

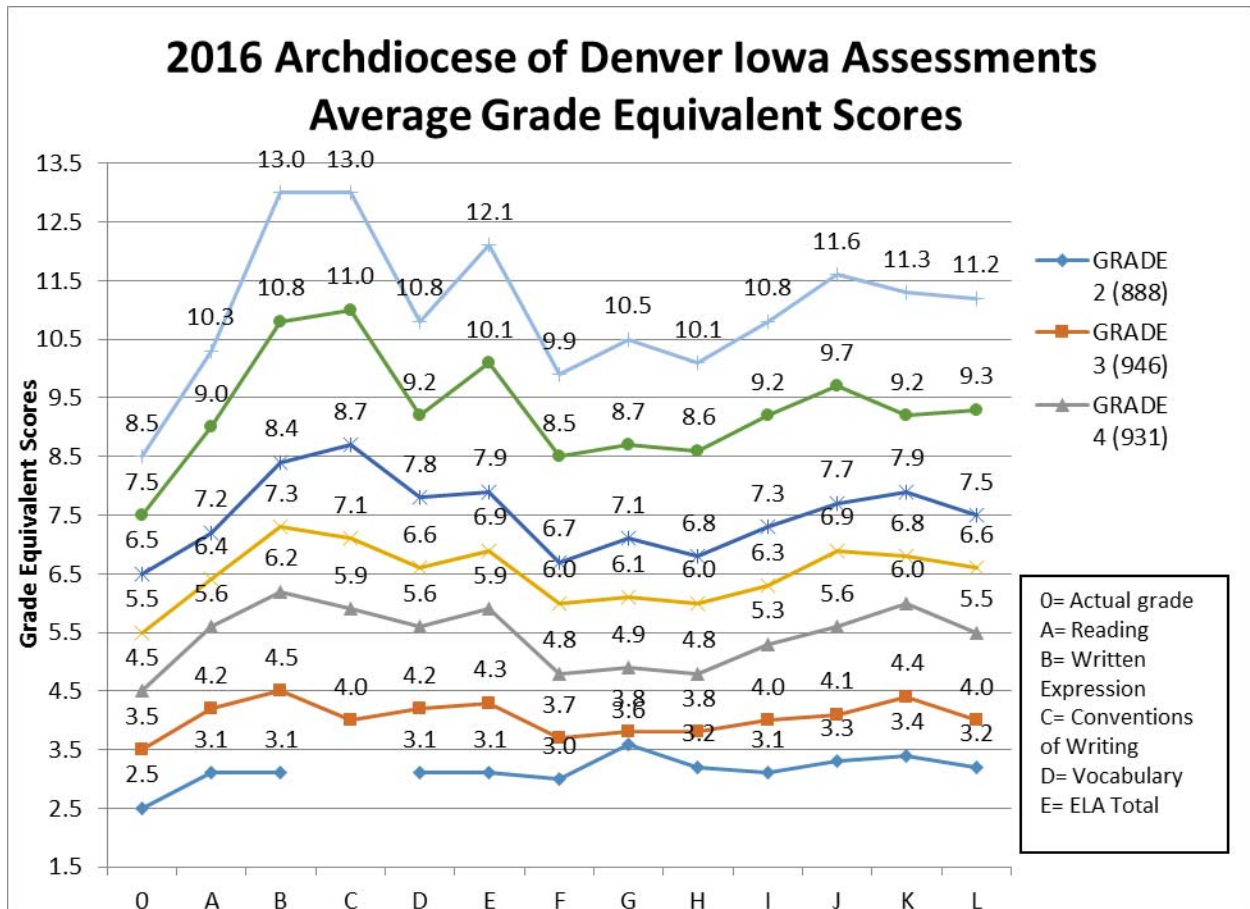
Iowa Assessments Average Scores Archdiocese of Denver – Mid-year, 2016

Prior to 2014 students took the Iowa Tests of Basic Skills (ITBS). In 2014 the assessment changed to the Iowa Assessments. The IA is a norm referenced test and comes from the same publisher as the ITBS. Archdiocesan students are tested annually in grades 2-8 using the *Iowa Assessment (IA)*. This national examination serves as a standard to assist Catholic schools in the Archdiocese of Denver in assessing the delivery and mastery of the curriculum. Student performance on the IA is utilized by schools to inform annual goals, to guide professional development efforts, and as an indicator in the pursuit of continuous improvement.

The primary purpose of the Archdiocesan standardized assessment program is to improve student learning as a whole. The focus within the school is on the individual student, rather than groups of students. Standardized tests are useful tools for assessing student progress and for evaluating the appropriateness of curriculum and the effectiveness of instruction. An Archdiocesan-wide standardized assessment program has been in place for many years. The Iowa Assessments (IA) and the Cognitive Ability Tests (CogAT) are currently used for the Archdiocesan Assessment Program. Elementary schools also develop local assessment plans that supplement the Archdiocesan assessment program. Schools incorporate a wide range of instruments and activities in their local assessment plans. The following is an analysis of the test results for the 2015-2016 school year, and a comparison of scores between the 2014-2015 and the 2015-2016 school years.

Archdiocese of Denver Catholic Schools Average Scores

The following chart shows the average grade equivalent (GE) scores for students attending Catholic schools in the Archdiocese of Denver in the 2015-2016 school year. The GE is a number that describes a student's location on an achievement continuum. The GE is a decimal that describes this performance in terms of grade and month. So, 2.5 stands for 2nd grade 5th month. This is the number used when comparing large groups in a small graph. The number in parentheses behind the grade in the key indicates how many student scores are included in the average reported.

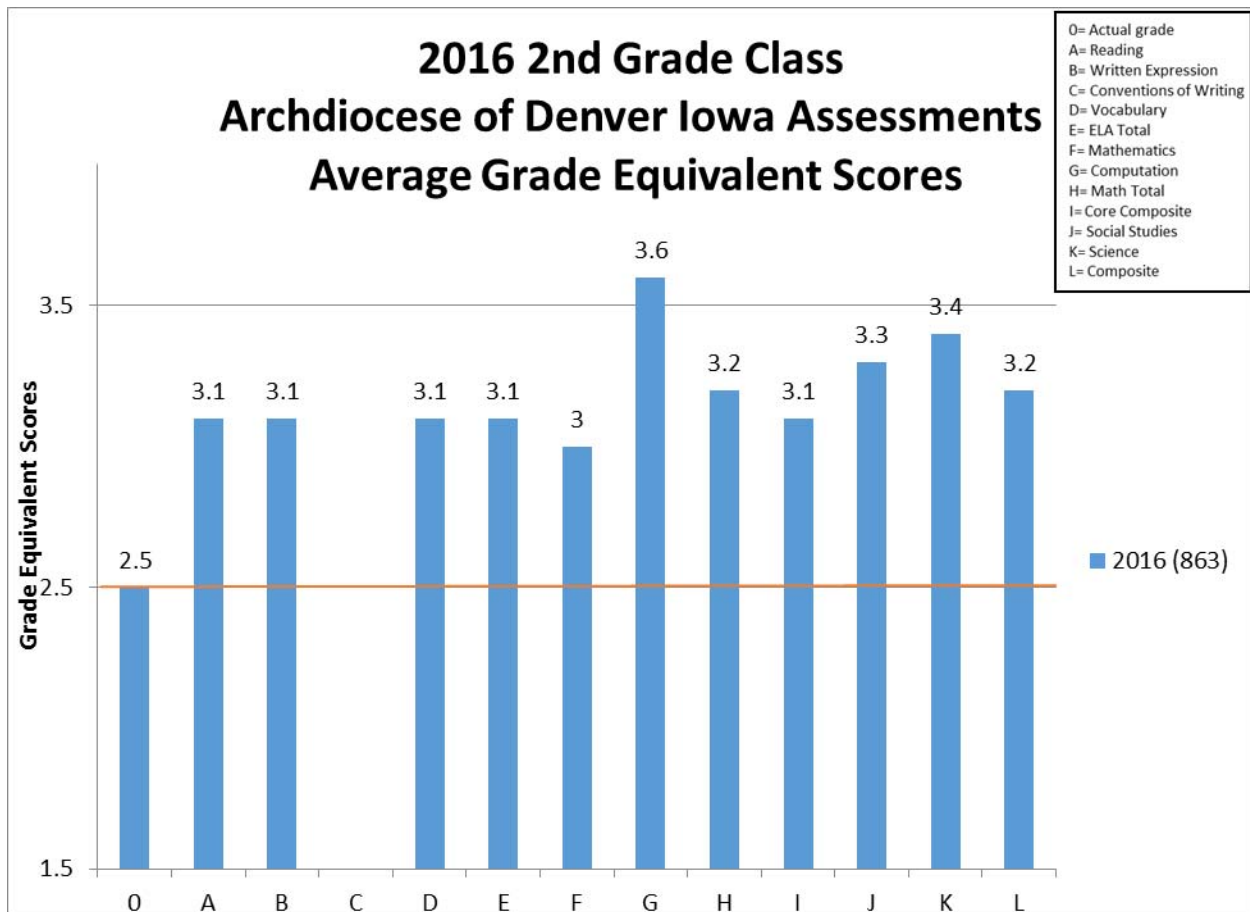


The curve of the lines is relatively similar. The strongest areas throughout the grades are the English/Language Arts subtests (A – E) and in grades 2 – 6, Science (K). The lowest subtest throughout is subtest F- Mathematics. This is partly due to the design of test items in this section. The scores above grade level are cumulative; once ground is gained it is not lost.

This graph gives a very broad, positive picture of the academic achievement of the students attending Archdiocese of Denver Catholic Schools. It is more helpful to see the scores of each grade compared to its own scores from previous years. Since 2014 was the first year the Iowa Assessments was used, there are only two years of comparison data available.

2nd Grade

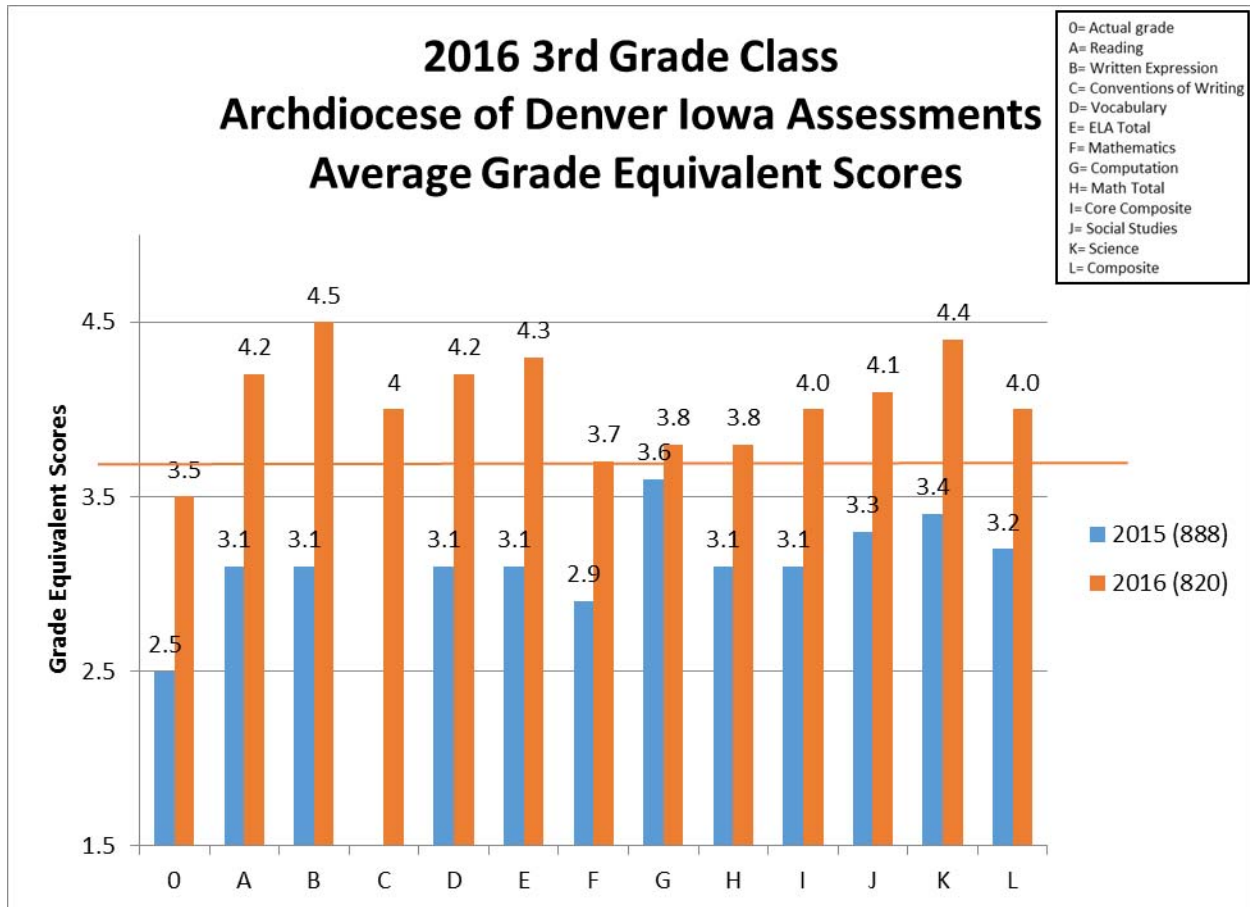
Since Second grade is the first year the Archdiocese of Denver students take the IA, there is no comparative data.



Students in 2nd grade score 1.1 years above grade level in subtest G - Computation. They score above grade level in all the other subtests. Subtest F - Mathematics, is the lowest score and is .5 years above grade level.

3rd Grade

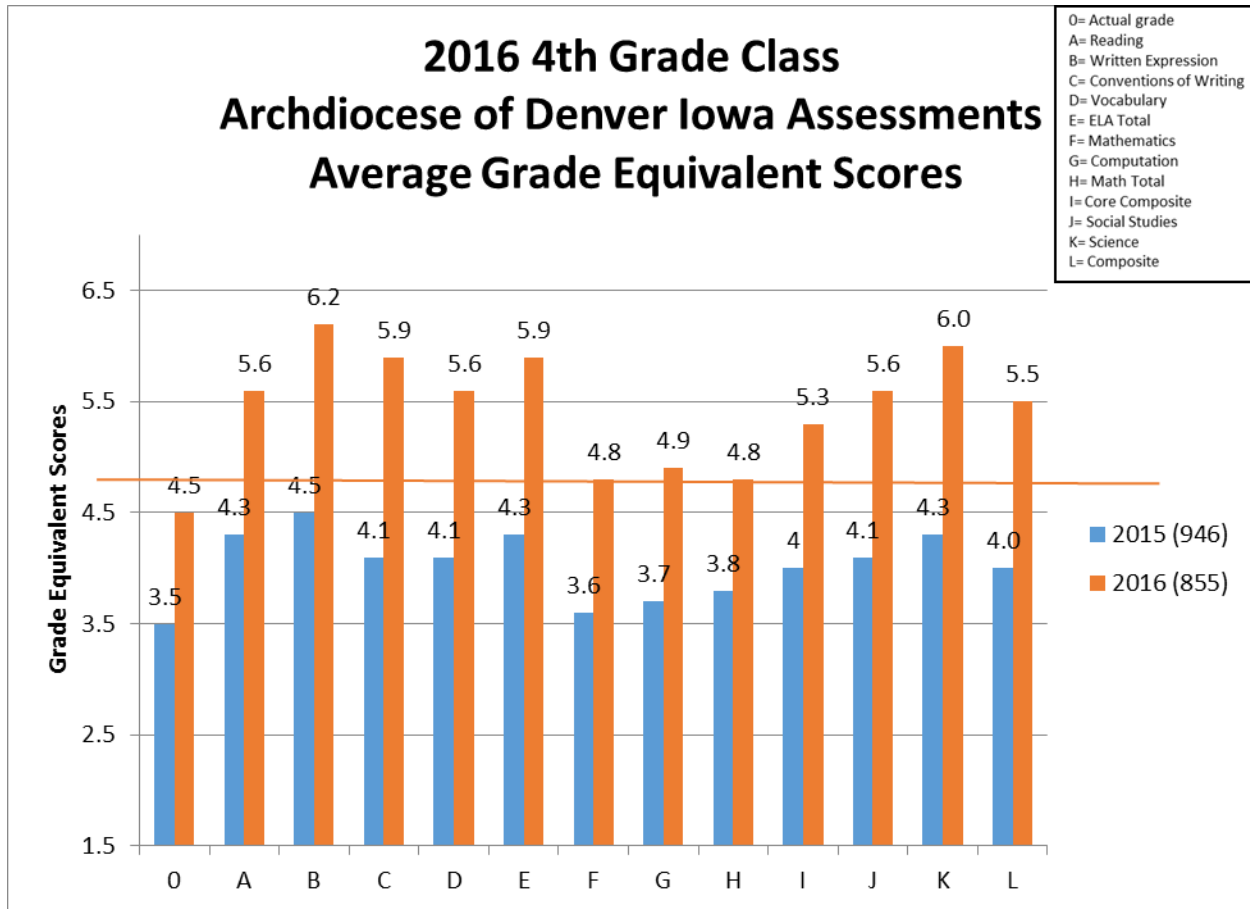
The next graph compares the scores of the 2016 3rd graders and their scores as 2nd graders.



It is expected that students will achieve a full year’s growth (1.0) in grade level over the course of a year. Research has shown that the difference between a gain of one year and the actual gain can be attributed to teacher and/or the school effect as compared to knowledge that students bring with them to school. The most dramatic growth for this class, as well as their highest overall score, is in subtest B - Written Expression where they score 1.4 years higher than the previous year. This is **value added of .4 years**. These students are 1.0 years above grade level in subtest B - Written Expression. They are above grade level in all of the subtests. However, they show growth of 1.0 years or more in 5 areas. This is partly due to the very strong scores they earned in 2nd grade. They show only .2 years of growth in subtest G - Computation, but they were more than a year above grade level in that subtest in 2nd grade making it difficult to show growth.

4th Grade

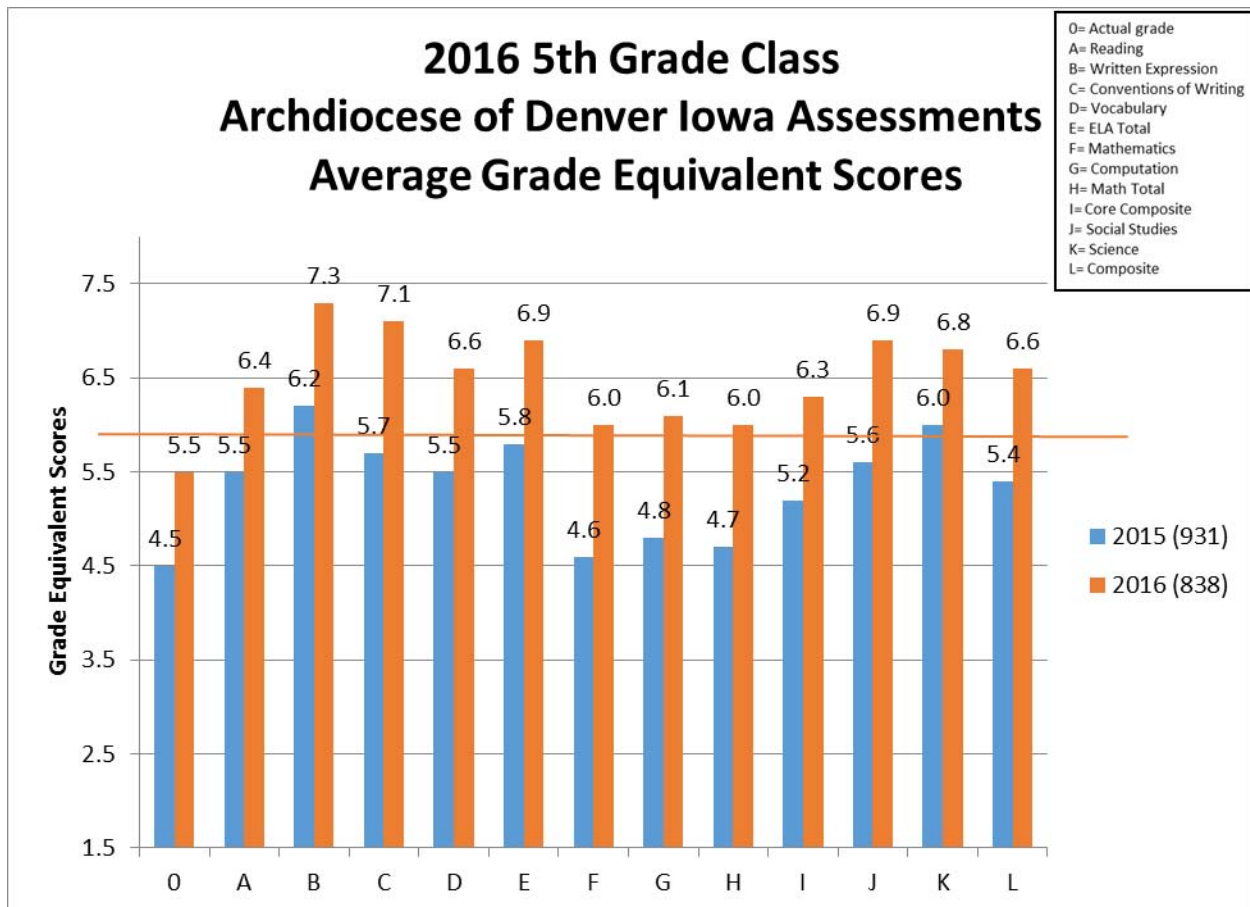
The next graph compares the scores of the 2016 4th graders compared to their scores as 3rd graders in 2014.



This group of students show at least a full year of growth in every subtest. Their most significant growth of 1.8 years is in subtest C – Conventions in Writing. Their highest grade equivalent of 6.2 is in subtest B - Written Expression. Subtest B – Written Expression and subtest K - Science are the area of the next second highest gain of 1.7 years. The lowest grade equivalent is 4.6 on subtest F - Mathematics. It should be noted that this is above grade level for this group and shows a full year of growth.

5th Grade

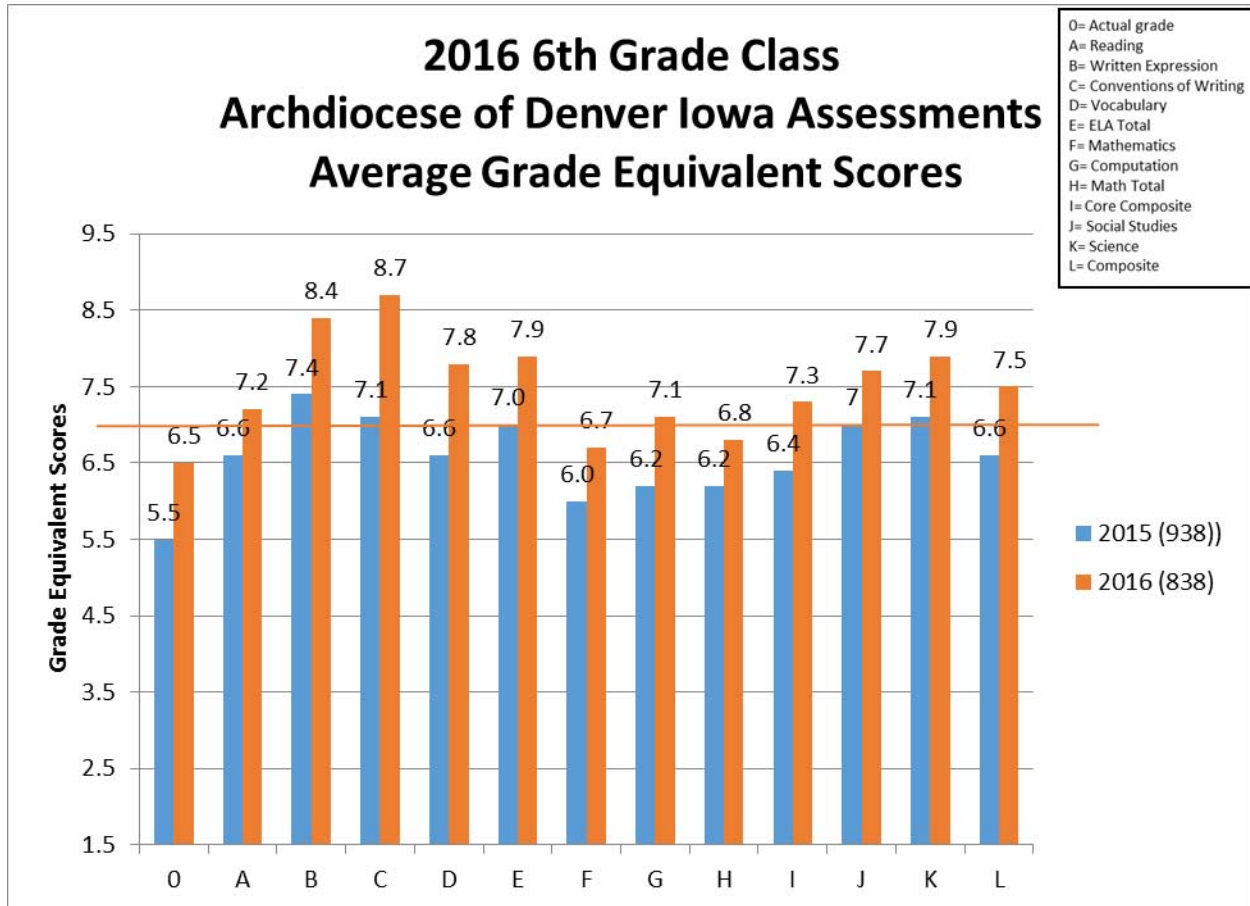
The following graph compares the achievement scores of the 2016 5th graders and their scores the previous year as 4th graders.



The gain for the 5th graders is 1.0 year or more in all but two subtests. Their highest grade equivalent score is in subtest B - Written Expression. This continues to be the strongest area for AoDCS students. Subtest E – ELA and subtest J – Social Studies, tie for the second highest grade equivalent score at 6.9. The greatest gain, 1.5 years, is in subtest H - Math Total. The lowest grade equivalent for this group, 6.0, is in subtests F & H – Mathematics. This is .5 years above grade level and shows at least 1.3 years of growth.

6th Grade

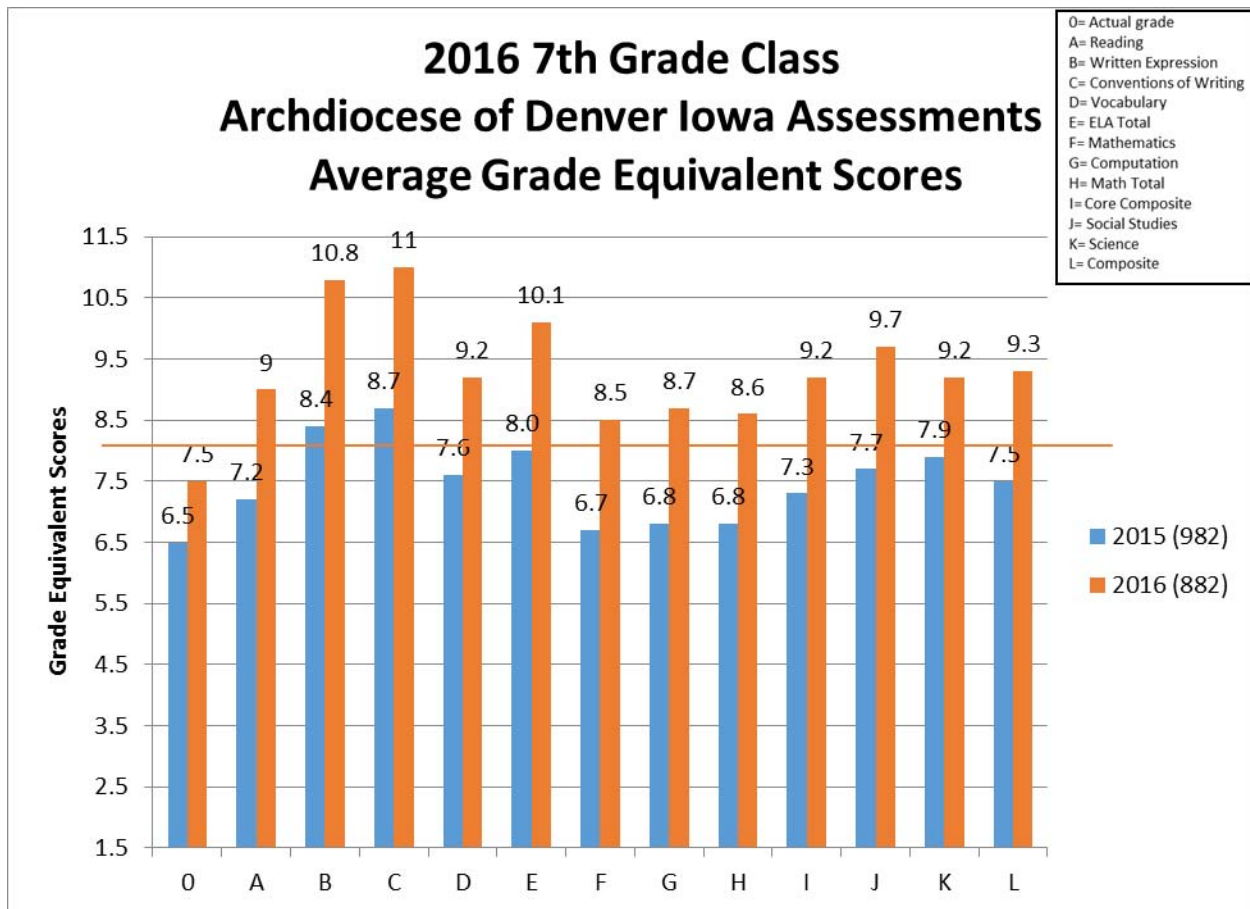
Sixth graders in 2016 scored the following scores and are compared to their scores as 5th graders the previous year.



Students in 6th grade show expected growth in only 2 subtests: C - Conventions of Writing and D - Vocabulary. Although their grade equivalent scores are all above grade level, this lack of growth from the previous year deserves some examination at the local school level and individual student level. As Sixth grade is a very pivotal year academically and socially, the lack one year of developmental growth should not be alarming.

7th Grade

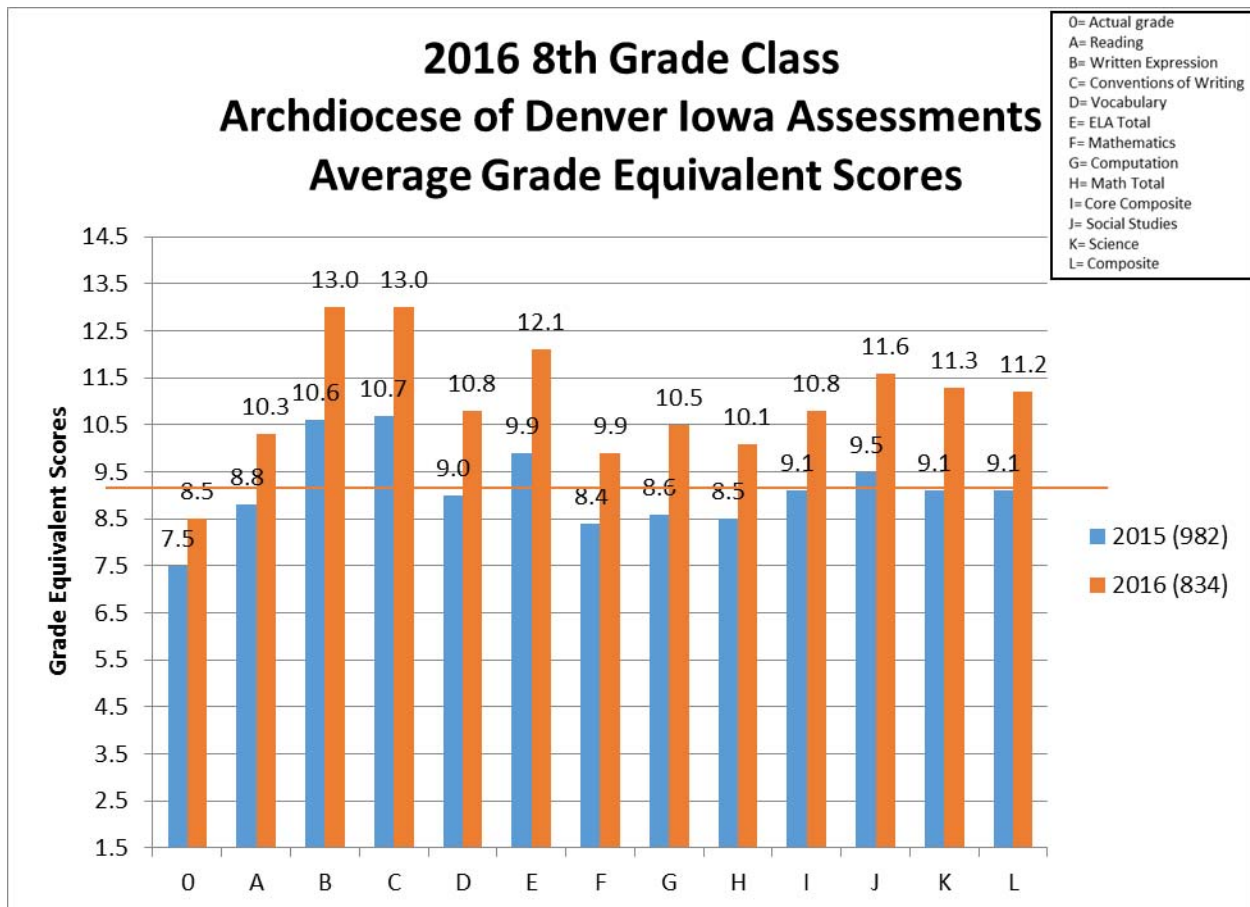
This chart shows the grade equivalent scores of the 2016 7th graders compared to their scores as 6th graders.



Given the relatively low grade equivalent scores in the 6th grade, these students show more than a full year of growth in all subtests and 2.0 years of growth in subtest B – Written Expression. Their highest grade equivalent score is in subtest C – Conventions of Writing. Their lowest grade equivalent score is in subtest F – Mathematics. This score is 1.0 years above development level and shows 1.8 years of growth.

8th Grade

The following graph compares the scores of the 2016 8th graders with their scores as 7th graders in 2014.



These students show more than 1.0 year of growth in each subtest. They show 2.2 years of growth in subtest B – Written Expression and subtest K – Science. 13.0 on subtests B and C does not indicate that AoDCS 8th graders are capable of college level work. Rather, it indicates that the test did not have a range of sufficiently difficult test items to accurately evaluate the skill of these students. It is the highest score available on this assessment instrument.

The lowest grade equivalent score for this class is 9.9 on subtest F – Mathematics. It is 1.4 years above grade level and shows 1.5 years of developmental growth.

Similar comparisons are being made of individual school scores, or groups of schools, by the Office of Catholic Schools for the information of various donor groups and other appropriate audiences. Care is taken in all cases to maintain appropriate confidentiality.

Individual schools are encouraged to report Iowa Assessments (IA) scores to their parent groups, parish leadership, and advisory councils. Schools and teachers should do similar comparisons to identify areas for celebration or concern for classes and individual students. Comparisons should not be made between individual AoDCS schools. IA is not used as a “high stakes” measure. It is one of a number of assessment tools used to measure student learning and achievement, and teacher professional effectiveness.