Overview

The Colorado Department of Education (CDE) provides *Student Course Participation and Achievement Reports* (*Course Reports*) at the district and school levels. As required by statute (C.R.S. 22-11-503.5), these reports are intended to support local efforts to do the following:

1. Consider the degree to which students (and disaggregated groups of students) have opportunities to participate in rigorous courses that would allow them to meet the Colorado Academic Standards;
2. Investigate the relationship between the courses students take and their subsequent performance on state assessments; and
3. Identify courses needing modifications or improvements.

School and district staff are expected to analyze student course taking (such as that provided in the *Course Reports*) and take action if any disparities are discovered within local Unified Improvement Plans (UIPs). While CDE provides reports to assist in this local analysis, districts may provide their own data source for this required analysis.

Currently, the *Course Reports* are available for the 2015-16 school year for all Colorado public schools and school districts. They provide data for the following content areas: English language arts (ELA), mathematics, science, and social studies. They include a snapshot of student enrollment by student characteristics, student participation in courses by course name and level of rigor (i.e., enriched/advanced, general, basic/remedial), and associated course-level state student achievement results (for ELA, Mathematics and Science only). Course names and types provided in the reports utilize the federal *School Courses for the Exchange of Data* (SCED)[1] classification system for school courses from pre-school through high school and relies on district reporting from the Teacher Student Data Link (TSDL).

Because the *Course Reports* contain personally identifiable information (PII), they are only provided through Colorado Education Data Analysis and Reporting System (CEDAR) which utilizes the CDE Identity Management System allowing districts to manage access to the reports. A public version of the Course Report will be released later in November; however, this report will follow typical reporting PII procedures (e.g., there must be at least 16 participating students). This will allow stakeholders to investigate the course and rigor of courses offered across districts.

To access the password-protected Course Reports, your district local area manager (LAM) needs to assign access. Reach out to your LAM if you do not see the Course Reports after following the provided access instructions. If you know who your district LAM is, contact him/her directly. If you do not know who your district

---

[1] The School Courses for the Exchange of Data (SCED) is a voluntary, common classification system based on a five-digit *Course Code* that provides a basic structure for classifying course content. Additional SCED elements and attributes provide descriptive information about each course. For more information about the SCED: http://nces.ed.gov/forum/SCED.asp.

LAM is, use the following link to fill out a request ticket:
https://edx.cde.state.co.us/cdeidm/districtlamsupport.jsp.

To access the Course Reports, go to: www.schoolview.org. Click on CEDAR (Colorado Education Data Analysis and Reporting System) under the Resources for Student Learning section to access the login page. Enter your username and password to login. A folder labeled "Student Course Participation and Achievement Reports" should be visible.

Cautions and Limitations

Before using the *Course Reports*, district and school staff should determine if they have confidence in the data presented in the reports. To match students to courses, CDE staff used data provided by districts as part of the *TSDL* data submission. Users of the *Course Reports* should confirm details of their district's *TSDL* submission to determine comfort level in using this data for the analysis. It may be helpful to consult several charts provided in the *Course Reports* to establish confidence in the data. The following conditions may limit the usefulness of these reports for some cases:

- District did not provide the data necessary to individually link each of their local courses to a state SCED course code. If this is the case, the *Student Course Participation* chart may show only one course title per subject area. This is an indication that no usable course participation data is available for the district or school.

- District provided limited data linking students to course in which they enrolled through the *TSDL* data submission. As a result, course participation data may only be available for certain groups of students or some courses. The *Percent of Students with Course Participation Data* chart identifies for how many students (out of the total enrolled as of the October Count) course participation data is available. If course participation data is available for less than 85% of students in the district or school, staff should determine for which students' course participation data was not provided. Analysis should make explicit the group(s) of students or courses for which data were available.

- The *District and State Mobility* chart provides information about the district mobility rate -- the number of "mobile" students as a percent of the students included in the October Count. A student is included in this rate if he/she entered or exited the district in a manner that was not part of the typical education progression (e.g., mid-year grade advancement, entry into a school or district after October 1, exit from a school or district before the end of the school year). Districts/schools with mobility rates greater than the state average should also interpret course participation results with caution as students reported in the course participation data may no longer be in the school/district, or may not have been in the school/district when the state assessment was administered.

Data Reported by Section

CDE's online tool, *Course Reports,* allows users to select the *grade[2]* and *content area* when available. Grade level options include all grades or each of the individual grade levels included in the district or school. Content area options include English language arts (ELA), mathematics, science, and social studies with an option for district

---

[2] Grade is defined as student's grade at time of course enrollment.

staff to choose the primary or secondary grade level for each content area[3]. To make the initial size manageable and reduce processing time, staff from large districts may want to select an individual content area and/or grade level for their reports before selecting the second tab. The grade level and content area selections determine the data provided in subsequent tab of the report.

The *Course Reports* are organized in two tabs. The first tab includes the following sections: Student Enrollment and Characteristics Snapshot. The second tab includes the following sections: Student Course Participation (by grade and content area), and Course Level Student Achievement (by grade and content area). Greater detail regarding the data presented in each section is provided below.

Student Enrollment and Characteristics Snapshot

The student enrollment and demographic data in the *Course Reports* is included to provide context for analysis and interpretation of student course participation and achievement results. These data should also help local staff determine which disaggregated student group filters to apply when viewing course participation and achievement data in subsequent sections of the report. Data reported in this section are provided at the district level, even for school-level *Course Reports*. Grade and content area selections do not affect these data. The charts presented in this section primarily utilize data from district *October Count* data submission. District mobility rate calculations also utilize data from the district *End of Year* submission.

The student enrollment and demographic data include the following: pupil enrollment by grade level, race/ethnicity, and disaggregated group and the district mobility rate (with state rate as a comparison point). Enrollment by grade level is reported through a color coded stacked bar chart that identifies the total number of students by grade level and total district enrollment. A second bar chart illustrates the percent of students out of the total enrolled in the district by the following ethnic groups: Hispanic, black, other and white. The "other" group includes two or more races, Hawaiian and Pacific Islander, Asian, and American Indian. A single bar indicates the total percent of minority students calculated as the number of non-white students out of the total enrollment. Another bar chart illustrates the percent of students out of the total enrolled in the districts identified as in the following disaggregated groups: students with disabilities, gifted and talented, and English language learners.

This section also includes a chart with the percent of students out of the total enrolled within the district for which course participation data are available. District and school staff should use this chart in determining if there is reason to have confidence in the course participation data, as described above.

Student Course Participation

This section of the *Course Reports* presents data related to student course participation. As part of the *TSDL* submission, district staff submits course titles based on SCED classifications, and categorize the rigor of each course offered as *Enriched/Advanced*, *General* or *Basic/Remedial* based on CDE's guidelines. Previously selected grade and content options determine what data are available in this section. These data can be viewed for all grade levels, for all primary grades or all secondary grades (district only), or for the individual grades in the district/school. At the top of this section, users can additionally filter the data provided in this section and the subsequent section (*Course Level Student Achievement*) by the following student groups: all students, minority, race (black, Hispanic, white, other), free and reduced lunch, gifted and talented, and English learner. The charts presented in this section utilize data from the district *TSDL* and *Student End of Year* submissions.

---

[3] As defined by SCED classification

The bar charts provided in this section include the number of students enrolled by content area, course name, and course rigor level; and if filters were applied the number of students by disaggregated group. The total number of students in each course is also included to the right of the bar. If filters are applied, the percent of students in different groups also are specified.

This chart allows users to visually identify the level of student enrollment in different courses. If filters are applied, it will allow users to determine the degree to which students in the selected disaggregated groups are enrolled in courses with different levels of rigor (i.e., *enriched/advanced*, *general* or *basic/remedial*). The data provided in this chart makes it possible for users to investigate the degree to which equitable access to rigorous courses is being provided by the district/school.

Because district permissions granted through the CDE Identity Management System determine who will have access to the *Course Reports*, users with appropriate permissions will be able to access student personally identifiable information through this section of the report. Clicking on the bar to the right of each course name will open a *Student Course Participation Detail Report* for the course. This additional report includes the Student Name, SASID, and race for each student in the course. It also indicates whether or not each student has been identified as qualifying for free and reduced lunch, gifted and talented, an English Learner, or as having an Individualized Education Program. Within this report, users can apply additional filters to restrict for which students' data are displayed based on each of the above classifications.

Course Level Student Achievement

The charts provided in this section illustrate student achievement results by course on the Colorado Measures of Academic Success (CMAS) assessments for English language arts (ELA), mathematics and science at the state, district and school levels. State assessment results for social studies are NOT included. CMAS science results are only provided for grades 5, 8 and 11. For districts, this section includes two charts, district level results in the first chart and state level results in a second chart. For school reports, a school chart appears in lieu of a district chart. (In the future, CDE will add three charts to the school report: school, district, and state). Any filters selected in the *Student Course Participation* section apply to the data displayed in this section as well. All of the charts included in this section utilize state assessment results, and data provided by districts in the *TSDL* and the *Student End of Year* submissions.

The charts at the state, district and school levels are parallel and include the following data for each course: the number of students for which no performance data is available, the number of students performing at each performance level, and the total number of students in the course. Bar charts illustrate the distribution of student performance within the course across the different performance levels. The CMAS results in ELA and mathematics include student performance across five performance levels (numbered 1-5) which correspond to the following categories of performance: (1) did not yet meet expectations, (2) partially met expectations, (3) approached expectations, (4) met expectations, and (5) exceeded expectations. The CMAS science results include student performance across four performance levels (numbered 1-4) which correspond to the following categories of performance: (1) did not yet meet expectations, (2) approached expectations, (3) met expectations, and (4) exceeded expectations.

School and district staff can use the performance data by course included in this section to investigate the relationship between the courses in which students participate and their subsequent performance on state assessments. They can also investigate the relationship between how the performance of students in the local district/school courses compare to those across the state in similar courses. Finally, school and district staff can use this data as one indicator of how well different courses prepare students to meet the state standards.

Again, because access to these reports are managed by district staff through the CDE Identity Management system, additional personally identifiable information about students' achievement is accessible through the on-line reporting tool. Clicking on the bar chart next to each course will open the *Student Course Achievement Detail Report.* This additional report includes the student name, SASID, and race for each student in the course. It also indicates whether or not each student has been identified as qualifying for free and reduced lunch, gifted and talented, as an English Learner, or as having an Individualize Education Program. Finally, it provides each student's performance level on CMAS.

Analyzing Course-Level Participation and Achievement Results for the UIP

As described above, the *Student Course Participation and Achievement Reports* (*Course Reports*) provide district and school staff with data related to the student access to rigorous course content and corresponding student achievement on state assessments which measure learning in relationship to the state standards. Analysis facilitated by these reports should be included in the district or school UIP submitted during the 2016-17 school-year. If disparities are found, actions should be included in the action planning section.

In the data analysis, district and school staff may want to consider the following questions as part of their analysis for each content area and grade level:
- What number and percent of students in the district/school enroll in courses of different levels of rigor (*enriched/advanced*, *general* or *basic/remedial)*?
- To what degree are course with different levels of rigor available (across grade levels and content areas)?
- Are differences in the level of student participation more rigorous courses evident by student disaggregated groups (e.g., by race, free-reduced lunch, gifted and talented, English learner, IEP)?
- Do student achievement results on state assessments differ by course? How?
- Do student achievement results on state assessments differ by course rigor level? How?
- In which courses do the greatest numbers of students demonstrate they have met state standards through their achievement on state assessments?
- In which courses do the fewest numbers of students demonstrate they have met state standards through their achievement on state assessments?
- Does student performance by course indicate the need for additional investigation related to the quality of any courses?

Used in combination with the District Course Directory, district and school staff may also consider if there are opportunities to collaborate with neighboring districts or through alternative delivery formats to offer a wider variety of more rigorous courses across content areas and grade levels.

If district and school staffs do not have confidence in the data provided by CDE in the *Course Reports*, they can use alternative approaches to analyze the degree to which the district/school has provided students equitable access rigorous content that prepares them to meet the Colorado Academic Standards.

Links and Resources

Other resources that could be useful for interpreting data available from the state can be found at the following links:

- State-Level CMAS PARCC Results http://www.cde.state.co.us/assessment/cmas-englishmath-dataandresults
- District Dashboard http://www.schoolview.org/dish/dashboard.asp
- School Dashboard http://www.schoolview.org/dish/schooldashboard.asp

Questions about the Course Taking reports: Contact B Sanders (sanders_b@cde.state.co.us).
Questions about the course taking analysis in the UIP: Contact Lisa Medler (medler_l@cde.state.co.us) or anyone on the UIP team (uiphelp@cde.state.co.us).