

9.0 Participation Summary Reports

9.1 Description of Participation Summary Report – All Assessments

A Participation Summary Report is available at the district and school levels for each assessed grade and content area. The report includes overall student group composition and participation rates which should always be taken into consideration when interpreting assessment results.

Information included on the Participation Summary Report can be used to show how the population of Students with Scores represents the total population of Enrolled Students. Reasonable interpretations for the Overall student group may be made with more confidence with higher participation rates and the more the Enrolled Students distribution mirrors the Students with Scores distribution. Interpretations for the Overall student group should be made with caution or completely avoided with lower participation rates and/or greater differences in participation rates across student groups.

Reasonable interpretations for individual student subgroups may be made with more confidence with higher participation rates. Interpretations for individual student subgroups with lower participation rates should be made with caution or completely avoided. Comparison of 2021 subgroup performance can be made with more confidence when the subgroups are of reasonable size and have relatively high and comparable participation rates. Comparisons between subgroups should be made with caution or completely avoided when subgroups have lower participation rates and/or greater differences in participation rates between them.

It is important to take the learning and assessment conditions in 2021 into consideration when interpreting results. Some students were able to take tests this school year while others weren't due to test site limitations, safety concerns, challenges with technology, other interferences, or parental concerns. This means that some participation rates for districts, schools, or student groups are lower than in past years. As participation rates decrease, challenges with interpreting results increase. In addition, the wide availability of different learning settings—in-person, remote learning, or hybrid—means that students had varying access to take state tests. Thus, some student groups will be overrepresented in the results and others may be underrepresented. Consider the degree to which tested students mirror the state, district and/or school total population. Districts and schools are encouraged to closely review their local participation data when interpreting and comparing aggregated and group results, as participation rates are critical to interpretation and they will vary greatly across the state this year.

9.1.1 General Information

Refer to page 1 of the School Participation Summary Report.

A. Test Date

The administration season and year.

B. Identification Information

The school and district name and code.

C. Subject Area

The subject area of the report (Mathematics, ELA, CSLA, or Science).

D. Grade

The grade level of the assessment.

9.1.2 Participation Information

Refer to page 1 of the Participation Summary Report.

E. Table 1 Information: Spring 2021 Distributions by Student Group

Table 1 of the School Participation Summary shows how the population of students with scores represents the total population of enrolled students.

F. Student Group

Demographic and program subgroup categories are listed on the left side of the table. The “Not Indicated” subgroups contain results of students for whom no demographic or program information was coded.

G. Number of Enrolled Students

The number of students in the demographic group enrolled in the organization (e.g., 35 males and 27 females).

H. Percent of Total Enrolled Students

The percent of total students in the demographic group enrolled in the organization (e.g., 56% male and 44% female).

Compare the information included in the *Percent of Total Enrolled Students* column with the information included in the *Percent of Total Students with Scores* Column. Closer distributions between enrolled students and students with scores indicate a higher degree of similarity (e.g., representativeness) than distributions with greater differences.

I. Number of Students with Scores

The number of students in the demographic group with valid scores on the assessment. Valid scores are records that met attemptedness, are non-voided, and are without suppression codes that excluded them from aggregations (e.g., expelled and home-schooled students or when a misadministration or irregularity occurred during testing). The number of valid scores does not include students with “no score” on the assessment. Example: 30 of 35 males have valid scores; 24 of 27 females have valid scores.

J. Percent of Total Students with Scores

The percent of students in the demographic group with valid scores on the assessment (for example, the number of female students with scores divided by the total number of students with scores).

Compare the information included in the *Percent of Total Students with Scores* column with the information included in the *Percent of Total Enrolled Students* Column. Closer distributions between enrolled students and students with scores indicate a higher degree of similarity (e.g., representativeness) than distributions with greater differences.

9.1.3 School Participation Information

Refer to page 2 of the School Participation Summary Report.

K. Table 2 Information: Spring 2021 Participation Rates by Student Group

Table 2 of the School Participation Summary provides participation rates for the overall population of students, as well as across student subgroups.

L. Student Group

Demographic and program subgroup categories are listed on the left side of the table. The “Not Indicated” subgroups contain results of students for whom no demographic or program information was coded.

M. Total Number of Enrolled Students

The number of enrolled students at the school for that grade.

N. Students without Scores

The percent of students registered to take the assessment who did not receive scores.

O. Students with Scores

The percent of students with valid scores on the assessment. Valid scores are records that met attemptedness, are non-voided, and are without suppression codes that excluded them from aggregations (e.g., expelled and home-schooled students or when a misadministration or irregularity occurred during testing). The number of valid scores does not include students with “no score” on the assessment.

Reasonable interpretations for the overall student group may be made with more confidence when participation rates for the overall student group are higher and there is more similarity between the overall participation rate and the student group participation rates. Interpretations for the overall student group should be made with caution or completely avoided with lower participation rates and/or greater differences in participation rates across student groups.

Reasonable interpretations for individual student subgroups may be made with more confidence with higher individual participation rates. Interpretations for individual student subgroups with lower participation rates should be made with caution or completely avoided.

9.2 Sample School Participation Summary Report

Page 1

School Participation Summary

Colorado Measures of Academic Success A **Spring 2021**

School: SCHOOL NAME (9999) B

District: DISTRICT NAME (9999) C

English Language Arts / Literacy C

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Grade 3 D


Purpose: This report provides information on overall student group composition and participation rates, which should be considered when interpreting and determining appropriate uses of spring 2021 results. N-sizes should always be taken into consideration when interpreting assessment results.

Table 1 shows how the population of students with scores represents the total population of enrolled students. The number and percent of different groups of students by enrolled students and students with scores is included. Closer distributions indicate a higher degree of similarity between enrolled students and students with scores (e.g., representativeness) than distributions with greater differences. Reasonable interpretations for the overall student group may be made with more confidence the more the enrolled students distribution mirrors the students with scores distribution. Interpretations should be made with caution or completely avoided the less similar the students with scores distribution is from the enrolled students distribution.

E **Table 1: Spring 2021 CMAS Distributions by Student Group**

F Student Group	Number of Enrolled Students	Percent of Total Enrolled Students	Number of Students with Scores	Percent of Total Students with Scores
Female	G 27	H 44%	I 24	J 44%
Male	35	56%	30	56%
Hispanic or Latino	31	50%	26	48%
American Indian or Alaska Native	1	2%	1	2%
Asian	2	3%	2	4%
Black or African American	0	0%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%
White	28	45%	25	46%
Two or more races	0	0%	0	0%
Not Indicated	0	0%	0	0%
Free/Reduced Lunch Eligible	30	48%	27	50%
Not Eligible for Free/Reduced Lunch	32	52%	27	50%
IEP - Yes	19	31%	17	31%
IEP - No	43	69%	37	69%
NEP and LEP	14	23%	12	22%
Not NEP or LEP	48	77%	42	78%

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School Participation Summary

Colorado Measures of Academic Success

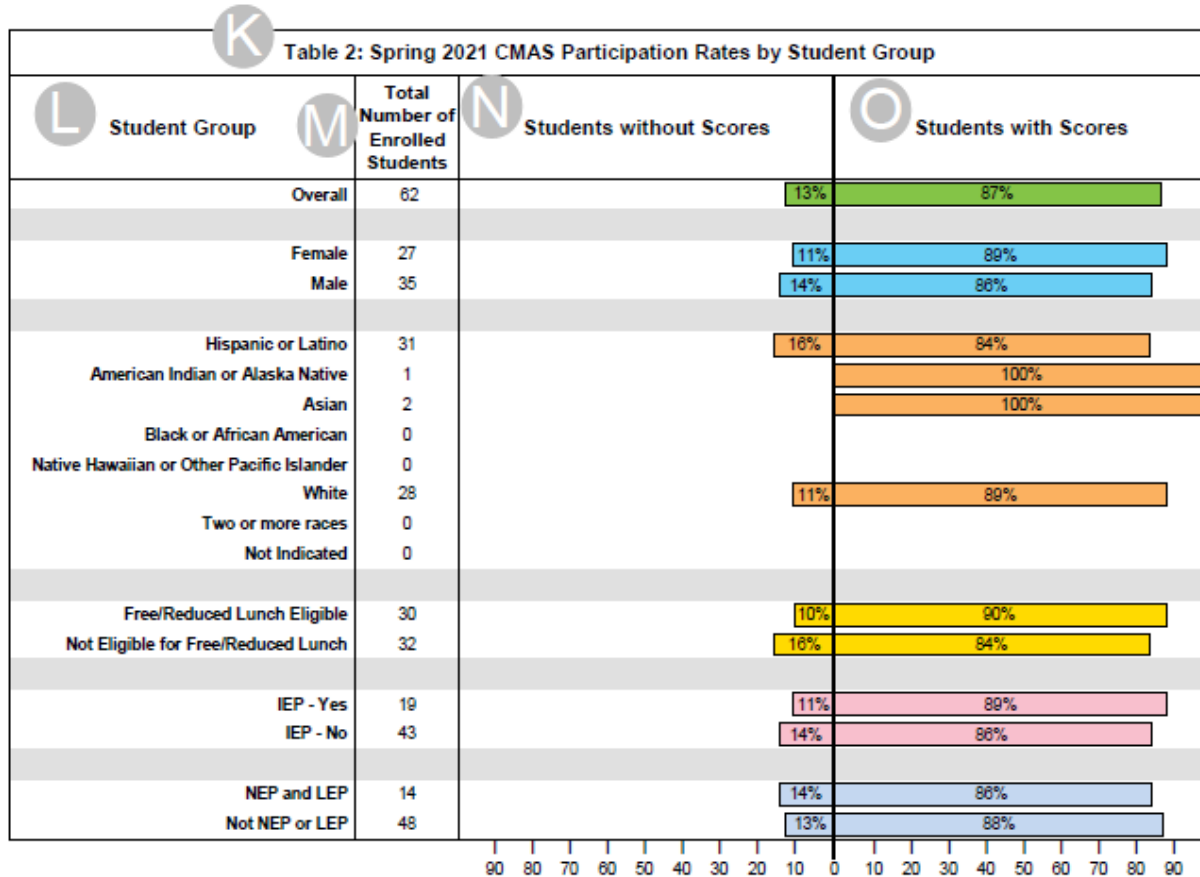
Spring 2021

School: SCHOOL NAME (9999)
 District: DISTRICT NAME (9999)

English Language Arts / Literacy **CONFIDENTIAL - DO NOT DISTRIBUTE** **Grade 3**

Table 2 provides participation rates for the overall population of students, as well as across student subgroups. Reasonable interpretations for the overall student group may be made with more confidence when participation rates for the overall student group are higher and there is more similarity between the overall participation rate and the student group participation rates. Interpretations for the overall student group should be made with caution or completely avoided with lower participation rates and/or greater differences in participation rates across student groups.

Reasonable interpretations for individual student subgroups may be made with more confidence with higher individual participation rates. Interpretations for individual student subgroups with lower participation rates should be made with caution or completely avoided.



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