



**COLORADO**  
Department of Education

# Technical Advisory Panel Meeting

December 16, 2025



# 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
- **Quick CDE Updates** | Information Item
- **Minimum Ns for Reporting** | Feedback Item
- **Dashboard Study (AIR)** | Feedback Item
- **Analysis for Former IEP Students** | Feedback Item
- **Wrap-Up**



# CDE Updates

Lisa Medler  
Informational Item



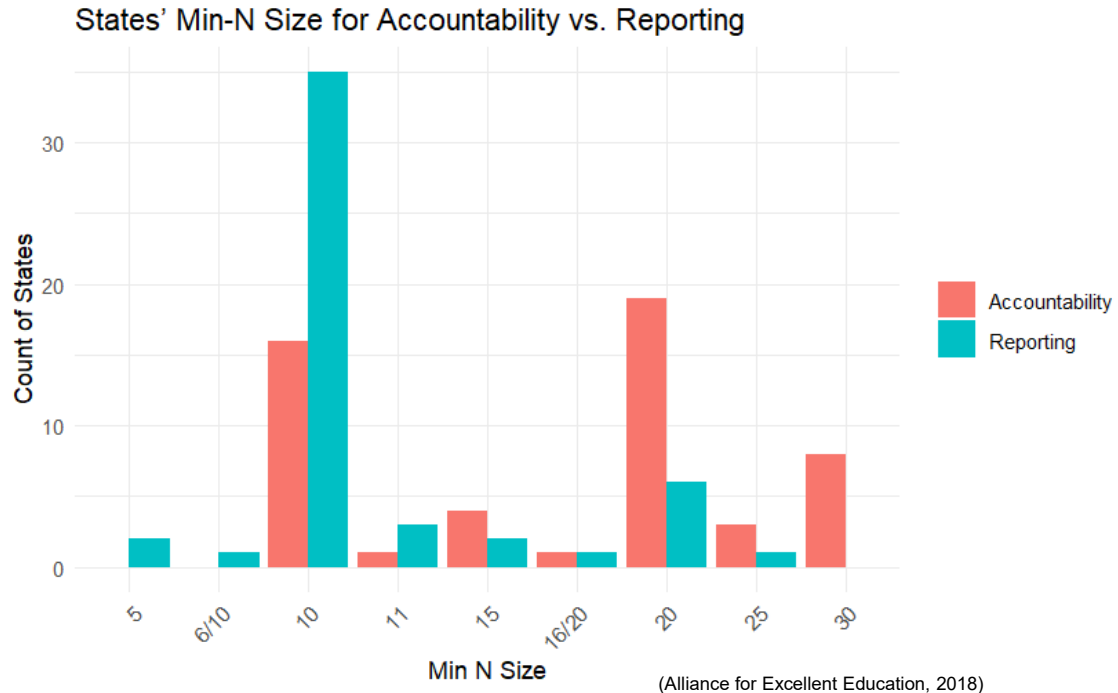
# Small Systems: Minimum Ns for Reporting

Dan Mangan  
Feedback Item

# National Context:

## Minimum N Thresholds for Accountability vs. Reporting

- Three states average across three years for all accountability purposes (AK, WA, VT).
- Of the states that use minimum N = 10 for accountability, three states aggregate across multiple years to reach the minimum N size (ND, SD, OK).
- Only CO and NM use different minimum N sizes for growth and achievement.



# Feedback from November TAP Meeting

## Should CDE Consider Lowering Min N Thresholds for Reporting Only?

Yes (6 votes)

No (4 votes)

Bring into alignment with current practice for grad and dropout rate reporting

Same concerns exist as with lowering calculation thresholds (volatility/reliability/privacy)

More data availability is generally a good thing

Participation rates would remain a relevant concern

Could support more equitable reporting for accountability

Could cause confusion/frustration around why reported data is not being utilized for point calculations

Challenges in clearly explaining changes and rationale to stakeholders and supporting districts about how to use reported values if different from those used for points

# Key Questions

- Where would additional reporting (i.e., lower N thresholds) be most useful?
  - Which tables/dashboards/reports do you regularly use that currently suppress results?
  - Are there specific student groups, indicators, or grade spans where you feel suppressed data limits understanding?
- Who would be the intended audience for the additional information?
  - E.g., district leaders, school leaders, families, policymakers, analysts?
  - How might different audiences interpret or use results from smaller groups?
  - What additional context or caveats would be needed to support appropriate use?
  - Risks of misinterpretation?
- What decisions would this additional information help inform?
  - Support local improvement planning? Identify emerging patterns/concerns?
  - What distinguishes “informational value” from accountability implications?

For additional context, see this [Brookings Study](#) on Reporting N Thresholds

BROOKINGS U.S. Economy Data Centers & AI Russia & Ukraine Defense & Security

RESEARCH  
**How state ESSA accountability plans can shine a statistically sound light on more students**

Nora Gordon  
June 29, 2017



# Dashboard Study

Steve Hurlburt - AIR  
Feedback Item

# Summary of HB 25-1278 Accountability Dashboard Language

---

- Adds a study to investigate the creation of a **single coherent state dashboard** for state and local data, including stakeholder engagement and cost estimates.
- Expands existing reports to include **new postsecondary and workforce readiness data** and **participation** for accountability purposes.
- Recommends **enhancing the user experience and functionality** of existing reports. CDE will continue to gather feedback from a variety of stakeholder groups.



# Analysis for Former IEP Students

Marie Huchton  
Feedback Item

# New Statutory Language from HB25-1278

---

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

# Creating a Former IEP flag

---

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

# Difficulties with a Former IEP flag

---

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

# Which data source(s)?

---

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

**Tentative recommendations  
from November TAP meeting**

# October Enrollment Snapshot | Overview

---

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

**Don't Use - Least Accurate  
as well as Out of Date by  
Assessment Window**

# Special Education December Enrollment | Overview

---

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

**Include as Data Source  
for Ever-IEP Category**

**Create Flag for  
Student Exiting IEP?**

# SpEd December Enrollment | Trends Over Time

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

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

# Special Education End of Year Snapshot | Overview

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

**Include as Data Source  
for Ever-IEP**

**Create Flag for Student  
Exiting IEP?**

# SpEd End of Year | Relevant Field Definitions

---

## SPED Basis of Exit

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

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

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

**Create Flag for Student Exiting IEP?**

# SpEd End of Year | Trends Over Time

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

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

# SpEd End Of Year | Students Exiting IEP

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

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

# State ELA/RW and Math Assessment Files

---

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

**Should Assessment IEP Status Overwrite  
Other Data Sources? Ever-IEP? Former IEP?**

# Operationalizing Ever IEP and Exited/Former IEP

---

Based on feedback from the November TAP meeting, CDE has come up with proposed operational definitions for the following:

- Ever IEP Dataset
- Several potential options for Exited/Former IEP Dataset
  - Lagged SPED EOY
  - Current year SPED EOY
  - Current year SPED Dec and Assessment

# Proposed EVER IEP Dataset

---

## Proposed Data Sources

- Current & previous year SpEd December Count
- Previous (& current if available) year SpEd End of Year and
- Current & previous year State Assessment

## Proposed Rules

- Keep track of first year student identified as having an IEP
- Keep track of most recent year student identified as having an IEP
- If at any point in time a student was identified as having an IEP in any of the relevant data sources, then include in EVER IEP dataset

# TAP Vote

---

Do TAP members support CDE's proposed approach for creating an Ever-IEP dataset?

[https://docs.google.com/spreadsheets/d/1DhSUAx23k8qhgZ1htvFHxmUrGz\\_j4jc5hQ5N3RYmw3k/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1DhSUAx23k8qhgZ1htvFHxmUrGz_j4jc5hQ5N3RYmw3k/edit?usp=sharing)

# Considerations for Identifying Exited/Former IEP

---

Which dataset(s) do we want to use to identify exited IEP?

- SPED December
- SPED EOY
- Assessment

If a student flips to IEP status = N but is not officially exited to regular education (SPED EOY Exit code =09), do we include them as Former IEP for 2 years? Or do we exclude?

If a student exits an IEP, then is put back on an IEP in a future year, and exits again, do they get another 2 year Former IEP clock?

# Identifying Exited/Former IEP- Option 1

Use prior year SPED EOY to identify students Exited to Regular Education and flag as Former IEP for following 2 years.

Pros	Cons	Considerations
Using EOY ensures more accurate data and that students have been officially “Exited to Regular Education”	Data would be lagged by 1 year	Would essentially “keep” students on IEP an additional year, but the definition could be 2 years after documented exit as defined in the EOY data.
No changes to the SPED EOY collection		

# Identifying Exited/Former IEP- Option 2

Use SPED EOY and add a new collection deadline for IEP End Dates and Exit Codes to be finalized and submitted in time for use in current year performance frameworks

Pros	Cons	Considerations
Using EOY ensures more accurate data and that students have been officially “Exited to Regular Education”	Would require changes to the SPED EOY collection	Would need to coordinate with Data Services Unit and SPED EOY coordinators about approving and implementing this change
Data would be most up-to-date		

# Identifying Exited/Former IEP- Option 3

If we don't want to rely on SPED EOY or require "Exited to Regular Education" flag, could identify Ever IEP students with both:

- Current Year SpEd December Count (available in March)- SPED Funded = N
- Current year State Assessment (available in June/July)- IEP Status = N

Pros	Cons	Considerations
Data would be up-to-date	Not as accurate since doesn't use SPED EOY "Exited to Regular Ed"	Would identify MANY more students who were never formally exited from an IEP

# TAP Feedback

---

- TAP feedback form:  
[https://docs.google.com/spreadsheets/d/1DhSUAx23k8qhgZ1htvFHxmUrGz\\_j4jc5hQ5N3RYmw3k/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1DhSUAx23k8qhgZ1htvFHxmUrGz_j4jc5hQ5N3RYmw3k/edit?usp=sharing)

## VOTING ITEM

- Which proposed option for defining Exited/Former IEP do TAP members support?

# Next Steps

---

- CDE has been pulling together a comprehensive dataset to run future analysis
- Based on today's TAP feedback, CDE will bring preliminary impact analyses to the January TAP meeting



# Public Comments & Meeting Close

Dan Mangan & Scott Weldon



# Technical Advisory Panel

---

- **Meeting Summary**
  - Suggested future analysis
  - TAP recommendations from this meeting
- **Public Comment**
- **Close Meeting**
  - Next Scheduled Meeting: January 22, 2025