

Growth metrics are intended to provide a more complete picture of academic performance by helping to contextualize more traditional achievement metrics. While achievement metrics represent performance at specific points in time when students are assessed, growth metrics show what happens in the time in between assessments. Under the Colorado Growth Model, growth percentiles are calculated by analyzing scores over consecutive years of the PSAT and SAT assessments; historical scores on the CMAS Math assessments are also incorporated into the model when available. A student's growth percentile (ranging from 1 to 99) indicates how his or her performance changed over time relative to students with similar score histories. Growth percentiles are independent of achievement levels, so all students have an equal chance of achieving high growth.

Median Growth Percentiles (MGPs) are used to represent growth outcomes for schools and districts. An MGP represents the mid-point of the distribution of all of the individual growth percentiles obtained by students within a particular group. This report shows MGPs for entire schools and districts, as well as for distinct grade levels and for different student groups. In general, higher MGPs indicate higher growth rates for the students in the designated group. State-level MGPs are presented along with school and district results as a point of reference. Typically, the state MGP for any group will be 50, though it may sometimes vary. Blank cells in the data table reflect cases where fewer than 20 student growth percentiles were available for the group; the MGPs are not shown in order to ensure privacy and to discourage inappropriate inferences about group performance. For additional resources, including CMAS growth reports, go to: [www.cde.state.co.us/schoolview/coloradogrowthmodel](http://www.cde.state.co.us/schoolview/coloradogrowthmodel)

		EVIDENCE-BASED READING AND WRITING						MATH					
		District			State			District			State		
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
<b>ALL STUDENTS</b>	All Students	46.0	39.0	45.0	49.0	50.0	50.0	39.0	46.0	51.0	50.0	50.0	51.0
<b>GRADE LEVEL</b>	09								47.0	52.0		50.0	51.0
	10		35.5	50.0		51.0	50.0		44.0	53.0		50.0	52.0
	11	46.0	41.0	41.0	49.0	50.0	49.0	39.0	49.0	47.0	50.0	50.0	51.0
<b>ENGLISH LEARNERS</b>	English Learners	45.0	34.0	39.0	44.0	40.0	40.0	36.0	44.0	48.0	41.0	43.0	47.0
	Non-English Learners	49.0	41.0	50.0	51.0	52.0	51.0	43.0	49.0	52.5	52.0	52.0	52.0
<b>FREE AND REDUCED LUNCH (FRL)</b>	FRL Eligible	44.0	37.0	44.0	43.0	42.0	43.0	36.0	46.0	50.0	41.0	45.0	47.0
	Non-FRL	52.0	41.0	47.0	53.0	55.0	52.0	46.0	48.0	53.0	54.0	53.0	54.0
<b>GENDER</b>	Female	44.0	34.0	48.0	48.0	45.0	51.0	39.0	45.0	51.0	48.0	48.0	50.0
	Male	49.0	43.0	42.0	51.0	56.0	47.0	39.0	47.0	51.0	50.0	53.0	52.0
<b>GIFTED</b>	Gifted and Talented	57.0	49.5	60.0	60.0	63.0	58.0	59.0	55.0	55.5	58.0	55.0	56.0
	Non-Gifted and Talented	45.0	38.0	44.0	48.0	49.0	48.0	37.0	46.0	50.0	48.0	50.0	51.0
<b>INDIVIDUALIZED EDUCATION PLAN (IEP)</b>	On IEP	26.0	40.5	29.0	32.0	42.0	36.0	17.0	32.0	44.0	28.0	38.0	45.0
	Non-IEP	49.0	38.0	47.0	51.0	51.0	51.0	41.0	48.0	52.0	51.0	51.0	52.0
<b>MIGRANT</b>	Migrant			25.0	39.0	43.0	32.5		46.0	32.0	32.0	43.0	39.0
	Non-Migrant	46.0	38.0	45.0	49.0	50.0	50.0	39.0	46.0	51.0	50.0	50.0	51.0
<b>MINORITY</b>	Minority	46.0	37.0	45.0	46.0	44.0	46.0	38.0	46.0	50.0	45.0	47.0	49.0
	Non-Minority	53.0	49.5	51.0	53.0	56.0	52.0	50.0	52.0	57.0	54.0	54.0	54.0
<b>RACE/ETHNICITY</b>	American Indian or Alaska Native		30.0		44.5	42.0	49.0		41.0	61.5	41.0	46.0	45.0
	Asian	39.0	29.0	53.0	54.0	51.0	58.0	43.0	50.0	59.0	56.0	56.0	61.0
	Black	49.0	38.0	44.0	47.0	40.0	46.0	39.0	46.0	52.5	43.0	44.0	50.0
	Hispanic	46.0	36.0	44.0	44.0	43.0	44.0	36.0	45.0	49.0	43.0	46.0	47.0
	White	53.0	49.5	51.0	53.0	56.0	52.0	50.0	52.0	57.0	54.0	54.0	54.0
	Hawaiian/Pacific Islander		40.5		45.0	45.0	50.0		46.0	45.0	45.0	49.0	51.0
	Two or More Races	39.0	51.0	43.0	48.0	52.0	51.0	41.0	50.0	51.0	51.0	50.0	52.0

