



**COLORADO**  
Department of Education

# Technical Advisory Panel Meeting

November 20, 2025



# 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
- **Update on SBE Vote on 2026 Performance Framework Targets** | Information Item (Newly Added)
- **Insufficient State Data - Low Participation** | Feedback Item
- **Small Systems Studies** | Feedback Item
- **Analysis for Former IEP Students** | Feedback Item
- **Wrap-Up**



# Update: Follow up on Framework Target Setting

Lisa Medler  
Information Item



## Context | Statutory Reference

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State statute 22-11-201(1)(a) requires that

*...the state board shall **set, reaffirm, or revise**, as appropriate, **ambitious but attainable statewide targets** for the measures used to determine the levels of attainment of the performance indicators [growth, achievement, growth-to-standard, and postsecondary & workforce readiness] for the coming academic year with the goal of raising the level of academic performance in the public schools throughout the state.*

# Sub-Indicator Targets | Options for State Board



Other Groups

TAP

#	Option	Description
1	<b>Hold:</b> Hold existing targets	Keep 2026 sub-indicator targets consistent with <b>2024 baseline</b> .
2	<b>Wait to Review/Revise:</b> Hold existing targets but plan to <b>update PSAT/SAT based on 2026 results</b> (if needed)	Keep 2026 sub-indicator targets consistent with <b>2024 baseline</b> . Review PSAT/SAT and <b>potentially revise targets</b> once <b>2026 data</b> become available. If appropriate, reconcile 1- and 3-year targets.*
3	<b>Increase and Review/Revise:</b> Hold existing targets but <b>update PSAT/SAT to 2025 baseline</b> and <b>update based on 2026 results</b> (if needed)	Keep 2026 sub-indicator targets consistent with 2024 baseline, except for <b>PSAT/SAT</b> which will be <b>updated to match 2025</b> . Review and <b>potentially lower targets</b> once <b>2026 data</b> become available. If appropriate, reconcile 1- and 3-year targets.*
4	Other revision	CDE would need more guidance from the state board for a new methodology.

\* Targets will be revised (as necessary) using 15-50-85<sup>th</sup> percentile methodology



# Additional Feedback from the Field



- Special thanks to all of the stakeholder groups for loaning CDE time on their agendas with such a quick turnaround request.
- All groups had a healthy and meaningful discussion - and they all could have used more time to discuss and come to consensus.
- These notes are approximations of the general sentiments and do not necessarily capture all of the individual contributions.

Stakeholder Group	General Preference	Rationale/General Feedback
Accountability Work Group (AWG)	Varied with most leaning toward Option 1	<ul style="list-style-type: none"> <li>- Preference for keeping targets steady and predictable until there was at least 3 years of data.</li> <li>- Emphasis on clear communication and transparency, including building messaging around anticipated increases in cut scores with more time rather than rushing it.</li> <li>- Supports on communications will be helpful.</li> </ul>
Association of Colorado Educational Evaluators (ACEE)	Option 1	<ul style="list-style-type: none"> <li>- Important to avoid too many changes to the targets</li> <li>- Raising expectations right before frameworks are calculated does not seem fair to districts. Nor does it promote trust in the accountability system.</li> <li>- They could use help in communicating to staff, families and community about the reasons for the PSAT/SAT adjustments and how that reflects on their performance.</li> </ul>
Rural Education Council	Option 1	<ul style="list-style-type: none"> <li>- Frequent changes to the targets cause confusion and builds distrust in the frameworks</li> <li>- Request for support on their communications to their staff, families and community on the “why.”</li> </ul>
Accountability Contacts	n/a	<ul style="list-style-type: none"> <li>- Information about the state board’s request was sent to Accountability Contacts, but no direct feedback was received as a result.</li> </ul>

# State Board Adopted Option 1 with Additions

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*I move to keep the 2026 overall framework rating targets consistent with 2024 and to keep the all sub-indicator targets consistent with 2024, including no adjustments to PSAT/SAT targets, in alignment with Option 1, as posted on BoardDocs, and also to direct the department to communicate to districts on the plan to re-evaluate PSAT/SAT sub-indicator targets in fall 2026 and explain the likelihood of targets increasing.*

To watch the presentation, go \_\_\_\_ at just after the 15 min mark. To access materials, go [here](#).



# Insufficient State Data - Low Participation

Lisa Medler  
Feedback Item

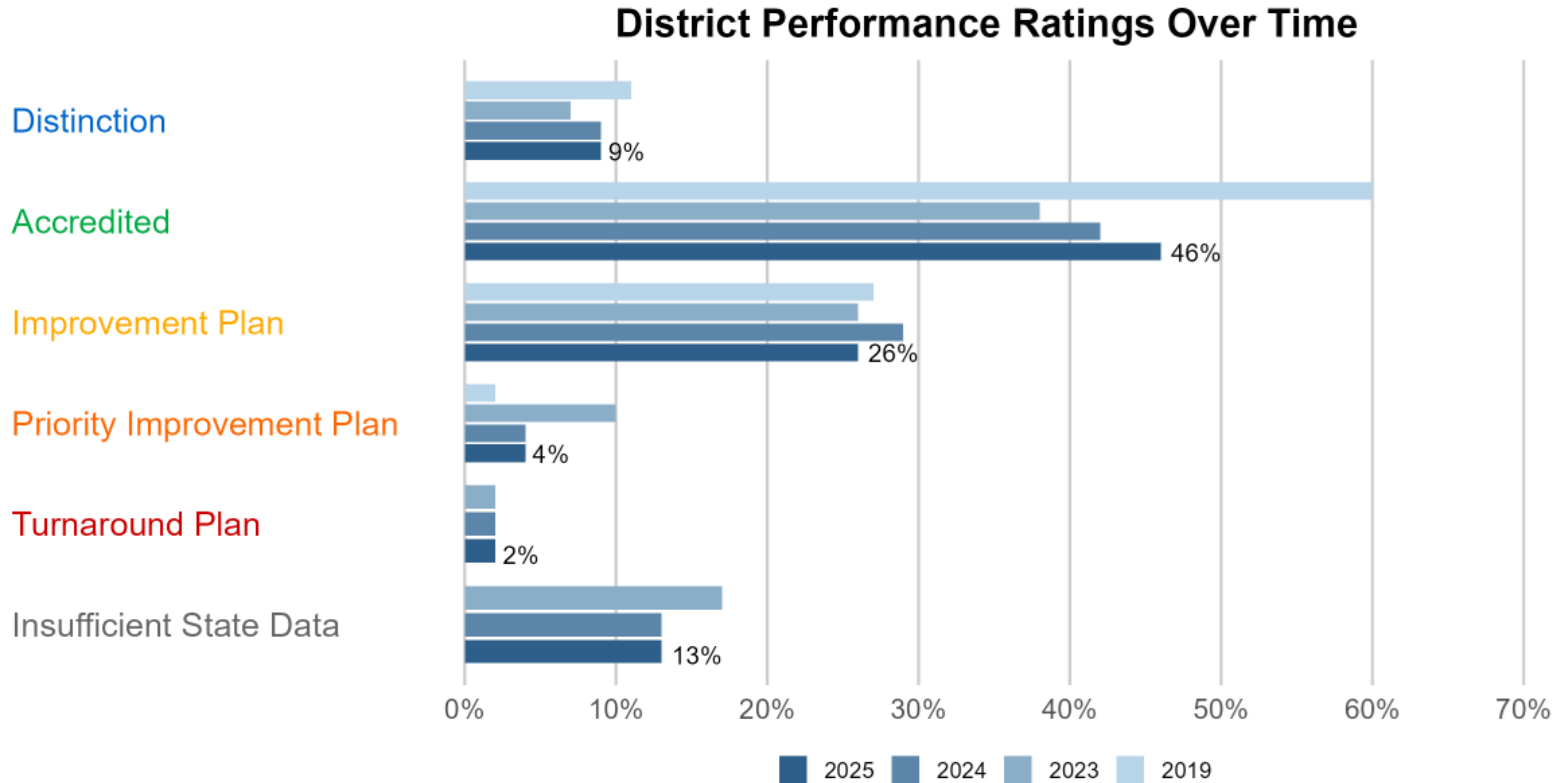
# Today's Purpose on ISD - Low Participation

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- Build background knowledge on the ISD rating, specifically ISD - Low Participation
- Identify any areas for further investigation for follow-up conversations prior to State Board rules being drafted and noticed

# Stable District Results with More at the Accredited Level

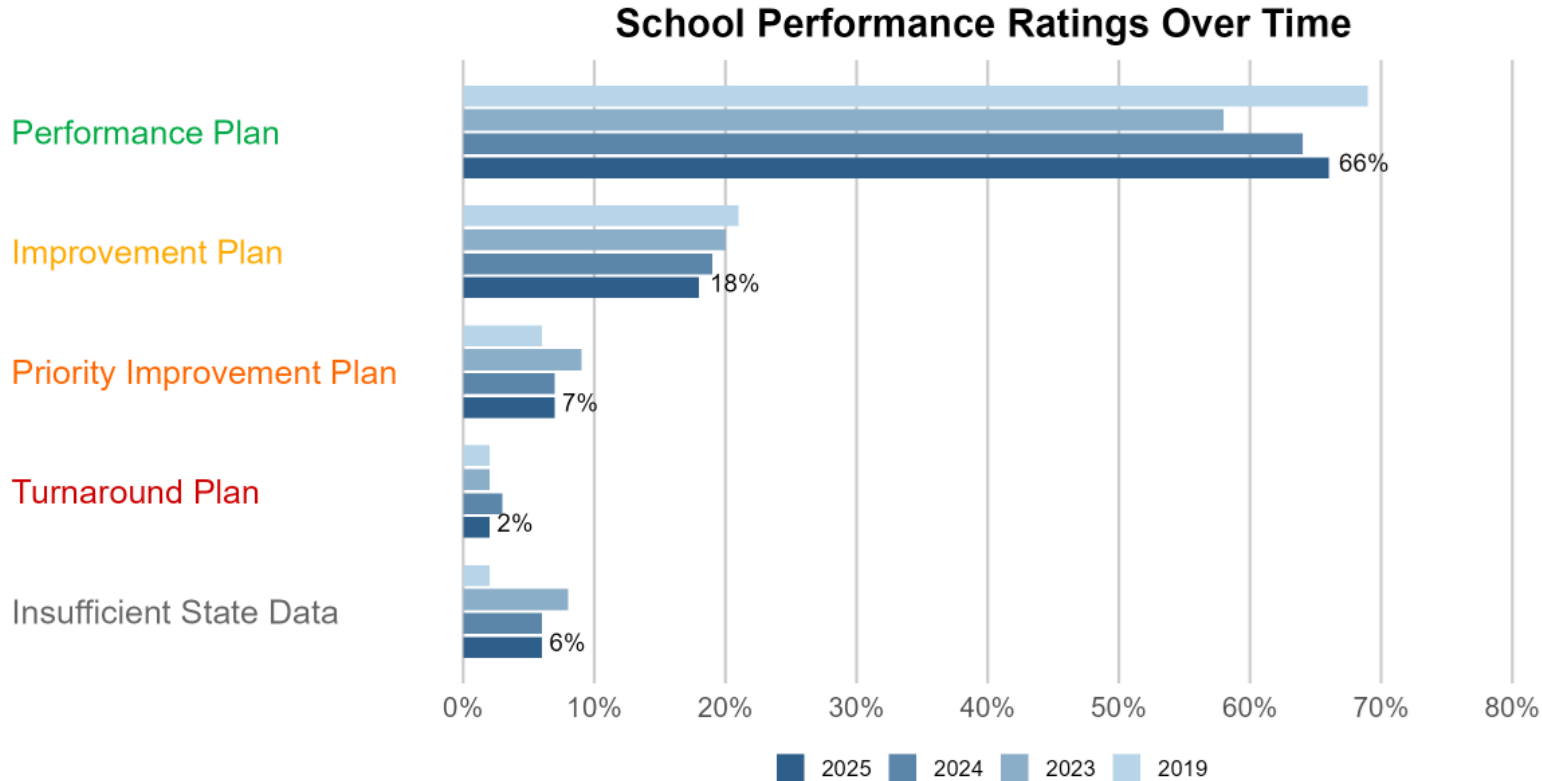
Summary: Similar results in 2025 as in 2024 with more Accredited ratings and fewer Improvement ratings. 2019 had higher ratings overall.



NOTE: Includes preliminary ratings for 2023, 2024 and 2025 and final ratings for earlier historical data.

# More School Plan Types have Improved Since Last Year

Summary: Similar trends as with districts. There is an increase in Performance plan types and a decrease in Improvement and Turnaround plans.



*NOTE: Includes preliminary ratings for 2023, 2024 and 2025 (excludes AECs) and final ratings for earlier historical data.*

# Assessment Participation in Accountability | Overview

## Accountability Participation

Parent excusals removed from numerator and denominator.



What % of students without parent excusals participated?

## Impact on Frameworks



Decreased rating if below 95% in two content areas

## Total Participation

Parent excusals remain in numerator and denominator.



What % of all students participated?



Informational only. Low participation descriptor if below 95%

## KEY



Student Participating in Assessments



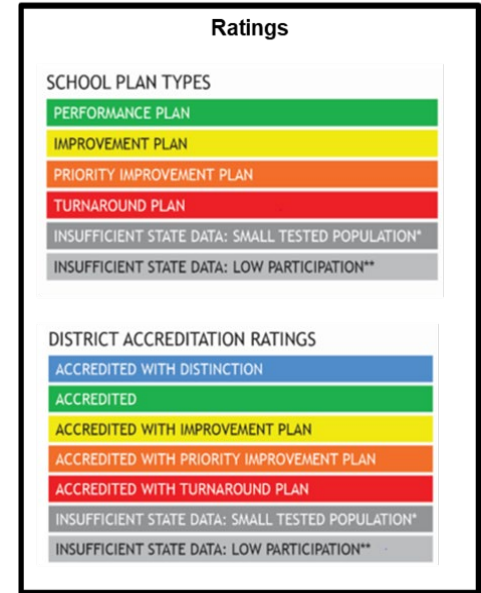
Student not Participating in Assessments with Parent Excusal



Student not Participating in Assessments without Parent Excusal

# Types of Insufficient State Data

Type of Assignment	Reason for Assignment
Insufficient State Data (Low Participation)	<ul style="list-style-type: none"> <li>• Total participation is at or below 25%</li> <li>• Request to reconsider used to make case for ISD assignment (less than 85% total participation and not representative of student population)</li> <li>• Schools that did not have enough reportable data due to low student participation</li> </ul>
Insufficient State Data <ul style="list-style-type: none"> <li>- Small Tested Population</li> <li>- No Students in Tested Grades</li> </ul>	Small n-count (even with three years of data) or no students in grades tested means there is not enough publicly reportable data to calculate a plan type.



Additional information about [Insufficient State Data Ratings](#)

# 1241 Task Force Recommendation on ISD - Low Participation

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## Findings

- Large-scale opt-outs can impact the process of moving along the clock or exiting the clock (p. 36)
- Various data points based on inconsistent variables hinder comparability in results, yet these data and others are important to include in statewide reporting (p. 40)
- Labels assigned to schools and districts are confusing to stakeholders [including ISD] (p. 42)

## Recommendation

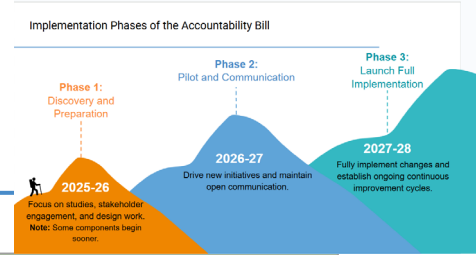
- #23: Require schools and districts with “Insufficient Data: Low Participation” to create a corrective action plan.

### **What is the 1241 Task Force?**

26-Member representative group reviewed current accountability policies and practices and provided recommendations that provided the basis for H.B.25-1278.

[1241 TF Website Final Report](#)

# Highlights of H.B. 25-1278 Timeline



Anticipated Timeline	Description
Spring 2026 (March - June)	Part I of SBE Rulemaking (Insufficient State Data - Low Participation; Accountability Clock)
Fall 2026 (Sept - Dec)	Part II of SBE Rulemaking (Performance Frameworks)
Nov 2026	Studies to the Legislature (Small Systems, Assessments, Public Reporting)
Late Winter/Early Spring 2027	Performance Framework Information Reports to Districts with New Measures (no points)
August 2027	Performance Frameworks with New Measures (for points)

# Getting Grounded in Statute for ISD - Low Participation (1 of 2)

<b>Summary and Reference</b>	<b>Statutory Language</b>
<p>Additional Requirements for Planning</p> <p>C.R.S. 22-11-208(5)(a) and 210(10)(a)</p>	<p>IF A [SCHOOL DISTRICT OR THE INSTITUTE/SCHOOL] HAS LOW STUDENT PARTICIPATION IN THE STATE ASSESSMENT THAT RESULTS IN A CATEGORY OF "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION", THE [SCHOOL DISTRICT OR THE INSTITUTE/SCHOOL] SHALL CREATE A CORRECTIVE ACTION PLAN AND SUBMIT IT TO THE DEPARTMENT. WHEN CREATING THE CORRECTIVE ACTION PLAN, THE [SCHOOL DISTRICT OR THE INSTITUTE/SCHOOL] SHALL CONSIDER:</p> <ul style="list-style-type: none"><li>(I) EDUCATING PARENTS AND GUARDIANS ON THE IMPORTANCE OF STUDENT PARTICIPATION IN STATE ASSESSMENTS;</li><li>(II) EXPLAINING TO PARENTS AND GUARDIANS THE EFFECTS OF LOW RATES OF PARTICIPATION IN STATE ASSESSMENTS;</li><li>(III) COMMUNICATING TO PUBLIC SCHOOL STAFF TO ENCOURAGE PARENTS AND STUDENTS TO OPT IN TO STATE ASSESSMENTS; AND</li><li>(IV) COMMUNICATING WITH ORGANIZATIONS THAT ADVOCATE FOR STATE ASSESSMENT OPT-OUTS TO ENSURE THE ORGANIZATIONS HAVE INFORMATION ON THE IMPORTANCE OF STATE ASSESSMENTS.</li></ul>



# Getting Grounded in Statute for ISD - Low Participation (2 of 2)

Summary and Reference	Statutory Language
State Board Role after 3 Years  C.R.S. 22-11-208(5)(b) and 210(10)(b)	IF A SCHOOL DISTRICT OR INSTITUTE RECEIVES A CATEGORY OF "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION" IN THE STATE ASSESSMENT FOR THREE CONSECUTIVE YEARS, THE SCHOOL DISTRICT OR INSTITUTE SHALL PRESENT ITS CORRECTIVE ACTION PLAN AS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION TO THE STATE BOARD.
C.R.S. 22-11-208(5)(c)	FOR THE 2025-26 AND THE 2026-27 SCHOOL YEARS, ONLINE SCHOOLS, AS DEFINED IN SECTION 22-30.7-102, ARE NOT SUBJECT TO THIS SUBSECTION (5).



# CDE Technical Assistance on State Assessment Participation

<b>Summary and Reference</b>	<b>Statutory Language</b>
<p>CDE Technical Assistance on State Assessment Participation</p> <p>C.R.S. 22-7-1006.3(12)(a) and (b)</p>	<p>THE DEPARTMENT OF EDUCATION SHALL CREATE AND DISTRIBUTE INFORMATION TO PUBLIC SCHOOLS, SCHOOL DISTRICTS, AND THE INSTITUTE THAT COMMUNICATES TO PARENTS AND GUARDIANS THE IMPORTANCE OF STATE ASSESSMENTS IN SUPPORTING STUDENTS, EDUCATORS, PUBLIC SCHOOLS, SCHOOL DISTRICTS, AND THE INSTITUTE.</p> <p>IN THE INFORMATION DESCRIBED IN SUBSECTION (12)(a) OF THIS SECTION, THE DEPARTMENT OF EDUCATION SHALL PROVIDE GUIDANCE TO PUBLIC SCHOOLS, SCHOOL DISTRICTS, THE INSTITUTE, AND EDUCATORS ON HOW TO ENCOURAGE STUDENTS TO PARTICIPATE IN STATE ASSESSMENTS TO THE EXTENT ALLOWABLE UNDER STATE AND FEDERAL LAW. THE DEPARTMENT OF EDUCATION SHALL PROVIDE GUIDANCE TO LOCAL EDUCATION PROVIDERS ON WHAT PUBLIC SCHOOLS, SCHOOL DISTRICTS, THE INSTITUTE, AND EDUCATORS CANNOT DO THAT WOULD DISCOURAGE STUDENT PARTICIPATION IN STATE ASSESSMENTS.</p>



# Assigning ISD: Low Participation | 1278 Guiding Principles

CDE's more refined definition of ISD - Low Participation is based upon current capacity to support the process and to enhance transparency by simplifying the definition.

## COHERENCE

**Coherence across changes to the system:** Identification should be aligned to the overall accountability process.

## TRANSPARENCY

**Transparency and trust of the accountability system:** Identification should be easy to understand.

## CONSISTENCY

**Statewide consistency:** Identification should be based on a consistent set of data.

## SUPPORT

**Continuum of resources and supports:** A reasonable number of sites must be identified each year.

## FLEXIBILITY

**Policies are flexible enough so that adjustments can be made over time:** Calculation business rules should include possible exceptions.

# Assigning ISD: Low Participation | By Any Rating

**Reminder: Acct Participation excludes Parent Excusals**

The table shows the percentage of sites within each participation band. “n” is the number of sites in that band, and “% of Total” is out of all sites in the state.

Districts & Schools that are Identified as Any Rating - ELA Accountability Participation Rates										
	2019		2022		2023		2024		2025	
Sites	n	% of Total	n	% of Total	n	% of Total	n	% of Total	n	% of Total
< 25% Participation	6	0.3%	12	0.6%	7	0.3%	16	0.8%	4	0.2%
25% - 94.4%	98	5.0%	272	13.8%	214	10.7%	237	11.9%	128	6.5%
25% - 84.4%	34	1.7%	86	4.4%	72	3.6%	154	7.8%	57	2.9%
84.4% - 94.4%	64	3.3%	186	9.4%	141	7.0%	83	4.2%	71	3.6%
<b>&gt; 94.4%</b>	1853	94.7%	1685	85.6%	1783	89.0%	1734	87.3%	1846	<b>93.3%</b>



# Assigning ISD: Low Participation | By Any Rating

**Reminder: Total Participation includes Parent Excusals**

The table shows the percentage of sites within each participation band. “n” is the number of sites in that band, and “% of Total” is out of all sites in the state.

Districts & Schools that are Identified as Any Rating - ELA Total Participation Rates										
	2019		2022		2023		2024		2025	
Sites	n	% of Total	n	% of Total	n	% of Total	n	% of Total	n	% of Total
< 25% Participation	16	0.8%	35	1.8%	51	2.5%	45	2.3%	56	2.8%
<b>25% - 94.4%</b>	528	27.0%	1034	52.5%	1070	53.4%	1162	58.5%	1226	<b>62.0%</b>
25% - 84.4%	138	7.1%	317	16.1%	329	16.4%	372	18.7%	343	17.3%
84.4% - 94.4%	388	19.8%	715	36.3%	739	36.9%	789	39.7%	810	41.0%
> 94.4%	1413	19.8%	882	36.3%	894	36.9%	787	39.7%	797	41.0%

# Assigning ISD: Low Participation | By ISD Rating

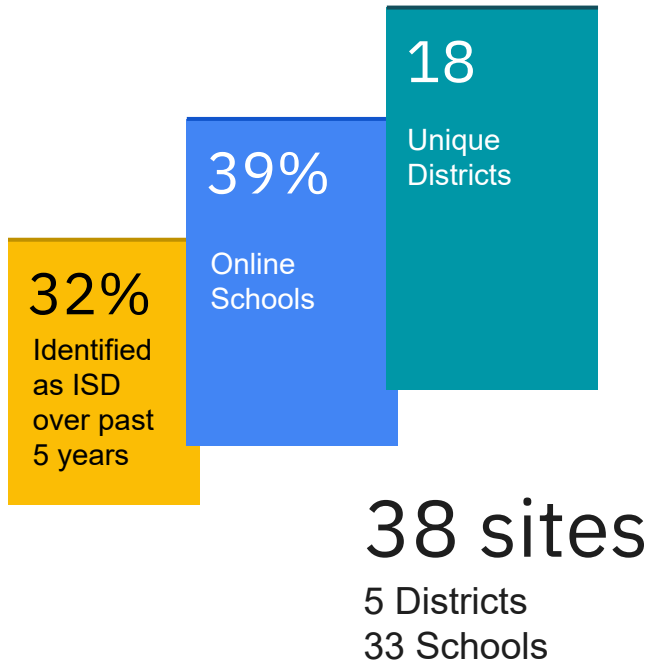
**Reminder: Total Participation includes Parent Excusals**

The table shows the percentage of ISD sites within each participation band. “n” is the number of sites in that band, and “% of Total” is out of all sites in the state.

Districts & Schools that are Identified as Insufficient State Data - ELA Total Participation Rates										
	2019		2022		2023		2024		2025	
Sites	n	% of Total	n	% of Total	n	% of Total	n	% of Total	n	% of Total
< 25% Participation	10	0.5%	33	1.7%	41	2.0%	36	1.8%	<b>38</b>	<b>1.9%</b>
25% - 94.4%	4	0.2%	176	8.9%	97	4.8%	70	3.5%	59	3.0%
25% - 84.4%	4	0.2%	97	4.9%	74	3.7%	59	3.0%	43	2.2%
84.4% - 94.4%	0	0.0%	79	4.0%	22	1.1%	11	0.6%	17	0.9%
> 94.4%	0	0.0%	117	4.0%	23	1.1%	15	0.6%	16	0.9%



# Assigning ISD: Low Participation | Deeper Dive into ISD Sites with <25% Total Participation



## Demographics Across the 38 Sites (2024-25 School Year)

	By Schools	By Districts	State
<b>Average Enrollment</b>	341	1650	-
<b>Average % Multilingual Learner*</b>	5.5%	4.6%	15.7%
<b>Average % Free Reduced Lunch</b>	46.0%	46.8%	44.8%
<b>Average % Minority</b>	31.6%	30.1%	50.8%

\*ML includes NEP, LEP, FEP Monitor Year 1, Monitor Year 2, Exited Year 1, Exited Year 2

# Assigning ISD: Low Participation | Draft Calculation Business Rules

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- Overall framework rating for their official framework was Insufficient State Data
- Total Participation Rate across all grade levels for their official framework was less than 25%
- Not an AEC if a school, or if a district, not only serving AEC schools
- Not a school preliminarily identified as “Insufficient State Data: Small Tested Population” and “Insufficient State Data: No Students at Grade Levels Tested for State Assessments”. This means for multi-year participation data:
  - More than 40 students in one or more elementary, middle, or high school levels
  - More than 60 students in any individual elementary, middle, or high school level
- Not an online school, or if a district, not only serving online schools prior to 2027 frameworks
- No watch year required to come off ISD: Low Participation clock

Additional information about [Insufficient State Data Ratings](#)

# Discussion Questions and Feedback

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Capture individual responses in the TAP feedback sheet. Broader group discussion is encouraged on these topics. We can leave a few minutes for TAP members to capture individual responses in the [TAP feedback sheet](#).

- What concerns or considerations on CDE's approach to defining ISD - Low Participation?
- What advice do you have to CDE for providing supports, resources and/or communications on this topic?



# Small Systems Studies

Daniel Mangan  
Feedback Item

# Overview for Today

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- Review of Stabilization Analyses
  - Discussion
  - Stabilization Vote ([Google Sheet](#))
- Additional Min N Threshold Analyses
  - Discussion
  - Min N Vote ([Google Sheet](#))



## Small Systems - EBLP Stabilization

# Reminder: No Perfect Option



Transparency  
& Equity

- Lower thresholds allow more reporting so progress for small student groups is more visible.



Fairness  
& Privacy



- Small student groups increase volatility in scores, meaning they are less reliable representations of true performance.
- Risks identifying individual students.

# Stabilization Study Takeaways

- Shifting from Median SGP to Mean SGP does improve the stability of underlying measures, though not necessarily of indicator or framework level ratings.
  - After renorming, year-over-year overall framework rating volatility may actually *increase*.
- Adding EBLP stabilization to direct mean estimates slightly decreases measure volatility, but only meaningfully for smaller systems.
  - Year-over-year rating volatility is similar to original framework methodology (using Median SGP).
- Adopting EBLP means moving to an infinite population framework (which assumes sampling error in addition to measurement error) and would be challenging to communicate to stakeholders.

# Year-over-Year Ratings Transition Summary

## 2024-2025 Overall Ratings, All Schools

	2024 - 2025 Original Ratings				2024 - 2025 Direct Ratings				2024 - 2025 Stabilized Ratings			
	%UP	%SAME	%DOWN	DIFF	%UP	%SAME	%DOWN	DIFF	%UP	%SAME	%DOWN	DIFF
All Schools	14.2	74.5	11.4	2.8	15.8	71	13.2	2.6	14.3	74.4	11.5	2.8
Large	10.7	80.5	8.8	1.9	13	77.5	9.5	3.5	12.1	79.1	8.8	3.3
Medium	15.9	70.3	13.8	2.1	16.8	67.1	15.9	0.9	14.8	71.8	13.4	1.4
Small	16.5	72.6	10.8	5.7	18.7	67.2	14.1	4.6	16.9	71.4	11.7	5.2
Elementary	15.7	70.8	13.6	2.1	17.3	66.6	16.3	1	15.1	71.3	13.7	1.4
Middle	15.9	72.4	11.7	4.2	16.5	70.6	13	3.5	14.1	74.6	11.3	2.8
High	7.2	87.8	5	2.2	10.5	83.9	5.5	5	11.9	82.8	5.3	6.6

- 2024-25 Original Ratings: 12-30% of school ratings change
- 2024-25 Direct Ratings: 16-34% of school ratings change
- 2024-25 Stabilized Ratings: 17-28% of school ratings change

Enrollment Groups: Small < 150; 150 <= Medium < 400; 400 <= Large

# Stabilization Changes What “Population” Means in Accountability

## Current Model

(Finite Population)

Actual Students =  
Population

Uncertainty only from  
measurement error

Results can be recreated  
using student level data

CO Accountability traditionally  
rooted in this approach

## Stabilized Model

(Sample-Based)

Observed students are *one possible sample* from a group’s underlying (*unobservable*) population

Uncertainty from measurement *and* sampling error

Results *cannot* be  
recalculated by the field

Represents a major shift in how we  
think about Accountability in CO

# Stabilization Pros/Cons



Less volatility in underlying measures

Field cannot independently calculate results

High costs in operationalizing and retraining stakeholders

Stakeholders may feel they are being held accountable for data that isn't "real"



## Small Systems - Lowering Minimum N

# Minimum N/Reliability Study Takeaways

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- Lowering minimum N thresholds increases the amount of reportable data (varies by level of analysis).
  - Disaggregated groups see highest increases in reportable data.
- Lower min Ns will result in decreased measure reliability (i.e., increased volatility), particularly for small systems.
- Reliability of mean scale scores is higher than for average SGP for equivalent n sizes, which supports having higher minimum-n for growth.

# Additional Minimum N Analysis

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- How much more data is reportable when minimum Ns are lowered?
  - Achievement: 16→10
  - Growth: 20 →16
- How do measure distributions change with newly included data?
- How do indicator level ratings change with newly included data?
- How many schools/districts receive indicator ratings that did not before?
- *Note: Analysis retains original disaggregated groupings.*

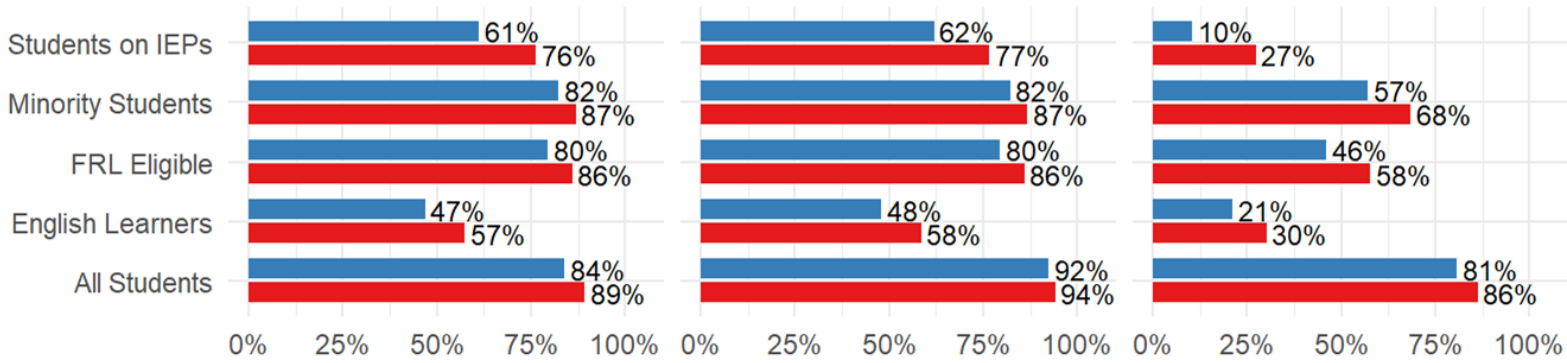
# Share of Schools w/ Reportable Data: Achievement, 1 Year

min N ■ 10 ■ 16

CMAS - ELA

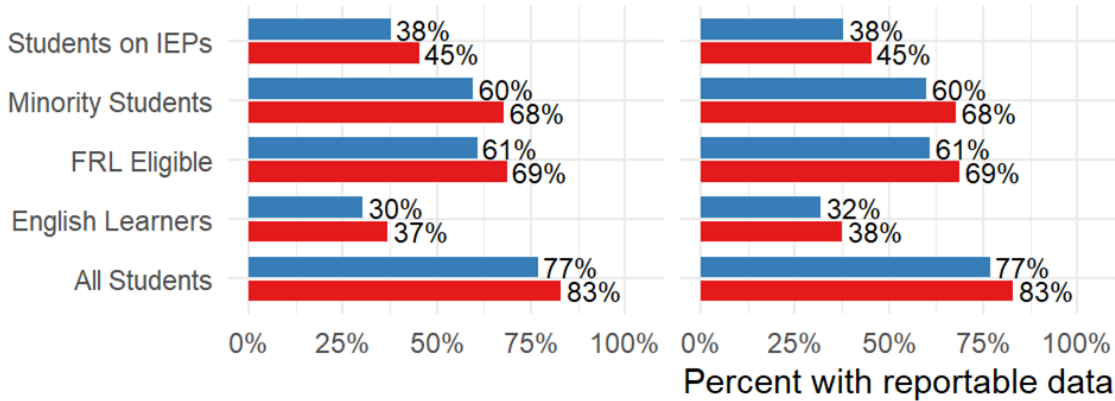
CMAS - MATH

CMAS - SCIENCE



CO PSAT - EBRW

CO PSAT - MATH



## Change in Share of Reportable Data

- All Students: +2-6 pp
- IEP: +5-17 pp
- MIN: +5-10 pp
- FRL: +6-10 pp
- ML: +7-9 pp

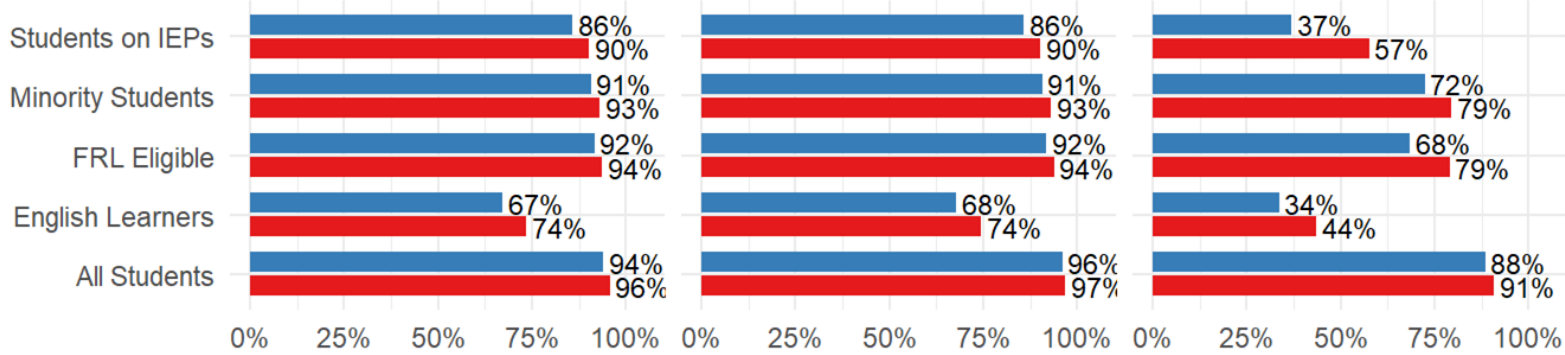
# Share of Schools w/ Reportable Data: Achievement, 3 Year

min N ■ 10 ■ 16

### CMAS - ELA

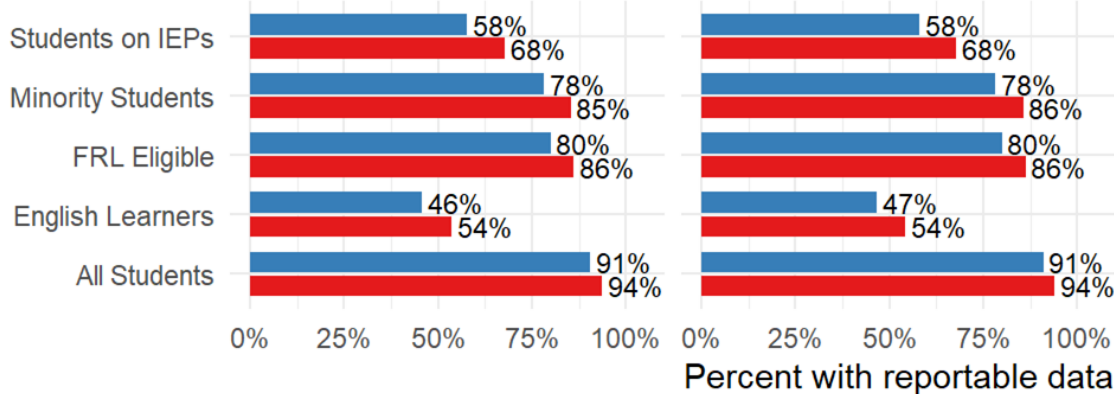
### CMAS - MATH

### CMAS - SCIENCE



### CO PSAT - EBRW

### CO PSAT - MATH



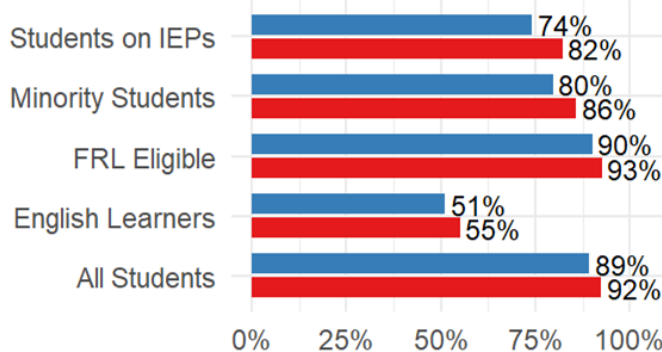
## Change in Share of Reportable Data

- All Students: +2-4 pp
- IEP: +2-10 pp
- MIN: +2-8 pp
- FRL: +2-8 pp
- ML: +4-10 pp

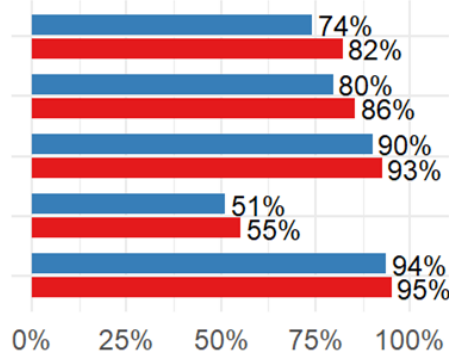
# Share of Districts w/ Reportable Data: Achievement, 3 Year

min N ■ 10 ■ 16

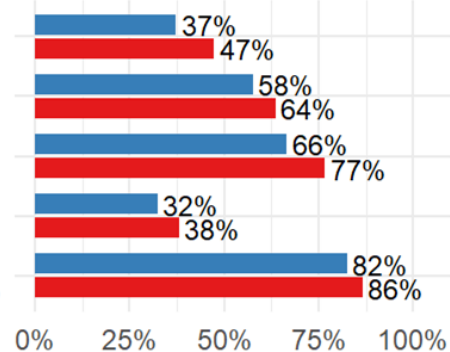
### CMAS - ELA



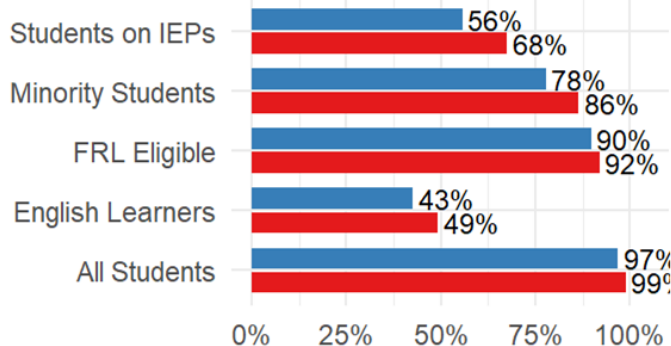
### CMAS - MATH



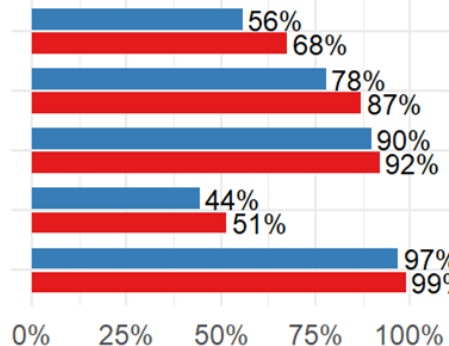
### CMAS - SCIENCE



### CO PSAT - EBRW



### CO PSAT - MATH



Percent with reportable data

## Change in Share of Reportable Data

- All Students: +1-3 pp
- IEP: +4-12 pp
- MIN: +6-8 pp
- FRL: +2-3 pp
- ML: +6-8 pp

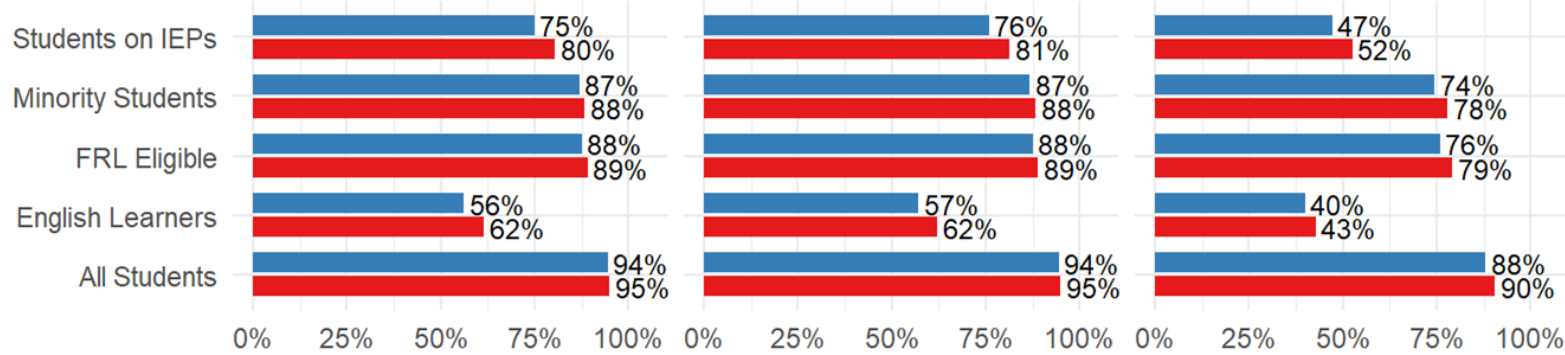
# Share of Schools w/ Reportable Data: Growth, 3 Year

min N ■ 16 ■ 20

CMAS - ELA

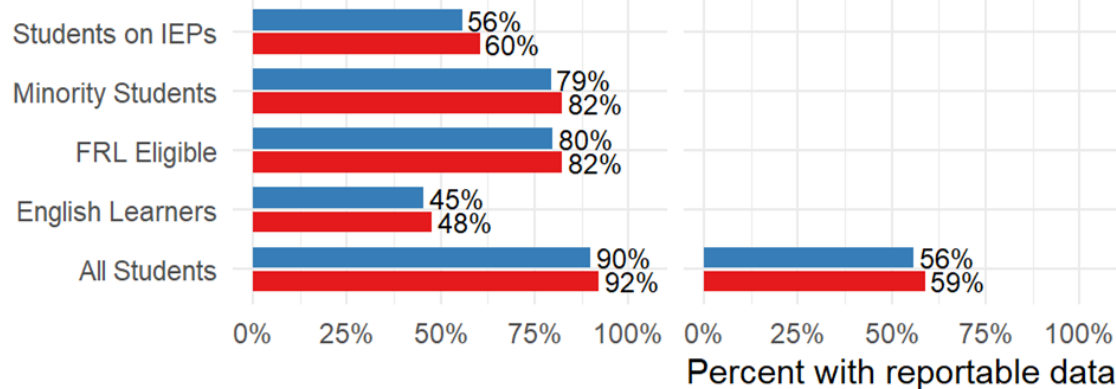
CMAS - MATH

CO PSAT/SAT - EBRW



CO PSAT/SAT - MATH

WIDA ACCESS

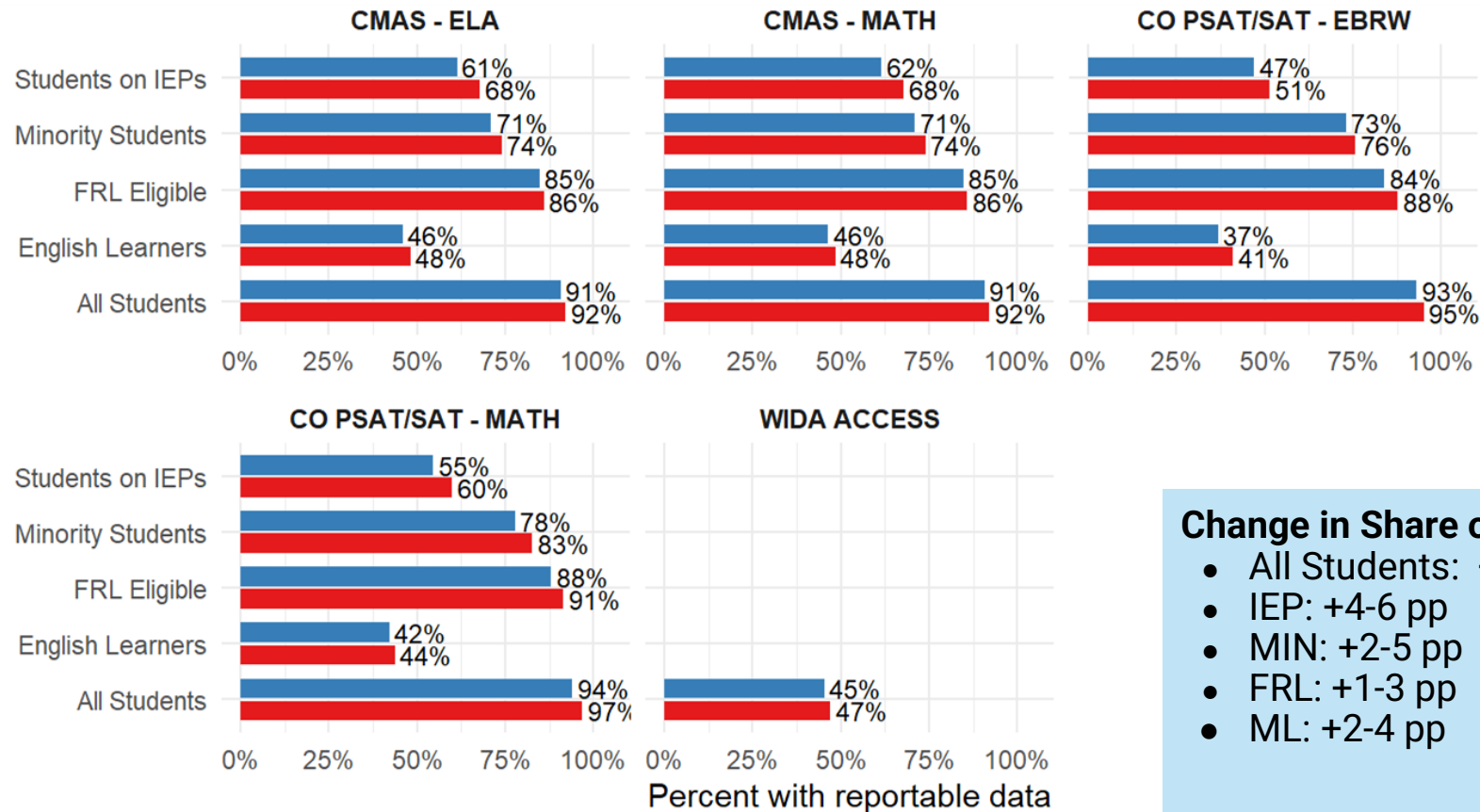


## Change in Share of Reportable Data

- All Students: +1-2 pp
- IEP: +4-5 pp
- MIN: +1-4 pp
- FRL: +1-2 pp
- ML: +3-6 pp

# Share of Districts w/ Reportable Data: Growth, 3 Year

min N ■ 16 ■ 20

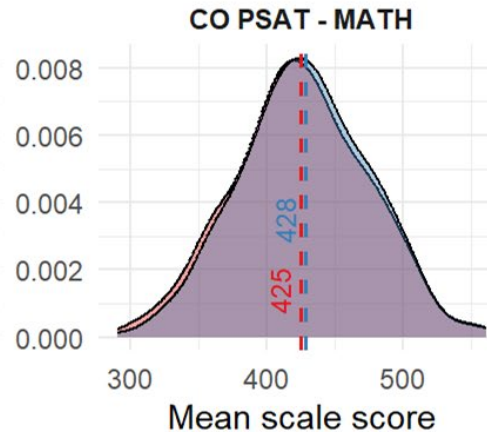
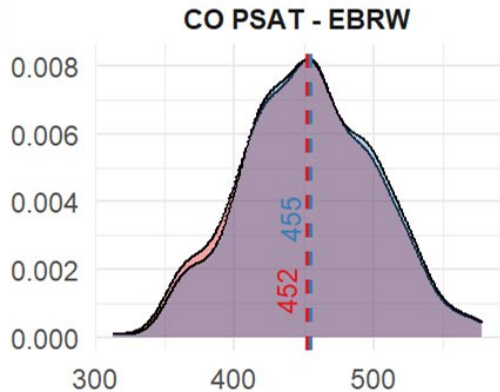
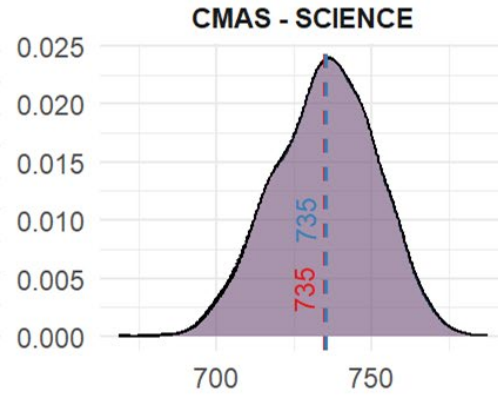
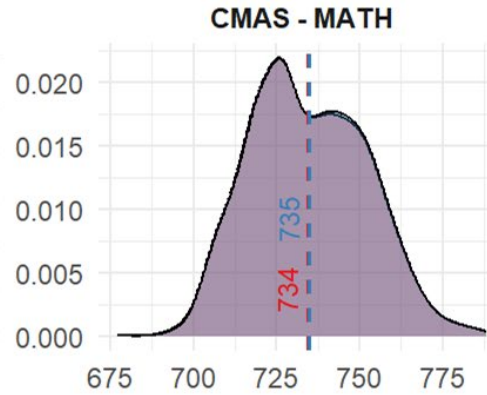
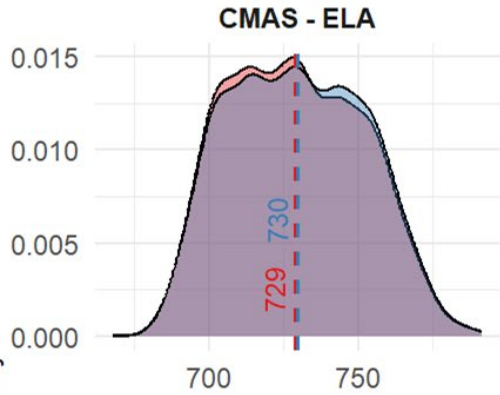


## Change in Share of Reportable Data

- All Students: +1-3 pp
- IEP: +4-6 pp
- MIN: +2-5 pp
- FRL: +1-3 pp
- ML: +2-4 pp

# Measure Distribution: Achievement, All Students (1 Year)

min N ■ 10 ■ 16

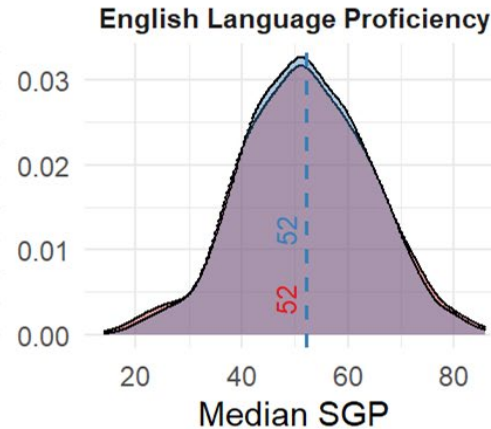
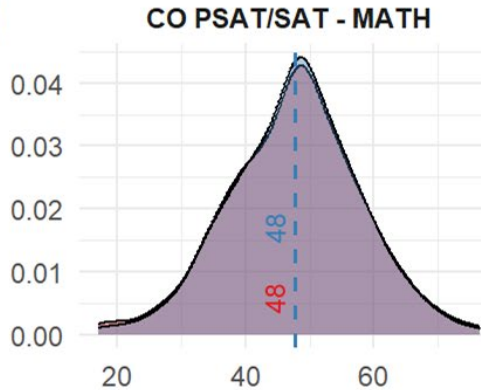
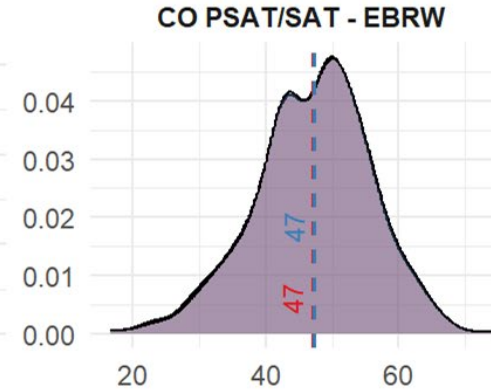
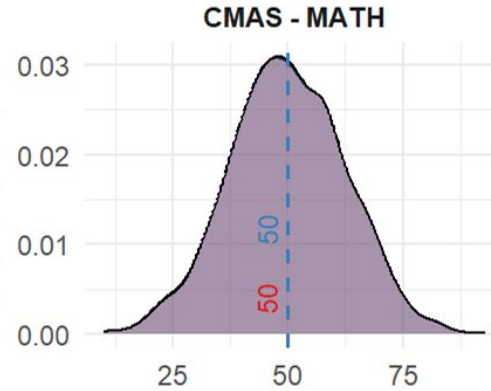
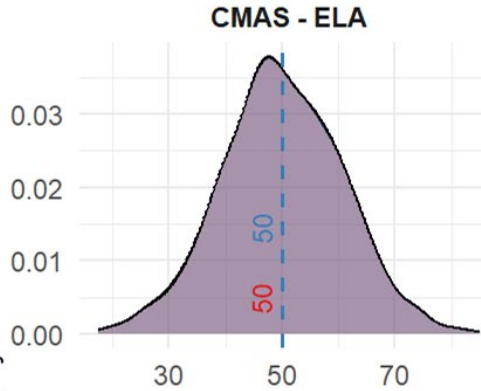


## Lowering ACH Min N from 16 to 10:

- Results in small overall downward shifts in mean scale scores for most tests.
- Differences of around 1-3 scale score points.

# Measure Distribution: Growth, All Students (1 Year)

min N ■ 16 ■ 20



## Lowering GRO Min N from 20 to 16:

- Does not meaningfully change the distribution of median SGPs in most cases.
- For WIDA access, we see a very slight widening of the distribution, but no change to the grand mean.

# Indicator Rating Churn: School Level Achievement, All Students

## 1 Year

min N = 10

min N = 16	Does Not				-
	Exceeds	Meets	Approaching	Meet	
Exceeds	294	25	0	0	0
Meets	2	588	36	0	0
Approaching	0	4	734	6	0
Does Not Meet	0	0	4	362	0
-	2	12	30	28	176

Change	Count	Percent
Up 1	10	0.4%
No Change	1978	85.9%
Newly Reported	72	3.1%
Down 1	67	2.9%
No Rating	176	7.6%

## 3 Year

min N = 10

min N = 16	Does Not				-
	Exceeds	Meets	Approaching	Meet	
Exceeds	240	17	0	0	0
Meets	1	667	16	0	0
Approaching	0	5	813	3	0
Does Not Meet	0	0	2	425	0
-	4	5	12	11	82

Change	Count	Percent
Up 1	8	0.3%
No Change	2145	93.1%
Newly Reported	32	1.4%
Down 1	36	1.6%
No Rating	82	3.6%

# Indicator Rating Churn: District Level Achievement, All Students

## 1 Year

min N = 10

min N = 16	Exceeds	Meets	Does Not		-
			Approaching	Meet	
Exceeds	4	2	0	0	0
Meets	0	48	5	0	0
Approaching	0	3	87	0	0
Does Not Meet	0	0	2	18	0
-	0	2	5	0	9

Change	Count	Percent
Up 1	5	2.7%
No Change	157	84.9%
Newly Reported	7	3.8%
Down 1	7	3.8%
No Rating	9	4.9%

## 3 Year

min N = 10

min N = 16	Exceeds	Meets	Does Not		-
			Approaching	Meet	
Exceeds	4	2	0	0	0
Meets	0	48	5	0	0
Approaching	0	3	87	0	0
Does Not Meet	0	0	2	18	0
-	0	2	5	0	9

Change	Count	Percent
Up 1	5	2.7%
No Change	157	84.9%
Newly Reported	7	3.8%
Down 1	7	3.8%
No Rating	9	4.9%

# Indicator Rating Churn: School Level Growth, All Students

## 1 Year

min N = 16

min N = 20	Does Not				
	Exceeds	Meets	Approaching	Meet	-
Exceeds	206	6	0	0	0
Meets	0	943	15	0	0
Approaching	0	6	768	2	0
Does Not Meet	0	0	2	71	0
-	5	14	12	6	266

Change	Count	Percent
Up 1	8	0.3%
No Change	1988	85.6%
Newly Reported	37	1.6%
Down 1	23	1%
No Rating	266	11.5%

## 3 Year

min N = 16

min N = 20	Does Not				
	Exceeds	Meets	Approaching	Meet	-
Exceeds	128	4	0	0	0
Meets	0	1023	7	0	0
Approaching	0	7	926	0	0
Does Not Meet	0	0	3	73	0
-	2	8	7	3	131

Change	Count	Percent
Up 1	10	0.4%
No Change	2150	92.6%
Newly Reported	20	0.9%
Down 1	11	0.5%
No Rating	131	5.6%

# Indicator Rating Churn: District Level Growth, All Students

## 1 Year

min N = 16

Does Not

min N = 20	Exceeds	Meets	Approaching	Meet	-
Exceeds	0	0	0	0	0
Meets	0	64	1	0	0
Approaching	0	3	91	0	0
Does Not Meet	0	0	0	3	0
-	1	4	2	0	16

Change	Count	Percent
Up 1	3	1.6%
No Change	158	85.4%
Newly Reported	7	3.8%
Down 1	1	0.5%
No Rating	16	8.6%

## 3 Year

min N = 16

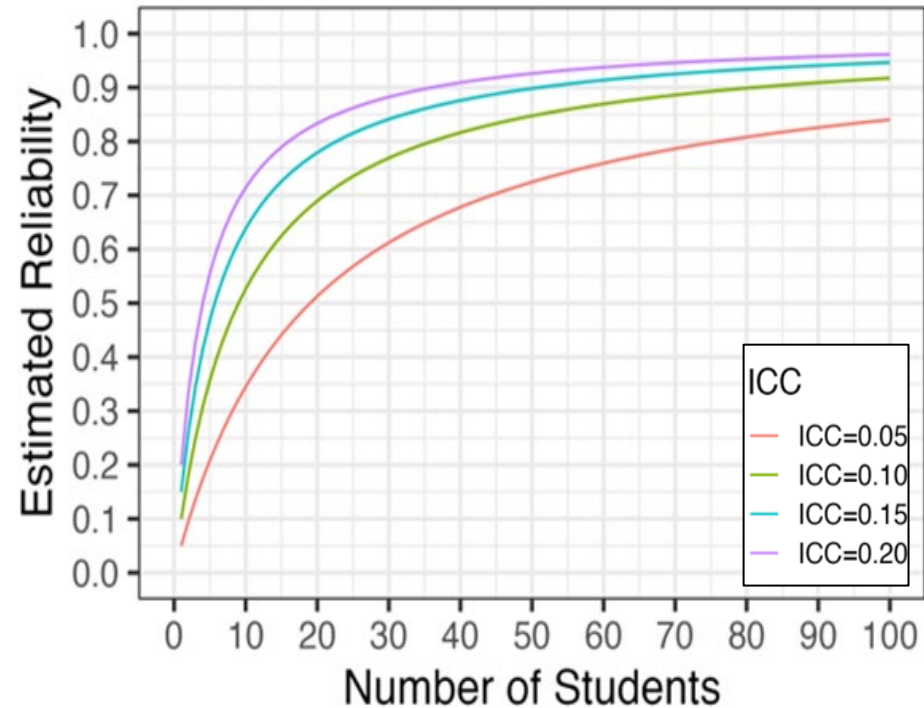
Does Not

min N = 20	Exceeds	Meets	Approaching	Meet	-
Exceeds	0	0	0	0	0
Meets	0	54	2	0	0
Approaching	0	0	119	0	0
Does Not Meet	0	0	0	2	0
-	0	2	3	0	3

Change	Count	Percent
No Change	175	94.6%
Newly Reported	5	2.7%
Down 1	2	1.1%
No Rating	3	1.6%

# How Much Does Reliability Decrease with Changes to Min N?

- Reliability depends on group size and Intra-Class Correlation (ICC).
  - ICC is the share of total score variance that comes from differences between groups rather than within groups.
- Most schools/districts have enough students that reliability will stay high (.85-.95) regardless of changes to min N.
- Small groups will see much larger decreases in reliability.
  - With  $ICC \approx .13$ , reliability moves from  $\sim .7$  at  $N=16$  to  $\sim .6$  at  $N=10$
  - This is roughly a 33% increase in the share of the measure that is statistical noise.



# Lowering Min N Pros/Cons



Increased alignment to transparency and equity goals due to more available data.

Increased measure volatility for small schools, districts, groups.  
Requires resource updates and retraining of stakeholders  
Potential privacy concerns



# Analysis for Former IEP Students

Marie Huchton  
Feedback Item

# New Statutory Language from HB25-1278

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- **22-11-204.1(e)(I):** "FOR PURPOSES OF CALCULATING PERFORMANCE FOR THE **PERFORMANCE INDICATORS**, THE STATE BOARD SHALL ENSURE THAT THE CALCULATION INCLUDES CONSIDERATION OF THE **ACADEMIC ACHIEVEMENT** OF STUDENTS WITH DISABILITIES, INCLUDING STUDENTS WHO HAVE A DISABILITY PURSUANT TO THE FEDERAL "INDIVIDUALS WITH DISABILITIES EDUCATION ACT"... BUT WHO **NO LONGER MEET THE ELIGIBILITY CRITERIA FOR AN INDIVIDUALIZED EDUCATION PROGRAM"**
- **22-11-204.1(e)(II):** "THE STATE BOARD SHALL ENSURE A [former IEP] STUDENT IS COUNTED IN THE CALCULATION FOR **TWO YEARS** AFTER IT IS DETERMINED THE STUDENT NO LONGER MEETS THE ELIGIBILITY CRITERIA FOR AN INDIVIDUALIZED EDUCATION PROGRAM; EXCEPT THAT A STUDENT WHO NO LONGER MEETS THE ELIGIBILITY CRITERIA BECAUSE THE STUDENT HAS GRADUATED FROM A PUBLIC HIGH SCHOOL IS NOT COUNTED IN THE CALCULATION."
- **22-11-204.1(e)(III):** "THE DEPARTMENT SHALL NOT INCLUDE A [former IEP] STUDENT... IN CALCULATIONS OR DATA REPORTING FOR PURPOSES OF THE FEDERAL "EVERY STUDENT SUCCEEDS ACT"

# Question 1- Which indicators/sub-indicators?

- Legislative language is contradictory- references considering former-IEP students' Academic Achievement for all Performance Indicators.
- Do we want to interpret this as the former-IEP definition should be applied to all Achievement, Growth and PWR sub-indicators?

Pros	Cons	Considerations
Consistency with existing frameworks.	Not explicitly supported by legislation	Push for clean-up legislation to add Growth and PWR?
Keeps disaggregated group flags consistent between indicator data sources		Address in rules that former-IEP category is included for all sub-indicators?

## Vote for Q1 - Which indicators/sub-indicators?

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- Does the TAP recommend including former-IEP students as part of the IEP disaggregated group for all Achievement, Growth and PWR sub-indicators?

# Creating a Former IEP flag

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- Multi-step calculation process:
  - Define the population of students that have ever been identified as having an IEP
  - Identify students who have exited their IEP and label them as Former IEP
  - Keep track of Former IEP students for two (consecutive?) years and include them in ACH, GRO and PWR calculations

# Difficulties with a Former IEP flag

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- IEP Y/N flag is reported for nearly every collection, and values are often inconsistent
- A student's IEP status may change within a single school-year
- Timing on the availability of data may not align with framework needs (SpEd End Of Year)

# Which data source(s)?

---

- Several possible data source approaches and considerations for us to talk through:
  - October Enrollment Count
  - Special Education December Enrollment
  - Special Education End of Year
  - Assessment Data

# October Enrollment Snapshot | Overview

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- Purpose is to collect and verify information related to Special Education services on students enrolled in Colorado schools.
- The reporting period for this collection is August 29, 2025, through December 5, 2025.
- Available in CDE Data Warehouse in January, 2026
- Relevant data fields:
  - Primary Disability
  - Special Education Student

# October Enrollment | Relevant Field Definitions

## Primary Disability

- Representing the student's Primary Disability. If the student has more than one disability, the code number reported must be that of the student's major disability, as reflected on the student's Individualized Education Program (IEP).

Code	Description
00	None
01	Intellectual Disability
03	Serious Emotional Disability
04	Specific Learning Disability
05	Hearing Impairment, including Deafness or Hearing Disability
06	Visual Impairment, including Blindness or Visual Disability
08	Speech or Language impairment
09	Deaf-Blindness
10	Multiple Disabilities
11	Developmental Delay
13	Autism Spectrum Disorder
14	Traumatic Brain Injury (TBI)
15	Orthopedic Impairment
16	Other Health Impairment

# October Enrollment | Relevant Field Definitions

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## Special Education Student

- Student has been identified as Special Education (indicated with a disability that is not '00') in the Primary Disability Field in the Student Demographic File.

CDE's Data Warehouse October Enrollment file includes a field "IEP Status" that indicates Y/N whether the student has an Individualized Educational Program.

# October Enrollment | Trends Over Time

	October Count IEP Flag
<b>2016</b>	93,686
<b>2017</b>	96,389
<b>2018</b>	100,021
<b>2019</b>	103,161
<b>2020</b>	107,269
<b>2021</b>	105,448
<b>2022</b>	106,141
<b>2023</b>	110,338
<b>2024</b>	114,383
<b>2025</b>	117,843

- Aside from a drop in 2021 (likely due to the pandemic), counts of students identified as having an IEP during the October Enrollment collection have increased by between 700 and 4.1k per year.



# Special Education December Enrollment | Overview

---

- Purpose is to collect and verify information related to Special Education services on students enrolled in Colorado schools.
- The reporting period for this collection is November 3, 2025, through February 20, 2026.
- Available in CDE Data Warehouse in March 2026
- Relevant data fields:
  - Special Education Funding Status

# SpEd December Enrollment | Relevant Field Definitions

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## Special Education Funding Status

- Used to determine if the student record being submitted is eligible for ECEA (Exceptional Children's Education Act) funding.
- **Code 50 - Eligible For Funding**  
Eligible for ECEA Funding -- Student meets the eligibility criteria as of the Pupil Count Date.

# SpEd December Enrollment | Trends Over Time

	SpEd Dec IEP Funding
2016	94,777
2017	97,720
2018	101,897
2019	104,759
2020	108,751
2021	106,346
2022	108,235
2023	112,605
2024	117,228
2025	120,248

- Aside from the previously noted drop in 2021, counts of students eligible for ECEA funding have increased by between 1.8k and 4.6k per year.
- In comparison to October Enrollment IEP flags, from 800 to 2.8k more students are identified as eligible for ECEA funding during the December collection

# Special Education End of Year Snapshot | Overview

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- Data on students who were referred, evaluated, or received Special Education services. This includes students who received services in an approved facility school or an out-of-state non-public school program or public agency.
- The reporting period for this collection is July 1, 2025, through June 30, 2026.
- Available in CDE Data Warehouse in **October, 2026**
- Relevant data fields:
  - Date of Entry to Special Education
  - Date of Exit from Special Education
  - SPED Basis of Exit

# SpEd End of Year | Relevant Field Definitions

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- Date of Entry to Special Education
  - Date the IEP was implemented in the current school year.
  - If the IEP was implemented in the previous school year, use the first day of school for the student.
- Date of Exit from Special Education
  - Date the student was exited from Special Education services.
- SPED Basis of Exit
  - Indicate the circumstances under which the student exited from Special Education

# SpEd End of Year | Relevant Field Definitions

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## SPED Basis of Exit

- Indicate the circumstances under which the student exited from Special Education

- **Code 09- Transferred to Regular Education**

A student who was served in Special Education at the start of the reporting period, but at some point during that 12-month period, returned to regular education. These are students who no longer have an IEP and are receiving all of their educational services from a regular education program. (This program is not intended for students for whom the parent has revoked consent for services.)

# SpEd End of Year | Trends Over Time

	<b>SpEd EOY Date of Entry</b>
<b>2016</b>	115,836
<b>2017</b>	120,037
<b>2018</b>	125,469
<b>2019</b>	129,287
<b>2020</b>	128,729
<b>2021</b>	130,044
<b>2022</b>	133,766
<b>2023</b>	138,556
<b>2024</b>	143,143
<b>2025</b>	145,824

- The End-Of-Year Collection includes all students identified as entering into or continuing to receive services at any point during the school year, and includes 20k to 25k more students than the SpEd December Enrollment collection.

# Comparing IEP Flags Across Data Sources

Of the 139,661 student records that were associated with one or more of the 2022-2023 data collections (October Count, SpEd December Count, SpEd End of Year)

- 105,880 (75.8%) are consistently flagged as having an IEP across all 3 collections
- 4,925 (3.5%) are consistently flagged as having an IEP across 2 collections
- 10,233 (7.3%) are flagged as having an IEP in only 1 collection
- 18,623 (13.3%) have one or more IEP flags in conflict
- More recent years show similar pattern

OCT_ENR	SP_DEC	SP_EOY	Count
Y	Y	Y	105,880
--	Y	Y	1,737
Y	--	Y	3,163
Y	Y	--	25
--	--	Y	9,153
--	Y	--	8
N	Y		3
Y	--	--	1,069
--	N	Y	448
N	--	Y	12,969
N	N	Y	53
N	Y	Y	4,952
Y	N	Y	201

# SpEd End Of Year | Students Exiting IEP

	Total IEP	Total Exit		Exited to Regular Education		Graduated		Completer & HSED	
	N	N	%	N	%	N	%	N	%
<b>2016</b>	115,836	25,057	21.6%	6,218	5.4%	3,901	3.4%	59	0.1%
<b>2017</b>	120,037	25,178	21.0%	5,770	4.8%	3,848	3.2%	77	0.1%
<b>2018</b>	125,469	28,730	22.9%	6,031	4.8%	4,180	3.3%	91	0.1%
<b>2019</b>	129,287	28,419	22.0%	6,460	5.0%	4,358	3.4%	113	0.1%
<b>2020</b>	128,729	26,605	20.7%	5,633	4.4%	4,436	3.4%	71	0.1%
<b>2021</b>	130,044	28,727	22.1%	5,531	4.3%	5,010	3.9%	115	0.1%
<b>2022</b>	133,766	29,786	22.3%	6,155	4.6%	5,011	3.7%	148	0.1%
<b>2023</b>	138,556	29,337	21.2%	6,026	4.3%	4,846	3.5%	174	0.1%
<b>2024</b>	143,143	30,788	21.5%	7,094	5.0%	5,276	3.7%	162	0.1%
<b>2025</b>	145,824	32,822	22.5%	7,772	5.3%	5,706	3.9%	152	0.1%

- The number of students exiting to regular education has generally been between 5k and 6k, increasing in 2024 and 2025.
- For most years, between 4 and 5% of students on an IEP are being exited from program.

# State ELA/RW and Math Assessment Files

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- Summative assessments measuring individual student mastery of the Colorado Academic Standards, an 11th grade college entrance exam and/or Extended Evidence Outcomes
- Includes data for CMAS g3-7 ELA & Math, PSAT/SAT g9-11 RW & Math, and CoAlt DLM ELA & Math g3-11
- Assessment windows from April 6, 2026, through April 24, 2026.
- Available in CDE Data Warehouse in July 2026
  
- Relevant data fields:
  - IEP Status

# State ELA/RW & Math | Comparing IEP Flags

				State ELA/RW & Math Assessment Grade Level										
OCT_ENR	SP_DEC	SP_EOY	Assessment	3	4	5	6	7	8	9	10	11	All Grades	%
Y	Y	Y	Y	7,936	8,211	8,104	8,116	7,869	7,640	7,653	7,071	6,404	69,004	82.8%
Y	Y	--	Y	0	0	1	0	1	0	0	1	0	3	0.0%
--	Y	Y	Y	37	51	49	45	54	71	24	37	29	397	0.5%
--	--	Y	Y	109	74	65	77	76	69	72	31	39	612	0.7%
--	Y	--	Y	0	0	0	0	1	0	0	0	0	1	0.0%
Y	--	--	Y	92	70	80	86	65	57	60	80	67	657	0.8%
--	--	--	Y	2	1	6	2	1	2	2	1	1	18	0.0%
N	--	Y	N	841	651	501	390	312	339	328	224	150	3,736	4.5%
N	--	Y	Y	659	518	430	178	149	172	123	98	41	2,368	2.8%
N	Y	Y	Y	367	250	233	216	188	202	85	67	33	1,641	2.0%
Y	--	Y	Y	185	151	157	148	149	157	200	175	180	1,502	1.8%
Y	Y	Y	N	190	110	126	109	103	122	84	86	100	1,030	1.2%
N	Y	Y	N	128	75	74	63	76	54	188	149	127	934	1.1%
Y	--	Y	N	107	71	65	70	56	66	28	25	26	514	0.6%
N	--	--	Y	51	32	44	65	55	65	7	0	3	322	0.4%
--	--	Y	N	49	39	37	37	36	35	20	18	24	295	0.4%
Y	N	Y	Y	14	16	9	13	21	20	18	19	14	144	0.2%
Other conflicting patterns				10	11	17	24	21	26	29	34	28	200	0.2%

# State ELA/RW & Math | Comparing IEP Flags

---

Of the 83,378 student records that were associated with one or more of the 2022-2023 data collections (October Count, SpEd December Count, SpEd End of Year) and had State Assessment results

- 69,0004 (82.8%) are consistently flagged as having an IEP across all 4 data sets
- 400 (0.5%) are consistently flagged as having an IEP across 3 data sets
- 1,270 (1.5%) are consistently flagged as having an IEP across 2 data sets
- 18 (0.0%) are flagged as having an IEP in only 1 data sets
- 12,686 (15.2%) have one or more IEP flags in conflict

# TAP Feedback

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- Given the various data sources and timelines for availability, does the TAP have suggestions for how to approach creating an “Ever IEP” flag/dataset?
- Given the late availability of SpEd EOY data, does the TAP have suggestions for how to identify students that have Exited to Regular Education?
- Does the TAP have any other suggestions for additional analyses or data sources that may be relevant?



# 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: December 16, 2025