

**Accredited**

This is the district's official accreditation rating, which is based on the 3 Year District Performance Framework. Districts are designated an accreditation category based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the accreditation category. Additionally, failing to meet finance, safety, test administration and/or test participation assurances will result in a lower accreditation category.

Accreditation Category	Framework Points Earned
Accred. w/Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accred. w/Improvement Plan	at or above 52% - below 64%
Accred. w/Priority Impr. Plan	at or above 42% - below 52%
Accred. w/Turnaround Plan	below 42%

Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating	% of Points Earned out of Points Eligible <sup>2</sup>	
Academic Achievement	Approaching	58.3% ( 8.7 out of 15 points )	<div style="width: 58.3%;"></div>
Academic Growth	Meets	65.5% ( 22.9 out of 35 points )	<div style="width: 65.5%;"></div>
Academic Growth Gaps	Approaching	60.6% ( 9.1 out of 15 points )	<div style="width: 60.6%;"></div>
Postsecondary and Workforce Readiness	Meets	67.2% ( 23.5 out of 35 points )	<div style="width: 67.2%;"></div>
Test Participation <sup>3</sup>	Meets 95% Participation Rate		
<b>TOTAL</b>		<b>64.2% ( 64.2 out of 100 points )</b>	<div style="width: 64.2%;"></div>

<sup>2</sup> Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

<sup>3</sup> Districts do not receive points for test participation. However, districts are assigned one accreditation category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for districts serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

**Finance<sup>4</sup>** Meets Requirements

**Safety<sup>4</sup>** Meets Requirements

<sup>4</sup> Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement (or remain Accredited with Turnaround Plan) until they meet requirements.

**Test Participation Rates**

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.7%	99.1%	98.3%	99.1%	Meets	Meets	Meets	Meets	1251	1369	901	3521	1255	1382	917	3554
Mathematics	99.8%	99.3%	97.9%	99.1%	Meets	Meets	Meets	Meets	1255	1371	898	3524	1258	1381	917	3556
Writing	99.4%	98.8%	98.1%	98.8%	Meets	Meets	Meets	Meets	1249	1366	900	3515	1257	1382	917	3556
Science	100.0%	99.6%	-	99.8%	Meets	Meets	-	Meets	406	467	-	873	406	469	-	875
Social Studies	99.8%	99.8%	-	99.8%	Meets	Meets	-	Meets	422	472	-	894	423	473	-	896
Colorado ACT	-	-	99.4%	99.4%	-	-	Meets	Meets	-	-	468	468	-	-	471	471

**Performance Indicators**

**Level: Elementary**

**District: MONTROSE COUNTY RE-1J - 2180**

**(1 Year)**

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	1202	65.72	31
Mathematics	2	4		Approaching	1204	62.54	26
Writing	2	4		Approaching	1198	45.49	28
Science	0	0		-	-	-	-
<b>Total</b>	<b>6</b>	<b>12</b>	<b>50%</b>	<b>Approaching</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	737	46	35	Yes
Mathematics	2	4		Approaching	740	45	51	No
Writing	2	4		Approaching	733	47	48	No
English Language Proficiency (ACCESS)	1	2		Approaching	370	43	29	Yes
<b>Total</b>	<b>8</b>	<b>14</b>	<b>57.1%</b>	<b>Approaching</b>				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<b>Reading</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	430	42	43	No
Minority Students	3	4		Meets	324	46	44	Yes
Students with Disabilities	1	4		Does Not Meet	79	38	78	No
English Learners	2	4		Approaching	175	41	49	No
Students needing to catch up	2	4		Approaching	244	46	69	No
<b>Mathematics</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	433	43	57	No
Minority Students	2	4		Approaching	327	40	57	No
Students with Disabilities	1	4		Does Not Meet	79	32	86	No
English Learners	2	4		Approaching	178	43	66	No
Students needing to catch up	2	4		Approaching	233	48	83	No
<b>Writing</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	426	46	55	No
Minority Students	2	4		Approaching	321	47	54	No
Students with Disabilities	1	4		Does Not Meet	78	37	84	No
English Learners	2	4		Approaching	172	46	60	No
Students needing to catch up	2	4		Approaching	413	48	64	No
<b>Total</b>	<b>28</b>	<b>60</b>	<b>46.7%</b>	<b>Approaching</b>				

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

**Performance Indicators**

**Level: Middle**

**District: MONTROSE COUNTY RE-1J - 2180**

**(1 Year)**

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	1314	64.76	31
Mathematics	3	4		Meets	1316	52.58	56
Writing	2	4		Approaching	1311	50.27	31
Science	0	0		-	-	-	-
<b>Total</b>	<b>7</b>	<b>12</b>	<b>58.3%</b>	<b>Approaching</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	1254	51	36	Yes
Mathematics	2	4		Approaching	1254	52	71	No
Writing	2	4		Approaching	1251	52	54	No
English Language Proficiency (ACCESS)	1	2		Approaching	207	45	60	No
<b>Total</b>	<b>8</b>	<b>14</b>	<b>57.1%</b>	<b>Approaching</b>				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<b>Reading</b>	<b>14</b>	<b>20</b>	<b>70%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	725	52	47	Yes
Minority Students	3	4		Meets	562	53	51	Yes
Students with Disabilities	2	4		Approaching	121	44	83	No
English Learners	3	4		Meets	336	56	58	No
Students needing to catch up	3	4		Meets	427	56	69	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	724	48	78	No
Minority Students	2	4		Approaching	562	51	80	No
Students with Disabilities	2	4		Approaching	121	40	98	No
English Learners	2	4		Approaching	335	51	84	No
Students needing to catch up	2	4		Approaching	544	52	93	No
<b>Writing</b>	<b>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	723	51	66	No
Minority Students	3	4		Meets	562	57	68	No
Students with Disabilities	2	4		Approaching	122	54	91	No
English Learners	3	4		Meets	336	58	71	No
Students needing to catch up	3	4		Meets	585	55	79	No
<b>Total</b>	<b>37</b>	<b>60</b>	<b>61.7%</b>	<b>Approaching</b>				

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

**Performance Indicators**

**Level: High**

**District: MONTROSE COUNTY RE-1J - 2180**

**(1 Year)**

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	863	69.99	46
Mathematics	3	4		Meets	860	35.7	59
Writing	3	4		Meets	862	55.57	67
Science	0	0		-	-	-	-
<b>Total</b>	<b>8</b>	<b>12</b>	<b>66.7%</b>	<b>Meets</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	814	56	16	Yes
Mathematics	3	4		Meets	811	61	92	No
Writing	4	4		Exceeds	813	60	48	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	91	50	40	Yes
<b>Total</b>	<b>11.5</b>	<b>14</b>	<b>82.1%</b>	<b>Meets</b>				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<b>Reading</b>	<b>15</b>	<b>20</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	356	54	35	Yes
Minority Students	3	4		Meets	305	56	39	Yes
Students with Disabilities	3	4		Meets	61	59	98	No
English Learners	3	4		Meets	152	59	59	Yes
Students needing to catch up	3	4		Meets	250	59	81	No
<b>Mathematics</b>	<b>14</b>	<b>20</b>	<b>70%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	353	55	99	No
Minority Students	3	4		Meets	306	55	99	No
Students with Disabilities	3	4		Meets	60	61	99	No
English Learners	2	4		Approaching	152	54	99	No
Students needing to catch up	3	4		Meets	483	60	99	No
<b>Writing</b>	<b>15</b>	<b>20</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	356	60	79	No
Minority Students	3	4		Meets	305	61	78	No
Students with Disabilities	3	4		Meets	61	59	99	No
English Learners	3	4		Meets	152	61	89	No
Students needing to catch up	3	4		Meets	371	61	93	No
<b>Total</b>	<b>44</b>	<b>60</b>	<b>73.3%</b>	<b>Meets</b>				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	3	4		Meets	454/466/468/458	71.4/83.7/82.9/82.8%	80%
Disaggregated Graduation Rate	2.75	4	68.8%	Meets			
Free/Reduced Lunch Eligible	0.5	1		Approaching	254/265/317/227	57.9/78.5/78.9/72.7%	80%
Minority Students	0.75	1		Meets	151/158/176/116	63.6/79.7/80.1/74.1%	80%
Students with Disabilities	0.75	1		Meets	42/30/50/42	42.9/56.7/80/69%	80%
English Learners	0.75	1		Meets	46/56/52/40	56.5/66.1/76.9/80%	80%
Dropout Rate	3	4		Meets	3192	3.1%	3.6%
Colorado ACT Composite Score	2	4		Approaching	468	19.3	20.0
<b>Total</b>	<b>10.75</b>	<b>16</b>	<b>67.2%</b>	<b>Meets</b>			

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

**Graduation and Disaggregated Graduation Rates**

The District Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the district and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

**This District's Graduation Rate and Disaggregated Graduation Rate  
Overall Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	73.8	79.1	81.2	82.8
	2011	75.1	80.5	82.9	
	2012	77.7	<b>83.7</b>		
	2013	71.4			

**Free/Reduced Lunch Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	59.9	66.2	69.8	72.7
	2011	72.1	75.6	<b>78.9</b>	
	2012	70.3	78.5		
	2013	57.9			

**Minority Student Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	64	68.6	71.8	74.1
	2011	70.6	76.1	<b>80.1</b>	
	2012	71.1	79.7		
	2013	63.6			

**Students with Disabilities Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	54.1	59	64.3	69
	2011	68	76	<b>80</b>	
	2012	41.9	56.7		
	2013	42.9			

**English Learners Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.7	78.4	82.1	<b>80</b>
	2011	63	69.2	76.9	
	2012	61.1	66.1		
	2013	56.5			

**Overall Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	73.8	79.1	81.2	82.8
	2011	75.1	80.5	82.9	
	2012	77.7	83.7		
	2013	71.4			
	<b>Aggregated</b>	74.5	81.1	82.1	<b>82.8</b>

**Free/Reduced Lunch Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	59.9	66.2	69.8	72.7
	2011	72.1	75.6	78.9	
	2012	70.3	78.5		
	2013	57.9			
	<b>Aggregated</b>	65.6	73.9	<b>75</b>	72.7

**Minority Student Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	64	68.6	71.8	74.1
	2011	70.6	76.1	80.1	
	2012	71.1	79.7		
	2013	63.6			
	<b>Aggregated</b>	67.7	75.4	<b>76.8</b>	74.1

**Students with Disabilities Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	54.1	59	64.3	69
	2011	68	76	80	
	2012	41.9	56.7		
	2013	42.9			
	<b>Aggregated</b>	53.1	65.5	<b>72.8</b>	69

**English Learners Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.7	78.4	82.1	80
	2011	63	69.2	76.9	
	2012	61.1	66.1		
	2013	56.5			
	<b>Aggregated</b>	61.5	70.3	79.1	<b>80</b>

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

For the 1-year DPF, districts earn points based on the highest value among the following: 2013 4- year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 7- year graduation rate (the shaded cells in the tables on the left). For the 3-year DPF, districts earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year DPF, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

Scoring Guide for Performance Indicators on the District Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible Points per EMH Level	Framework Points
Academic Achievement	<i>The district's percentage of students scoring proficient or advanced was:</i>		TCAP	16 (4 for each content area)	15
	• at or above the 90th percentile of all districts (using 2009-10 baseline).	Exceeds	4		
	• below the 90th percentile but at or above the 50th percentile of all districts (using 2009-10 baseline).	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all districts (using 2009-10 baseline).	Approaching	2		
Academic Growth	<i>Made AGP</i>		<i>Did Not Make AGP</i>		14 (4 for each subject area and 2 for English language proficiency)
	• at or above 60.	• at or above 70.	TCAP	ACCESS	
	• below 60 but at or above 45.	• below 70 but at or above 55.	4	2	
	• below 45 but at or above 30.	• below 55 but at or above 40.	3	1.5	
Academic Growth Gaps	<i>Made AGP</i>		<i>Did Not Make AGP</i>		60 (4 for each of 5 subgroups in 3 subject areas)
	• at or above 60.	• at or above 70.	TCAP	ACCESS	
	• below 60 but at or above 45.	• below 70 but at or above 55.	4	2	
	• below 45 but at or above 30.	• below 55 but at or above 40.	3	1.5	
Postsecondary and Workforce Readiness	<i>Graduation Rate and Disaggregated Graduation Rate: The district's graduation rate/disaggregated graduation rate was:</i>		Overall	Disaggr.	16 (4 for each sub-indicator)
	• at or above 90%.	Exceeds	4	1	
	• at or above 80% but below 90%.	Meets	3	0.75	
	• at or above 65% but below 80%.	Approaching	2	0.5	
	• below 65%.	Does Not Meet	1	0.25	
	<i>Dropout Rate: The district's dropout rate was:</i>				
	• at or below 1%.	Exceeds	4		
	• at or below the state average but above 1% (using 2009-10 baseline).	Meets	3		
	• at or below 10% but above the state average (using 2009-10 baseline).	Approaching	2		
	• above 10%.	Does Not Meet	1		
	<i>Colorado ACT Composite Score: The district's average Colorado ACT composite score was:</i>				
	• at or above 22.	Exceeds	4		
• at or above the state average but below 22 (using 2009-10 baseline).	Meets	3			
• at or above 17 but below the state average (using 2009-10 baseline).	Approaching	2			
• below 17.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	Cut Point: The district earned ... of the points eligible on this Indicator.	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Accreditation Category Assignment

	Cut Point: The district earned ... of the total framework points eligible.	
Total Framework Points	• at or above 80%	Distinction
	• at or above 64% - below 80%	Accredited
	• at or above 52% - below 64%	Improvement
	• at or above 42% - below 52%	Priority Improvement
	• below 42%	Turnaround

District Plan Type Assignments

	Plan description	
Accred. w/Distinction	The district is required to adopt and implement a Performance Plan.	A district may not be accredited with a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education is required to remove the district's or Institute's accreditation and direct the district's local school board or the Institute as to which actions it must take to have accreditation reinstated. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the district is notified that it is Accredited with a Priority Improvement or Turnaround Plan.
Accredited	The district is required to adopt and implement a Performance Plan.	
Accred. w/Improvement Plan	The district is required to adopt and implement an Improvement Plan.	
Accred. w/Priority Impr. Plan	The district is required to adopt and implement a Priority Improvement Plan.	
Accred. w/Turnaround Plan	The district is required to adopt and implement a Turnaround Plan.	

## Reference

### 1-year vs. 3-year Report

Districts receive a 1-year and a 3-year aggregated District Performance Framework report. CDE produces a report on the basis of three years of data to enable more districts to be considered within the same performance framework. Some small districts may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official accreditation category for the district: the one under which the district has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. Note that some 3-year reports may be based on only two years of data if that is the only data available.

### Reference Data for Key Performance Indicators

#### Academic Achievement

The Academic Achievement Indicator reflects a district's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from TCAP and CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

#### Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
<b>N of Districts</b>	175	165	167	176	165	167	175	165	167	133	135	138
15th percentile	59.26	58.87	57.14	57.99	34.46	18.30	38.48	42.37	32.85	29.46	28.57	30.27
50th percentile	71.51	70.50	71.53	70.51	50.00	32.16	54.72	56.36	48.61	48.00	45.60	48.93
90th percentile	84.37	83.57	84.78	84.60	68.84	52.06	69.66	72.27	67.56	69.72	69.09	70.39

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

#### Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
<b>N of Districts</b>	181	182	183	181	182	182	181	182	183	172	175	179
15th percentile	60.45	56.61	57.63	56.84	36.37	17.78	41.44	41.85	33.82	32.93	30.02	31.43
50th percentile	72.19	69.22	71.31	70.37	49.11	30.51	55.78	56.79	49.70	47.50	46.81	49.18
90th percentile	85.16	81.53	83.80	83.42	65.33	48.01	71.02	70.87	67.71	66.52	65.86	67.31

#### Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this district compared to that of other students statewide with a similar content proficiency (TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the district to reach or maintain a specified level of proficiency within a given length of time. For TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn rating depends on whether or not the district met adequate growth (AGP).

	Made AGP	Did Not Make AGP
<b>Exceeds</b>	60-99	70-99
<b>Meets</b>	45-59	55-69
<b>Approaching</b>	30-44	40-54
<b>Does Not Meet</b>	1-29	1-39

The Academic Growth Gaps Indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students needing to catch up.

#### Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates, dropout rates, and mean Colorado ACT (COACT) composite scores.

#### State Mean Dropout Rate (2009-10 baseline)

	N of Students	Mean Rate
<b>1-year (2009)</b>	416,953	3.6
<b>3-year (2007-09)</b>	1,238,096	3.9

#### State Mean COACT Composite Score (2009-10 baseline)

	N of Students	Mean Score
<b>1-year (2010)</b>	51,438	20.0
<b>3-year (2008-10)</b>	151,439	20.1