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**LPS 3<sup>rd</sup> graders continue to post strong reading CSAP scores overall;**  
*Much to celebrate in schools with complex needs*

Littleton Public Schools' third graders had strong scores on this year's Colorado Student Assessment Program (CSAP) reading test when compared to the state. Eighty-one percent of LPS third graders scored proficient or advanced on the 2009 CSAP reading test, compared to 73 percent at the state level.

Nine schools' scores increased from last year; six decreased from last year; three stayed about the same. Three schools experienced double-digit gains.

"There are many reasons to celebrate these reading results," said Assistant Superintendent of Learning Services Connie Bouwman. "We are seeing achievement gains in areas that we have been targeting, which are in some of our schools with the most complex needs."

Five LPS elementary schools were targeted as "Phase One Schools" during the current school year for a focus on literacy through resources, training, and a Eee laptop Powering Up the Writers' Workshop grant. These schools are East, Field, Hopkins, Ralph Moody, and Whitman.

- Combined, these schools increased the percentage of proficient and advanced students by 34 percent.
- Hopkins increased the percentage of proficient and advanced students by 27 percent, from 56 to 83.
- Field increased the percentage of proficient and advanced students by 12 percent, from 53 to 65.
- Ralph Moody increased the percentage of proficient and advanced students by 8 percent, from 71 to 79.

Professional Learning Communities (PLCs) have provided time for teachers to meet to have conversations about student achievement data. This time helps teachers identify individual

student needs and then customize help for each student. This is particularly true for students in underperforming subgroups, where the focus continues to be on closing the achievement gap. This year's 3<sup>rd</sup> grade CSAP reading scores demonstrate gains in targeted areas:

- In 2008, six percent of all LPS 3<sup>rd</sup> graders scored unsatisfactory. In 2009, four percent of all LPS 3<sup>rd</sup> graders scored unsatisfactory, meaning a 2 percent decrease in students scoring unsatisfactory.
- Hopkins decreased from 21 percent scoring unsatisfactory in 2008 to just two percent scoring unsatisfactory in 2009.
- Field decreased from 23 percent scoring unsatisfactory in 2008 to 13 percent scoring unsatisfactory in 2009. Field also increased its percentage of students receiving advanced reading scores from five percent in 2008 to 16 percent in 2009.
- Moody decreased from eight percent scoring unsatisfactory in 2008 to just two percent in 2009.
- Whitman decreased from eight percent scoring unsatisfactory in 2008 to zero percent in 2009. In addition, Whitman increased its percentage of students scoring advanced from five percent in 2008 to 16 percent in 2009.
- In summary, all five Phase One schools decreased the percentage of students scoring unsatisfactory from 2008 to 2009, with the exception of East, which stayed the same.

"PLCs are such an important part of meeting our district student achievement goals," said Director of Curriculum Instruction, and Assessment Mollie McDonald. "It is exciting to see the impact of that focus on individual student needs reflected in this one data point."

In addition,

- Wilder had the highest scores, with 92 percent scoring proficient and advanced.
- Hopkins experienced the largest gains, with 27 percent more students proficient and advanced over last year.
- Runyon also experienced large gains, with 12 percent more students proficient and advanced over last year.
- Ames experienced the largest drop, with 12 percent fewer students proficient and advanced than last year.
- No students scored unsatisfactory at Whitman, Wilder, Littleton Academy and Littleton Prep.

Lenski and Littleton Academy both experienced uncharacteristic drops in percent of students scoring proficient and advanced from last year: Lenski decreased from 97 percent to 88 percent, and Littleton Academy decreased from 98 percent to 88 percent. "These dips in performance at two of our traditionally highest performing schools were quite unexpected," said McDonald. "We are very curious to the causes and will be analyzing the data carefully."

There continues to be concern regarding the scores at East, which decreased for the second year, from 53 percent proficient and advanced to 42 percent proficient and advanced. "The staff and students at East are absolutely committed to improving learning, and they are doing so many amazing things around literacy in both reading and writing," said Bouwman. "We are confident that the interventions in place, including the continuation of training to support the elementary literacy framework, will help improve scores over time."

Districtwide, the numbers of students in the free-and-reduced lunch subgroup and the homeless subgroup increased from last year. LPS officials believe this is a sign of the economy. Stable overall district scores are a good sign, despite these trends.

CSAP is one of several assessments LPS uses to measure student progress. As a district, LPS has an achievement goal that states, *90 percent of all students will be on or above grade level in reading, math, writing, and science by the end of the 2011-2012 school year. The achievement gap in student performance will be cut in half by the end of the 2009-2010 school year.* CSAP, along with other assessments like Measures of Academic Progress (MAP), as well as classroom grades, are used to determine grade level performance. Currently, 77.4 percent of all LPS students are performing on or above grade level.

This year's scores are preliminary and subject to change due to the fact that the student biographical data verification process has not occurred. Final data will be available at the end of July with the release of the other content area and grade level results.

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