COLORADO
Department of Education

Technical Advisory Panel Meeting

October 20, 2026



Agenda for Today

- **Welcome and Introductions** | Information Item
- **CDE Updates** | Information Item
- **Revisiting Guiding Principles** | Feedback Item
- **PWR: CCRBG Numerator Methodology - Postsecondary Credit** | Feedback Item
- **PWR: PSP Numerator Methodology** | Feedback Item
- **Wrap-Up:** Homework for next TAP meeting and public comment

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**



General CDE Updates & September Decision Review

Anne Laesecke

Information Item

CCRBG & PSP Denominator Feedback Results

Q: 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?

YES - 100% - All 7 respondents

Additional considerations

- Potential impact of dropout rate and CCRBG denominator resulting in compounded scoring
- Option 2 more student serving (students counted once) and aligns more closely with CC Readiness
- Inclusion/exclusion of transfer students, late arrivals
- 'Cumulative approach' (option 2) more reportable, transparent

Q: 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?

YES - 100% - All 10 respondents

Which of the following two recommendations do you support concerning the TAP recommendation for graduates retained for SPED transition or PTECH years 5-6?

70% (7/10) - Option 2 - Set them aside until they are indicated as a prior graduate who completed their SPED transition or PTECH 5-6 years

30% (3/10) - Option 1 - Include them in the PSP After Grad Base in the year they are counted as a graduate

October AWG readout

Prioritization of feedback and topics from September meeting on PWR topics

Data quality, transparency, and burden

- PWR data collection methods, development of templates, quality control? Can we trust the data?
- When will PWR data be made available to districts?

Resources to support the outcomes, stability, and predictability of funding

- Funding/legislative priority to support programs is unclear and not guaranteed
- What happens as programs within PWR are eliminated or funding is reduced at the state level?
- Is the funding for these initiatives adequate and sustainable?

Funding/Accountability rules alignment- purpose should take priority over simplicity

- Purposes are different between funding and accountability
- Alignment of thresholds is simple, but it might not be worth the tradeoffs.
- Reservations about the state setting the acceptable limit, something more like local board establishing grad requirements model.
- Agree that ease of keeping same metrics of funding and acct should not be a driver in acct benchmark setting

Other CDE updates

October Board Meeting Highlights

- Rules presentation on part-time programming for homeschool students and public school finance;
  - Option A Limited scope: Directly operated by public entities
  - Option B Expanded scope: Allows private entities to operate programs
- Rules for READ Act assessments;
  - Voted to accept Option 2: Assessments that meet READ Act and dyslexia screening requirements that are currently in use to meet READ Act requirements.
- Proposed policy for multi-district online school reapproval process



Revisiting Guiding Principles
Anne Laesecke
Feedback Item

Review: 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



Review: 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.

Review: 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.

New: Additional Guiding Principles for PWR

- The PWR measure should help **cultivate quality PWR experiences** over simply the broadest number of opportunities possible
- All measures, and especially PWR, should consider **equity**:
  - in terms of **students** (e.g., students identified for FRL and assessments)
  - in terms of **systems** (supports needed, resources available within or near systems)
- **Flexibility** in implementing framework PWR changes **should not result in constant change** but be used as **a tool to respond to changing implementation landscapes**.

Reflection

How would you prioritize these principles as we apply them in PWR decision making and recommendations?

Share your priorities in the chat, if you feel comfortable.

All principles listed here for reference

TAP norms for engagement

Engage in difficult topics

You bring expertise and nuanced perspectives to complex topics around accountability measurement, which we need!

Channel your stakeholder perspectives as well as your expertise and present your recommendations and reasoning to the group

Step up, step back

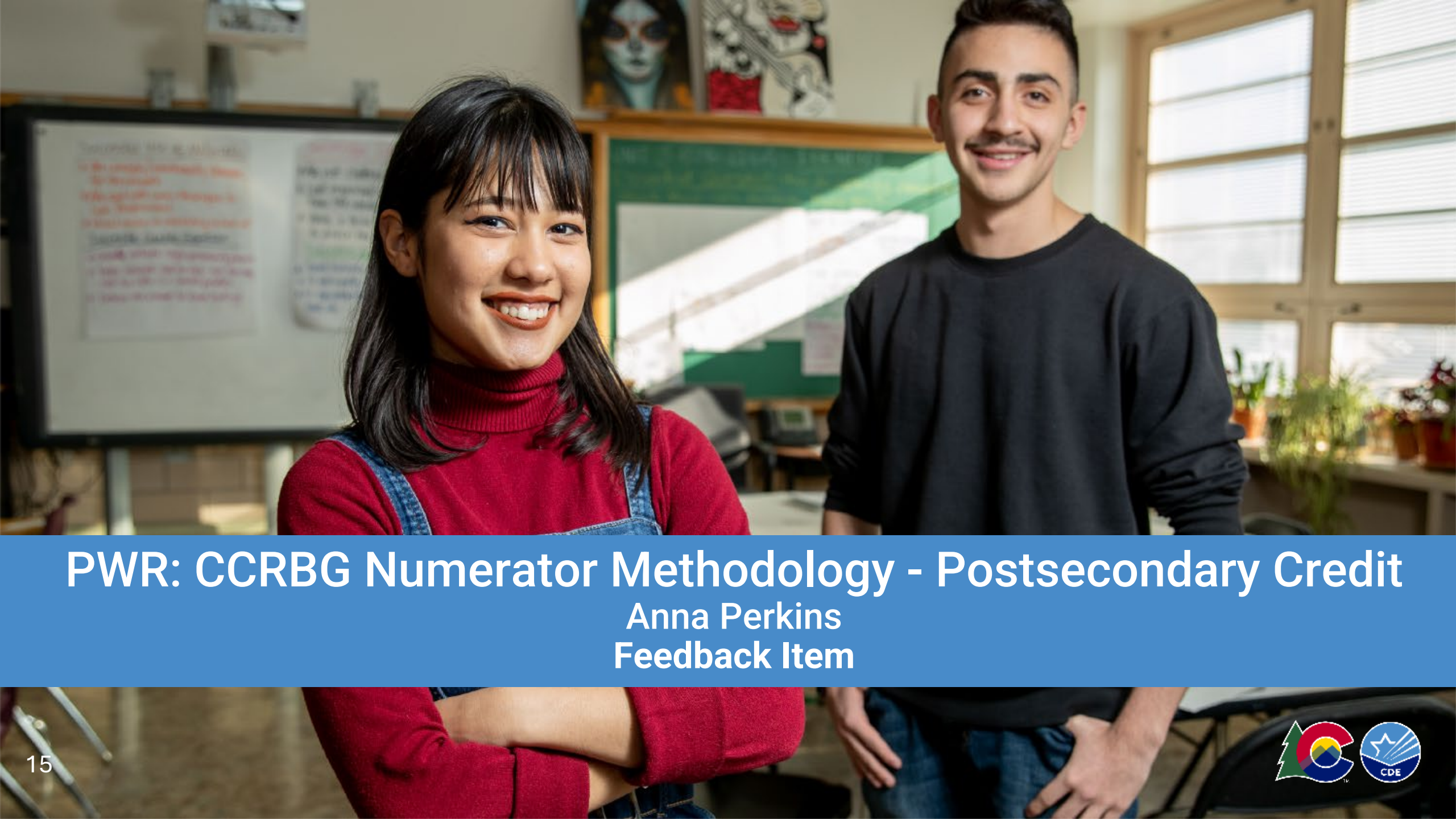
Share your perspectives in a way that feels comfortable, and challenge yourself to step up and share in a way that might be outside your comfort zone

If you find yourself sharing frequently, challenge yourself to take a step back to make space for others to share their thoughts

Communicate with respect

Challenge ideas, not individuals

Assume positive intent



PWR: CCRBG Numerator Methodology - Postsecondary Credit

Anna Perkins

Feedback 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, 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;

(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);

Key Questions for TAP Regarding College Credit

1. Should a student be considered a success for:
   a) any CE, AP, or IB course; or
   b) only those courses within the GT pathway?

2. Should developmental courses count for credit?

3. What credit hour equivalency should be required to consider a student a success?
   a) 1+
   b) 3+
   c) 12+



In general, these questions address if the accountability system should match PWR funding requirements.

Summary of Previous Discussions, Stakeholder Feedback, & Investigations

- TAP, AWG, and communication from stakeholders suggests little concern with matching Sustain Fund rules in terms of credit hours and GT requirements.
- Other stakeholders have expressed concerns with divergence between Sustain Fund and Accountability rules.
- Sustain Fund rules for exclusion of non-GT Pathway courses tend to concern the ability of students to build on credits earned in high school.
- No clean source of GT/non-GT courses exist; extensive data clean-up and monitoring would be required.
- Each CCRBG success option should be comparable to the others.

What does “GT Pathway” mean?

GT = Guaranteed Transfer

- CDHE webpage
- List of courses (along with date added and when/why removed)
- Exams to GT matrix

Year	ASU	CCCS	CMU	CSM	CSU	CSUG	CSUP	FLC	MSUD	UCB	UCCS	UCD	UNC	WCU	Total
2025	2	6				2	2						12		24
2024	1	5	1			1	3	6	3		1	5	7		33
2023		4	5						6		1	1	8	10	35
2022		1	1					4	3			1	10	7	27
2021	3	3	2					1	9				7		25
2020		5			6			3	29			1	11		55
2019	2	1					3	6	8			3	11	1	35
2018	1	3	1		5				3	1			2		16
2017	2		1			8	22	3	4		1	2		1	44
2016		1			2	6		54		36		2			103
Through 2015	33	197	80	7	157	6	62	35	68	99	80	68	116	44	1052
Total	**44**	**226**	**91**	**7**	**170**	**23**	**92**	**112**	**133**	**136**	**83**	**83**	**184**	**63**	**1449**

Courses in the GT Pathway are not equally distributed across the state.
IHEs decide whether to apply to have a classes added to the GT Pathway list.
The list can change monthly with GE Council and CCHE approvals. The list is not easily digestible by CDE.

Number of AP Exams Taken in 2026

AP Exams (GT)	Students	Distinct Schools
African American Studies	380	21
Biology	4,415	152
Calculus AB	4,562	176
Calculus BC	2,421	126
Chemistry	2,685	124
Comparative Government & Politics	171	13
English Language & Composition	11,553	186
English Literature & Composition	6,478	173
Environmental Science	3,827	131
European History	1,277	45
Human Geography	7,463	132
Macroeconomics	1,717	65
Microeconomics	1,427	66
Physics 1	2,748	108
Physics 2	189	21
Physics C: Electricity & Magnetism	524	39
Physics C: Mechanics	1,090	72
Precalculus	5,607	130
Psychology	5,380	124
Spanish Language & Culture	3,326	150
Statistics	4,829	154
United States Government & Politics	7,156	154
United States History	8,140	176
World History	5,428	120

What unintended consequences might result if Accountability does not give credit for non-GT courses?

AP Tests (Not GT)	Students	Distinct Schools
Studio Art: 3-D Design Portfolio	237	72
Art History	297	31
Studio Art: 2-D Design Portfolio	783	111
Studio Art: Drawing Portfolio	329	67
Chinese Language and Culture	124	28
Computer Science A	797	71
Computer Science AB	1,874	109
AP Capstone Research	626	35
AP Capstone Seminar	2,946	66
Cybersecurity	139	17
French Language and Culture	256	44
German Language and Culture	97	26
Italian Language and Culture	2	2
Japanese Language and Culture	52	18
Latin	15	6
Music Theory	296	41
Networking	152	20
Spanish Literature and Culture	346	26

IB Credit Attempts in 2026

IB Credit Attempts (GT)	Students	Distinct Schools
Biology	612	28
Chemistry	253	17
Economics	73	5
English A: Language and Literature	1,673	24
English A: Literature	447	9
Environmental Systems and Societies	310	18
Geography	25	3
History	1125	31
Mathematics Analysis and Approaches	599	27
Mathematics Applications and Interpretations	649	26
Music	39	11
Philosophy	37	8
Physics	298	15
Psychology	909	28
Social and Cultural Anthropology	17	4
Theatre	39	8
Visual Arts	248	28

IB Credit Attempts (Not GT)	Students	Distinct Schools
Art History	9	1
Business Management	490	20
Chinese B	8	4
Computer Science	56	8
Dance	2	1
Design Technology	68	5
Digital Societies	6	2
English B	5	1
Film	126	16
Food Science and Technology	1	1
French AB	14	4
French B	196	24
German AB	1	1
German B	16	5
Global Politics	373	12
Japanese AB	16	1
Language and Culture	2	1
Latin	3	2
Literature and Performance	6	2
Mandarin AB	20	4
Theory of Knowledge	903	30
World studies	42	10
World Religions	75	7

What unintended consequences might result if Accountability does not give credit for non-GT courses?

CE credits in 2026

The most frequently passed CE courses are in GT pathways. They largely match frequently taken courses in AP/IB.

Most students who pass a CE course, take multiple CE courses.

Top 20 GT-Pathways CE Courses	Students	Distinct Schools	Top 20 non-GT-Pathways CE Courses	Students	Distinct Schools
ENG 1021 English Composition I	10,534	344	BUS 1015 Intro to Bus.	3,755	201
MAT 1340 College Algebra	6,966	283	BUS 1016 Personal Fin.	2,707	69
ENG 1022 English Composition II	6,862	257	COM 1150 Public Spkg	2,053	172
LIT 1015 Introduction to Literature	3,829	154	MAR 2016 Princ. of Marketing	1,369	86
PSY 1001 General Psychology I	2,933	247	AAA 1009 Adv. Ac.. Achievement	1,194	36
MAT 1260 Introduction to Statistics	2,803	181	SPA 1011 Spanish	1,071	81
MAT 1420 College Trigonometry	2,694	136	CIS 1018 Intro PC Apps	1,041	98
HIS 1220 U.S. History Since the Civil War	2,510	133	NUA 1001 Nurse Aid Health Care Skills	835	156
HIS 1210 U.S. History to Reconstruction	2,407	124	SPA 1012 Spanish II	824	48
ENG 2021 Creative Writing I	1,575	120	HPR 1040 Medical Terminology	695	57
PSC 1011 American Government	1,438	126	HWE 1050 Human Nutrition	678	141
MAT 1240 Math for the Liberal Arts	1,367	107	MAR 1055 Soc. Media Mrktg	675	33
SOC 1001 Principles of Sociology	1,278	155	MGD 1011 Adobe Photoshop	639	82
BIO 1111 General College Bio, with Lab	1,229	152	ASE 1001 Auto shop Orient.	606	79
COM 1250 Interpersonal Comm.	1,219	147	PED 1002 Weight Training	601	21
CRJ 1010 Intro to Criminal Justice	1,207	168	CSC 1019 Intro to Programming	590	91

College Credit Data by Cohort

Cohort: Students who graduated or completed in a particular year, or those in AYG7 who exited without graduating or completing.

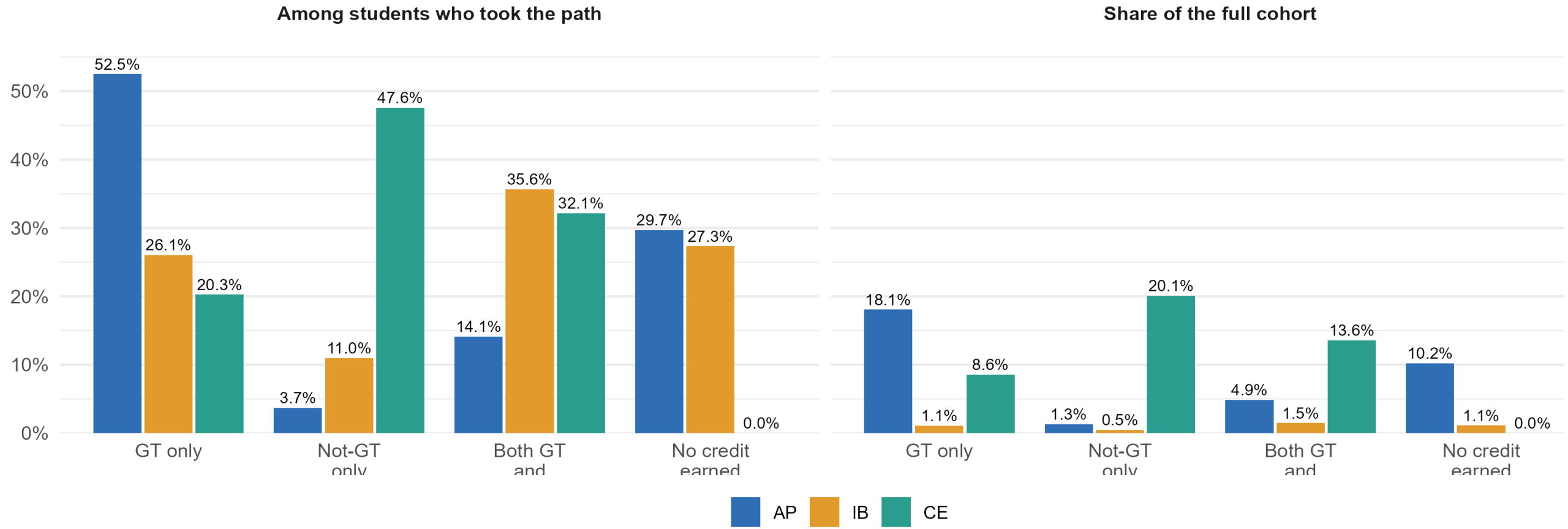
% of Students in a Cohort Taking One or More Exams or CE Courses

Cohort	AP exam	IB Exam	CE Course
2025	34%	4%	42%
2024	34%	4%	40%
2023	33%	4%	37%

Per cohort:

- ~23,000-27,000 students take one or more AP exams
- ~2,600-3,100 students take one or more IB exams
- ~27,000-33,000 students took one or more CE courses

Type of Credit Earned (GT/Non-GT) by Credit Source (2025 Cohort)



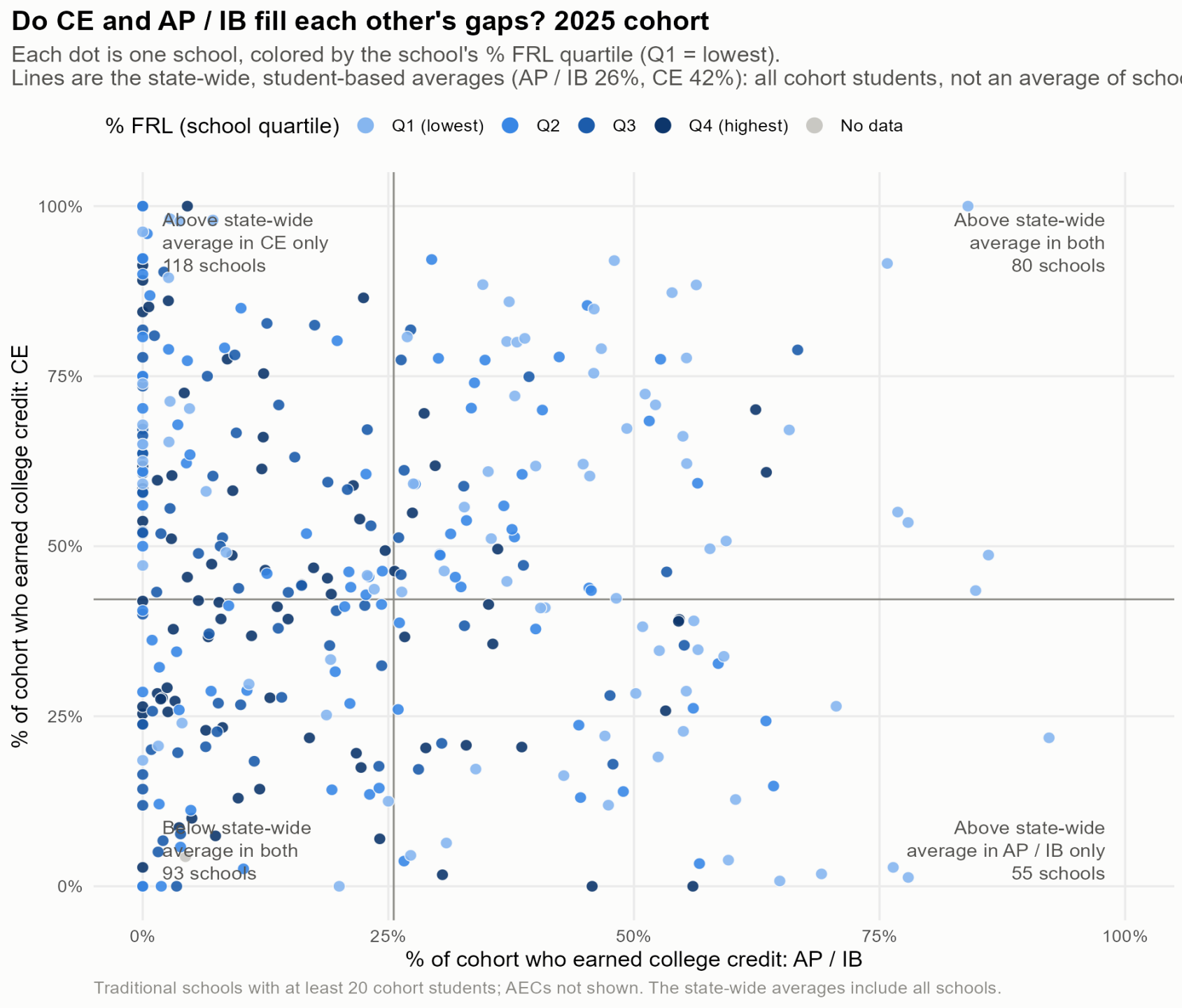
Note: A reference slide presents these data for the 2023, 2024, and 2025 cohorts.

Concurrent Enrollment – Developmental Courses

Developmental Courses

- In the 2024-25 academic year, there were ~182,000 student/course combinations reported on the CE file. Only 201 were for courses starting with a “0” (developmental). 142 of the students taking a developmental course also earned 3 or more credit hours in non-developmental courses.

Schools Offering AP/IB or CE by %FRL



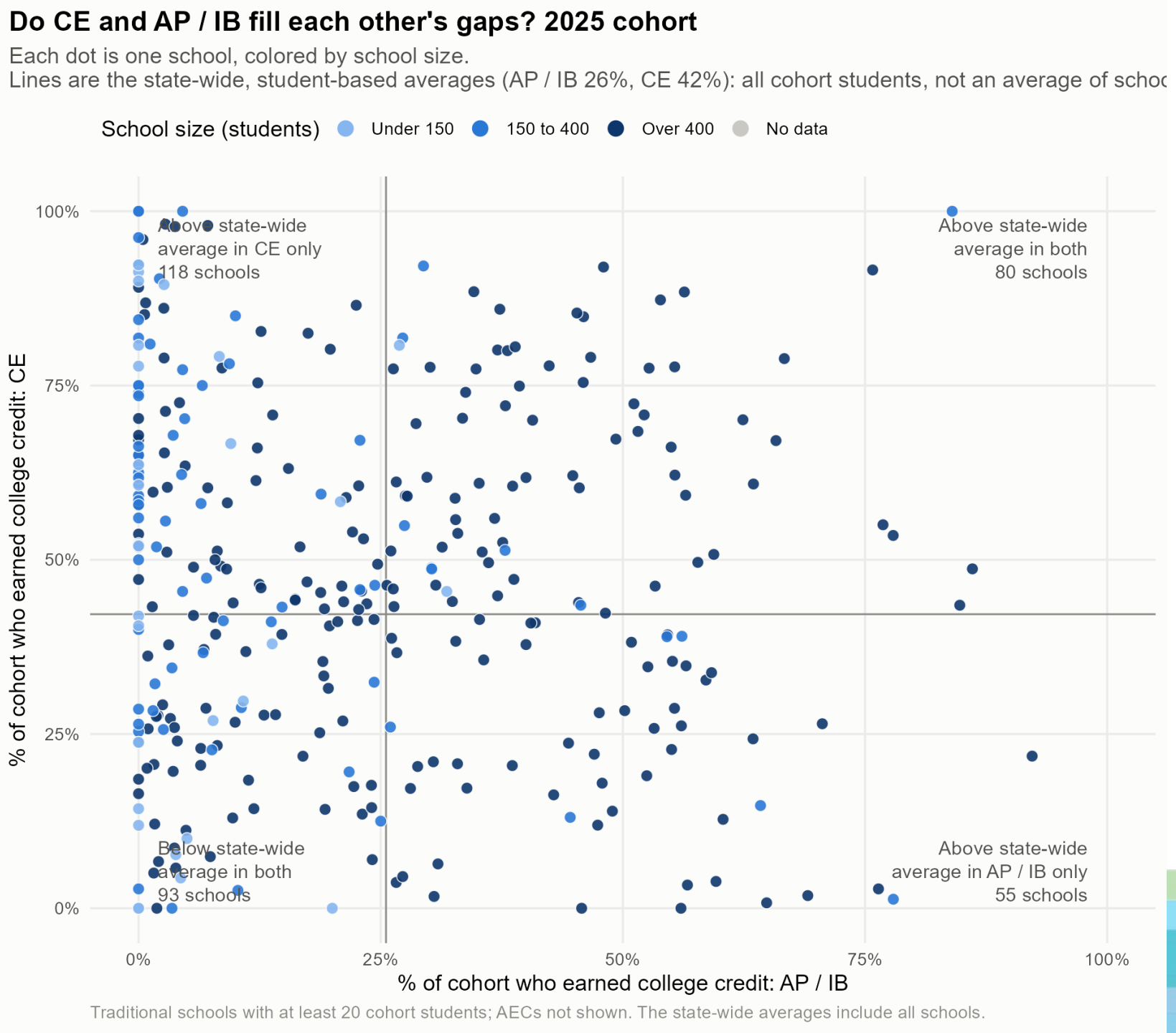
- In general, schools with lower % of students identified as FRL are more likely to offer above average numbers of AP and IB exams.
- Schools offering higher numbers of CE courses include schools across the %FRL spectrum.

Supplemental visualization here.

Schools Offering AP/IB or CE by School Size

- In general, larger schools offer more AP/IB exams than smaller schools.
- Schools offering higher numbers of CE courses include schools across the size spectrum.

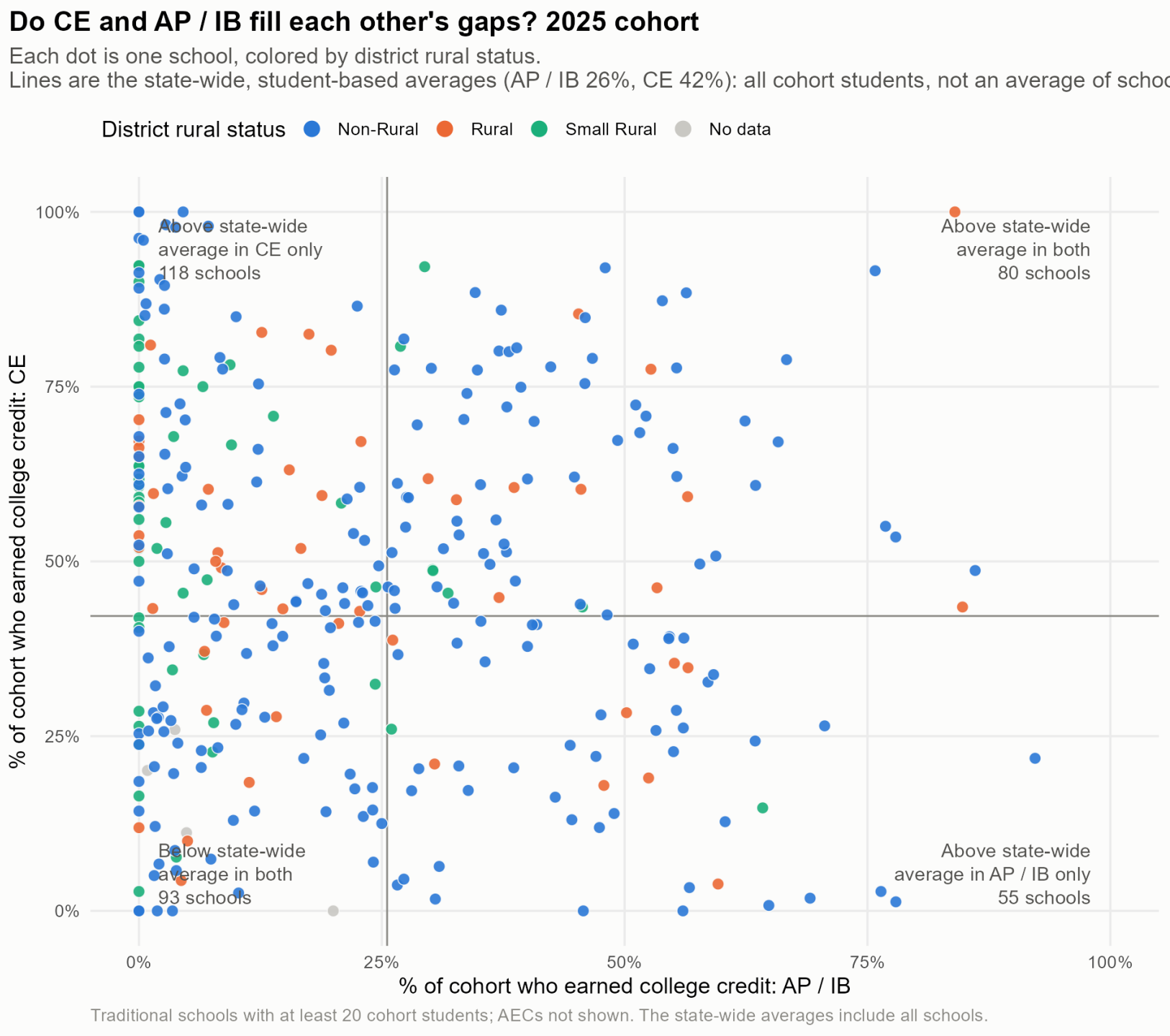
Supplemental visualization here.



Schools Offering AP/IB or CE by Rural Status

- In general, small rural schools offer more CE than AP/IB courses.
- Schools offering higher numbers of CE courses include schools across the size spectrum.

Supplemental visualization here.



TAP Feedback Relating to Course Type

1. Does the TAP support CDE's recommendation to include students in the CCRBG numerator for any passing score on an AP or IB exam, or a passing grade in a CE course, regardless of the GT Pathway status of the exam or course?
2. Does the TAP support CDE's recommendation to exclude from the numerator any students whose only college credits are associated with developmental education courses?

Key Questions for TAP Regarding College Credit

1. Should a student be considered a success for:
   a) any CE, AP, or IB course; or
   b) only those courses within the GT pathway?

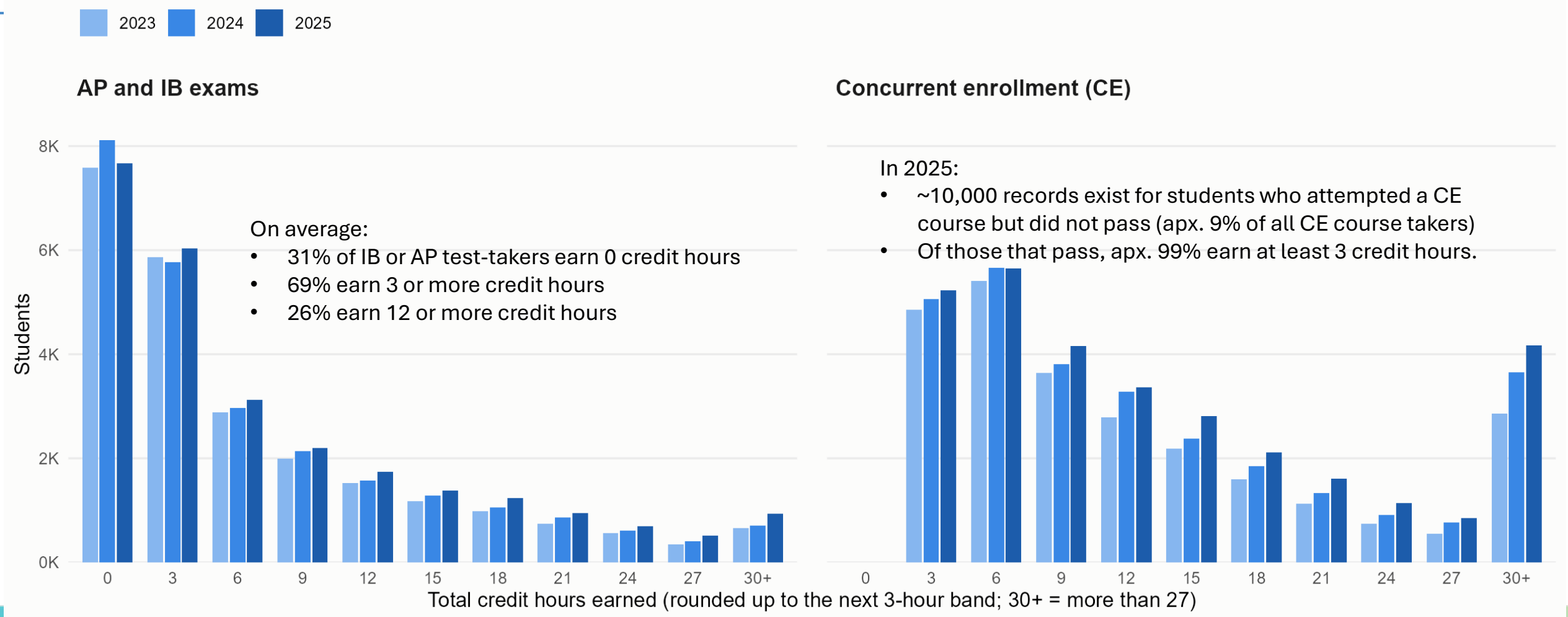
2. Should developmental courses count for credit?

3. **What credit hour equivalency should be required to consider a student a success?**
   a) 1+
   b) 3+
   c) 12+



In general, these questions address if the accountability system should match PWR funding requirements.

Credit Hours Earned Among Students Taking an AP/IB Exam or CE Course



Average Credit Hours Earned by Student

Via AP or IB Exams			
CH	2023	2024	2025
0	7,586	8,116	7,674
3	5,862	5,771	6,028
6	2,889	2,972	3,129
9	1,997	2,140	2,200
12	1,524	1,574	1,742
15	1,170	1,287	1,383
18	978	1,060	1,239
21	743	858	952
24	564	610	696
27	343	405	514
30+	653	708	938

On average:

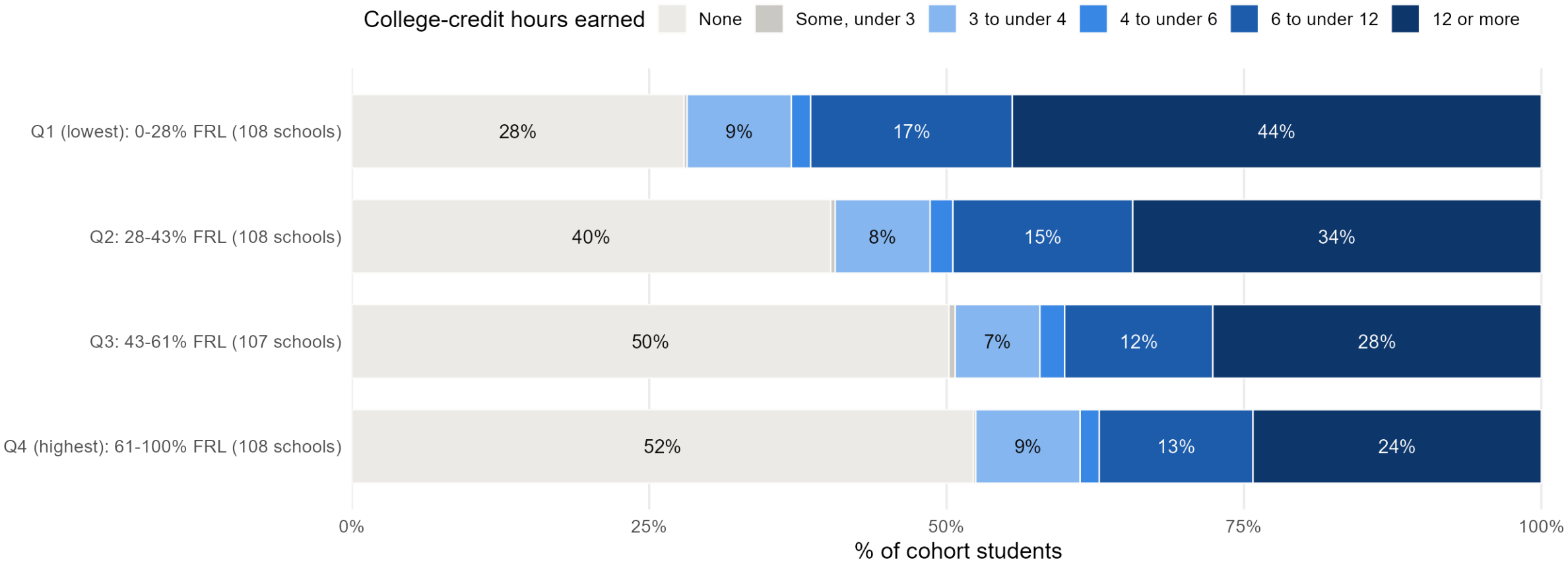
- 31% of IB or AP test-takers earn 0 credit hours
- 69% earn 3 or more credit hours
- 26% earn 12 or more credit hours

- 99% of CE students who **pass a class** earn 3 or more credit hours
- 50% earn 12 or more credit hours

CH divided by GT/non-GT available in reference slides.

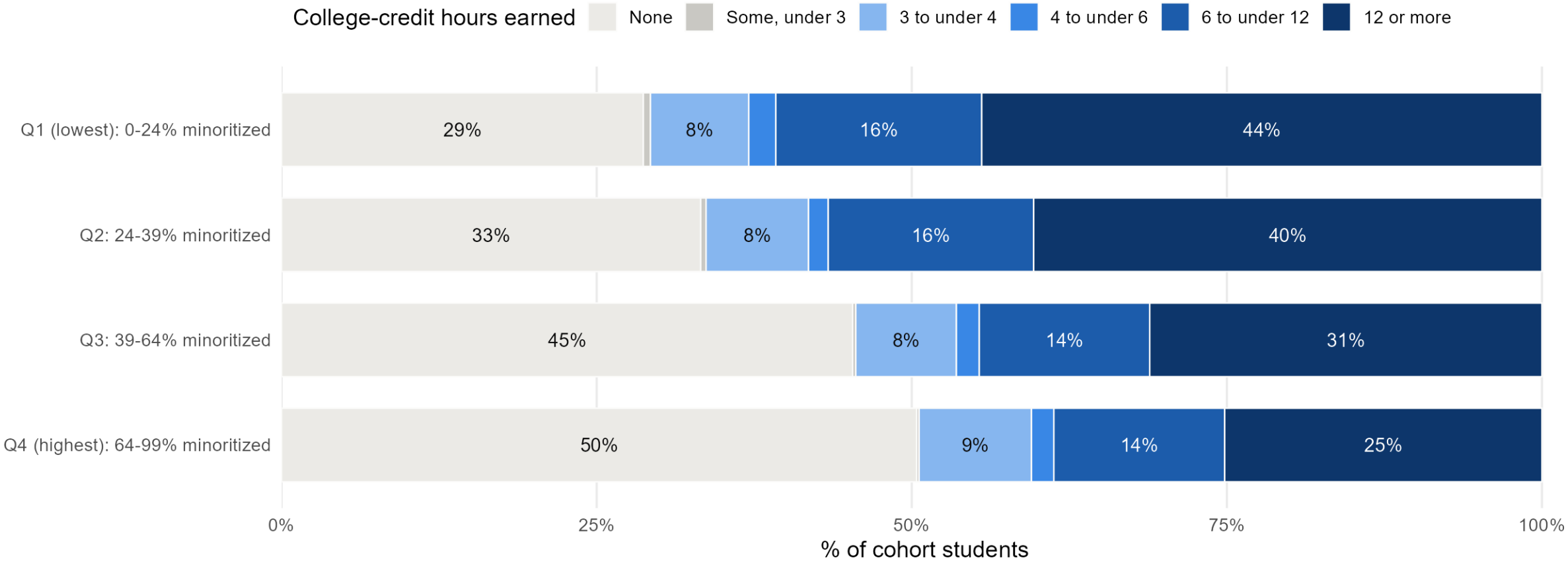
Via Concurrent Enrollment			
CH	2023	2024	2025
0	0	0	0
3	4,859	5,055	5,226
6	5,409	5,656	5,652
9	3,640	3,812	4,160
12	2,784	3,284	3,359
15	2,180	2,382	2,807
18	1,602	1,851	2,112
21	1,131	1,330	1,603
24	748	911	1,136
27	552	762	855
30+	2,865	3,649	4,171

Number of Credits Earned by Students at Schools with Different %FRL



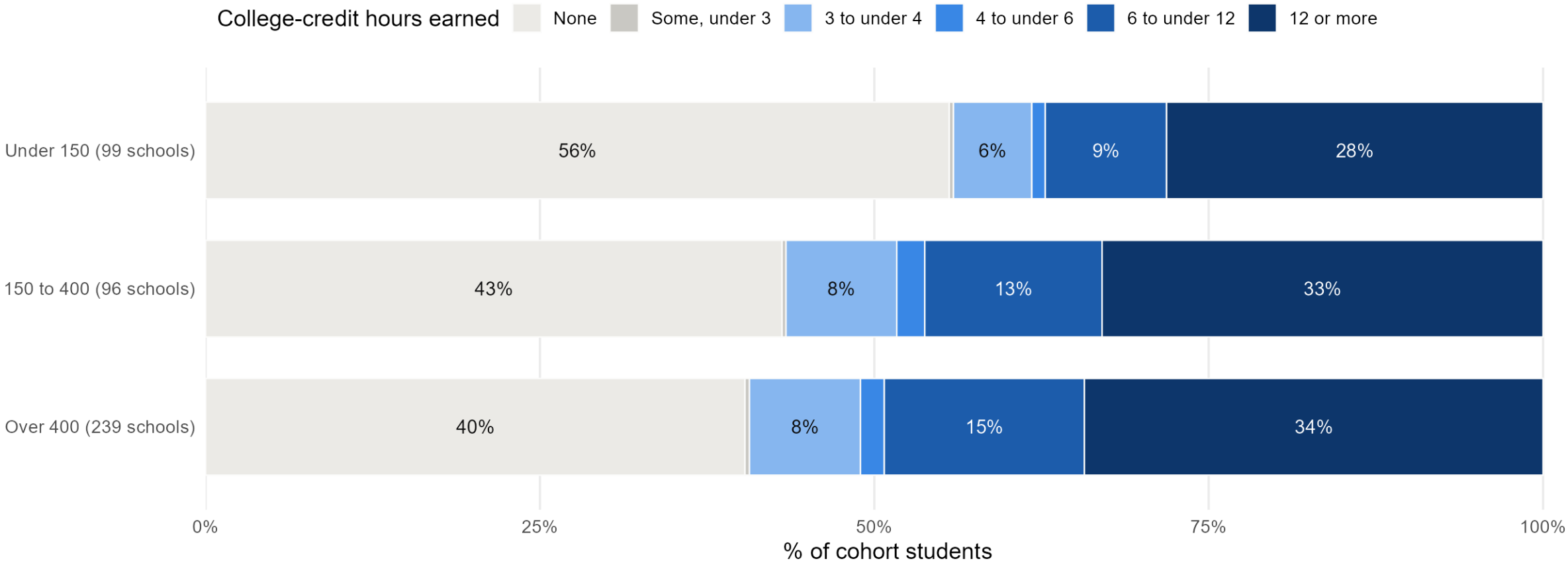
62,733 2025 cohort students at 431 schools (AECs left out).
AP / IB + CE: GT and not-GT credit hours; AP / IB at 3 credit hours per earning exam plus CE at credit hours passed.

Number of Credits Earned by Students at Schools at Different %Minoritized Students Bands



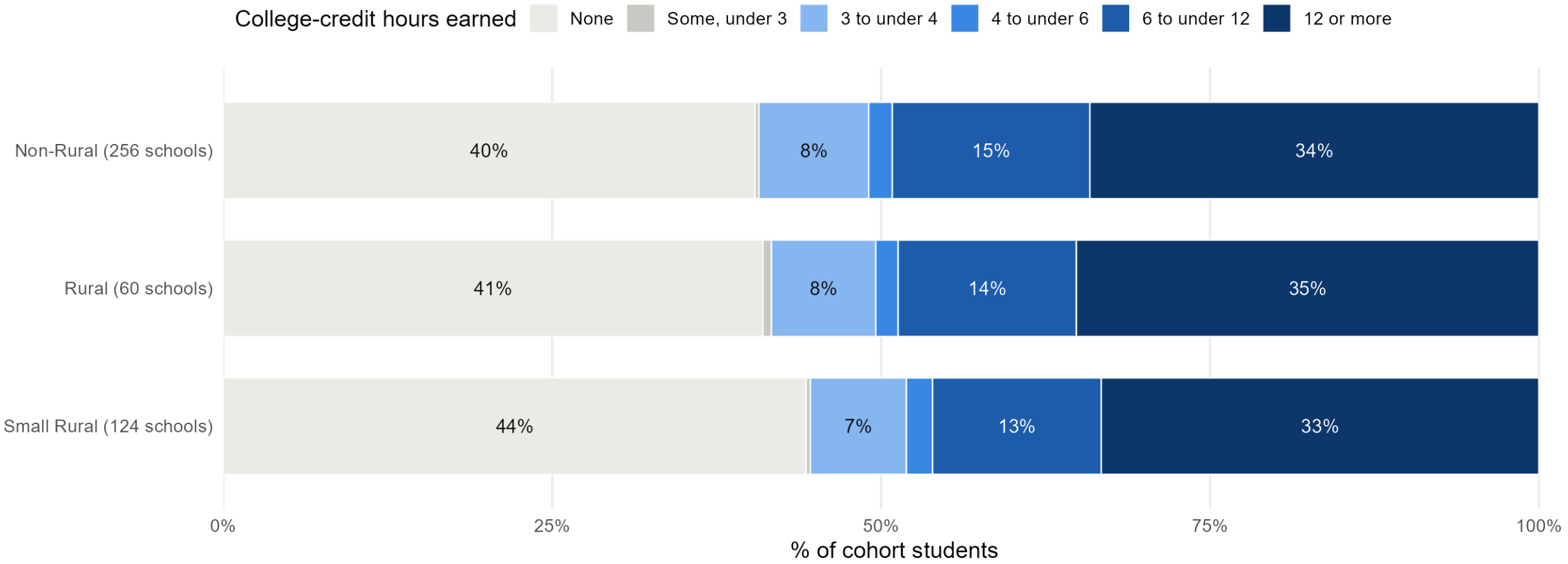
62,733 2025 cohort students at 431 traditional schools (AECs left out).
AP / IB + CE: GT and not-GT credit hours; AP / IB at 3 credit hours per earning exam plus CE at credit hours passed.

Number of Credits Earned by Students at Schools of Different Sizes



62,763 2025 cohort students at 434 schools (AECs left out).
AP / IB + CE: GT and not-GT credit hours; AP / IB at 3 credit hours per earning exam plus CE at credit hours passed.

Number of Credits Earned by Students at Schools by Rural Status



62,370 2025 cohort students at 440 schools (AECs left out).
AP / IB + CE: GT and not-GT credit hours; AP / IB at 3 credit hours per earning exam plus CE at credit hours passed.

Concurrent Enrollment – Low Credit Courses

Low Credit Courses

- In the 2025 cohort, 7,912 students took a course resulting in less than 3 credit hours.
  - Only 349 students earned less than 3 credits in total.
    - About half of these students (184) earned 0-2.5 credits via GT.
    - Examples of GT courses: Welding safety, college success strategies, internship

TAP Feedback Relating to Credit Hours

- Does the TAP support CDE's recommendation to include in the numerator any students who earn three or more college credits from passing an AP or IB exam, or by successfully completing a concurrent enrollment course?



Postsecondary Progression Numerator

Marie Huchton

Feedback Item

Big Question: How much should CCRBG and PSP differ in what they measure?

Unfortunately, separating the old Matriculation rate into CCRBG and PSP categories isn't clean

- A single framework will contain both CCRBG and PSP data for the same cohort of students who graduated in the previous spring (1 year lag)
- Some students will be double-counted as successes in both CCRBG and PSP measures-- students who earned 12 college credit hours or a degree prior to graduation
- CDE and CDHE don't collect apprenticeship info for students post-graduation, so no current way to give credit as a success
- Other students would no longer be counted as successful in the matriculation rate-- students earning Industry Recognized Credentials

2028 Timeline of CCRBG & PSP Data Sources

Note that all 2028 CCRBG & PSP data sources are in relation to the same graduating class of spring 2027

Accountability Analytics Activities	Timeline	Required Framework Data Sources & Activities
	Mar 2027	2027 PWR Data Collection
	April 2027	
	May 2027	AP & IB Exam Admin
	June 2027	Spring 2027 Grads/Completers submitted to Student End of Year collection
	July 2027	
AA Releases 2027 Prelim Frameworks	**Aug 2027**	
	Sept 2027	2027 PWR Data Collection results available
	Oct 2027	AP and IB Exam data available from Spring 2027
	Nov 2027	Concurrent Enrollment data available from CDHE for SY '26-27
	Dec 2027	
	Jan 2028	Spring 2027 Grads/Completers DN (GC DN) file available
	Feb 2028	
	Mar 2028	
	April 2028	State Assessment administrations for Spring 2028
	May 2028	
	June 2028	State Assessment results available from Spring 2028
	July 2028	IHE Enrollment data available for Spring 2027 GC DN from CDHE
AA Releases 2028 Prelim Frameworks	**Aug 2028**	

College & Career Readiness Measure Crosswalk

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

PSP questions

- Concurrent Enrollment
  - Should students at all schools who complete 12 hours of postsecondary credit count in PSP, or just students in Early Colleges and “concurrent enrollment programs”?
  - How should we define “concurrent enrollment programs”?

- IRC Data
  - Should we include IRC data in the PSP measure as a proxy for students entering the workforce since we don’t have CDLE data?

Building the 2025 PSP Dataset for Analysis

- Use existing Matriculation base file that includes all students graduating or completing in spring 2025
- Maintain 2026 SPF Matriculation flags to use as reference (includes 2yr IHE, 4yr IHE, Post-Secondary Program, Military, and CTE)

- Use Concurrent Enrollment file provided by CDHE that includes student records from 2019-2020 to 2025-2025 school years (see exclusion rules on next slide)
- Add together the total number of credit hours earned across all years for each SASID
- Flag students meeting the 12 credit hour threshold.
- Merge CE results into Matriculation base file

- Create versions of the new PSP numerator for each student that remove CTE records, and count as successful All Dual and Concurrent Enrollment courses

Exclusion Rules for Concurrent Enrollment

- Student must have a valid SASID
- Student cannot be enrolled in a developmental course
- Student must have an End Term Completion indicating they passed
- If course grade is submitted, be at or above 2.0

Note: This analysis assumed that All Dual and Concurrent Enrollment courses (not just Guaranteed Transfer) would count towards the 12 credit hour requirement.

2025 Student-level CE Trends

		Reported Course Credit Hours		
		0 Credits	**0.5-11.5 Credits**	**12+ Credits**
All Dual & Concurrent Enrollment	All Courses	49.2%	25.6%	25.2%
	Vocational Only	74.1%	19.1%	6.8%

- 1 in 2 students passed any Dual or Concurrent Enrollment course(s), with 1 in 4 passing a Vocational CE course
- 1 in 4 students earned 12 or more credit hours from Dual or Concurrent Enrollment courses, with around 7% earning 12 or more Vocational credit hours.

2025 Student-level CE & PSP Trends

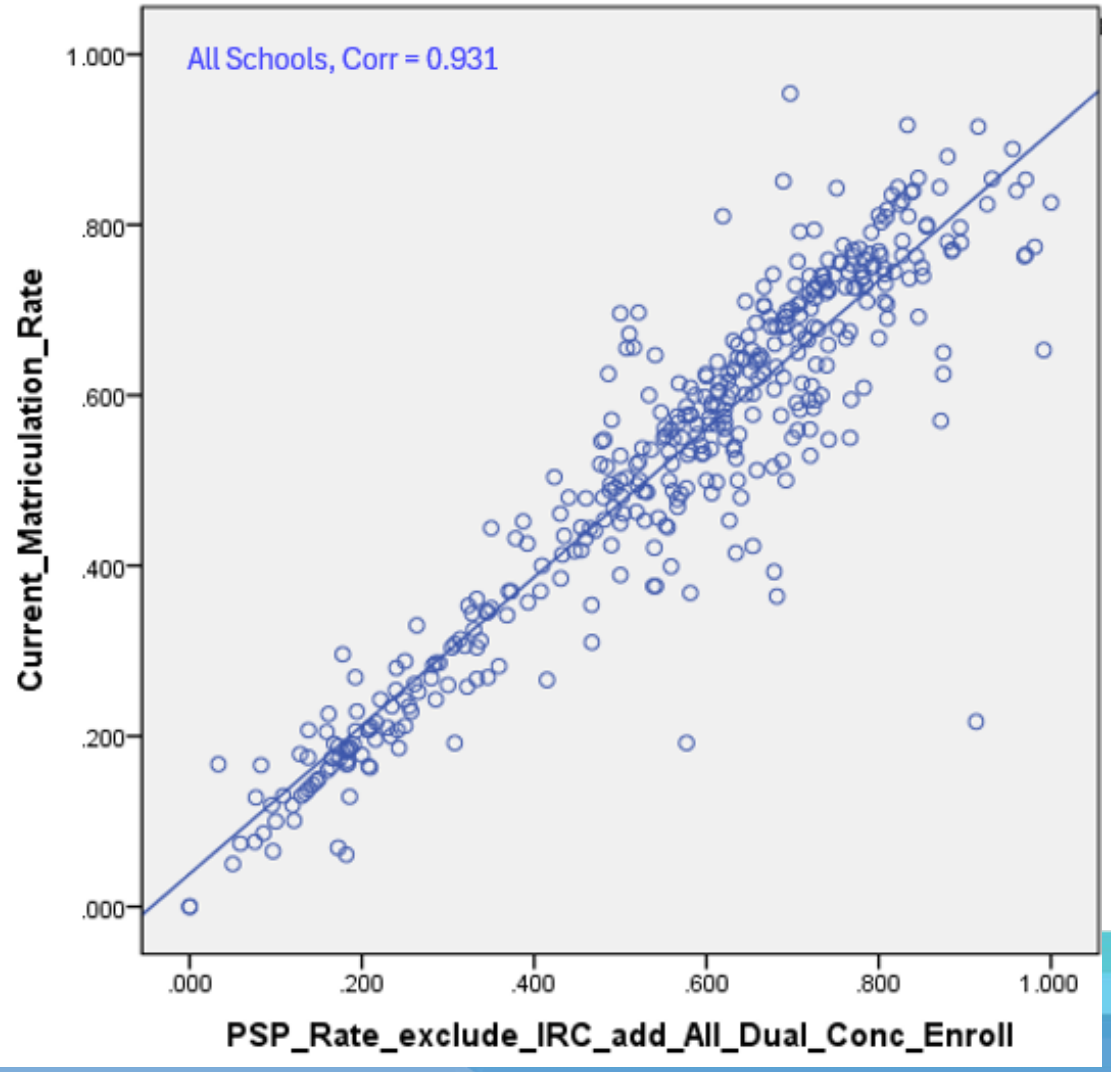
- Approximately 40% of students did not have a successful PSP outcome
- All students with only one successful PSP outcome were enrolled in a CE course
- Nearly 50% of students had two or more successful PSP outcomes
- The maximum number of successful PSP outcomes was 4, most of these students did a 5th year Postsecondary Program, CE course, and enrolled in both a 2 and 4-year IHE.

Count of Students by Total Number of Successful PSP Outcomes

		Dual/Concurrent Enrollment	
		N	Percent
Number of Successful Outcomes	0	26,684	39.4
	1	5,162	7.6
	2	33,298	49.2
	3	2,527	3.7
	4	39	0.1
	Total	67,710	

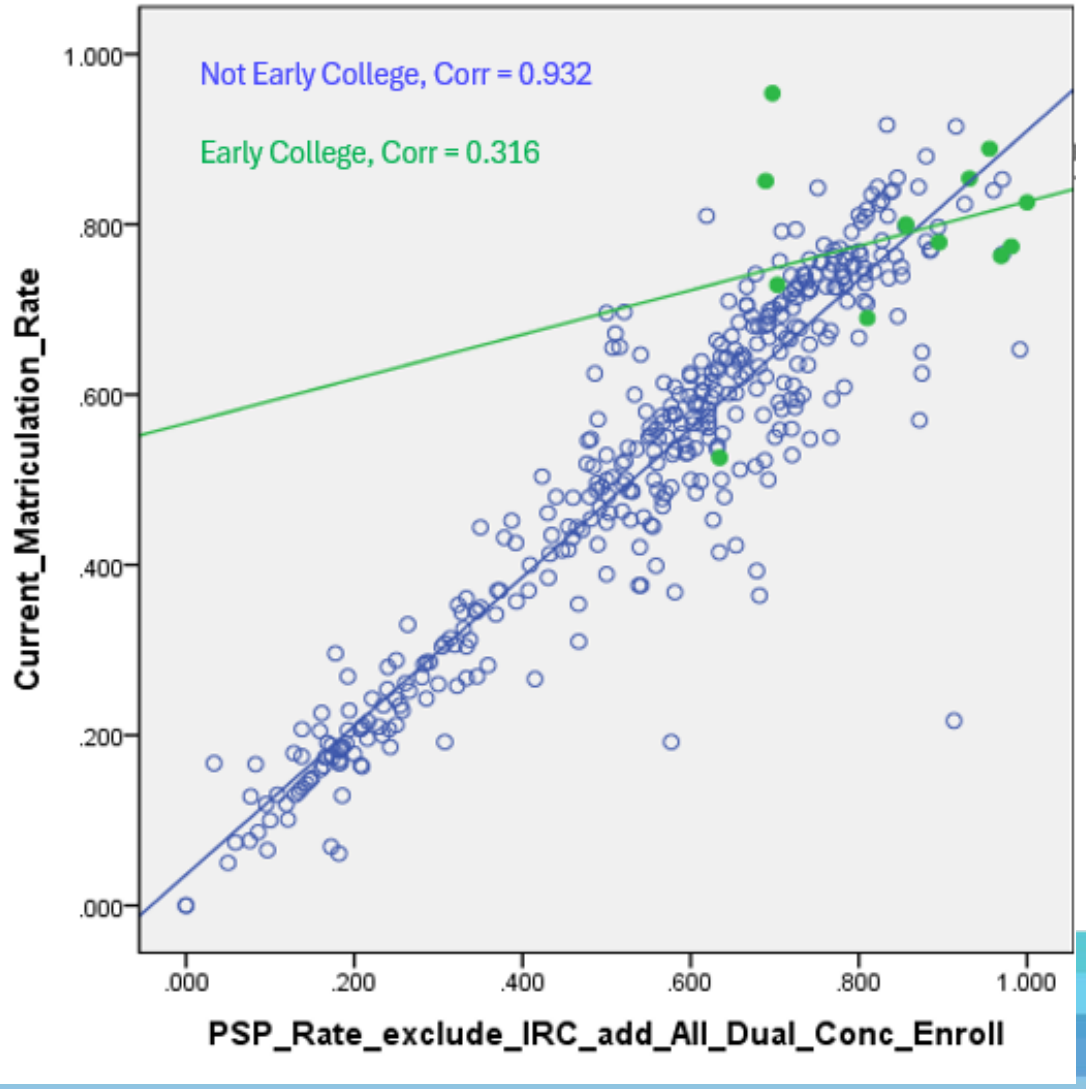
Note: CTE data have not been included in this PSP analysis

Comparing Current Matriculation Rate to recalculated PSP rate



- The scatterplot compares the current Matriculation rate for the 2025 spring grads/completers against a hypothetical PSP rate that includes students earning 12 or more Dual & Concurrent Enrollment credit hours
- The correlation is 0.930, and schools with higher matriculation rates, would likely see slight increases in their PSP rate
- Note that this PSP rate includes 2 & 4-yr IHE enrollment, postsecondary program participation (i.e. ASCENT, P-TECH or TREP), military enlistment, and 12 or more credit hours of Dual & Concurrent Enrollment, but **excludes Industry Recognized Credentials**

Comparing Current Matriculation Rate to recalculated PSP rate by Early College designation



- The scatterplot highlights the state's Early College high schools comparing them against the larger high school population.
- Early Colleges tend to have quite high matriculation rates under both the old and new approaches, but two Early Colleges would show substantial drops using the new PSP measure (this is likely due to the removal of IRCs).
- No attempt was made to quantify "Concurrent Enrollment Program" for this analysis.

Defining “Concurrent Enrollment Program”

	ASCENT, P-TECH and TREP	All schools
Pros	- Definition suggested by CDE’s PWR office - Would limit the amount of overlap between PSP and CCRBG metrics	- Easy to calculate and interpret since it’s consistent across all schools and districts - All schools and districts would be held responsible for same student outcomes
Cons	- Different schools contribute students to these 5th year programs, so it’s not clear which high school codes would need to include the 12 CE credit hour condition - How would this definition be applied at the district level?	- Blurs the lines between CCRBG and PSP metrics by double-counting CE data
Considerations		- If we’re giving credit for college and vocational courses taken in high school because the students don’t need to matriculate after graduating, do we need to add in IRCs as a proxy for workforce entry as well?

TAP Recommendation

- 22-11-204(4.5)(a)(II)(C): "THE PERCENTAGE OF STUDENTS ENROLLED IN A CONCURRENT ENROLLMENT OR EARLY COLLEGE PROGRAM THAT RESULTS IN THE STUDENTS EARNING TWELVE COLLEGE CREDITS OR A DEGREE."
- Does TAP recommend defining success on the PSP measure as earning 12 or more college credit hours during high school (in accordance with the legislative language)?
- Does TAP recommend limiting eligibility for the CE measure to Early Colleges and high schools that host ASCENT, P-TECH, or TREP programs?

College & Career Readiness Measure Crosswalk

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

Enroll in Registered Apprenticeship Program after Graduation

- Data are not currently available, but there is a possibility we will be able to get this information through the COdata statewide longitudinal data system in the future.

- CDE will continue to work with COdata towards getting apprenticeship and workforce data from the Colorado Department of Labor and Employment (CDLE).

PSP Measure Crosswalk

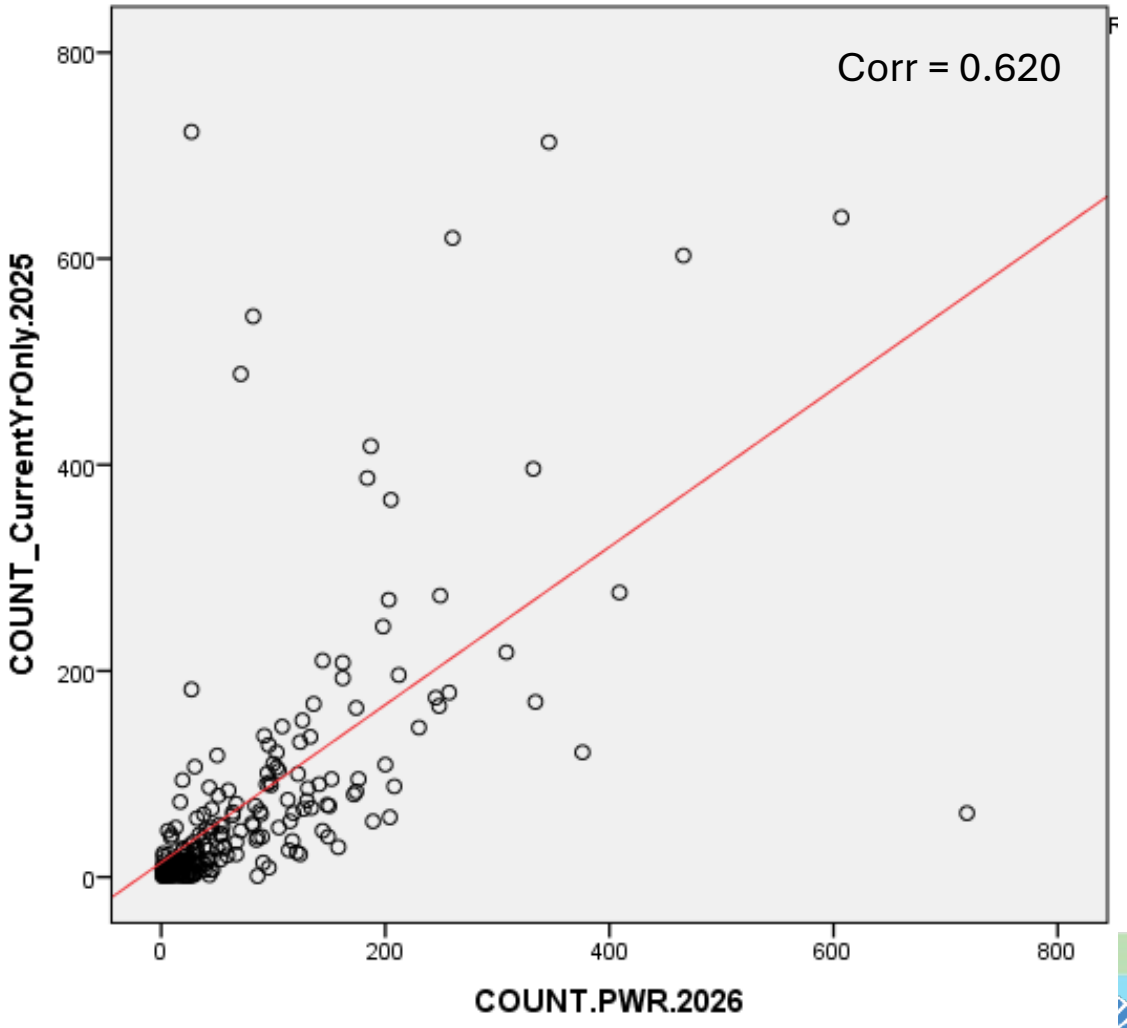
	Current Matriculation Calculation	College & Career Ready Before Grad (CCRBG)	Postsecondary Progression (PSP)
Postsecondary Course Completion		Earn Guaranteed Transfer Concurrent Enrollment Course Credits	Earned Twelve College Credits or a Degree (Pre-Grad)
IHE & CTE Enrollment	*Enroll in Career & Technical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

Excluding IRCs from the new PSP measure

- Question- Should we include IRC data in the PSP measure as a proxy for students entering the workforce since we don't have CDLE data?
- We can use the existing 2025 matriculation data, removing the flags for CTE success, to approximate the impact on the new PSP measure.
- The drawback of using 2025 is that the IRC data was collected as part of the Career Incentive Development Program (CDIP), not the new PWR- IRC collection.

IRC Data Comparison: 2025 CDIP and 2026 PWR IRC Collections

- The scatterplot shows the change in the number of students submitted by Colorado high schools from the 2025 CDIP collection (2025 conferral dates only) to the 2026 PWR IRC collection.
- Most schools submitted less than 100 records both years.
- Schools submitting larger numbers of students in either 2025 or 2026, tended to show larger changes, primarily submitting fewer records in 2026.



IRC Data Comparison: 2025 CDIP and 2026 PWR IRC Collections

	2025 CDIP		2026 PWR IRC		Change From 2025 to 2026	
	Submitted & 2025 Funded	2026 Fundable*	Submitted	2026 Fundable*	Submitted	2026 Fundable*
Total Records	16,445	14,166	18,332	17,676	1,887	3,510
Unique SASIDs	11,728	9,707	13,744	13,311	2,016	3,604
Count of Schools	249	242	307	301	58	59
Maximum record count across Schools	723	712	719	713	-4	1
Average record count across Schools	66	59	60	59	-6	0
Standard Deviation across Schools	118	112	91	90	-27	-22
Count of Unique Certifications	248	240	182	154	-66	-86
Maximum N across Certifications	513	474	2,295	2,295	1,782	1,821
Average N across Certifications	47	40	101	116	54	76
Standard Deviation across Certifications	69	62	239	258	170	196

* Fundable using the 2026 Sustain Fund IRC list

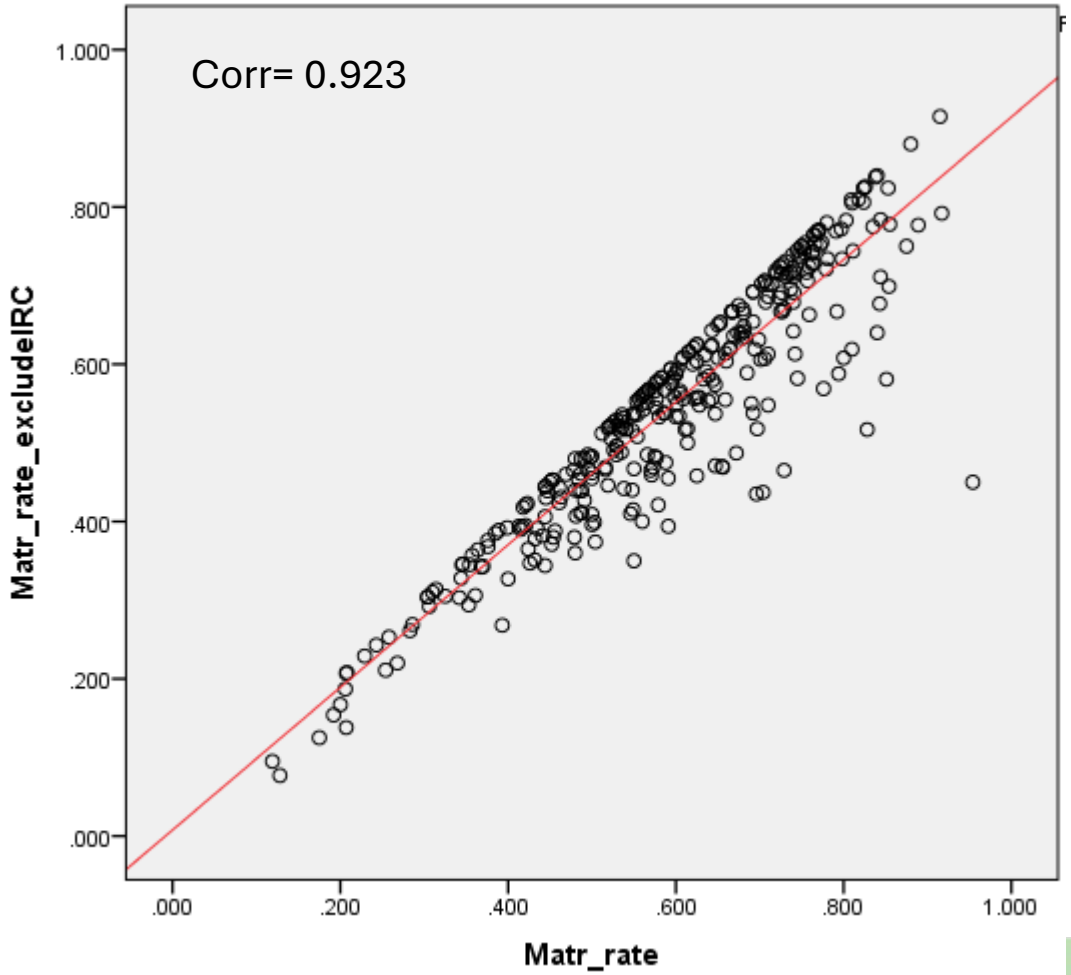
TAP Feedback for Improving the PWR-IRC Collection

- Given the challenges districts have expressed with the 2026 PWR- IRC collection, what recommendations would the TAP have for improving data quality?

- What guidance would you like to see put in place prior to the spring 2027 PWR- IRC collection to improve Accountability reporting?
  - Accountability inclusion flag for each IRC
  - Sustain Funding inclusion flag for each IRC
  - Clarify October Enrollment requirement- must be same school or not?
  - Clarify attribution of earned credentials to primary school of enrollment
  - What else?

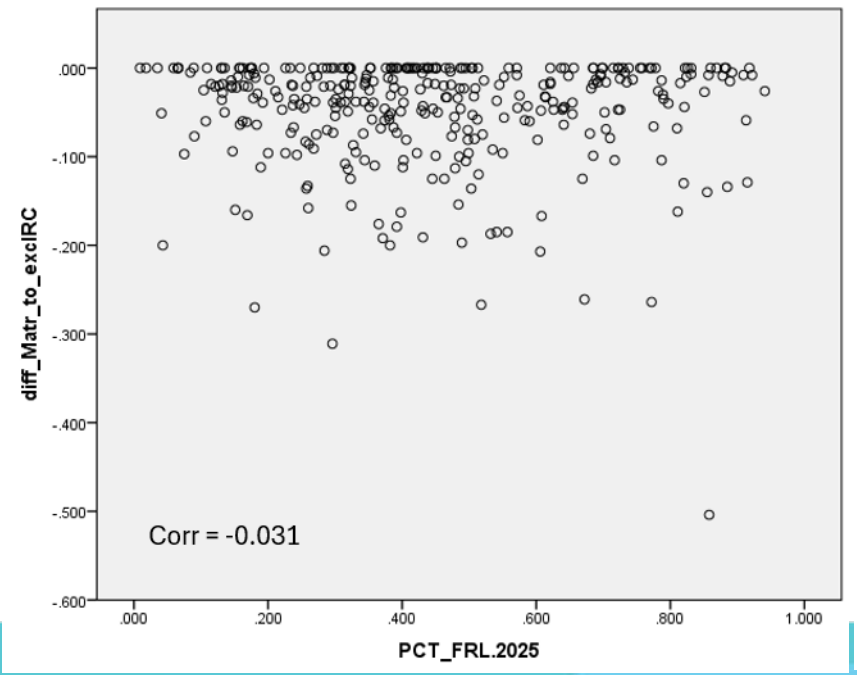
Impact of Removing IRC Records

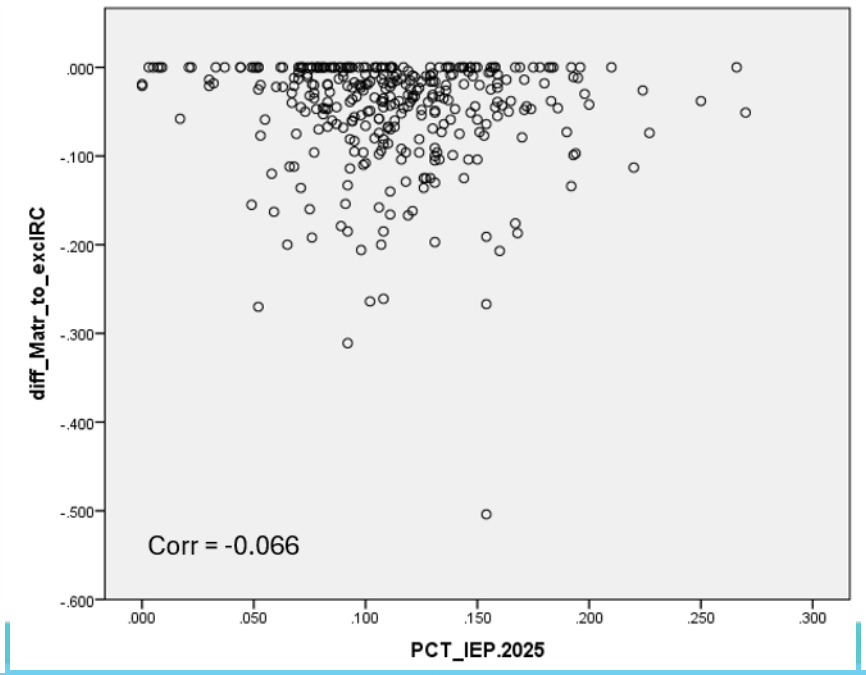
- 3,084 (4.6%) students graduating in spring 2025 were only included in the Matriculation numerator due to CTE/IRC experiences and would not be considered successful in the new PSP measure.
- At the school-level (excluding AECs and N<16), the average 2025 Matriculation rate was 59.6%, but removing IRCs, would decrease it to 54.8%
- As shown in the scatter-plot, the average change in school matriculation rates removing IRCs was -4.8%, with those starting at higher rates losing more ground.

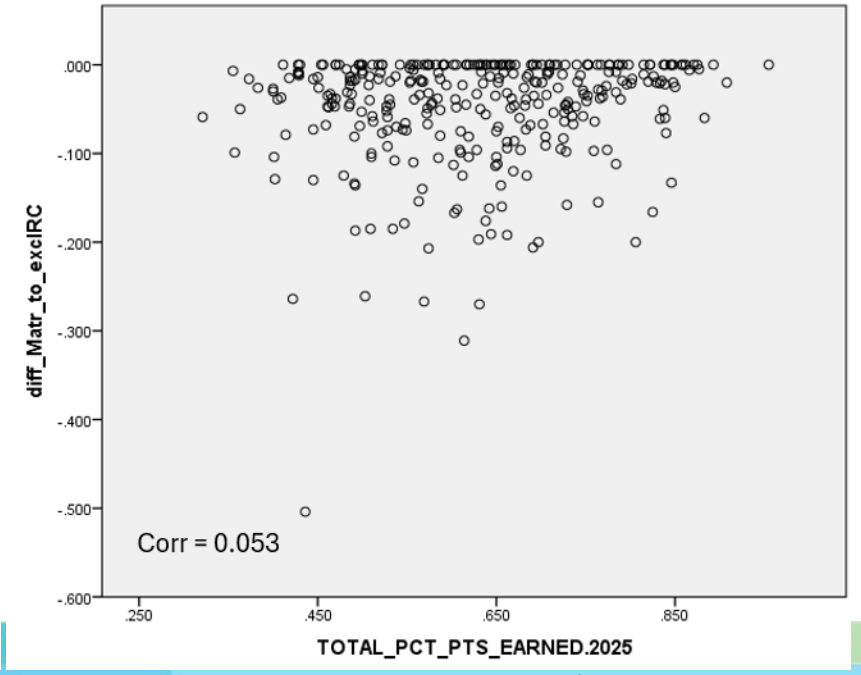


Impact of Removing IRC Records by School Demographics

- The correlations are minimal between the difference in Matriculation rate when excluding IRCs and various school demographics.
- All correlations for FRL, Minority, IEP, and ML status were all smaller than 0.1, indicating no systematic impact of removing IRCs.

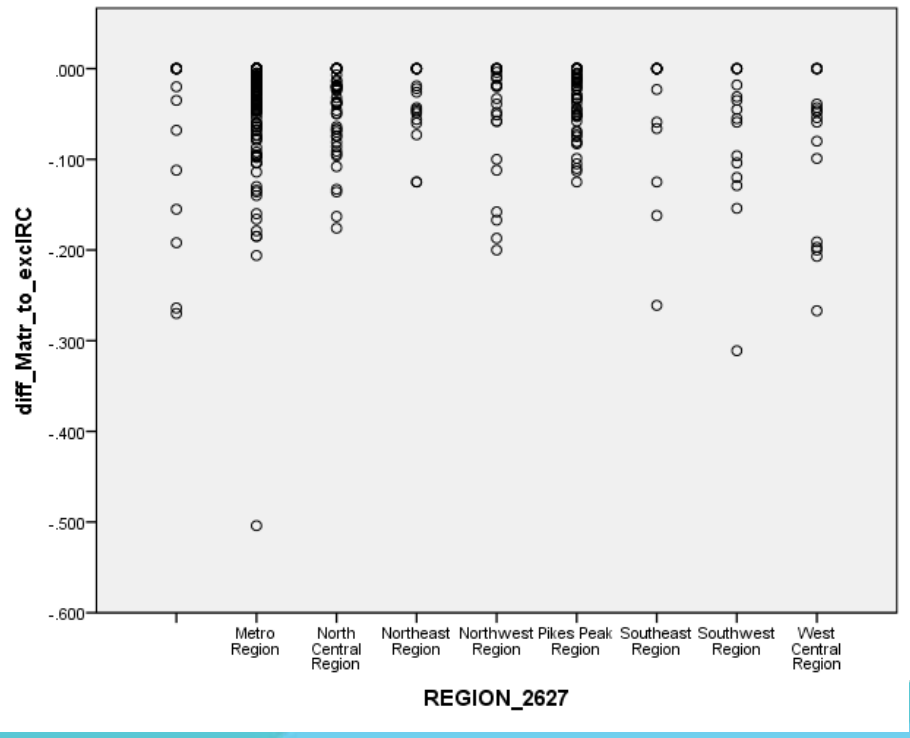


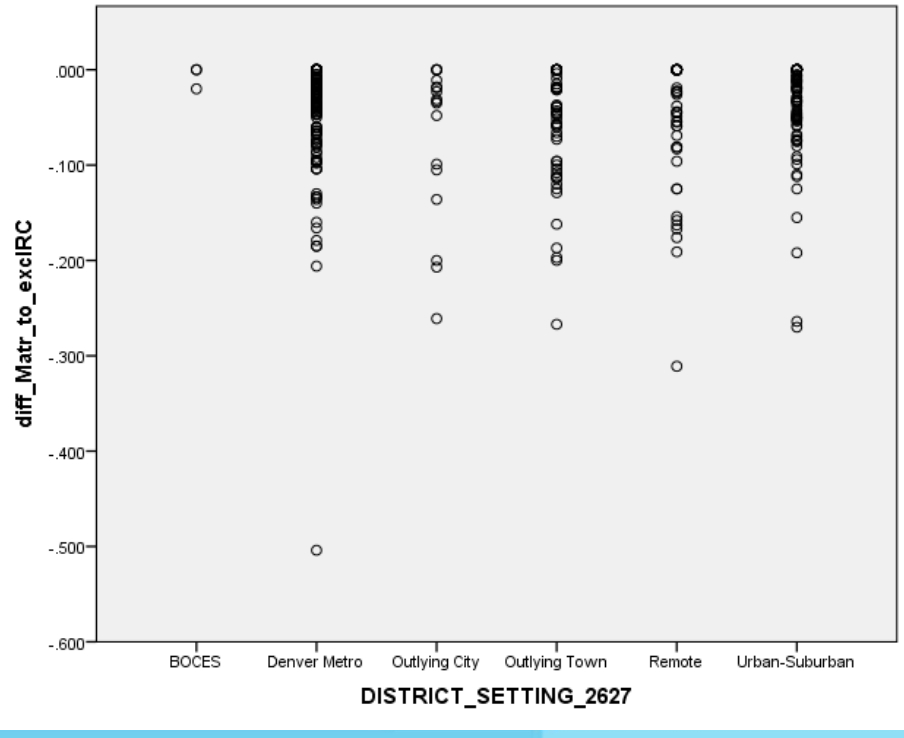




Impact of Removing IRC Records by School Region & Setting

- There is also no notable pattern of schools in certain regions or district settings having different impacts when removing IRCs.





Impact of Removing IRC Records by School Type

	Early College		Online		Innovation	
	No (n=505)	**Yes** (n=14)	**No** (n=464)	**Yes** (n=50)	**No** (n=489)	**Yes** (n=25)
Matriculation Rate	50.8%	73.7%	53.7%	34.8%	52.0%	49.6%
Matriculation Rate Exclude IRCs	46.6%	58.7%	49.2%	30.9%	47.6%	43.4%
Difference from Matr Rate to Excluding IRCs	-4.2%	-15.0%	-4.6%	-3.9%	-4.4%	-6.2%

- It's primarily Early Colleges and to a lesser extent Innovation schools that are more heavily impacted by the removal of IRCs
- Early Colleges could see an average decrease of 15% in their matriculation/PSP rate.

Other data sources we are looking into

- We are hoping that eventually we will be able to get Workforce data and could track students completing IRCs to see if they take jobs directly after graduating from high school.

- Such a Workforce Entry measure would be a more accurate post-graduation success metric but will require additional work with COdata and CLDE, which is unlikely to be ready by spring 2028.

TAP Recommendations

- Does the TAP recommend limiting the PSP measure to include only the explicitly legislated components, thereby excluding IRCs?



Public Comments & Meeting Close

John Lyons & Scott Weldon

Technical Advisory Panel

- **Meeting Summary**
  - Suggested future analysis
  - TAP recommendations from this meeting

- **Public Comment**

Homework!

Next meeting is November 17 – Discussing CCRBG and Work-Based Learning

Meet with your Work-Based Learning Coordinators/Staff

- What is your district's structure/staff for supporting Work-Based Learning?
  - Which of the eight Sustain Fund eligible WBL categories is your district supporting?
  - Which of the eight categories are most prevalent in your district?
- What do industry-sponsored projects look like in your district? How does your district source and monitor these projects?
- What school-based enterprises does your school or district support and track?
- How does your district support On The Job Training?

Reference Slides

23-1-113 (1) Commission directive - admission standards for baccalaureate and graduate institutions of higher education

(1) (a) … the commission shall establish and the governing boards shall implement academic admission standards for first-time freshmen and transfer students at all state-supported baccalaureate and graduate institutions of higher education in the state. …
(b)

(I) The standards established for first-time admitted freshman students must use high school academic performance indicators as an eligibility criterion. The academic performance indicators may include, but are not limited to, grade point average, class rank, and content standard performance level assessments. In considering the high school academic performance indicators, the commission and the governing boards may take into account the rigor of a student's high school academic preparation and the academic content of the courses taken. In lieu of the established statewide criteria, each governing board may use additional criteria for up to twenty percent of the freshmen students annually admitted to each institution under the governing board's control. Students who meet the minimum criteria for admission are not guaranteed admission to the institution to which they have applied, but they are eligible for consideration.

(II) The governing board of a state-supported baccalaureate and graduate institution of higher education may, but is not required to, require a national assessment test score as an eligibility criterion.

(III) The criteria established and the specified performance levels must be consistent with the role and mission established for each state-supported baccalaureate and graduate institution of higher education.

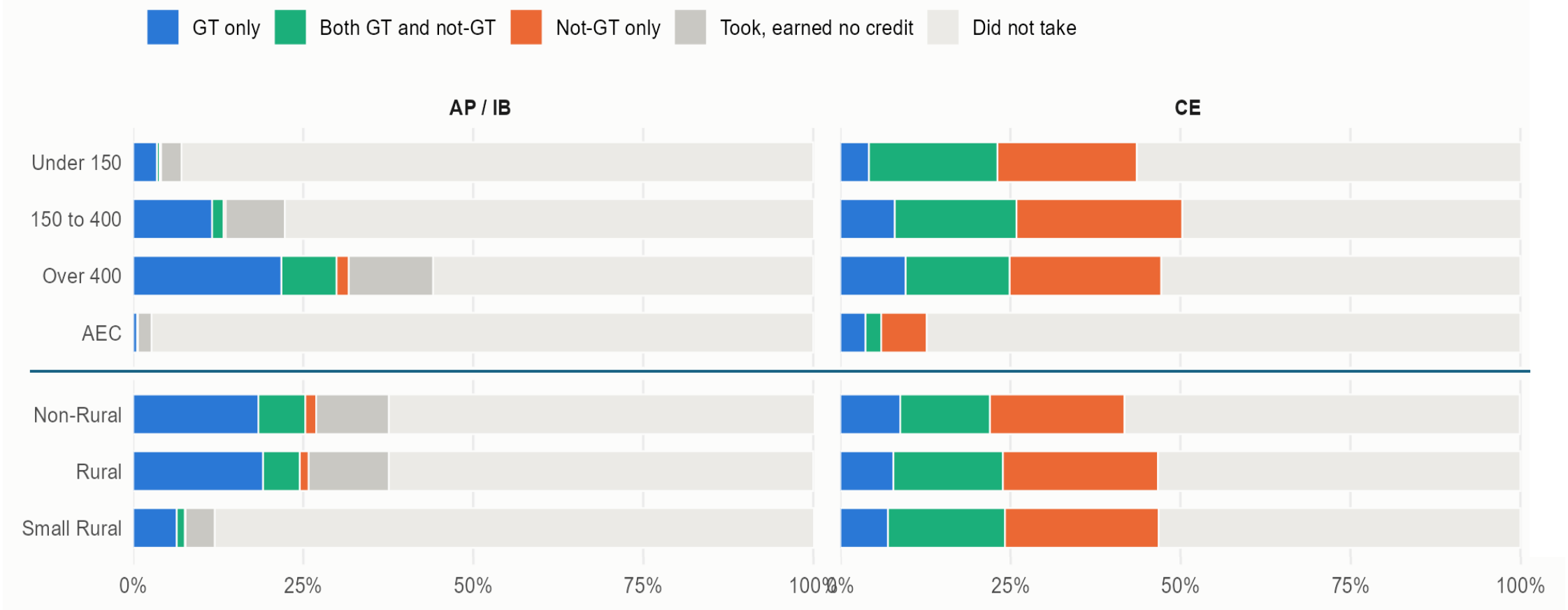
(IV) …an applicant may submit a national assessment test score to a state-supported baccalaureate and graduate institution of higher education that does not require a national assessment test score as an eligibility criterion ..

(V)… the governing board of a state-supported institution of higher education shall not consider a legacy preference …

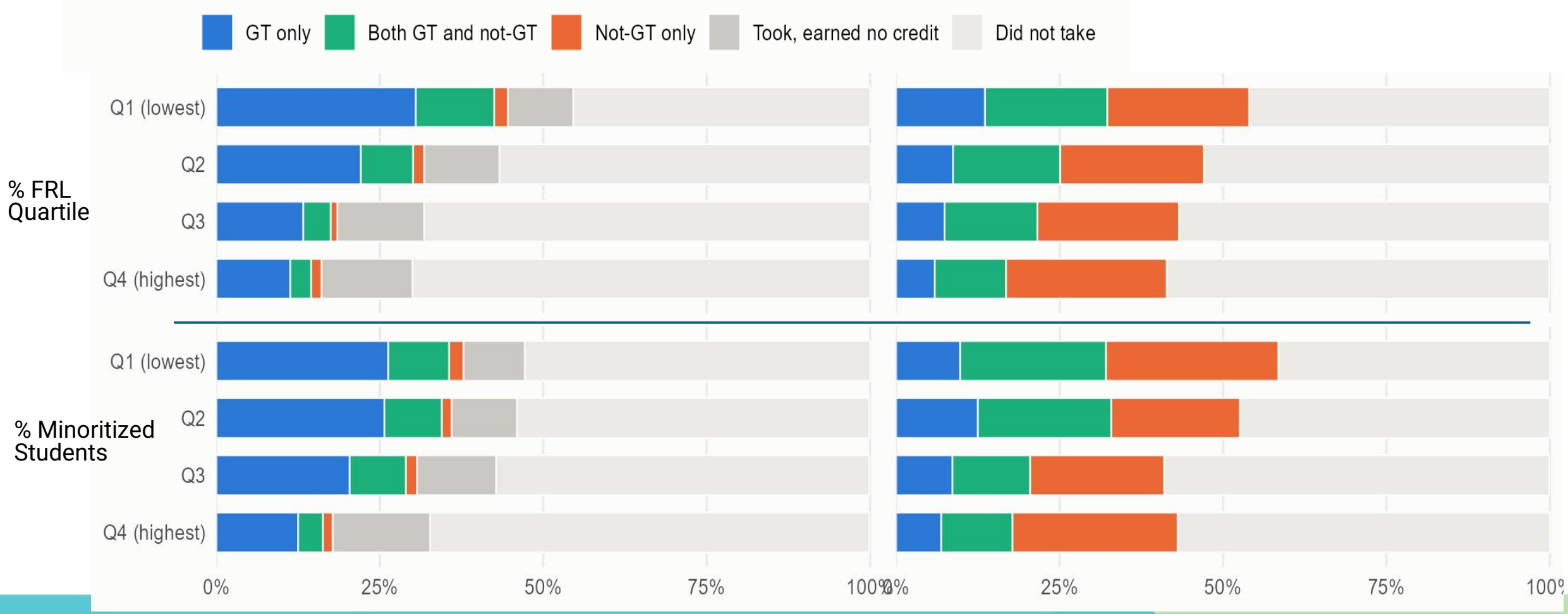
Type of Credit Earned (GT/Non-GT) by Cohort and Credit Source

	Category of Credits Earned	AP				IB				CE			
		GT exams only	Non-GT exams only	From both GT and not-GT	Took an exam but earned no credit	GT exams only	Non-GT exams only	From both GT and not-GT	Took an exam but earned no credit	GT courses only	Non-GT courses only	From both GT and not-GT	Took a course but earned no credit
2023	N	11,891	962	2,888	7,541	663	281	1,039	589	5884	12528	7358	0
	% of Stus. who took an exam	51.1	4.1	12.4	32.4	25.8	10.9	40.4	22.9	22.8	48.6	28.6	0
	% of Full Cohort	17.0	1.4	4.1	10.8	0.9	0.4	1.5	0.8	8.4	17.9	10.5	0
2024	N	12,128	976	3,279	7,989	780	273	1,155	773	6168	13644	8880	0
	% of Stus. who took an exam	49.8	4.0	13.5	32.8	26.2	9.2	38.7	25.9	21.5	47.6	30.9	0
	% of Full Cohort	16.8	1.4	4.5	11.1	1.1	0.5	1.5	1.1	8.6	18.9	12.3	0
2025	N	13,303	940	3,578	7,520	794	334	1,086	833	6301	14789	9991	0
	% of Stus. who took an exam	52.5	3.7	14.1	29.7	26.1	11.0	35.6	27.3	20.3	47.6	32.1	0
	% of Full Cohort	18.1	1.3	4.9	10.2	1.1	0.5	1.5	1.1	8.6	20.1	13.6	0

Type of Credits Earned by School Characteristics



Type of Credits Earned by Student Population Characteristics



Credit Hours Earned by Students via CE in 2023, 2024, and 2025 Cohorts

Hours	CH earned in GT			CH earned in Non-GT		
	2023	2024	2025	2023	2024	2025
0	12,528	13,644	14,789	5,884	6,168	6,301
3	5,045	5,603	5,756	4,149	4,624	4,942
6	3,080	3,528	3,769	4,986	5,330	5,560
9	1,713	1,936	2,194	2,839	3,023	3,299
12	1,159	1,317	1,400	2,092	2,397	2,743
15	621	808	919	1,654	1,809	2,029
18	463	463	619	966	1,220	1,417
21	305	368	407	667	799	1,072
24	165	178	247	441	587	745
27	139	144	163	345	475	526
30+	552	703	818	1,747	2,260	2,447

Average Credit Hours Earned by Student via AP or IB in 2023, 2024, and 2025 Cohorts

Hours	CH earned in GT			CH earned in Non-GT		
	2023	2024	2025	2023	2024	2025
0	8,684	9,201	8,737	19,260	19,936	20,722
3	5,590	5,518	5,810	3,752	4,142	4,210
6	2,717	2,893	3,035	1,072	1,172	1,260
9	1,982	2,131	2,225	186	211	248
12	1,541	1,548	1,739	34	36	47
15	1,169	1,344	1,406	5	4	8
18	844	934	1,090	0	0	0
21	662	713	839	0	0	0
24	452	473	607	0	0	0
27	282	302	402	0	0	0
30+	386	444	605	0	0	0