

**Accredited** *(Revised)*

This is the district's official accreditation rating, which is based on the 1 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	52.8% ( 7.9 out of 15 points )	
Academic Growth	Meets	69.0% ( 24.2 out of 35 points )	
Academic Growth Gaps	Approaching	55.6% ( 8.3 out of 15 points )	
Postsecondary and Workforce Readiness	Meets	67.2% ( 23.5 out of 35 points )	
Test Participation <sup>3</sup>	Meets 95% Participation Rate		
<b>TOTAL</b>		<b>63.9% ( 63.9 out of 100 points )</b>	

<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%	99.7%	98.9%	99.5%	Meets	Meets	Meets	Meets	1453	1014	811	3278	1457	1017	820	3294
Mathematics	99.3%	99.7%	99.3%	99.4%	Meets	Meets	Meets	Meets	1443	1014	813	3270	1453	1017	819	3289
Writing	99.7%	99.7%	98.8%	99.5%	Meets	Meets	Meets	Meets	1452	1014	810	3276	1456	1017	820	3293
Science	80.7%	100.0%	-	89.8%	Does Not Meet	Meets	-	Does Not Meet	376	414	-	790	466	414	-	880
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	396	408	-	804	396	408	-	804
Colorado ACT	-	-	97.4%	97.4%	-	-	Meets	Meets	-	-	373	373	-	-	383	383

<sup>1</sup> Data in this report is based on results from: 2013-14

**Performance Indicators**

**Level: Elementary**

**District: ROARING FORK RE-1 - 1180**

**(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	1412	67.92	40
Mathematics	2	4		Approaching	1401	67.31	39
Writing	2	4		Approaching	1412	52.41	44
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	970	48	32	Yes
Mathematics	2	4		Approaching	980	48	53	No
Writing	3	4		Meets	973	51	45	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	858	69	30	Yes
<b>Total</b>	<b>10</b>	<b>14</b>	<b>71.4%</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>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	3	4		Meets	424	46	45	Yes
Minority Students	2	4		Approaching	526	44	43	Yes
Students with Disabilities	2	4		Approaching	78	41	76	No
English Learners	2	4		Approaching	446	44	48	No
Students needing to catch up	2	4		Approaching	297	54	67	No
<b>Mathematics</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	440	47	63	No
Minority Students	2	4		Approaching	540	50	63	No
Students with Disabilities	2	4		Approaching	78	50	83	No
English Learners	2	4		Approaching	462	50	66	No
Students needing to catch up	3	4		Meets	281	61	83	No
<b>Writing</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	427	51	53	No
Minority Students	2	4		Approaching	529	51	53	No
Students with Disabilities	2	4		Approaching	78	44	79	No
English Learners	2	4		Approaching	449	51	55	No
Students needing to catch up	2	4		Approaching	491	51	63	No
<b>Total</b>	<b>32</b>	<b>60</b>	<b>53.3%</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: ROARING FORK RE-1 - 1180**

**(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	982	64.56	30
Mathematics	2	4		Approaching	982	48.37	45
Writing	2	4		Approaching	982	56.31	49
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	940	49	31	Yes
Mathematics	2	4		Approaching	938	53	74	No
Writing	3	4		Meets	938	54	51	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	138	51	60	No
<b>Total</b>	<b>9</b>	<b>14</b>	<b>64.3%</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>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	379	47	54	No
Minority Students	2	4		Approaching	495	49	52	No
Students with Disabilities	2	4		Approaching	86	47	81	No
English Learners	2	4		Approaching	406	50	56	No
Students needing to catch up	2	4		Approaching	304	50	69	No
<b>Mathematics</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	380	49	86	No
Minority Students	2	4		Approaching	494	51	87	No
Students with Disabilities	2	4		Approaching	85	48	96	No
English Learners	3	4		Meets	407	55	90	No
Students needing to catch up	3	4		Meets	429	55	95	No
<b>Writing</b>	<b>14</b>	<b>20</b>	<b>70%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	377	55	69	No
Minority Students	3	4		Meets	494	57	69	No
Students with Disabilities	2	4		Approaching	85	51	88	No
English Learners	3	4		Meets	405	61	73	No
Students needing to catch up	3	4		Meets	418	57	78	No
<b>Total</b>	<b>36</b>	<b>60</b>	<b>60%</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: ROARING FORK RE-1 - 1180**

**(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	771	64.33	28
Mathematics	3	4		Meets	773	37.13	64
Writing	2	4		Approaching	770	45.06	41
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	707	46	22	Yes
Mathematics	3	4		Meets	709	64	95	No
Writing	2	4		Approaching	706	44	58	No
English Language Proficiency (ACCESS)	2	2		Exceeds	110	66	35	Yes
<b>Total</b>	<b>10</b>	<b>14</b>	<b>71.4%</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>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	240	46	49	No
Minority Students	2	4		Approaching	404	45	51	No
Students with Disabilities	2	4		Approaching	68	45	85	No
English Learners	2	4		Approaching	310	45	58	No
Students needing to catch up	2	4		Approaching	253	48	81	No
<b>Mathematics</b>	<b>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	242	61	99	No
Minority Students	3	4		Meets	406	65	99	No
Students with Disabilities	1	4		Does Not Meet	69	35	99	No
English Learners	3	4		Meets	311	65	99	No
Students needing to catch up	3	4		Meets	422	67	99	No
<b>Writing</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	240	44	84	No
Minority Students	2	4		Approaching	404	43	83	No
Students with Disabilities	1	4		Does Not Meet	68	36	97	No
English Learners	2	4		Approaching	310	43	86	No
Students needing to catch up	2	4		Approaching	348	46	92	No
<b>Total</b>	<b>32</b>	<b>60</b>	<b>53.3%</b>	<b>Approaching</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	398/370/395/374	78.6/ <b>89.2</b> /84.6/84%	80%
Disaggregated Graduation Rate	2.75	4	68.8%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	148/ <b>100</b> /127/94	75.7/ <b>84</b> /76.4/71.3%	80%
Minority Students	0.75	1		Meets	223/ <b>168</b> /214/142	71.3/ <b>84.5</b> /79/70.4%	80%
Students with Disabilities	0.75	1		Meets	38/ <b>35</b> /23/26	73.7/ <b>80</b> /65.2/69.2%	80%
English Learners	0.5	1		Approaching	156/ <b>67</b> /88/76	73.1/ <b>76.1</b> /72.7/64.5%	80%
Dropout Rate	3	4		Meets	2573	1.8%	3.6%
Colorado ACT Composite Score	2	4		Approaching	373	19.7	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	79	83.2	83.9	84
	2011	78.9	85.2	84.6	
	2012	84.2	<b>89.2</b>		
	2013	78.6			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60	70.7	70.2	71.3
	2011	65.8	76.8	76.4	
	2012	72.3	<b>84</b>		
	2013	75.7			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60.7	69	70.2	70.4
	2011	70.2	80.5	79	
	2012	74.4	<b>84.5</b>		
	2013	71.3			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.7	72	69.2	69.2
	2011	60	66.7	65.2	
	2012	79.4	<b>80</b>		
	2013	73.7			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	52.1	64.3	64.5	64.5
	2011	59	72.7	72.7	
	2012	58	<b>76.1</b>		
	2013	73.1			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	79	83.2	83.9	84
	2011	78.9	85.2	84.6	
	2012	84.2	89.2		
	2013	78.6			
	<b>Aggregated</b>	80.2	<b>85.8</b>	84.2	84

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60	70.7	70.2	71.3
	2011	65.8	76.8	76.4	
	2012	72.3	84		
	2013	75.7			
	<b>Aggregated</b>	69.4	<b>77.5</b>	73.8	71.3

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60.7	69	70.2	70.4
	2011	70.2	80.5	79	
	2012	74.4	84.5		
	2013	71.3			
	<b>Aggregated</b>	69.7	<b>78.7</b>	75.5	70.4

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.7	72	69.2	69.2
	2011	60	66.7	65.2	
	2012	79.4	80		
	2013	73.7			
	<b>Aggregated</b>	71	<b>73.8</b>	67.3	69.2

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	52.1	64.3	64.5	64.5
	2011	59	72.7	72.7	
	2012	58	76.1		
	2013	73.1			
	<b>Aggregated</b>	63.3	<b>71.1</b>	68.9	64.5

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
	• below 60 but at or above 45.		• below 70 but at or above 55.			ACCESS
	• below 45 but at or above 30.		• below 55 but at or above 40.			4
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.			4
	• below 60 but at or above 45.		• below 70 but at or above 55.			3
	• below 45 but at or above 30.		• below 55 but at or above 40.			2
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%.			4	1	
	• at or above 80% but below 90%.			3	0.75	
	• at or above 65% but below 80%.			2	0.5	
	• below 65%.			1	0.25	
	<i>Dropout Rate: The district's dropout rate was:</i>					
	• at or below 1%.			4		
	• at or below the state average but above 1% (using 2009-10 baseline).			3		
	• at or below 10% but above the state average (using 2009-10 baseline).			2		
	• above 10%.			1		
	<i>Colorado ACT Composite Score: The district's average Colorado ACT composite score was:</i>					
	• at or above 22.			4		
• at or above the state average but below 22 (using 2009-10 baseline).			3			
• at or above 17 but below the state average (using 2009-10 baseline).			2			
• below 17.			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	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	
Accred. w/Improvement Plan	
Accred. w/Priority Impr. Plan	
Accred. w/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