

**Iowa Tests of Basic Skills Average Scores
Archdiocese of Denver – Mid-year, 2009**

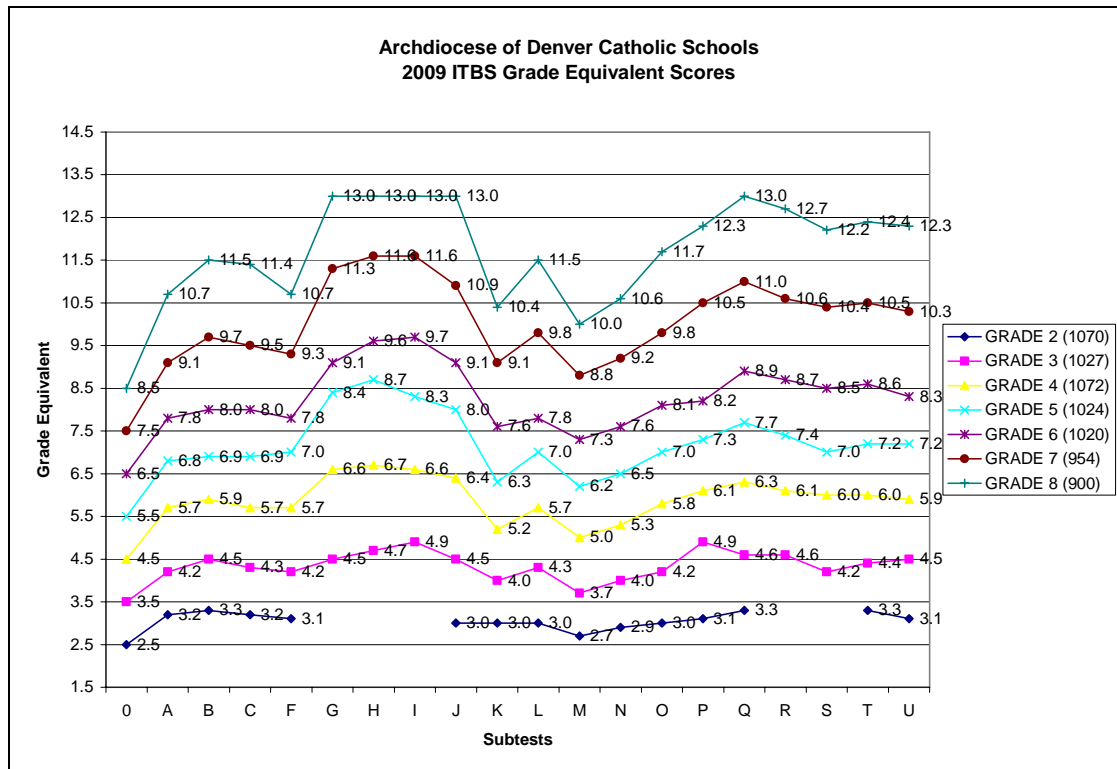
Archdiocese of Denver Catholic Schools students in grades 2 – 8 take the Iowa Tests of Basic Skills (ITBS) annually mid-year. The following is an analysis of the results for the 2008-2009 school year.

The ITBS is a norm referenced test. As such, the scores register what students know. Students bring to school knowledge related to native ability, family education level, socio-economic status, the language or languages spoken in the home, and life experiences which is reflected in these scores. Schools focus and organize this knowledge and add to it. The test does not measure the effectiveness of student learning compared to specific objectives as in assessments such as criterion referenced tests. The best use of ITBS scores is to compare the average scores of groups of students to the average scores of the norming group and to the identified grade level. The comparisons are most effective when used with smaller groups and with individuals, and then only when used in light of teacher observations and other student work.

Within the appropriate context, it is convenient and appropriate to use these scores as a broad report of student achievement.

Archdiocese of Denver Catholic Schools Average Scores

The following chart shows the average grade equivalent scores for students attending Catholic schools in the Archdiocese of Denver in the 2008-2009 school year.



In the above chart, “0” stands for the grade level of students when they take the test. So, 2.5 stands for 2nd grade 5th month. The letters correspond to the following subtests:

A= Vocabulary	E= Listening	I= Usage/Expression	M= Computation	Q= Science
B= Comprehension	F= Spelling	J= Language Total	N= Math Total	R= Maps & Diagrams
C= Reading Total	G= Capitalization	K=Concepts/Estimating	O= Core Total	S= Reference Materials
D= Word Analysis	H= Punctuation	L= Problem Solving/ Data Analysis	P= Social Studies	T= Total Sources of Information

“U” represents the Composite total. 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 here.

Subtests D – Word Analysis, and E – Listening, are only taken by 2nd graders and one class of 3rd graders and so are not included in this report.

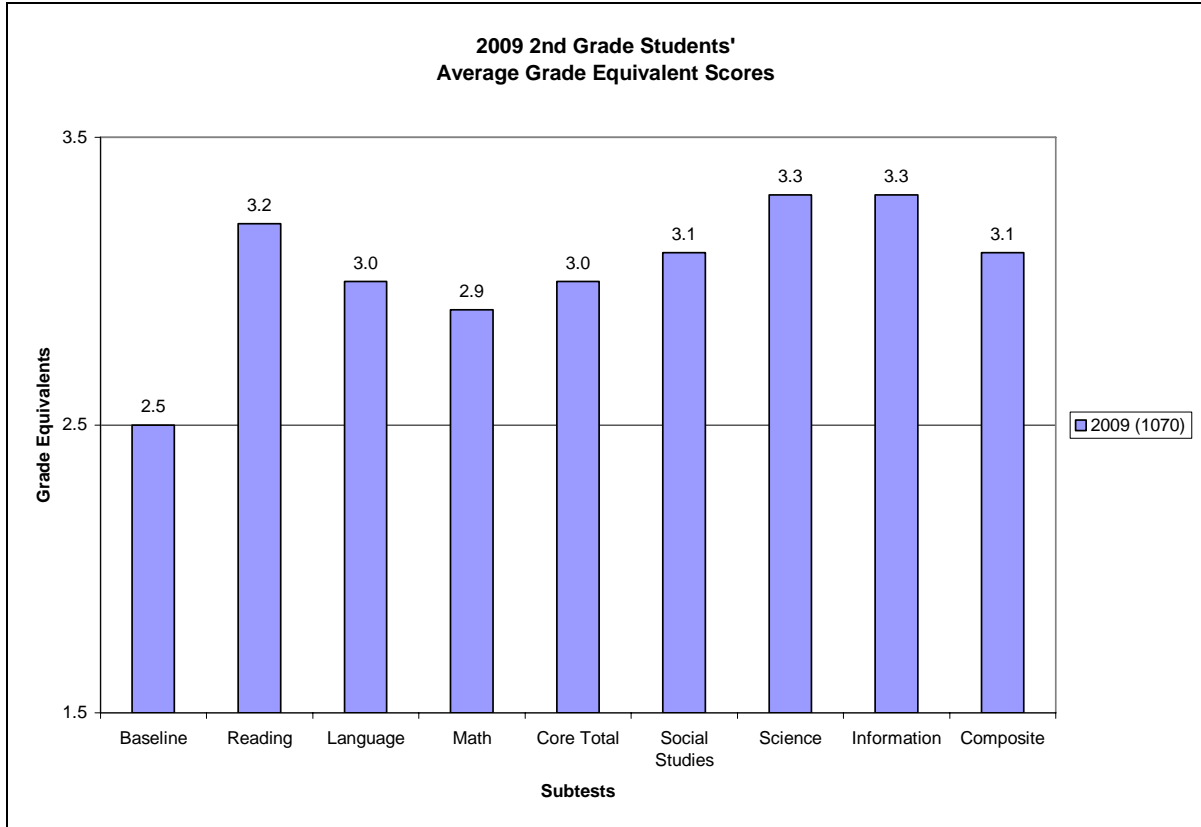
The curve of the lines is quite uniform. The scores above grade level are cumulative; once ground is gained it is not lost.

The language subtests (G – J) are the highest point in the curves for the total system. This is especially the case in schools where the students come from well-educated, middle and upper-middle class families. It is less true in schools where the home language of the students is not English, or the level of economic need is higher. This year, Science (Q) is equally as strong as Language.

It is noteworthy that the Composite scores (U) begin at .6 years above grade level in 2nd grade and increase the difference each year between grade level of the students and the score until, in the 8th grade, students are scoring on average 3.8 years above grade level.

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 scores from previous years. The following graphs show the Subject Totals: Reading (C), Language (J), Mathematics (N), the Core Total (O), Social Studies (P), Science (Q), Information Sources (T), and the Composite (U) for each class of students.

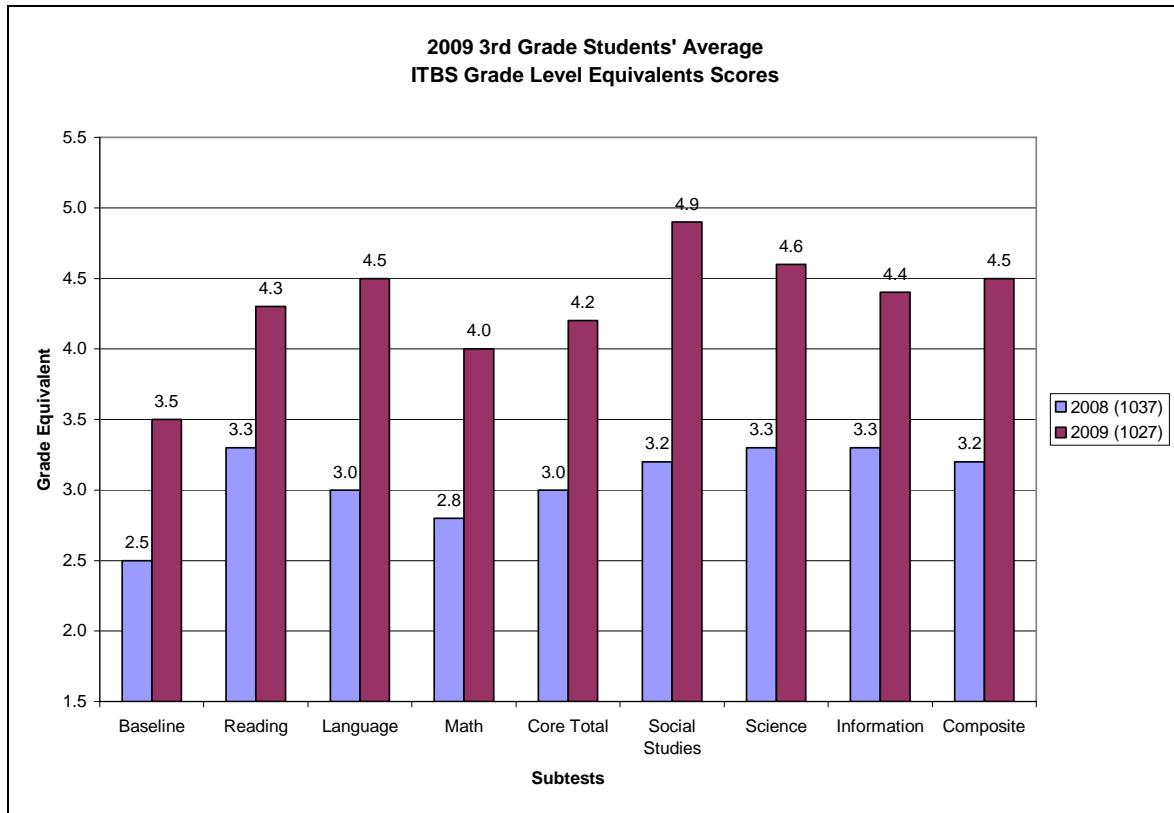
2nd Grade



The above graph clearly demonstrates that the 2nd graders in 2009 are .4 to .6 years above grade level in all areas, with special strength in Science, Systems of Information, and Reading.

3rd Grade

The next graph compares the scores of the 2009 3rd graders and their scores as 2nd graders.

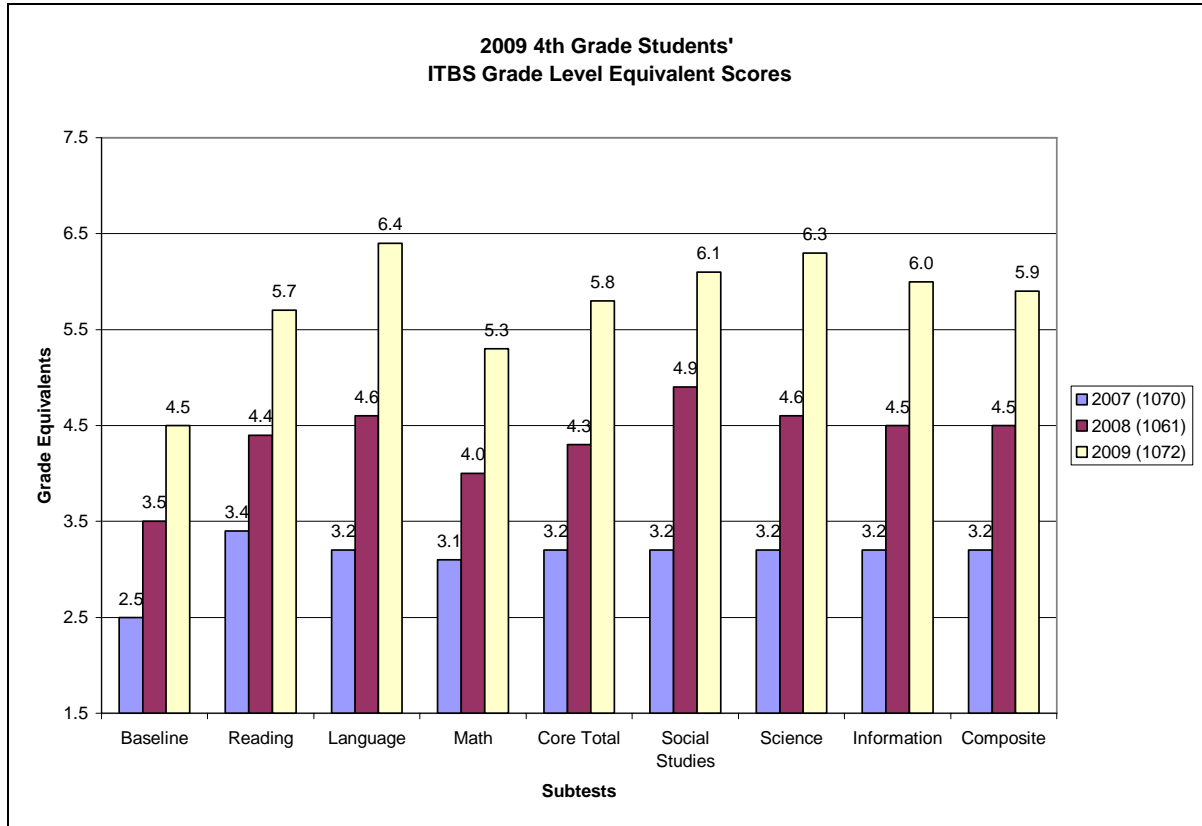


It is expected that students will achieve a full year’s gain in grade level over the course of the year. Research, especially that done by William Saunders in the Tennessee Value Added Model, has shown that the difference between a gain of one year and the actual gain can be attributed to what is being done by the teacher and/or the school as compared to knowledge that students bring with them to school. The most dramatic growth for this class is in Social Studies where they score 1.7 years higher than last year. This is **value added of .7 years**. These students are 1.4 years above grade level in Social Studies. All of the subjects show a gain of one year or more. Since these students took the test for the first time in 2nd grade, some of that jump could be due to their increased facility in test-taking skills. That does not diminish the strength of these scores.

Note that the number of students tested in 2009 is ten (10) students fewer than the number tested in 2008.

4th Grade

The next graph compares the scores of the 2009 4th graders with the previous two years' scores.

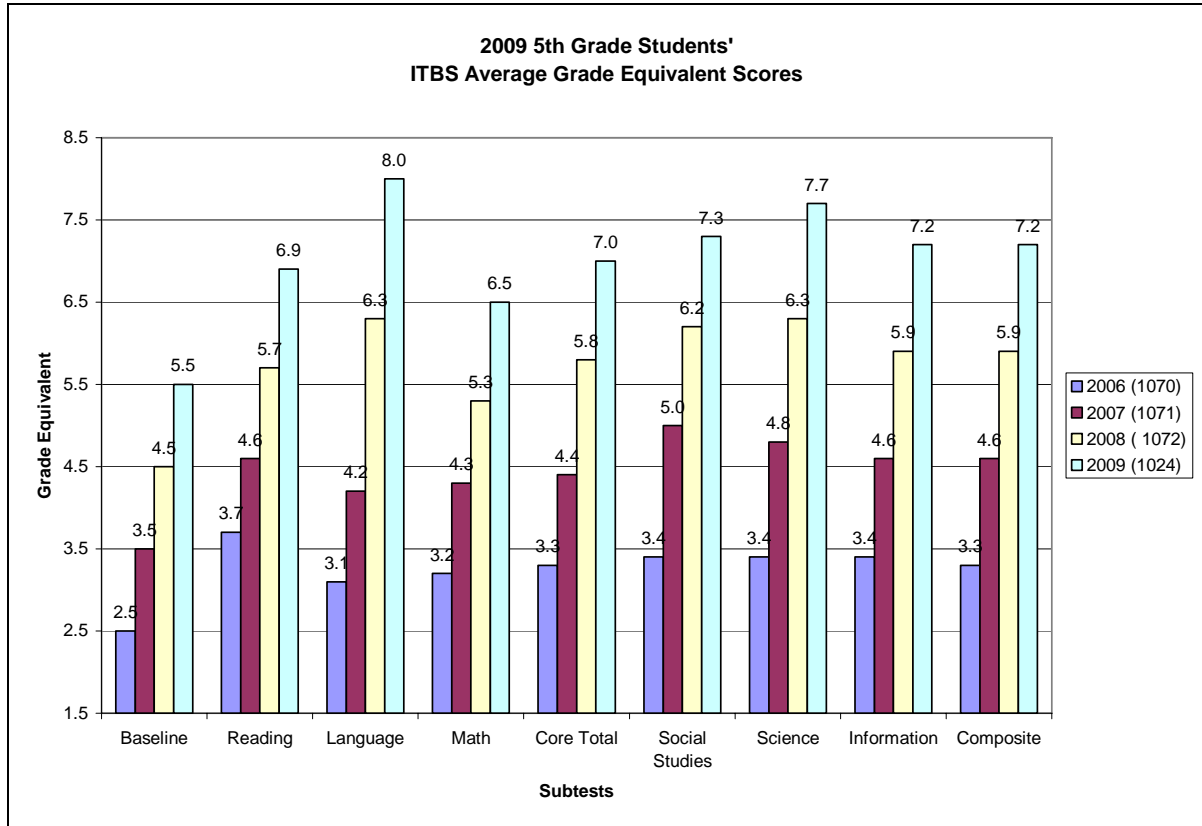


Gain in the Language score is 1.8 years, and along with Science is the strongest area for these students. Even though Math is the lowest score for this group (5.3), it is .8 years above grade level and shows 1.3 years of growth.

The number of students tested in this class increased 11 students from the previous year.

5th Grade

The following graph compares the achievement scores of the 2009 5th graders and their previous scores.

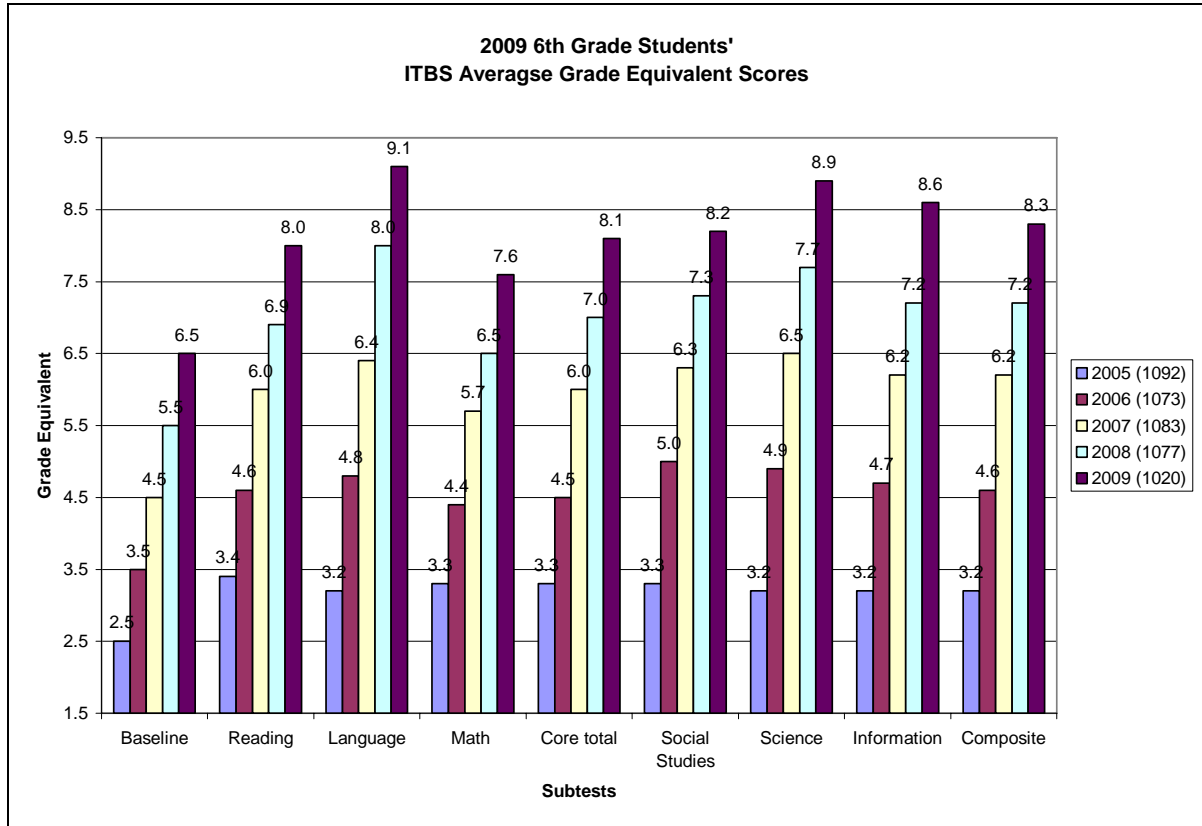


The gain for the 5th graders is one year or more in every subject. The largest increase is in Language (1.7). Math is again the lowest of the subjects, but shows a gain of 1.1 years and is a full year above grade level.

The number of students taking the test this year decreased by 48 from the previous year after being very stable for three years in a row.

6th Grade

Sixth graders in 2009 scored the following scores for this year and the previous four years.

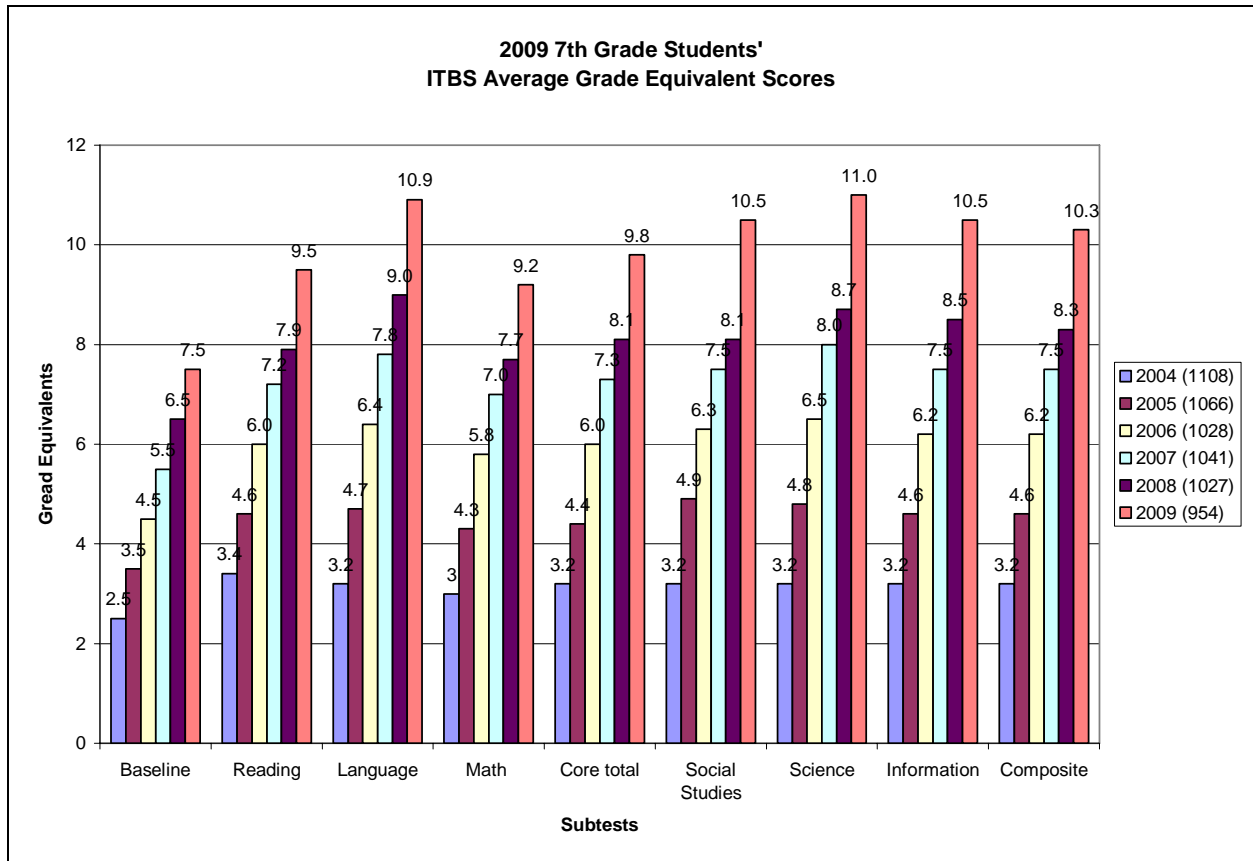


Students in 6th grade show a year of growth or more in every subject except Social Studies (.9). They follow the trend of special strength in Language and Science.

The number of 6th grade students taking the test declined by 57 from the 5th grade class of the previous year.

7th Grade

2009 7th graders' scores are shown below.

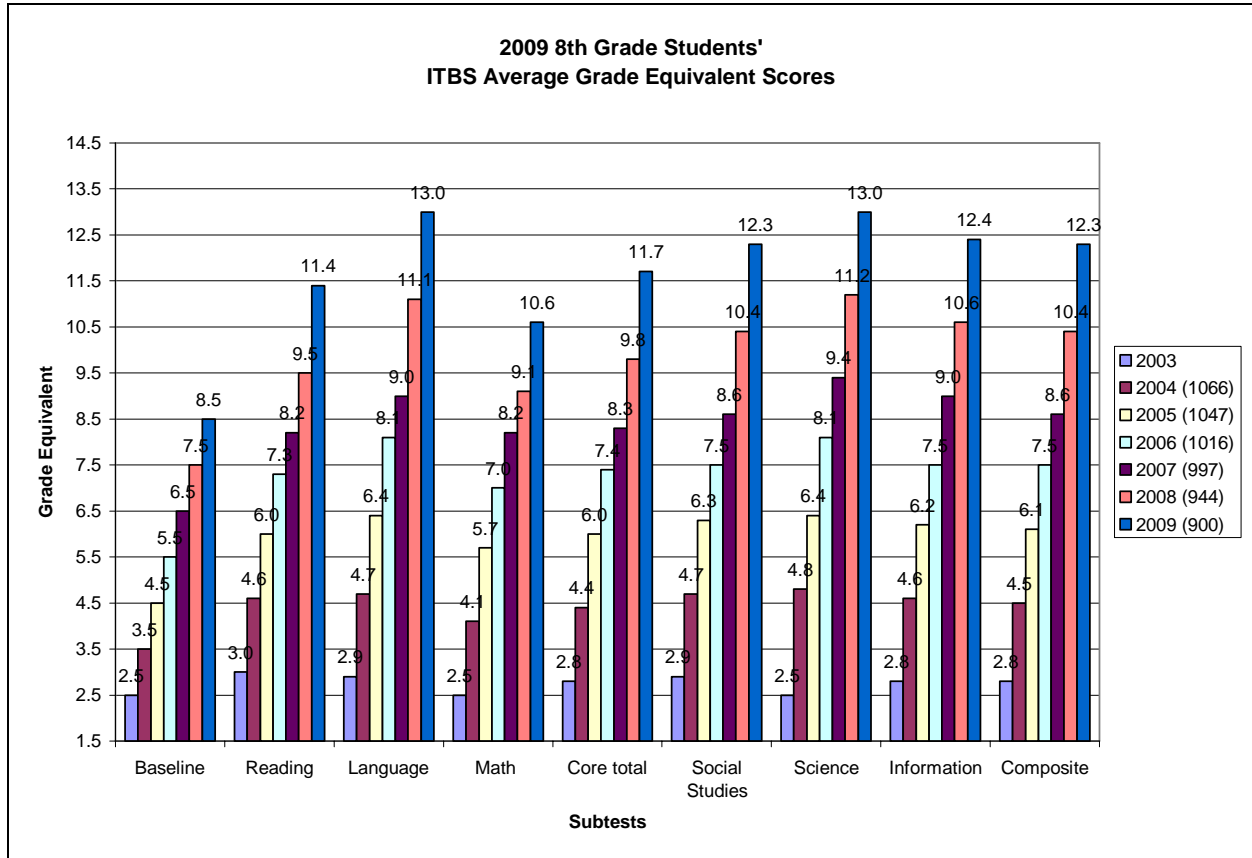


These students show more than one year of growth in each subject and two years of growth or more in Social Studies (2.4), Science (2.3), Systems of information (2.0), and the Composite (2.0). Math is the lowest score but is 1.7 years above grade level and showed growth of 1.5 years.

There is a decrease in this class from the previous year of 73 students.

8th Grade

The following graph compares the scores of the 2009 8th graders with their previous achievement.



These students show nearly 2 years of growth in every subject except Math (1.5). On average students are 2.1 years above grade level in Math. 13+ in Language and Science indicates that the test did not have a range of sufficiently difficult test items to evaluate the skill of these students well. It does not indicate that they are doing college level work. It is the highest score available on the test. These scores indicate that on average 8th graders are between 3 and 4 years above grade level in all subjects except Reading where they are 2.9 years above grade level, and Math where they are 2.1 years above grade level.

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

Individual schools are encouraged to report scores to their parent groups and parish leadership. 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 Catholic schools.