

Matriculation Sub-Indicator

Accountability & Data Analysis Unit



The purpose of this fact sheet is to provide an overview of the matriculation sub-indicator including its basis in statute, source data, calculation method, recent/upcoming changes, and related frequently asked questions.

Background

The 'Increasing Postsecondary and Workforce Readiness Act' was signed into law on May 26, 2015. The legislation, HB15-1170, was drafted to encourage matriculation of high school graduates into various post-secondary opportunities including higher education and career and technical education (CTE) programs.

In regard to district and school accountability, the law requires the inclusion of an additional matriculation sub-indicator within the Post-secondary and Workforce readiness (PWR) indicator of the district and school performance frameworks. This sub-indicator was first added during the fall of 2016 and complements the graduation, disaggregated graduation, dropout, and SAT data. ***It reflects the percentage of high school graduates who enroll in a career and technical education program, community college, or four-year institution of higher education during the summer of fall term immediately following graduation.*** Starting in 2018 other industry credentials have also been incorporated into the rates based on data submitted by districts on an optional basis.

Calculation & Scoring of the Matriculation Sub-Indicator

The overall PWR indicator accounts for 30% of the total points assigned to district and high school performance frameworks. The matriculation sub-indicator accounts for two points of the eighteen points assigned to the overall PWR indicator (i.e. that are used to determine the 30%). This weighting was based on feedback CDE received from the Accountability Work Group, the Technical Advisory Panel for Longitudinal Growth, and other stakeholder groups. The prevailing viewpoint was that districts and schools should have more emphasis placed on graduation rates than matriculation rates in regards to number of points assigned.

HB15-1170 specifies how points are to be awarded in regard to each matriculation option within the sub-indicator. Specifically, '(IV) Beginning in the 2016-17 school year, the overall percentages of students graduating from all of the district public high schools or all institute charter high schools who, in the school year immediately following graduation from high school, enroll in a career and technical education program, community college, or four-year institution of higher education. The Department shall weight each postsecondary enrollment option equally in determining a school district's or the institute's level of attainment on the measure.' In effect, the calculation is an unduplicated count of students that are enrolled in any one of the three options, divided by the number of graduates identified for each school and district. This provides the percentage of graduating students that successfully matriculated. In addition to the overall matriculation rate for all programs, the disaggregated CTE, 2-year, and 4-year rates will be reported in the frameworks to allow for district/school comparisons and to be utilized as part of the improvement planning process.

The included data reflects one-year lagged data which coincides with the graduation and drop-out data reflected in the frameworks. For example, the performance frameworks released during the fall of 2018 reflect high school graduates from spring 2017 that were enrolled in a higher education institution/CTE program during the subsequent



summer or fall of 2017. Any high school graduate that earned a CTE certificate or college degree while they were enrolled in high school is also included as meeting the matriculation expectation. This level of detail will allow for calculations to be performed and reported at an overall, 2-year, 4-year, and CTE level for each district and school. Optionally submitted industry-credentials are reflected within the CTE and overall rates only.

Higher Education & CTE Enrollment: Data Source & Process

The Colorado Department of Higher Education (CDHE) provides CDE with and supports the validation of two-year institutions, four-year institutions, and career and technical education student enrollment information. CDHE utilizes the Student Unit Records Data System (SURDS) to obtain enrollment information for all students enrolled in public higher education institutions within the State of Colorado. All career and technical education enrollment information is provided to the Colorado Department of Education by CDHE. In addition, CDHE holds a contract on behalf of CDE, per statute, with the National Student Clearinghouse (i.e. NSC; see www.studentclearinghouse.org). This organization provides enrollment information for students in higher education institutions across the United States. Per NSC, 99% of all students in public and private U.S. institutions are covered by their services. A list of participating institutions is available at: <https://studentclearinghouse.org/colleges/enrollment-reporting/enrollment-reporting-institutions/>

The following Colorado institutions were identified as being a national student clearinghouse participating enrollment reporting institution as of March 20, 2019.

Adams State University	Aims Community College	Alterius Career College - Thornton
American Sentinel University	Arapahoe Community College	College America
Colorado Christian University	Colorado College	Colorado Mesa University
Colorado Mountain College	Colorado NW Community College	Colorado School of Mines
Colorado State University	Colorado State University – Pueblo	Colorado Technical University
Colorado Technical University – Denver	Community College of Aurora	Community College of Denver
Denver Seminary	Ecotech Institute – Aurora	Emily Griffith Technical College
Fort Lewis College	Front Range Community College	Iliff School of Theology
Johnson & Wales University – Denver	Jones International University	Lamar Community College
Metropolitan State College	Morgan Community College	Naropa University
Northeastern Junior College	Otero Junior College	Pikes Peak Community College
Pueblo Community College	Red Rocks Community College	Regis University
Rocky Mountain College Art & Design	The Art Institute of Colorado	The Bryman School – Aurora
Trinidad State Junior College	University of Colorado	University of Denver
University of Northern Colorado	University of the Rockies	Western State Colorado University

Lastly, the NSC and SURDs files are linked by the Department of Higher Education staff to provide an additional validation of data quality (i.e. by the identification of discrepancies between the two file types). The resulting file also identifies students that completed a CTE certificate and/or two-year degree while they were still enrolled in high school in Colorado. The final file provided by CDHE to CDE is used for the construction of the matriculation sub-indicator.

Statute does not specify a minimum number of credits that must be met in order for a student to be included in the count of students who were enrolled in CTE or higher education. For the performance framework calculations, CDE includes any student that CDHE and/or NSC data shows to have participated in a CTE or higher education program, regardless of the number of credits earned.

Recent & Upcoming Changes to Matriculation Rates

Since 2016, the matriculation rate calculation methodology has remained consistent between-year. The only change since its first year of inclusion is that local education agencies are now able (since 2018) to submit lists of students that obtained an industry-credential as recognized by the Colorado Workforce Development Council for inclusion in CTE and overall rates. This submission is optional and occurs during April of each year with notifications being sent directly to accountability contacts and via CDE communication channels (i.e. the Scoop and CDE Update). Additional information about this submission is posted at: <http://www.cde.state.co.us/accountability/performanceframeworkresources>.

During the 2018 legislative session, SB18-012, 'military enlistment as part of the PWR indicator', was passed. This law will add military enlistment to the matriculation sub-indicator enrollment options. Military enlistment will be added as an equally weighted option that will be factored into the overall matriculation rate calculation. Per statute, it is to be included within the 2019 performance framework reports or the first year in which the data becomes available. The Department of Defense along and other military contacts have been approached to request student level data files. Unfortunately, this data is not available for use by CDE. Given this gap in data availability, military enlistment information will be collected as part of a future data submission that will be incorporated within matriculation rates. In all likelihood, military enlistment data won't be included in the framework reports until 2021.

Frequently Asked Questions

- 1. Why don't we use a 'best of' rate when calculating matriculation rates (i.e. like we do for graduation rates)?**

One purpose of the legislation is to incentivize higher education matriculation within a time frame that can be attributed to the district or school. The legislation was specific to looking at the enrollment in the year immediately following high school graduation.
- 2. Do we get credit for CTE and/or college enrollment while the student is still enrolled in high school?**

The statute is explicit in stating that credit is to be assigned for students that have graduated and enrolled during the year following graduation. Thus, credit will not be assigned solely based on participation in any of these options during high school. However, credit will be given if a student completes a verified and accepted industry credential, certificate or degree while in high school.
- 3. What about students that have already earned a 2-year degree or completed a CTE certificate or program during high school? Are they included in the 'numerator'?**

All high school graduates that earn a CTE certificate, 2-year, or 4-year degree during high school will be included within the numerator for matriculation calculations (i.e. where this data is available).
- 4. What about other matriculation options? For example, a student has transitioned to a high paying job based on skills and/or CTE training obtained during high school. However, since they don't appear in any of the identified categories are we being penalized?**

Statute does not identify other pathways for students to be included within the sub-indicator. In addition, labor data is not available for determination of adequate employment. Thus, credit will not be granted as part of the standard process. However, supplemental data may be considered as part of the request to reconsider process.

5. **What will be permitted in regard to the request to reconsider process related to the matriculation sub-indicator? For example, what documentation may be provided for students that we know are enrolled in an institution not covered by the NSC/DHE data sources? What about employment data, military enlistment, death of a student, enrollment in an out-of-country institution, gap year (after acceptance into higher education), ASCENT students and family businesses/farming data? Will any of this be permitted?**
- The only data that may be utilized, from those listed, would likely pertain to military enlistment of high school graduates, proof of out-of-country enrollment, labor data, gap year with acceptance letter and verification of death. All supporting documentation will be evaluated on a case-by-case basis to determine appropriateness for inclusion. Additional information is provided within the request to reconsider guidance documentation.
6. **What Department of Education resources/technical supports exist to support districts in establishing processes to facilitate higher education matriculation, concurrent enrollment opportunities, etc.?**
- The Office of Postsecondary readiness provides various resources to LEAs related to the aforementioned topics. Please visit their web-site at: <http://www.cde.state.co.us/postsecondary>.
7. **What is the time frame, ‘for enrollment of graduating students’ that would retain them in the calculated numerator (i.e. number matriculating)?**
- Per statute, the graduate has to be enrolled in a 2-year, 4-year, or CTE program during the year following graduation. Based on data availability, summer or fall enrollment in any of the eligible options would be considered as meeting this criterion. The use of subsequent spring data would create a need to lag the data by two years for inclusion in the performance frameworks. Based on internal analysis, the impact of spring enrollment on the overall matriculation calculation is minimal and will likely lead to the inclusion of summer/fall enrollment data only so that more recent information can be used. This would align reported data with that of the graduation rates (i.e. a one-year lag only).
8. **What programs are considered within the CTE category? Where are the gaps (i.e. what programs aren’t included)?**
- All CTE programs included within the Colorado Department of Higher Education reporting system and the National Student Clearinghouse are included for CTE matriculation calculations. A list of all NSC institutions is available at: <https://studentclearinghouse.org/colleges/enrollment-reporting/enrollment-reporting-institutions/>
9. **What about students enrolled in CTE programs out-of-state, in colleges out-of-state not served by Clearinghouse, or in private or for-profit institutions?**
- The National Student Clearinghouse reports a capture rate of 96% of graduating students. However, in cases where students aren’t captured, they will be omitted or may be considered through documentation submitted via the request to reconsider process.
10. **What are the rules/restrictions concerning the release of student-level data from colleges? Does the state and districts have the right to access the data? What data will be provided to districts for their use related to this sub-indicator?**
- The Colorado Department of Education will provide to districts a file that includes the student identifier of graduating high school students along with an indicator of enrollment in 2-year, 4-year, or CTE programs pending receipt of the data, the state in which the student is enrolled will also be included.

11. What is the scoring rubric that has been applied to determine the number of points earned on this sub-indicator within the 2018 Performance Frameworks?

The applied rubric is based on the State Board approved cuts of the 15th, 50th, and 85th percentiles of school matriculation rates. The associated percentages, ratings and associated points that are reflected in the 2018 District/School Performance Reports (based on 2017 high school graduates) are as follows:

<i>Matriculation Rate</i>	<i>Rating</i>	<i>Points</i>
At or above the 85 th percentile (≥73.1%)	Exceeds	2.0
Below the 85 th percentile (<73.1%) but at or above the 50 th (≥59.3%)	Meets	1.5
Below the 50 th percentile (<59.3%) but at or above the 15 th (≥41.1%)	Approaching	1.0
Below the 15 th percentile (<41.1%)	Does Not Meet	0.5

12. Are any colleges/CTE programs filtered from the data obtained from National Student Clearinghouse? Do we keep for-profit institutions that are included in the files?

All reported institutions are included within our matriculation rate calculations.

13. Are subgroup participation rates related to the matriculation sub-indicator available? Will they be included in the performance frameworks?

The calculated matriculation rates are not disaggregated by subgroup for point calculations. Currently, there’s no plan to incorporate this level of reporting in the performance frameworks. Data provided to districts would allow them to calculate matriculation rates by subgroup and enrollment option if desired.

14. Are the United States military academies included within the data provided by CDHE and the National Student Clearinghouse?

The military academies do not participate in National Student Clearinghouse. In addition, the Air Force Academy does not submit enrollment information to CDHE thus making it unavailable for inclusion in the matriculation rate calculations. These students may be considered as part of the request to reconsider process should it impact the assigned district or school ratings on the performance framework reports.

Where can I learn more?

- For additional information concerning the State Accountability system visit: <http://www.cde.state.co.us/accountability/performanceframeworksresources>
- For questions about this fact sheet, contact Dan Jorgensen, PhD at: Jorgensen_d@cde.state.co.us
- [View all CDE fact sheets: www.cde.state.co.us/communications/factsheetsandfaqs](http://www.cde.state.co.us/communications/factsheetsandfaqs)
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