COLORADO
Department of Education

Exceptional Student Services Unit
201 E. Colfax Avenue, 4th Floor
Denver, CO 80203

April 15, 2026

Re: 2026 AU Determination Letter

Dear Amy Lloyd,

The Individuals with Disabilities Education Act (IDEA) requires state agencies, like the Colorado Department of Education (CDE), to share information about each Administrative Unit's (AU's) performance. This includes comparing the AU's results to state goals and statewide performance for Indicators 1 through 14 from the State Performance Plan/Annual Performance Report (SPP/APR). IDEA also requires CDE to evaluate each AU every year to determine how well the AU is meeting the requirements of IDEA. These evaluations are based on data from the SPP/APR, findings from monitoring visits, and other public information. This letter explains both requirements and helps AUs review their systems, and supports, aimed at achieving improved outcomes for students with disabilities.

Each AU's performance is measured based on data submitted by the AU as well as information obtained through general supervision and monitoring activities to determine if the AU:

1) Meets Requirements: if the Overall Percentage is at least 74%,
2) Needs Assistance: if the Overall Percentage is at least 58% but less than 74%,
3) Needs Intervention: if the Overall Percentage is less than 58%,
4) Needs Substantial Intervention: for a substantial failure to comply with a condition of AU eligibility under Part B of the IDEA. 34 C.F.R. §§ 300.200 through 300.213.

The CDE made the following Determination for El Paso 2, Harrison

	Points Earned	Points Eligible	Score (%)
Compliance Matrix	15	16	93.75%
Results Matrix	23.50	36.00	65.28%

Overall Percentage (%)	AU Determination
79.51%	**Meets Requirements**

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How did the CDE make its AU Determination?

Each AU is rated based on a Compliance Matrix and a Results Matrix.

- The **Compliance Matrix** includes scoring from the SPP/APR Compliance Indicators 4A, 4B, 9, 10, 11, 12, 13, and Timely and Accurate Data Submission, and concludes with an overall **Compliance Score**.
- The **Results Matrix** includes scoring from the SPP/APR Results Indicators 1, 2, 3B, 3C, 7, 14, Colorado Measures of Academic Success (CMAS) Median Growth Percentile in English Language Arts (ELA) and Math**,** and Post-School Outcome Interview Attempts, concluding with an overall **Results Score**.

An **Overall Percentage** is calculated by adding 50% of the **Compliance Score** and 50% of the **Results Score**. The CDE then factors in **Special Conditions**, which include areas of noncompliance related to the AUs' adherence with the IDEA, which are calculated independently of the Compliance and Results Scores. Finally, the CDE assigns an **AU Determination Rating**.

What data did the CDE use to make its AU Determination?

The data for AU determinations aligns with the SPP/APR indicator data. This determination represents data for Federal Fiscal Year (FFY) 2024 which corresponds to data collected in School Year (SY) 2024-25 for all Indicators except for Indicators 1, 2, and 4, which report data from 1 year prior (SY 2023-24).

SPP/APR Compliance Indicators

Indicator 4A: Whether the AU has significant discrepancy from the state in the rate of out-of-school suspensions/expulsions of students with disabilities that sum up to greater than 10 days in a school year.

Indicator 4B: Whether the AU has disproportionate representation by race/ethnicity in the rate of out-of-school suspensions/expulsions of students with disabilities that sum up to greater than 10 days in a school year, and the disproportionate representation is due to inappropriate local policies, procedures, or practices.

Indicator 9: Whether the AU has a disproportionate representation of students with disabilities by race/ethnicity due to inappropriate local policies, procedures, or practices.

Indicator 10: Whether the AU has a disproportionate representation of students with disabilities by race/ethnicity in a specific disability category due to inappropriate local policies, procedures, or practices.

Indicator 11: Percent of children who were evaluated within 60 calendar days of receiving parental consent for initial evaluation.

Indicator 12: Percent of children referred by IDEA Part C prior to age 3, who are found eligible for IDEA Part B, and who have an Individualized Education Plan (IEP) developed and implemented by their third birthdays.

Indicator 13: Percent of youth ages 15 and above with an IEP that includes each of the required components for secondary transition.

Timely and Accurate Data Submission: The timeliness and accuracy of data submitted by the AUs under section 616 and 618 of the IDEA.

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SPP/APR Results Indicators

Indicator 1: Percent of youth ages 14 and above with IEPs who exited from school due to graduating with a regular high school diploma.

Indicator 2: Percent of youth ages 14 and above with IEPs who exited from school due to dropping out. *The exit types counted as a dropout are Transferred to a Career and Technical Ed Program, Dropped Out, Expelled, High School Equivalency Diploma (HSED) Transfer, or HSED from a Non-District run program.*

Indicator 3B: Proficiency rate for children with IEPs against grade level academic achievement standards for grades 4, 8, and 11. *Combination of Colorado Measures of Academic Success (CMAS) and SAT scores.*

Indicator 3C: Proficiency rate for children with IEPs against alternate academic achievement standards for grades 4, 8, and 11. *Colorado's alternate academic achievement standards (CoAlt).*

Median Growth Percentile in ELA and Math: CMAS assessments Median Growth Percentile for grades 3 through 8.

Indicator 7: Percent of preschool children who showed substantial growth and those who reached age expectations by the time they exited the program in three areas: 1) positive social-emotional skills, 2) acquisition and use of knowledge and skills, and 3) use of appropriate behaviors.

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and meet one of the following criteria: 1) enrolled in higher education within one year of leaving high school, 2) enrolled in some other postsecondary education or training program, 3) competitively employed, or 4) in some other employment within one year of leaving high school.

> **Post-School Outcomes (PSO) Interviews Contact Attempt:** Percentage of the AU's sample that were contacted for interviews.

Aligning with OSEP Overall Determination Cut Point 5-Year Plan

To align with the Office of Special Education Program's (OSEP) State Determination cut points, CDE will gradually increase the cut points over the next five years.

Determination Year	Meets Requirements	Needs Assistance	Needs Intervention
Spring 2025	≥73%	≥58% to <73%	<58%
Spring 2026	≥74%	≥58% to <74%	<58%
Spring 2027	≥76%	≥58% to <76%	<58%
Spring 2028	≥78%	≥59% to <78%	<59%
Spring 2029	≥80%	≥60% to <80%	<60%

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Enforcement

The State Education Agency is required to take certain enforcement action(s) if an AU needs assistance for two consecutive years, needs intervention for three or more consecutive years, or at any time the State determines that an AU needs substantial intervention or that there is a substantial failure to comply with any Part B eligibility condition. 34 C.F.R. § 300.604. For more information on enforcement actions under the IDEA, please refer to the OSEP Guidance titled State General Supervision Responsibilities Under Parts C and B of the IDEA: OSEP QA 23-01, E1 through E6.

Conclusion

Attached to this letter below, please find your specific AU data for each indicator. Additional information and guidance can be found on CDE's AU Determinations webpage. In addition to the measures included in the AU Determination, there are additional measures included for information only: Indicators 3A, 3D, 5, 6, 8 and Significant Disproportionality.

CDE is committed to supporting El Paso 2, Harrison in its efforts to improve results for children with disabilities and looks forward to working with you over the next year. Should you have any questions or concerns, please contact Orla Bolger, Supervisor of the ESSU Data Team at Bolger_O@cde.state.co.us.

Sincerely,



Paul Foster, Ed.D.
Assistant Commissioner, Exceptional Student Services
Colorado Department of Education

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2026 AU Determination and SPP/APR AU Indicator Profile FFY 2024

Section I: Compliance Indicators and Timely and Accurate Data Submission

Indicators 4A and 4B: Suspension/Expulsion 2023-24 SY

Indicator 4A

Measure	AU Rate	4 times State Rate	State SPP Target	State Performance	Points Eligible	Points Earned
An AU has a significant discrepancy if the rate of suspensions and expulsions of greater than 10 days in a school year is more than 4 times the state rate for 3 consecutive years.	0.11	2.13	0.00%	0.00% of AUs had Significant Discrepancy	2	2

Indicator 4B

Measure	AU Status	State SPP Target	State Performance	Points Eligible	Points Earned
An AU has significant discrepancy if one or more racial/ethnic groups have a rate of suspension/expulsion greater than 10 days, which is the result of inappropriate local policies, procedures, or practices, and their rate is more than 4 times the state rate for 3 consecutive years.	No Significant Discrepancy	0.00%	0.00% of AUs had Significant Discrepancy	2	2

Indicator 9: Disproportionate Representation – Identification 2024-25 SY

Measure	AU Status	State SPP Target	State Performance	Points Eligible	Points Earned
An AU has disproportionate representation of racial/ethnic groups in special education and related services, which is the result of inappropriate identification if the risk ratio is greater than 4.0.	No Disproportionate Representation	0.00%	0.00% of AUs had Disproportionate Representation	2	2

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Indicator 10: Disproportionate Representation – Disability Categories 2024-25 SY

Measure	AU Status	State SPP Target	State Performance	Points Eligible	Points Earned
An AU has disproportionate representation of racial/ethnic groups in specific disability categories, which is the result of inappropriate identification if the risk ratio is greater than 4.0.	No Disproportionate Representation	0.00%	0.00% of AUs had Disproportionate Representation	2	2

Indicator 11: Child Find 2024-25 SY

Measure	AU Rate	State SPP Target	State Performance	Points Eligible	Points Earned
Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation	98.62%	100%	98.95%	2	2

Indicator 12: Early Childhood Transition 2024-25 SY

Measure	AU Rate	State SPP Target	State Performance	Points Eligible	Points Earned
Percent of children referred by Part C prior to age 3, whose eligibility was determined with an IEP implemented by their third birthday (includes students found not eligible)	94.30%	100%	99.40%	2	1

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Indicator 13: Secondary Transition 2024-25 SY

Measure	AU Rate	State SPP Target	State Performance	Points Eligible	Points Earned
Percent of youth aged 15 and above with an IEP that includes each of the required components for Transition IEPs	100.00%	100%	98.47%	2	2

Timely and Accurate Data Submission 2024-25 SY

Measure	Performance	Points Eligible	Points Earned
Timely and Accurate Data Submission of Special Education December Count, Special Education End of Year Collection, Special Education Discipline Collection, and Indicator 13 file review	Data was Timely and Accurate	2	2

Total Compliance Score

Description	Score
Compliance Points Earned:	15
Compliance Points Eligible:	16
Compliance Score (%):	**93.75%**

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Section II: Results Indicators, CMAS Median Growth Percentile in English Language Arts (ELA) and Math, and Post-School Outcome Interview Attempts

Indicator 1: Graduation 2023-24 SY

Measure	AU Rate	State SPP Target	State Performance	Points Eligible	Points Earned
Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	87.04%	≥ 82.35%	80.30%	6	6

Indicator 2: Dropout 2023-24 SY

Measure	AU Rate	State SPP Target	State Performance	Points Eligible	Points Earned
Percent of youth with IEPs exiting special education due to dropping out.	9.26%	≤ 14.59%	16.39%	6	6

Indicators 3B and 3C: State Assessments Proficiency Rates 2024-25 SY

Indicator 3B: Proficiency rate for children with IEPs against academic achievement standards for Colorado Measures of Academic Success (CMAS/SAT)

Measure	AU Rate	State SPP Target	State Performance	Points Eligible	Points Earned
3B - Reading - Grade 4	3.38%	≥ 15.41%	11.93%	0.5	0.00
3B - Reading - Grade 8	6.32%	≥ 10.35%	8.91%	0.5	0.00
3B - Reading - High School	4.65%	≥ 18.38%	19.45%	0.5	0.00
3B - Math - Grade 4	3.40%	≥ 11.54%	11.72%	0.5	0.00
3B - Math - Grade 8	6.38%	≥ 11.23%	6.76%	0.5	0.00
3B - Math - High School	2.33%	≥ 6.70%	5.77%	0.5	0.00

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Indicator 3C: Proficiency rate for children with IEPs against Colorado's alternate academic achievement standards (CoAlt)

Measure	AU Rate	State SPP Target	State Performance	Points Eligible	Points Earned
3C - Reading - Grade 4	33.33%	≥ 25.94%	13.40%	0.5	0.50
3C - Reading - Grade 8	52.94%	≥ 39.58%	37.14%	0.5	0.50
3C - Reading - High School	54.55%	≥ 39.04%	34.77%	0.5	0.50
3C - Math - Grade 4	55.56%	≥ 29.46%	31.71%	0.5	0.50
3C - Math - Grade 8	23.53%	≥ 14.86%	7.52%	0.5	0.50
3C - Math - High School	45.45%	≥ 7.44%	27.30%	0.5	0.50

Academic Growth 2024-25 SY

Measure Median Growth Percentile (MGP) – CMAS Grades 3-8	AU Score	AU Rating	Points Eligible	Points Earned
Reading	38.0	Approaching	2	1
Math	37.0	Approaching	2	1

Indicators 7A, 7B, and 7C: Preschool Outcomes 2024-25 SY

Each outcome measures the following two summary statements:

1) Growth: Of those preschool children who entered or exited the program below age expectations in each Outcome below, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2) Achievement: The percent of preschool children who were functioning within age expectations in each Outcome below by the time they turned 6 years of age or exited the program.

Indicator 7A: Positive social-emotional skills (including social relationships)

Measure	AU Rate	State SPP Target	State Performance	Points Eligible	Points Earned
A1. Growth	75.68%	≥ 75.32%	72.48%	1	1.0
A2. Achievement	70.91%	≥ 63.25%	66.46%	1	1.0

Indicator 7B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)

Measure	AU Rate	State SPP Target	State Performance	Points Eligible	Points Earned
B1. Growth	69.23%	≥ 78.87%	75.11%	1	0.5
B2. Achievement	65.45%	≥ 66.95%	64.46%	1	0.5

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Indicator 7C: Use of appropriate behaviors to meet their needs

Measure	AU Rate	State SPP Target	State Performance	Points Eligible	Points Earned
C1. Growth	65.63%	≥ 70.80%	71.64%	1	0.5
C2. Achievement	70.91%	≥ 58.51%	67.64%	1	1.0

Indicators 14A, 14B, and 14C: Post-School Outcomes (PSO) Summer 2025

Percent of youth who had IEPs when they left high school in SY 2023-24, and when interviewed in Summer 2025, found to be:

Measure	AU Rate	State SPP Target	State Performance	Points Eligible	Points Earned
14A – Enrolled in higher education	4.76%	≥ 24.60%	22.71%	2	0
14B – Enrolled in higher education or competitively employed	42.86%	≥ 72.15%	65.03%	2	0
14C – Enrolled in higher education, competitively employed, enrolled in other education, or other employment	50.00%	≥ 82.96%	76.99%	2	0

PSO Contact Attempts

Measure	AU Rate	Goal	State Performance	Points Eligible	Points Earned
PSO Contacts Attempts	100.00%	100%	99.78%	2	2

Total Results Score

Description	Score
Results Points Earned:	23.50
Results Points Eligible:	36.00
Results Score (%):	**65.28%**

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Additional SPP/APR Indicators and Significant Disproportionality Information *Not* Included in the AU Determination Calculation

Indicator 3A: Participation Rate for Children with IEPs 2024-25 SY *(CMAS/SAT/CoAlt)*

Measure	AU Rate	State SPP Target	State Performance
3A - Reading - Grade 4	94.32%	≥ 95.00%	82.44%
3A - Reading - Grade 8	91.80%	≥ 95.00%	71.65%
3A - Reading – High School	72.00%	≥ 95.00%	70.12%
3A - Math - Grade 4	93.22%	≥ 95.00%	82.87%
3A - Math – Grade 8	90.98%	≥ 95.00%	71.60%
3A - Math - High School	72.00%	≥ 95.00%	70.05%

Indicator 3D: Gap in Proficiency Rates for Children with IEPs Compared to All Students 2024-25 SY *(CMAS/SAT)*

Measure	AU Rate	State SPP Target	State Performance
3D Gap Reading Grade 4	27.94	≤ 37.11	29.37
3D Gap Reading Grade 8	30.87	≤ 39.74	34.95
3D Gap Reading High School	46.93	≤ 41.60	42.04
3D Gap Math Grade 4	18.81	≤ 25.27	24.79
3D Gap Math Grade 8	16.61	≤ 31.52	27.94
3D Gap Math High School	22.56	≤ 29.70	26.75

Indicators 5A, 5B, and 5C: Education Environments (Children 5 in Kindergarten – Age 21) 2024-25 SY

Measure	AU Rate	State SPP Target	State Performance
5A - Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in regular class at least 80% of the time	71.10%	≥ 78.67%	80.91%

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Measure	AU Rate	State SPP Target	State Performance
5B - Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in regular class less than 40% of the time	9.75%	≤ 5.09%	4.49%
5C - Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools/facilities, homebound, or hospital	0.82%	≤ 2.20%	1.81%

Indicators 6A, 6B, and 6C: Preschool Environments 2024-25 SY

Measure	AU Rate	State SPP Target	State Performance
6A - Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of services in a regular early childhood program	100.00%	≥ 91.92%	92.59%
6B - Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility	0.00%	≤ 3.37%	2.27%
6C - Percent of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home	0.00%	≤ 0.23%	0.06%

Indicator 8: Parent Involvement 2024-25 SY

Measure	AU Rate	State SPP Target	State Performance
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	88.00%	≥ 82.19%	81.28%

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Significant Disproportionality 2024-25 SY

As a condition of accepting federal funds, the CDE must collect and examine data to determine if Significant Disproportionality based on race and ethnicity is occurring in the State, or any of its AUs. In Colorado, an AU's status is:

- Significantly Disproportionate: if they have shown significant disproportionality in a particular category for 3 consecutive years,
- On Watch: if they have shown significant disproportionality in a particular category for one or two years, and
- Making Reasonable Progress: If they have shown significant disproportionality for 3 consecutive years but have lowered their ratio by a reasonable amount for two consecutive years.

In accordance with 34 C.F.R. § 300.646, the CDE must determine if disproportionate representation occurs in the following areas:

Measure	Significant Disproportionality Status	Category
Identification - The identification of children with disabilities, including identification of children with particular disabilities, i.e., Intellectual Disability, Specific Learning Disability, Serious Emotional Disorder, Speech or Language Impairment, Other Health Impairment, and Autism Spectrum Disorder	No, did not exceed thresholds	-
Placement - The placement of students in particular education settings	No, did not exceed thresholds	-
Discipline - The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.	No, did not exceed thresholds	-

For more information, visit the Significant Disproportionality webpage.

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AU Determination Compliance Rubric

Required Elements	0 points	1 point	2 points
Indicator 4A	The rate of children with disabilities who received suspensions/expulsions for greater than 10 days in a school year was above the set threshold for the current and the previous school year.	The rate of children with disabilities who received suspensions/expulsions for greater than 10 days in a school year was above the set threshold	The rate of children with disabilities who received suspensions/expulsions for greater than 10 days in a school year was below the set threshold
Indicator 4B	At least one racial category was found with significant discrepancy for the current and the previous school year, and policies, procedures, and/or practices were found to contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	At least one racial category was found with significant discrepancy.	No racial category was found with significant discrepancy.
Indicator 9	At least one racial category was found with disproportionate representation in identification of students as students with disabilities for the current and the previous year, and the disproportionate representation was found to be the result of inappropriate identification.	At least one racial category was found with disproportionate representation in identification of students as students with disabilities.	No racial category was found with disproportionate representation in identification of students as students with disabilities.

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Required Elements	0 points	1 point	2 points
Indicator 10	At least one racial category was found with disproportionate representation in identification of specific disability category for the current and the previous year, and 2) the disproportionate representation was found to be the result of inappropriate identification.	At least one racial category was found with disproportionate representation in identification of specific disability category	No racial category was found with disproportionate representation in identification of specific disability category
Indicators 11, 12, and 13	Less than 75%; or Less than 95% for the current and previous year	75% - 94%	95% - 100%
Timely and accurate data submission (December Count, SpEd EOY, SpEd Discipline, Indicator 13, and Fiscal)	Three or more of the data submissions were late and/or inaccurate.	One or two of the data submissions were late and/or inaccurate.	No data submissions were late and/or inaccurate.
Special Conditions	See below		

Special Conditions

Special Conditions include issues related to the AUs' compliance with the IDEA. These issues determine the level of the AU's Determination independent of their Compliance Score or Results Score. For example, failure to correct identified noncompliance in 365 days or non-timely compliance with the remedies issued in a state complaint could lower the level of AU Determination by one level from what would otherwise be based on the Compliance and Results Scores (e.g., Meets Requirement becomes Needs Assistance). State General Supervision Responsibilities Under Parts B and C of the IDEA (OSEP QA 23-01) and ECEA Rule 7.05(6). Findings in an unresolved fiscal single audit could lower the level of AU Determination by one level from what would otherwise be based on the Compliance and Results Scores, and the findings for more than two consecutive years would result in the AU Determination of Needs Intervention. The issue and its corresponding appropriate AU Determination would be determined on an as-needed basis.

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AU Determination Results Rubric

AU Determinations Required Elements	Points Eligible	<=79% of Target 0 points	80%-99% of Target Half points	Met Target Full points
Indicator 1: Graduation	6	< 65.88%	≥ 65.88%	≥ 82.35%
Indicator 2: Dropout	6	> 17.51%	≤ 17.51%	≤ 14.59%
Indicator 3B: CMAS Reading Grade 4	.5	< 12.33%	≥ 12.33%	≥ 15.41%
Indicator 3B: CMAS Reading Grade 8	.5	< 8.28%	≥ 8.28%	≥ 10.35%
Indicator 3B: CMAS Reading High School	.5	< 14.70%	≥ 14.70%	≥ 18.38%
Indicator 3B: CMAS Math Grade 4	.5	< 9.23%	≥ 9.23%	≥ 11.54%
Indicator 3B: CMAS Math Grade 8	.5	< 8.98%	≥ 8.98%	≥ 11.23%
Indicator 3B: CMAS Math High School	.5	< 5.36%	≥ 5.36%	≥ 6.70%
Indicator 3C: CoAlt Reading Grade 4	.5	< 20.75%	≥ 20.75%	≥ 25.94%
Indicator 3C: CoAlt Reading Grade 8	.5	< 31.66%	≥ 31.66%	≥ 39.58%
Indicator 3C: CoAlt Reading High School	.5	< 31.23%	≥ 31.23%	≥ 39.04%
Indicator 3C: CoAlt Math Grade 4	.5	< 23.57%	≥ 23.57%	≥ 29.46%
Indicator 3C: CoAlt Math Grade 8	.5	< 11.89%	≥ 11.89%	≥ 14.86%
Indicator 3C: CoAlt Math High School	.5	< 5.95%	≥ 5.95%	≥ 7.44%
Indicator 7A1: Preschool Social-Emotional Growth	1	< 60.26%	≥ 60.26%	≥ 75.32%
Indicator 7A2: Preschool Social-Emotional Achievement	1	< 50.60%	≥ 50.60%	≥ 63.25%
Indicator 7B1: Preschool Knowledge and Skills Growth	1	< 63.10%	≥ 63.10%	≥ 78.87%
Indicator 7B2: Preschool Knowledge and Skills Achievement	1	< 53.56%	≥ 53.56%	≥ 66.95%
Indicator 7C1: Preschool Behavior Growth	1	< 56.64%	≥ 56.64%	≥ 70.80%
Indicator 7C2: Preschool Behavior Achievement	1	< 46.81%	≥ 46.81%	≥ 58.51%
Indicator 14A: PSO Enrolled in higher education	2	< 19.68%	≥ 19.68%	≥ 24.60%
Indicator 14B: PSO Enrolled in higher education or competitively employed	2	< 57.72%	≥ 57.72%	≥ 72.15%
Indicator 14C: PSO Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment	2	< 66.37%	≥ 66.37%	≥ 82.96%

Academic Growth	Points Eligible	0 Points	Half Points	Full Points
Median Growth Percentile - Reading	2	Does not Meet < 35	Approaching ≥ 35	Meets or Exceeds ≥ 50
Median Growth Percentile - Math	2	Does not Meet < 35	Approaching ≥ 35	Meets or Exceeds ≥ 50

Post School Outcomes (PSO)	Points Eligible	0 points	Full Points
PSO Contacts Attempts	2	< 100%	100%

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