



COLORADO
Department of Education

Technical Advisory Panel Meeting

March 24, 2026



Welcome & Introductions

- **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

- **Welcome and Introductions** | Information Item
- **Welcome Anne Laesecke** | Information Item
- **1278 Timeline Update** | Information Item
- **CCRBG Denominator Methodology** | Feedback Item
- **Postsecondary Credit Analysis** | Feedback Item
- **Wrap-Up**




1278 Timeline Update

Anne Laesecke
Information Item



CDE presented three implementation options to the Board on March 12. The Board generally aligned around Option 1.

Updated School and District Performance Frameworks Timeline Adjustment Options

Option 1	Delay implementation of all performance framework changes to no earlier than fall 2028. 
Option 2	Implement framework changes other than the postsecondary and workforce readiness indicator in fall 2027.
Option 3	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 fall 2029 performance frameworks.

Implementation timeline and data sources

	Spring 2026 1st PWR Collection	Fall 2026 Report 1st PWR Collection	Spring 2027 2nd PWR Collection	Fall 2027 Report 2nd PWR Collection	Spring 2028 3rd PWR Data Collection	Fall 2028	Spring 2029	Fall 2029
Delaying All Changes to Fall 2028		Current 2026 SPF for Points		Current 2027 SPF for Points	Revised 2027 SPF for Info	Revised 2028 SPF for Points		Revised 2029 SPF for Points
PWR indicator will use data from:		* 2024-2025 EOY for Graduation, Dropout, Military enlistment * 2024-2025 IHE enrollment * 2025-2026 SAT scores		* 2025-2026 EOY for Graduation, Dropout, Military enlistment * 2025-2026 IHE enrollment * 2026-2027 SAT scores	* 2025-2026 EOY for Graduation, Dropout, Military enlistment * 2025-2026 IHE enrollment and Concurrent Enrollment * 2026-2027 AP/IB scores * Spring 2026 PWR collection for IRC and WBL	* 2026-2027 EOY for Graduation, Dropout, Military enlistment * 2026-2027 IHE enrollment and Concurrent Enrollment * 2027-2028 AP/IB scores * Spring 2027 PWR collection for IRC and WBL		* 2027-2028 EOY for Graduation, Dropout, Military enlistment * 2027-2028 IHE enrollment and Concurrent Enrollment * 2028-2029 AP/IB scores * Spring 2028 PWR collection for IRC and WBL

1278 Implementation Next Steps

- The Board will vote formally in April on the 1278 implementation timeline.
- Once the Board has voted, CDE will communicate more formally about timeline and next steps with stakeholders.
- In the meantime, we are preparing for rulemaking with the Board on:
 - Insufficient State Data: Low Participation – Spring 2026.
 - Accredited with Distinction criteria for districts – Fall 2026. May require technical input before rulemaking.
 - PWR sub-indicators and measures – Fall 2026. Will require technical input before rulemaking.



CCRBG Sub-Indicator Methodology

Dan Mangan
Feedback Item

Statutory Language

- **22-11-204(4.5)(a)(I): CDE shall calculate "THE COLLEGE AND CAREER READINESS BEFORE GRADUATION SUB-INDICATOR, WHICH INCLUDES THE FOLLOWING MEASURES: (A) 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, AS ESTABLISHED IN SECTION 23-1-113 (1), 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, AS DETERMINED IN RULE BY THE STATE BOARD; SUCCESSFULLY COMPLETING A POSTSECONDARY COURSE, AS DETERMINED IN RULE BY THE STATE BOARD; OR EARNING A SUFFICIENT SCORE ON AN INTERNATIONAL BACCALAUREATE COURSE, AS DETERMINED IN RULE BY THE STATE BOARD"**

Current PWR Indicator Breakdown

Current PWR Sub-Indicator Scoring and Data Sources				
Sub-indicator	Data Sources	Student Groups	Points Possible	Total Points
Graduation Rate	Student End of Year (SEYOY) Collection	All Students	8	16
		FRL, IEP, ML, MIN	2 each	
Dropout Rate	Student End of Year (SEYOY) Collection	All Students	8	16
		FRL, IEP, ML, MIN	2 each	
Matriculation Rate	IHE Enrollment: NSC + CDHE (SURDS)	All Students	4	4
	Military Enlistment: SEYOY Collection			
SAT Reading & Writing	Assessment	All Students	4	8
		FRL, IEP, ML, MIN	1 each	
SAT Math	Assessment	All Students	4	8
		FRL, IEP, ML, MIN	1 each	

A student counts in the Matriculation Numerator if they qualify for any of the following paths:

- 2-year IHE Enrollment
- 4-year IHE Enrollment
- Military Enlistment
- Qualifying CTE Experiences:
 - Industry Credentials
 - Pre-Apprenticeships
 - Apprenticeships



New PWR Indicator Breakdown

- SAT moved to Achievement Indicator
- Postsecondary Progression (PSP)
 - 2-year IHE Enrollment
 - 4-year IHE Enrollment
 - Military Enlistment
 - Industry Recognized Credentials
- College & Career Readiness Before Graduation (CCRG)
 - Postsecondary Credit Earned in HS (AP/IB/CE)
 - Industry-Recognized Credentials
 - Work-Based Learning (e.g., apprenticeships)

Proposed PWR Sub-Indicator Scoring and Data Sources				
Sub-indicator	Data Sources	Student Groups	Points Possible (Tentative)	Total Points (Tentative)
Graduation Rate	Student End of Year (SEYO) Collection	All Students	8	16
		Combined Group	8	
Dropout Rate	SEYO Collection	All Students	8	16
		Combined Group	8	
Post-Secondary Progression	<ul style="list-style-type: none"> ● IHE Enrollment: <ul style="list-style-type: none"> ○ NSC + CDHE (SURDS) ● Military Enlistment: <ul style="list-style-type: none"> ○ SEYO Collection 	All Students	8	8
College & Career Readiness Before Graduation	<ul style="list-style-type: none"> ● Postsecondary Credit <ul style="list-style-type: none"> ○ College Board (AP scores) ○ Intl Baccalaureate (IB Scores) ○ Concurrent Enrollment (NSC + CDHE (SURDS)) ● Industry Recognized Credentials (IRC) <ul style="list-style-type: none"> ○ PWR Pipeline Collection ● Work-Based Learning (WBL) <ul style="list-style-type: none"> ○ PWR Pipeline Collection 	All Students	8	8

Key Questions for CCRBG Sub-Indicator

- **Denominator Calculation**

- Option 1: current-year graduates file from DSU
 - (Grad files includes completers and those who were supposed to complete in that year but dropped out or left for other reasons (e.g., expelled))
- Option 2: all enrolled students, grades 9-12

- **Numerator Calculation**

- Cuts scores for AP, IB, & Concurrent Enrollment (CE)?
- Credit for Guaranteed Transfer only or all subjects?
- Success counted for graduating school regardless of where pathway was completed?
- Include CLEP if we can get data from College Board?

Data Build for CCRBG Sub-Indicator

Course Credit Data

Advanced Placement Exams from College Board

International Baccalaureate Exams from IB

Concurrent Enrollment from CDHE

GT Pathways Course Credit data from CDHE

PWR Collection

IRC Data from PWR Collection

WBL Data from PWR Collection
(Not included in current analysis)

Aggregated student level file, unique by student-year. Student counts as “success” if meeting criteria for *any* of these options.

Denominator = Current graduate cohort OR all 9-12 students.

Final student level data set.

- Unique by student-year
- Each category reported separately.
- CCRBG % met

CCRBG Denominator Option Pros/Cons

Option 1: Current Year Graduates

Pros

- Indicator tied to completed outcome (cumulative success during HS) – probably more aligned with leg. Intent.
- Cleaner cohort logic – aligns w/ other graduation-linked metrics
- Avoids counting students who may yet complete pathway “against” schools

Cons

- Denominator is smaller and more volatile for smaller systems
- Pathway completion is attributed to the graduating school, even if the pathway was completed elsewhere.

Option 2: All Enrolled 9-12 Students

Pros

- Pathway completion attributed to current school.
- Larger, more stable denominator

Cons

- Denominator includes students at different ages – harder to interpret.
- Student would appear in denominator across multiple years
- Harder to frame as “readiness” rate

TAP Feedback: Denominator Methodology

Denominator Calculation

- Option 1: current-year grad file from DSU
- Option 2: all enrolled students, grades 9-12

[TAP Feedback Form 3-24-26](#)



CCRBG Numerator Analysis

Dan Mangan
Information Item

Key Questions: International Baccalaureate

1. What cut score should we use for IB exams?
2. Should we include all candidate types?
3. Should we include non-Guaranteed Transfer courses?

Overview of IB Programme Requirements

- **IB Diploma** students typically take 6 subjects from Groups 1-6
 - 3 HL (Higher Level) & 3 SL (Standard Level)
 - Scores reflect exams and IB-moderated assessments and gets a **final score of 1-7**, resulting in 42 possible Group points toward diploma.
 - Core Requirements include Theory of Knowledge (TOK), Extended Essay (EE), & Creativity, Action, Service (CAS) for up to 3 additional bonus points. These are grade on an A-E scale
- Around half of IB course takers are *not* on the Diploma Track



IB Candidate Types & Requirements

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

What is a “passing” IB score?

- A score of 4 (out of 7) is widely considered “passing” for IB courses/exams in the 6 subject groups
 - Considered “satisfactory” per rubric (next slide)
 - Average minimum score for diploma (24 points required $\rightarrow 4 \times 6 = 24$)
 - Most universities that offer credit for IB coursework use 4 or 5 as the minimum cutoff.
- For TOK and EE, a grade of D or higher is considered passing.
 - No bonus points are earned with a D, but you can still earn the Diploma
 - Not possible to earn diploma with “E” grade in TOK or EE

IB Grade Descriptor Examples (Subject Groups)

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

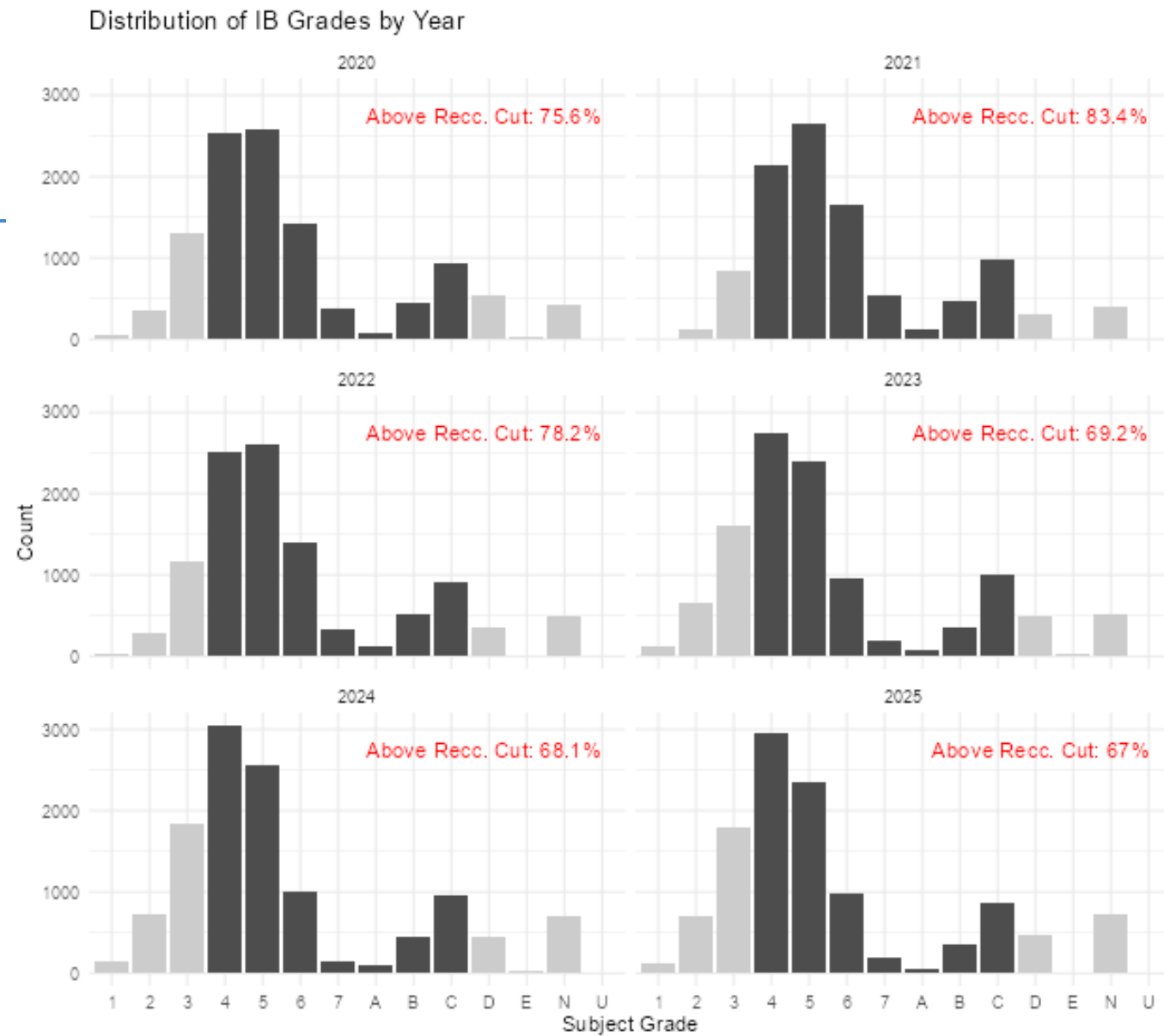
IB Participation (Student Level)

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 Grade Distributions by Year

- **Recommended Cuts for PWR credit:**
 - **For ALL candidate types:**
 - **Subject Score = 4 or higher**
 - **Core Score = D or higher***
- About 67-83% of scores qualify under this recommendation
 - Year-over-year share of qualifying scores has been decreasing since 2021
 - Pandemic-related adjustments to exams reflect higher than normal pass rates, so this may indicate 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.

Should IB Credit be Restricted to Guaranteed Transfer?

- CDHE maintains a list of AP and IB exams that count as Guaranteed Transfer (GT) based on what specific IHEs accept for credit.
- Since we don't know what IHE a student will attend, we consider an exam GT if it is accepted anywhere in Colorado for credit.
- Per SB-315, the PWR office will only reimburse for GT exams/coursework.
- HB-1278 is not explicit about GT for accountability purposes.

IB SUBJECT	GT?	IB SUBJECT	GT?	IB SUBJECT	GT?
AMHARIC A LIT	Y	ENV. AND SOC.	Y	MATHEMATICS	Y
ART HISTORY	Y	FILM	N	MUSIC	Y
BIOLOGY	Y	FOOD SCI.TECH	N	PHILOSOPHY	Y
BUS MAN	N	FRENCH AB.	N	PHYSICS	Y
CHEMISTRY	Y	FRENCH B	N	PSYCHOLOGY	Y
CHINESE B	N	GEOGRAPHY	Y	REF PROJECT	N
COMPUTER SC.	N	GERMAN AB.	N	SOC.CUL.ANTH.	Y
CROATIA A LIT	N	GERMAN B	N	SPANISH A	Y
DANCE	N	GLOB. POL	Y	SPANISH A LAL	Y
DESIGN TECH.	N	HISTORY	Y	SPANISH A LIT	Y
DIGITAL SOC.	N	ITGS	N	SPANISH AB.	Y
DUTCH A LIT	N	JAPANESE AB.	N	SPANISH B	Y
ECONOMICS	Y	LANG AND CULT	Y	SPORTS EX SCI	N
ENGLISH A	Y	LATIN	N	THEATRE	Y
ENGLISH A LAL	Y	LIT AND PERF	Y	THEORY KNOWL.	N
ENGLISH A LIT	Y	MANDARIN AB.	N	VISUAL ARTS	Y
ENGLISH AB.	Y	MATH ANALYSIS	Y	WLD. STUDIES	Y
ENGLISH B	Y	MATH APPS	Y	WORLD RELIG.	Y



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

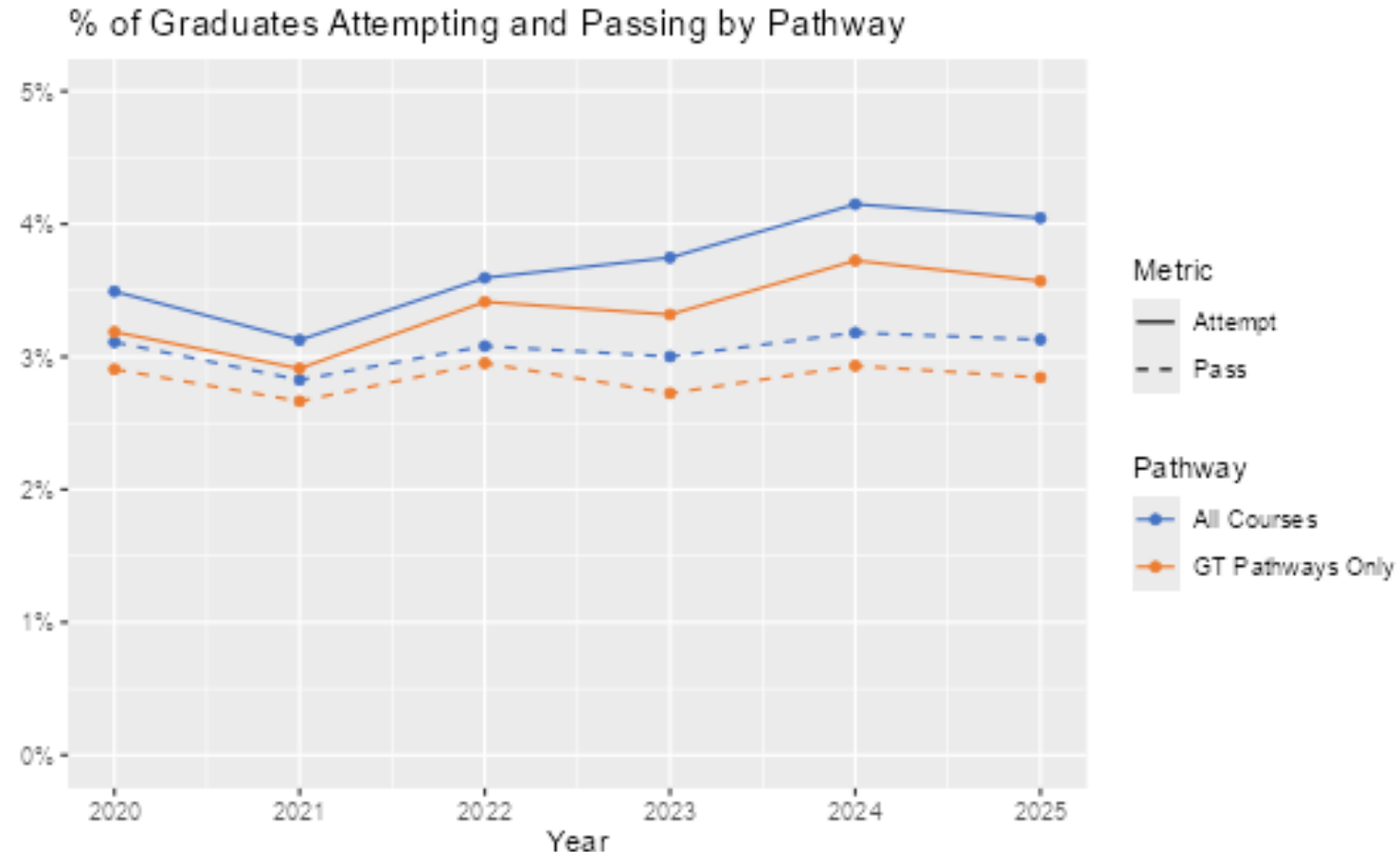
Sub	Freq	% of total
ENGLISH A LAL	1299	10.7%
HISTORY	1289	10.6%
PSYCHOLOGY	1164	9.6%
THEORY KNOWL.	959	7.9%
SPANISH B	872	7.2%
MATH APPS	806	6.6%
BIOLOGY	694	5.7%
ENGLISH A LIT	632	5.2%
MATH ANALYSIS	610	5.0%
SPORTS EX SCI	471	3.9%

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 Attempt and Pass Rates, ALL Courses and GT Only

- IB attempt and pass rates are low statewide (~3–4%), reflecting the limited reach of IB programming.
- Both rates have trended modestly upward since a 2021 dip, likely tied to pandemic disruptions.
- The gap between All Courses and GT Only is small (~0.4–0.5 ppts).



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

Key Questions: Advanced Placement

1. What cut score should we use for AP exams?
2. Should we include non-GT exams?
3. Should we include CLEP data if available?

Advanced Placement Program Overview

- 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

Simplified Structure Relative to IB

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.

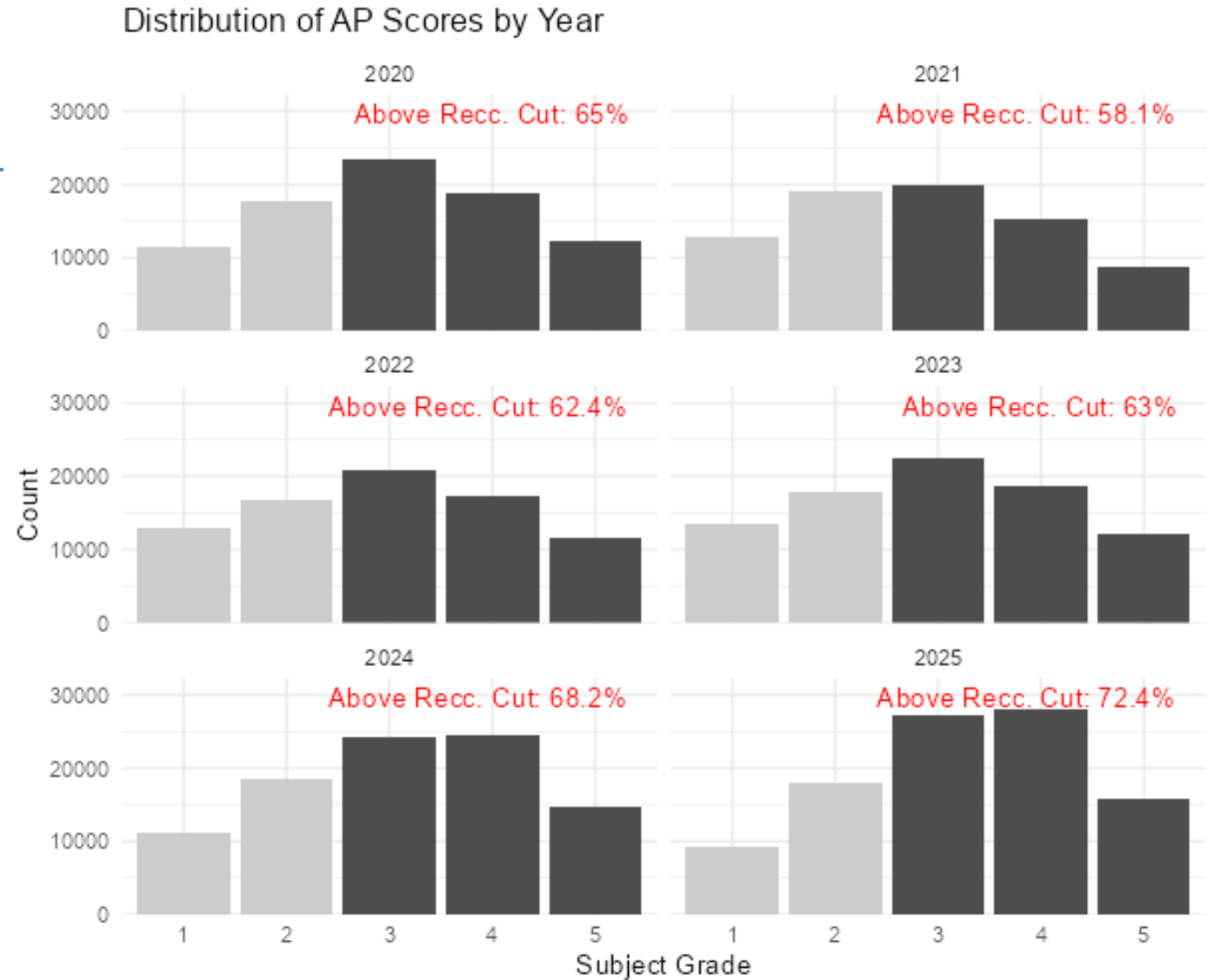
What is a “passing” IB score?

- 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 Accountability:**
 - **3 or higher (typical for IHE credit)**
- About 58-72% of scores qualify under this recommendation
 - Distribution has shifted upwards since 2021
 - slight negative skew since 2024
 - Lower pass rate overall than IB by about 10 pct pts (using recommended cuts)



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
Institutional Participation				
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
Student Participation				
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

Should AP Credit be Restricted to Guaranteed Transfer?

Subject	GT	Subject	GT
African American Studies	Y	Human Geography	Y
Art and Design: 2-D Design	N	Italian Lang. and Culture	N
Art and Design: 3-D Design	N	Japanese Lang. and Culture	N
Art History	N	Latin	N
Biology	Y	Macroeconomics	Y
Calculus AB	Y	Microeconomics	Y
Calculus BC	Y	Music Theory	N
Capstone Research	N	Physics 1	Y
Capstone Seminar	N	Physics 2	Y
Chemistry	Y	Physics C: Electricity and Magnetism	Y
Chinese	N	Physics C: Mechanics	Y
Comparative Govt. and Politics	Y	Precalculus	Y
Computer Science A	N	Psychology	Y
Computer Science Principles	N	Spanish Lang. and Culture	Y
English Lang. and Comp.	Y	Spanish Lit. and Culture	N
English Lit. and Comp.	Y	Statistics	Y
Environmental Science	Y	Studio Drawing	N
European History	Y	U.S. Govt. and Politics	Y
French Lang. and Culture	N	U.S. History	Y
German Lang. and Culture	N	World History	Y

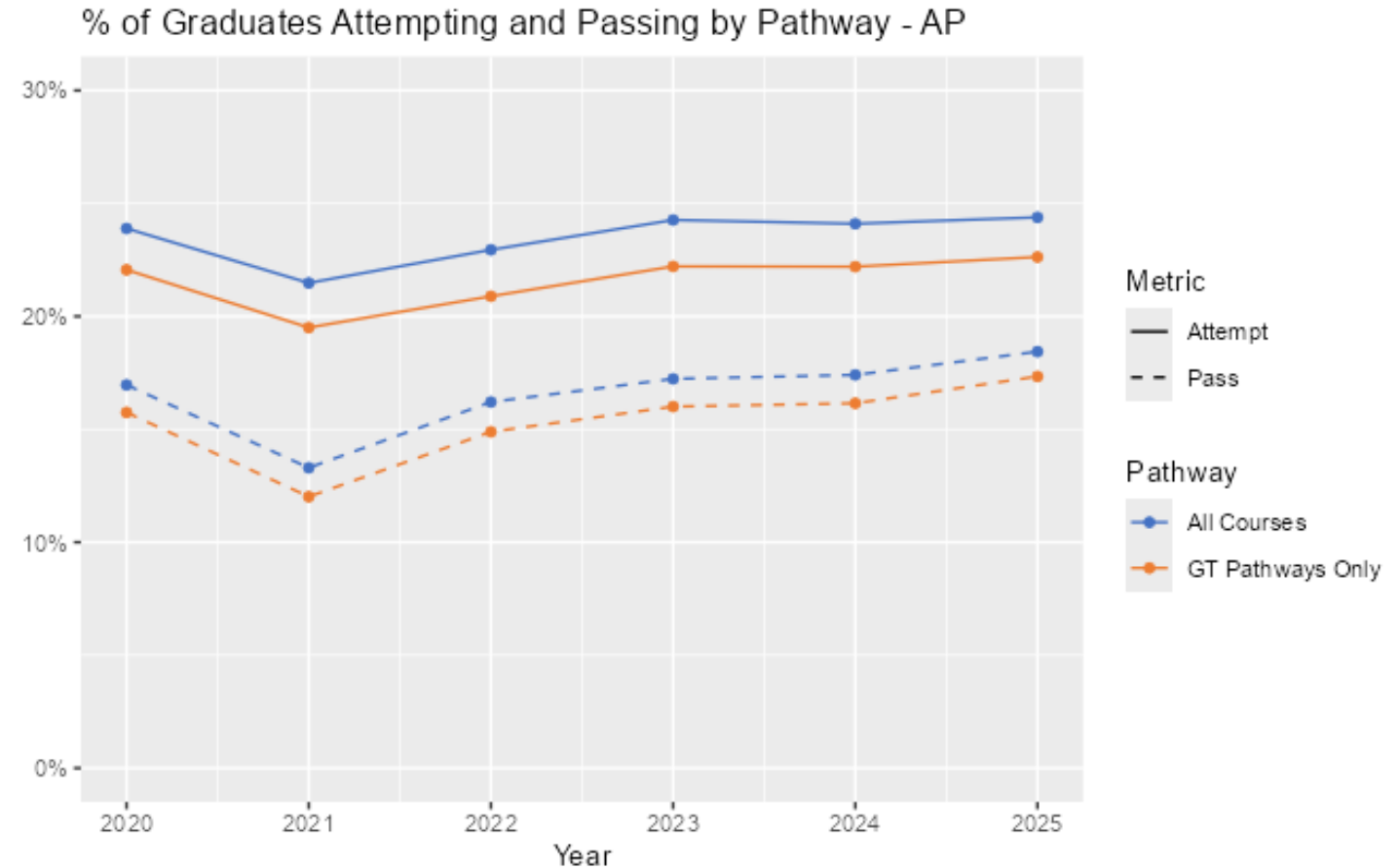
- Most high-volume AP subjects are GT-eligible – the top 10 most-taken exams in 2025 are predominantly GT, meaning a GT restriction would exclude relatively few student attempts.
- Non-GT AP subjects are concentrated in arts, world languages, and select CS courses (e.g., CS Principles, Art and Design, French, Chinese, Japanese).

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 Attempt and Pass Rates, ALL Courses and GT Only

- AP reach is substantially broader than IB – roughly 24% of graduates attempted at least one AP exam in 2025, compared to ~4% for IB.
- Pass rates (~17–19%) are notably lower than attempt rates (~22–24%), meaning a meaningful share of students attempt but do not earn credit – unlike IB.



Should we Include CLEP Data (if available)?

- College-Level Examination Program (CLEP) is a College Board credit-by-exam program and is already recognized as GT by CDHE for scores of 50 or higher.*
- Historically designed for military and non-traditional students.
- Many states offer financial support for CLEP testing, but relatively few appear to use it for K-12 accountability purposes
 - Only about 13% of CLEP takers, roughly 500 students total, are HS students (2024-25 Colorado data from College Board)
 - Roughly 36% of CLEP tests in Colorado are Spanish Language
 - College Composition is 2nd highest share at 11%
 - Self-study program with no teacher supervision or required coursework – considered less rigorous than AP.
- Would most likely require a separate DSA w/ College Board if we can get the data at all (currently in conversation with CB).
- How are districts contributing to CLEP or using it?

Key Questions: Concurrent Enrollment

1. What cut score should we use for CE Courses?
2. Should we include developmental (remedial) courses?
3. Should we restrict to GT courses?

Concurrent Enrollment Legislative Definition 22-35-103(6)

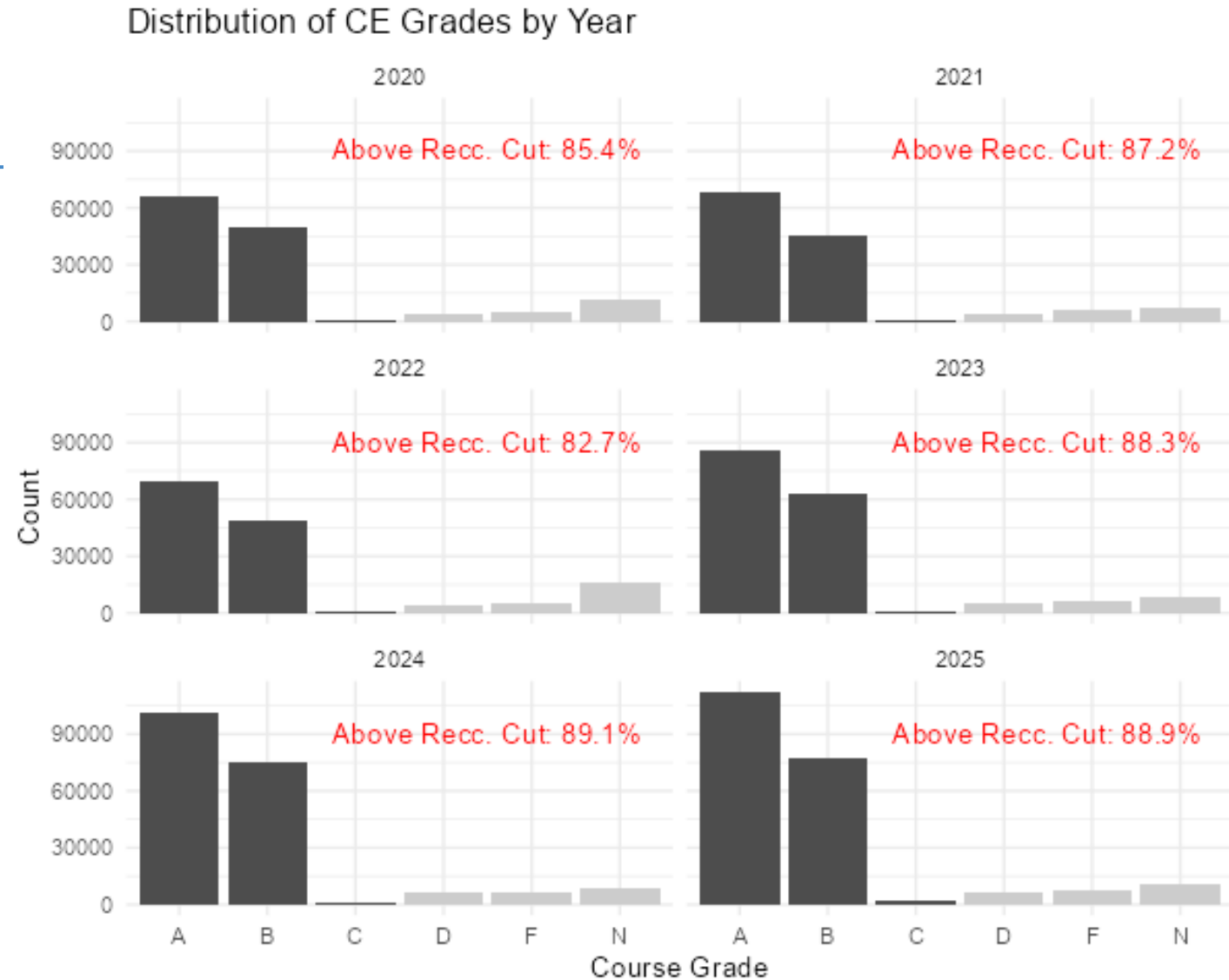
(a) “Concurrent enrollment” means the simultaneous enrollment of a qualified student in a local education provider and in one or more **postsecondary courses**, including **academic or career and technical education courses**, which may include coursework related to apprenticeship programs or internship programs, **at an institution of higher education** pursuant to the provisions of this article 35, **at no tuition cost** to the qualified student or the qualified student’s parent or legal guardian.

(b) “Concurrent enrollment” **does not include** a student’s simultaneous enrollment in:

- (I)** A **local education provider** and in one or more **secondary career and technical education courses**, advanced placement courses, or international baccalaureate courses;
- (II)** An early college and a postsecondary course, which enrollment is not subject to the provisions of this article 35;
- (III)** A **p-tech school**, as defined in section 22-35.3-102, and a postsecondary course, which enrollment is subject to the provisions of article 35.3 of this title 22; or
- (IV)** A local education provider and a postsecondary course that does not meet the requirements specified in subsection (6)(a) of this section.

What is a “passing” CE grade?

- **Recommended Cut for Accountability:**
 - **C or better (typical for IHE credit)**
- About 83-90% of scores qualify under this recommendation
 - Distribution has shifted upwards since 2024
 - Higher pass rate than both AP and IB



CE Course Participation

- Higher participation rates than AP (~2x)
- Participation distributed more widely across schools and districts
 - ~97% of districts
 - ~89% of schools

	2022	2023	2024	2025
Institutional Participation				
Avg Courses per School	291.78	283.01	304.29	344.89
Avg Students per School	96.97	92.63	105.00	115.37
Distinct Districts	180	182	179	180
Distinct Schools	473	466	475	492
Student Participation				
Avg Courses per Student	3.01	3.06	2.90	2.99
Distinct Students	45,868	43,165	49,877	56,762
Total Course Records	138,010	131,882	144,539	169,686

Should CE Credit be Restricted to Guaranteed Transfer?

- Figure shows top 10 course prefixes for 2025 and share of each prefix statewide not counted for GT.
- CDHE GT pathways are not consistent within course prefix
 - Course titles not provided in current data
 - 621 unique course prefixes for 2025 alone
 - Credit varies by IHE

	2022	2023	2024	2025
Sub	Freq	% of total		
ENG	21471	12.7%		→ 7.3 % not GT
MAT	19210	11.3%		→ 6.5 % not GT
HIS	7691	4.5%		→ 7.0 % not GT
BUS	6777	4.0%		→ 5.4 % not GT
PSY	6056	3.6%		→ 12.0 % not GT
ASE	5405	3.2%		→ 8.5 % not GT
LIT	4271	2.5%		→ 1.3% not GT
MATH	4261	2.5%		→ 59% not GT
COM	3908	2.3%		→ 13.4% not GT
COS	3831	2.3%		→ 11.4% not GT



Should CE Credit be Restricted to Guaranteed Transfer?

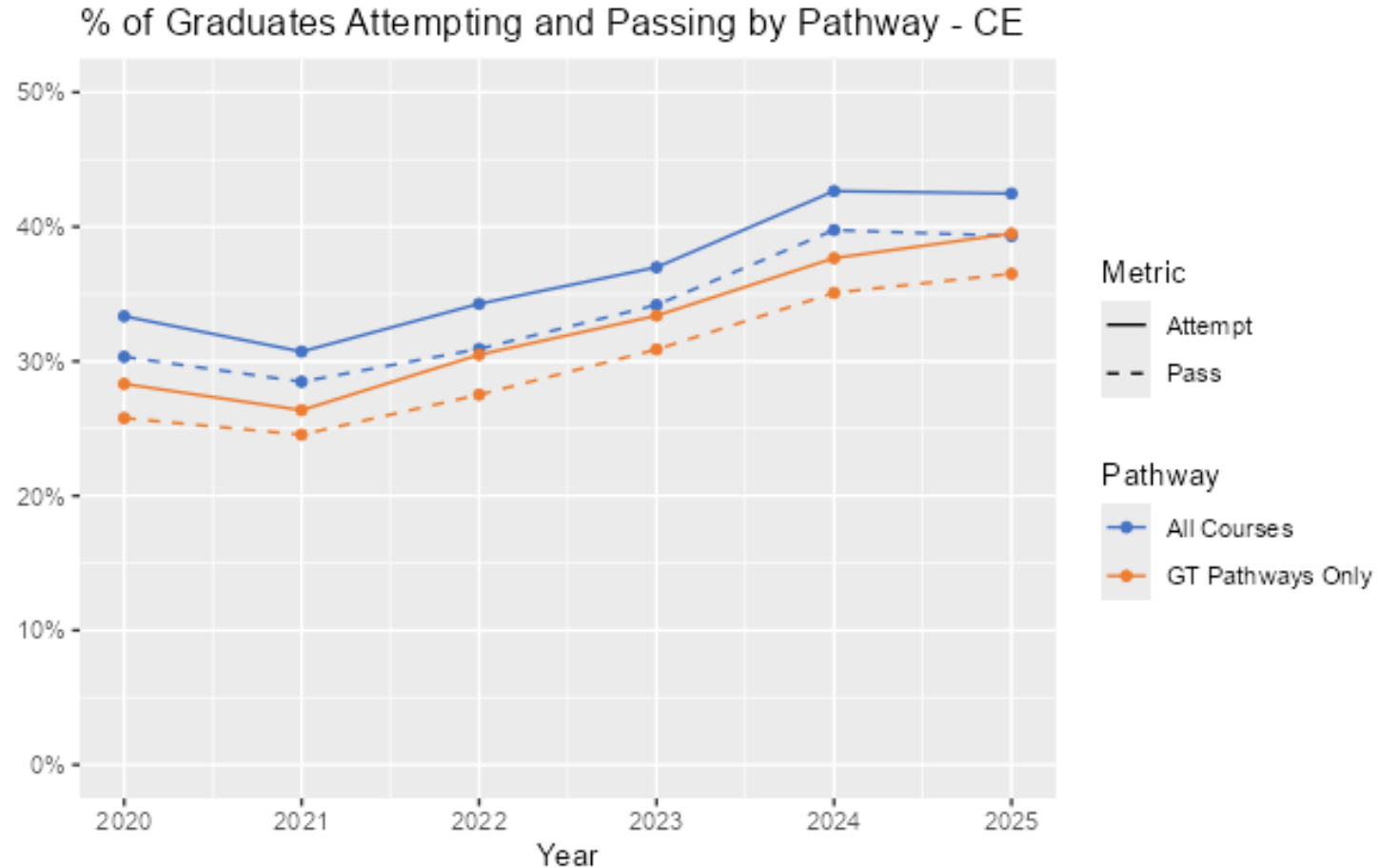
- For most top CE providers, the share of non-GT courses is modest (1–14%), meaning a GT restriction would affect a relatively small portion of CE credit for the majority of students.
- University of Colorado Denver is a clear outlier: 100% of its CE courses are non-GT, meaning all credit earned there would be excluded.
- Variation across IHEs means a GT restriction would have uneven impacts depending on where students are enrolled.

Front Range Community College	27226	16.0%	→ 13.8 % not GT
Arapahoe Community College	25037	14.8%	→ 7.3 % not GT
Community College of Aurora	17882	10.5%	→ 5.6 % not GT
Pikes Peak State College	13445	7.9%	→ 10.6% not GT
Aims Community College	12430	7.3%	→ 1.9 % not GT
Pueblo Community College	10566	6.2%	→ 7.6 % not GT
Red Rocks Community College	10067	5.9%	→ 10.9% not GT
University of Colorado Denver	8454	5.0%	→ 100% not GT
Community College of Denver	6644	3.9%	→ 3.8% not GT
Colorado Mountain College	5638	3.3%	→ 0% not GT



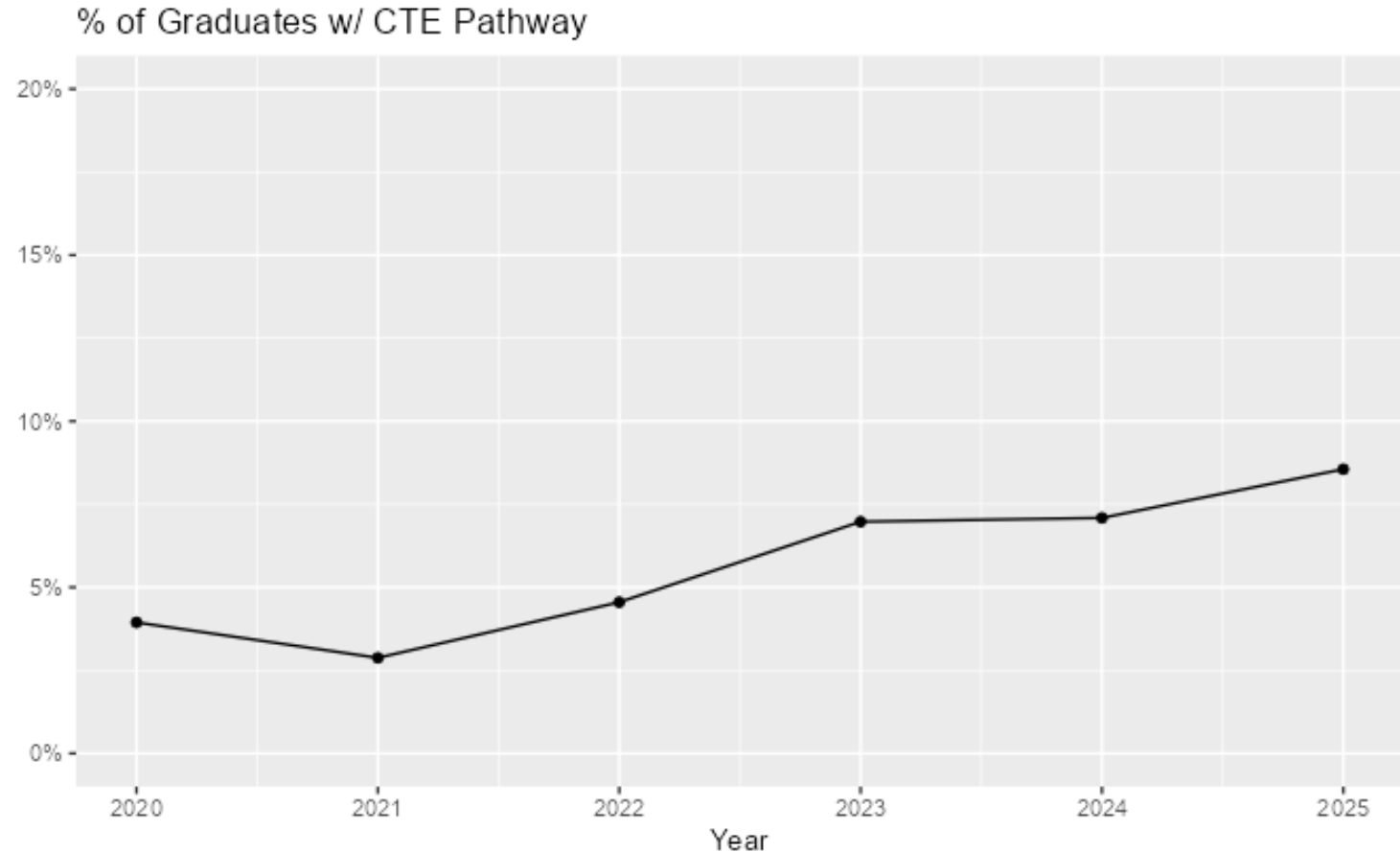
CE Attempt and Pass Rates, ALL Courses and GT Only

- CE reach is the highest — ~43% of graduates attempted CE in 2025, roughly double AP and 10x IB.
- Both attempt and pass rates have grown steadily since 2021, with no sign of leveling off.
- The GT vs. all-courses gap is larger than in AP or IB (~3 ppts for attempt, ~3 ppts for pass), but still modest relative to overall rates.



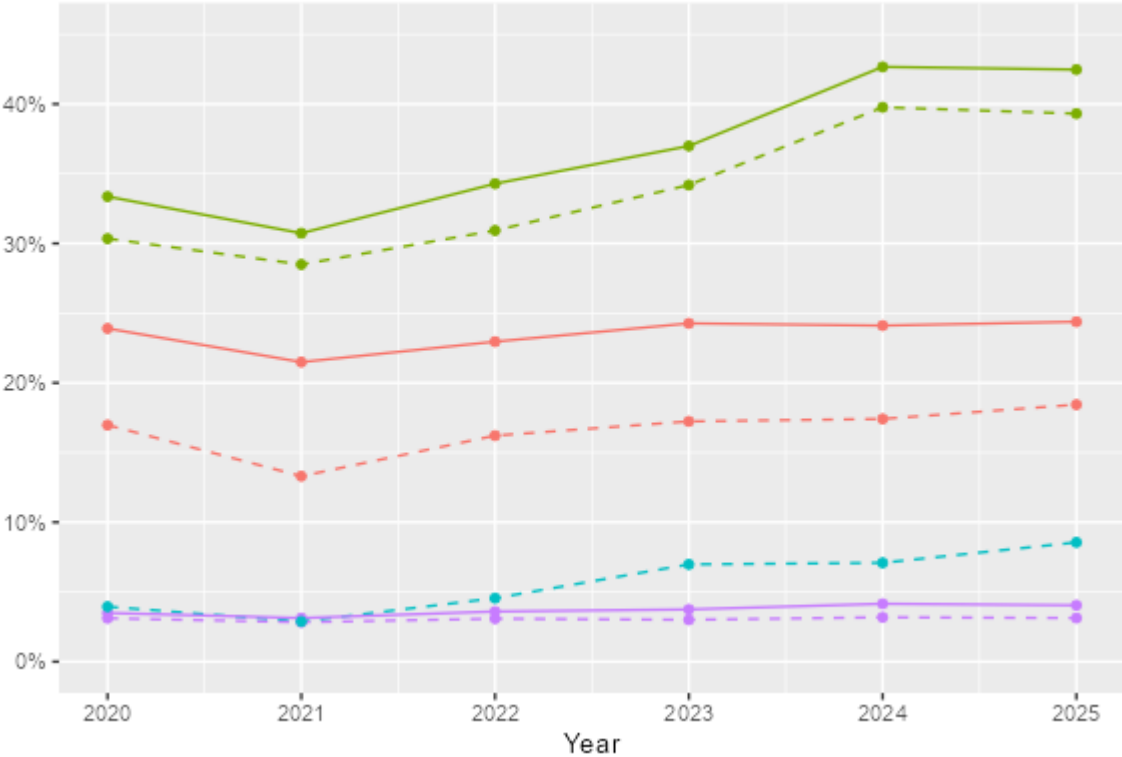
CTE Pass Rates

- ~8.5% of graduates completed a CTE pathway in 2025, up from ~4% in 2020 – more than doubling over five years.
- Growth has been consistent since the 2021 dip, with a notable jump in 2025.
- Unlike AP, IB, and CE, CTE has no attempt/pass distinction and is not subject to GT restrictions.

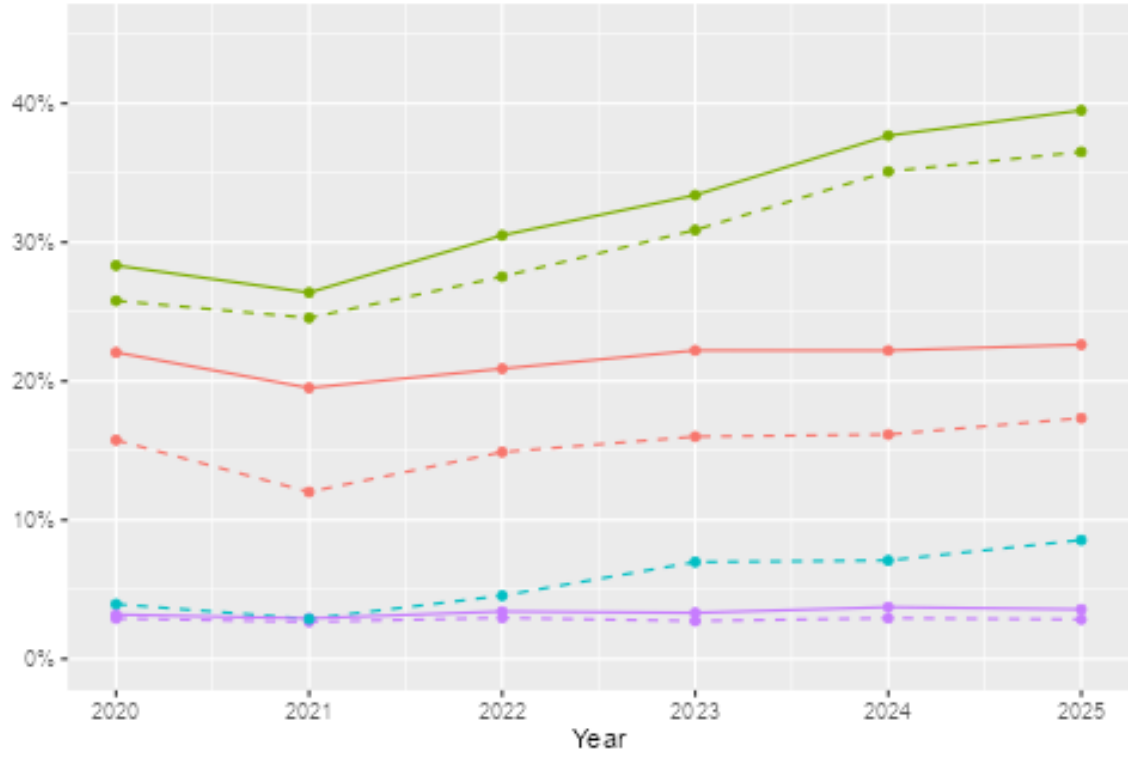


Single-Year Attempt/Success Rates by Pathway, GT and ALL

% of Graduates Attempting and Passing by Pathway (ALL Courses)



% of Graduates Attempting and Passing by Pathway (GT Courses)



Exam

- AP
- CE
- CTE
- IB

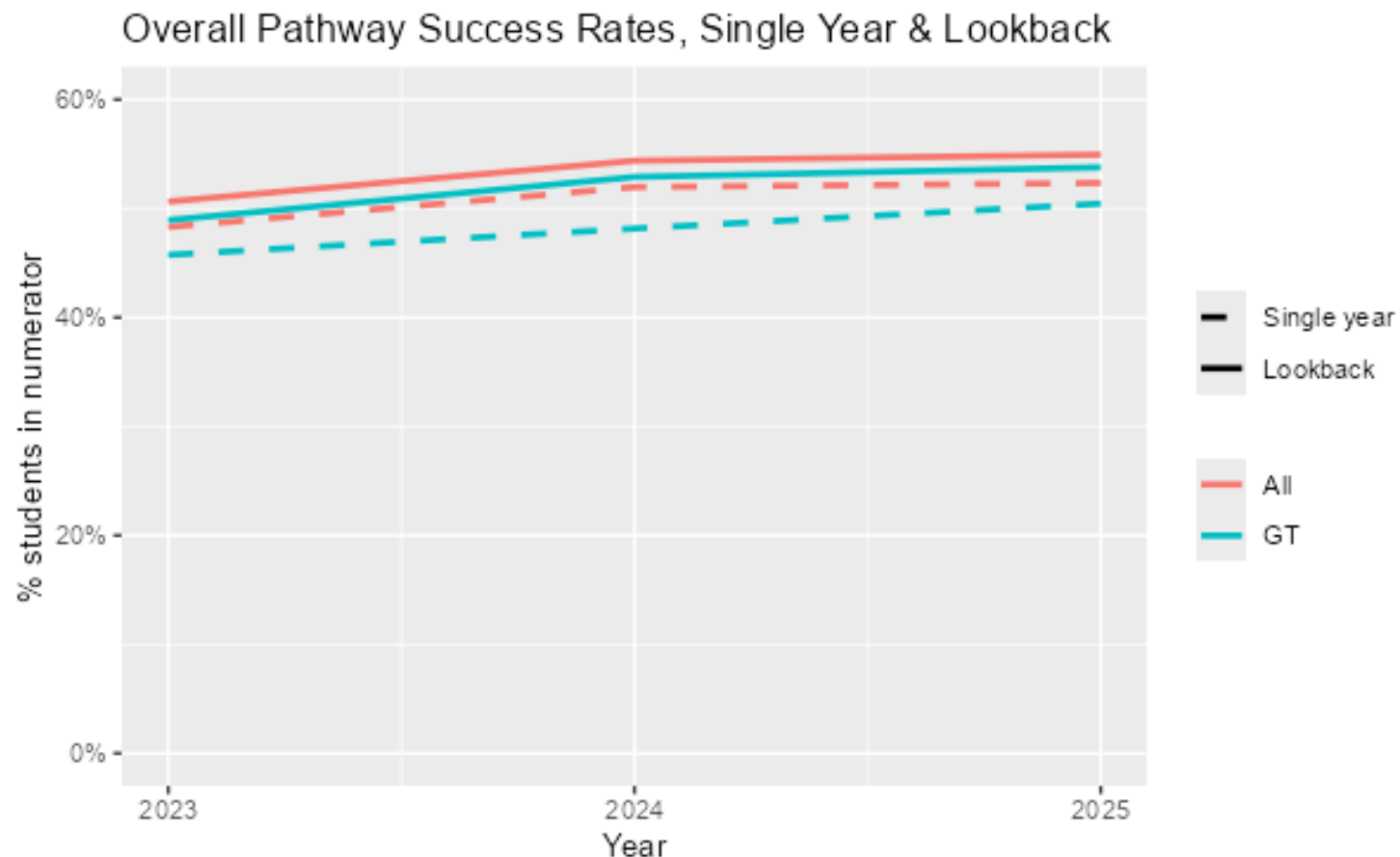
Metric

- Attempt
- Pass



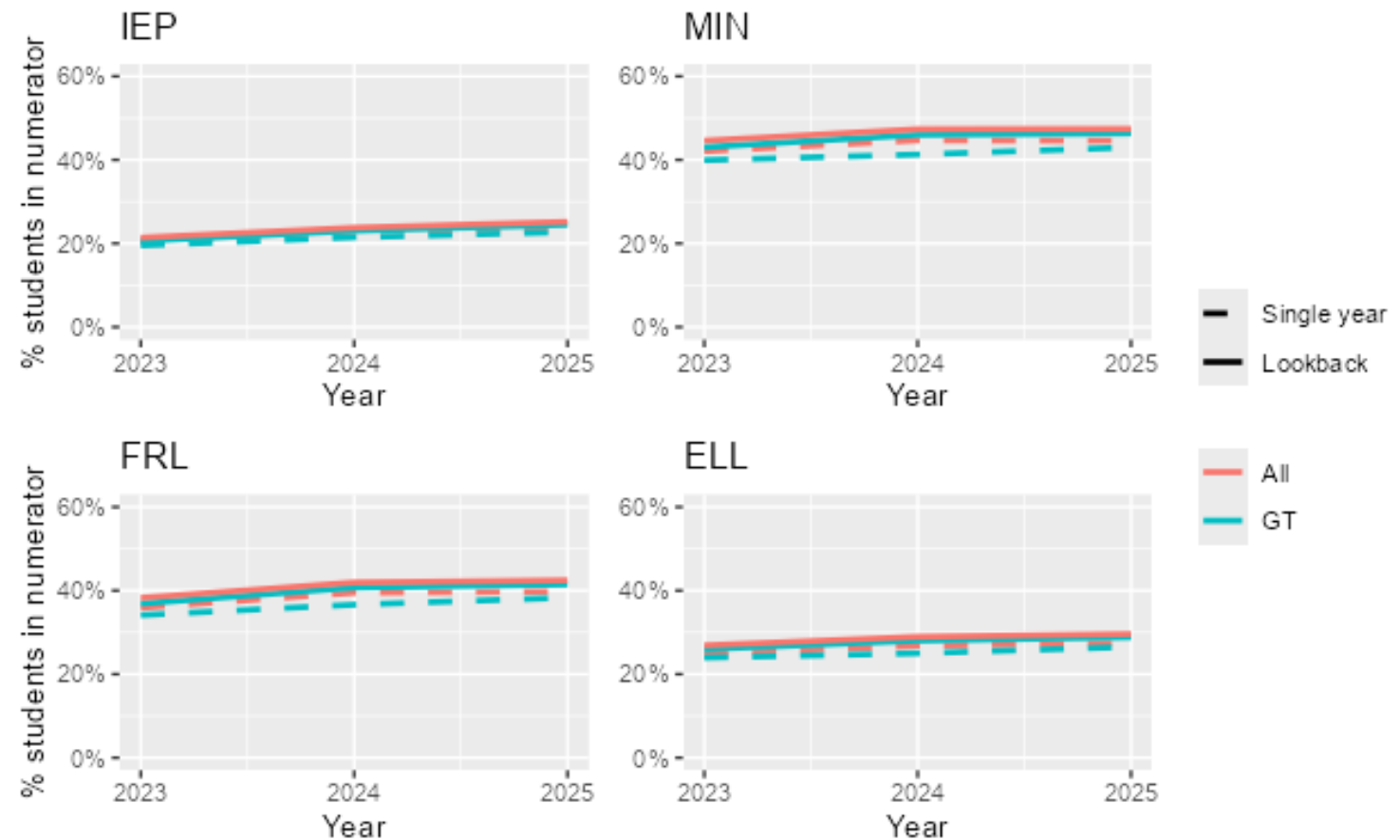
Aggregate Success Rates

- Denominator = graduate file (student counted success if meeting at least one pathway).
- Roughly half to slightly over half of graduates succeed on at least one pathway, whether measured in a single year or with a lookback window.
- The lookback window adds meaningful value: it consistently pushes rates ~3–5 ppts above single-year rates, capturing students whose pathway success occurred in prior years.
 - 3-5% represents students who didn't complete any pathway in 12th grade but did in a prior year.
- Rates appear to be approaching a ceiling in the mid-50s, with growth slowing by 2025.



Aggregate Success Rates, by Student Group

- Success rates vary substantially by group – MIN (~45%) and FRL (~40%) are closest to the statewide aggregate, while IEP (~23%) and ELL (~28%) lag considerably.
- The All vs. GT gap is narrow across all groups, meaning a GT restriction would affect equity comparisons minimally.

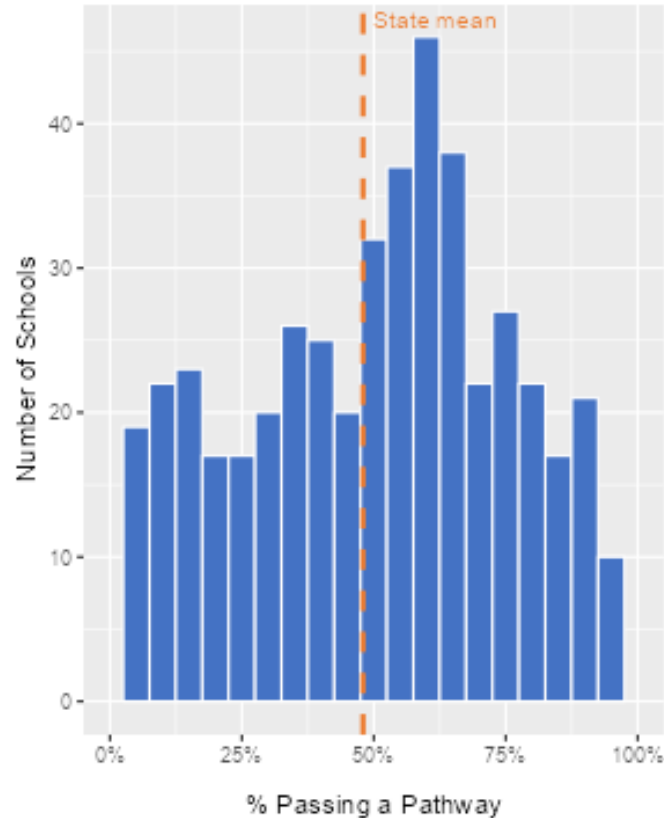


Success Rate Distribution

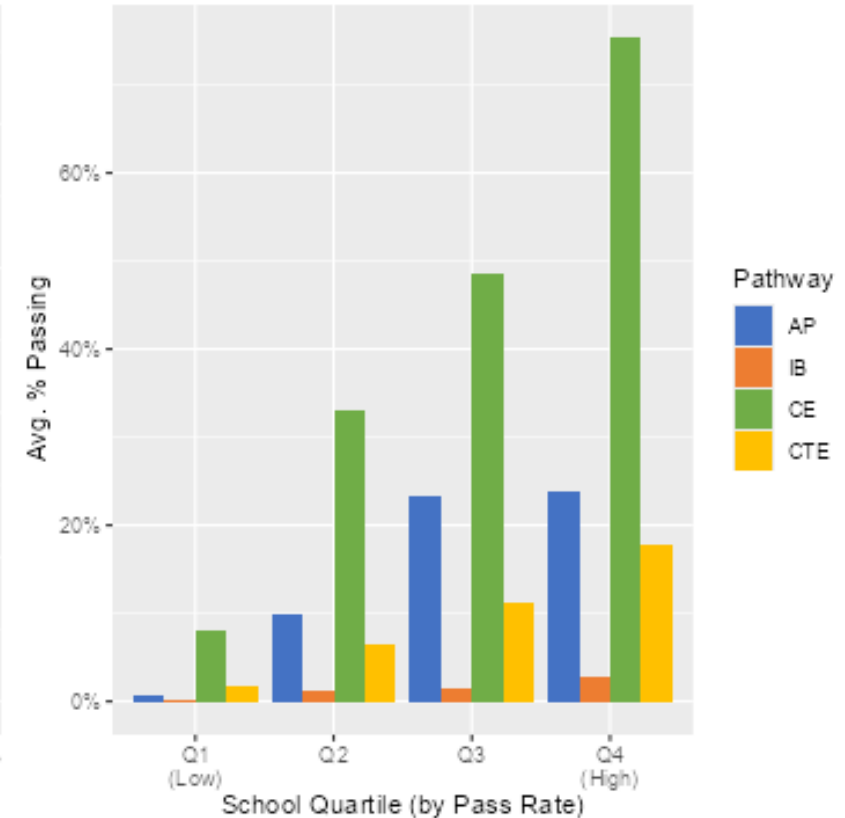
- Next slides use non-GT success definition with 4 yr lookback (2025 data)
- School-level CCRBG pass rates are broadly distributed, with most schools clustered near the state mean (~55%) but substantial variation from near 0% to near 100%.
- CE is the dominant pathway across all quartiles and drives most of the growth from Q2 to Q4 – schools with higher overall pass rates rely heavily on CE.
- AP contributes meaningfully in Q3 and Q4 but is negligible in lower-performing schools, reflecting its uneven distribution statewide.

CCRBG Pass Rates: School-Level Landscape

Sch Pass Rate Distribution

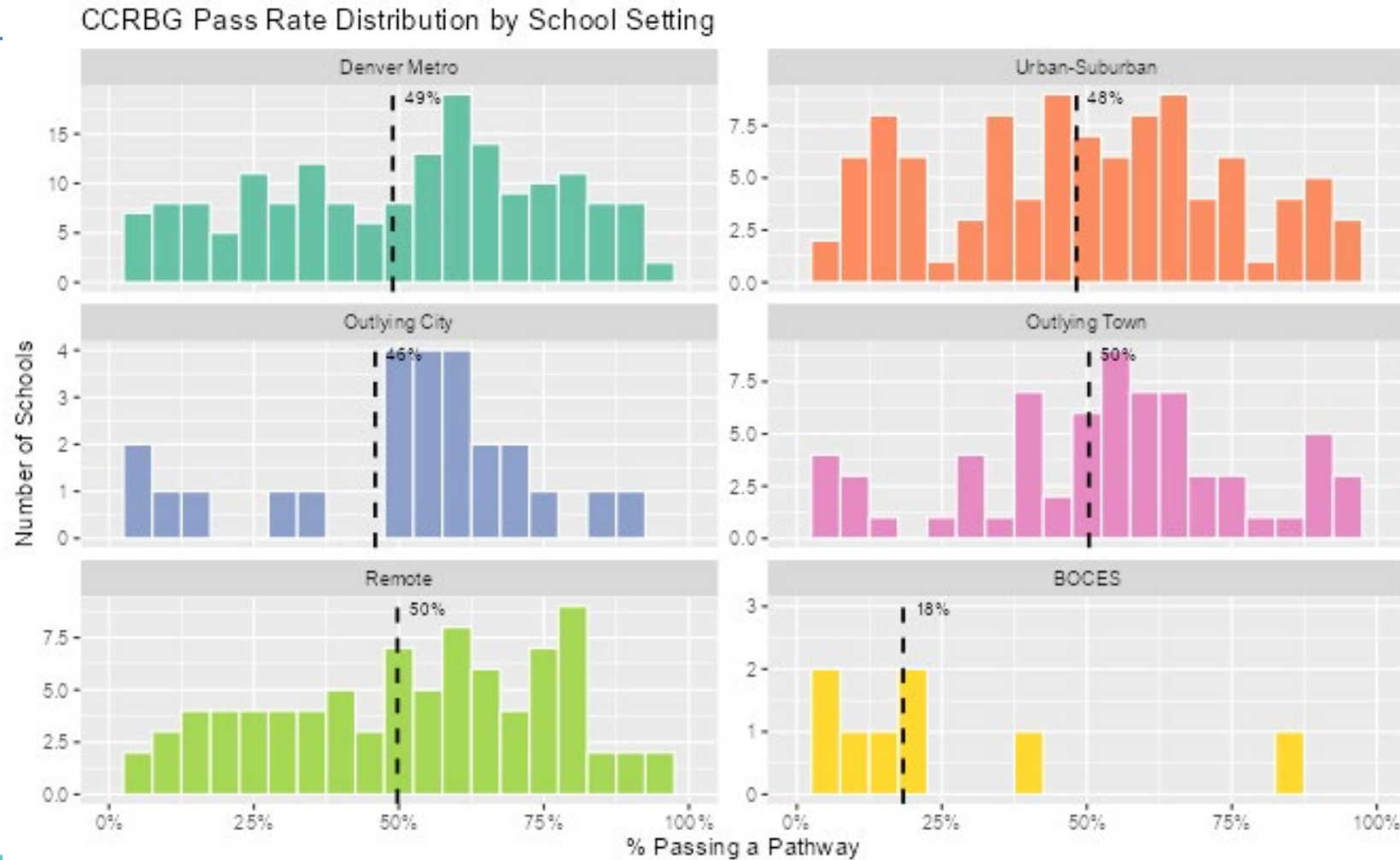


Pathway by School Performance Quartile



Success Rate Rate Distribution by Setting

- State means are mostly consistent across settings (between 46–50%).
- BOCES are a clear outlier (mean = 18%), reflecting a different student population and program structure.
- Within-setting variation wide across all settings, suggesting school-level factors matter more than geography for most settings.
- Remote schools skewed toward higher rates, which may reflect CE access through online or community college partnerships.



Success Rate Rate Distribution by Region

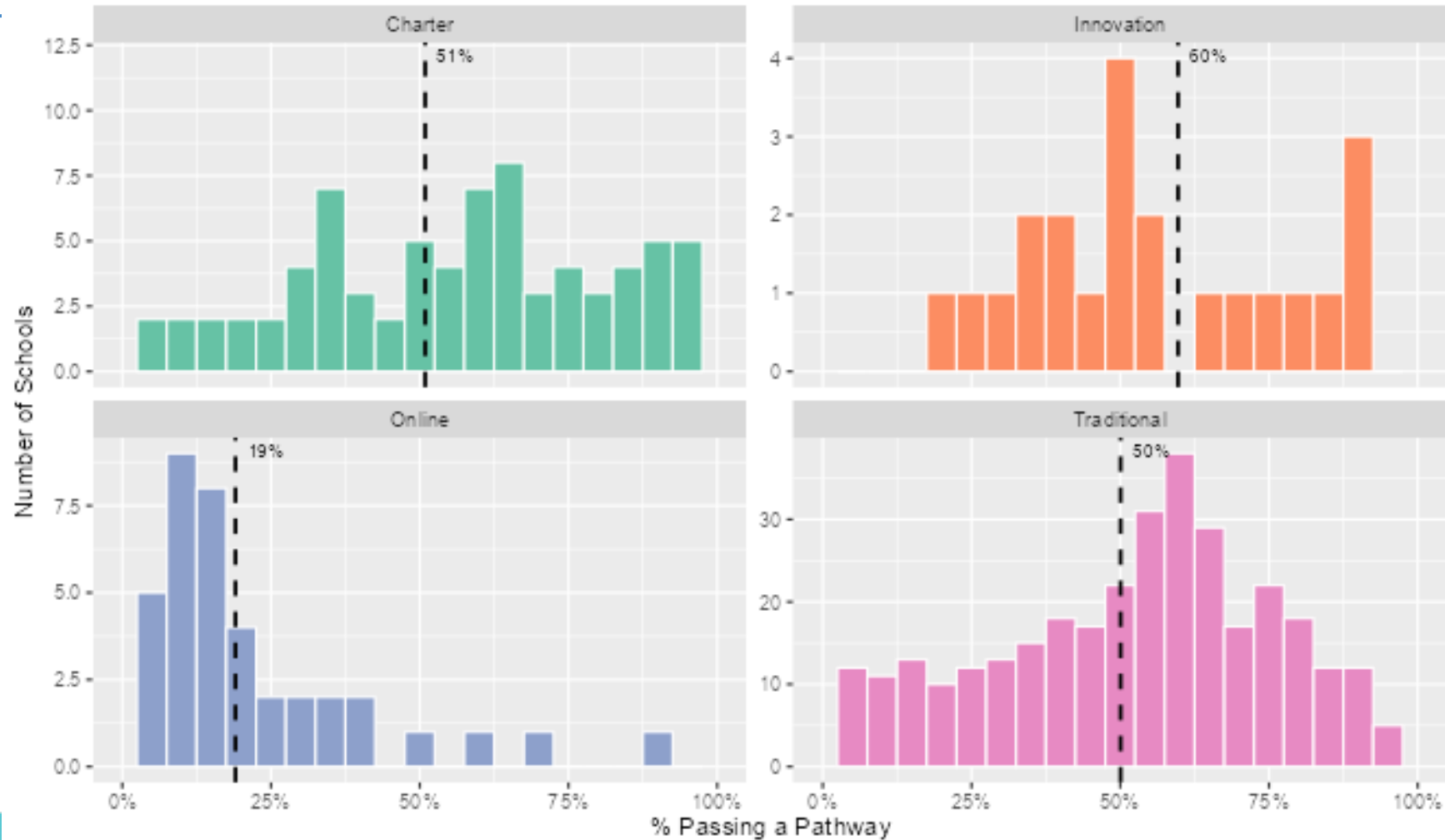
- Most regions cluster between 45–53%, suggesting broadly similar CCRBG access across much of the state.
- Pikes Peak (38%) and Southwest (35%) are the lowest-performing regions, standing out as potential equity concerns.
- Within-region variation is wide in every region – regional averages mask substantial school-level differences.



Success Rate Distribution by School Type

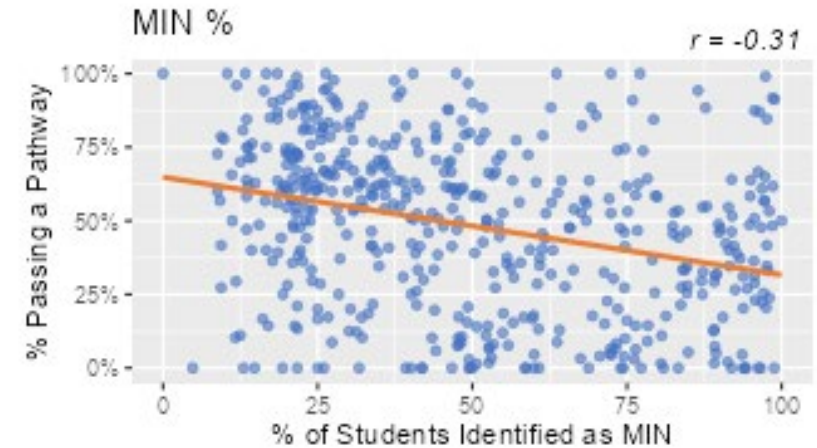
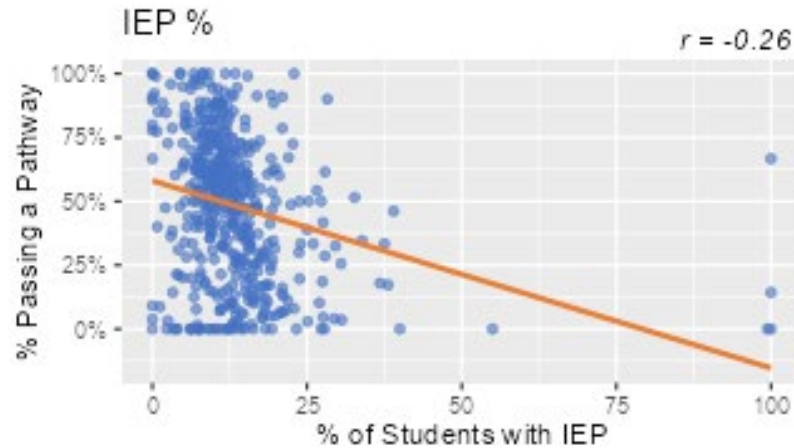
- Traditional (50%), Charter (51%), and Innovation (60%) schools perform comparably or above the statewide average, with Innovation schools notably higher.
- Online schools are a clear outlier at 19%, with most schools concentrated near 0–25%
- Within-type variation is wide for Charter and Traditional schools, reinforcing that school-level factors drive outcomes more than school type alone.

CCRBG Pass Rate Distribution by School Type



Success Rates vs Demographics

- CCRBG success rates are negatively correlated with all four demographic indicators, meaning schools serving higher-need populations tend to have lower rates.
- FRL shows the strongest relationship ($r = -0.39$), followed by MIN ($r = -0.31$) and IEP ($r = -0.26$) – ELL is the weakest ($r = -0.13$).
- Correlations are moderate, not deterministic – substantial variation around the trend lines indicates many high-need schools still achieve strong CCRBG rates.



Summary of Key Questions for TAP

Numerator Calculation

1. **IB:** What cut score should we use for IB exams?
2. **IB:** Should we include all candidate types?
3. **IB:** Should we include non-Guaranteed Transfer courses?
4. **AP:** What cut score should we use for AP exams?
5. **AP:** Should we include non-GT exams?
6. **AP:** Should we include CLEP data if available?
7. **CE:** What cut grade should we use for CE Courses?
8. **CE:** Should we include non-GT courses?
9. **CE:** Should we include developmental (remedial) and college credit CTE courses?

When Should GT be Considered for Accountability

AP/IB

- Generally core-content and high-rigor.
- Nationally standardized with external validation
- GT designation presumably reflects variation in IHE credit policies, not in exam rigor or college-readiness signal

CE

- Courses not standardized – a “college course” at one IHE may have little transferability or academic equivalence elsewhere.
- GT flag for CE courses are likely a more meaningful proxy for course rigor and transferability
- CE also includes some developmental and CTE-specific courses that were not necessarily intended to signal general college readiness

CDE Recommendations

Denominator Calculation

- Use Option 1: denominator = graduates file from DSU

Numerator Calculation

- Use following cut scores:
 - IB: 4 or higher
 - AP: 3 or higher
 - CE: C or higher
- Accept all IB candidate types
- Accept all IB and AP exams/courses
- Restrict CE courses to GT only and non-remedial
- Probably not pursue CLEP data from College Board

[Tap Feedback Form 3-24-26](#)



Public Comments & Meeting Close

Dan Mangan & Scott Weldon



Technical Advisory Panel

- **Meeting Summary**

- Suggested future analysis
 - Update analysis to reflect GT restriction for CE pathway?
- TAP recommendations from this meeting

- **Public Comment**

- **Close Meeting**

- Next Scheduled Meeting: April 28, 2026