



Baseline Growth Visualizations: Annotated Resources

- In order to support understanding of the growth visualization tool, a series of annotated screenshots are provided in this document. Access to these visualizations are available through a free software called Tableau Reader. Information on how to find these visualizations and on how to use Tableau Reader has been shared with District Accountability Contacts.
- The growth visualization tool has four primary tabs, each reflecting either CMAS or ACCESS data by grade or with growth projections. This includes the following visuals:
 - **CMAS Outcomes by Grade (page 2):** a visual box plot display of CMAS student baseline growth percentiles (SGPs) based on user selected criteria (e.g., school, grade, and demographics). This display indicates the lower and upper bound of SGP scores along with the median score and individual scores included in the distribution. The data is displayed in two sections one for each of the most recent years in which data is available.
 - **CMAS Outcomes vs Projections (page 4):** a graph that displays change in CMAS scale score and proficiency level between years while also displaying the corresponding baseline growth percentile. The display can be displayed by state, district, or school results. It allows for selections by grade level, student group, and cohort group. In addition, individual student results can be displayed.
 - **ACCESS Outcomes by Grade (page 5):** a visual box plot display of WIDA-ACCESS student baseline growth percentiles (SGPs) based on user selected criteria (e.g., school, grade, and demographics). This display indicates the lower and upper bound of SGP scores along with the median score and individual scores that make up the score distribution.
 - **ACCESS Outcomes vs Projections (page 7):** a graph that displays change in WIDA-ACCESS scale score and proficiency level between years while also displaying the corresponding baseline growth percentile. The display can be displayed by state, district, or school results. It allows for selections by grade level, student group, and cohort group. In addition, individual student results can be displayed.

For more information concerning baseline growth, go to: <http://www.cde.state.co.us/accountability/baseline-growth-overview-and-state-results-2021>.

These visualizations include student-level information that should not be shared with external third parties. To learn more about protecting Student PII, go to: <https://www.cde.state.co.us/dataprivacyandsecurity>. Districts should consider how they may share this data within their system since all schools and student data is available within the dashboard. As a suggestion, it may be helpful to share individual screenshots with school-level administrators rather than the Tableau workbook in its entirety.

For additional questions regarding the presented visuals and/or requests for training on CDE data tools can be made to the following e-mail account: accountability@cde.state.co.us.

General Notes:

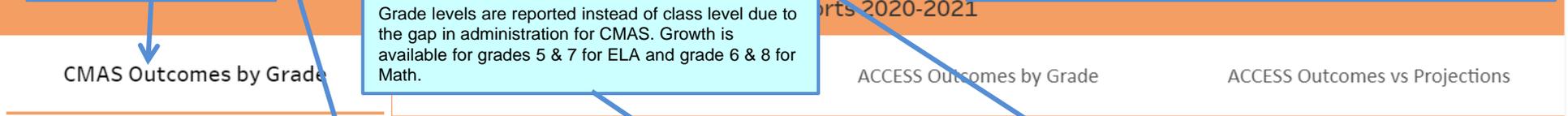
- The results included in this report reflect all students with a calculated SGP
- Reports reflect baseline growth methodology, more information concerning this approach can be found here: <http://www.cde.state.co.us/accountability/baseline-growth-overview-and-state-results-2021>
- The number of students reflected in the data should be considered when interpreting results. Also, summary growth data including student counts is available at: <http://www.cde.state.co.us/schoolview/datafiles>

The report header identifies the district/school, content area, grade, student groups and year reflected in the visualization.

School, grade levels, student groups (gender, ethnicity, FRL, EL, IEPs), and prior year proficiency can all be selected by using the presented dropdown selectors.

Selected workbook tab

Grade levels are reported instead of class level due to the gap in administration for CMAS. Growth is available for grades 5 & 7 for ELA and grade 6 & 8 for Math.



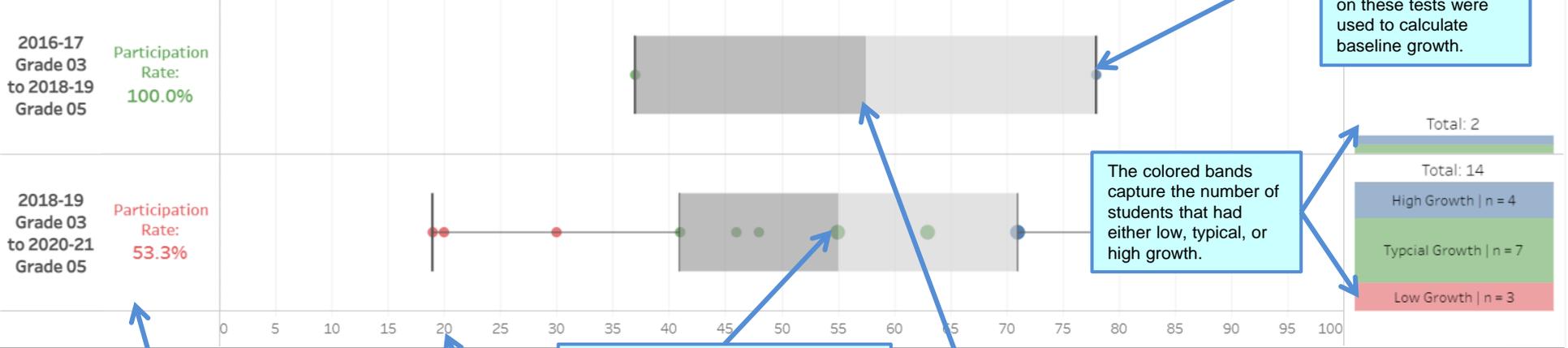
CMAS Outcomes by Grade: This visual provides a box plot display of CMAS student baseline growth percentiles (SGPs) based on user selected criteria (e.g., school, grade, and demographics). The box plot shows the distribution of individual SGPs, and also shows the median and the lower and upper bounds of the distribution.

School: [Dropdown] Select Grade: [Grade 05] Select Student Group: [All Students] Select Prior Year Proficiency: [(All)]

Using your mouse, you can hover over, select, and group various elements of the visualization for additional information.

District Name (0000) | Schools: School Name (0000)
English Language Arts | Grade 05 | All Students | Prior Year: All

Each dot reflects a tested student. In this case, two students were tested in both 2016-17 (3rd grade) and 2018-19 (5th grade). Their scores on these tests were used to calculate baseline growth.



The colored bands capture the number of students that had either low, typical, or high growth.

Larger bubbles indicate more students associated with a particular growth percentile.

The median score is reflected by the line in the center of the bar. When analyzing data for student counts less than 20, prioritize the number of students who had either low, typical, or high growth.

The year corresponding to the presented distribution along with the participation rate for the selected group is presented here. Participation rates are color coded green, yellow, or red. Data with yellow and red participation rates should be interpreted with additional caution.

The values reflected on the bar are the student growth percentiles.

The visualization tool includes all students independent of inclusion criteria. This differs from provided summary files that reflect students meeting accountability criteria only.

Selected workbook tab

Grade levels are reported instead of class level due to the gap in administration for CMAS. Growth is available for grades 5 & 7 for ELA and grade 6 & 8 for Math.

School, grade levels, student groups (gender, ethnicity, FRL, EL, IEPs), prior year proficiency, and individual students can all be selected by using the presented dropdown selectors.

CMAS Outcomes by Grade

CMAS Outcomes vs Projections

ACCESS Outcomes by Grade

ACCESS Outcomes vs Projections

The report header identifies the district/school, content area, grade, student groups/student name and years reflected in the visualization.

Using your mouse, you can hover over, select, and group various elements of the visualization for additional information.

General Notes:

- The results included in this report reflect all students with a calculated SGP
- Reports reflect baseline growth methodology, more information concerning this approach can be found here: <http://www.cde.state.co.us/accountability/baseline-growth-overview-and-state-results-2021>
- The number of students reflected in the data should be considered when interpreting results. Also, summary growth data including student counts is available at: <http://www.cde.state.co.us/schoolview/datafiles>

District Name (0000) | Schools: All
English Language Arts | Grade 05 | All Students | Prior Year: All



Individual student results are available at the bottom of this dashboard. This data should not be shared externally.

The median score is reflected by the line in the center of the bar. When analyzing data for student counts less than 20, prioritize the number of students who had either low, typical, or high growth.

View District Data | English Language Arts to Grade 05
(click on points in graph above to filter list)

School	Academic Year	Student	Gender	FRL Status	Minority Status	Ethnicity	English Learner Status	IEP Status	Participat..	Prior Yr Proficiency Lev..	Proficiency Level	Prior Yr Sco..	Scale Score	SGP
School Name (0000)	2018-19	Student Name	Male	Not FRL Eligible	Non-Minority Stud..	White	Non-English Learner	IEP - N	No	Partially Met	-	715		
		Student Name	Female	Not FRL Eligible	Non-Minority Stud..	White	Non-English Learner	IEP - N	Y	Met	-			
		Student Name	Female	Not FRL Eligible	Non-Minority Stud..	White	Non-English Learner	IEP - N	Y	Met	-			
		Student Name	Male	FRL Eligible	Minority Student	Black	Non-English Learner	IEP - N	Y	Met	-			
	2020-21	Student Name	Female	FRL Eligible	Non-Minority Stud..	White	Non-English Learner	IEP - N	Y	Met	-			
		Student Name	Male	FRL Eligible	Non-Minority Stud..	White	Non-English Learner	IEP - N	Y	Met	-			
		Student Name	Female	FRL Eligible	Non-Minority Stud..	White	Non-English Learner	IEP - N	No	Partially Met	-	707		
		Student Name	Female	FRL Eligible	Non-Minority Stud..	White	Non-English Learner	IEP - N	Y	Met	-		743	3

Student demographic characteristics are reported in these columns.

Student performance is reported in these columns.

To export an Excel spreadsheet:

- Click just to the left of the excel icon.
- Click the worksheet menu option.
- Select export-> crosstab to excel.

The year corresponding to the presented distribution for the selected group is presented here. 2016-17 to 2018-19 growth is reported as 2018-19 and 2018-19 to 2020-21 growth is reported as 2020-21.

The visualization tool includes all students independent of inclusion criteria. This differs from provided summary files that reflect students meeting accountability criteria only.

Grade levels are reported instead of class level due to the gap in administration for CMAS. Growth is available for grades 5 & 7 for ELA and grade 6 & 8 for Math.

School, grade levels, student groups (gender, ethnicity, FRL, EL, IEPs), prior year proficiency, and individual students can all be selected by using the presented dropdown selectors

General Notes:

- The results included in this report reflect all students with a calculated SGP
- Reports reflect baseline growth methodology, more information concerning this approach can be found here: <http://www.cde.state.co.us/accountability/baseline-growth-overview-and-state-results-2021>
- The number of students reflected in the data should be considered when interpreting results. Also, summary growth data including student counts is available at: <http://www.cde.state.co.us/schoolview/datafiles>

CMAS Outcomes by Grade

Selected workbook tab

CMAS Outcomes vs Projections

ACCESS Outcomes

CMAS Outcomes vs. Projections: This graph displays CMAS scale score and proficiency level outcomes across years along with historical growth trajectories. Filters can also be used to change grade level, district, or school level results, or to display outcomes for an individual student.

The report header identifies the district/school, content area, grade, student groups/student name and years reflected in the visualization.

Select Current Grade Level

Grade 05

Select Student Group

All Students

Select Result Set

All Results Both Years

Select Students

(All)

District Name (0000) | Schools: All
English Language Arts | Grade 05 | All Students
All Results Both Years

Using your mouse, you can hover over, select, and group various elements of the visualization for additional information.

Each colored bubble corresponds to the amount of growth that would have been necessary to reach the identified score band. For a student to reach the projected placement demonstrated by the bubbles on the proficiency bands, they would have received a Mean Scale Score in the ranges listed under each bubble below.

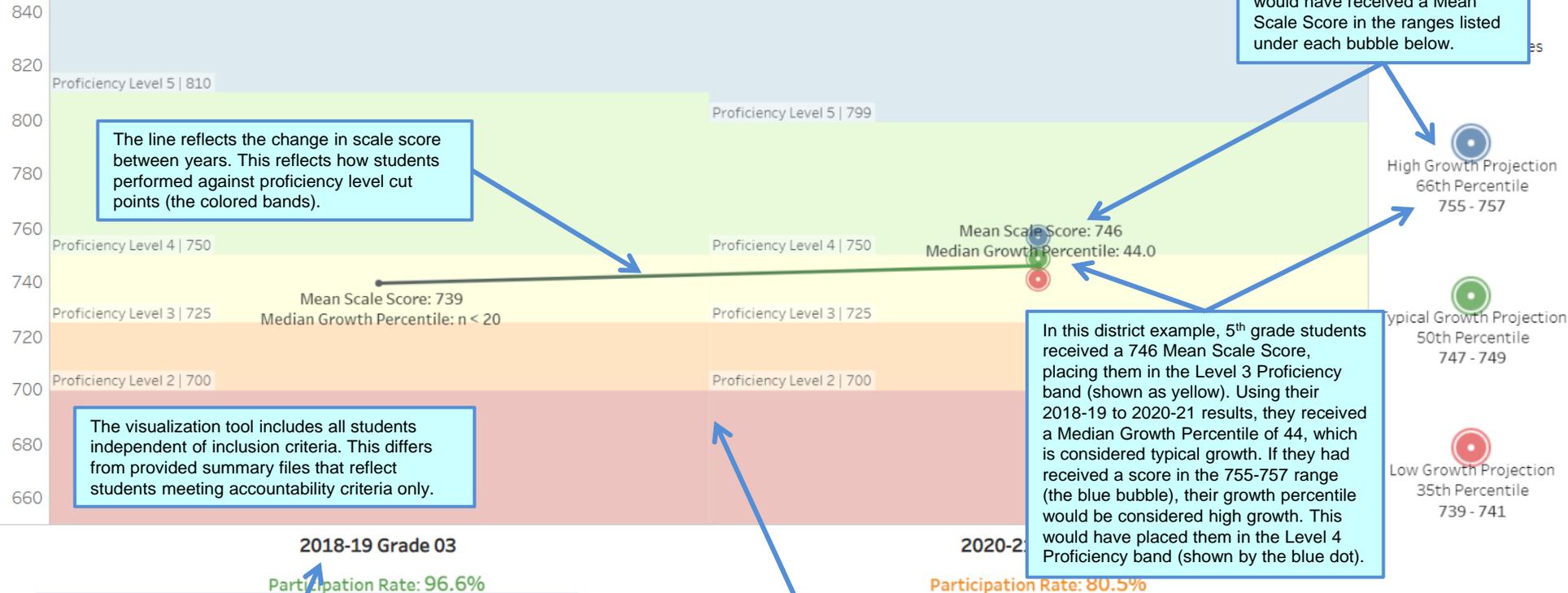
The line reflects the change in scale score between years. This reflects how students performed against proficiency level cut points (the colored bands).

In this district example, 5th grade students received a 746 Mean Scale Score, placing them in the Level 3 Proficiency band (shown as yellow). Using their 2018-19 to 2020-21 results, they received a Median Growth Percentile of 44, which is considered typical growth. If they had received a score in the 755-757 range (the blue bubble), their growth percentile would be considered high growth. This would have placed them in the Level 4 Proficiency band (shown by the blue dot).

The visualization tool includes all students independent of inclusion criteria. This differs from provided summary files that reflect students meeting accountability criteria only.

Each colored proficiency band reflects the range of scores associated with a particular CMAS performance level.

The year corresponding to the presented distribution along with the initial grade level for the selected group is presented here.



2018-19 Grade 03
Participation Rate: 96.6%

2020-21
Participation Rate: 80.5%

General Notes:

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- The number of students reflected in the data should be considered when interpreting results. Also, summary growth data including student counts is available at: <http://www.cde.state.co.us/schoolview/datafiles>

School, grade levels, student groups (gender, ethnicity, FRL, EL, IEPs), and prior year proficiency can all be selected by using the presented dropdown selectors.

ACCESS did not have a gap in test administration during the 2019-20 school year. Therefore, grade ranges can be produced for ACCESS, but not for CMAS. Select grade levels here.

Selected workbook tab

Baseline Growth Reports 2020-2021

The report header identifies the district/school, content area, grade, student groups and year reflected in the visualization.

ACCESS Outcomes by Grade

ACCESS Outcomes vs Projections

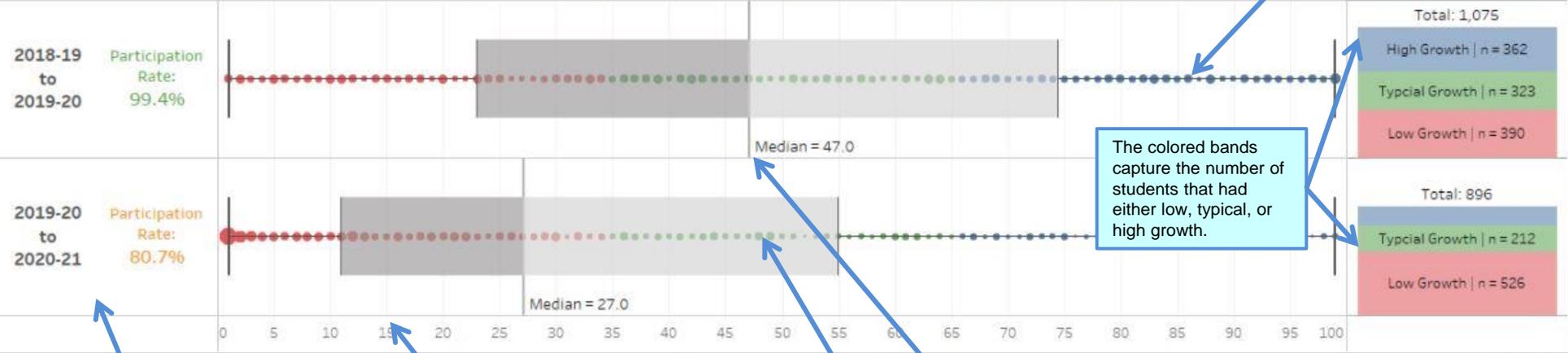
ACCESS Outcomes by Grade: This visual provides a box plot display of WIDA-ACCESS student baseline growth percentiles (SGPs) based on user selected criteria (e.g., school, grade, and demographics). The box plot shows the distribution of individual SGPs, and also shows the median and the lower and upper bounds of the distribution.

Select School: (All) | Select Grade: Grades 01 to 05 | Select Student Group: All Students | Select Prior Year Proficiency Level: (All)

Using your mouse, you can hover over, select, and group various elements of the visualization for additional information.

Each dot reflects a tested student. In this case 1,075 students were tested from 2018-19 to 2019-20

District Name (0000) | Schools: All
WIDA ACCESS Overall Results | Grades 01 to 05 | All Students | Prior Year: All



The colored bands capture the number of students that had either low, typical, or high growth.

The values reflected on the vertical bar are the student growth percentiles.

The median score is reflected by the line in the center of the bar. When analyzing data for student counts less than 20, prioritize the number of students who had either low, typical, or high growth.

Larger bubbles indicate more students associated with a particular growth percentile.

The visualization tool includes all students independent of inclusion criteria. This differs from provided summary files that reflect students meeting accountability criteria only.

The year corresponding to the presented distribution along with the participation rate for the selected group is presented here. Unlike CMAS, ACCESS has had consistent year to year administration. Therefore, 1-year intervals were used to calculate growth for ACCESS and 2-year intervals were used to calculate growth for CMAS.

Baseline Growth Reports 2020-2021

Selected workbook tab

School, grade levels, student groups (gender, ethnicity, FRL, EL, IEPs), prior year proficiency, and individual students can all be selected by using the presented dropdown selectors

ACCESS did not have a gap in test administration during the 2019-20 school year. Therefore, grade ranges can be produced for ACCESS, but not for CMAS. Select grade levels here.

The report header identifies the district/school, content area, grade, student groups/student name and years reflected in the visualization.

ACCESS Outcomes by Grade

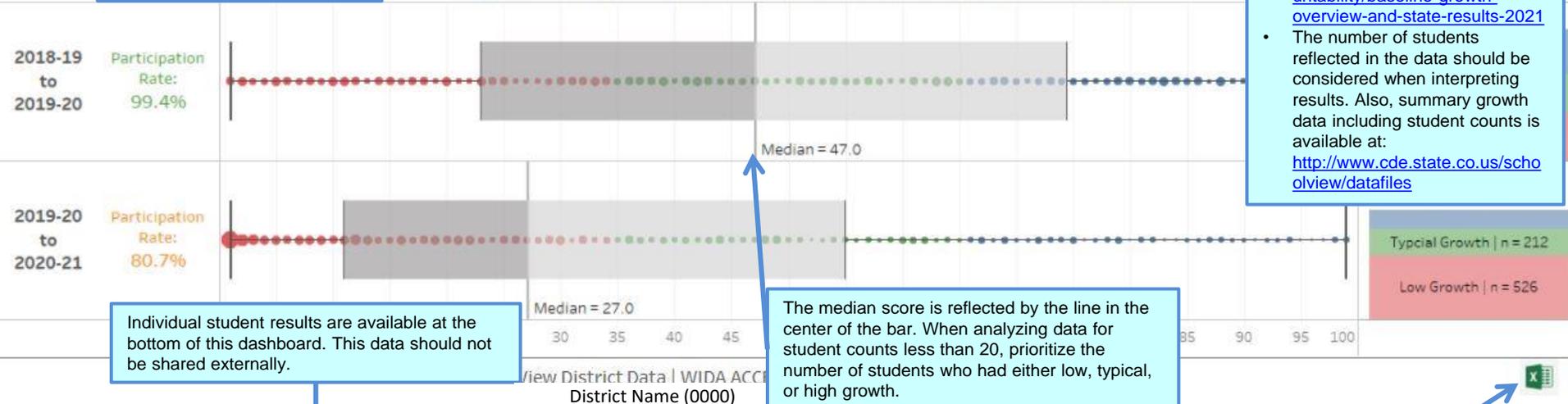
ACCESS Outcomes by Grade: This visual provides a box plot display of WIDA-ACCESS student baseline growth percentiles (SGPs) based on user selected demographics. The box plot shows the distribution of individual SGPs, and also shows the median and the lower and upper bounds of the distribution.

Select School: (All) | Select Grade: Grades 01 to 05 | Select Student Group: All Students | Select Proficiency Level: (All)

Using your mouse, you can hover over, select, and group various elements of the visualization for additional information.

- General Notes:**
- The results included in this report reflect all students with a calculated SGP
 - Reports reflect baseline growth methodology, more information concerning this approach can be found here: <http://www.cde.state.co.us/accountability/baseline-growth-overview-and-state-results-2021>
 - The number of students reflected in the data should be considered when interpreting results. Also, summary growth data including student counts is available at: <http://www.cde.state.co.us/schoolview/datafiles>

District Name (0000) | Schools: All
WIDA ACCESS Overall Results | Grades 01 to 05 | All Students | Prior Year: All



Individual student results are available at the bottom of this dashboard. This data should not be shared externally.

The median score is reflected by the line in the center of the bar. When analyzing data for student counts less than 20, prioritize the number of students who had either low, typical, or high growth.

School	Academic Year	Grade	Student	Gender	FRL Status	Minority Status	Ethnicity	Language Proficien..	IEP Status	Participat..	Prior Yr Proficiency Lev..	Proficiency Level	Prior Yr Score	Scale Score	SGP	
School Name (0000)	2019-20	Grade 02	Student Name	Male	FRL Eligible	Minority Student	Hispanic	LEP	IEP - N	Yes	L4	L4	324	345	52	
		Grade 04	Student Name	Male	Not FRL Eligible	Minority Student	Asian	LEP	IEP - N	Yes						
	2019-20	Grade 01	Student Name	Female	Not FRL Eligible	Minority Student	Asian	NEP	IEP - N	Yes						
			Student Name	Female	Not FRL Eligible	Minority Student	Asian	LEP	IEP - N	Yes						
			Student Name	Female	Not FRL Eligible	Minority Student	Asian	LEP	IEP - N	Yes						
			Student Name	Female	FRL Eligible	Minority Student	Hispanic	LEP	IEP - N	Yes		L3	L4	291	316	67
			Student Name	Female	Not FRL Eligible	Minority Student	Asian	LEP	IEP - N	Yes						
			Student Name	Female	Not FRL Eligible	Minority Student	Asian	LEP	IEP - N	Yes						

Student demographic characteristics are reported in these columns.

Student performance is reported in these columns.

- To export an Excel spreadsheet:
- Click just to the left of the excel icon.
 - Click the worksheet menu option.
 - Select export-> crosstab to excel.

The year corresponding to the presented distribution for the selected group is presented here. The year corresponding to the presented distribution along with the participation rate for the selected group is presented here. Unlike CMAS, ACCESS has had consistent year to year administration. Therefore, 1-year intervals were used to calculate growth for ACCESS and 2-year intervals were used to calculate growth for CMAS.

The visualization tool includes all students independent of inclusion criteria. This differs from provided summary files that reflect students meeting accountability criteria only.

Selected workbook tab

ACCESS did not have a gap in test administration during the 2019-20 school year. Therefore, grade ranges can be produced for ACCESS, but not for CMAS. Select grade levels here.

School, grade levels, student groups (gender, ethnicity, FRL, EL, IEPs), prior year proficiency, and individual students can all be selected by using the presented dropdown selectors

CMAS Outcomes vs Projections | ACCESS Outcomes vs Projections

ACCESS Outcomes vs Projections

ACCESS Outcomes vs. Projections: This graph displays WIDA ACCESS scale score and proficiency level outcomes across years along with growth percentile metrics. Filters allow users to display state, district, or school level results, or to display outcomes for an individual student. Filters can also be used to change grade level, demographic, and cohort selections.

The report header identifies the district/school, content area, grade, student groups/student name and years reflected in the visualization.

Select Current Grade Level: Grade 06 | Select Student Group: All Students | Select Result Set: All Results Both Years

- General Notes:**
- The results included in this report reflect all students with a calculated SGP
 - Reports reflect baseline growth methodology, more information concerning this approach can be found here: <http://www.cde.state.co.us/access/untability/baseline-growth-overview-and-state-results-2021>
 - The number of students reflected in the data should be considered when interpreting results. Also, summary growth data including student counts is available at: <http://www.cde.state.co.us/schoolview/datafiles>

Each colored band reflects the range of scores associated with a particular WIDA-ACCESS performance level.

District Name (0000) | Schools: All
OVERALL | Grade 06 | All Students
All Results Both Years

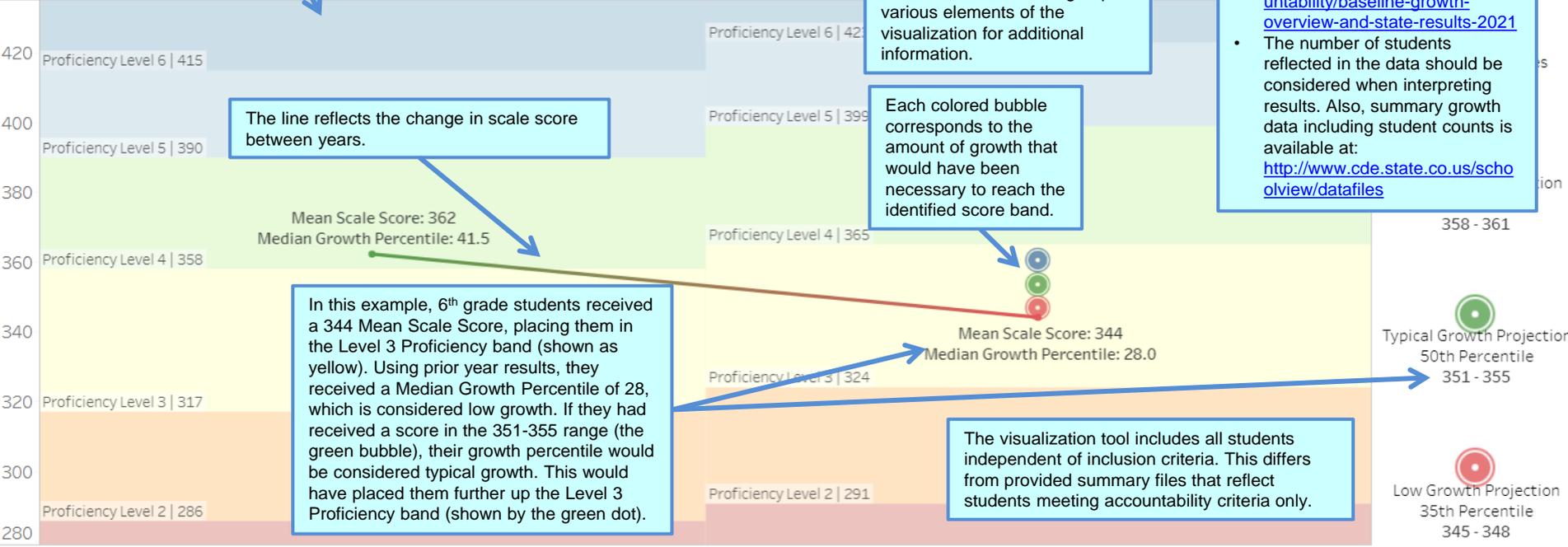
Using your mouse, you can hover over, select, and group various elements of the visualization for additional information.

The line reflects the change in scale score between years.

Each colored bubble corresponds to the amount of growth that would have been necessary to reach the identified score band.

In this example, 6th grade students received a 344 Mean Scale Score, placing them in the Level 3 Proficiency band (shown as yellow). Using prior year results, they received a Median Growth Percentile of 28, which is considered low growth. If they had received a score in the 351-355 range (the green bubble), their growth percentile would be considered typical growth. This would have placed them further up the Level 3 Proficiency band (shown by the green dot).

The visualization tool includes all students independent of inclusion criteria. This differs from provided summary files that reflect students meeting accountability criteria only.



2019-20 Grade 05 | 2020-21 Grade 06

The year corresponding to the presented distribution along with the participation rate for the selected group is presented here. Unlike CMAS, ACCESS has had consistent year to year administration. Therefore, 1-year intervals were used to calculate growth for ACCESS and 2-year intervals were used to calculate growth for CMAS.

Participation Rate: 81.2%