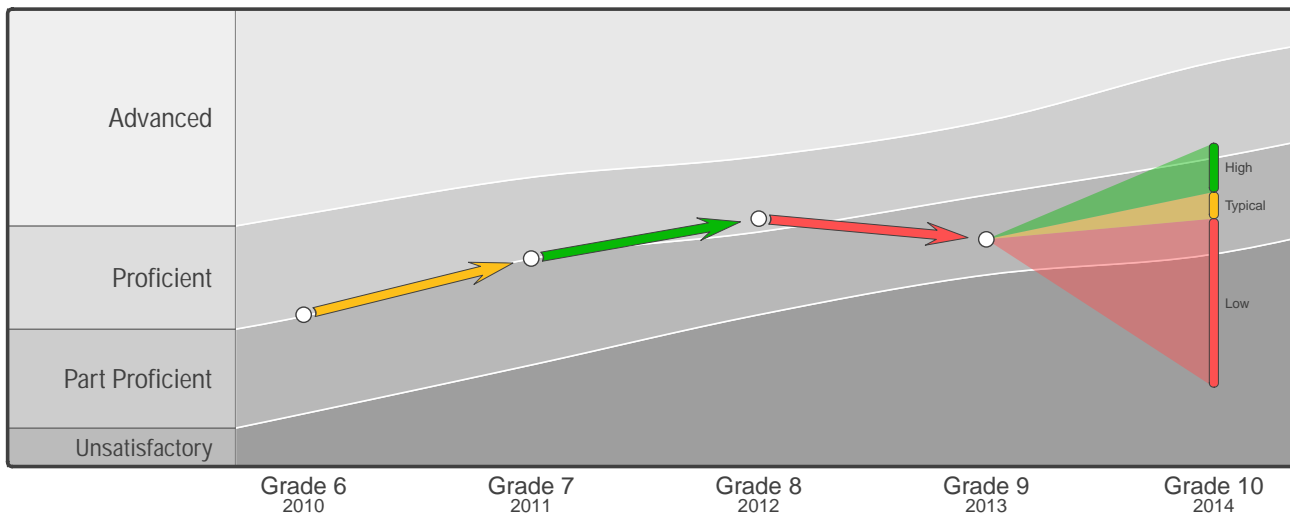
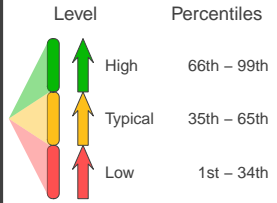


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Scale Score	521	559	586	572	
Achievement Level	Part Proficient	Proficient	Proficient	Part Proficient	
Growth Percentile	51		70	28	
Growth Level	Typical		High	Low	

Achievement

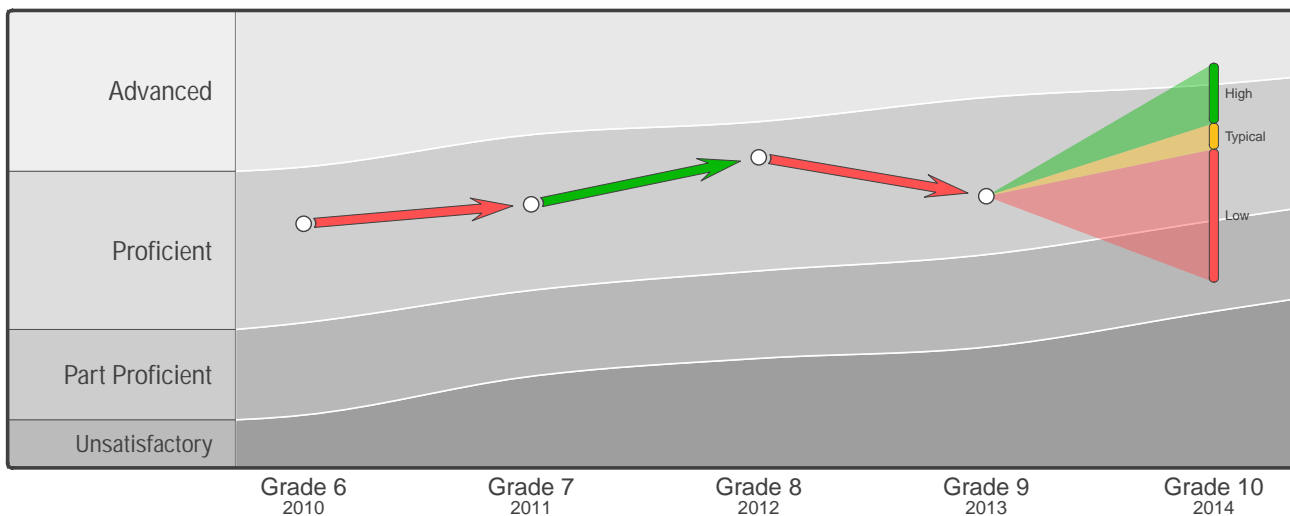
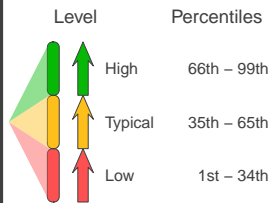
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Scale Score	661	673	702	678	
Achievement Level	Part Proficient	Proficient	Proficient	Proficient	
Growth Percentile	29		76	19	
Growth Level	Low		High	Low	

Achievement

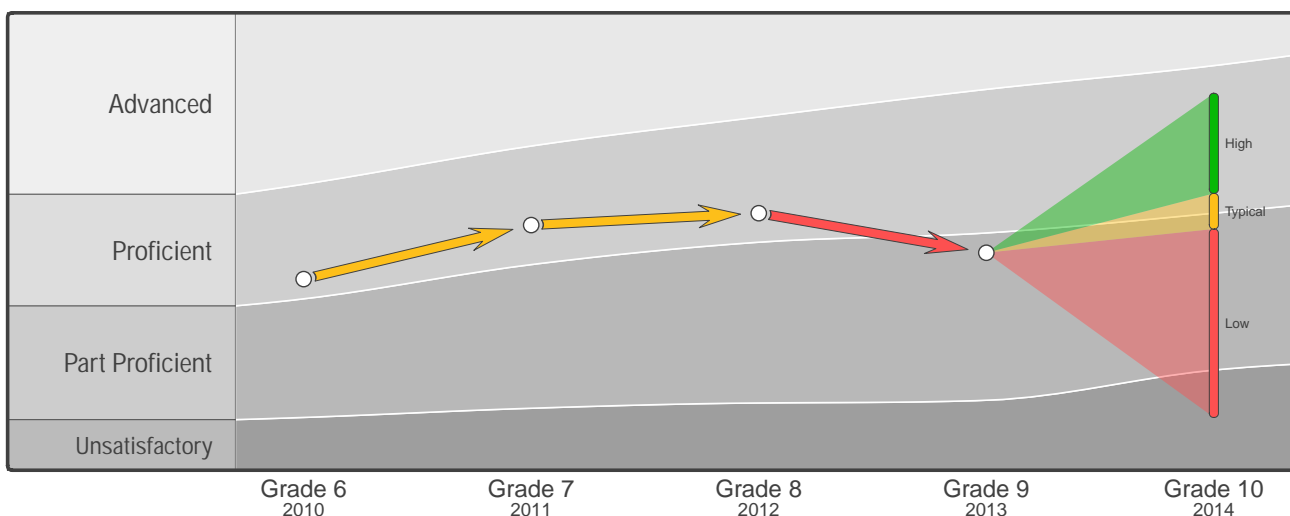
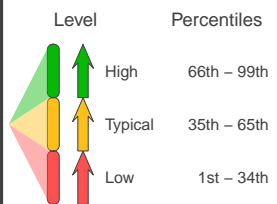
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Scale Score	528	569	578	548	
Achievement Level	Part Proficient	Proficient	Proficient	Part Proficient	
Growth Percentile	38		39	6	
Growth Level	Typical		Typical	Low	

Achievement

Growth

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 TCAP 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 TCAP 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.

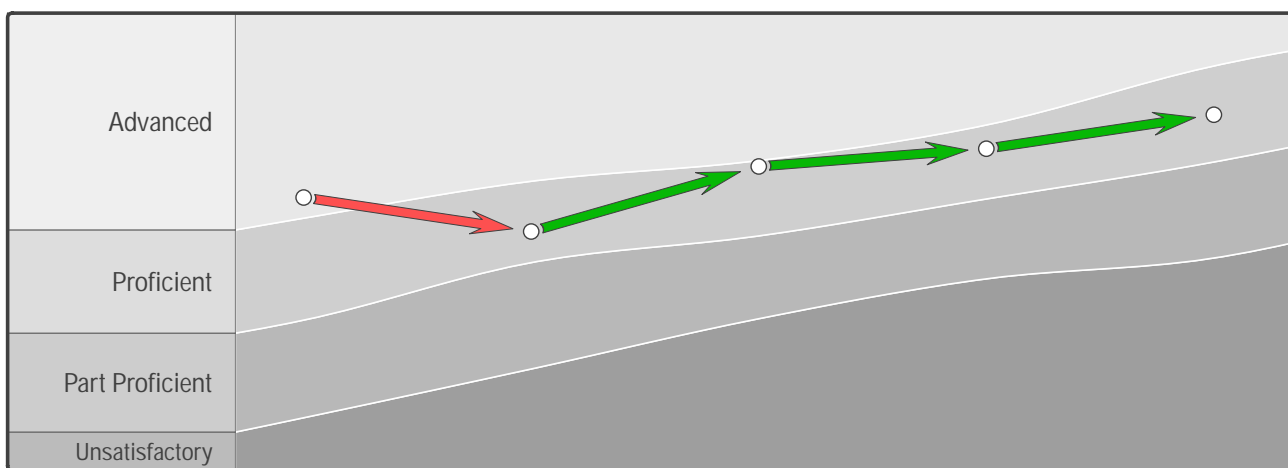
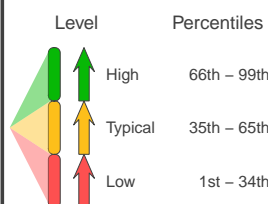


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Grade 6 2009	Grade 7 2010	Grade 8 2011	Grade 9 2012	Grade 10 2013
Scale Score 603 Achievement Level Advanced	580 Proficient	624 Proficient	636 Proficient	659 Proficient
Growth Percentile 25 Growth Level Low	85 High	82 High	79 High	

Achievement

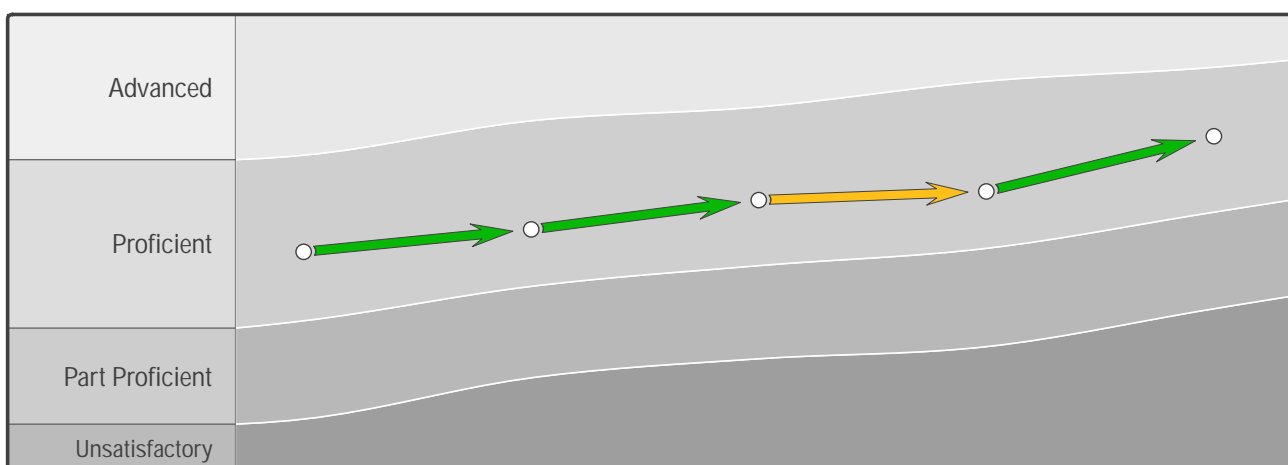
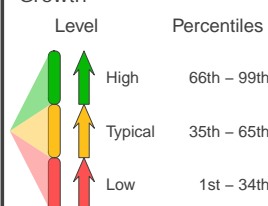
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Grade 6 2009	Grade 7 2010	Grade 8 2011	Grade 9 2012	Grade 10 2013
Scale Score 640 Achievement Level Proficient	653 Proficient	670 Proficient	675 Proficient	707 Proficient
Growth Percentile 77 Growth Level High	73 High	62 Typical	66 High	

Achievement

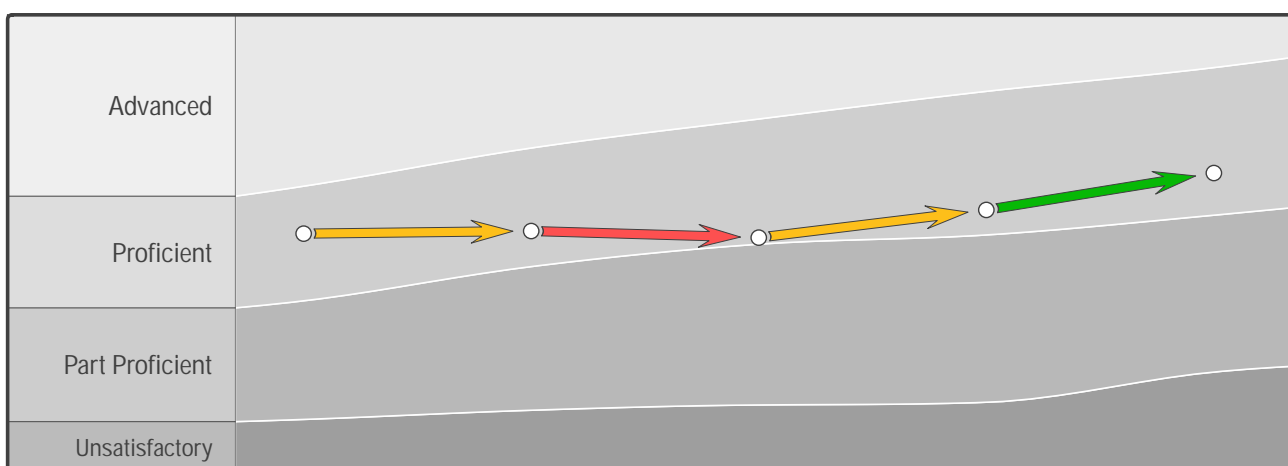
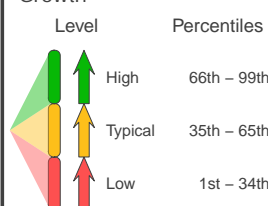
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Grade 6 2009	Grade 7 2010	Grade 8 2011	Grade 9 2012	Grade 10 2013
Scale Score 564 Achievement Level Proficient	566 Proficient	582 Proficient	610 Proficient	
Growth Percentile 49 Growth Level Typical	29 Low	65 Typical	75 High	

Achievement

Growth

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 TCAP 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.

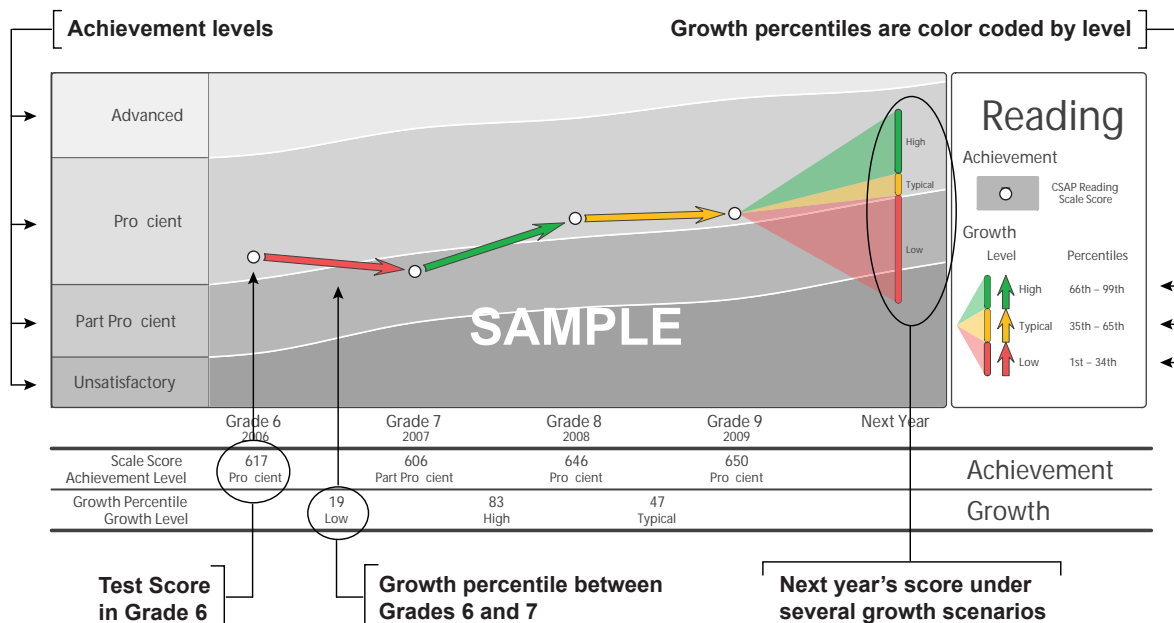
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

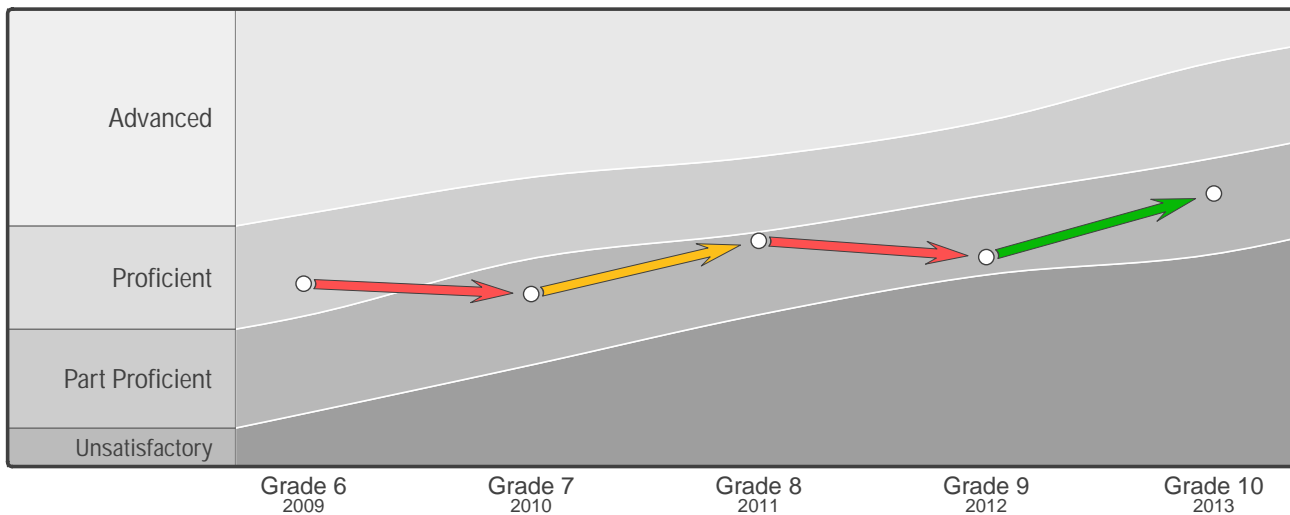
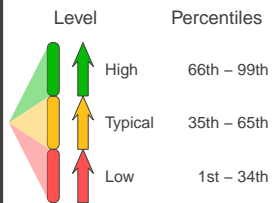


Math

Achievement

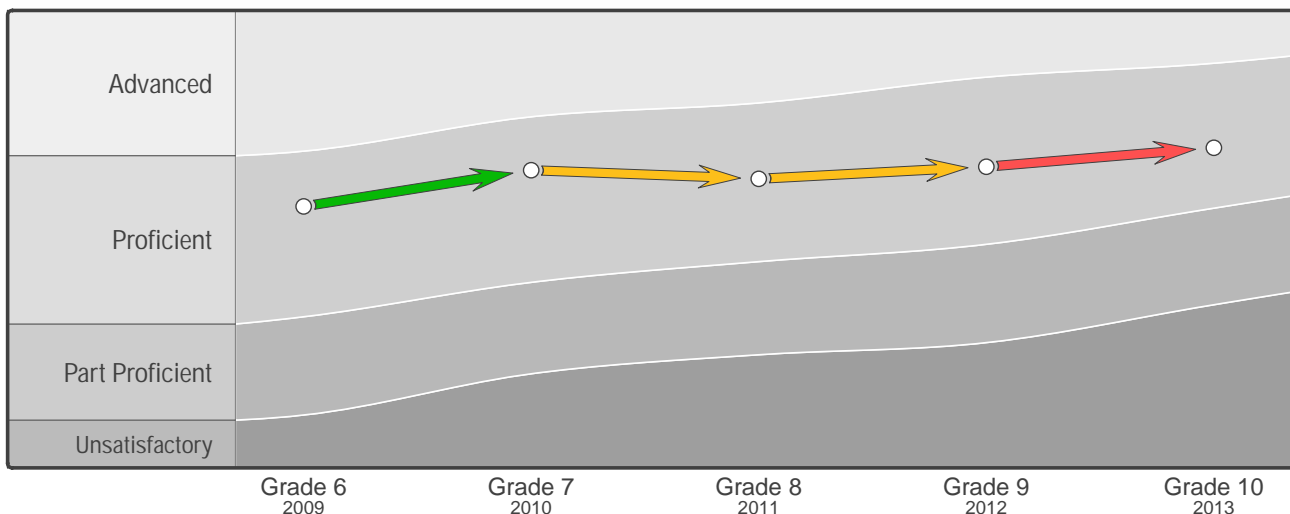
 CSAP/TCAP Math Scale Score

Growth



Achievement

Growth

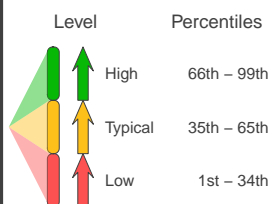


Reading

Achievement

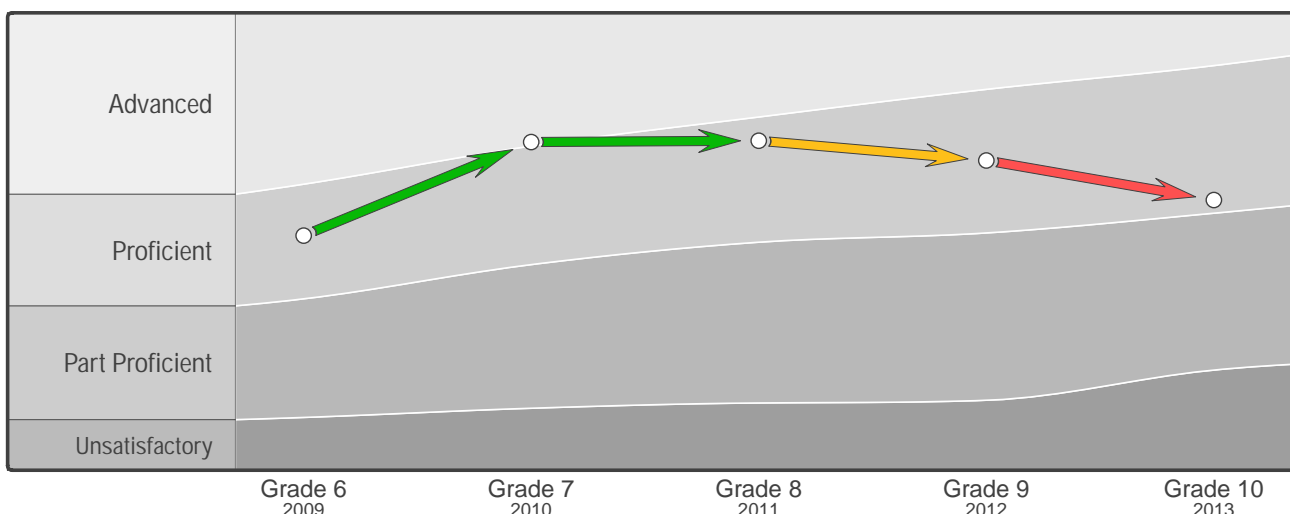
 CSAP/TCAP Reading Scale Score

Growth



Achievement

Growth

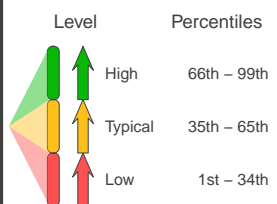


Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

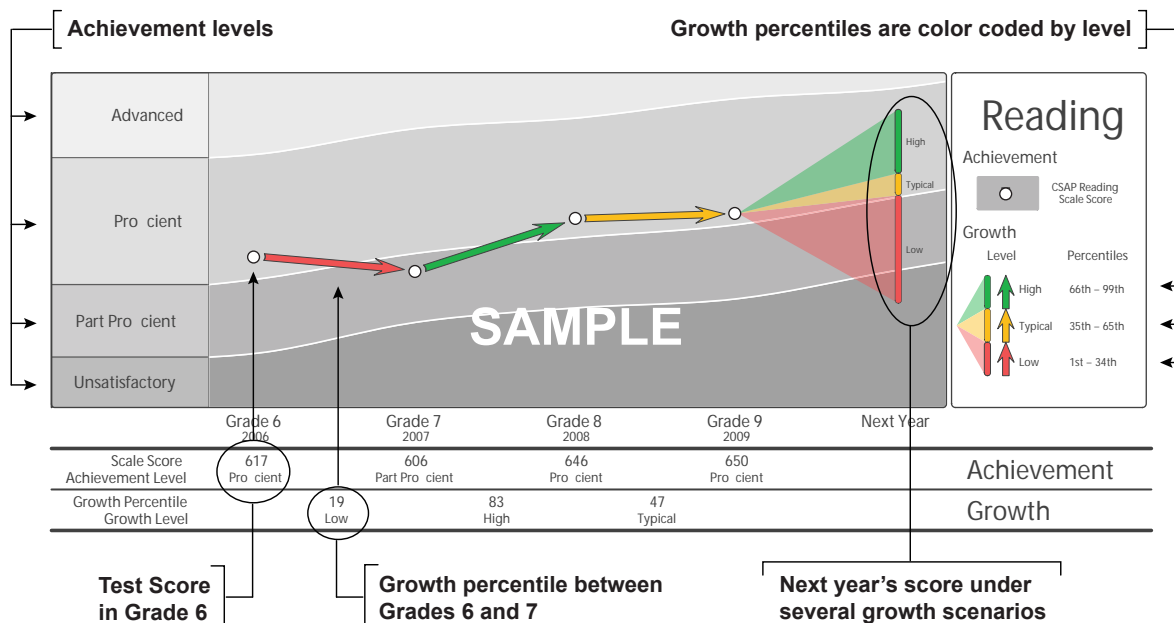
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

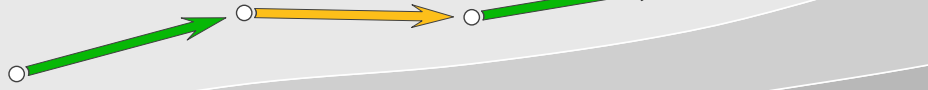
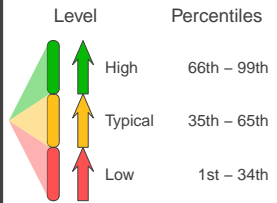


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Grade 6 2009 Grade 7 2010 Grade 8 2011 Grade 9 2012 Grade 10 2013

Scale Score	621	663	660	686	696
Achievement Level	Advanced	Advanced	Advanced	Advanced	Advanced
Growth Percentile	80	38	79	57	
Growth Level	High	Typical	High	Typical	

Achievement

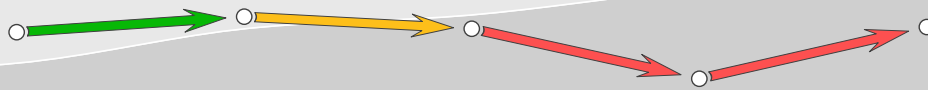
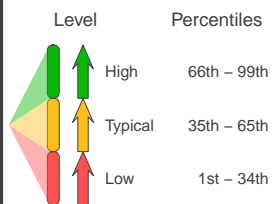
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Grade 6 2009 Grade 7 2010 Grade 8 2011 Grade 9 2012 Grade 10 2013

Scale Score	714	723	716	687	717
Achievement Level	Advanced	Advanced	Proficient	Proficient	Proficient
Growth Percentile	68	41	5	23	
Growth Level	High	Typical	Low	Low	

Achievement

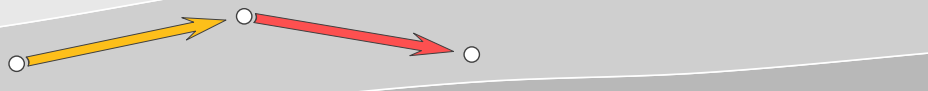
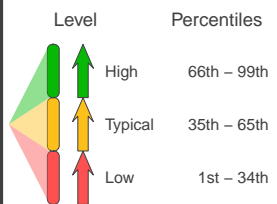
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Grade 6 2009 Grade 7 2010 Grade 8 2011 Grade 9 2012 Grade 10 2013

Scale Score	570	606	577	--	637
Achievement Level	Proficient	Proficient	Proficient	No Score	Proficient
Growth Percentile	35	6	--	--	
Growth Level	Typical	Low	--	--	

Achievement

Growth

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 TCAP 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 TCAP 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.

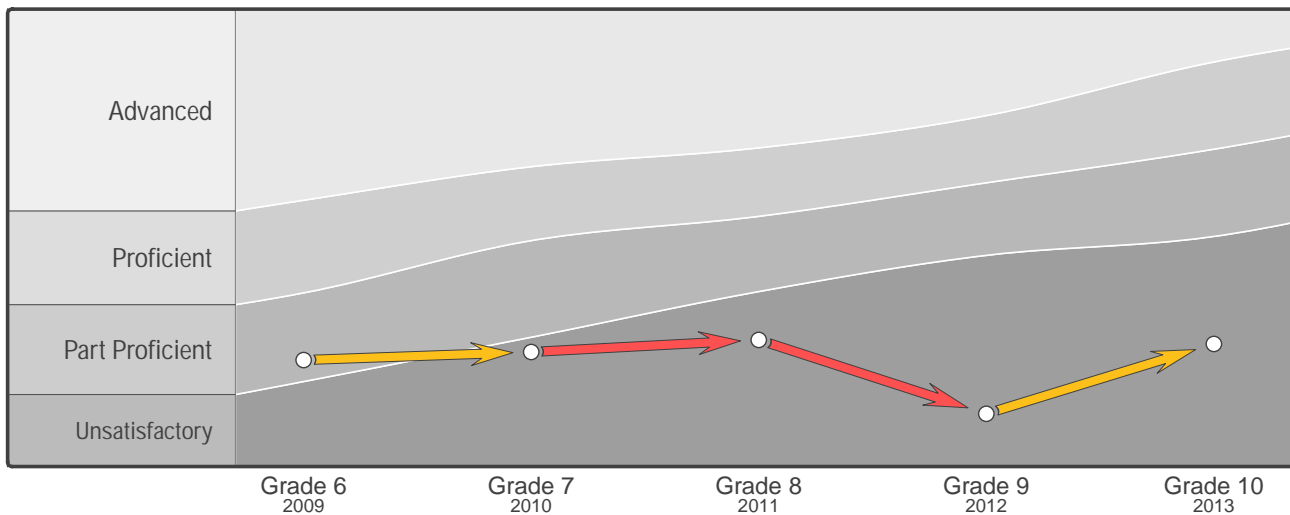
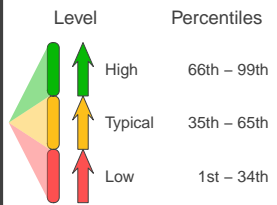


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



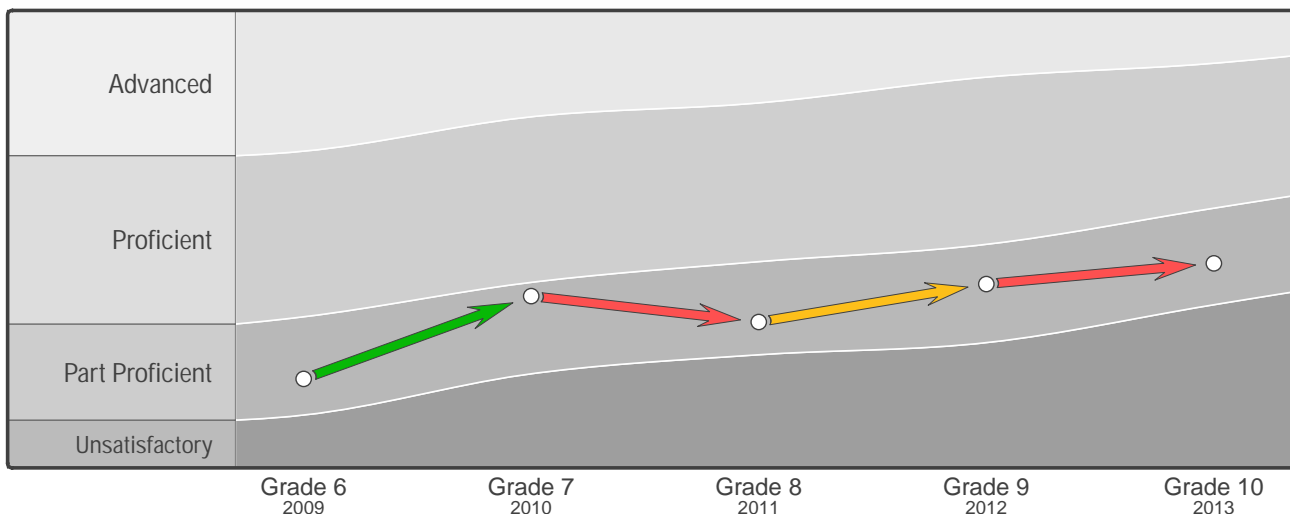
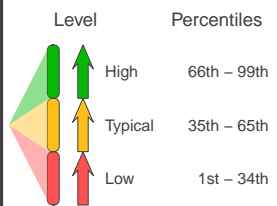
Scale Score	470	476	485	430	482	Achievement
Achievement Level	Part Proficient	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	
Growth Percentile		42 Typical	21 Low	8 Low	42 Typical	Growth
Growth Level						

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



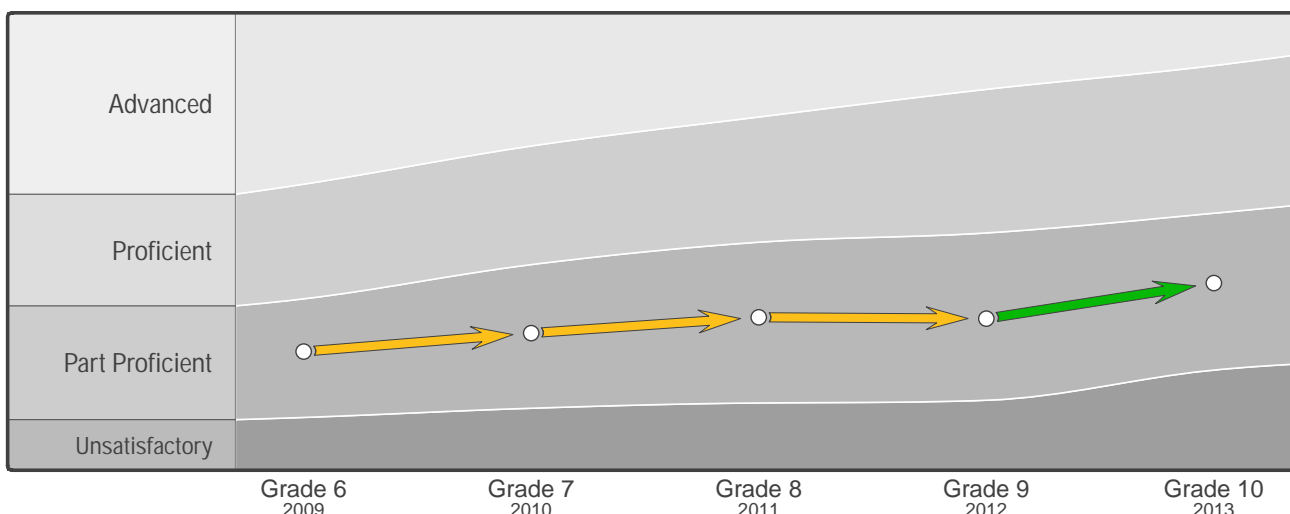
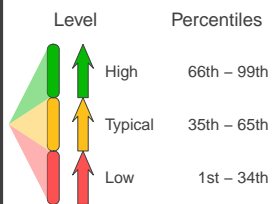
Scale Score	564	612	597	619	631	Achievement
Achievement Level	Part Proficient	Part Proficient	Part Proficient	Part Proficient	Part Proficient	
Growth Percentile		71 High	20 Low	39 Typical	29 Low	Growth
Growth Level						

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Scale Score	473	487	499	498	525	Achievement
Achievement Level	Part Proficient	Part Proficient	Part Proficient	Part Proficient	Part Proficient	
Growth Percentile		37 Typical	44 Typical	43 Typical	72 High	Growth
Growth Level						

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 TCAP 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.

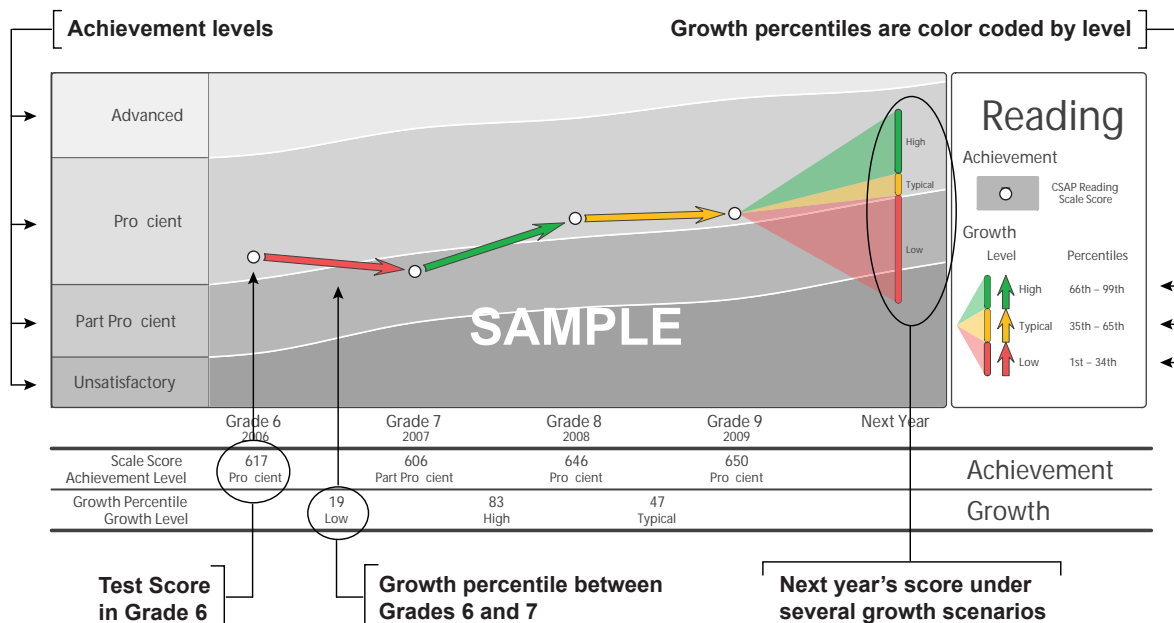
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

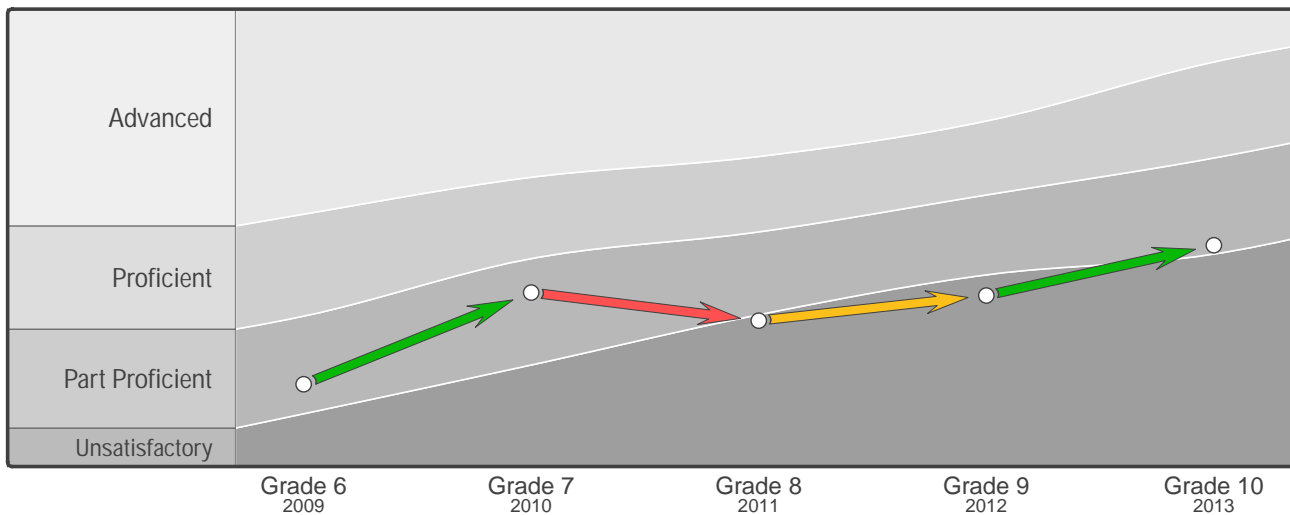
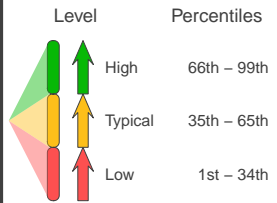


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Scale Score	474	536	517	534	568
Achievement Level	Part Proficient	Part Proficient	Unsatisfactory	Unsatisfactory	Part Proficient
Growth Percentile	81		10	48	73
Growth Level	High		Low	Typical	High

Achievement

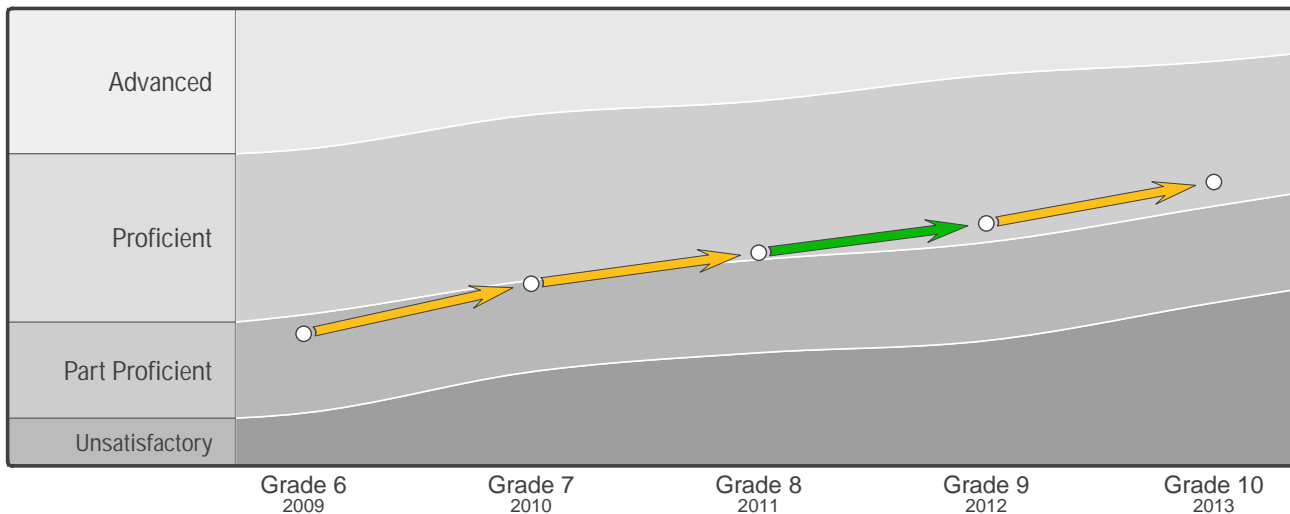
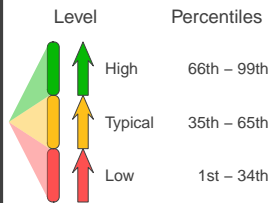
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Scale Score	589	618	636	653	677
Achievement Level	Part Proficient	Part Proficient	Proficient	Proficient	Proficient
Growth Percentile	50	62	67	56	
Growth Level	Typical	Typical	High	Typical	

Achievement

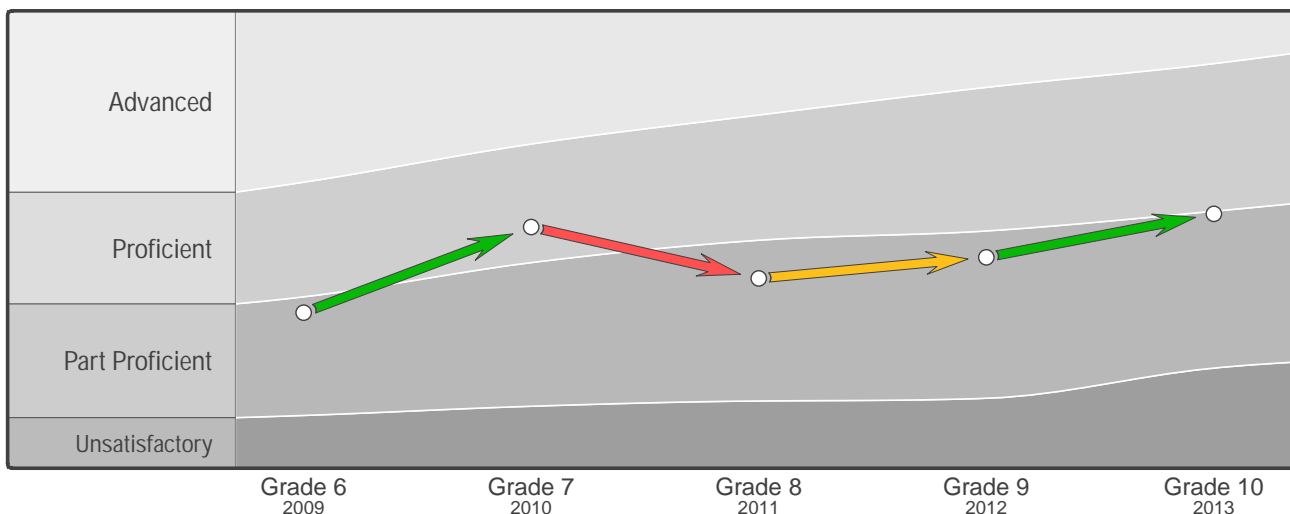
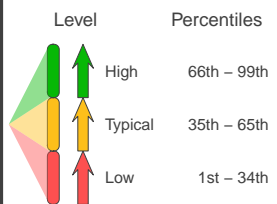
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Scale Score	501	566	527	543	576
Achievement Level	Part Proficient	Proficient	Part Proficient	Part Proficient	Part Proficient
Growth Percentile	91	15	44	76	
Growth Level	High	Low	Typical	High	

Achievement

Growth

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 TCAP 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.

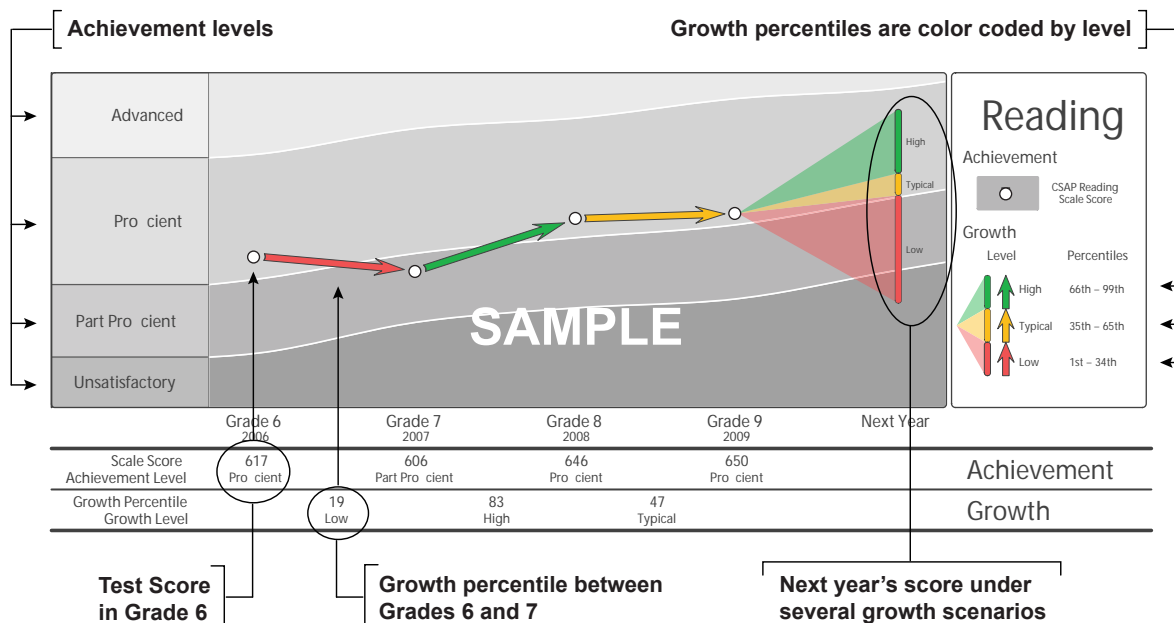
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

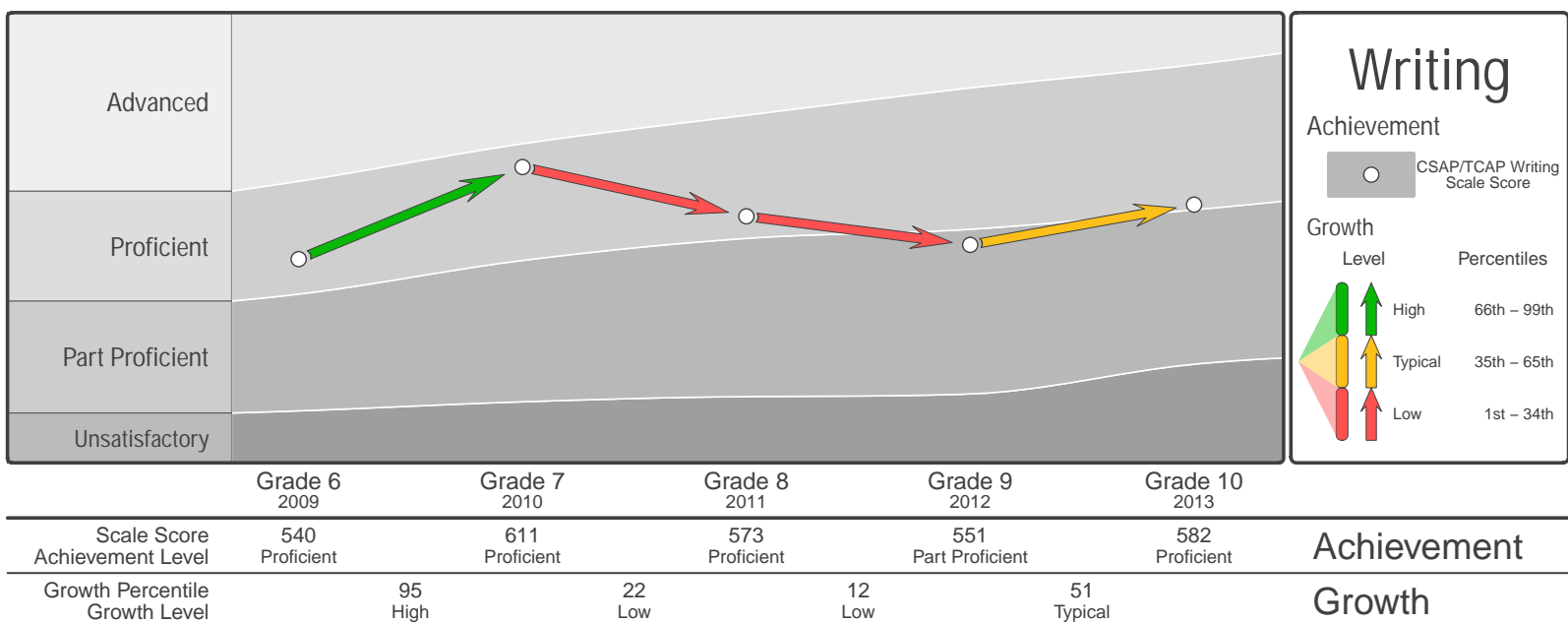
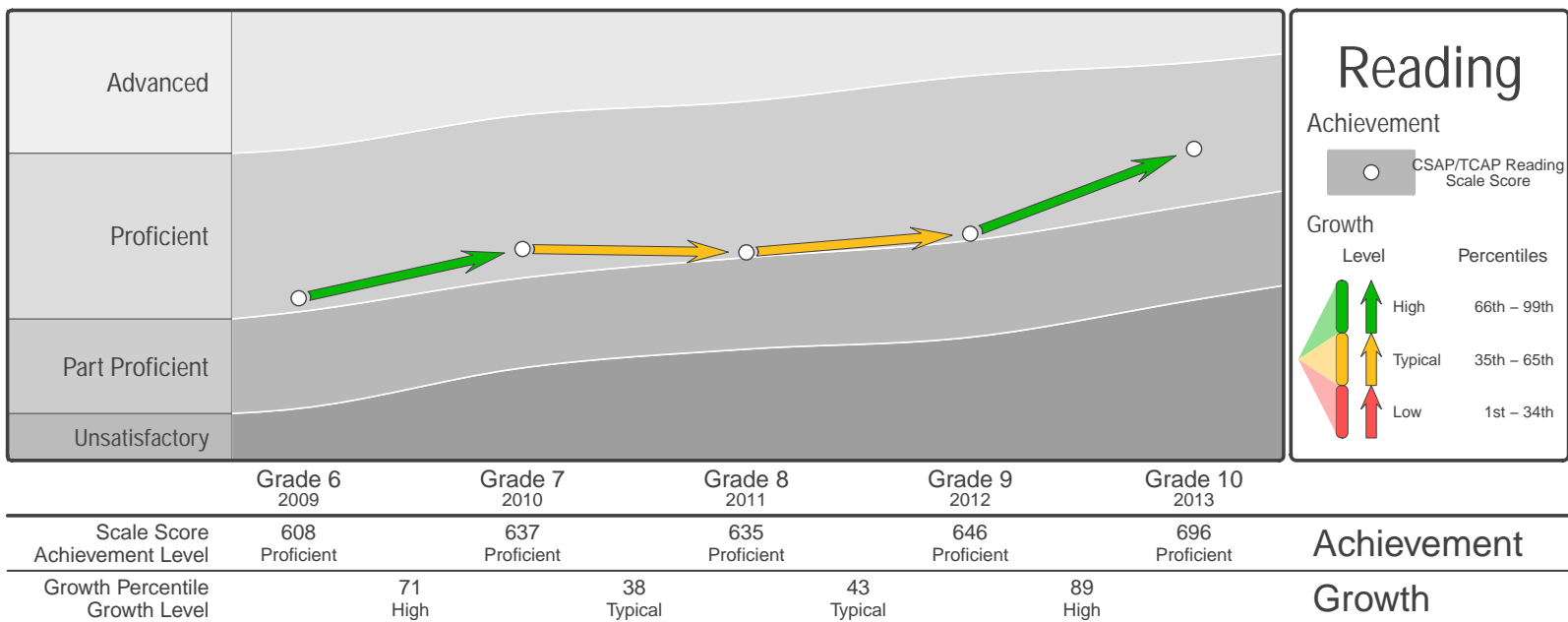
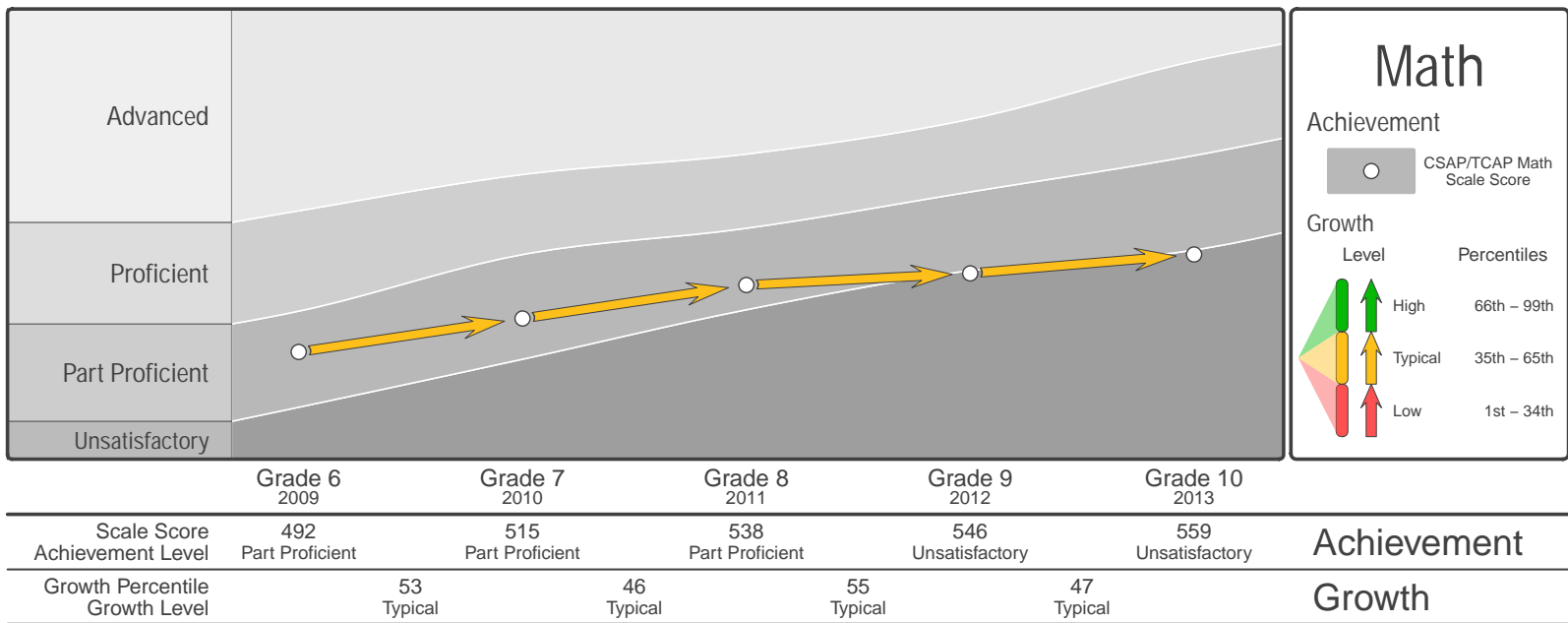
We hope that this report of your child's growth scores will help you see your child's academic progress in a new, more useful way. This new academic growth report can form the basis of fresh, better-informed conversations with your child's school and teachers because it is more than just a snapshot of 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.





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 TCAP 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 TCAP 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.

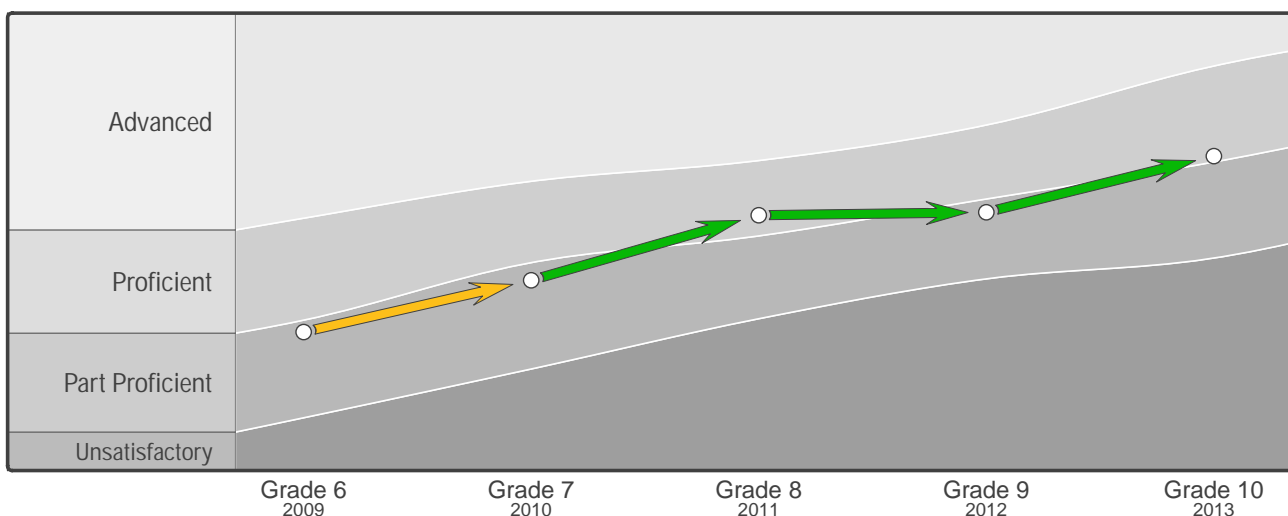
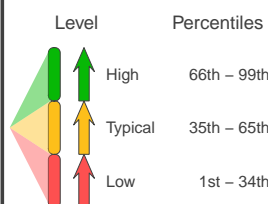


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Achievement

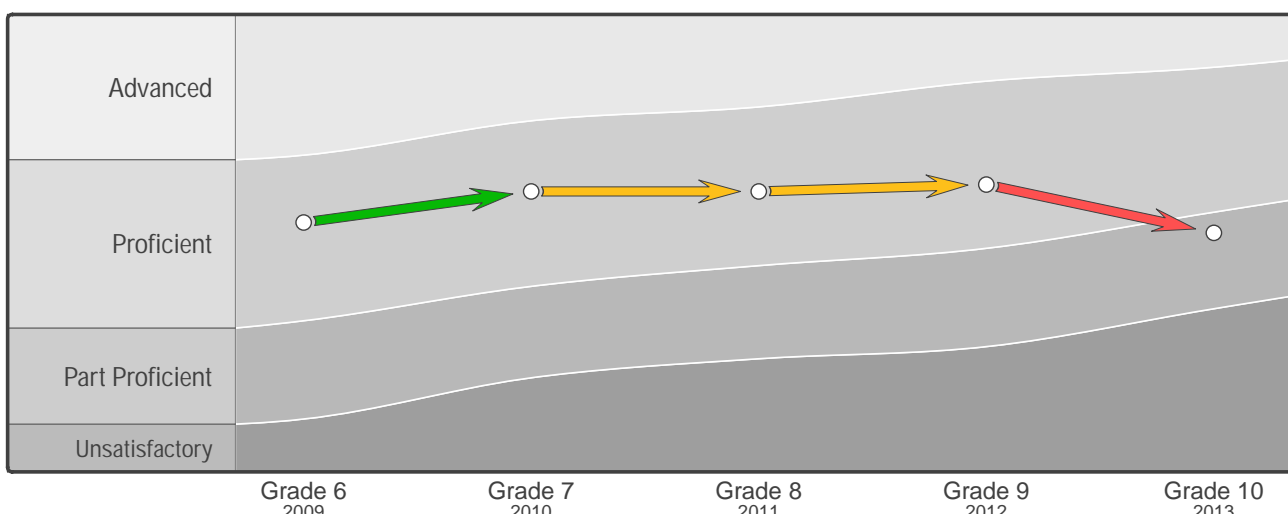
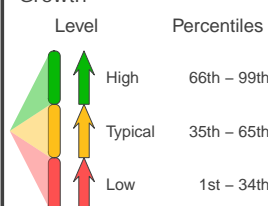
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Achievement

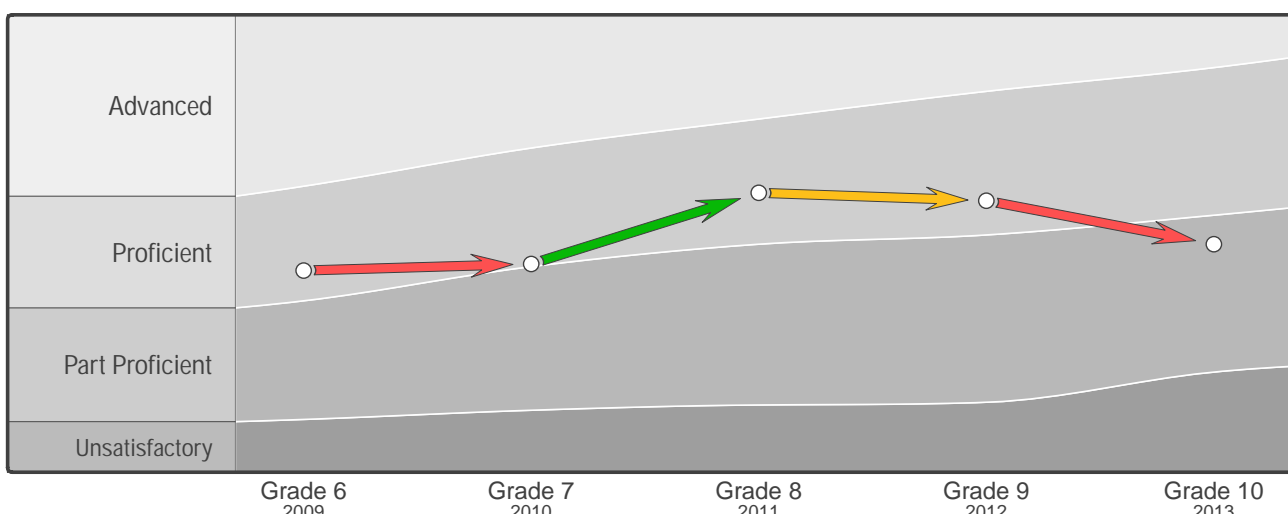
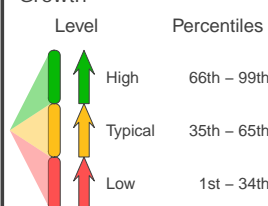
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

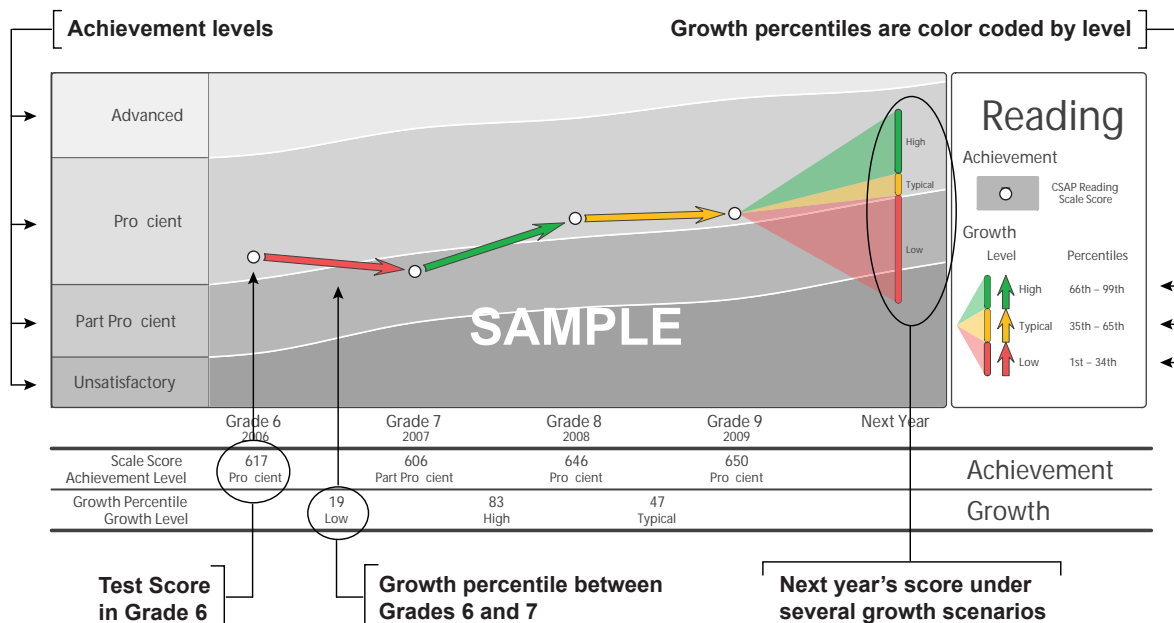
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

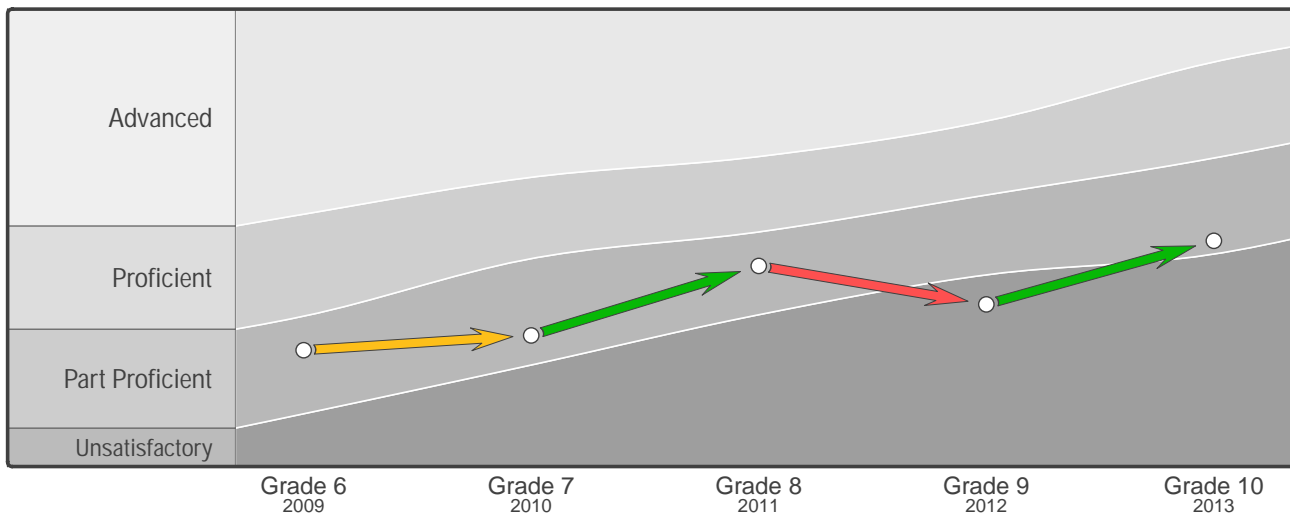
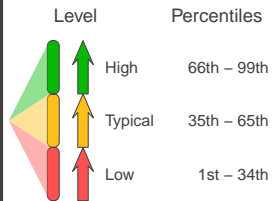


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Achievement

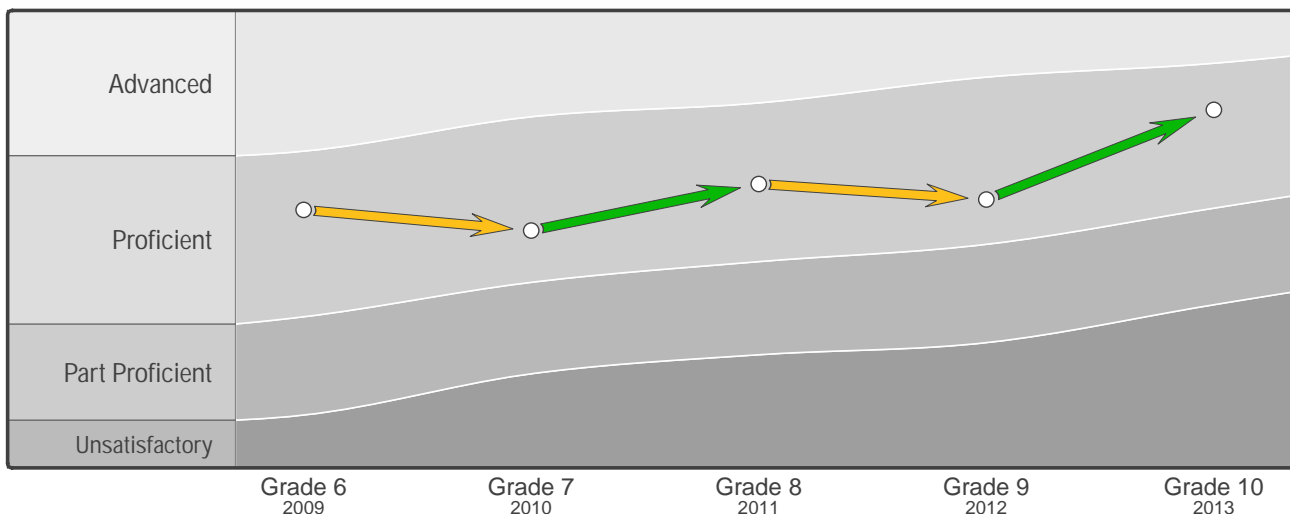
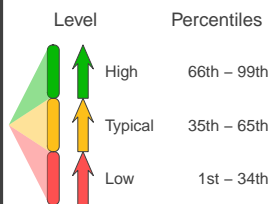
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Achievement

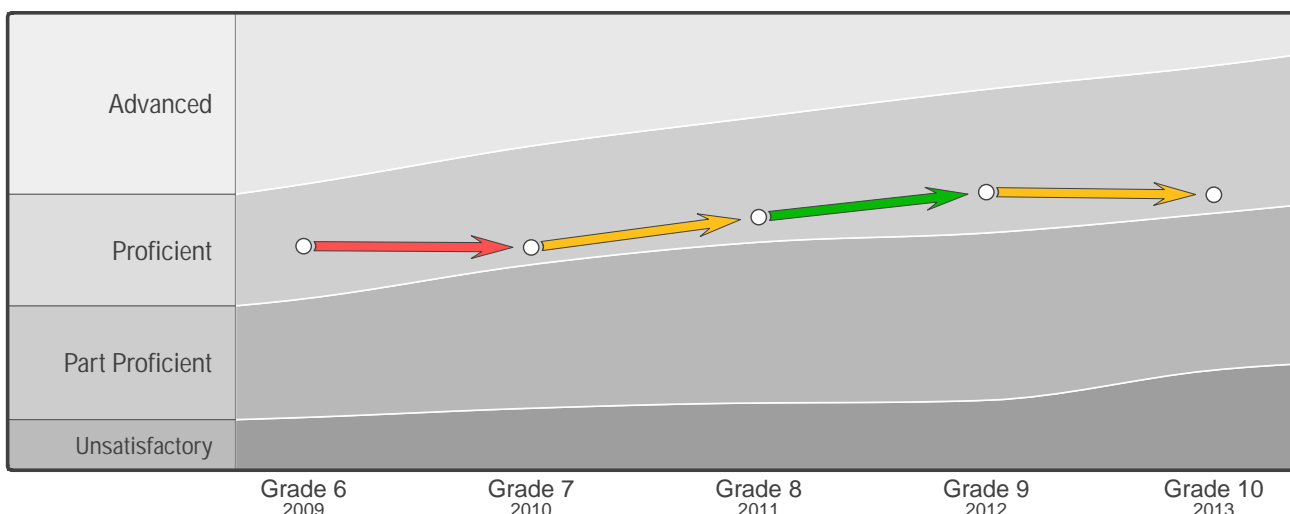
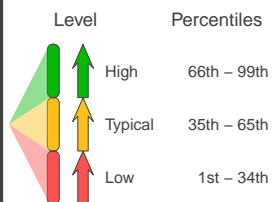
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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.

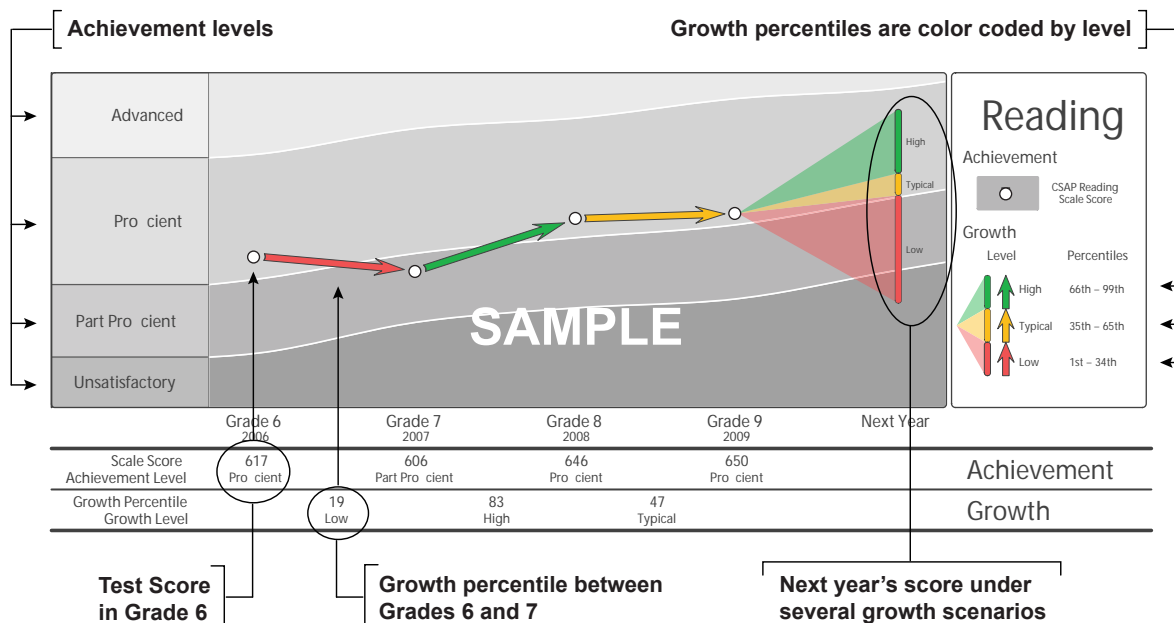
The **Colorado Growth Model** measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar TCAP score history. 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.

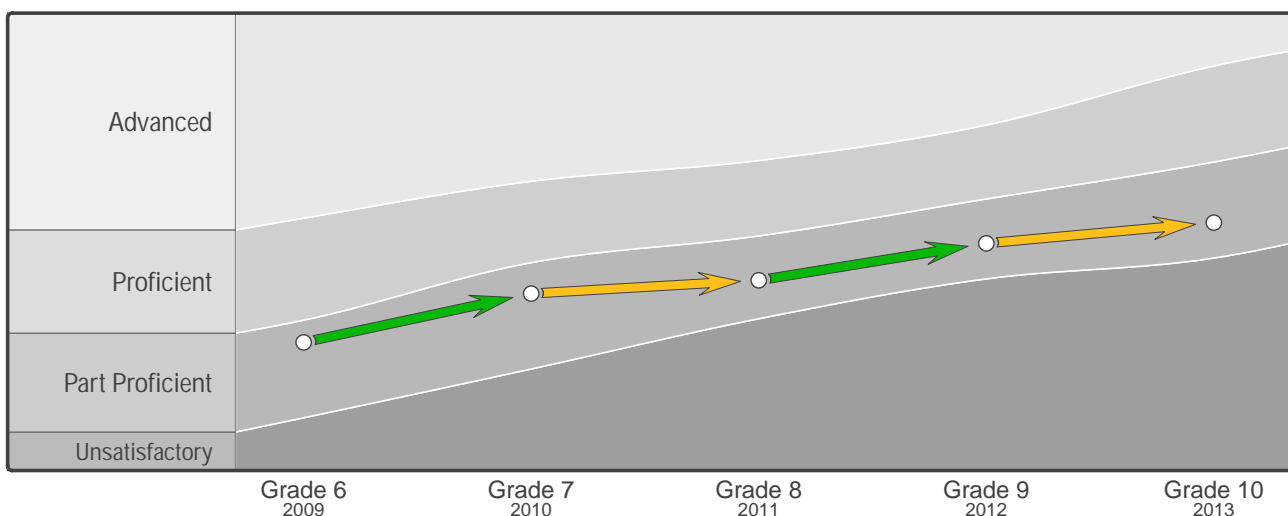
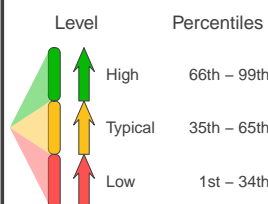


Math

Achievement

 CSAP/TCAP Math Scale Score

Growth



Achievement

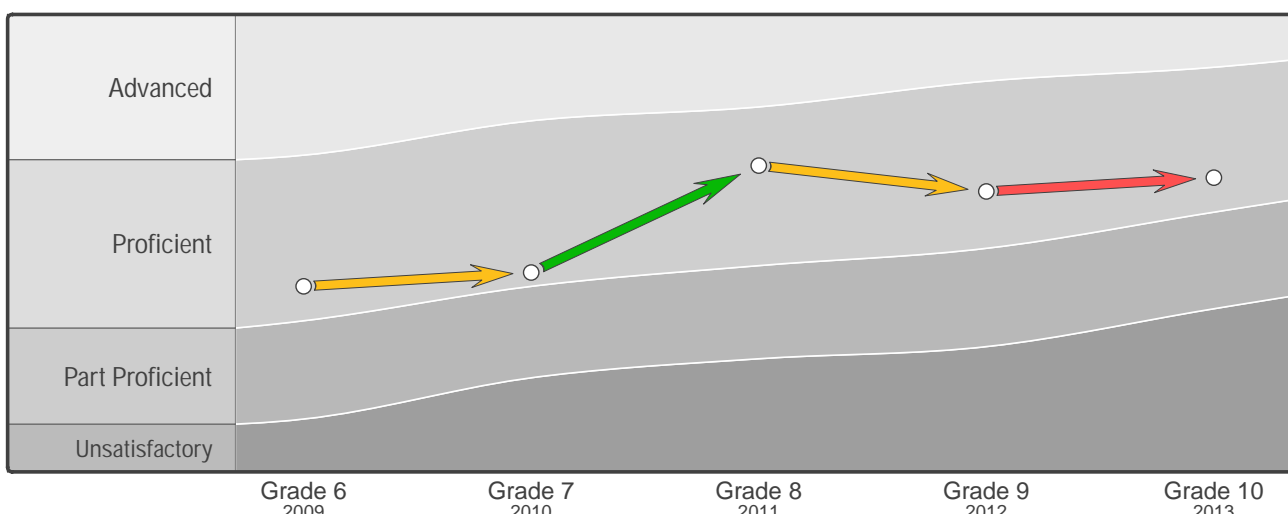
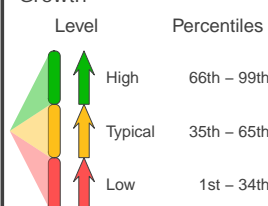
Growth

Reading

Achievement

 CSAP/TCAP Reading Scale Score

Growth



Achievement

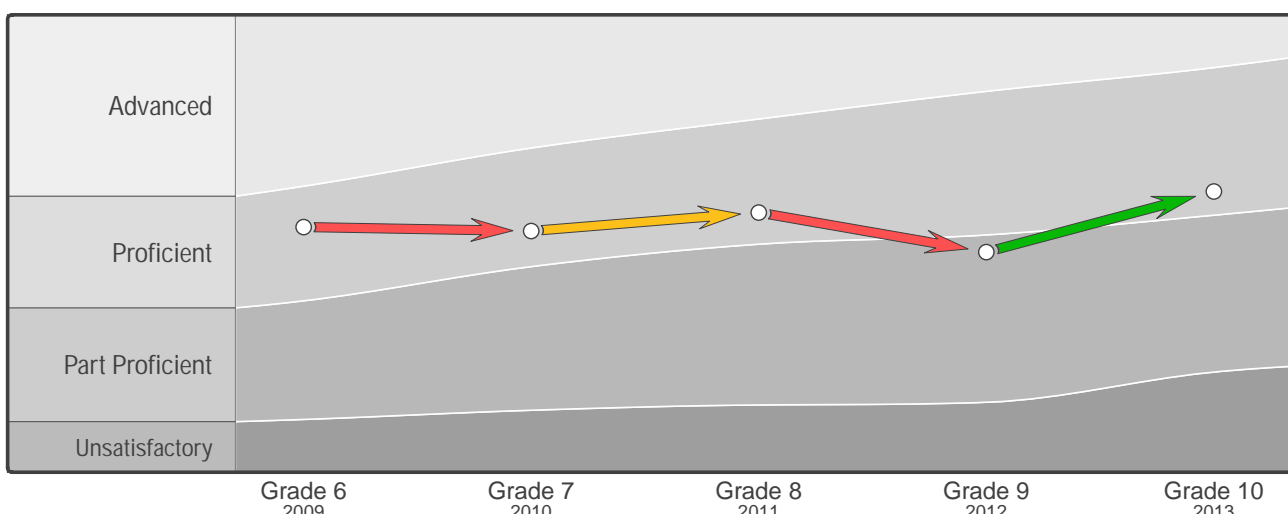
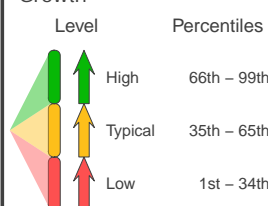
Growth

Writing

Achievement

 CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth

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 TCAP 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 TCAP 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.

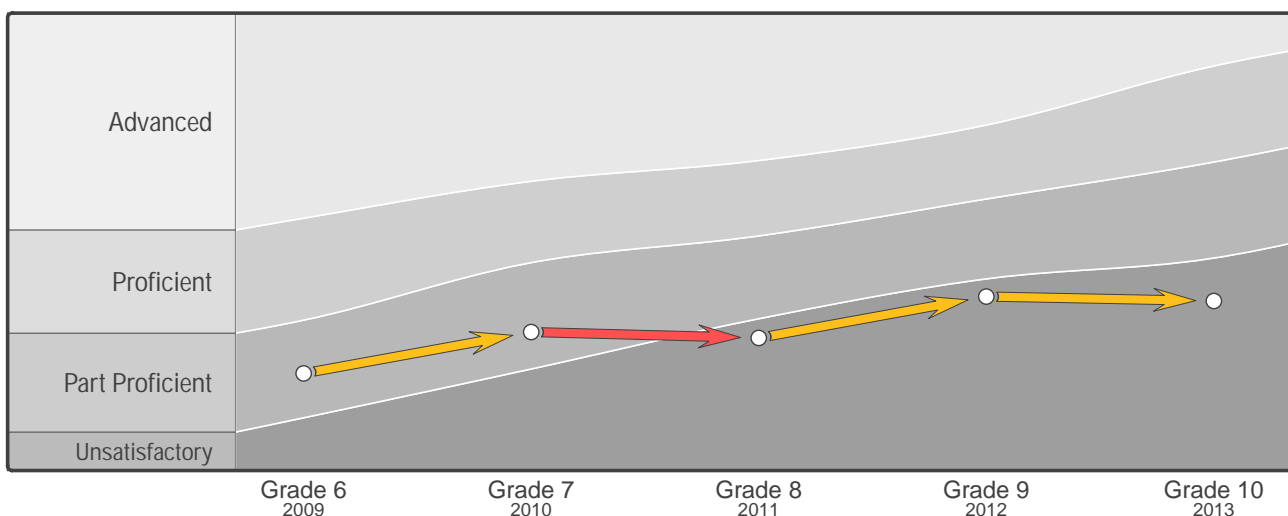
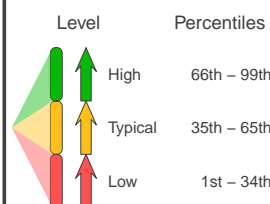


Math

Achievement

CSAP/TCAP Math Scale Score

Growth



Achievement

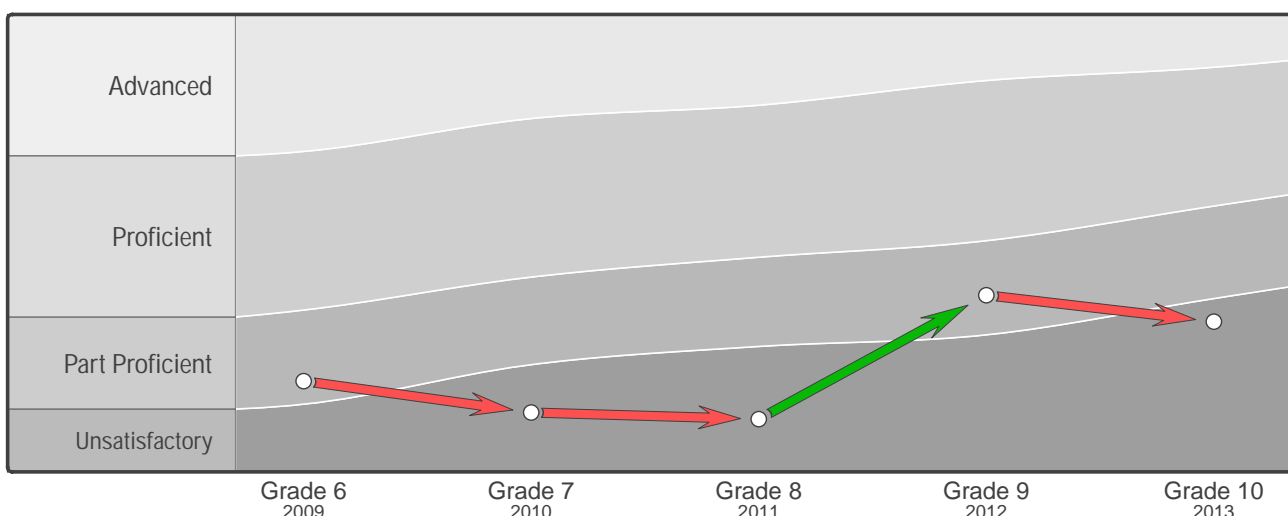
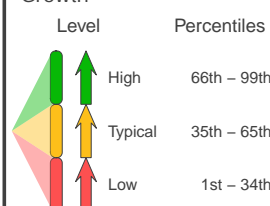
Growth

Reading

Achievement

CSAP/TCAP Reading Scale Score

Growth



Achievement

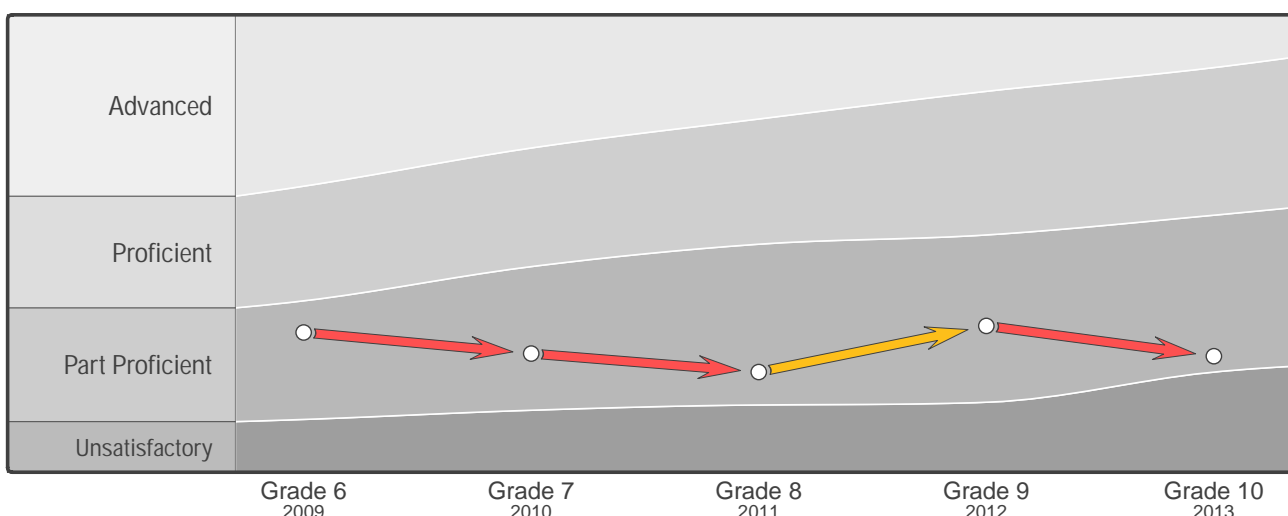
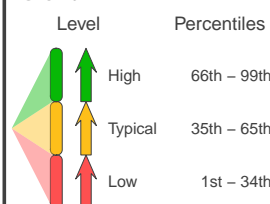
Growth

Writing

Achievement

CSAP/TCAP Writing Scale Score

Growth



Achievement

Growth