



COLORADO
Department of Education

Growth 101 Webinar

August 22, 2024

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Accountability & Continuous Improvement Unit



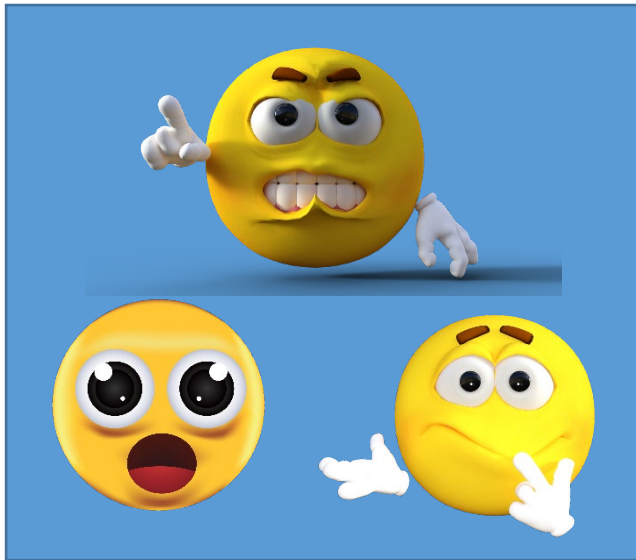
Welcome & Introductions

- Daniel Mangan, PhD - *Growth & Accountability Analyst*
 - 11 years as a middle school ELA teacher
 - 7 years teaching education classes at CU Boulder and Lewis & Clark College
 - PhD in Research and Evaluation Methodology at CU Boulder, Spring 2023
 - Studied the effects of multi-year teacher-student assignments (aka “looping”) on student and teacher outcomes.



Zoom Icebreaker.....

Name (if not visible), district/organization and emoji of your day so far.....



Meeting Norms

This webinar is being recorded. Slides and the recording will be posted to the [CDE website](#). Q&A at the end of this session won't be recorded.

Please mute your sound if you are not speaking.



- Why is student growth important?
- What is the Colorado Growth Model and how is growth measured?
 - Status vs. Improvement vs. Growth
 - How are SGPs and MGPs calculated?
 - Cohort v Baseline growth
- What does “On-Track Growth” mean and what role does it play in Performance Frameworks?
- What “caveats” should I be aware of?
- What data reports and resources are available?
 - [Growth in Colorado | CDE \(state.co.us\)](https://state.co.us)
- Time for Questions

First, Some Terminology

- Norm vs. Criterion Referencing
- Conditional vs. Unconditional
- Status (Achievement)
- Improvement
- Growth
- Growth to Status

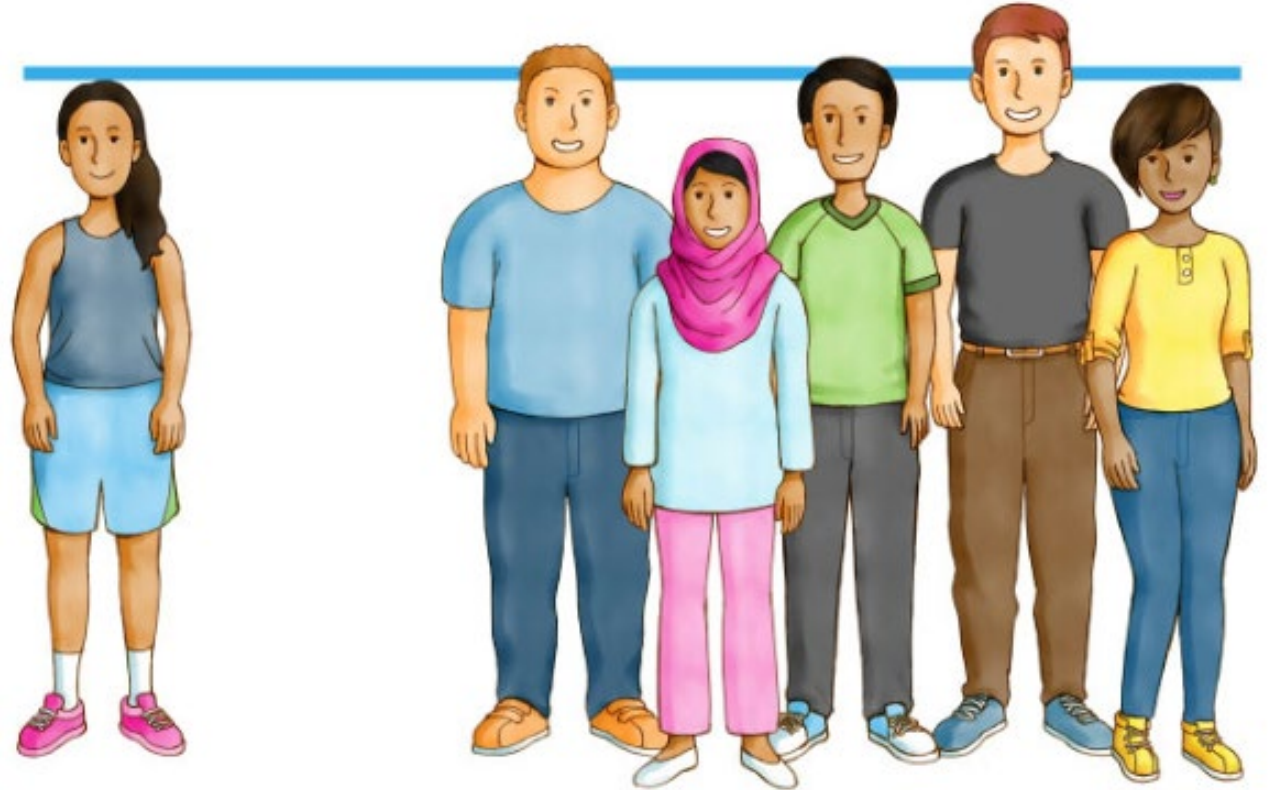
Norm vs. Criterion Referencing



Criterion-referenced tests compare a student's knowledge and skills against a predetermined standard, cut score, or other criterion.

In criterion-referenced tests, the performance of other students does not affect a student's score.

Norm-referenced tests compare a student's performance against the performance of their peers.

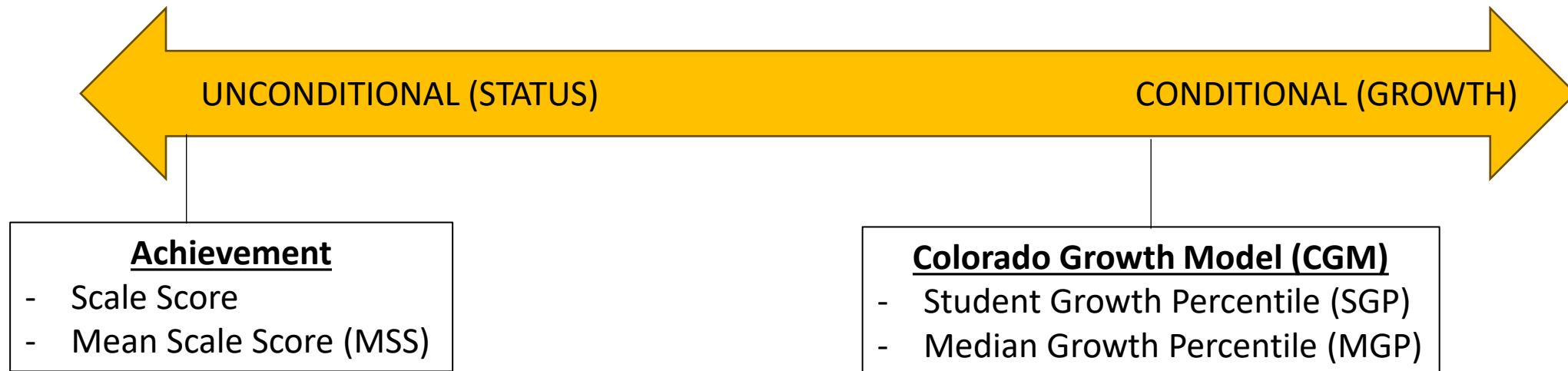


Conditional vs. Unconditional Modeling

Goal: We want to know how well a student is doing in a given skill/competency.

Strategy: We use an instrument designed to measure this (anything from a high stakes test to a class exit slip).

Question: Should we consider any factors not directly related to the skill/competency to evaluate how the student is doing?



Status, Improvement, and Growth



Status describes the performance of a student (or a group of students) *at a single point in time*.

- Synonymous with “Achievement” or “Scale Score” in Performance Framework

Across groups, status can be thought of as a “vertical slice” through the data table.

Status is an **unconditional** measure because it does not take other factors into account beyond the skills being measured.

Example of a School Status Score

	Year					
Grade	2007	2008	2009	2010	2011	2012
3	320	380	350	400	390	420
4	400	450	420	450	480	500
5	510	550	600	650	620	620
6	610	620	630	620	650	660
7	710	780	750	750	800	800
8	810	810	820	820	810	840

Example of School Status Scores across Grade Levels

	Year					
Grade	2007	2008	2009	2010	2011	2012
3	320	380	350	400	390	420
4	400	450	420	450	480	500
5	510	550	600	650	620	620
6	610	620	630	620	650	660
7	710	780	750	750	800	800
8	810	810	820	820	810	840



Status, Improvement, and Growth



Improvement describes performance within a group over time (*group membership changes*)

- “Horizontal slice” through the data table

Growth describes performance over two or more time points for an individual or group whose identity remains constant

- “Diagonal” slice through the data table

Growth is a **conditional measure** because it depends on additional information.

Example of Within-Grade Improvement over Time

	Year					
Grade	2007	2008	2009	2010	2011	2012
3	320	380	350	400	390	420
4	400	450	420	450	480	500
5	510	550	600	650	620	620
6	610	620	630	620	650	660
7	710	780	750	750	800	800
8	810	810	820	820	810	840

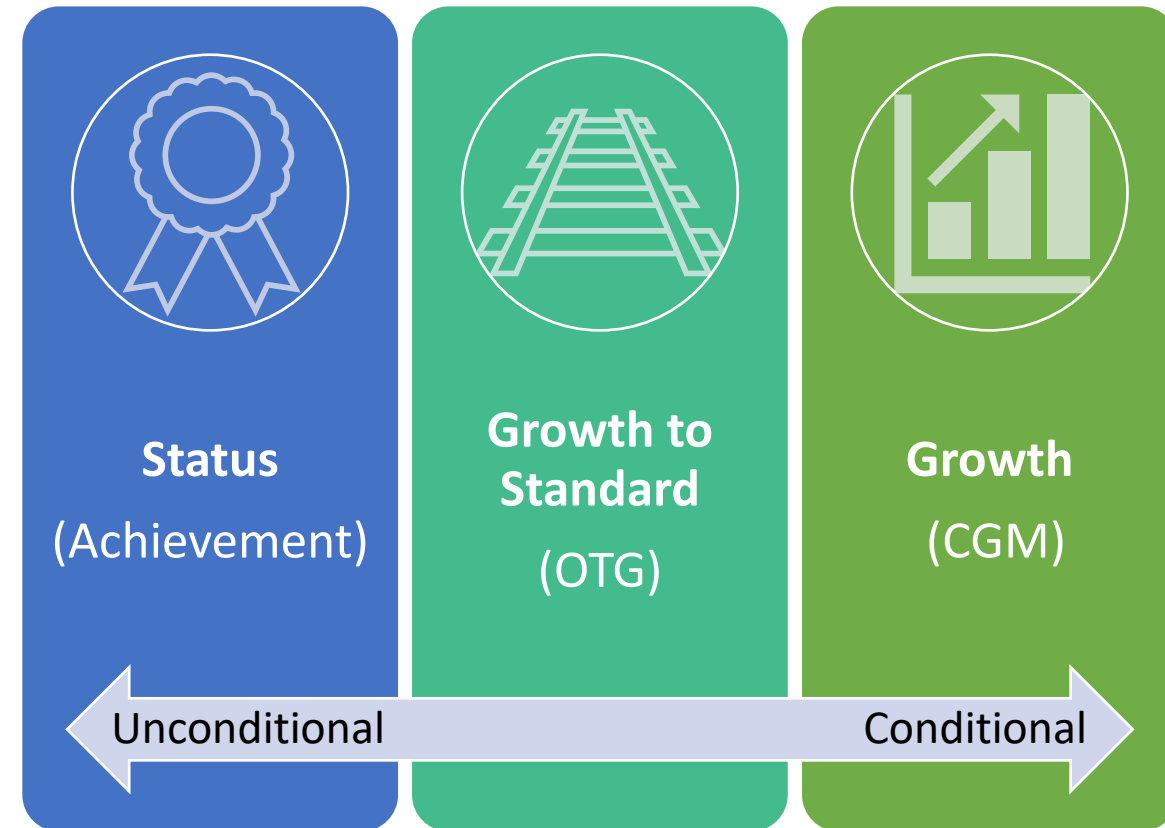
Example of Growth

	Year					
Grade	2007	2008	2009	2010	2011	2012
3	320	380	350	400	390	420
4	400	450	420	450	480	500
5	510	550	600	650	620	620
6	610	620	630	620	650	660
7	710	780	750	750	800	800
8	810	810	820	820	810	840



Is On Track Growth a “Status” or “Growth” Measure

- On Track Growth (OTG) uses a **Growth to Standard** modeling approach.
- OTG *combines* information about Achievement and Growth to estimate whether a student is making adequate progress to either:
 - **Catch Up** to state standards, or
 - **Keep Up** with state standards
- The intent of OTG is to provide stakeholders with more actionable data that frames student growth within the context of defined state benchmarks.



Why Does Growth Matter?

3 Reasons Why Growth is Important



1. Growth helps us answer different questions than achievement alone.
2. Growth helps to decouple the accountability system from student demographics.
3. Growth is required by statute to be the most heavily weighted of accountability indicators.

Reason 1: Status & Growth Measures Help us Answer Different Questions

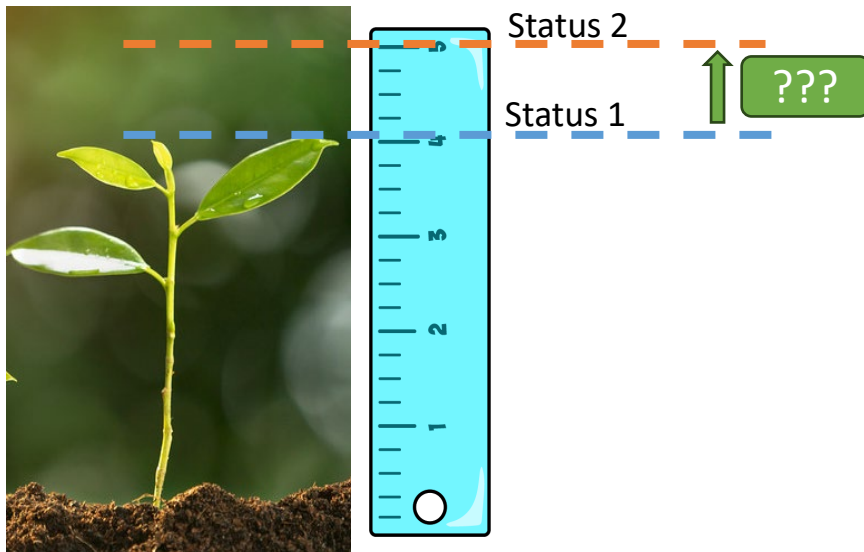


Status (Achievement)

- ✓ Serves as a good benchmark for **setting academic goals** and **understanding student performance** relative to those goals.
- ✓ Focused on a single point in time; less useful for determining *how close* a student is to reaching the next proficiency level.

Growth

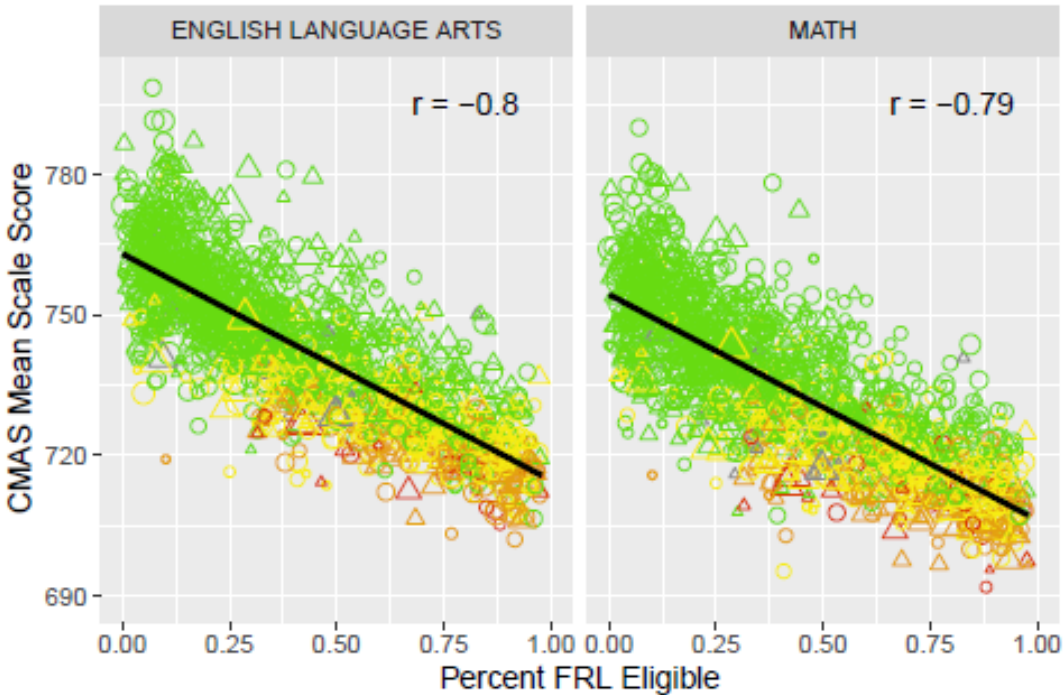
- ✓ Helps us understand **how much progress** students are making in comparison to their academic peers.
- ✓ Useful for assessing school/district **effectiveness (impact on outcomes)** and interpreting the **progress of one school/program/group relative to another**.



Reason 2: Growth *Helps* Decouple Accountability from Student Demographics



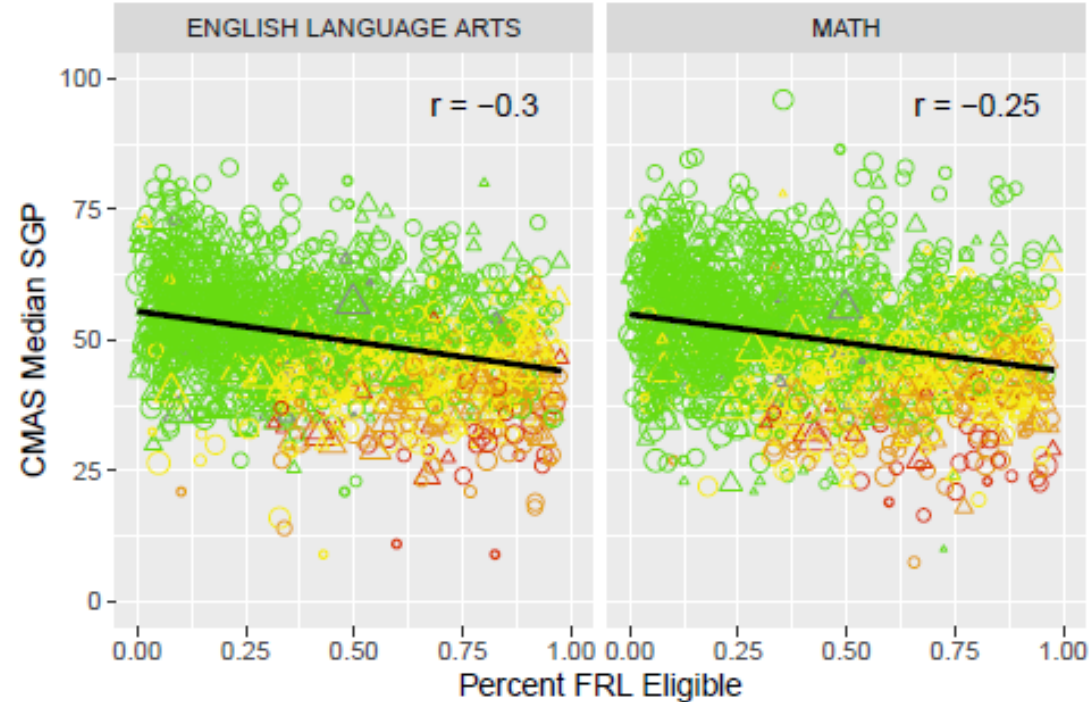
Correlation between %FRL and Achievement



- Enrollment
 - 500
 - 1000
 - 1500
- School Level
 - E
 - △ M
- Plan Type
 - P
 - I
 - PI
 - T
 - ISD

Achievement and % FRL are strongly correlated.

Correlation between %FRL and Growth



Growth and % FRL are weakly/moderately correlated.

Reason 3: State Framework Ratings Depend Predominantly on Growth



	Elementary & Middle Schools	High Schools																		
Current Indicator Weights	<p>■ Growth ■ Achievement</p> <table border="1"> <tr><th>Indicator</th><th>Weight</th></tr> <tr><td>Growth</td><td>60%</td></tr> <tr><td>Achievement</td><td>40%</td></tr> </table>	Indicator	Weight	Growth	60%	Achievement	40%	<p>■ Growth ■ Achievement ■ PWR</p> <table border="1"> <tr><th>Indicator</th><th>Weight</th></tr> <tr><td>Growth</td><td>40%</td></tr> <tr><td>Achievement</td><td>30%</td></tr> <tr><td>PWR</td><td>30%</td></tr> </table>	Indicator	Weight	Growth	40%	Achievement	30%	PWR	30%				
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Future Indicator Weights*	<p>■ Growth ■ Achievement ■ On Track Growth</p> <table border="1"> <tr><th>Indicator</th><th>Weight</th></tr> <tr><td>Growth</td><td>55%</td></tr> <tr><td>Achievement</td><td>35%</td></tr> <tr><td>On Track Growth</td><td>10%</td></tr> </table>	Indicator	Weight	Growth	55%	Achievement	35%	On Track Growth	10%	<p>■ Growth ■ Achievement ■ On Track Growth ■ PWR</p> <table border="1"> <tr><th>Indicator</th><th>Weight</th></tr> <tr><td>Growth</td><td>35%</td></tr> <tr><td>Achievement</td><td>25%</td></tr> <tr><td>On Track Growth</td><td>10%</td></tr> <tr><td>PWR</td><td>30%</td></tr> </table>	Indicator	Weight	Growth	35%	Achievement	25%	On Track Growth	10%	PWR	30%
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*2026 at earliest, pending 1241 TF



How is Growth Measured?

There are *many* ways to measure growth...

“The fundamental distinction between growth and status models is whether or not additional considerations should be taken into account to understand current achievement.”

Classification Scheme for Growth Models

Primary Interpretation			
Statistical Foundation	Growth Description	Growth Prediction	Value-Added
<p><u>Gain-Based Model</u></p> <p>Chapters 1-3: Based on score gains and trajectories on a vertical scale over time</p>	<ul style="list-style-type: none"> • Gain-Score Chapter 1: Gains, average gains, slopes • Categorical Chapter 3: Changes and transitions between categories 	<ul style="list-style-type: none"> • Trajectory Chapter 2: Extrapolation of gains into the future • Categorical (a.k.a. Transition, Value Table) Chapter 3: Implicit momentum toward higher categories in the future 	<ul style="list-style-type: none"> • Gains/Slopes as Outcomes Chapter 1.4: Establishes links between average gains and classroom/school membership
<p><u>Conditional Status Model</u></p> <p>Chapters 4-6: Expresses scores in terms of expectations based on past scores</p>	<ul style="list-style-type: none"> • Residual Gain Chapter 4: Simple difference between status and expected status given past scores • Student Growth Percentile (a.k.a the Colorado Model) Chapter 6: Percentile rank of status given past scores 	<ul style="list-style-type: none"> • Projection (a.k.a. Prediction, Regression) Chapter 5: Empirically predicted future score given past scores • Student Growth Percentile (a.k.a. the Colorado Model) Chapter 6: Continuation of current percentile rank into the future 	<ul style="list-style-type: none"> • Covariate-Adjustment Chapter 4.4: Establishes links between average conditional status and classroom/school membership
<p><u>Multivariate Model</u></p> <p>Chapter 7: Uses entire student score histories as an outcome to associate higher-than-expected scores with particular educators</p>	<ul style="list-style-type: none"> • Generally not used for this purpose 	<ul style="list-style-type: none"> • Generally not used for this purpose 	<ul style="list-style-type: none"> • Multivariate (a.k.a. EVAAS, Cross-Classified, Persistence Models) Chapter 7

The Colorado Growth Model

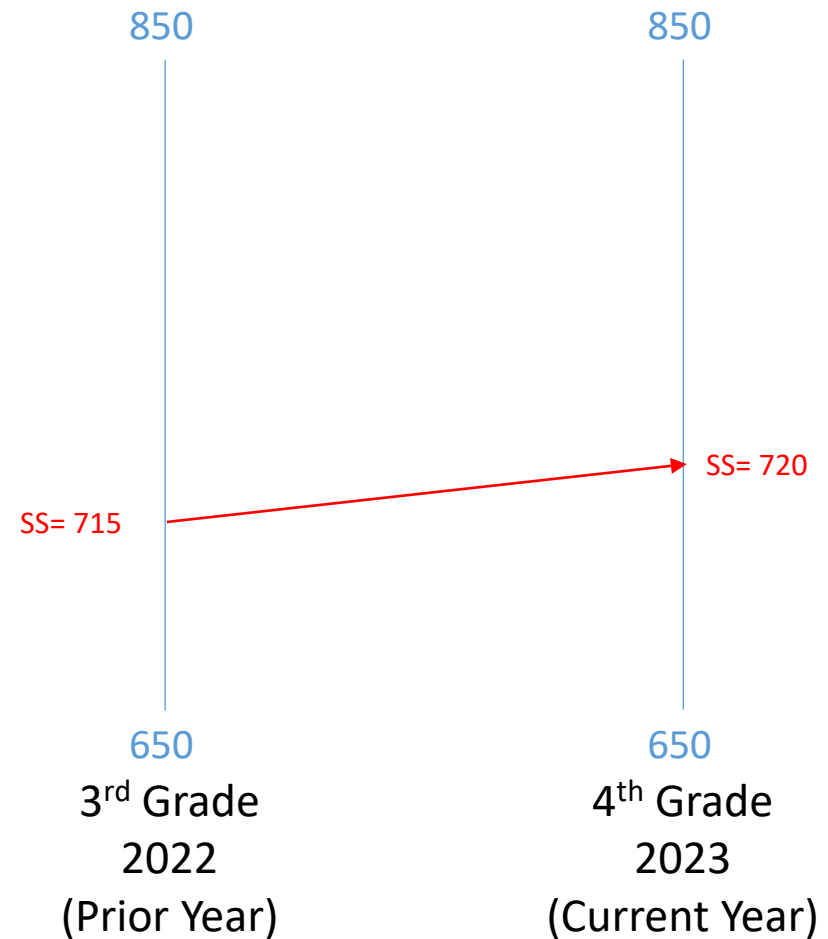
- The **Colorado Growth Model** was developed by CDE and the National Center for the Improvement in Educational Assessment (NCIEA) and first used in 2009.
 - Currently used by about half the states
- A **normative** picture of change tracking progress in ELA and math as measured by CMAS, PSAT/SAT, and WIDA ACCESS (i.e., student performance is referenced against that of their peers).
- Growth data can be summarized for specific groups.
- Can be re-normed each year (cohort) or compared to a historical point in time (baseline).
- The primary metric produced by the Colorado Growth Model is called the **Student Growth Percentile (SGP)**.



How are SGPs constructed and what does it tell us?



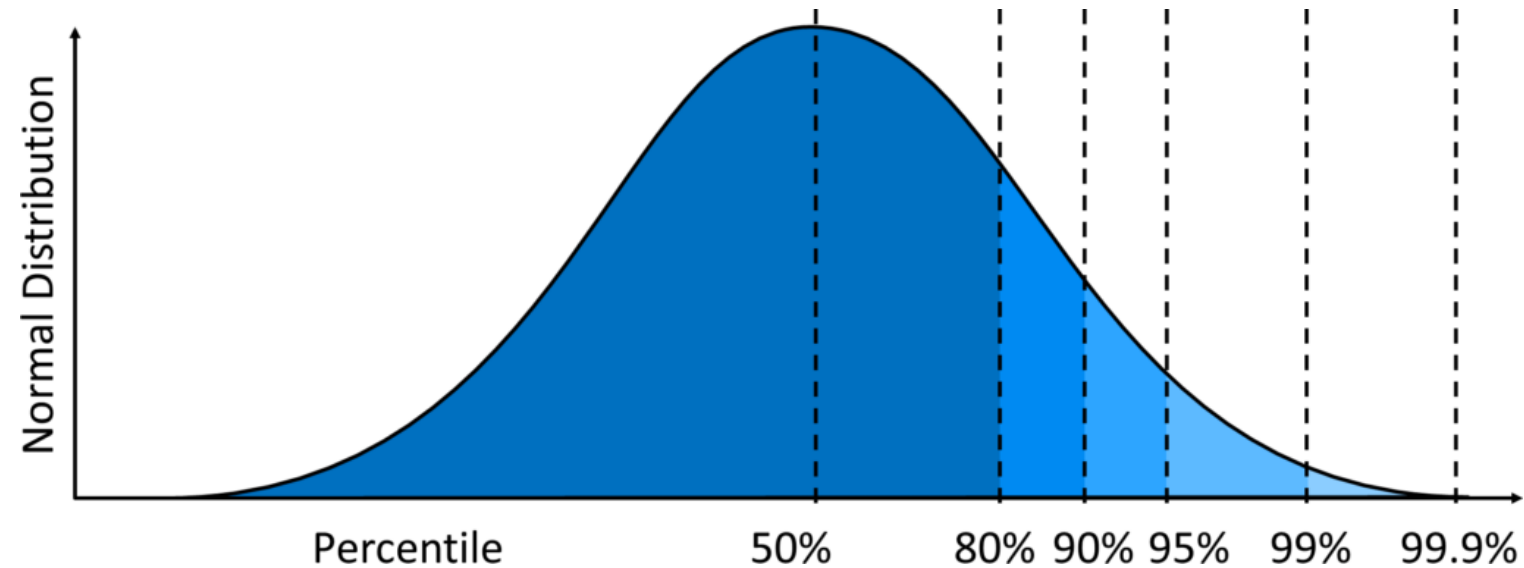
- Imagine a student with a prior year CMAS scale score of 715 who scores 720 in the current year.
- How do we understand or contextualize their growth? (What does a difference of 5 points really mean?)
- ***The SGP can help answer this question!***



Quick Review: Percentiles

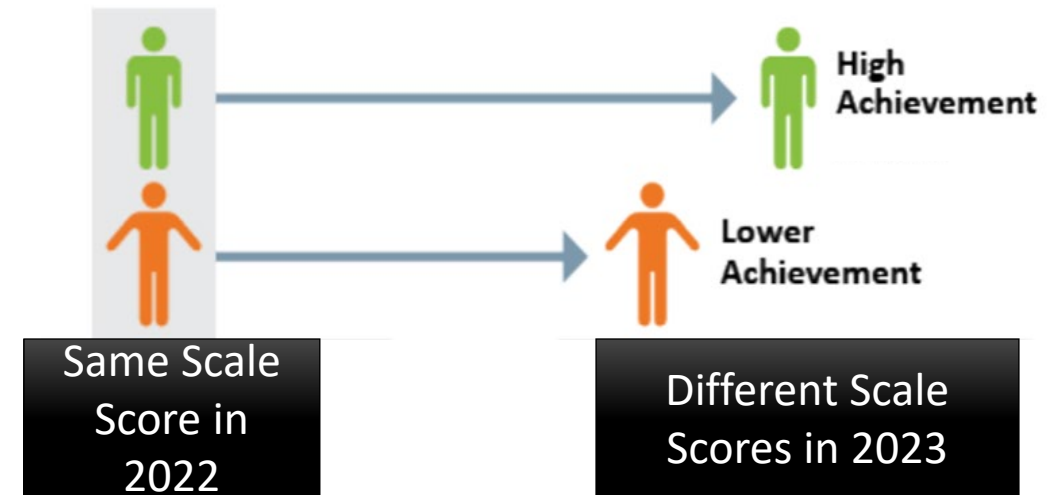


- We can think of this score distribution in percentiles instead of scale scores.
 - Divide scores into equally sized groups.
 - A score at the 80% percentile means that the score is higher than 80% of all scores.
- In the context of growth, an SGP of 50 means that the student's growth in that subject, as measured by the state test, is greater than 50% of their academic peers.
- So...who are “academic peers”?



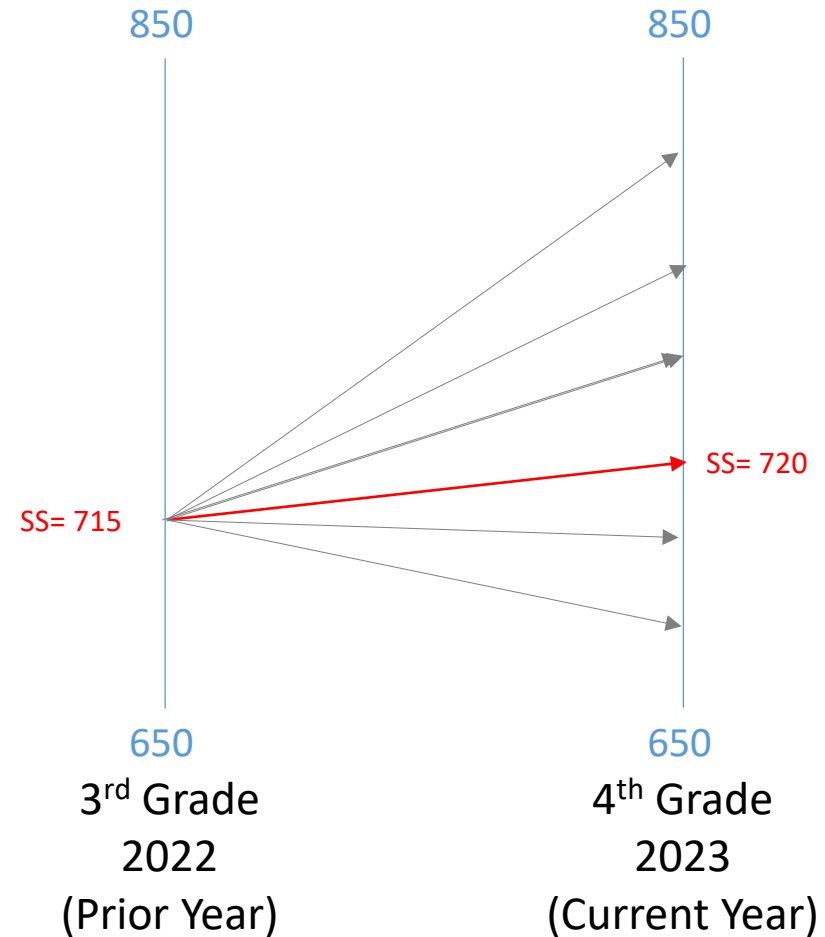
Comparison of Academic Peers

- Conditioned on prior scale scores along with the growth of a student's **academic peers**.
 - Students who had similar scale scores in prior years are considered “academic peers”.
- Peer groups are established using two or more sequential state assessment scale scores.
 - CDE uses up to three prior years
 - Must be sequential and typical grade progression



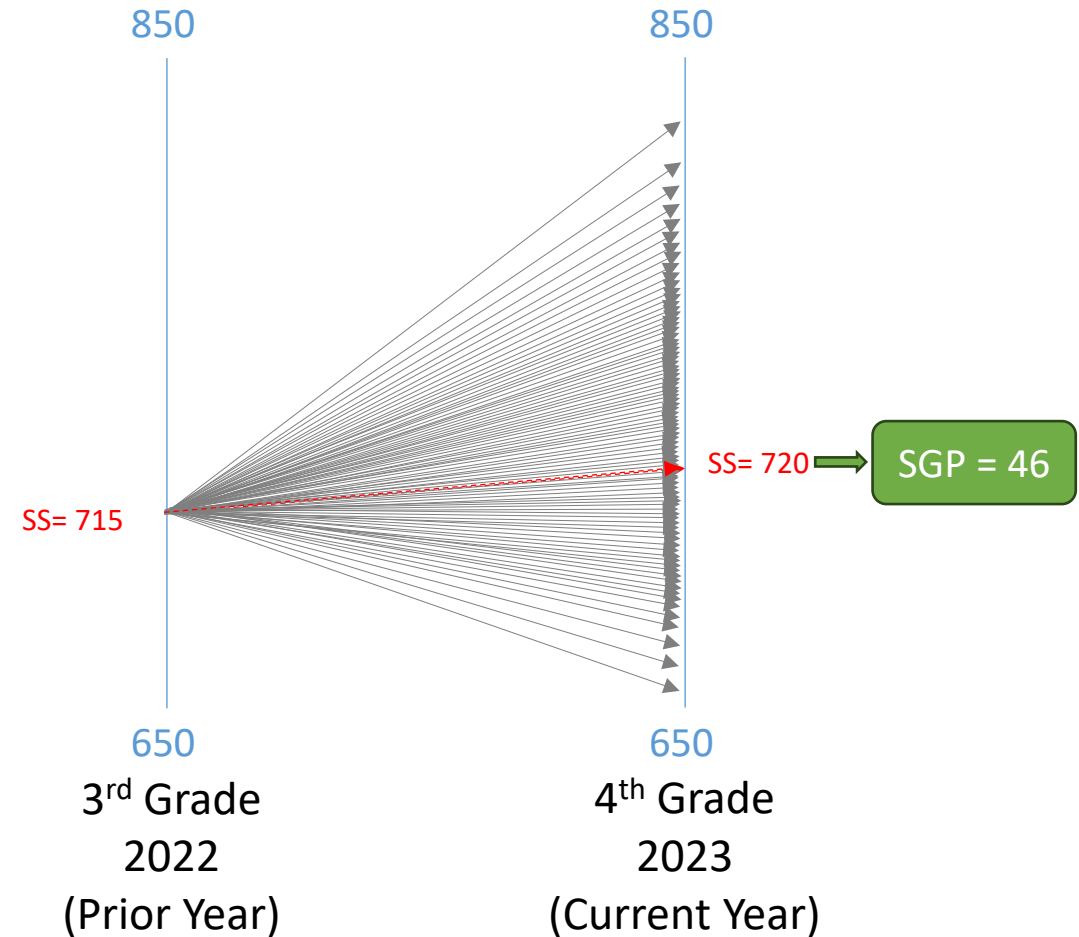
Calculating SGPs

- Once the peer group is established using a vector of prior year scores, we can look at the amount of growth achieved by all students in that group.
- Some students in that group will score higher in the current year and some will score lower.



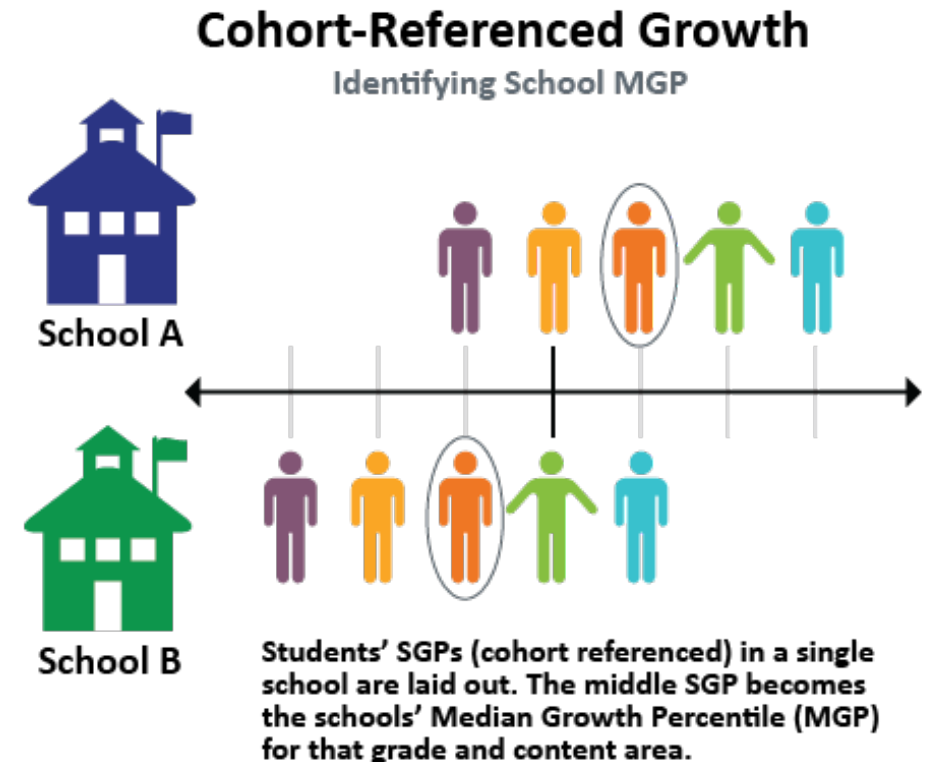
Calculating SGPs

- To determine the **SGP** of this example 4th grader, we compare the score trajectories of **all students who had the same prior year (3rd grade) score**.
- This allows us to determine a percentile rank for this student's growth relative to their "academic peers".
- An SGP of 46 indicates that the student's growth is greater than 46% of their academic peers.



From SGP to MGP

- SGPs are for single students. How do we describe the growth of a group of students?
- The **Median Growth Percentile (MGP)** tells us how much a group of students is growing in comparison with other groups.
- MGPs represent the summary of student growth percentiles for a given disaggregated group. (The median is used instead of the mean because it is less sensitive to outliers).
- MGPs are calculated by CDE for the following groups:
 - State, districts, and schools (overall and by grade)
 - Minority, migrant, gifted, FRL, IEP, multilingual learners, gender, and performance level.
 - The state-level cohort MGP will always be about 50.



What is the typical range of MGPs?

Students

Student-level growth percentiles (SGPs)
range from 1-99

Schools & Districts

Median growth percentiles (MGPs) range from 1-99, but tend to fall between 20 and 80

State

Median growth percentiles (MGPs) range from 1-99 but tend to fall between 40 and 60

Other Growth Caveats – For Your Information!



- Growth is not reported for 9th grade PSAT EBRW due to dissimilarities between CMAS and PSAT ELA tests.
- What is “typical” growth?
 - CDE defines low, typical, and high growth in relation to student level growth only.
 - High → 65th percentile or higher
 - Typical → 35th to 64th percentile
 - Low → Below 35th percentile
 - These categories are the help contextualize SGPs for stakeholders.
 - Typical or even High growth does not necessarily indicate that a student is “on-track” toward grade level expectations.
- MGPs are categorized differently:

Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
• at or above 50 but below 65	Meets	6	0.75	1.5	
• at or above 35 but below 50	Approaching	4	0.50	1.0	
• below 35	Does Not Meet	2	0.25	0.5	

Cohort vs. Baseline Growth Models

Cohort vs Baseline Growth



Cohort-Normed

- Uses students from the current year to norm scores. (Comparison group is “academic peers”)
- Comparison group changes each year such that the median and mean SGP is always about 50.
- Two students with the exact same 3rd and 4th grade scores could have different SGPs if they took the tests in different years.
- Answers the question: “*How does each student’s current achievement compare to current academic peers with similar prior scores?*”
- Used in performance framework calculations.

Baseline-Normed

- Uses students from a stable baseline cohort to norm scores. (Comparison group does not change from year to year.)
- Mean/median SGPs can thus vary across years.
- CDE uses the last pre-pandemic year of growth as the baseline (2018 to 2019).
- Baseline growth allows us to see how much progress students are making compared to pre-pandemic expectations
- Answers the question: “*How does each student’s current achievement compare to academic peers from just before the COVID-19 pandemic?*”
- For informational purposes only.

On-Track Growth

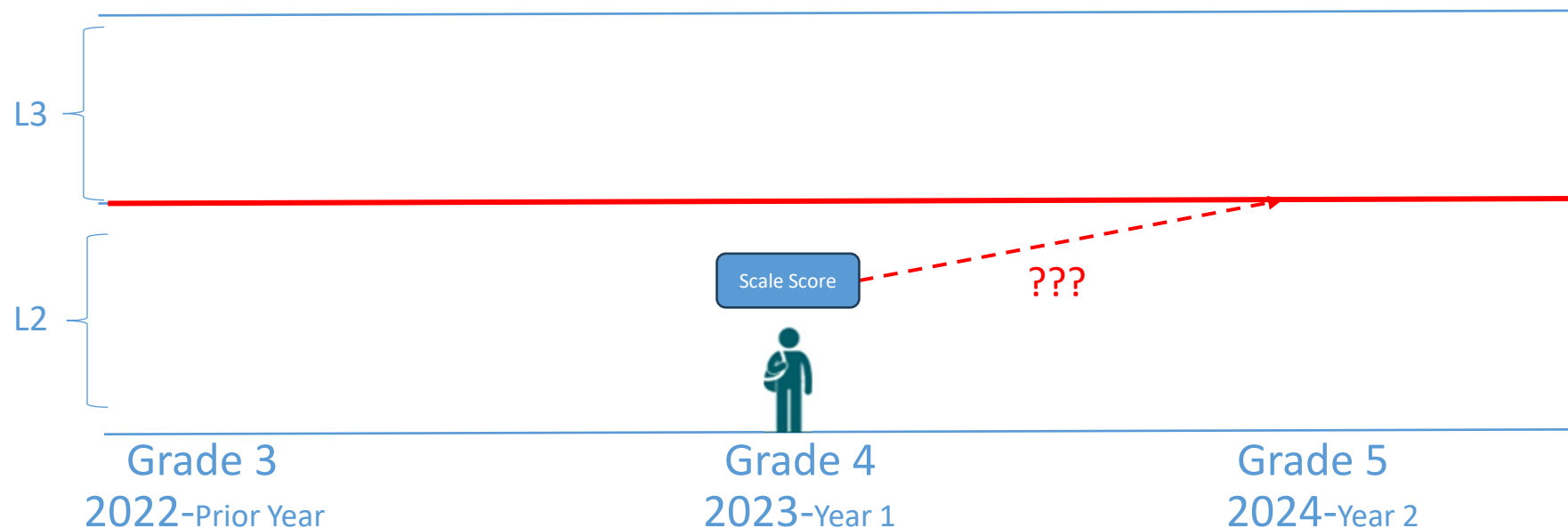
What is On-Track Growth?

- Colorado law requires a metric to determine whether a student is making enough growth to reach a target achievement level within a given time frame.
- “On-Track Growth” comprises Catch Up and Keep Up calculations.
 - Catch Up → are students scoring below grade level catching up to grade-level expectations quickly enough?
 - Keep Up → are students who already meet grade-level expectations maintaining their performance?
- On-Track Growth for WIDA ACCESS is still included as a sub-indicator within the Growth category of the PFW.
- CMAS On-Track Growth is available for informational and planning purposes only. CDE is still determining when this will become part of framework scoring.

Catch Up Methodology

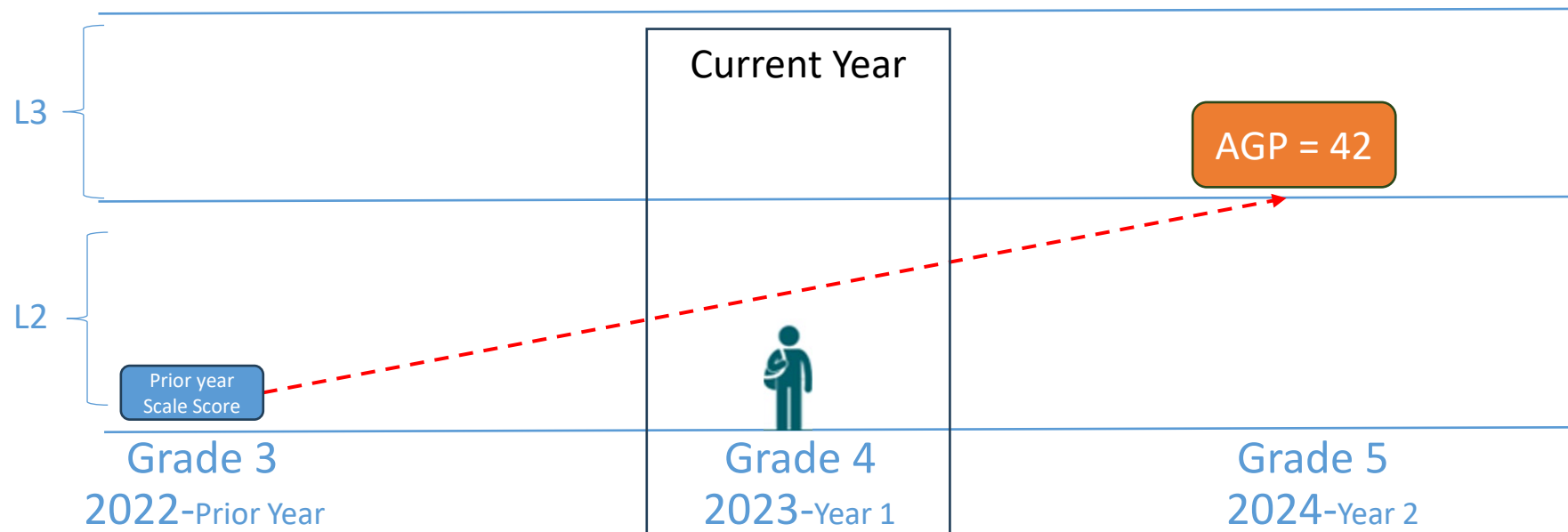
On Track to Catch Up Methodology

- For students who scored **below grade level** expectations (CMAS Levels 1, 2, or 3) in the previous year and need to Catch Up, the expectation is to **increase 1 or more performance levels within 2 years**.
- Question: Is this student “On Track” to Catch Up?



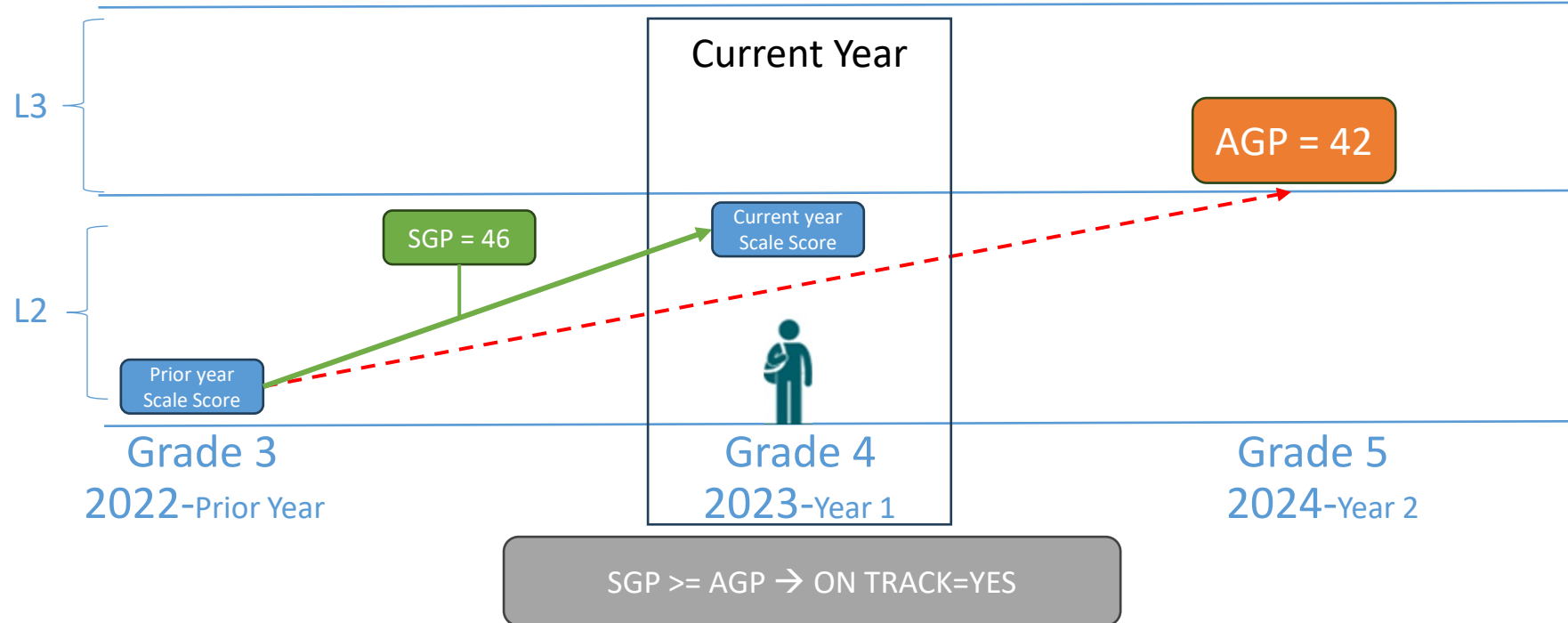
On Track to Catch Up Methodology

- Based on prior year score(s), we can estimate the amount of growth needed for the student to reach the next performance level within a two-year period (i.e., by 5th grade in Spring 2024).
- This minimum amount of growth needed to reach the benchmark in the given time frame is the student's Adequate Growth Percentile (AGP).



On Track to Catch Up Methodology

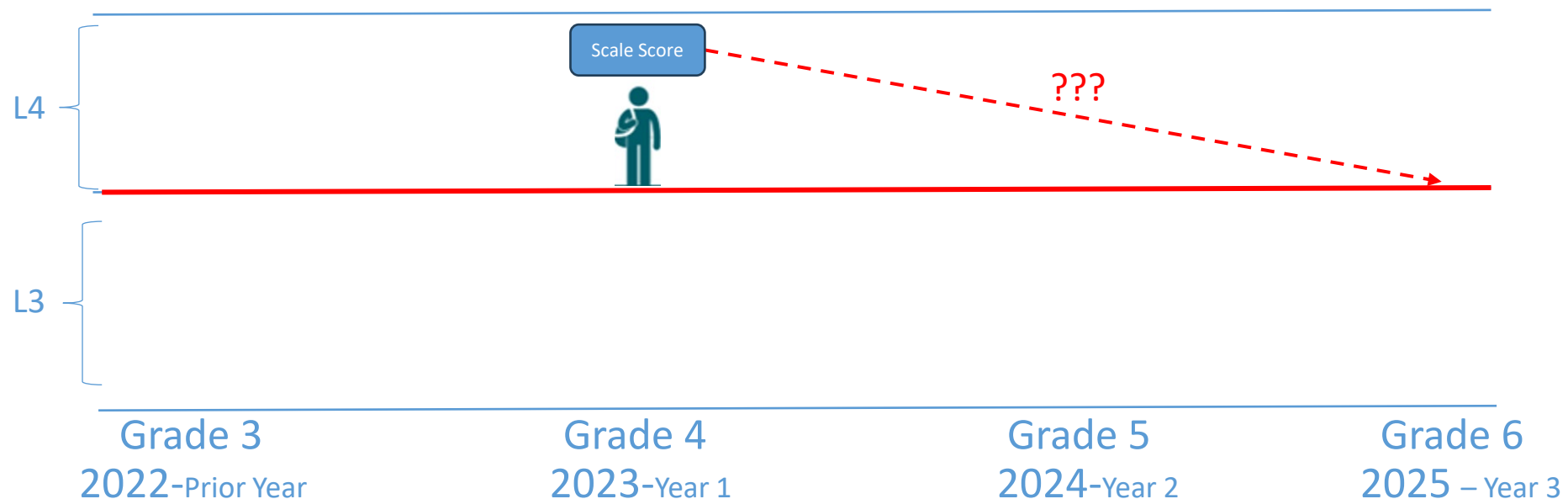
- If the student's SGP is greater than their Adequate Growth Percentile, the student is considered On Track in 2023 to meet their growth target (On Track = Yes).
- The Adequate Growth Percentile (AGP) thus provides a general idea of how difficult it will be for the student to achieve the next performance level within the timeframe (1-34= easy, 35-64= moderate, 65-99= hard).



Keep Up Methodology

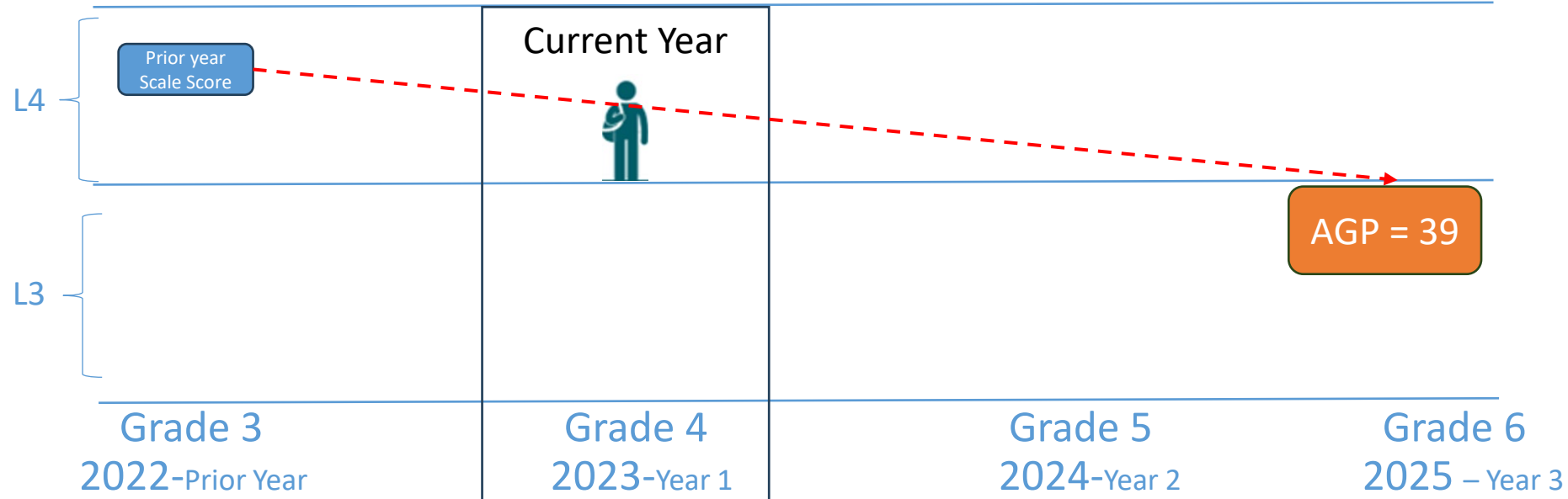
On Track to Keep Up Methodology

- For students who scored at or above grade level expectations (CMAS Levels 4 or 5) in the previous year and need to Keep Up, the expectation is to maintain grade level proficiency for 3 years.
- Question: Is this student “On Track” to Katch Up?



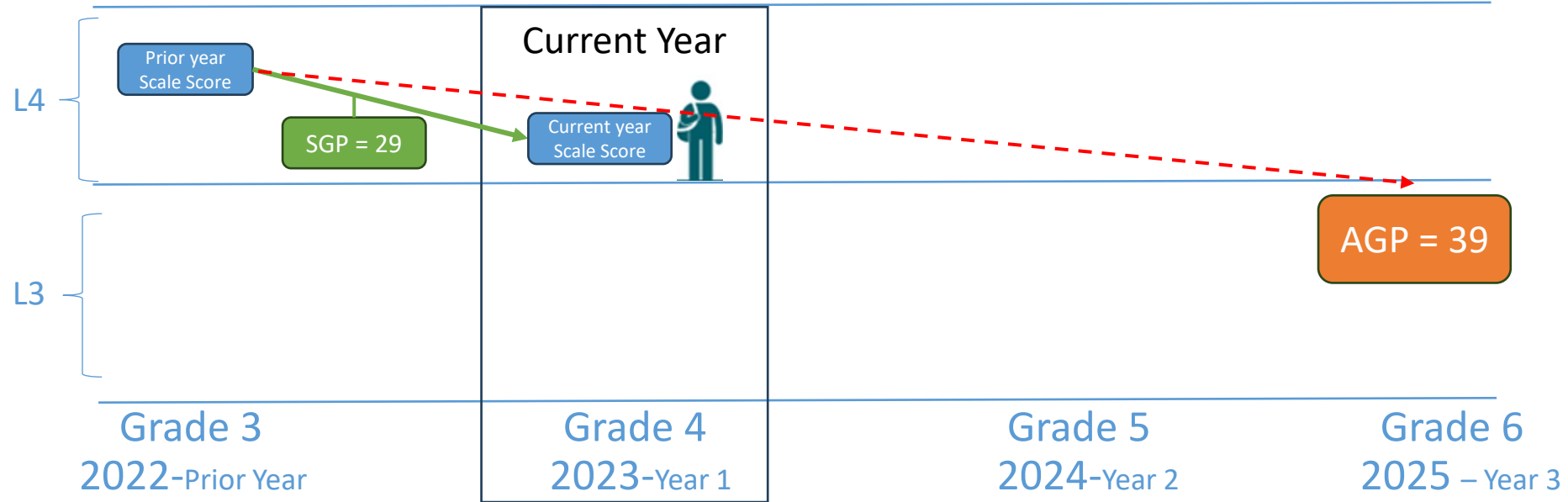
On Track to Keep Up Methodology

- For students who scored **at or above grade level** expectations (CMAS Levels 4 or 5) in the previous year and need to Keep Up, the expectation is to **maintain grade level proficiency over the next 3 years**.
- Imagine a hypothetical 4th grader at CMAS Level 4 in 2022. Based on their prior year score(s), we can estimate the minimum amount of growth needed for them to maintain this performance level over a three-year period (i.e., they will still be at Level 4 or higher by 6th grade in Spring 2026). Similar to Catch Up methodology, this **minimum amount of growth needed to maintain the benchmark for the given time frame** is known as their **Adequate Growth Percentile (AGP)**.



On Track to Keep Up Methodology

- This example Keep Up student is NOT On Track in 2023 to maintain grade level proficiency over 3 years because their observed SGP of 29 is less than their Adequate Growth Percentile of 39.
- As with Catch Up methodology, the AGP provides an indication of how difficult it will be for the student to maintain grade level proficiency over the expected three-year period (1-34= easy, 35-64= moderate, 65-99= hard.)



SGP < AGP → ON TRACK=NO

Visualizing WIDA ACCESS On-Track Growth



- ELP students have 6 years to move from Level 1 to proficiency (Level 4).
- This 6-year timeline is broken down into the following “stepping-stone” targets:

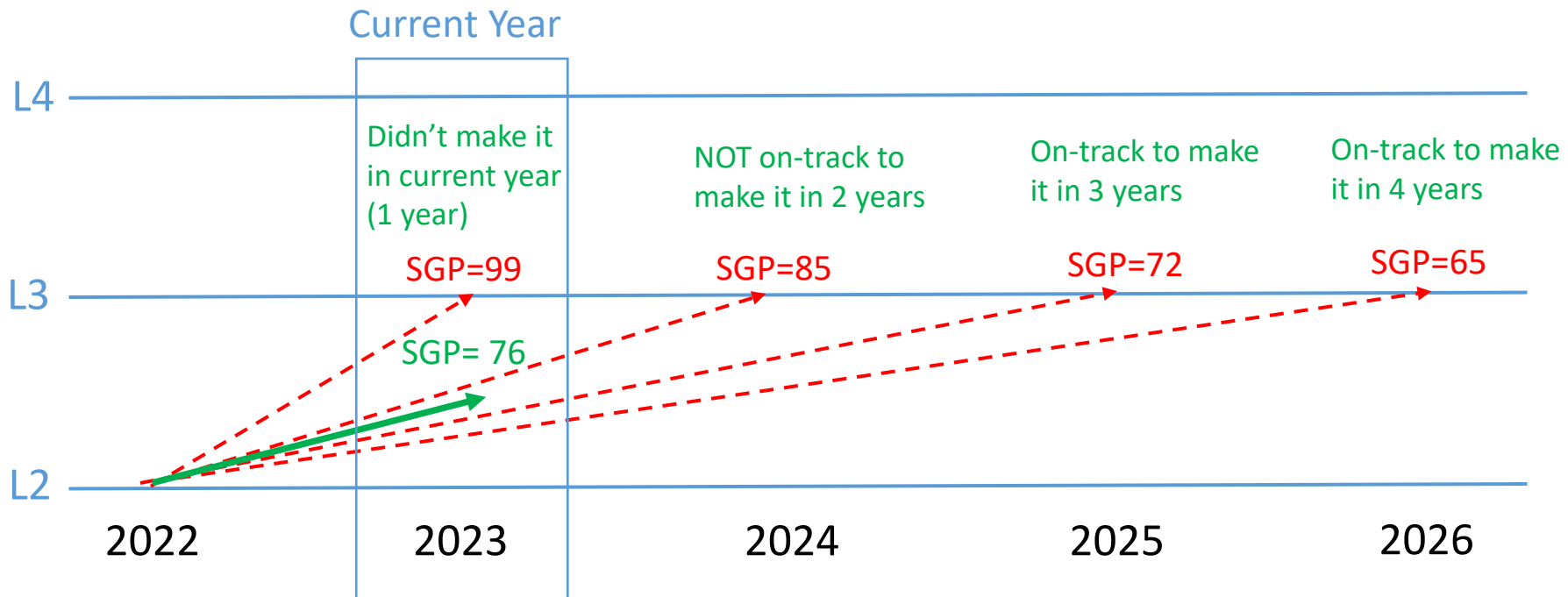
Level 1 to Level 2	1 Year	6 Years Total
Level 2 to Level 3	2 Years	
Level 3 to Level 4	3 Years	

- Students at Level 4, 5, or 6 are expected to remain at that level.
- ACCESS On-Track Growth has been part of framework calculations since 2018.

Visualizing WIDA On-Track Growth



Picture an example student currently in grade 4, who scored at level 2 last year as a 3rd grader.



Data, Reports, & Resources

Important Dates

- WIDA ACCESS Achievement & Growth – already privately available via Syncplicity
- CMAS and PSAT/SAT Achievement & Growth already privately available via Syncplicity
 - UIP portal access to summary dashboard data available
 - School & District level data embargoed until Aug. 29
- Aug. 29 → Spring 2024 Achievement & Growth data made public
 - Online dashboards updated
- ~Aug. 29 → Preliminary 2023 Performance Frameworks privately available
- ~Sep 3 → Preliminary Framework Ratings made public on CDE website
- Early Sep → AEC Frameworks released to districts; public release 3 days after
- Oct. 15 → R2R deadline
- December → SBE meeting – final frameworks released

What resources are available now or coming soon?

- **CMAS, PSAT/SAT, ACCESS Student Detail & Summary files**
 - Available to district accountability contacts via Syncplicity
- **Individual student CMAS growth reports**
 - Available to district accountability contacts via Syncplicity
 - These reports have been prepared for parents to explain the performance and growth of their students on the CMAS assessments.
- **Summary Excel “flat files” for all schools, districts, state CMAS and P/SAT growth**
 - Includes overall performance and performance by level.
 - To be posted here: <http://www.cde.state.co.us/accountability/growthmodelsummarydata>
- **Accountability Data Tools and Reports:** [State Accountability Data Tools & Reports | CDE](#)
 - [Performance Snapshot](#) (updated in December)
 - [Performance Framework Reports and UIPs](#) (updated in December)
 - [School and District Dashboards](#) (updated Aug. 29)
 - [State Accountability Data Explorer](#)



How is growth reported on the 2024 Performance Frameworks?

ACADEMIC GROWTH					
Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	3,206	55.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	450	54.0	0.75/1	Meets
	Minority Students	908	54.0	0.75/1	Meets
	Multilingual Learners	115	58.0	0.75/1	Meets
	Students with Disabilities	274	46.0	0.50/1	Approaching
CMAS - Math	All Students	3,221	51.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	457	50.0	0.75/1	Meets
	Minority Students	918	52.0	0.75/1	Meets
	Multilingual Learners	120	60.0	0.75/1	Meets
	Students with Disabilities	280	46.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	177	65.0	2.00/2	Exceeds
	On Track to EL Proficiency	181	80.7%	1.50/2	Meets
TOTAL	TOTAL	*	*	21.00/28	Meets

CDE requires at least 20 students in a subgroup to report growth.





How is growth reported on the 2024 Performance Frameworks?

Important Note → CDE requires at least 20 students in a subgroup for growth calculations.

ACADEMIC GROWTH					
Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading and Writing	All Students	207	60.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	n < 20	-	0.00/0	-
	Minority Students	23	54.0	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CO PSAT/SAT - Math	All Students	299	60.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	21	44.0	0.50/1	Approaching
	Minority Students	38	49.5	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	25	51.0	0.75/1	Meets
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL	TOTAL	*	*	14.50/20	Meets



Accountability Data Tools and Reports



Accountability Data Tools and Reports: [State Accountability Data Tools & Reports | CDE](#)
[Performance Snapshot \(updated in December\)](#)
[Performance Framework Reports and UIPs \(updated in December\)](#)
[School and District Dashboards \(updated Aug. 17\)](#)

EXPLORE SCHOOL & DISTRICT DATA

Go beyond the basics and get a closer look at any Colorado public school or district.

Search for a school or district:

Search by School or District Name

[Browse Districts](#)

STATE SNAPSHOT

EXPLORE FAQs

CONTACT US

Additional Colorado Education Data Tools & Resources:

Use Our Data Tools

Financial Transparency
Financial information on each school, district and BOCES in Colorado, including per pupil funding.

Accountability Data Tools & Reports
Find student academic progress and supports for schools and districts through accountability-related data tools including:

- Performance Framework Reports (SPF / DPF)
- Unified Improvement Plans (UIP)
- School and District Dashboard.
- Data Explorer

Find School & District information

District Maps

- Maps of Colorado School Districts and Counties

District Websites

- Websites for Colorado School Districts & BOCES

Lists of Schools & Districts

- Colorado Schools List (XLSX)
- Colorado Districts List (XLSX)
- Mailing Labels

Other Education Directories

- Browse information for libraries, charter schools, education organizations and more.

Explore Other Data Resources

Assessment / Student Testing








- Assessments - Information about state tests including CMAS, CoAlt,



Files

All Files > Accountability_Contact_2055 > Growth > 2022 CMAS_SAT Growth



<input type="checkbox"/>	Name ▲	Date modified	Type
<input type="checkbox"/>	 ISRs	--	Owner
<input type="checkbox"/>	 2055_ADA_GROWTH_SUMMARY_CMAS_2022.xlsx	8 days ago	Excel worksheet
<input type="checkbox"/>	 2055_ADA_GROWTH_SUMMARY_SAT_2022.xlsx	8 days ago	Excel worksheet
<input type="checkbox"/>	 2055_ADA_PFWK_GRO_STUDENT_DETAIL_CMAS_2022.xlsx	10 days ago	Excel worksheet
<input type="checkbox"/>	 2055_ADA_PFWK_GRO_STUDENT_DETAIL_CMAS_FILE...022.xlsx	9 days ago	Excel worksheet
<input type="checkbox"/>	 2055_ADA_PFWK_GRO_STUDENT_DETAIL_SAT_2022.xlsx	10 days ago	Excel worksheet
<input type="checkbox"/>	 2055_ADA_PFWK_GRO_STUDENT_DETAIL_SAT_FILE_L...022.xlsx	9 days ago	Excel worksheet



What resources are available now or coming soon?



- [State Accountability Data Tools & Reports | CDE](#)
 - [Performance Snapshot](#)
 - [Performance Framework Reports and UIPs](#)

Performance Frameworks - Official Performance Ratings

Denver County 1 (0880)
1860 LINCOLN ST.
DENVER, CO 80203
County: DENVER

Number of Schools: 202
[View School List](#)

[Framework Report PDFs](#) 🔍
[Unified Improvement Plan \(UIP\)](#)
[Accreditation Contract PDF](#)
[Accreditation Contract Plain Text](#)

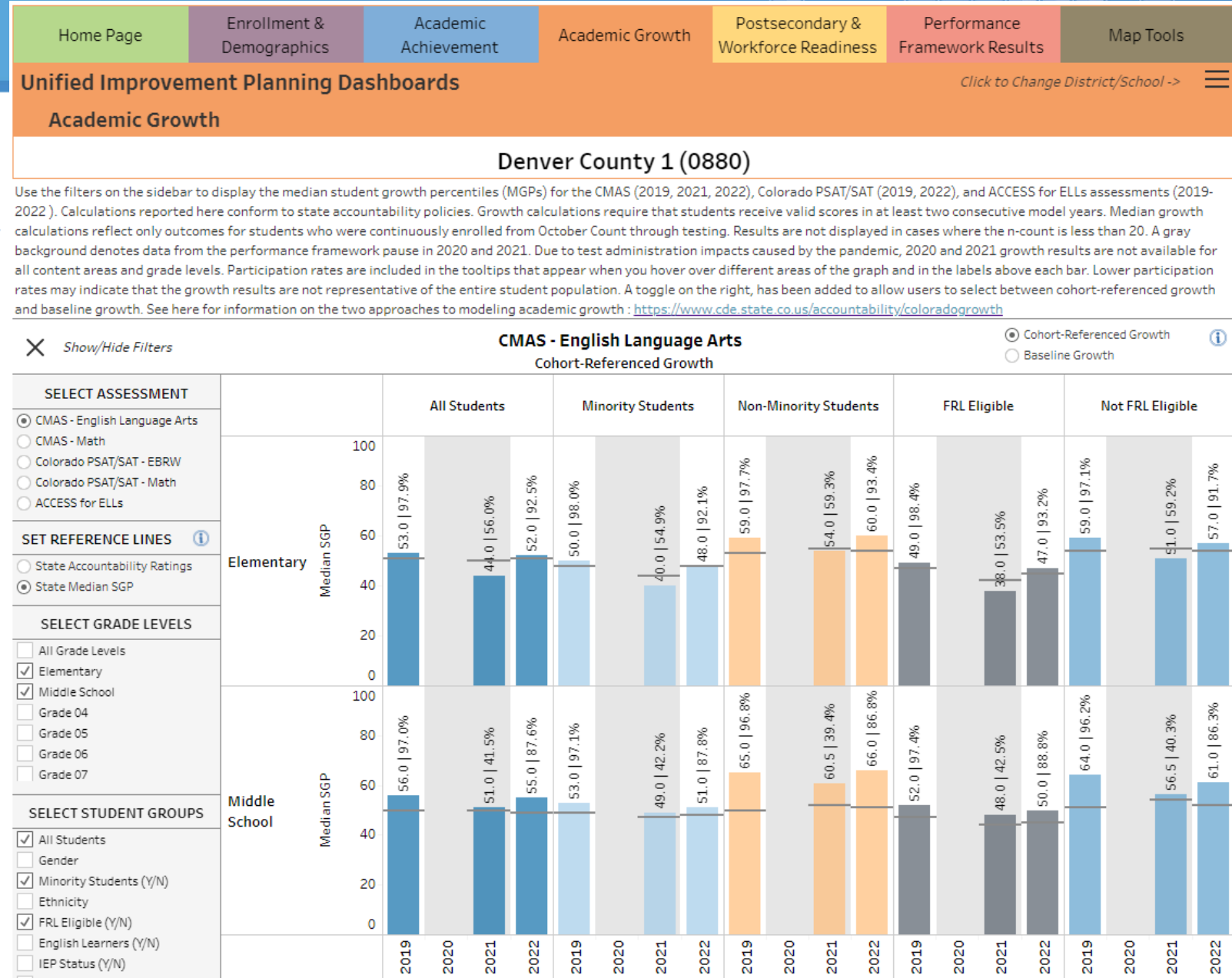
Selected Report Year: 2022
Rating: Accredited with Improvement Plan: Low Participation
Performance Watch Status: Not on Performance Watch
Rating Source: Rating based on 1-Year Performance Report

Report Year: 2022 ▼

What resources are available now or coming soon?

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What resources are available now or coming soon?

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 - [State Accountability Data Explorer](#)

State Accountability Data Explorer

Home Page | CMAS English Language Arts & Math | Colorado PSAT/SAT | CMAS Science | WIDA ACCESS for English Learners

State Accountability Data Explorer

CMAS English Language Arts & Math

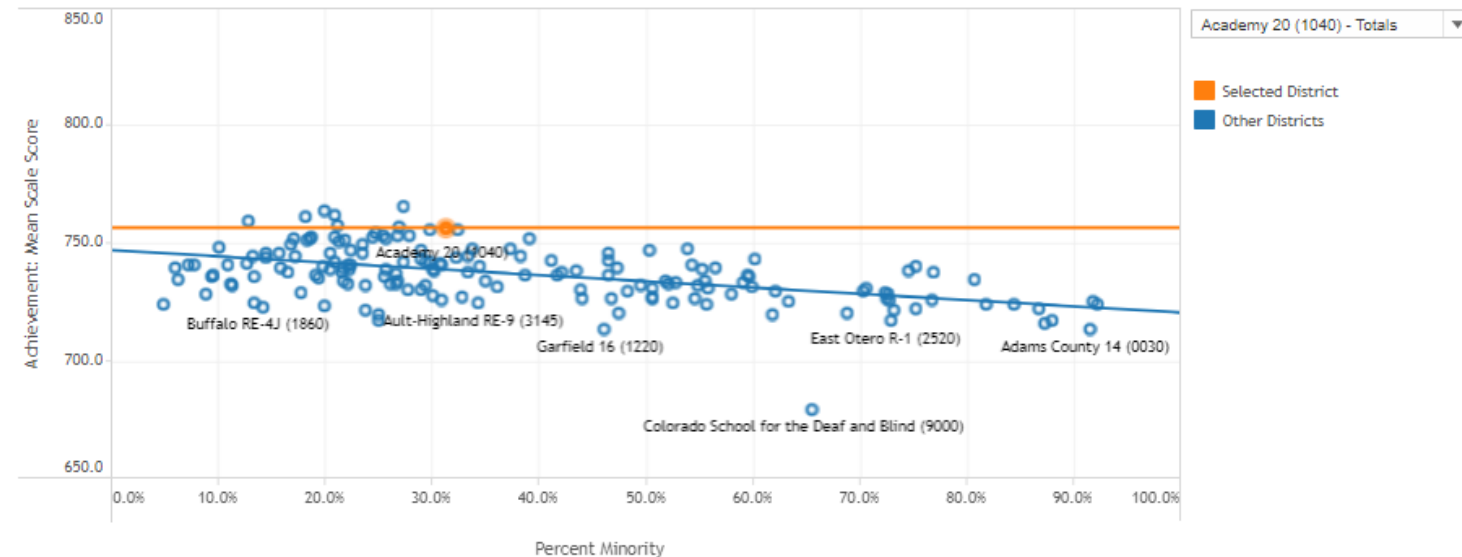
INFO | GRAPHS | DATA

ACHIEVEMENT VS. DEMOGRAPHICS SCATTERPLOT | GROWTH VS. DEMOGRAPHICS SCATTERPLOT | GROWTH VS. ACHIEVEMENT SCATTERPLOT | ACHIEVEMENT BAR CHARTS | GROWTH BAR CHARTS

SET FILTERS TO CHANGE DATA IN GRAPH

REPORTING LEVEL	DISTRICT	SCHOOL	GRADE LEVEL	STUDENT GROUP
District-Level	(All)	District Totals	All Grade Levels	All Students
TEST YEAR	SUBJECT	INCLUDE DLM RESULTS?	SELECT DEMOGRAPHIC FOR X-AXIS	
2022	English Language Arts	No	Percent Minority	

2022 All Grade Levels English Language Arts - All Students
Achievement Mean Scale Scores vs. Percent Minority

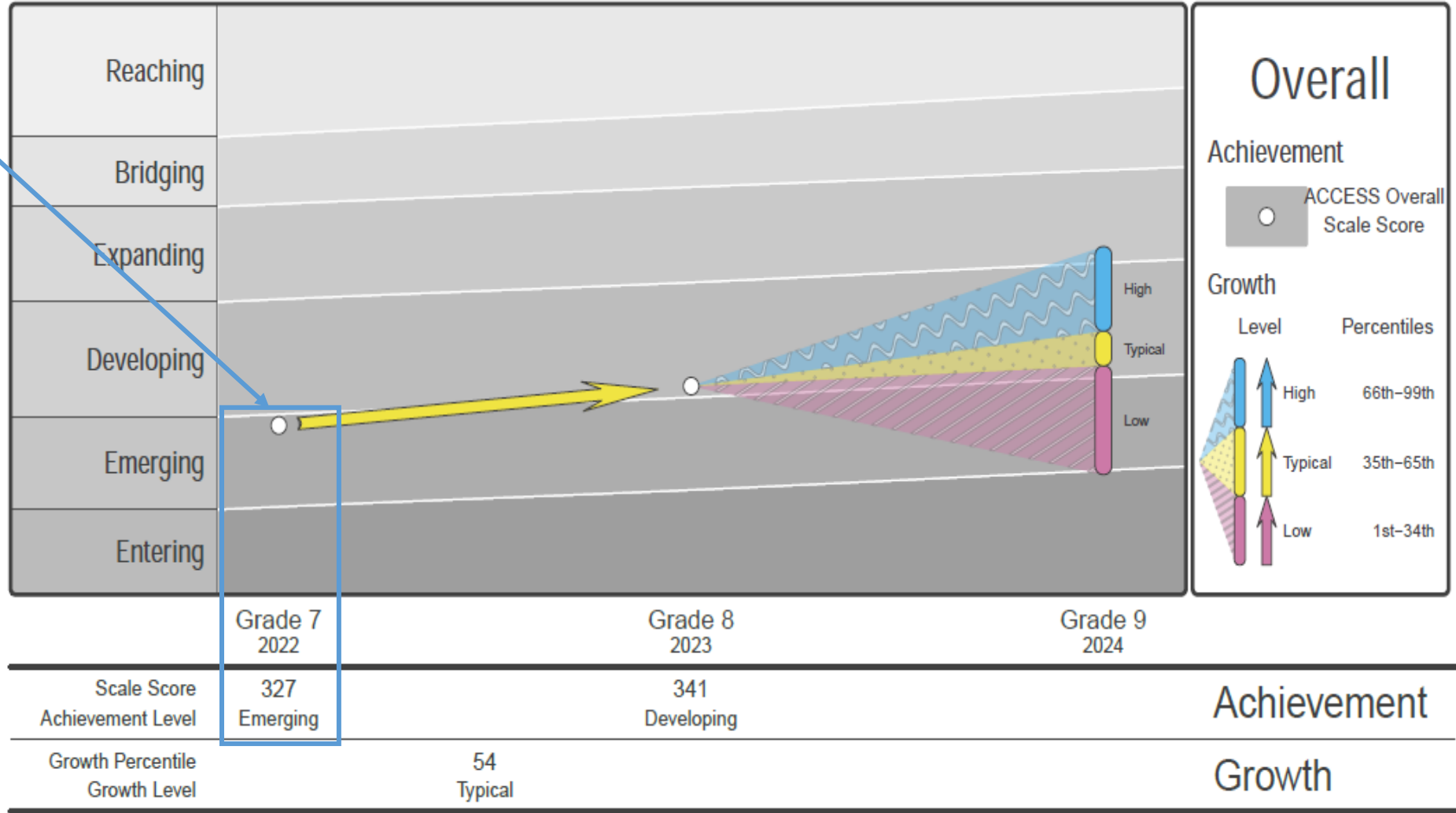


Individual Student Report (ISR)



Example Student

Prior Year Score



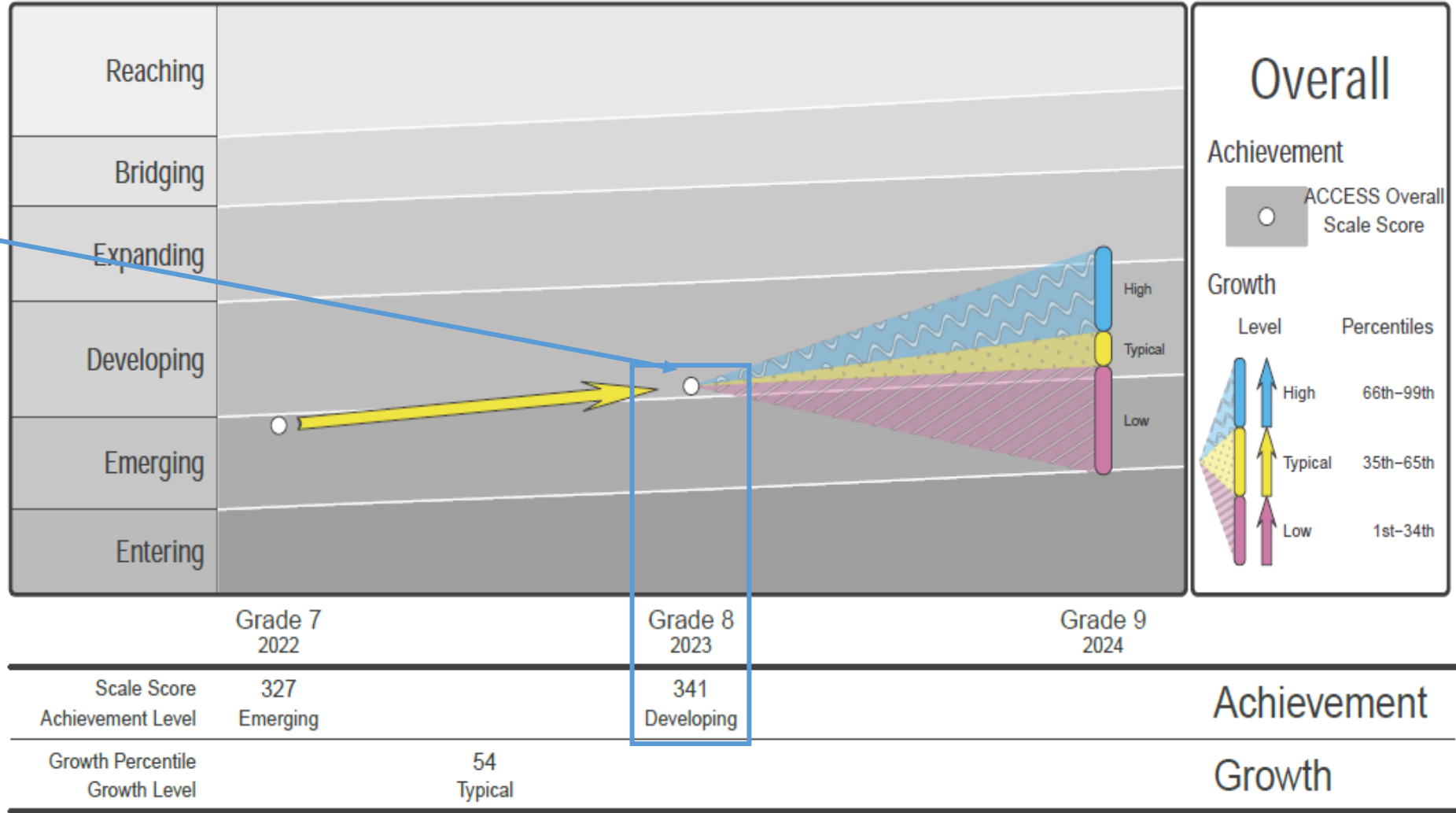
Individual Student Report (ISR)



Example Student

Prior Year Score

Current Year Score



Individual Student Report (ISR)



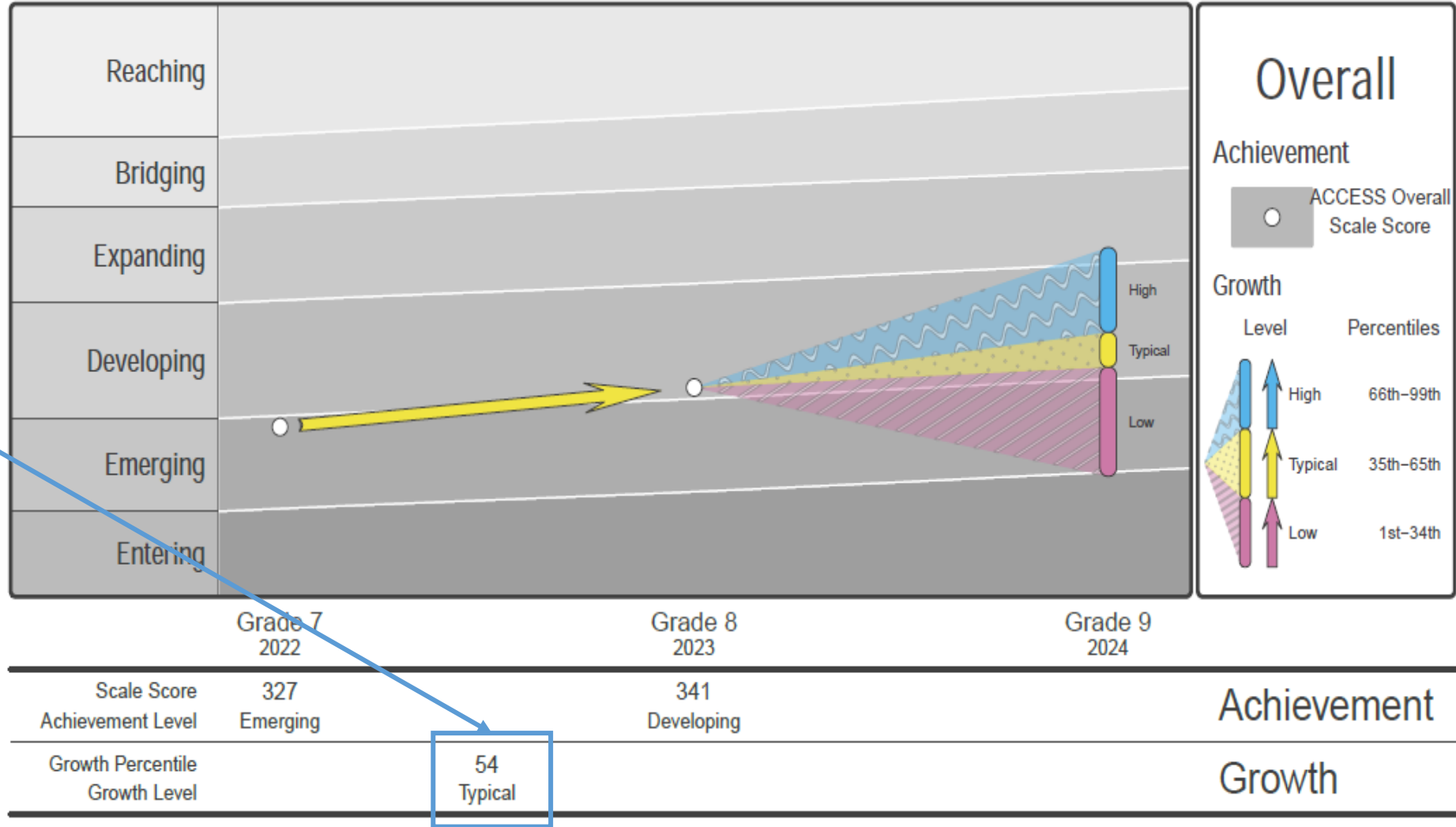
Example Student

Prior Year Score

Current Year Score

Student Growth Percentile

Student Growth Percentile



Individual Student Report (ISR)



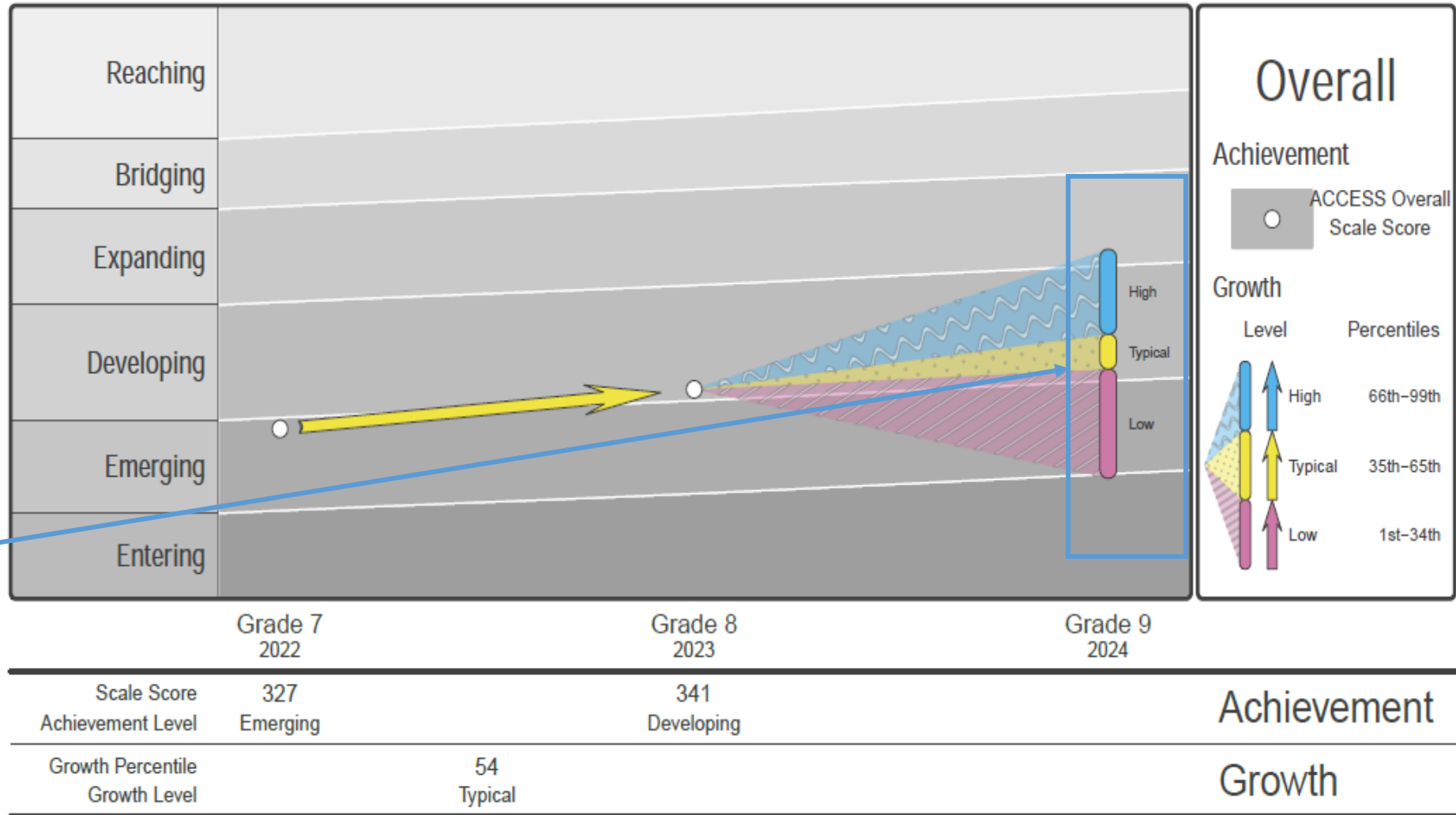
Example Student

Prior Year Score

Current Year Score

Student Growth Percentile

Projected Next Year Score, by Growth Level



Additional Resources & Training

- [Training and Technical Support 2024](#)
- Upcoming trainings will be announced in the Scoop, the CDE newsletter.
 - [Training web-page](#)
 - On-site training opportunities may also be available upon request
- [Growth Model Website](#)
- [On-Track Growth Fact Sheet](#)
- Additional questions? Email Daniel Mangan at: mangan_d@cde.state.co.us or accountability@cde.state.co.us



Webinar Feedback Survey

- Please take a moment to fill out this quick survey about how well the webinar met your needs and what we can do to improve future webinars. Thank you!
 - <https://tinyurl.com/ACIWebinarSurvey>

ACI Webinar Feedback

Thank you for attending the webinar hosted by CDE's School Improvement and Support Team. We value the opportunity to learn from your feedback, and will use your responses to improve our support offerings.

mangan_d@cde.state.co.us [Switch account](#)

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Questions