

# Finding Achievement and Growth Data for the Local Assessment Tool



## Overview

This document's purpose is to support schools and districts seeking a [request to reconsider](#) through the Body of Evidence condition using the Local Assessment Tool. To complete the Local Assessment Tool, each school or district participating in a request must report achievement and growth results in English language arts and mathematics (if math is available) for grades K-2. This document provides resources from a variety of vendors on some ways to find achievement and growth results in the vendor platforms.

*Note: CDE does not have access to vendor platforms for individual schools and districts. If you are having trouble accessing achievement and/or growth data, contact your vendor support. If you continue to have trouble or have questions about the Local Assessment Tool more generally, contact [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us).*

## Participation Considerations

To be considered, as written in state board rule, each level and content area submitted in the Local Assessment Tool must have a participation rate of at least 95% (rounded to the nearest tenth). For any local data to receive a rating, a minimum N of 16 for Achievement and 20 for Growth is required. When determining which students to include or exclude from calculations, participation calculations for local assessments should match performance framework calculations as much as possible. These exclusion rules include:

- **Not Continuously Enrolled:** Calculations should only reflect outcomes for students who were continuously enrolled from October Count through the testing window. For districts, this means students that were continuously enrolled within the district, either at the same school or at multiple schools within the district. For schools, this means students enrolled at the same school from October Count to testing.
- **Expelled:** School calculations should not include results for students who were reported as expelled during the test window. For districts, there are no conditions on expulsion status because the district is still obligated to provide services to expelled students.
- **Void Grade Level Information:** For a test record to be included, the grade level information associated with the record must be consistent with the grade level information listed in the official directory maintained by CDE (e.g., student test records that are reported as 2nd graders in the Local Assessment Tool should not include students that are reported as third graders in CDE's official directory).
- **Detention Facility:** Records associated with schools designated as detention facilities should not be included in calculations.
- **Home-Based Education:** Records associated with schools designated as home options programs should not be included in calculations.
- **Tested Off-Grade:** Performance results should not include test results for students who completed a test that was not intended to be administered to students at their grade level (e.g., a student that is considered in the second grade should take the second grade assessment).
- **Void District/School Association:** Results should not include test records that are not associated with a valid district code or are coded in a way that reflects an invalid relationship between a school code and a district code. For instance, a test record may have a school code that according to the directory should be associated with a certain district, but instead the record itself identifies it as being associated with a different district.



- **Multilingual Learner in First Year of Enrollment in U.S. Public School:** Students reported as Non-English Proficient (NEP) who have been enrolled in a U.S. public school for less than one year are exempt from testing at the state level. This exemption only applies to English Language Arts (ELA) assessments. The district should determine if a student meets this definition and therefore should not be included in ELA calculations. More information is available at the [Newly Arrived Multilingual Learners fact sheet](#).
- **No Score:** Students may meet all the criteria to be included but nevertheless have no actual test result to be included (e.g., no scale score is associated with the record). These students should not be included in calculations.
- **No Student Growth Percentile:** Students may meet all the criteria to be included but do not have enough data to calculate a growth percentile. These students should not be included in calculations.

For schools and districts with highly mobile populations, reach out to [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us) to discuss.

**Note:** Schools or districts that are rated “Insufficient State Data” are ineligible to participate in this request condition because performance data must be included for all class level/content area/indicator combinations. When there is not enough state data to populate a rating, local data cannot supplant state data through the request process.

## Acadience (formerly DIBELS Next)

### *Achievement*

Schools and districts should select the **Pathways of Progress Report** and submit the End of Year mean “Composite Score” for each grade level. A sample of the report is [here](#). Cut scores for Math are included [here](#) and cut scores for English language arts are included [here](#) (as well as in the tool).

### *Growth*

Schools and districts should select the **Pathways of Progress Report** and submit the End of Year median “Pathway” value for each grade level. A sample of the report is [here](#). For more information, [this document](#) summarizes “Pathways of Progress”, including descriptors and progress percentile ranges. To meet expectations for each grade level in the Local Assessment Tool, the site must demonstrate “Typical” progress (a 3 or higher).

## AimswebPlus

### *Achievement*

Schools and districts should select the **Benchmark Distribution Report** and submit the Spring school (or district) level mean composite score for each grade level. More information, including a screenshot of this report, is available [here](#) on page 6.

### *Growth*

Schools and districts should select the **ROI Growth Norms Report** and submit the Fall to Spring median percentile value for each grade level. More information, including a screenshot of this report, is available [here](#) on page 9.

## Fastbridge

### *Achievement*

Schools and districts should select the **Group Growth Report** and submit the Median Student “Spring Score” for each grade level at the school (or district) level using the Fall (Start) to Spring (End) intervals. More information, including a screenshot of this report, is available [here](#). Cut scores for Math and Reading are available [here](#) (as well as in the tool). FastBridge typically updates national norms on a five-year cycle; [these cut scores were last updated in 2019](#).

### *Growth*

Schools and districts should select the **Group Growth Report** and submit the “Score” in the “Monthly Observed Median Growth” column for each grade level at the school (or district) level using the Fall (Start) to Spring (End) intervals. When selecting “Growth %iles”, select “Growth by All”. Make sure to expand the report used for achievement to reveal the Median growth columns. More information, including a screenshot of this report, is available [here](#). Growth norms for Math and Reading are available [here](#) (as well as in the tool).

## iReady

### *Achievement*

Schools and districts should select the **Diagnostic Results Report** and submit the Spring mean “Scale Score” for each grade level at the school (or district) level. More information, including a screenshot of this report, is available [here](#). Cut scores for Math and Reading are available [here](#) (as well as in the tool).



### *Growth*

Schools and districts should select the **Diagnostic Growth Report** and submit the “% Met” in the “Annual Typical Growth” column for each grade level at the school (or district) level during the Spring Diagnostic Window. More information, including a screenshot of this report, is available [here](#).

## **iStation**

### *Achievement*

Schools and districts should select the **ISIP Summary Report** and submit the Spring percent of students in “Tier 1” ([Using Intervention Tiers](#)) for each grade level at the school (or district) level. More information, including a screenshot of this report, is available [here](#). A step-by-step guide to building reports is [here](#). The most recent cut scores for [Math](#) and [Reading](#) are available here (as well as in the tool).

### *Growth*

Schools and districts should select the **Instructional Tier Goals Charts** and submit the “%-ile Rank” for each grade level at the school (or district) level during the Spring Diagnostic Window. More information, including a screenshot of this report, is available [here](#).

## **mClass with DIBELS 8th Edition and mClass Lectura**

### *Achievement*

Schools and districts should select the **Zones of Growth Report** or export data using [Data Farming](#) and submit the End of Year mean “Composite Score” for each grade level (included as an “outcome measure” when using Data Farming). A sample of the report is [here](#). Cut scores for Reading are included [here](#) (as well as in the tool).

### *Growth*

Schools and districts should select the **Zones of Growth Report** or use [Data Farming](#) and submit the percent of students meeting a Zone of Growth score of 3 or above (included as “Zones of Growth” when using Data Farming) during the End of Year. A sample of the report is [here](#). More information about the Zone of Growth measure can be found [here](#).

## **NWEA MAP**

### *Achievement*

Schools and districts should select the **Class Profile Report** and submit the Spring school (or district) level “Class Average RIT” for each grade level. More information, including a screenshot of this report, is available [here](#). An easy way to access the Class Average RIT is to use the “Achievement Details” tab. Or, you can download this report into an Excel file to calculate average RIT scores for groups of students. The most recent cut scores for Math and Reading are available [here](#) (as well as in the tool).

### *Growth*

Schools and districts should select the **School Profile Report** and submit the Fall to Spring school (or district) level “Median Growth Percentile” for each grade level, found on the “Growth and Achievement” tab. More information, including a screenshot of this report, is available [here](#). You’ll want to view the instructions for “Finding classes on the Growth and Achievement tab” to view results by all classes in a grade.



## STAR

### *Achievement*

Schools and districts should select the **Star Growth Report** and submit the Spring school (or district) level “Avg. SS” for each grade level. More information, including a screenshot of this report, is available [here](#). The most recent cut scores for [Math](#) are and cut scores for [Unified Reading/Early Literacy](#) are available (as well as in the tool). STAR uses the 40th percentile for meeting expectations. In keeping with vendor expectations, the Local Assessment Tool also reflects this cut score.

### *Growth*

Schools and districts should select the **Star Growth Report** and submit the Spring school (or district) level “SGP” for each grade level. More information, including a screenshot of this report, is available [here](#). When making selections to generate the report, you will want to select the prior school year under “School Year”, “Fall to Spring” under “Timeframe”, for “Group by” select “Grades”, and for “Scale” select “STAR Unified Scale”.