

CATCH UP, KEEP UP, AND MOVE UP DEFINITIONS

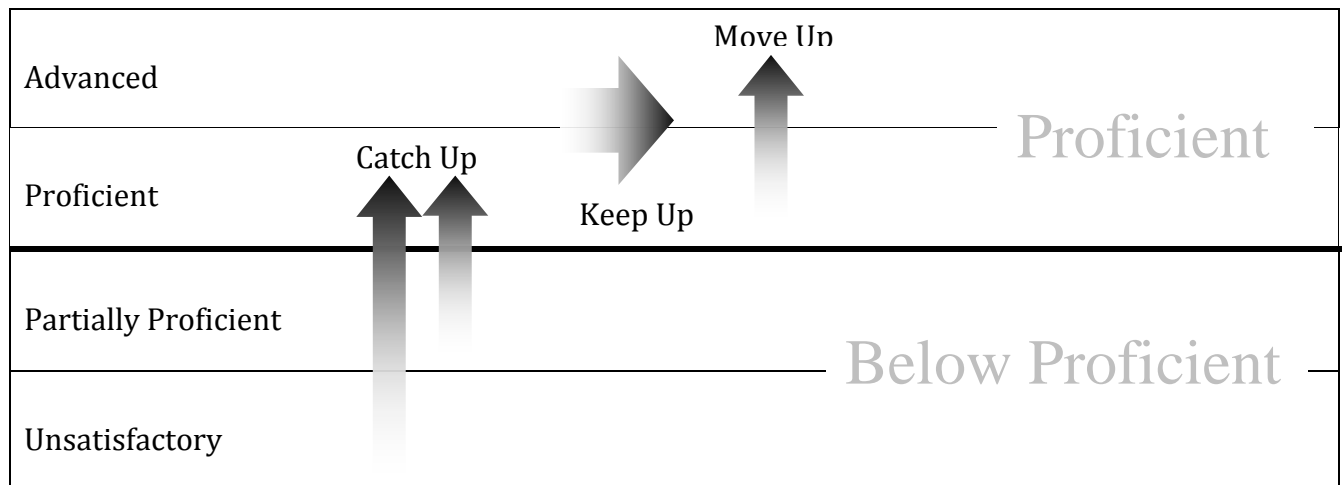
Revised Oct. 2009

The Basic Idea

CDE takes students' current student growth percentile and uses the Colorado Growth Model to determine if that growth is enough for them to be

- Catching Up (if the student was in the Unsatisfactory or Partially Proficient category the previous year)
- Keeping Up (if the student was in the Proficient or Advanced category the previous year)
- Moving Up (if the student was in the Proficient category the previous year).

Getting Colorado's students on track to Catch Up, Keep Up, and Move Up is an important part of helping the Dept. of Education understand how well the state's students are meeting the goal of getting to proficiency within three years or by the 10th grade.



CATCH UP, KEEP UP, MOVE UP Definitions

To be included in Catch Up, Keep Up, and Move Up calculations, students must have a current growth score, or **student growth percentile (SGP)**. This score is produced only for students with valid CSAP scores in a content area in two consecutive years, with a normal grade progression. Whether these growth scores are included in the school or district publicly available totals is a separate issue - the rules for inclusion/exclusion are posted on CDE's website in the text box at the bottom of the following document:

<http://www.cde.state.co.us/cdeassess/documents/growth/school%20growth%20summary%20explanation.pdf>. The number of students Catching Up, Keeping Up, or Moving Up is divided by the total number of students who were eligible to do so, based on their prior year achievement level, and is expressed as a percentage.

CATCHING UP DEFINITION

Students who are *eligible* to Catch Up were Unsatisfactory or Partially Proficient in the prior year. In the current year, they are deemed to be Catching Up or Not Catching Up as follows:

Catching Up

Students who got to Proficient or Advanced in current year

OR

Students whose most recent growth is at or exceeding the level needed to score in the Proficient category within the next three years or by 10th grade, whichever comes first

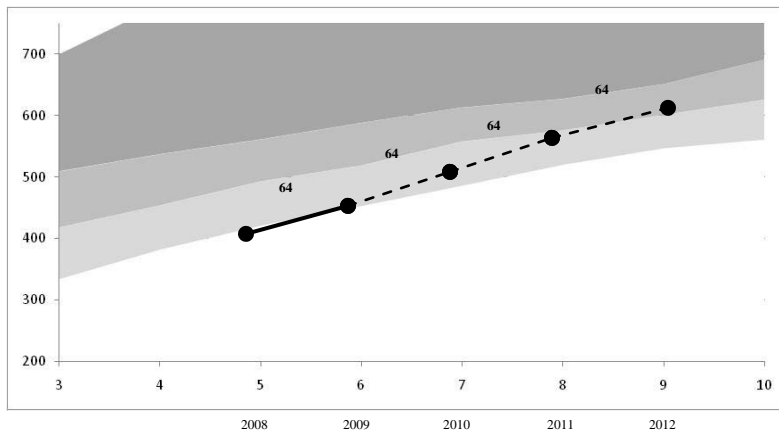
Not Catching Up

Students who did not get to Proficient or Advanced in current year

AND

Students whose most recent growth is not at or exceeding the level needed to score in the Proficient category within the next three years or by 10th grade, whichever comes first

CATCH UP EXAMPLE



This student was included in the 2009 eligible to Catch Up calculations, because her 5th grade Writing CSAP score (in 2008) put her in the Unsatisfactory achievement level. Her student growth percentile between 2008 and 2009 was a 64. In 2009 her Writing score was 423, just enough to get her into the next achievement level up (Partially Proficient). But that's not Catching Up, which requires entry into the Proficient achievement level. Her recent student growth percentile score of 64, continued for three years into the future, would probably get her a 494 in 2010, a 550 in 2011, and a 564 in 2012. That 2012 score would put her into the Proficient achievement level, so she gets counted as Catching Up - her current level of growth appears to be sufficient to get her to Proficient in time.

If we take the total number of students deemed to be Catching Up, and divide that by the total number of students eligible to be Catching Up in a group or school, we get the percentage of students deemed to be Catching Up.

KEEP UP DEFINITION

Students who are *eligible* to Keep Up were Proficient or Advanced in the prior year. In the current year, they are deemed to be Keeping Up or Not Keeping Up as follows:

Keeping Up

Students who did not drop below Proficient in current year

AND

Students whose most recent growth is at or exceeding the level needed to score in the Proficient category in each of the next three years or by 10th grade, whichever comes first

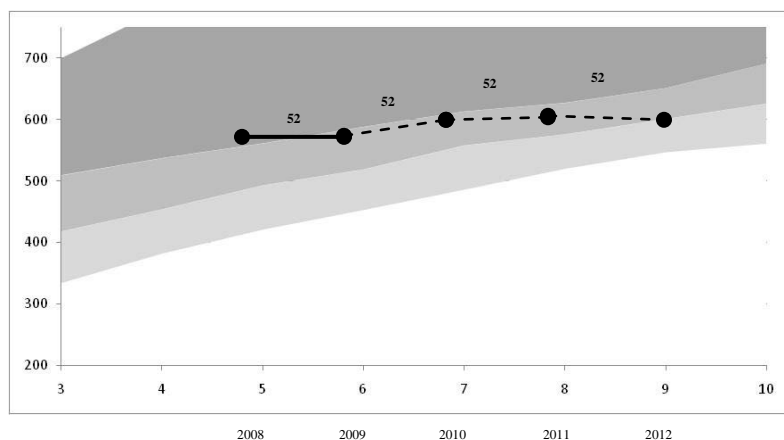
Not Keeping Up

Students who dropped below Proficient in current year

OR

Students whose most recent growth is not at or exceeding the level needed to score in the Proficient category in each of the next three years or by 10th grade, whichever comes first

KEEP UP DEFINITION



This student was included in the 2009 eligible to Keep Up calculations, because his 5th grade Writing CSAP score (in 2008) put him in the Advanced achievement level. His student growth percentile between 2008 and 2009 was a 52. In 2009 his Writing score was 580, which dropped him into the next achievement level down (Proficient). His recent student growth percentile score of 52, continued for three years into the future, would probably get him a 590 in 2010, a 587 in 2011, and a 561 in 2012. That 2012 score would put him into the Partially Proficient achievement level, so he gets counted as Not Keeping Up - his current level of growth does not appear to be sufficient to get him to stay at or above the Proficient level for all three years of future testing. To Keep Up, students have to maintain Proficiency for all years of projection.

If we take the total number of students deemed to be Keeping Up, and divide that by the total number of students eligible to be Keeping Up in a group or school, we get the percentage of students deemed to be Keeping Up.

MOVE UP DEFINITION

Students who are *eligible* to Move Up were Proficient in the prior year. In the current year, they are deemed to be Moving Up or Not Moving Up as follows:

Moving Up

Students who got to Advanced in current year

OR

Students whose most recent growth is at or exceeding the level needed to score in the Advanced category within the next three years or by 10th grade, whichever comes first

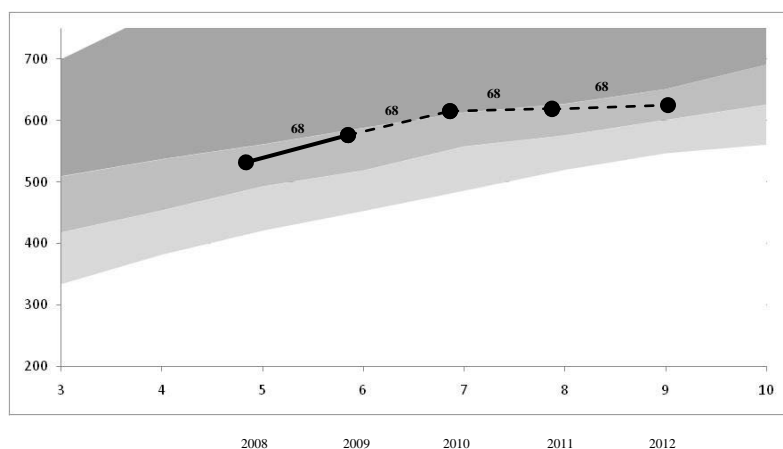
Not Moving Up

Students who did not get to Advanced in current year

AND

Students whose most recent growth is not at or exceeding the level needed to score in the Advanced category within the next three years or by 10th grade, whichever comes first

MOVE UP DEFINITION



This student was included in the 2009 eligible to Move Up calculations, because her 5th grade Writing CSAP score (in 2008) put her in the Proficient achievement level. Her growth percentile between 2008 and 2009 was a 68. In 2009 her Writing score was 590, which put her just below Advanced. A growth percentile score of 68 continued for three years into the future would probably get her a 632 in 2010, a 648 in 2011, and a 646 in 2012. That 2010 score would put her into the Advanced achievement level, so she gets counted as Moving Up - her current level of growth appears to be sufficient to get her to enter the Advanced level at some point in the next three years.

If we take the total number of students deemed to be Moving Up, and divide that by the total number of students eligible to be Moving Up in a group or school, we get the percentage of students deemed to be Moving Up.

Frequently Asked Questions

Question: Why don't the percent Catching Up and Keeping Up add up to 100% on my school growth summary report?

Answer: You cannot add the successful percentages together to get 100%, because they are based on different subgroups of students.

For example, in a school there are kids that participate in the school's official sports teams, and kids who do not. Of the kids who **were** on sports teams, 14% drink coffee. Of the kids who **were not** on sports teams, 6% drink coffee. Those percentages (14 and 6) do not add up to 100 - why should they? The only numbers that **do** add up to 100% are the kids on teams who drink coffee (14%) and the kids on teams who do not drink coffee ($100-14=86\%$); and the kids NOT on teams who drink coffee (6%) plus the kids not on teams who do not drink coffee ($100-6=94\%$). We do not report the second numbers (e.g., those not catching up) because they are unnecessary - you just subtract the percentage of successful students from 100 every time to get the percentage of the unsuccessful ones.

Question: Can I just average the percent Catching Up and Keeping Up to get an overall percentage of kids meeting the state's goals?

Answer: No, you cannot do that. Each percentage is based on a different number of children, so you will throw off the overall weighting by averaging them together.

For example, I told my friend that 75% of my co-workers are college graduates. He told me that 43% of his co-workers were college graduates. Averaging these two percentages together would give us 59% - but is it true that 59% of our friends are college graduates? Let's look at the counts... I have over 150 co-workers, but he has less than 20. My set of co-workers is bigger, so it should have more weight in that calculation. Just averaging them together assumes that the two numbers are equally weighted. So it is not fair to average the percentages together in this case.

Question: Is it harder to Catch Up than it is to Keep Up?

Answer: The data from the last few years suggest that Catching Up is quite a bit more difficult than Keeping Up, because the percentages are lower for the former than for the latter.

Question: If the data suggest that a student will move from Partially Proficient to Proficient (Catch Up) for just one year, and then fall below Proficient again in future years, how do you classify his performance?

Answer: Catching Up means being on track to cross that line at least once, so he is classified as Catching Up.

Question: What about kids that are on track to move from Unsatisfactory to Partially Proficient within three years? Are they counted?

Answer: Those kids are making some important progress, but they are not counted as Catching Up because they have not yet demonstrated sufficient growth to get them to Proficient. They were eligible to Catch Up, but they have not yet made it.

Question: Our school wants to improve our Catch Up percentages for Free/Reduced Lunch kids. Can we compare our percentages from year to year to see if we are making progress towards this goal?

Answer: You can compare your school's percentages from year to year to see if there are any indications of improvement in that regard. However, you will need to think critically about this calculation and examine the underlying data to really make sense of the numbers. Some considerations include: how small that pool of students is, student mobility in and out of your school and how that affects the data from year to year, and the density of student numbers along different achievement levels and how that might affect your percentages.