COLORADO
Department of Education

Technical Advisory Panel Meeting

September 15, 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
- **CDE Updates** | Information Item | 1:10 – 1:20
- **Guiding Principles for PWR**| Feedback Item | 1:20 – 2:20
- **Grad Base Data Specs** | Feedback Item | 2:20 – 3:20
- **PWR Subindicators** | Feedback Item | 2:20 – 3:20
- **Public Comment & Wrap-Up**



CDE Updates and Overview of PWR Measure Development

Anne Laesecke

Information Item

PWR Policy Review

HB25-1278 and SB25-315 make changes to update PWR in Colorado

Topic	HB25-1278 – Education Accountability System	SB25-315 – Postsecondary & Workforce Readiness Programs
Primary Purpose	Modernizes Colorado's school accountability framework and revises how PWR is measured	Consolidates and streamlines state PWR programs and funding
Focus	Answers **"How will schools be evaluated on opportunities they provide?"**	Answers **"How will Colorado support students in becoming ready for life after high school?"**
Role of PWR	Creates a revised PWR performance indicator as part of school and district frameworks	Invests in activities that contribute to readiness
How Success is Measured	Schools receive framework results based on student outcomes	Schools receive funding for implementation of PWR programs and indicator performance (Buckner)
Student Outcomes Emphasized	The Big 3, postsecondary progression and continued measurement of graduation and dropout	The Big 3: 12+ college credits, industry-recognized credentials, 60+ hours work-based learning

HB25-1278 - College and Career Readiness Before Graduation (CCRGB)

The CCRBG sub-indicator is based around the Big 3:

- College/post-secondary credits
- Work-based learning
- Industry-recognized credentials







HB25-1278 requires a College and Career Readiness Before Graduation (CCRGB) subindicator based around the Big 3, including College Credit

Post-Secondary Credit

- Transferrable college credits
- Community and Technical college certificate or degree requirements
- Successful completion of a postsecondary course
- Sufficient score on an end-of-course AP exam
- Sufficient score on an IB exam



HB25-1278 requires a College and Career Readiness Before Graduation (CCRGB) subindicator based around the Big 3, including Work-Based Learning and Industry-Recognized Credentials

Work-Based Learning (WBL)

- Demonstrate learning through work and learning at work consistent with the work-based learning quality expectations



Industry-Recognized Credential (IRC)

- Earn a credential on the List of Qualified Credentials published in the annual Talent Pipeline Report, which must meet the requirements outlined in the quality standards framework



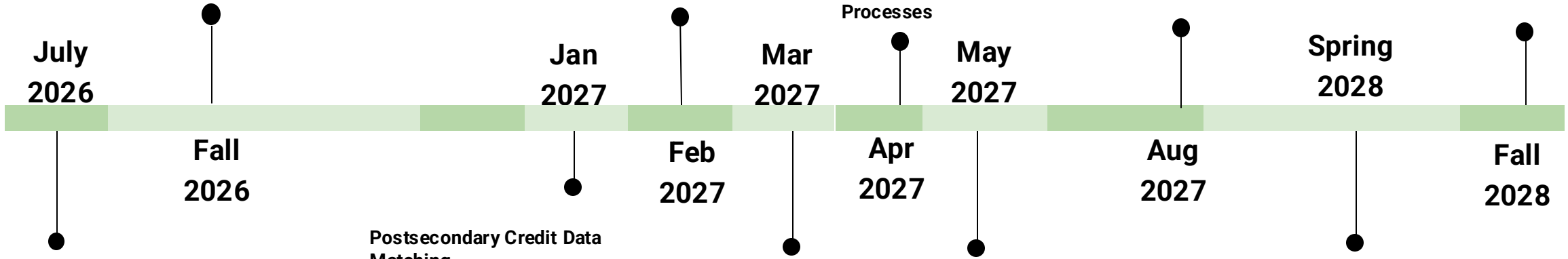
HB25-1278 requires a Postsecondary Progression subindicator (previously Matriculation)

- CTE Enrollment
- 2-year Institution of Higher Education (IHE) Enrollment
- 4-year IHE Enrollment
- Registered Apprenticeship Enrollment
- Military Enrollment
- Students enrolled in a concurrent enrollment or early college program that results in the students earning twelve college credits or a degree.

PWR Sub-Indicator Questions to Decide

Measure	Feature	Question
College & Career Readiness Before Graduation (CCRBG)	Cut points	What are appropriate cut points for CCRGB?
	Post-Secondary Credit: Concurrent Enrollment	What courses will count? How will we define transferability as a criteria for what counts in frameworks? Should this align with Sustain funding – i.e. only guaranteed transfer? What student outcomes do we miss if we limit this to only guaranteed transfer?
		How many credit hours are necessary for frameworks? Should this align with Sustain funding – i.e. 12 credit hours? What student outcomes do we miss if we set the threshold at 12 credit hours?
	Post-Secondary Credit: IB/AP Courses	Will all IB/AP courses count, even if not guaranteed transfer? What student outcomes do we miss if we limit this to only guaranteed transfer courses?
	Work-Based Learning (WBL)	Which activity codes should be counted as success for frameworks? Should they align with Sustain?
Postsecondary Progression (PSP)	Cut points	What are appropriate cut points for PSP?
	Matriculation	Legislation says matriculation includes "registered apprenticeship program." How should we collect apprenticeship info after grad?
PWR Indicator	Point Distribution	Should combined-subgroup PWR points be weighted at half of 'All Students,' to match how ACH and GRO handle subgroups?
	Weighting	What is appropriate indicator weighting with SAT moving to the Achievement indicator?

Anticipated SB 25-315 Sustain Fund and Frameworks Timeline



New Frameworks PWR Measure Methodology Creation with TAP

- CCRBG methodology including postsecondary credit, IRC, WBL
- PSP methodology
- Indicator weighting and points distribution

Stakeholder outreach through the Fall

Bright Spots throughout the state begin to be identified

Sustain Disbursement
2026-27 funding for 2025-26 outcomes sent to local education providers under code 3304.

Frameworks Rulemaking
Notice of Rulemaking for updated PWR measure

Review with State Board
Bring year 1 Sustain data to the State Board of Education to set year 2 Big Three funding category amounts and reopen Sustain Fund rules to add CLEP

Finalize Sustain Monitoring and Support Processes

2027 Frameworks release for points
Will not include new PWR measures

2028 Frameworks release for points
Will include new PWR measures

CDE Internal Review for Continuous Improvement
Analyze, reflect and update elements regarding file layout, collection process and disbursement as needed

Postsecondary Credit Data Matching
Postsecondary Credit Data Received from the CO Department of Higher Education, Advanced Placement Exam data received from College Board, and International Baccalaureate exam data received from International Baccalaureate

Public Comment on Frameworks Rules
Public is encouraged to comment on draft PWR measure rules

Vote on Frameworks Rules
State Board of Education votes on PWR measure rules

PWR Data Collection Opens

2027 Frameworks Release for information
Will use new PWR data for information

PWR Data Collection Opens

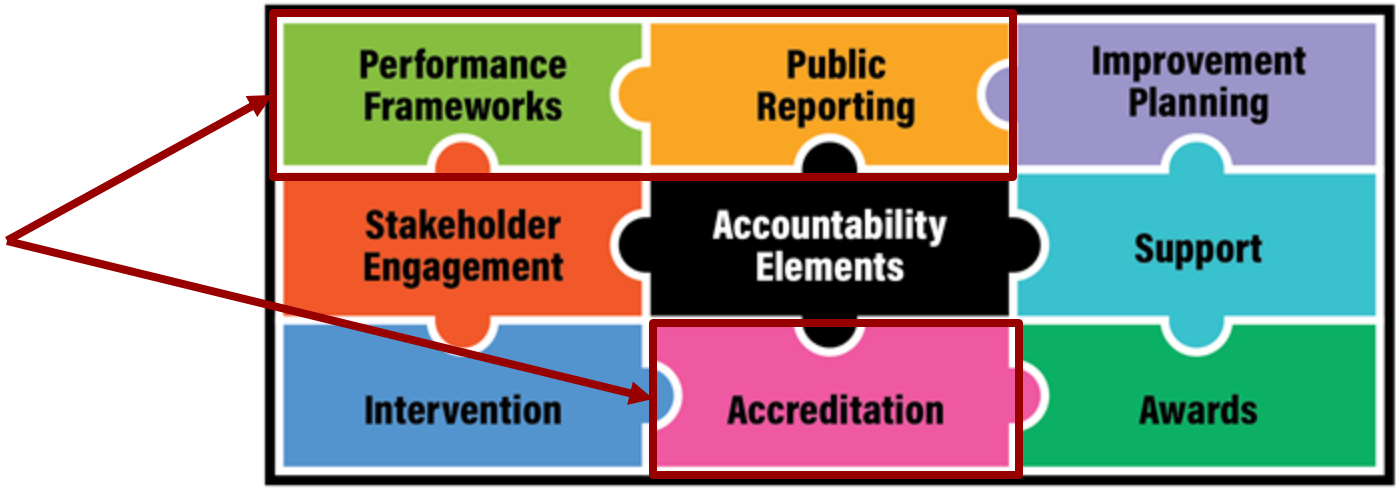
Proposed PWR Indicator Implementation Timeline

Revised Frameworks Implementation Timeline: Delay Changes to Fall 2028								
	Spring 2026	**Fall 2026**	**Spring 2027**	**Fall 2027**	**Spring 2028**	**Fall 2028**	**Spring 2029**	**Fall 2029**
	1st PWR Data Collection	Current 2026 SPF for **Points**	2nd PWR Data Collection	Current 2027 SPF for **Points**	**Revised** 2027 SPF for **Info** **3rd PWR Data Collection**	**Revised** 2028 SPF for **Points**	4th PWR Data Collection	Revised 2029 SPF for **Points**
PWR indicator uses data from:		• 2024-25 EOY for Graduation, Dropout, Military enlistment • 2024-25 IHE enrollment • 2025-26 SAT		• 2025-26 EOY for Graduation, Dropout, Military enlistment • 2025-26 IHE enrollment • 2026-27 SAT • **2026 PWR IRC data (in place of CDIP)**	• 2025-26 EOY for Graduation, Dropout, Military enlistment • 2025-26 IHE enrollment **and Concurrent Enrollment** • **2025-26 AP/IB scores** • **Spring 2026 PWR collection for IRC and WBL**	• 2026-27 EOY for Graduation, Dropout, Military enlistment • 2026-27 IHE enrollment **and Concurrent Enrollment** • **2026-27 AP/IB scores** • **Spring 2027 PWR collection for IRC and WBL**		• 2027-28 EOY for Graduation, Dropout, Military enlistment • 2027-28 IHE enrollment **and Concurrent Enrollment** • **2027-28 AP/IB scores** • **Spring 2028 PWR collection for IRC and WBL**

What is TAP's role?

Since the passage of the Education Accountability Act of 2009, the TAP has held a crucial role as **technical experts** for the department. HB 25-1278 mentions TAP several times as a key stakeholder group to support implementation. All TAP recommendations are **non-binding** (i.e., we cannot guarantee that TAP recommendations will result in changes).

Typically, TAP recommendations address these three elements.



2026-27 TAP Input Schedule on PWR Measures

The TAP will provide technical review and recommendations on the following PWR measure-related topics in advance of Rulemaking in early 2027:

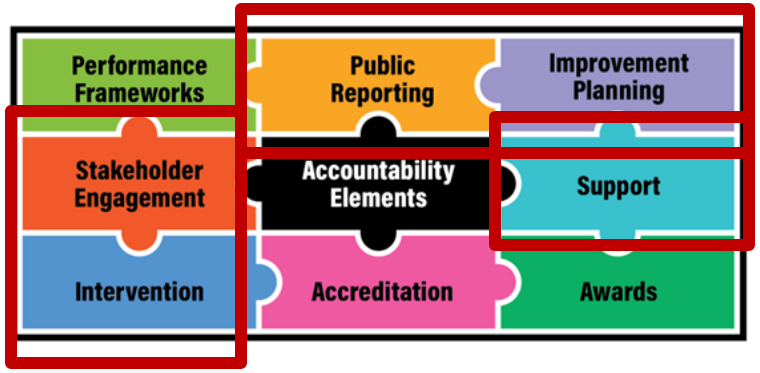
- **September 2026: What students will we count?** Denominator methodology for CCRGB and PSP measures
- **October 2026: Which students qualify for CCRGB and PSP?** Numerator methodology for CCRGB - Post-secondary credit and PSP
- **November 2026: Which students qualify for CCRGB?** Numerator methodology for CCRGB - IRC
- **December 2026: Which students qualify for CCRGB?** Numerator methodology for CCRGB - WBL
- **January 2027:** PWR Indicator Weighting and Point Distribution



Collaboration with the Accountability Work Group (AWG)

- Scott Weldon is TAP Ex Officio on AWG
- AWG is more implementation and support focused
- We will share considerations from AWG with the TAP

AWG is more focused on these areas





Establishing Guiding Principles for PWR

Anne Laesecke

Warm-up

In the chat, share **one word** that represents the **most critical lens** the TAP must bring to recommendations for performance framework **changes to the PWR measure**.

Why Guiding Principles for PWR Indicator Recommendations?

- Guiding Principles create a framework **for decision-making**
- They are **guardrails** to ensure we are **consistent and** coherent in our decision-making
- **We have an existing foundation** to work from



Guiding Principles for 1278 Implementation

(from State Board of Education at the December 2024 meeting on priorities for HB25-1278)

COHERENCE	TRANSPARENCY	CONSISTENCY	SUPPORT	FLEXIBILITY
Ensure **coherence across changes to the system** by building upon areas of strength from the current system to maintain high expectations for all Colorado students. Changes should be intentionally sequenced, rather than taking a fragmented or a piecemealed approach. Align, where possible, with other task force recommendations (e.g., 1215 Task Force) and federal accountability expectations. Take efforts to balance the cost of implementing change with the potential long-term impacts.	Enhance **transparency and trust of the accountability system**, including access to information for families, schools, and the general public.	Ensure **statewide consistency** using multiple measures that **meaningfully differentiate sites** to guide resources and supports.	Strengthen the continuous improvement approach for all sites by ensuring a **continuum of resources and supports**. This includes recognizing performance and identifying bright spots to foster shared learning, proactively supporting schools to help them avoid entering the accountability clock, and expanding end-of-clock options.	Ensure that **policies are flexible enough so that adjustments can be made over time**, based on stakeholder feedback and ongoing research.

Existing 2024 TAP Principles

- **Student growth percentile data is by far the most valuable** part of the accountability system.
- Data included in the accountability system should be **verifiable and valid, accessible and transparent.**
- There should **be consistency across grade bands, schools, and districts**, and the **greatest practicable use of growth data** in making accountability calculations.
- Recommendations should be **grounded in empirical analysis** when possible, including deliberate study of the **impact on historically disadvantaged groups and the schools and districts that serve them**.
- Recommendations should consider the **need for flexibility** to adapt to changing contexts across schools.
- Recommendations should be grounded in/motivated by a **clear theory of action** indicating how the recommendation will accomplish the intended aims (and consider potential unintended consequences).
- Some metrics are more technically sound than others. **Metrics should be evaluated on criteria related not only to reliability of the inferences they will yield**. **A somewhat less reliable measure of the right thing is preferable to a highly reliable metric that has negative consequences** for historically disadvantaged groups and the schools and districts that serve them.

Building PWR Principles | Updating Existing Principles

Instructions: In small groups, discuss how you would build on or amend the 2024 TAP principles considering upcoming PWR changes and the 1278 guiding principles. Nominate a note-taker and a spokesperson to share out with the full group.

- **What principles (either 2024 TAP or 1278) feel most relevant to the work we have ahead of us?**
- **Are there any principles that feel less relevant? How could they be updated to fit better?**
- **Are there any principles that are missing from these two sets that we should include?**

Building PWR Principles | Group share out

The spokesperson shares their group's thoughts Guiding Principles.

As groups share out, add your reactions with emojis in the google doc:

- ✅ to indicate agreement
- 🤔 to indicate that you might be thinking about this differently
  - Include your thoughts in a comment
- ❓ to indicate a question you have
  - Include your question in a comment

Building PWR Principles | Where do we go from here?

- Putting principles in practice
  - Homework: Brainstorm Operational Questions for our Guiding Principles
    - What questions could we ask to tie our principles to recommendations on the PWR measure?
  - Example
    - **Principle:** There should be consistency across grade bands, schools, and districts in making accountability calculations.
    - **Possible operational question:** Does our recommended approach result in uneven accountability calculations based on grade bands, schools'/districts' characteristics? If so, how can these be mitigated?
- CDE will consolidate feedback on Guiding Principles and share a cohesive draft before next meeting



PWR Base Data Specifications

Marie Huchton & Anna Perkins

Decision Item

22-11-204(4.5) Statutory Language

(4.5) Beginning in the 2027-28 school year, the department shall determine the level of attainment on the postsecondary and workforce readiness indicator… by using, at a minimum, the following measures…:

(a)(I) The college and career readiness before graduation sub-indicator, which includes ..

(A) The percentage of students who earn transferable college credits while in high school… (IHE credits, AP and IB exams)

(B) The percentage of students who demonstrate learning through work and learning at work (consistent with expectations established in 8-83-602; and

(C) The percentage of students who earn a credential (meeting the requirements in section 23-5-145.6 (2) and the annual Colorado talent pipeline report);

(a)(II) The postsecondary progression sub-indicator, which includes [the percentages of students]… :

(A) ..graduating from the public high school who.. enroll in a career and technical education program, community college, four-year institution of higher education, or registered apprenticeship program…

(B) …graduating from the public high school who.. 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.

…The department shall weight each postsecondary enrollment option equally…

(a)(III) and (a)(IV) are the graduation and dropout rates – Unchanged from current matriculation.

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 (SEOY) Collection	All Students	8	16
		FRL, IEP, ML, MIN	2 each	
Dropout Rate	Student End of Year (SEOY) Collection	All Students	8	16
		FRL, IEP, ML, MIN	2 each	
Matriculation Rate	IHE Enrollment: NSC + CDHE (SURDS) CTE/Industry Credential Military Enlistment: SEOY Collection	All Students	4	4
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
  - CTE/Industry Recognized Credentials
  - Apprenticeships
- College & Career Readiness Before Graduation (CCRG)
  - Postsecondary Credit Earned in HS (AP/IB/CE)
  - CTE/Industry-Recognized Credentials
  - Work-Based Learning

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 (SEOY) Collection	All Students	TBD	TBD
		Combined Group	TBD	
Dropout Rate	SEOY Collection	All Students	TBD	TBD
		Combined Group	TBD	

Post-Secondary Progression	• **IHE Enrollment:**
	  ○ NSC + CDHE (SURDS)
	• **Military Enlistment:**
	  ○ SEOY Collection
	• **CTE/ Industry Recognized Credentials (IRC)**
	  ○ (TBD)
		All Students	TBD	TBD

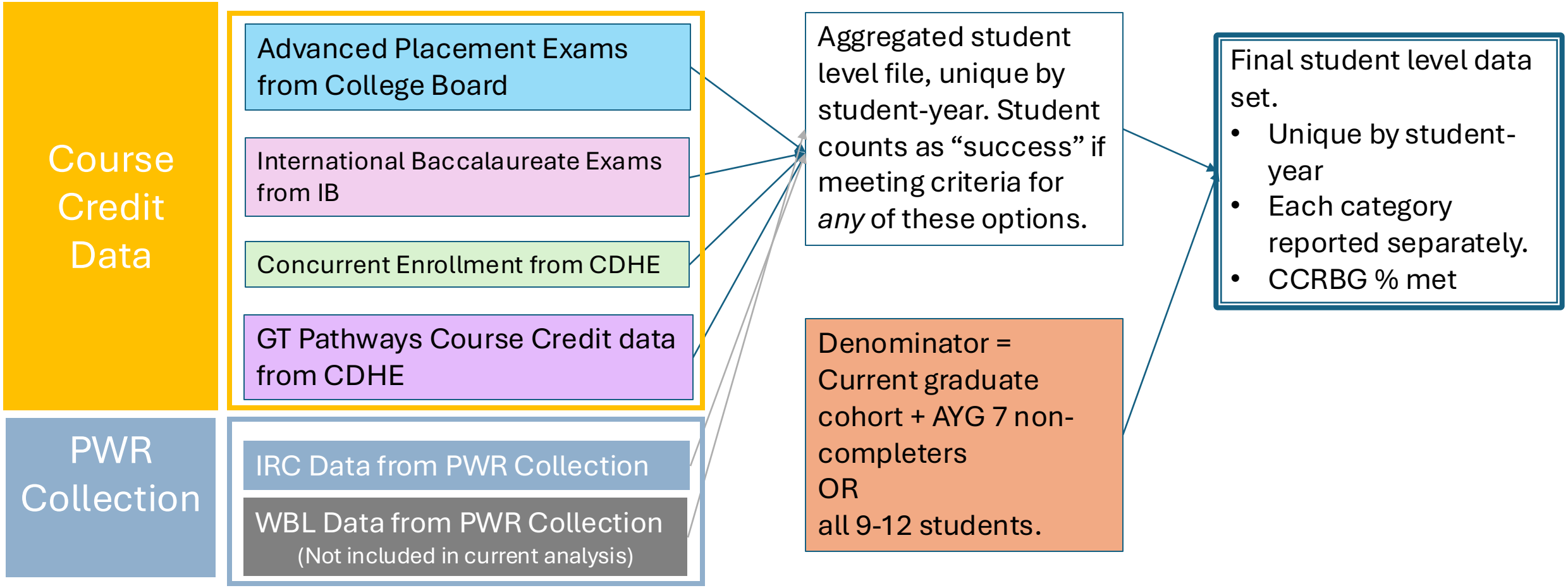
College & Career Readiness Before Graduation	• **Postsecondary Credit**
	  ○ College Board (AP scores)
	  ○ Intl Baccalaureate (IB Scores)
	  ○ Concurrent Enrollment (NSC + CDHE (SURDS))
	• **CTE/Industry Recognized Credentials (IRC)**
	  ○ PWR Pipeline Collection
	• **Work-Based Learning (WBL)**
	  ○ PWR Pipeline Collection
		All Students	TBD	TBD

Key Questions for CCRBG Sub-Indicator

- **Denominator Calculation (today's TAP focus)**
  - 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 (future TAP meetings)**
  - 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



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 compete 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 year school
- Larger, more stable denominator

Cons

- Denominator includes students at different ages – harder to interpret.
- Student would appear in denominator across multiple years
- Not a true "readiness" metric and reported rates would likely be ~30% per year

PWR 'Base' Data

- Graduation Rates
- PSP After Graduation Denominator
- CCR Before Graduation Denominator

Graduation Rates

Graduation Rates: Denominator

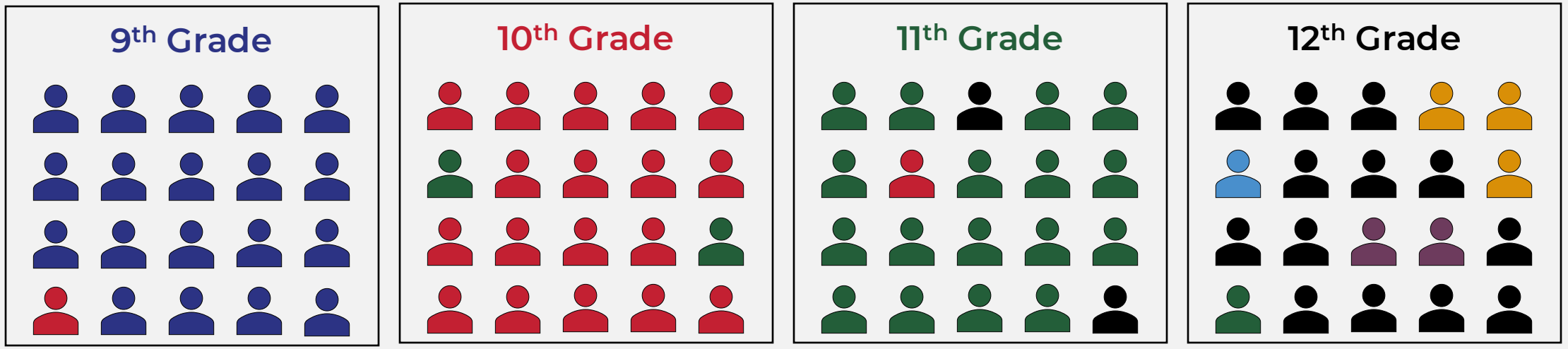
Students with the same assigned Anticipated Year of Graduation (AYG)

- Attributed to their last district & school of attendance
- Once a student's AYG is assigned, it does not change
- Includes students who may not have actively attended in the current school year, but had a school exit type that remains in the AYG cohort per federal and state guidelines regarding "verified transfers out"

Verified transfer out:

- death
- transfer to another CO public school
- transfer to a school in another state
- transfer to a school in another country
- transfer to homebased education
- transfer to non-public school

School Year 2025-2026: Visualizing AYG Assignments in a High School Population

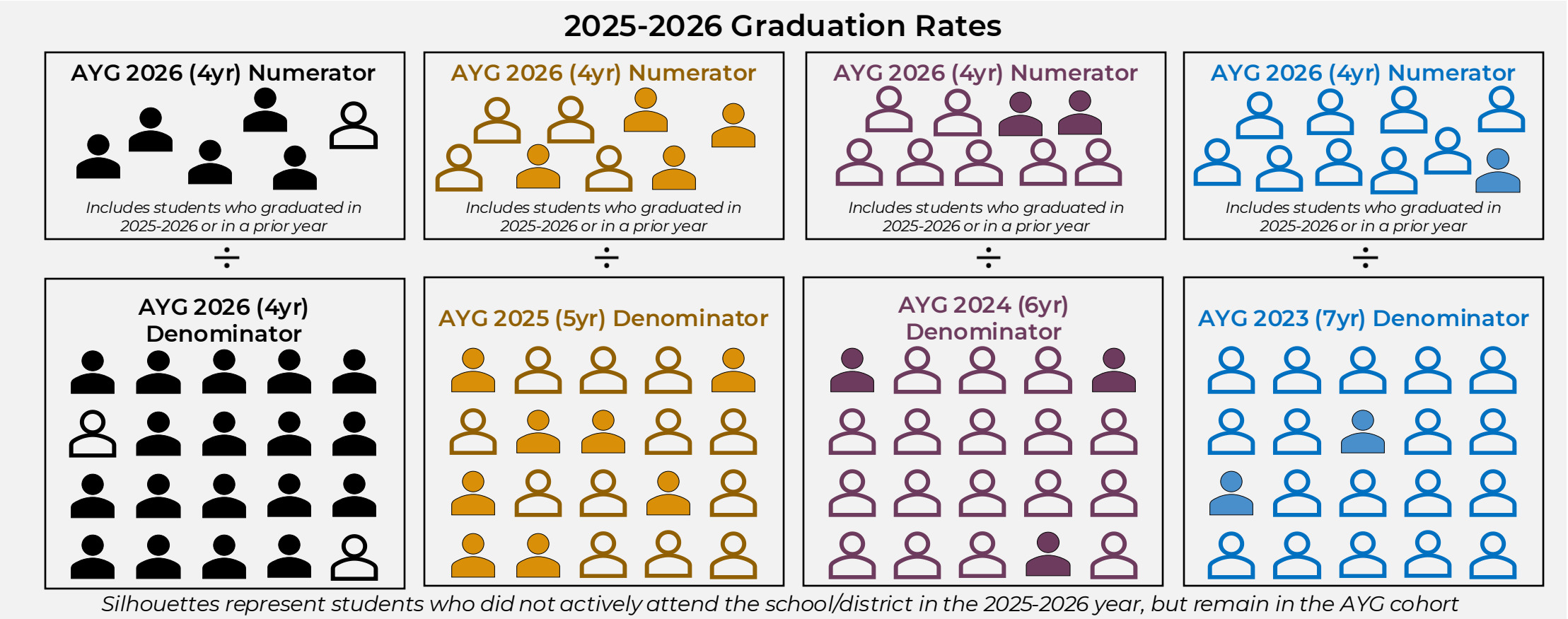


AYG Cohort: 2029 (1yr), 2028 (2yrs), 2027 (3yrs), 2026 (4yrs), 2025 (5yrs), 2024 (6yrs), 2023 (7yrs)

Graduation Rates: Numerator

Students with the same assigned Anticipated Year of Graduation (AYG) who were indicated as a graduate in the current year *or* a prior year

- Once attributed to a school/district as a graduate, student cannot be transferred into a different school/district AYG cohort



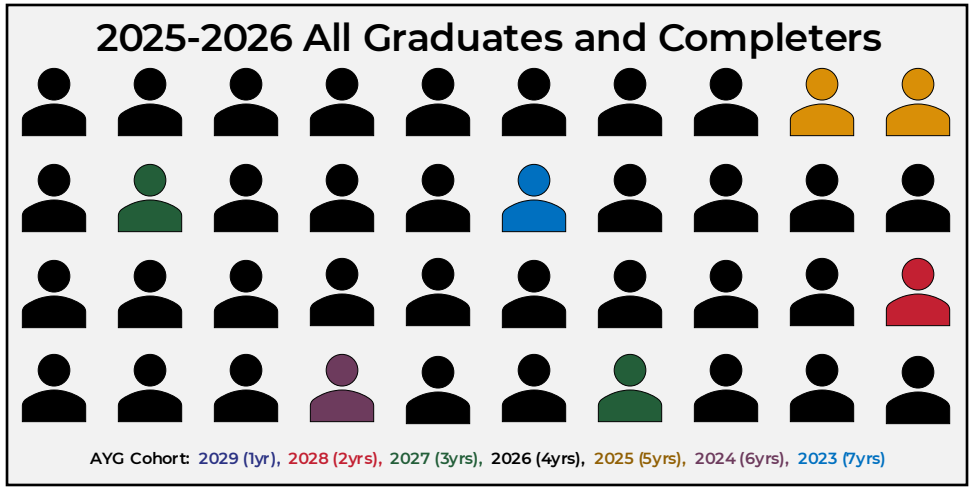
Reminder: "Best Of" rate is used in frameworks

PSP After Graduation Denominator

PSP After Graduation Base

- All graduates and completers from the specific school year, regardless of their AYG
- School Exit Type that indicates…
  - Graduate (90, 95, 96)
  - Other Completer (92)
  - HSED Recipient (93 or 94)

- Decision Point: How should we interpret students indicated as graduates *and* retained for SPED Transition or PTECH years 5-6?
  - Include them in the PSP After Grad Base in the year they are counted as a graduate?
  - Set them aside until they are indicated as a prior graduate who completed their SPED Transition or PTECH 5-6 years?



PSP After Graduation Base

Number of Students in a 5/6Year or Transition Program and Approx. Completion Rate

Status	2024	2025
5/6 Year (PTECH, ASCENT, TREP)	1,277 ~77% completed	2,029 ~84% completed
Engaged in Transition Services (DETC 28)	571 ~83% completed	612 ~74% completed

When should we count graduates retained for SPED Transition or PTECH years 5-6 in PSP base?

Option 1: Include in the year they count as a graduate?

Pros
- Aligns with graduation rate base

Cons
- Students may be flagged as successful for transition or PSP but not finish

Option 2: Wait to include until they complete transition or PSP program?

Pros
- We know the student has completed the transition or PSP activity

Cons
- Delays school getting credit for a student

TAP Feedback

TAP Feedback Form

- For the PSP Denominator, do TAP members support CDE's recommendation to use All graduates and completers from the specific school year, regardless of their AYG?

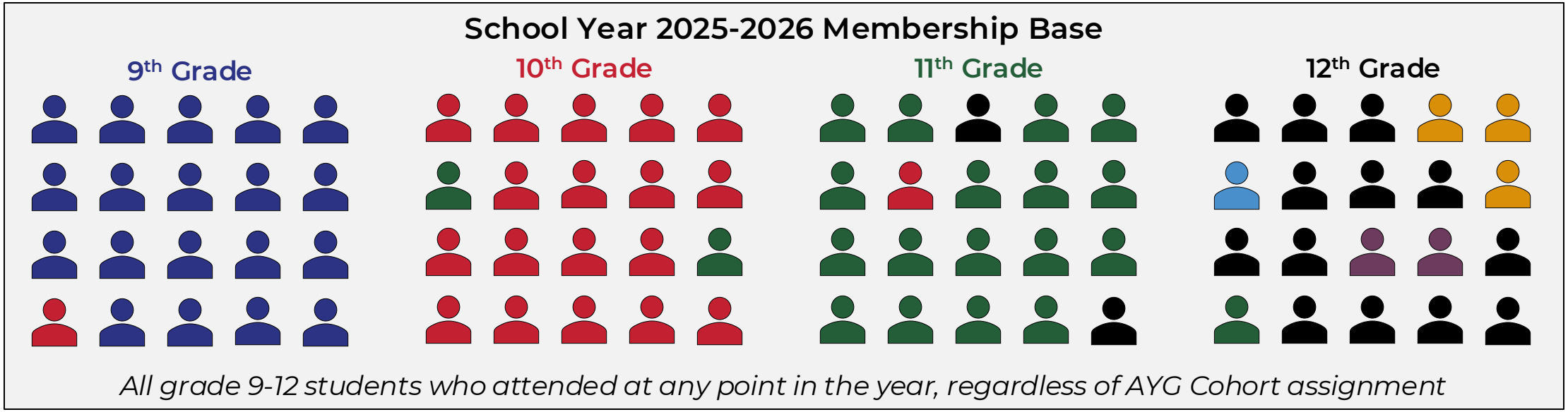
- TAP recommendation for graduates retained for SPED Transition or PTECH years 5-6?
  - **Option 1-** Include them in the PSP After Grad Base in the year they are counted as a graduate?
  - **Option 2-** Set them aside until they are indicated as a prior graduate who completed their SPED Transition or PTECH 5-6 years?

- Do you have any additional implementation and/or communication considerations for CDE?

CCR Before Graduation Denominator

CCR Before Graduation Denominator: Option 1

- Include all grade 9-12 students who actively attended a school or district for 10 or more cumulative calendar days during the current year and did not have a valid transfer out as their last SEY record
- Last district associated with a student in current SEY takes responsibility for PWR outcome



CCR Before Graduation Denominator: Option 1

Grade	AYG	Exit outcome	Inc in CCRBG DN	Exit year outcome	Notes and ???
9	Any	Grad/Completer	Y	most recent year only	
		Still enrolled	Y		
		Dropout/not valid transfer	Y		
		Valid transfer out	N		
10	Any	Grad/Completer	Y	most recent year only	
		Still enrolled	Y		
		Dropout/not valid transfer	Y		
		Valid transfer out	N		
11	Any	Grad/Completer	Y	most recent year only	
		Still enrolled	Y		
		Dropout/not valid transfer	Y		
		Valid transfer out	N		
12	Any	Grad/Completer	Y	most recent year only	
		Still enrolled	Y		
		Dropout/not valid transfer	Y		
		Valid transfer out	N		

- Whatever school/district touched the student last in the most recent year EOY collection takes responsibility for the CCRBG outcome

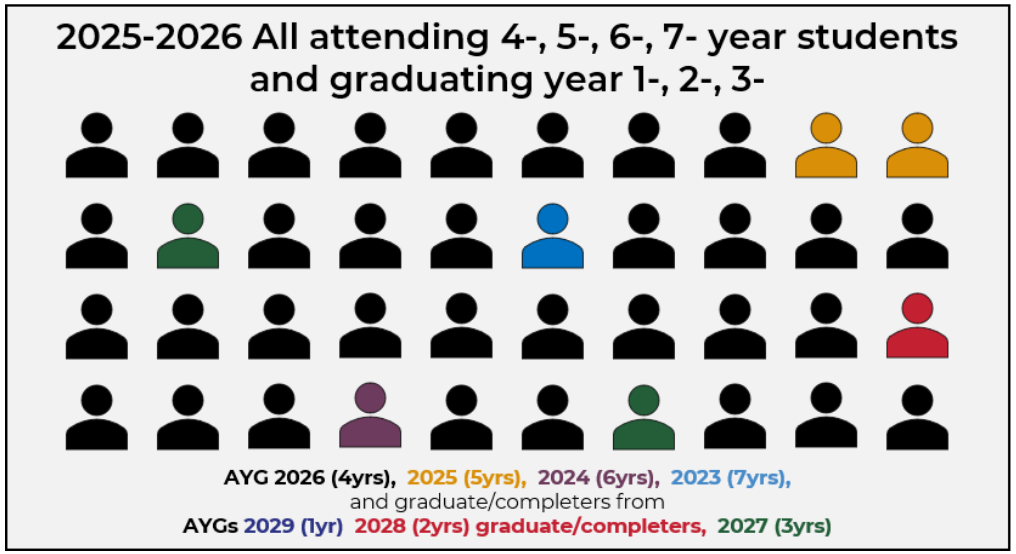
CCRBG Option 1 Pro/Con

Pros	Cons	Numerator Considerations
• Includes students who actively attended in the current year • Not overly impacted by transfer status • Pathway completion attributed to current-year school • One student associated with one school code each year • SEY is student outcome collection and serves as the best proxy for spring enrollment during AP/IB testing and CE courses	• Would include many students who may not be ready for a CCRBG measure • Would have a large base, which would result in low overall rates • Students would appear in denominator across multiple years • Harder to align with legislative intent of “readiness” rate	• The numerator would include any grade 9-12 student who completes a CCRBG measure in the reported school year.

CCR Before Graduation Denominator: Option 2

- All students from the 1-, 2-, 3-, 4-, 5-, 6-, 7-year AYG cohorts who graduated or completed in the current year (same as matriculation denominator)

- All 7-year AYG Cohort (even if they did not actively attend in the current year) ***who were not:***
  - *previously counted as a graduate/completer*
  - *verified transfer out as their last record*



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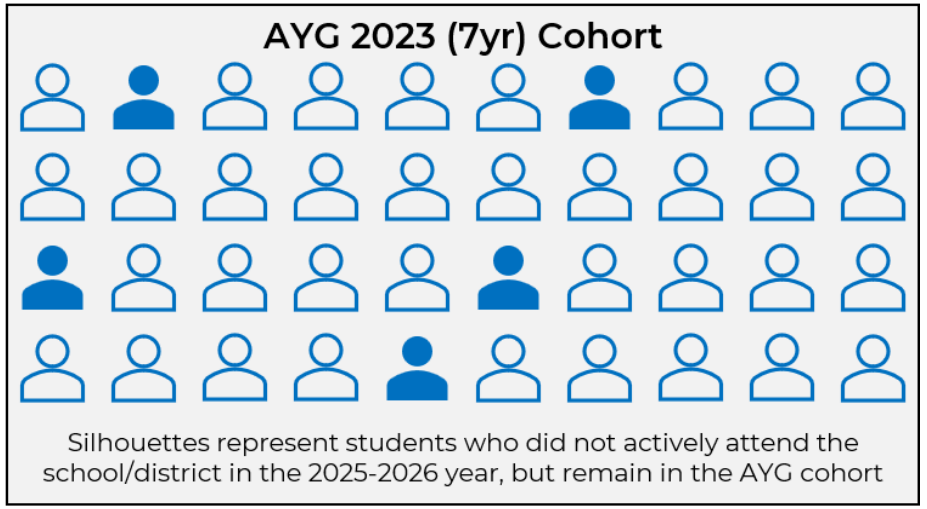

CCR Before Graduation Denominator: Option 2

AYG	Exit outcome	Inc in CCRBG DN	Exit year outcome	Notes and ???
1-3yr	Grad/Completer	Y	most recent year only	
	Dropout/not valid transfer	N		will be included in future 7yr cohort
	Valid transfer out	N		
4yr	Grad/Completer	Y	most recent year only	
	Dropout/not valid transfer	N		will be included in future 7yr cohort
	Valid transfer out	N		
5yr	Grad/Completer	Y	most recent year only	
	Dropout/not valid transfer	N		will be included in future 7yr cohort
	Valid transfer out	N		
6yr	Grad/Completer	Y	most recent year only	
	Dropout/not valid transfer	N		will be included in future 7yr cohort
	Valid transfer out	N		
7yr	Grad/Completer	Y	most recent year only	
	Dropout/not valid transfer	Y	any year, if last state record	
	Valid transfer out	N?	any year, if last state record	

- All students, regardless of cohort, are counted in the year they graduate or complete
- Whatever school/district touched the student last in the most recent year EOY collection takes responsibility for the CCRBG outcome

CCRBG Option 2 Pro/Con

Pros	Cons	NM Considerations
• Provides a true “college and career readiness” measure for students finishing their K-12 educational careers • AYG cohort rules are predictable • Includes students who actively attended in the current year across all AYG cohorts • Each student counts once and only once during high school	• May include students who did not actively attend a school/district in the current year (7-year cohort) • Does not match Sustain funding methodology	• The numerator will include students who complete a CCRBG at any point in high school, regardless of the location they completed the measure.

- Question- Do we want students with a valid transfer out at any point in their HS career to count towards the CCRBG DN and NM?

Considerations Raised in Spring TAP Meetings & with other Stakeholders

- Excluding students with under 10 days at last school
- Excluding students with valid transfer codes
- Student mobility/transfers between schools and districts

CCR Before Graduation Denominator Considerations

Number of Students with a School Impact Due to Days <10

Days <10 Impact	09	10	11	12
End of Year/Used Previous School	48	38	52	188
Dropped because days<10 is their only school that year	1718	1337	1477	2700

District impact numbers are very similar.

CCR Before Graduation Denominator Considerations

Number of Students with a Valid Transfer Code by Grade in 2025

Valid Transfer Code	09	10	11	12
Death (02)	21	22	26	36
Transfer to Other Country (05)	380	415	547	501
Transfer to Other State (14)	1999	1741	1530	899
Transfer to Non-Public School (15)	870	344	257	182
Transfer to Home-Based Ed (16)	623	523	562	1046

CCR Before Graduation Denominator Considerations

Descriptive Statistics for Number of Schools per Student

Mobility by Grade	N	Min	Mean	Median	Max
Grades 9-12	303,874	1	1.11	1	6
Grade 12 Only	81,272	1	1.07	1	4

31,757 students transferred between schools one or more times in 2025

Students overwhelmingly attend a single school in grades 9-12.

CCR Before Graduation Denominator Considerations

Percent of Students in Each Grade that Changed Schools or Districts in 2025

Category of Change	09	10	11	12
Schools	15.5%	10.7%	9.9%	6.2%
Districts	10%	6.9%	6.1%	3.5%

31,757 students transferred between schools one or more times in 2025 (19,840 transferred between districts).

Of those who changed schools, ~35% were in grade 9, 25% in grade 10, 23% in grade 11, and 16% in grade 12.
District percentages are similar.

CCR Before Graduation Denominator Considerations

Where are transferring students moving (between schools)?

Originating School Size	Receiving School Size	Number of Students	Percent of Transferring Students
Under 150	Under 150	252	0.8%
	150-400	247	0.8%
	Over 400	977	3.1%
150-400	Under 150	359	1.1%
	150-400	605	1.9%
	Over 400	2,870	9.1%
Over 400	Under 150	1,654	5.3%
	150-400	3,663	11.6%
	Over 400	20,837	66.2%

CCR Before Graduation Denominator Considerations

Where are transferring students moving (between districts)?

Originating District Size	Receiving District Size	Number of Students	Percent of Transferring Students
Under 2,500	Under 2,500	1,091	5.5%
	2,500 – 10,000	1,541	7.8%
	Over 10,000	1,549	7.8%
2,500 – 10,000	Under 2,500	978	4.9%
	2,500 – 10,000	3,022	15.2%
	Over 10,000	3,085	15.6%
Over 10,000	Under 2,500	775	3.9%
	2,500 – 10,000	3,421	17.3%
	Over 10,000	4,360	22.0%

CCR Before Graduation Denominator Considerations

Where are transferring students moving (between districts)?

Originating District Size	Receiving District Size	Number of Students	Percent of Transferring Students
Non-Rural	Non-Rural	14,064	77.2%
	Rural	693	3.8%
	Small Rural	458	2.5%
Rural	Non-Rural	1,507	8.3%
	Rural	341	1.9%
	Small Rural	125	0.7%
Small Rural	Non-Rural	651	3.6%
	Rural	121	0.7%
	Small Rural	257	1.4%

CCR Before Graduation Denominator Considerations

Net Enrollment Changes for Schools where Students Transferred In or Out (*excluding* AECs)

School Size	n	Min	Mean	Median	Max
Under 150	118	-78	-1.4	-1	60
150-400	199	-83	-6.6	-12	125
Over 400	218	-248	-32.1	-28	442

30 other schools under 150 students had 0 transfers in or out.
4 schools with between 150 and 400 students had 0 transfers in or out.

TAP Feedback

TAP Feedback Form

- For the CCRBG Denominator, do TAP members support CDE's recommendation to use Option 2, which includes all graduates and completers in the year they exit as well as non-exiting students when they hit AYG year 7?

- Do you have any additional implementation and/or communication considerations for CDE?



Public Comments & Meeting Close

Scott Weldon
Feedback Item

Public Comments & Meeting Close

- **Meeting Summary**
  - Suggested future analysis
  - TAP recommendations from this meeting
- **Public Comment**
- **Close Meeting**
  - Next Scheduled Meeting: October 20, 2026