



**COLORADO**  
Department of Education

# Technical Advisory Panel Meeting

January 24, 2026



# Welcome & Introductions

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- **Welcome from CDE**

- The purpose of the TAP is to provide non-binding technical recommendations to CDE regarding the Colorado Growth Model, state accountability, and other topics as needed.

- **Meeting Logistics:**

- Non-members, please add your Name/Affiliation to the chat box.
- Everyone please mute your sound.
- We ask all non-TAP members to hold any comments until the end of the meeting. We do this to ensure we have sufficient time to address all meeting agenda items.

- **Introductions with Scott Weldon, TAP Chair**

# Agenda for Today

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- **Welcome and Introductions** | Information Item
- **1278 Implementation Timeline** | Feedback Item
- **Summary of PWR Statutory Language** | Feedback Item
- **AP/IB Analysis** | Feedback Item
- **Wrap-Up**



# 1278 Implementation Timeline

Marie Huchton  
Feedback Item

# HB 25-1278 includes changes to school and district performance frameworks with full implementation expected in fall 2027.

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- Combines student groups so each student is counted only once for points
- Moves college entrance exams (e.g., SAT) from PWR to the Achievement indicator
- Extends IEP inclusion for two years after exit
- Adds criteria for districts to earn a Distinction rating
- Refines the PWR indicator into four sub-indicators: graduation, dropout, CCR before graduation (CCRBG), and postsecondary progression

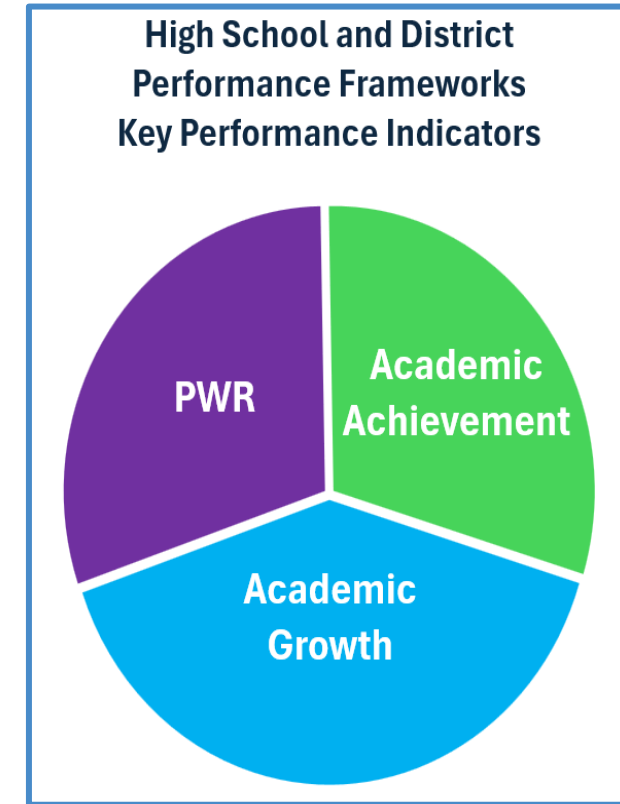
The new PWR data collection timeline creates implementation and readiness challenges; a timeline adjustment is needed.

## Challenges

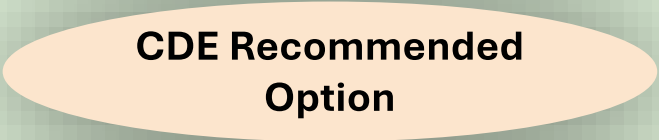
- ❖ New PWR measure requires first-time data collection in spring 2026.
- ❖ Districts and CDE must implement new processes for Work-Based Learning and Industry-Recognized Credential data.
- ❖ The 2027 performance frameworks would rely on this initial collection.
- ❖ Districts, schools, and CDE are concerned about timeline, data quality, and readiness of calculation guidance for performance ratings.

## Proposed Solutions - Address Need for Timeline Adjustment

- ❖ Address district concerns about timing for accountability use of new data.
- ❖ Allow CDE time to update performance framework calculations and reports.
- ❖ Provide stakeholder training and updated guidance/resources.



# Three potential options have been developed to address the PWR implementation timeline concerns

Updated School and District Performance Frameworks Timeline Adjustment Options	
<b>Option 1</b>	Delay implementation of all performance framework changes to no earlier than 2028. 
<b>Option 2</b>	Implement framework changes other than the postsecondary and workforce readiness indicator in 2027.
<b>Option 3</b>	Implement framework changes in fall 2028 as informational only—no official ratings and the accountability clock paused for one year. Full implementation for points would begin with the 2029 performance frameworks.

Option 1 provides additional time to support high-quality PWR data collection and keeps all framework changes on the same timeline.

2025-2026	2026-2027	2027-2028	2028-2029
1st PWR Data Collection	2nd PWR Data Collection	Spring: Informational frameworks with changes available	Fall: Revised frameworks available with changes count for points

## Option 1 - Pros

- ❖ More time for high-quality PWR data and analysis
- ❖ Additional time for districts/CDE system adjustments
- ❖ Single rollout → lower cost, avoids “moving goalposts”
- ❖ Time to incorporate HB 25-1278 study findings

## Option 1 - Cons

- ❖ Delays other desired framework changes
- ❖ 2026 initial data collection data used in spring 2027 informational frameworks

Option 2 accelerates other framework improvements while providing more time for PWR implementation, but requires a phased rollout with higher costs and transition risks.

2025-2026	2026-2027	2027-2028	2028-2029
1st PWR Data Collection	2nd PWR Data Collection	-Fall: Non-PWR changes in frameworks for points -Spring: Informational frameworks with PWR changes available	Fall: Revised frameworks with all changes for points

## Option 2 - Pros

- ❖ Faster adoption of other framework improvements (responsive to task force)
- ❖ More time for districts and CDE to implement and analyze new PWR data

## Option 2 - Cons

- ❖ Two rounds of reprogramming → higher costs and doubled training (2027 & 2028)
- ❖ Contradicts stakeholder preference to avoid piecemeal changes
- ❖ PWR informational reports delayed until spring 2028
- ❖ Risk of perceived “moving goalposts” and disrupted trend data

Option 3 creates the longest transition window with a single rollout of changes, but requires pausing accountability ratings and legislative action.

2025-2026	2026-2027	2027-2028	2028-2029
1st PWR Data Collection	2nd PWR Data Collection	Spring: Informational frameworks with changes available	Fall: Informational frameworks only. Accountability clock paused.

### Option 3 - Pros

- ❖ Longer implementation and transition window
- ❖ Single round of framework changes
- ❖ Time to adjust to major framework updates

### Option 3 - Cons

- ❖ No ratings in 2028; accountability clock paused
- ❖ Sites stuck on or delayed entering accountability supports
- ❖ Legislative action required to pause clock

## TAP Discussion & Recommendation

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- CDE Staff support Option 1- *Delay implementation of all performance framework changes to no earlier than 2028.*
- Which option does the TAP recommend?
- What concerns and considerations would the TAP like to share with the SBE regarding this issue?

CDE is gathering stakeholder input to inform a recommended option and pursue any needed legislative direction.

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- ❖ The Technical Advisory Panel, Accountability Work Group, and State Board of Education are providing feedback on the options.
- ❖ Once a preferred option is identified, any needed legislative changes will be pursued and CDE will communicate the updated anticipated timeline to the field.



## Summary of PWR Statutory Language

Marie Huchton  
Feedback Item

# Overview: HB25-1278 & SB25-315

## HB25-1278

Informed by HB23-1241 Taskforce

Designed to address:

- Persistent inequities related to accountability
- Achievement gaps among student groups
- Challenges facing small systems

Operationalized through numerous changes to:

- Accountability Frameworks
- Assessments
- Public Reporting and Engagement
- Continuous Improvement
- Accreditation

Timeline:

- 2025-26 → Discovery and Preparation
- 2026-27 → Pilot and Communication
- 2027-28 → Full Implementation

## SB25-315

Informed by 1241 TF/1278 bill and external [PWR Financial Study](#) (Slalom, Aug 2024)

Designed to address:

- Inequitable access to funding
- Complex funding structures
- Administrative burdens (applying/reporting)
- Data gaps (not all districts report)

Operationalized through:

- Preserving most existing funding
- Creating more equitable distribution of funding among education providers
- Aligning Sustain and Buckner Innovation funds w/ PWR outcomes from 1278 (focus on the “Big Three”)
- Minimizing application/reporting burdens

Timeline:

- 2025-26 → Startup Funding (3 yrs) & **New Collection**
- 2026-27 → Sustain Funding (3 Yrs)
- 2028-29 → Buckner Funding

# PWR Indicator

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- 22-11-204(4)(a)(II): THE DEPARTMENT SHALL ANNUALLY DETERMINE THE LEVEL OF ATTAINMENT OF EACH PUBLIC HIGH SCHOOL, EACH SCHOOL DISTRICT, THE INSTITUTE, AND THE STATE AS A WHOLE ON THE POSTSECONDARY AND WORKFORCE READINESS PERFORMANCE INDICATOR, INCLUDING THE COLLEGE AND CAREER READINESS BEFORE GRADUATION AND POSTSECONDARY PROGRESSION SUB-INDICATORS

# College & Career Readiness Before Graduation Measure

## 22-11-204(4.5)(a)(I)

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(A): Measure includes the percentage of students who earn:

- TRANSFERABLE COLLEGE CREDITS WHILE IN HIGH SCHOOL, IN ALIGNMENT WITH THE DEPARTMENT OF HIGHER EDUCATION'S RECOMMENDATIONS FOR ADMISSIONS... OR IN ALIGNMENT WITH PUBLIC COMMUNITY AND TECHNICAL COLLEGE CERTIFICATE OR DEGREE REQUIREMENTS,
- THROUGH MEASURES WHICH MAY INCLUDE EARNING A SUFFICIENT SCORE ON AN END-OF-COURSE ADVANCED PLACEMENT EXAM...
- SUCCESSFULLY COMPLETING A POSTSECONDARY COURSE... OR
- EARNING A SUFFICIENT SCORE ON AN INTERNATIONAL BACCALAUREATE COURSE

(B): THE PERCENTAGE OF STUDENTS WHO DEMONSTRATE LEARNING THROUGH WORK AND LEARNING AT WORK CONSISTENT WITH THE WORK-BASED LEARNING QUALITY EXPECTATIONS

(C): THE PERCENTAGE OF STUDENTS WHO EARN An (Industry Recognized) CREDENTIAL THAT MEETS THE REQUIREMENTS OUTLINED IN THE QUALITY STANDARDS FRAMEWORK AND THE ANNUAL COLORADO TALENT PIPELINE REPORT

# Postsecondary Progression (CCR Post Graduation)

## 22-11-204(4.5)(a)(II)

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THE OVERALL PERCENTAGES OF STUDENTS GRADUATING FROM ALL DISTRICT PUBLIC HIGH SCHOOLS OR ALL INSTITUTE CHARTER HIGH SCHOOLS WHO, AFTER MEETING GRADUATION REQUIREMENTS:

- (A) ENROLL IN A CAREER AND TECHNICAL EDUCATION PROGRAM, COMMUNITY COLLEGE, FOUR-YEAR INSTITUTION OF HIGHER EDUCATION, OR REGISTERED APPRENTICESHIP PROGRAM
- (B) ENLIST IN THE MILITARY.
- (C) ENROLLED IN A CONCURRENT ENROLLMENT OR EARLY COLLEGE PROGRAM THAT RESULTS IN THE STUDENTS EARNING TWELVE COLLEGE CREDITS OR A DEGREE.

# PWR Measure Crosswalk

	<i>Current Matriculation Calculation</i>	<b>College &amp; Career Ready Before Grad (CCRBG)</b>	<b>Postsecondary Progression (PSP)</b>
<b>Postsecondary Course Completion</b>		Earn Guaranteed Transfer Concurrent Enrollment Course Credits	<b>Earned Twelve College Credits or a Degree (Pre-Grad)</b>
<b>IHE &amp; CTE Enrollment</b>	<i>Enroll in Career &amp; Technical Education, Community College, or 4-year IHE</i>		Enroll in Career & Technical Education, Community College, or 4-year IHE (Post-grad)
<b>AP Exam</b>		Earn Sufficient Score	
<b>IB Exam</b>		Earn Sufficient Score	
<b>Work-Based Learning</b>	<i>Apprenticeships, Pre-apprenticeships</i>	Complete ‘Learning Through Work’ or ‘Learning at Work’ Experience	<b>Enroll in Registered Apprenticeship Program (Post-Grad)</b>
<b>Industry Recognized Credential</b>	<i>Earn In-Demand Credential</i>	Earn In-Demand Credential	
<b>Military Enlistment</b>	<i>Military Enlistment</i>		Military Enlistment (Post-Grad)

# Issues to Discuss

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Separating the old Matriculation rate into CCRBG and PSP categories, isn't as clean as hoped

- Some students will be double-counted as successes in both CCRBG and PSP measures-- students who earned 12 college credit hours or a degree prior to graduation
- Other students will no longer be counted as successful in the matriculation rate-- students earning IRCs
- CDE and CDHE don't collect apprenticeship info for students post-graduation, so no way to give credit as a success

# More Issues to Discuss

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- NSC does not provide college credit-hours, so the 12 credit-hour requirement would limit the PSP component to Colorado IHEs where we get data from CDHE
- With Industry Recognized Credentials being removed from PSP, we may see a decrease in the overall rate compared to current matriculation trends
- Any other concerns or considerations?

# TAP Recommendations

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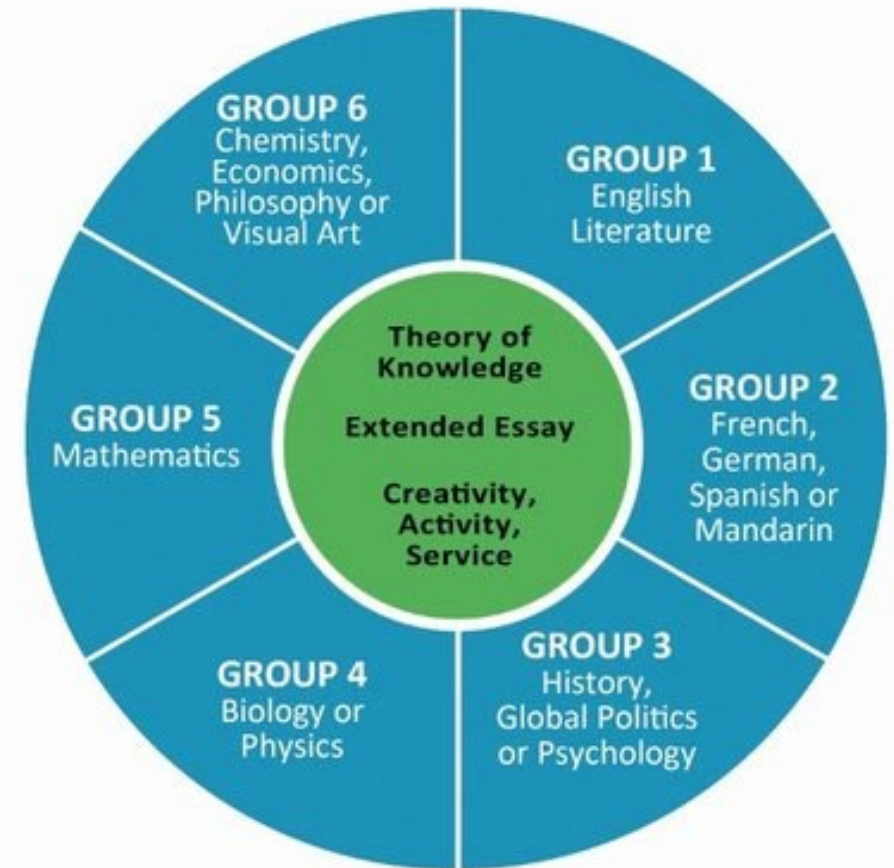
- How should CDE approach the over-lapping requirements for the PSP and CCRBG sub-indicators?
- How should CDE communicate to stakeholders the legislative requirements and technical limitations for the over-lapping PSP and CCRBG sub-indicators?
- Any other suggestions to make implementing these new sub-indicators less confusing?



# AP & IB Data Use for 1278

# International Baccalaureate Programme Overview

- IB Diploma students typically take:
  - 6 subjects from Groups 1-6
    - 3 HL (Higher Level)
    - 3 SL (Standard Level)
    - Each subject is comprised of exams and internal IB-moderated assessments and gets a final score of 1-7, resulting in **42 possible Group points** toward diploma.
  - Core Requirements
    - Theory of Knowledge (TOK)
    - Extended Essay (EE)
      - TOK & EE are scored with letter grades (A, B, C, D, E, F), which combine for **3 additional possible bonus points**.
    - Creativity, Activity, Service (CAS)
      - Scored as Completed/Not Completed



# IB Candidate Types & Requirements

Candidate Type	What It Means	Required Components	Scoring Received	Eligible for Diploma?
<b>Diploma Candidate</b>	Student is attempting the full IB Diploma Programme	<ul style="list-style-type: none"> <li>• 6 subjects (3 HL, 3 SL typically)</li> <li>• Theory of Knowledge (TOK)</li> <li>• Extended Essay (EE)</li> <li>• CAS (Creativity, Activity, Service)</li> </ul>	<ul style="list-style-type: none"> <li>• 1–7 per subject</li> <li>• A–E for TOK</li> <li>• A–E for EE</li> <li>• 0–3 core bonus points</li> <li>• Total score 0–45</li> </ul>	<input checked="" type="checkbox"/> Yes (if ≥24 points and conditions met)
<b>Course Candidate</b>	Student is taking one or more IB subjects but not pursuing full diploma	<ul style="list-style-type: none"> <li>• Only the registered subject(s)</li> <li>• No TOK required</li> <li>• No EE required</li> <li>• No CAS required</li> </ul>	<ul style="list-style-type: none"> <li>• 1–7 per subject taken</li> </ul>	<input type="checkbox"/> No
<b>Anticipated Candidate</b>	Student taking one or two DP subjects early (usually Grade 11)	<ul style="list-style-type: none"> <li>• Subject(s) only (early sitting)</li> <li>• May later become Diploma candidate</li> </ul>	<ul style="list-style-type: none"> <li>• 1–7 per subject taken</li> </ul>	<input type="checkbox"/> Not yet (unless later registered as Diploma candidate)
<b>Career Related Programme Candidate</b>	Designed for students pursuing career/technical pathways while still completing IB coursework	<ul style="list-style-type: none"> <li>• At least 2 DP courses</li> <li>• A career-related study</li> <li>• CP Core (personal &amp; professional skills, service learning, language development, reflective project)</li> </ul>	<ul style="list-style-type: none"> <li>• 1–7 per subject taken</li> </ul>	<input type="checkbox"/> No

# IB Grade Descriptor Examples (Subject Groups)

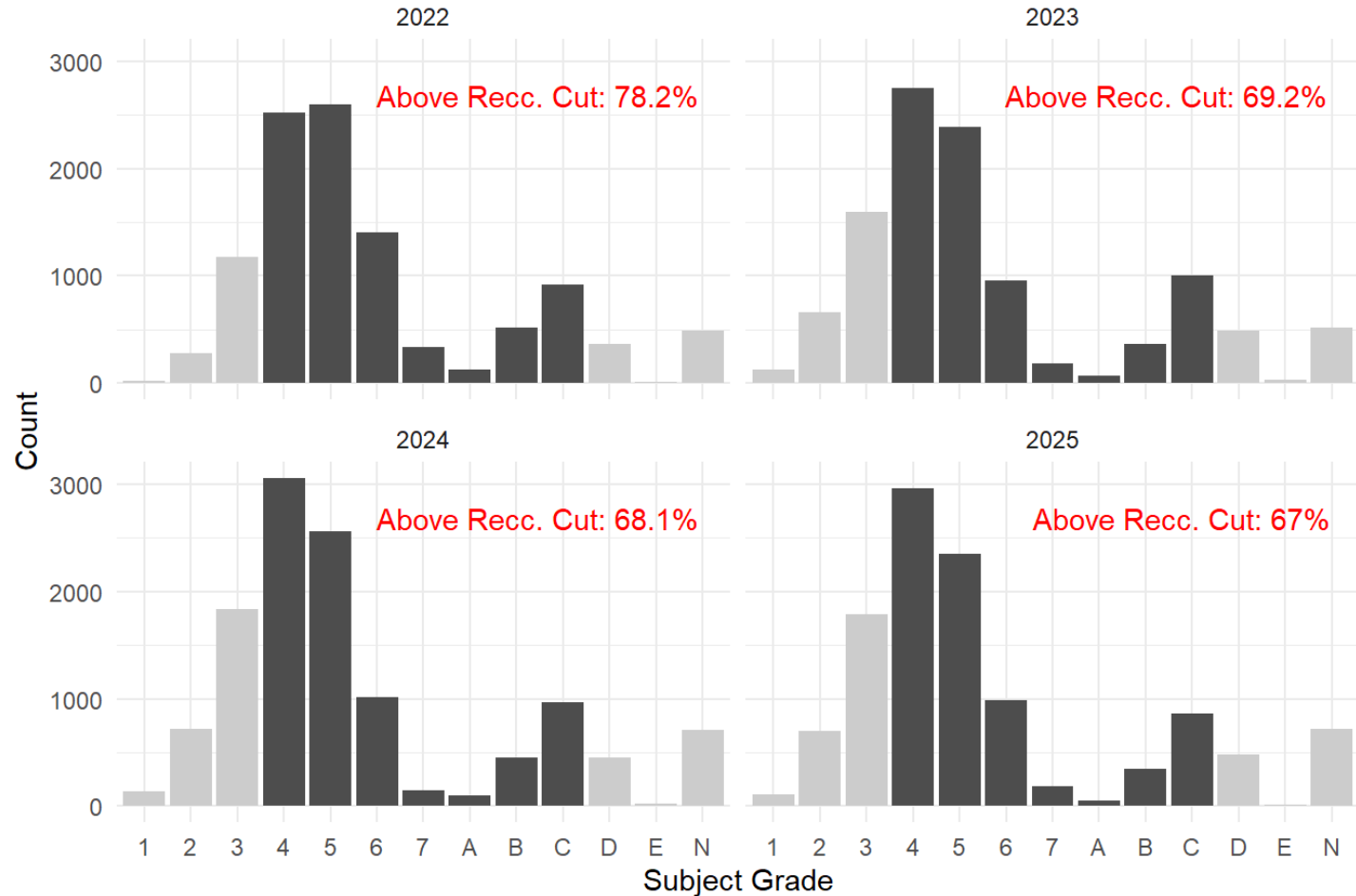
Group	Grade 5	Grade 4	Grade 3
<b>Lang. &amp; Lit.</b>	<p>Demonstrates: <b>good understanding and appreciation</b> of the interplay between form and content in regard to the question or task; responses that offer <b>generally considered and valid</b> analysis, synthesis and/or evaluation; <b>good levels of expression</b>, both orally and in writing; adequate degree of accuracy and clarity; <b>awareness</b> of context and <b>appreciation</b> of the effect on the audience/reader; <b>clear structure with relevant textual detail</b> to support an engagement with the thoughts and feelings expressed in the work(s).</p>	<p>Demonstrates: <b>adequate knowledge and understanding of the question or task</b>; responses that are generally valid in analysis and/or synthesis; <b>satisfactory powers of expression</b>, both orally and in writing; few lapses in accuracy and clarity; <b>some awareness of context</b> and appreciation of the effect on the audience/reader; a <b>basic structure</b> within which the thoughts and feelings of the work(s) are explored.</p>	<p>Demonstrates: <b>some knowledge and some understanding</b> of the question or task; responses that are <b>only sometimes valid</b> and/or appropriately detailed; <b>some appropriate powers of expression</b>, both orally and in writing; lapses in accuracy and clarity; <b>limited awareness of context</b> and appreciation of the effect on the audience/reader; <b>some evidence of a structure</b> within which the thoughts and feelings of the work(s) are explored.</p>
<b>Math</b>	<p>Demonstrates a <b>broad knowledge and good understanding</b> of the syllabus; <b>applies mathematical arguments</b> in performing routine tasks; successfully uses problem solving techniques in routine situations; <b>successfully carries out mathematical processes in a variety of contexts</b>, and recognizes patterns and structures; understands the significance of results and <b>draws some conclusions</b>; <b>communicates mathematics effectively</b>, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; <b>makes use of calculator's functionality</b> when required (this use may occasionally be inefficient).</p>	<p>Demonstrates a <b>satisfactory knowledge</b> of the syllabus; <b>applies mathematical arguments in performing some routine tasks</b>; uses problem solving techniques in routine situations; <b>successfully carries out mathematical processes in straightforward contexts</b>; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and <b>attempts to draw some conclusions</b>; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes <b>some use of calculator's functionality</b>, but perhaps not always when required (this use may occasionally be inefficient).</p>	<p>Demonstrates <b>partial knowledge</b> of the syllabus and <b>limited understanding</b> of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem solving techniques in routine situations; <b>communicates some mathematics, using some appropriate techniques, notation or terminology</b>; <b>occasionally uses calculator's functionality</b>, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.</p>
<b>Science</b>	<p>Displays <b>broad subject knowledge</b> and shows <b>sound understanding</b> of most concepts and principles and applies them in some contexts. <b>Analyses and evaluates quantitative and qualitative data competently</b>. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. <b>Communicates clearly with little or no irrelevant material</b>.</p>	<p>Displays <b>reasonable subject knowledge</b> (though possibly with some gaps) and shows <b>adequate understanding</b> of most basic concepts and principles, but with limited ability to apply them. Demonstrates <b>some analysis or evaluation of quantitative or qualitative data</b>. Solves <b>some basic or routine problems</b> but shows limited ability to solve challenging or unfamiliar problems. <b>Communicates adequately</b>, although responses may lack clarity and include some repetitive or irrelevant material.</p>	<p>Displays <b>limited subject knowledge</b> and shows a <b>partial understanding</b> of basic concepts and principles, and <b>weak ability to apply them</b>. Shows some ability to manipulate data and solve basic or routine problems. <b>Communicates with a lack of clarity</b> and some repetitive or irrelevant material.</p>

# IB Grade Descriptor Examples (Core)

Group	Grade B	Grade C	Grade D
TOK	<p>Knowledge questions are explored and related to examples/real-life situations. Links are made to areas of knowledge and/or ways of knowing. Analysis is developed. The discussion identifies some implications and/ or assumptions, and includes some consideration of counterclaims and/or different perspectives.</p>	<p>Knowledge questions are considered and related to examples/real-life situations, although these may not always be appropriate. Some links are made to areas of knowledge and/or ways of knowing. Analysis is developed to a limited extent. The discussion is more descriptive than analytical, and counterclaims and different perspectives are identified but not explored.</p>	<p>There is little consideration of knowledge questions related to examples/real-life situations. Superficial links are made to areas of knowledge and/or ways of knowing. Analysis is not offered, or lacks coherence. The discussion is simplistic and mainly descriptive. There is minimal reference to counterclaims or different perspectives.</p>
EE	<p>Demonstrates: appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; a clear presentation of all structural and layout elements, which further supports the reading of the essay.</p>	<p>Demonstrates: evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; some structural and layout elements that are missing or are incorrectly applied.</p>	<p>Demonstrates: a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; “at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; an attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; structural and layout elements that are missing.</p>

# IB Grade Distributions by Year

- Recommended Cuts for PWR credit:
  - Subject Score = 4 or higher
  - Core Score = C or higher\*
- About  $\frac{2}{3}$  to  $\frac{3}{4}$  of scores qualify under this recommendation
  - Year-over-year share of qualifying scores has been decreasing since 2022
  - Pandemic-related adjustments to exams reflect higher than normal pass rates, so this likely indicates a return to normal rather than declining performance



\* > 99% of students who have a score in a Core requirement also have a score in at least one group subject.

# IB Course Distributions by Year (Top 10)

2022 2023 2024 2025

Sub	Freq	% of total
HISTORY	1170	10.9%
ENGLISH A LAL	1115	10.4%
PSYCHOLOGY	994	9.2%
THEORY KNOWL.	928	8.6%
SPANISH B	907	8.4%
BIOLOGY	780	7.3%
MATH ANALYSIS	700	6.5%
MATH APPS	631	5.9%
ENGLISH A LIT	624	5.8%
PHYSICS	308	2.9%

2022 2023 2024 2025

Sub	Freq	% of total
HISTORY	1229	11.0%
ENGLISH A LAL	1099	9.9%
PSYCHOLOGY	976	8.8%
THEORY KNOWL.	956	8.6%
SPANISH B	884	7.9%
MATH ANALYSIS	667	6.0%
BIOLOGY	662	5.9%
ENGLISH A LIT	609	5.5%
MATH APPS	601	5.4%
SPORTS EX SCI	421	3.8%

2022 2023 2024 2025

Sub	Freq	% of total
ENGLISH A LAL	1299	10.7%
HISTORY	1289	10.6%
PSYCHOLOGY	1164	9.6%
THEORY KNOWL.	959	7.9%
SPANISH B	872	7.2%
MATH APPS	806	6.6%
BIOLOGY	694	5.7%
ENGLISH A LIT	632	5.2%
MATH ANALYSIS	610	5.0%
SPORTS EX SCI	471	3.9%

2022 2023 2024 2025

Sub	Freq	% of total
ENGLISH A LAL	1334	11.5%
HISTORY	1127	9.7%
PSYCHOLOGY	993	8.6%
SPANISH B	872	7.5%
THEORY KNOWL.	869	7.5%
MATH APPS	757	6.5%
MATH ANALYSIS	688	6.0%
BIOLOGY	614	5.3%
SPORTS EX SCI	550	4.8%
ENGLISH A LIT	548	4.7%

# IB Participation (Student Level)

Candidate Type	2023			2024			2025		
	Total Records	Distinct Students	Courses / Student	Total Records	Distinct Students	Courses / Student	Total Records	Distinct Students	Courses / Student
Anticipated	1,102	858	1.28	758	540	1.40	1,064	773	1.38
Career Related Programme	294	125	2.35	384	122	3.15	337	133	2.53
Course	3,006	1,800	1.67	4,200	2,577	1.63	4,259	2,488	1.71
Diploma	6,739	943	7.15	6,824	945	7.22	5,900	821	7.19

- The majority of IB records are for students in the Diploma Programme
  - These students take just over 7 courses on average (including Core) per year
- Very few students participate in the IB Career Related Programme, though they take more courses on average than Course- or Anticipated- track students.
- 2025 saw a substantial decrease in IB diploma participation and increase in individual course participation.

# IB Participation (School/District Level)

Candidate Type	2023			2024			2025		
	Total Records	Distinct Schools	Distinct Districts	Total Records	Distinct Schools	Distinct Districts	Total Records	Distinct Schools	Distinct Districts
Anticipated	1,102	27	19	758	26	18	1,064	27	19
Career Related Programme	294	5	5	384	5	5	337	5	5
Course	3,006	31	22	4,200	31	22	4,259	30	21
Diploma	6,739	31	22	6,824	30	21	5,900	29	20

- IB programming is concentrated in a small number of schools and districts.
  - Only 5 schools (in 5 separate districts) participate in Career Related Programme
- Only about 3% of high schools and 10% of districts have IB programming

# Advanced Placement Program Overview

1

## Sign Up

See which courses your school offers, choose the course you're interested in, and talk to your teacher or school counselor about signing up.

2

## Take the Course

First join your class in our online system. Then work hard in the course. You can practice for the exam with our free online resources.

3

## Take the Exam

Register for your exam by the fall deadline. Exams are given in May. When you take the exam, you'll have a chance to choose a college or scholarship program to send your scores to.

4

## Send Scores

Check your scores when they're released in early July. You can send additional scores—or send scores for the first time if you haven't sent any yet.

- AP is course-based, not program-based:
  - No diploma framework or core components
  - No “candidate types”
- Records reflect exam results only
  - Scored on 1-5 scale
  - 3+ usually considered “passing” (qualifies for college credit)
- Schools adopt on course-by-course basis
- Easier and cheaper for schools to implement than IB

# AP Score Descriptors

- Very simplified grade structure as compared to IB.
- Colleges typical provide credit for scores of 3 or higher.

AP Exam Score	Recommendation	College Course Grade Equivalent
5	Extremely well qualified	A+ or A
4	Very well qualified	A-, B+, or B
3	Qualified	B-, C+, or C
2	Possibly qualified	---
1	No recommendation	---

# AP Grade Distributions by Year

- Recommended Cut for PWR Credit:
  - Exam Score = 3 or higher
- Roughly 60-70% of scores qualify under this criteria
- Notable upward shift in score distributions over time
  - 2022-2023: normal dist
  - 2024-2025: slight left skew



# AP Exam Distributions by Year (Top 10)

2022	2023	2024	2025
Sub	Freq	% of total	
ENGLAN	10360	13.1%	
USHIST	7031	8.9%	
HUMGEO	6145	7.7%	
ENGLIT	5665	7.1%	
GOVUS	5125	6.5%	
CALCAB	4563	5.7%	
WDHIST	4253	5.4%	
PSYCH	4208	5.3%	
STAT	3971	5.0%	
BIOL	3700	4.7%	

2022	2023	2024	2025
Sub	Freq	% of total	
ENGLAN	11249	13.3%	
USHIST	6995	8.3%	
HUMGEO	6511	7.7%	
ENGLIT	6013	7.1%	
GOVUS	5426	6.4%	
PSYCH	4793	5.7%	
WDHIST	4782	5.7%	
STAT	4586	5.4%	
CALCAB	4470	5.3%	
BIOL	3577	4.2%	

2022	2023	2024	2025
Sub	Freq	% of total	
ENGLAN	11490	12.3%	
USHIST	7414	7.9%	
HUMGEO	6729	7.2%	
ENGLIT	6280	6.7%	
GOVUS	5304	5.7%	
WDHIST	5152	5.5%	
PSYCH	4893	5.2%	
CALCAB	4492	4.8%	
STAT	4348	4.7%	
PCALC	4137	4.4%	

2022	2023	2024	2025
Sub	Freq	% of total	
ENGLAN	11176	11.4%	
USHIST	7898	8.0%	
HUMGEO	7275	7.4%	
ENGLIT	7017	7.1%	
GOVUS	6247	6.4%	
WDHIST	5190	5.3%	
PSYCH	4954	5.0%	
PCALC	4766	4.9%	
STAT	4642	4.7%	
CALCAB	4554	4.6%	



# AP Exam Participation

- Much higher participation rates than IB (~8x)
- Students take fewer exams on average compared to IB diploma track
  - Overall rate similar to Course Candidate IB students
- Participation distributed more widely across schools and districts
  - ~55% of districts
  - ~38% of schools

	2022	2023	2024	2025
<b>Institutional Participation</b>				
Avg Exams per School	262.0	272.8	316.1	336.5
Avg Students per School	155.9	161.6	180.0	189.2
Distinct Districts	105	97	98	98
Distinct Schools	303	310	295	292
<b>Student Participation</b>				
Avg Exams per Student	1.7	1.7	1.8	1.8
Distinct Students	47,200	50,084	53,112	55,256
Total Exam Records	79,386	84,569	93,258	98,250

# Next Steps for Analysis

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- Concurrent Enrollment data from CDHE
- Combine IB, AP, and CE data to examine participation rates at various units of analysis
- Discuss measure calculation (e.g., denominator) for new PWR College & Career Readiness Before Graduation (CCRBG) measure.

# TAP Recommendations

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- Do TAP members support granting credit for all IB courses and candidate types as well as all AP exam subjects?
- Do TAP members support setting cut scores at 4 (or C) or higher for IB credit?
- Do TAP members support setting cut scores at 3 or higher for AP credit?
- Other considerations or concerns?



## Public Comments & Meeting Close

Dan Mangan & Scott Weldon



# Technical Advisory Panel

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- **Meeting Summary**
  - Suggested future analysis
  - TAP recommendations from this meeting
- **Public Comment**
- **Close Meeting**
  - Next Scheduled Meeting: Tues., March 24, 2026