



COLORADO
Department of Education

Technical Advisory Panel Meeting

January 22, 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
- **Assessment Updates** | Information Item
- **Analysis for Former IEP Students** | Feedback Item
- **PWR Indicator Update** | Feedback Item
- **Combined Student Group Analysis** | Information Item
- **Wrap-Up**



Assessment Updates

Christina Wirth-Hawkins
Information Item

Assessment Updates

Assessment and Accountability Analytics Division

- The Accountability Analytics office joined the Assessment Division in January
- New Director of Accountability Analytics begins in February – Anne Laesecke

HB 25 -1278 Assessment Study

- Study computer-adaptive testing and options to shorten CMAS
- Partner with Pearson and the Technical Advisory Committee (TAC) on study design and implementation
- Present findings to TAC in March for recommendations
- Share findings and TAC recommendations with TAP and the Accountability Working Group in the spring for feedback
- Deliver final report with recommendations to the legislature by November 2026



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**

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**

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.)

SpEd End of Year | Trends Over Time

	SpEd EOY Date of Entry
2016	115,836
2017	120,037
2018	125,469
2019	129,287
2020	128,729
2021	130,044
2022	133,766
2023	138,556
2024	143,143
2025	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	%
2016	115,836	25,057	21.6%	6,218	5.4%	3,901	3.4%	59	0.1%
2017	120,037	25,178	21.0%	5,770	4.8%	3,848	3.2%	77	0.1%
2018	125,469	28,730	22.9%	6,031	4.8%	4,180	3.3%	91	0.1%
2019	129,287	28,419	22.0%	6,460	5.0%	4,358	3.4%	113	0.1%
2020	128,729	26,605	20.7%	5,633	4.4%	4,436	3.4%	71	0.1%
2021	130,044	28,727	22.1%	5,531	4.3%	5,010	3.9%	115	0.1%
2022	133,766	29,786	22.3%	6,155	4.6%	5,011	3.7%	148	0.1%
2023	138,556	29,337	21.2%	6,026	4.3%	4,846	3.5%	174	0.1%
2024	143,143	30,788	21.5%	7,094	5.0%	5,276	3.7%	162	0.1%
2025	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

Investigate Flag for Former IEP

Operationalizing Exited/Former IEP

Based on feedback from the November TAP meeting, CDE investigated 2 options for Exited/Former IEP Dataset

- Lagged SPED EOY
 - Included in Ever IEP
 - Prior Year SPED EOY Basis of Exit = 09

- Assessment IEP Flags
 - Included in Ever IEP
 - Prior Year IEP flag = Y
 - Current Year IEP flag= N

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

Considerations for Identifying Exited/Former IEP

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

- 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-
Basis of Exit = 09

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

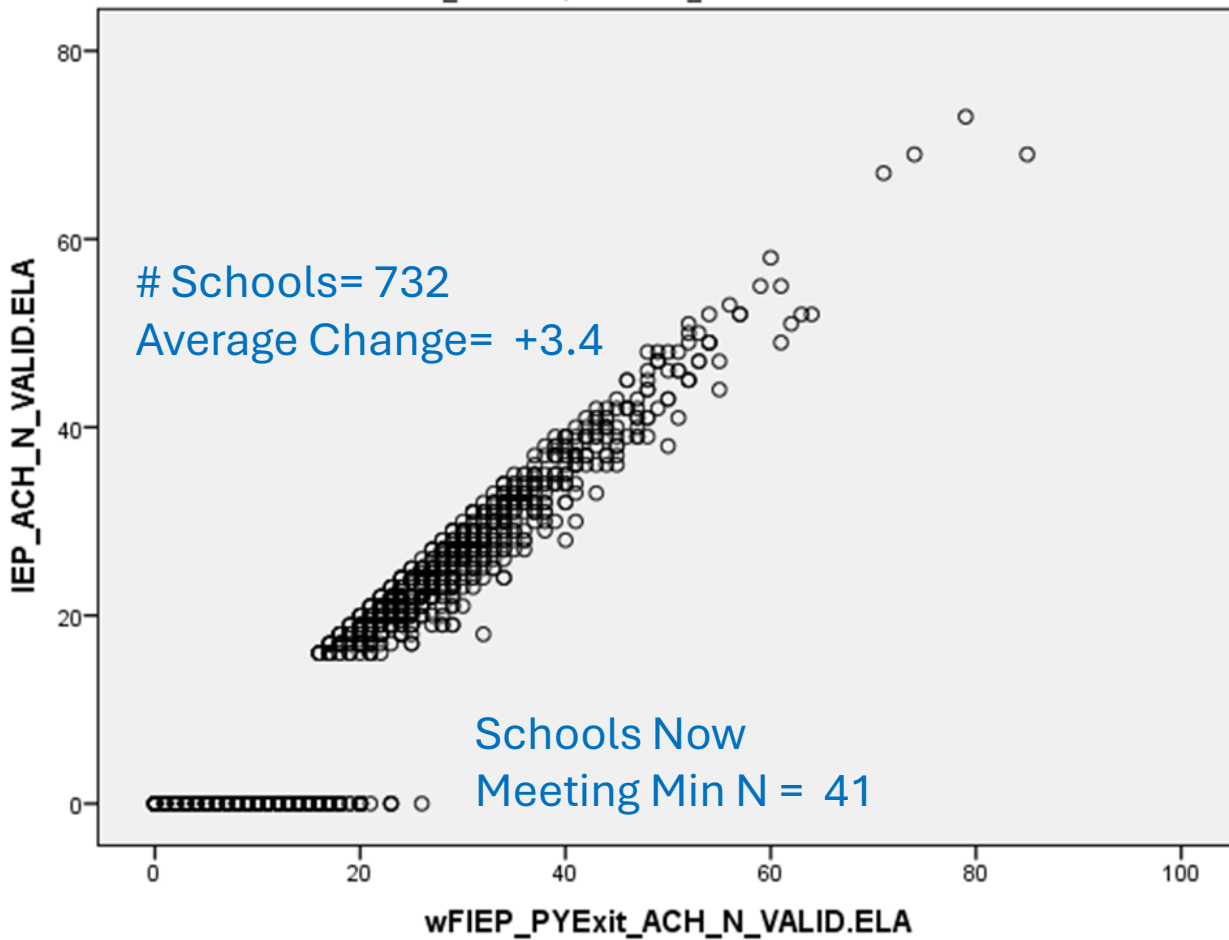
If we don't want to rely on SPED EOY or require "Exited to Regular Education" flag, could identify Ever IEP students with:

- Prior year State Assessment- IEP Status = Y
- Current year State Assessment- IEP Status = N

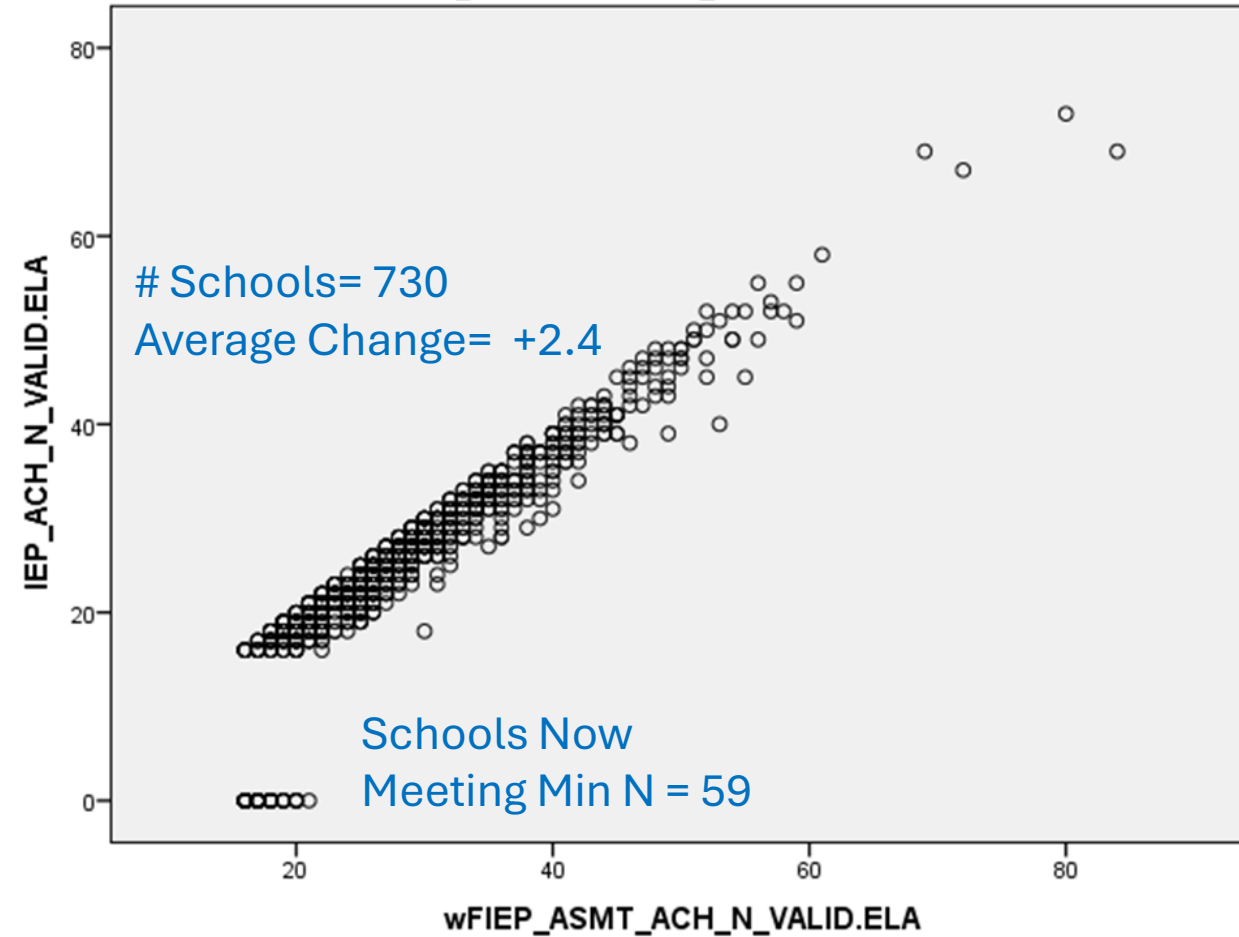
Pros	Cons	Considerations
Data would be up-to-date	Not as accurate since doesn't use SPED EOY "Exited to Regular Ed"	Would identify MANY more students who were never formally exited from an IEP

Change in Achievement N Count- IEP vs. Former+IEP Options- Elementary ELA

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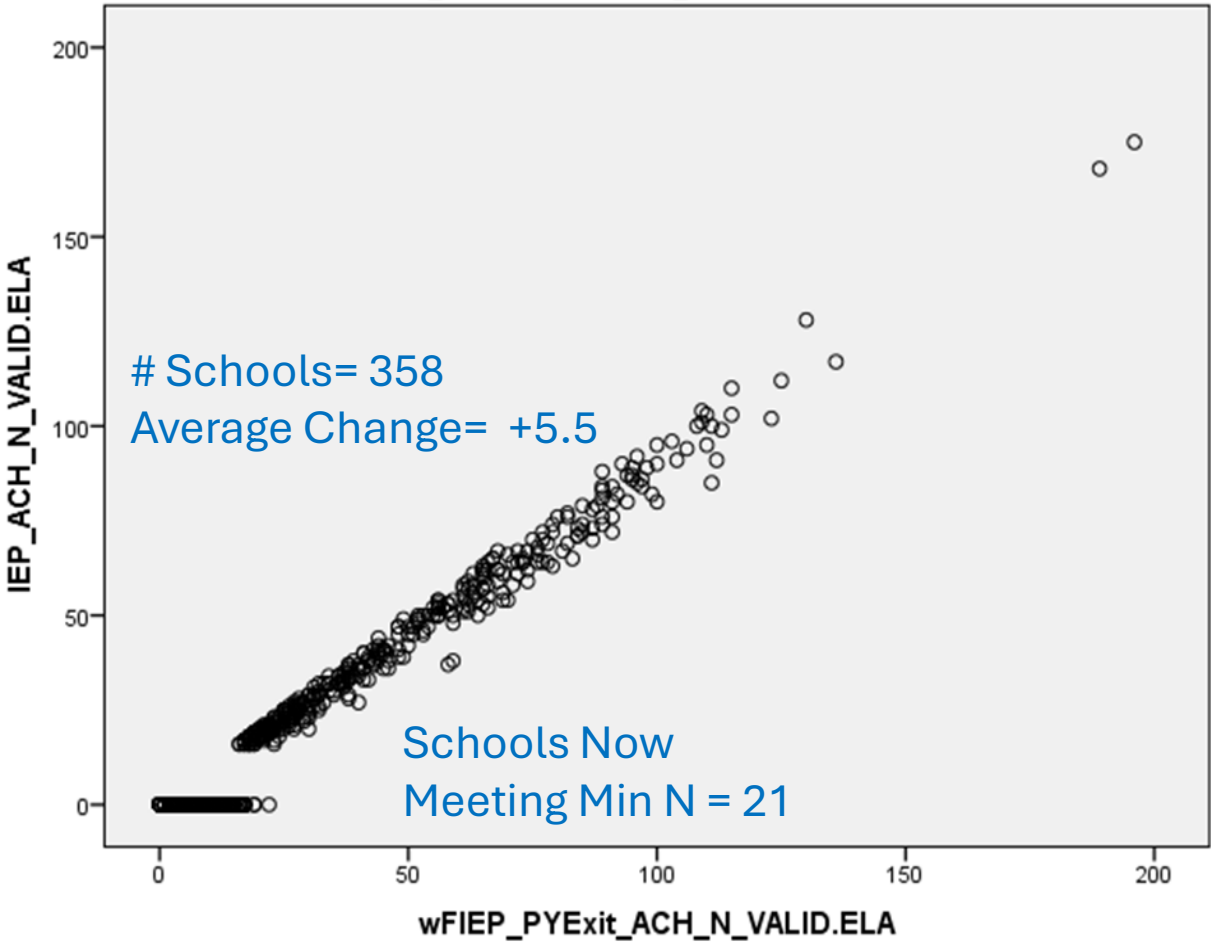


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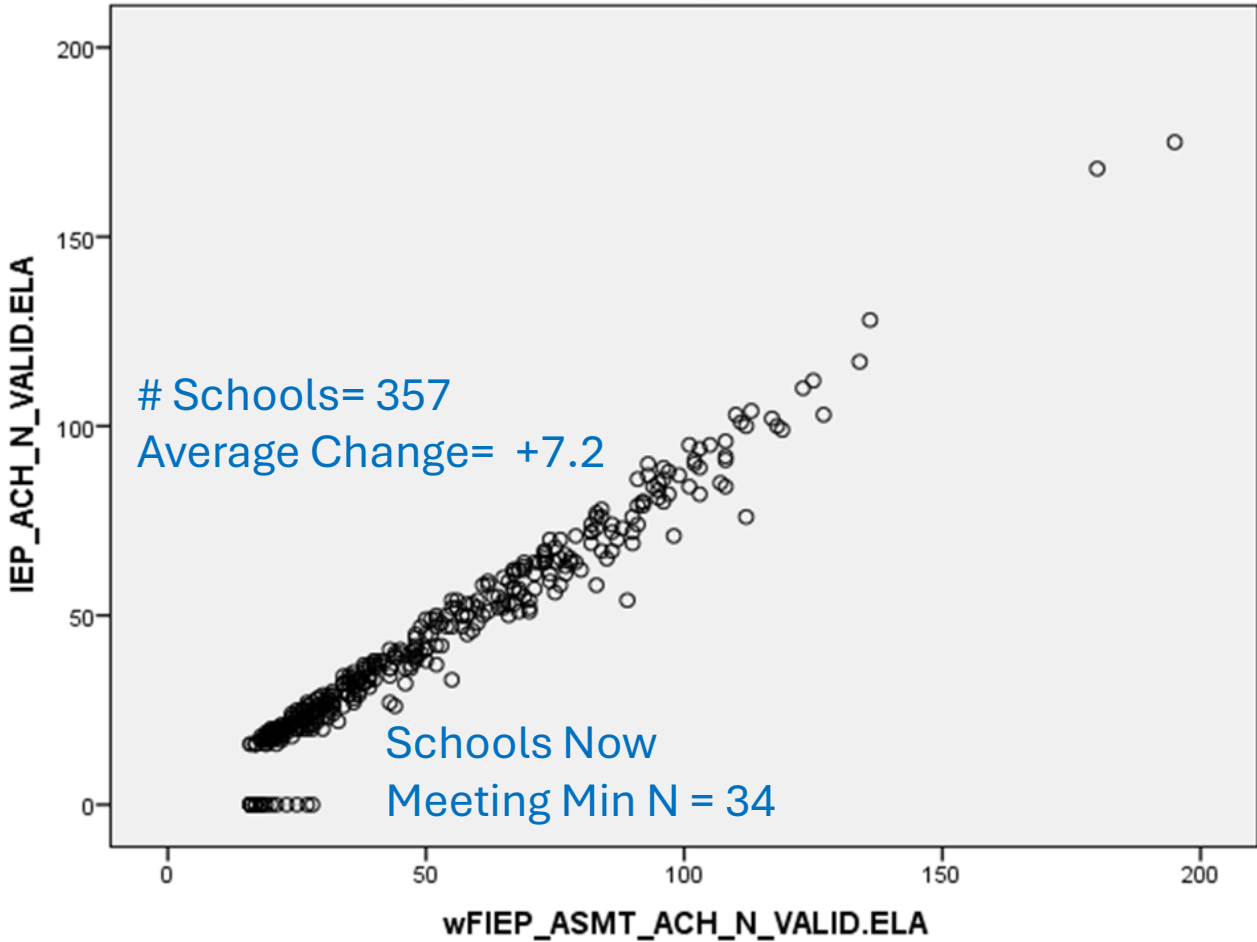


Change in Achievement N Count- IEP vs. Former+IEP Options- Middle School ELA

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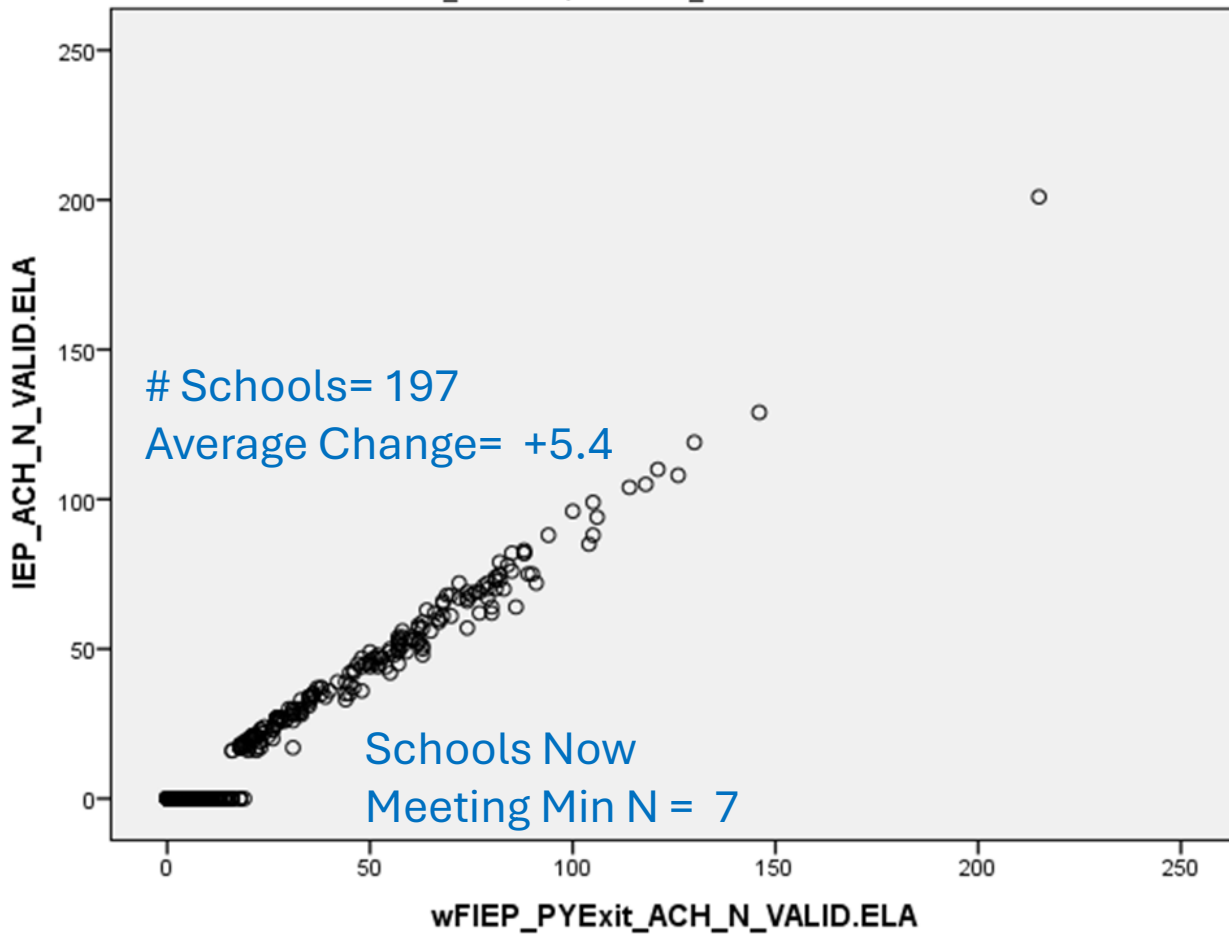


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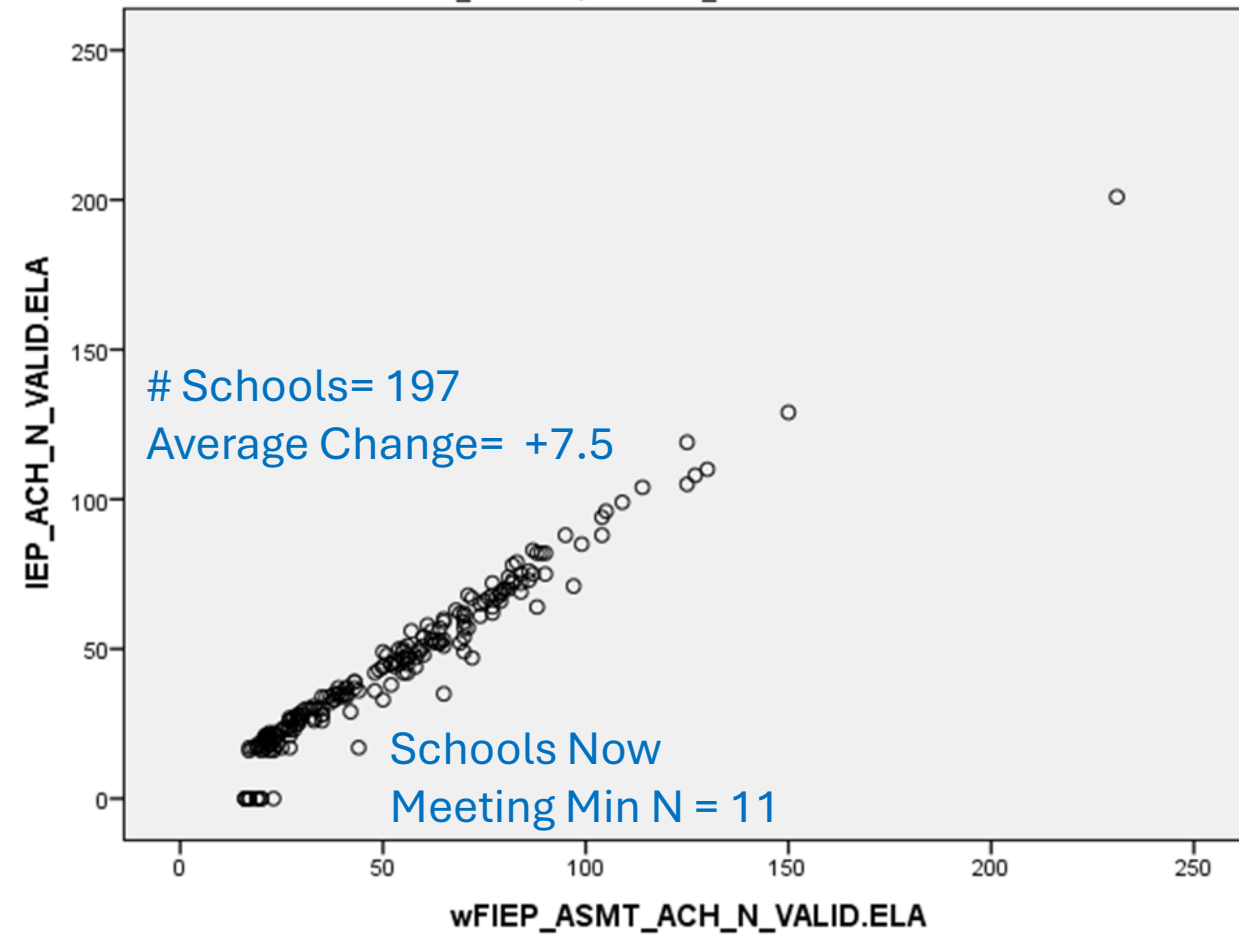


Change in Achievement N Count- IEP vs. Former+IEP Options- High School RW

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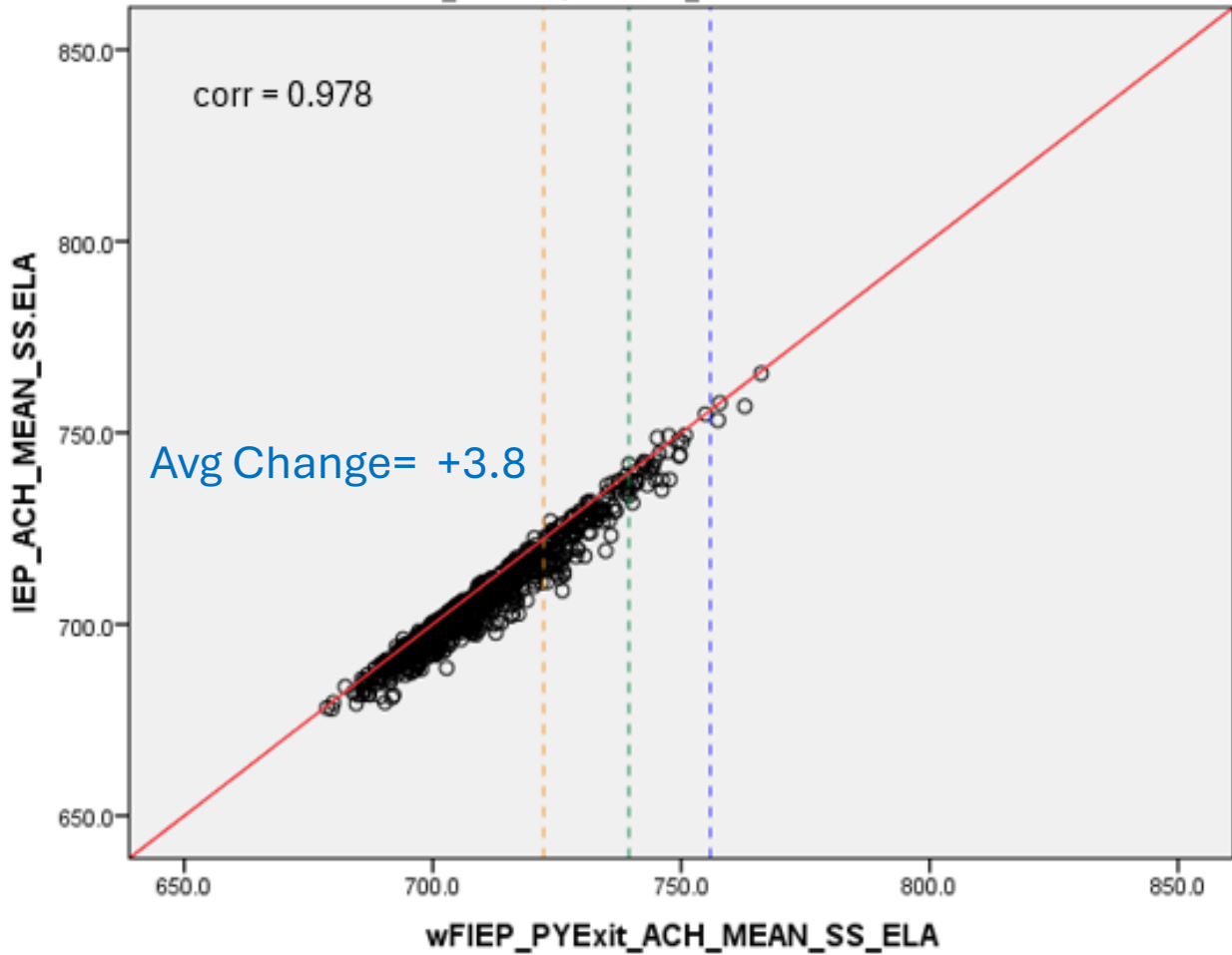


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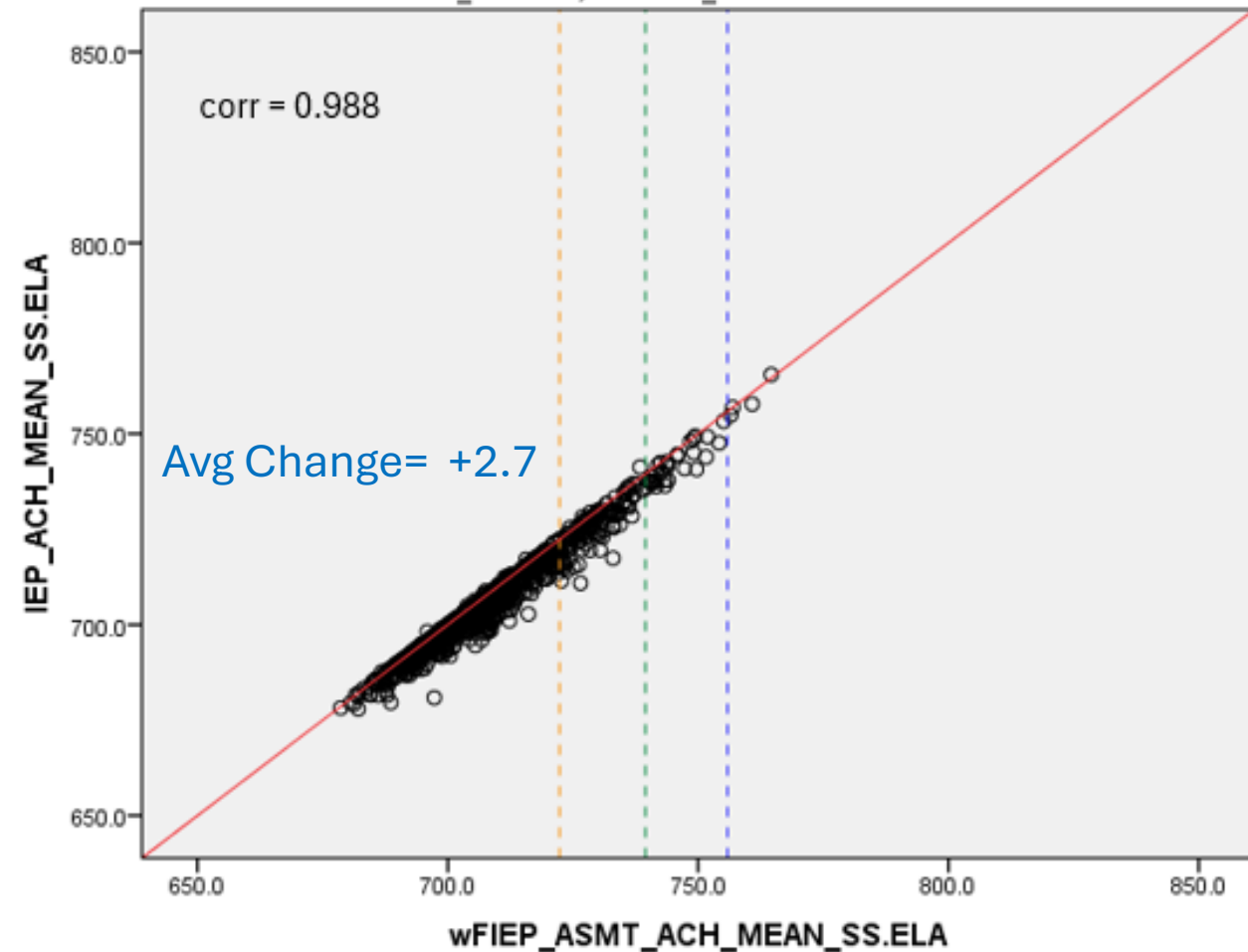


Change in Achievement Mean Scale Score- IEP vs. Former+IEP Options- Elementary School ELA

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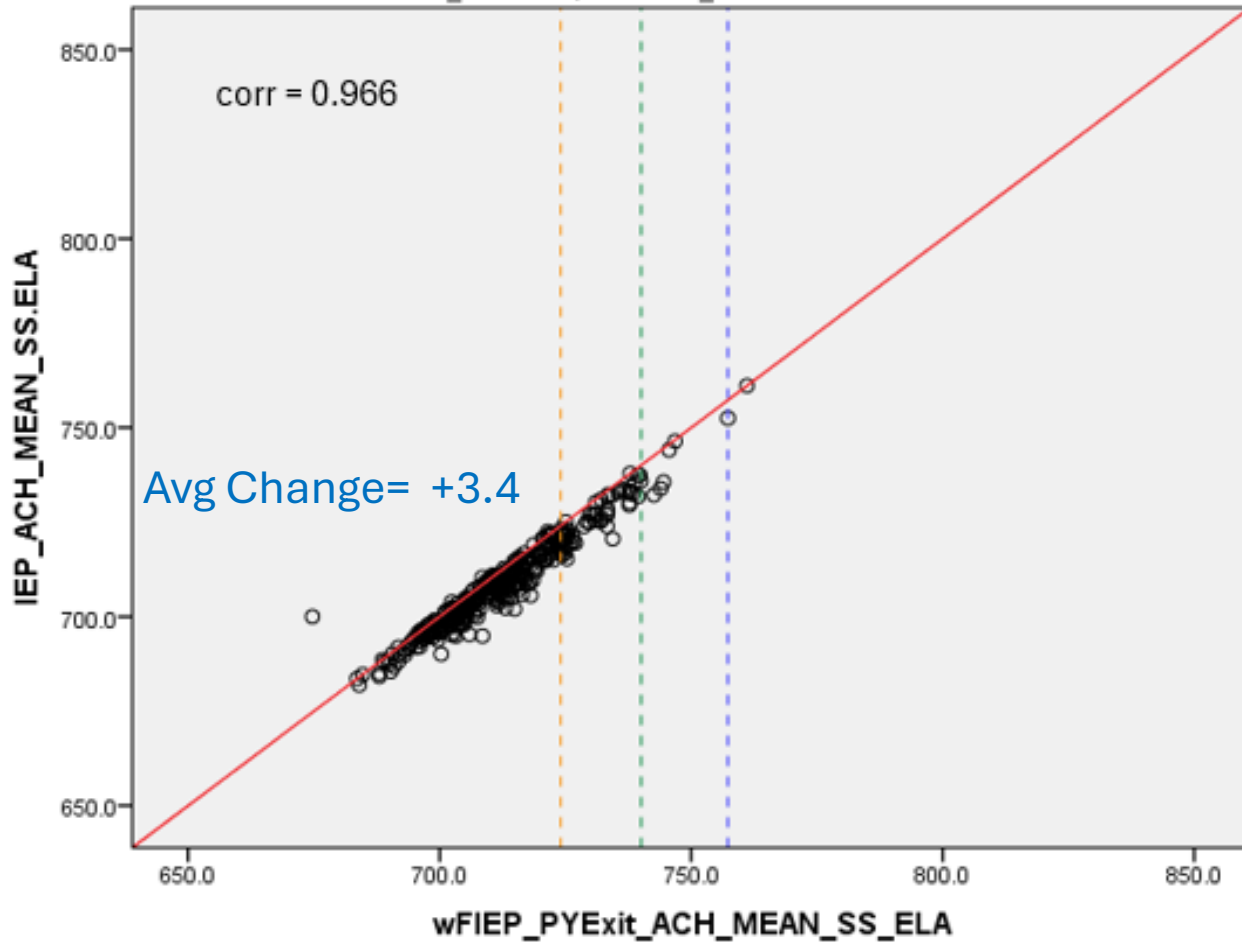


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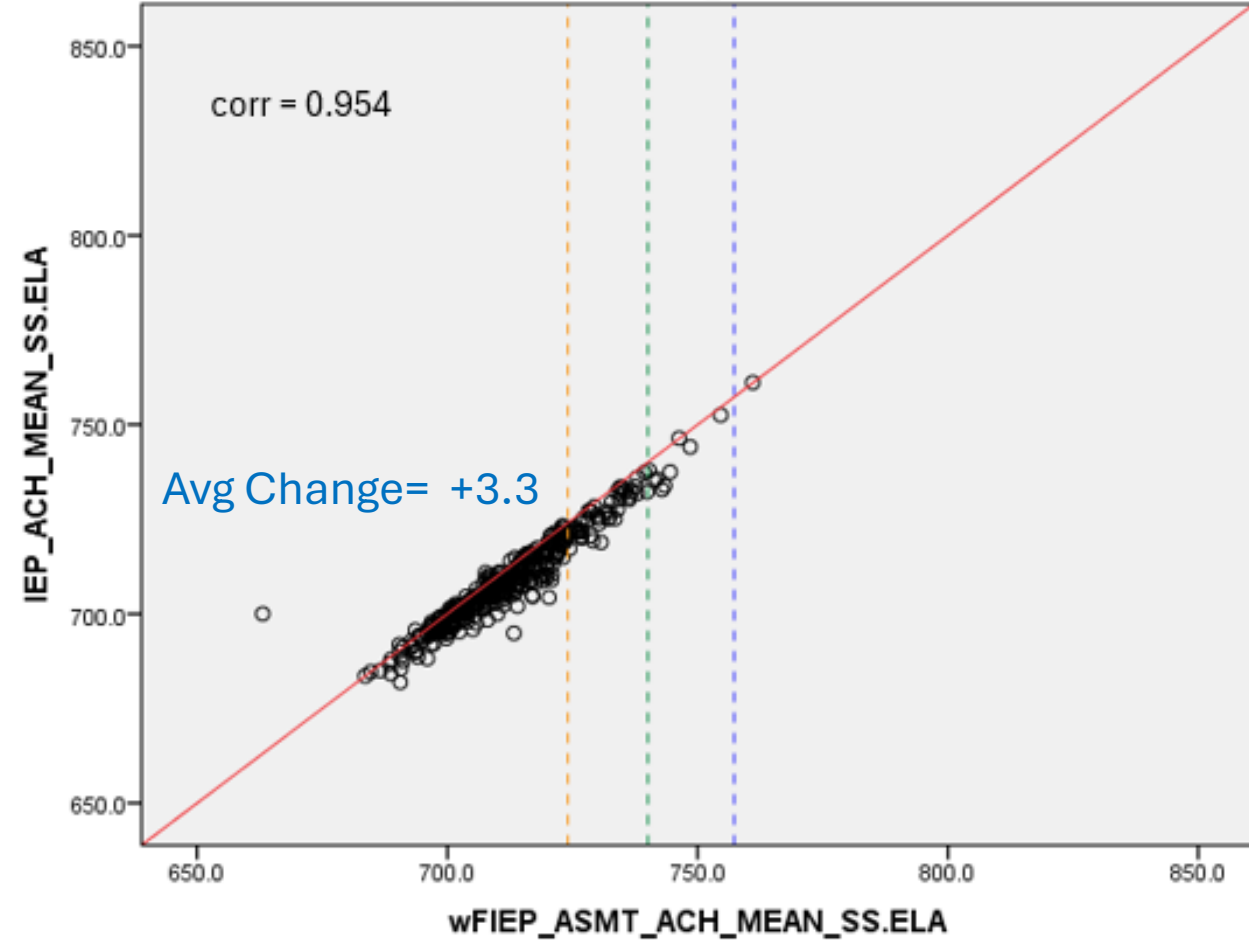


Change in Achievement Mean Scale Score- IEP vs. Former+IEP Options- Middle School ELA

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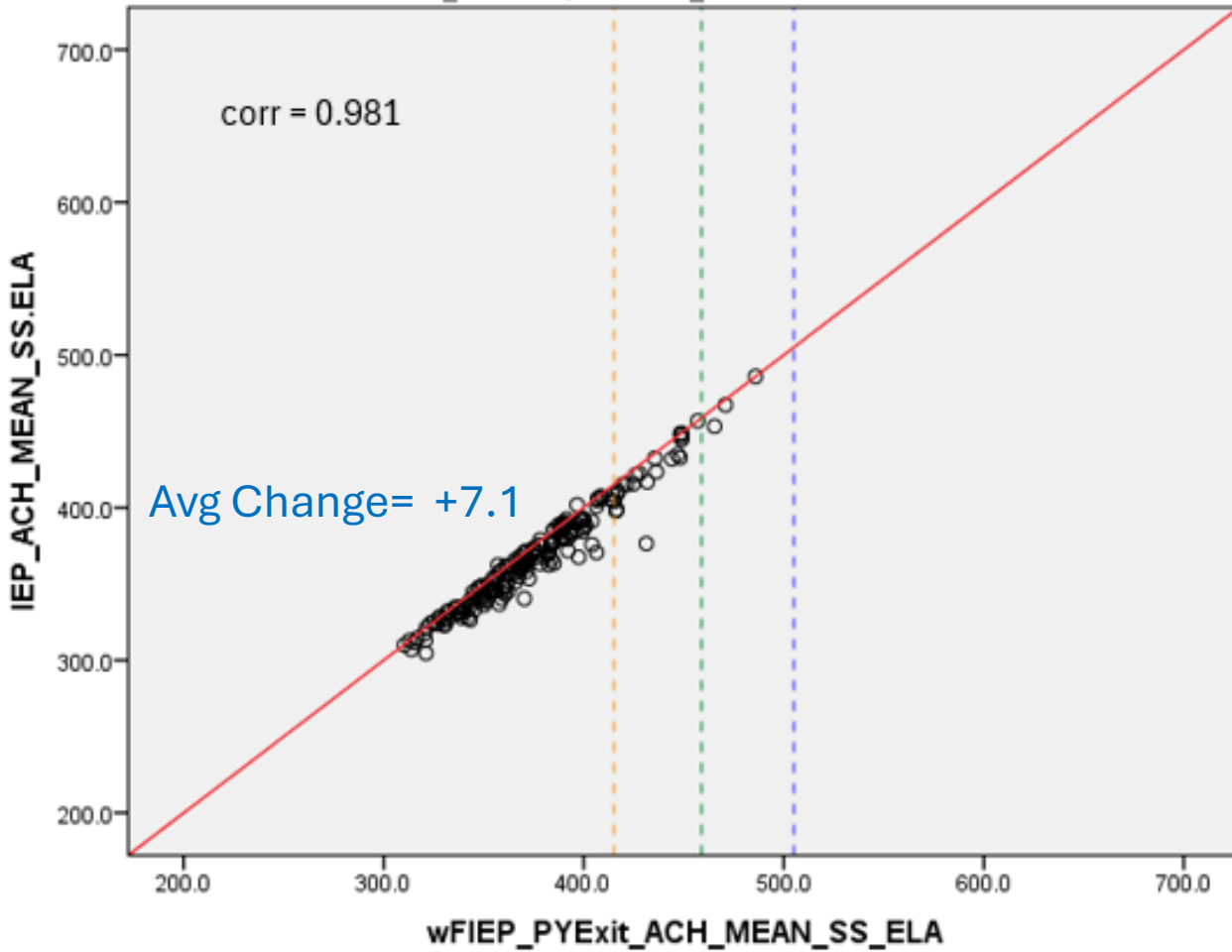


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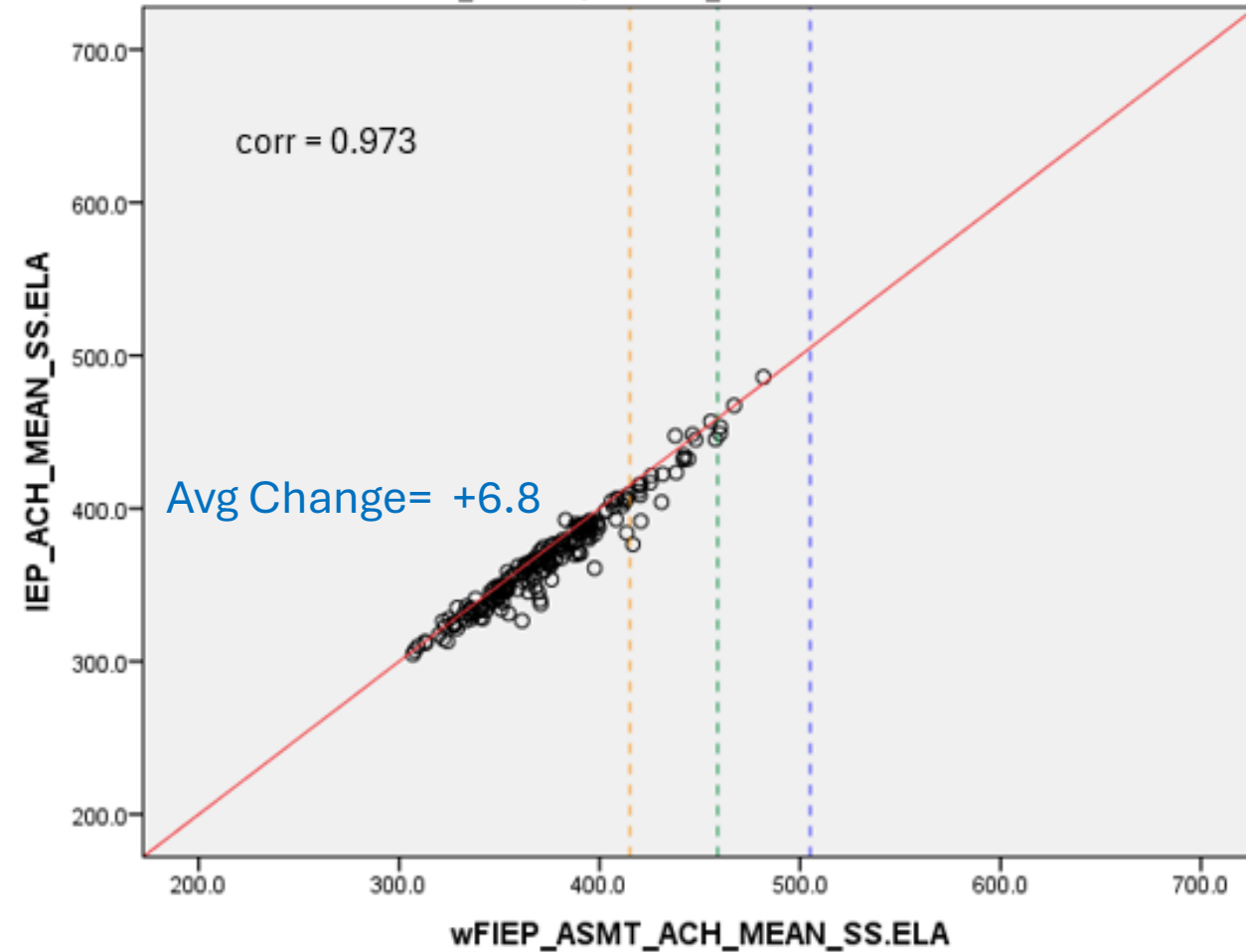


Change in Achievement Mean Scale Score- IEP vs. Former+IEP Options- High School ELA

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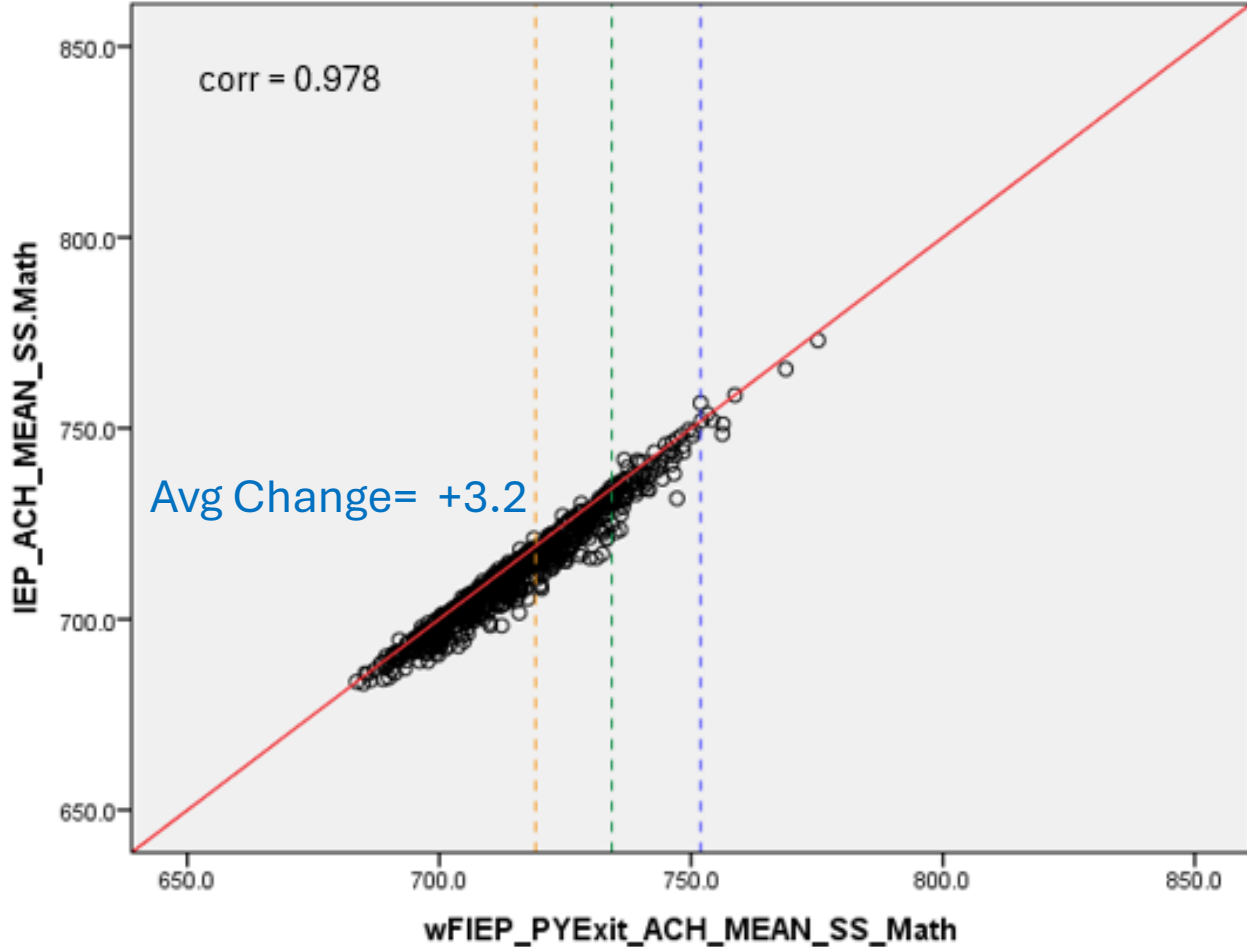


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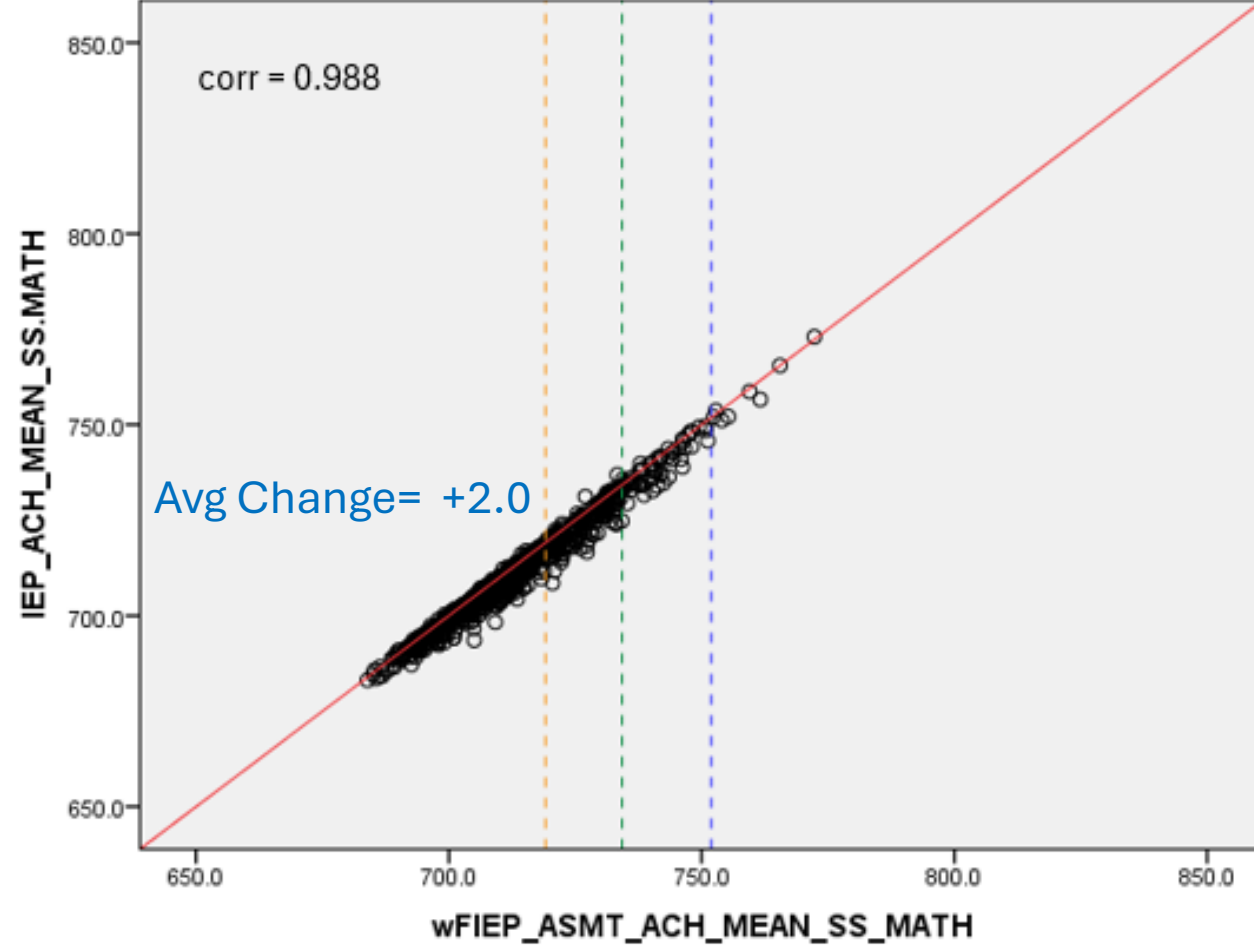


Change in Achievement Mean Scale Score- IEP vs. Former+IEP Options- Elementary Math

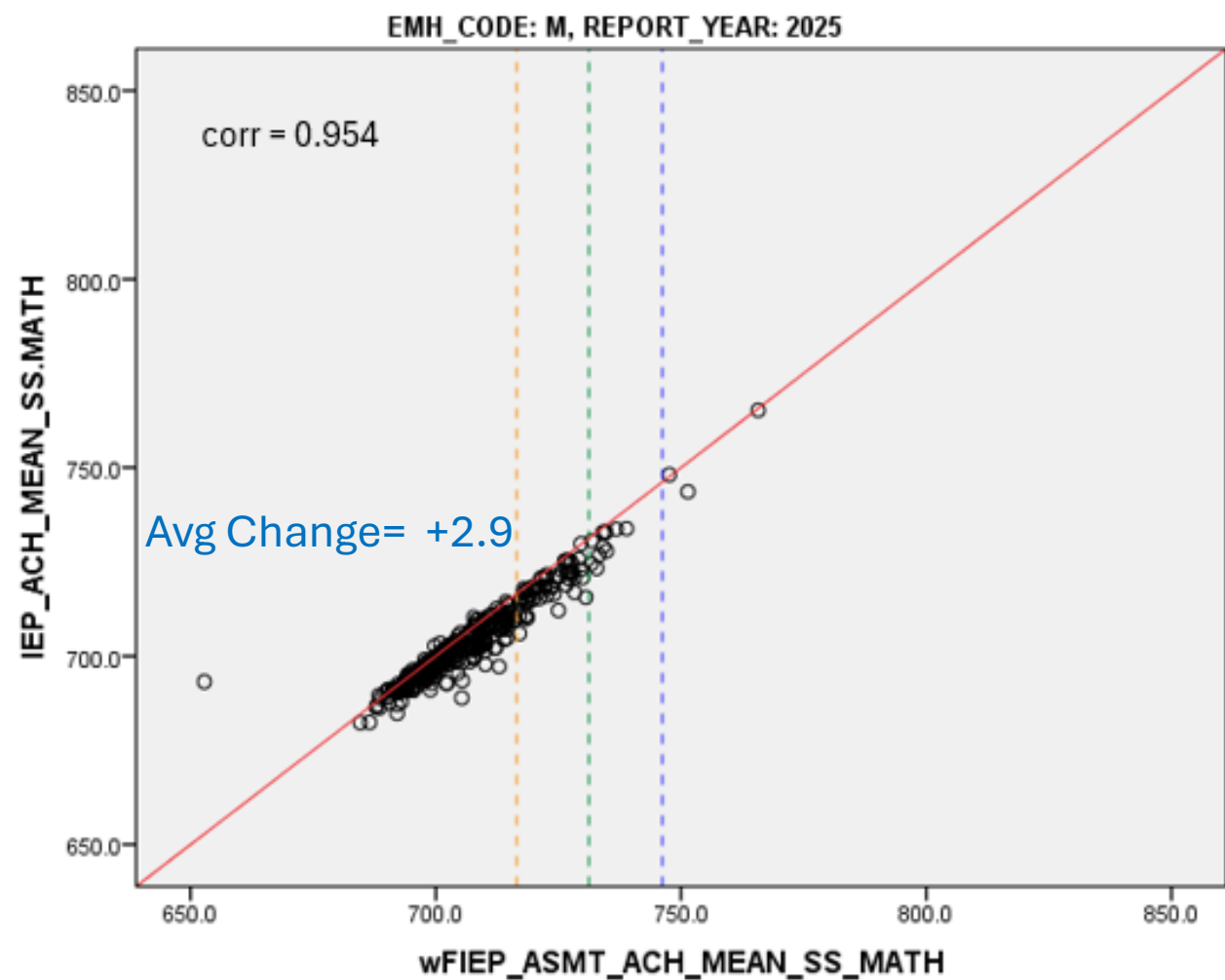
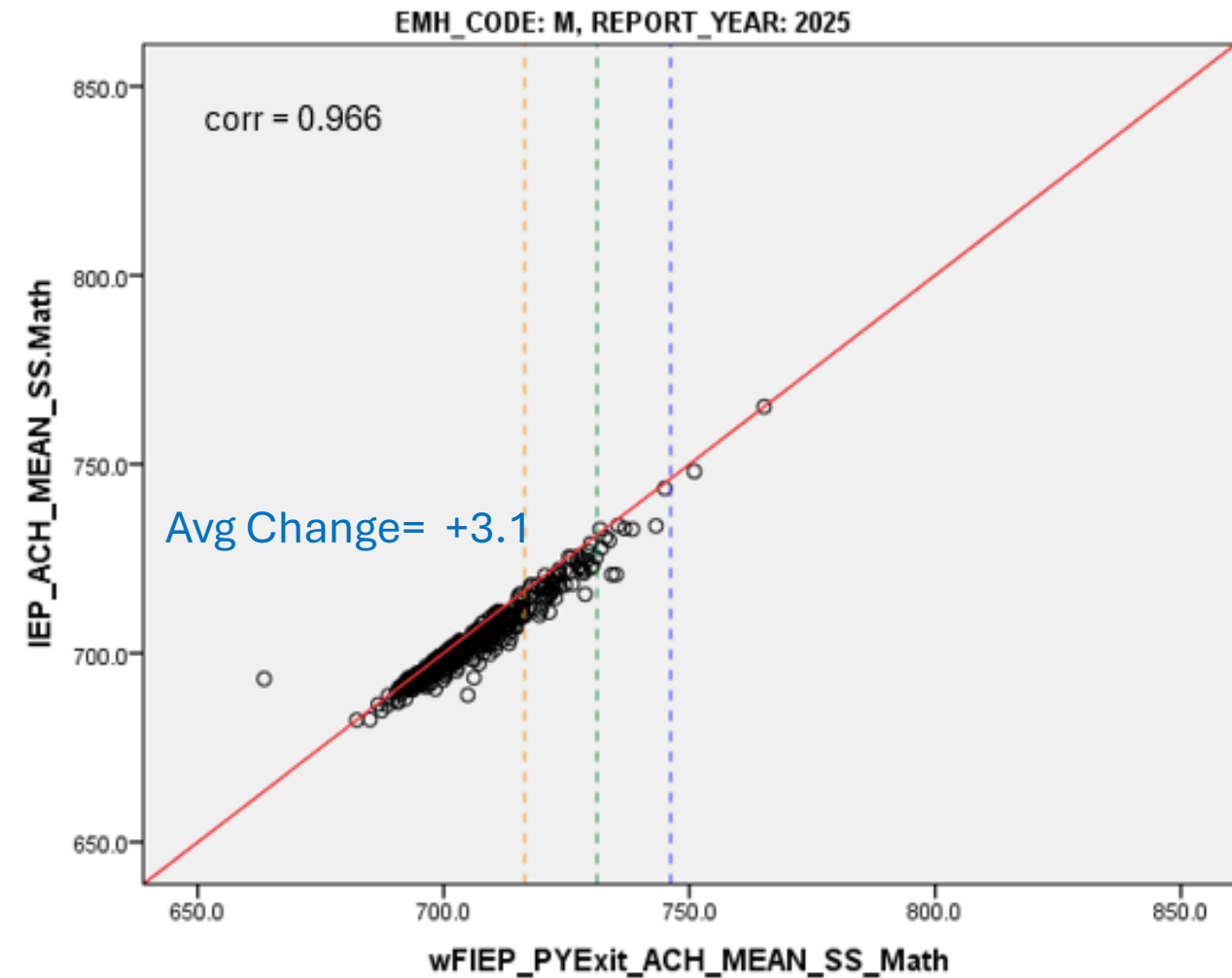
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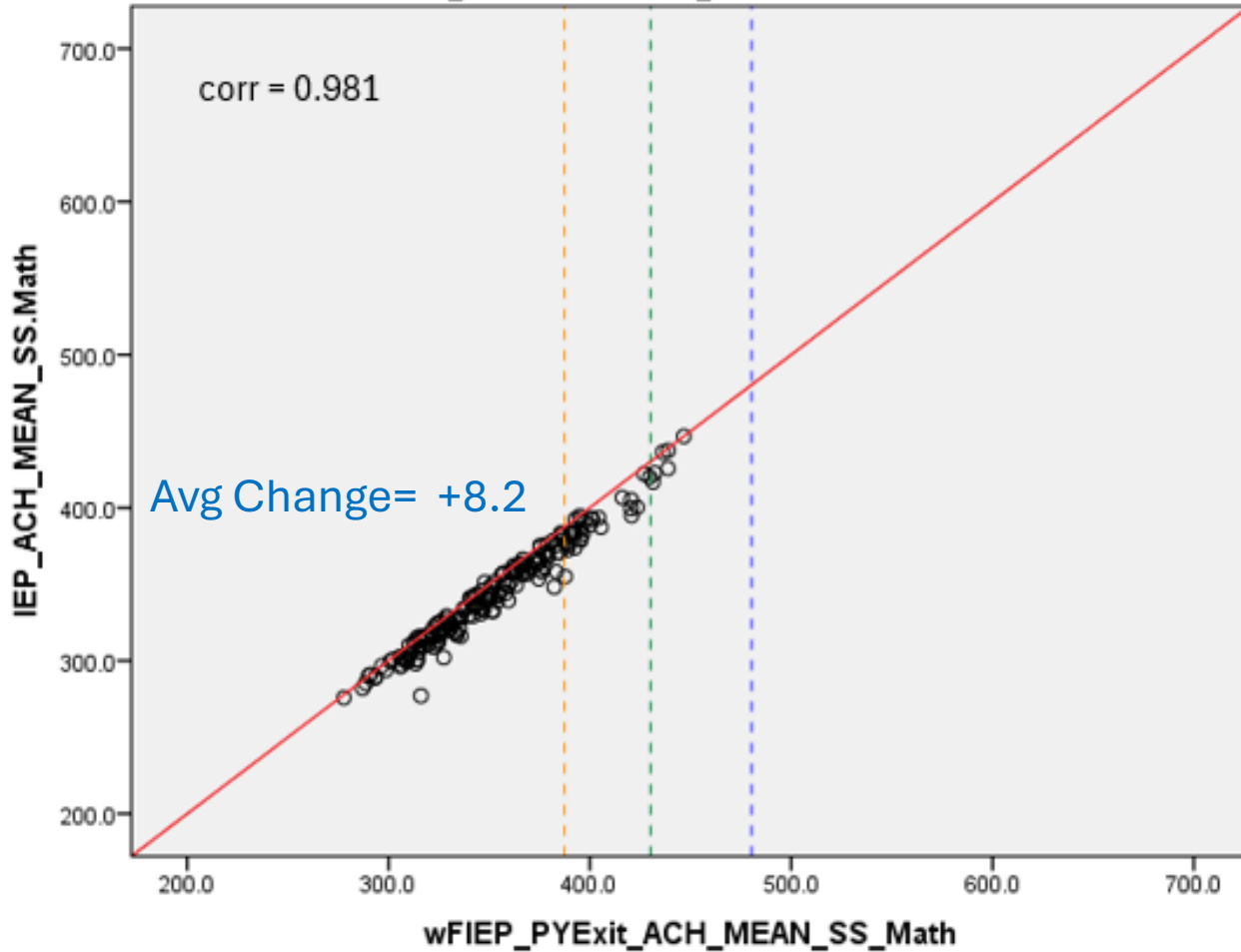


Change in Achievement Mean Scale Score- IEP vs. Former+IEP Options- Middle School Math

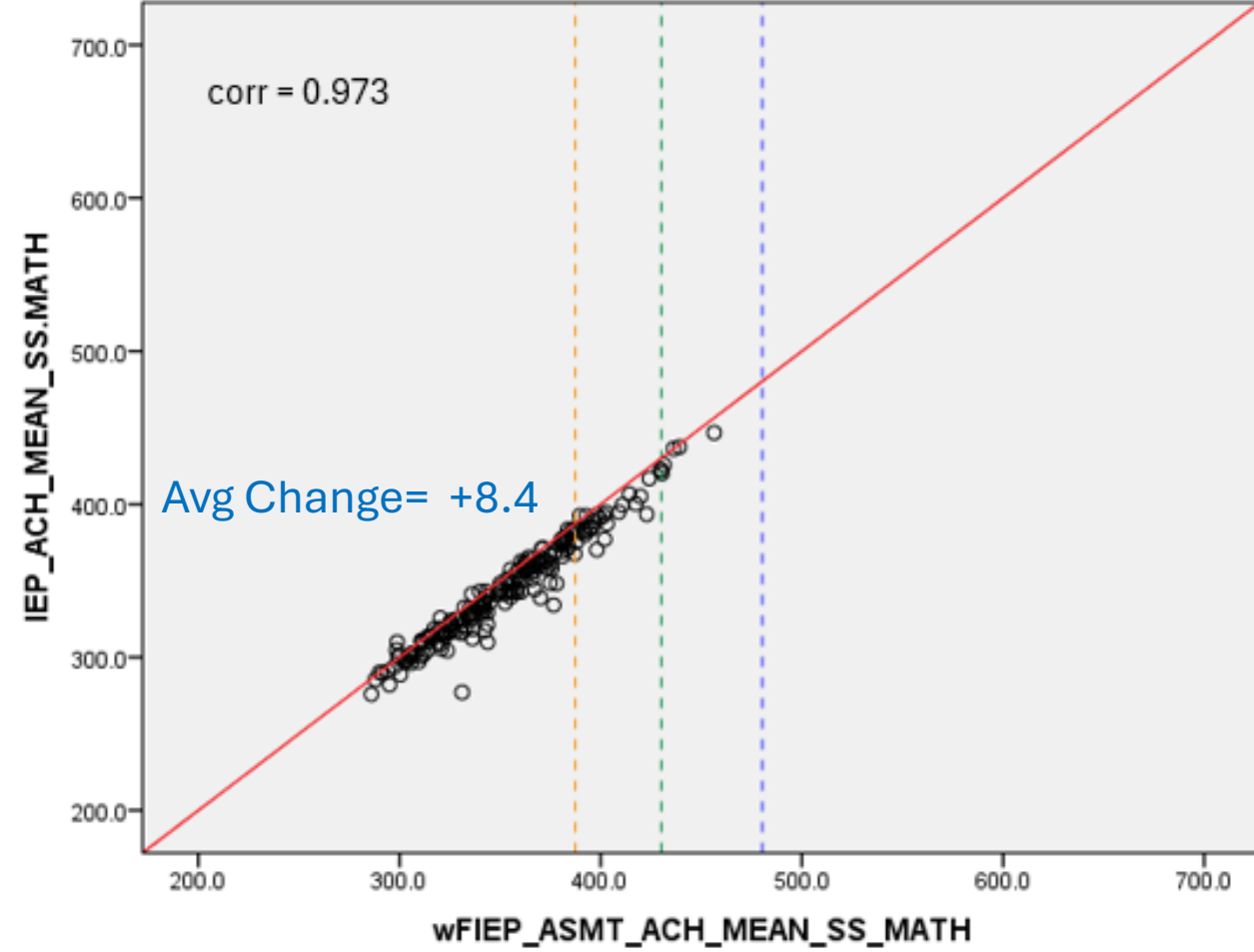


Change in Achievement Mean Scale Score- IEP vs. Former+IEP Options- High School Math

EMH_CODE: H, REPORT_YEAR: 2025



EMH_CODE: H, REPORT_YEAR: 2025



2025 Difference in Points Earned for IEP vs. Former+IEP Sub-indicators by EMH Level

Difference in Points Earned- 2025 ELA/RW

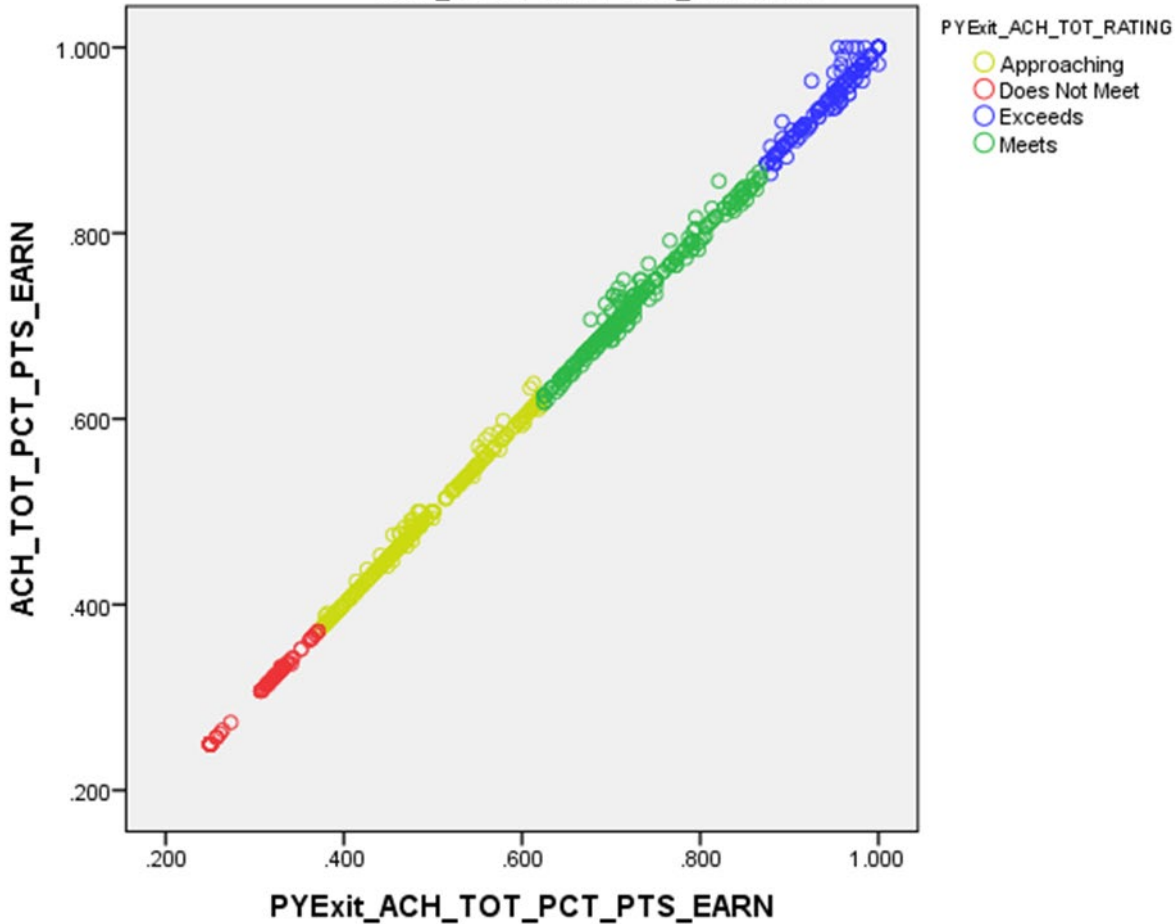
	Change in Pts	SPEOY PY Exit		Assessment Flags	
		Frequency	Percent	Frequency	Percent
E	-.25	1	0.1	3	0.4
	.00	689	87.1	699	88.4
	.25	83	10.5	71	9.0
	.50	13	1.6	13	1.6
	.75	4	0.5	5	0.6
	1.00	1	0.1	0	
	Total		791		791
M	.00	341	87.0	336	85.7
	.25	46	11.7	45	11.5
	.50	2	0.5	9	2.3
	.75	3	0.8	2	0.5
	Total		392		392
H	-.25	1	0.5	0	
	.00	197	94.7	189	90.9
	.25	9	4.3	18	8.7
	.50	0		1	0.5
	Total		207	99.5	208

Difference in Points Earned- 2025 Math

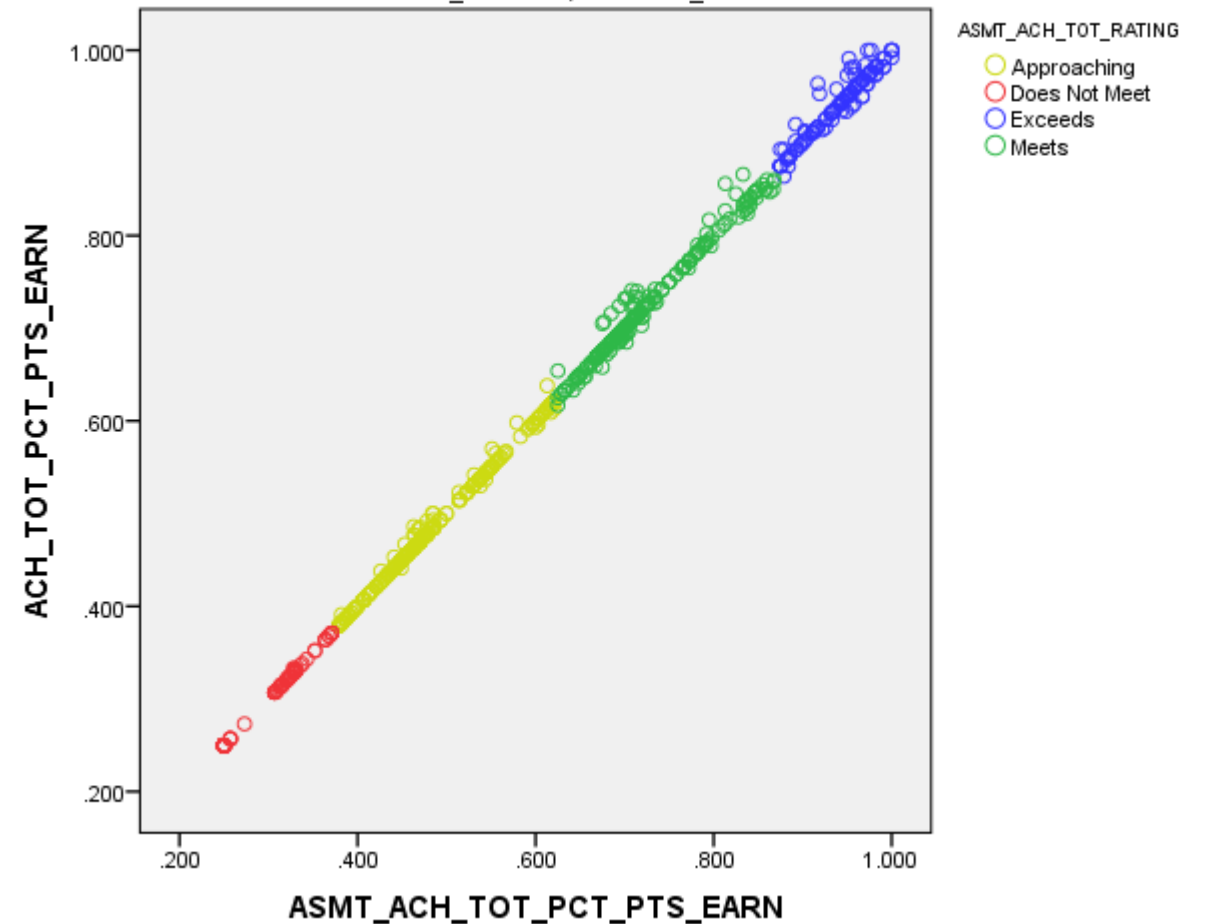
	Change in Pts	SPEOY PY Exit		Assessment Flags		
		Frequency	Percent	Frequency	Percent	
E	-.25	2	0.3	1	0.1	
	.00	663	83.8	692	87.5	
	.25	110	13.9	77	9.7	
	.50	8	1.0	11	1.4	
	.75	8	1.0	10	1.3	
	Total		791		791	
	M	.00	355	90.6	338	86.2
.25		34	8.7	44	11.2	
.50		2	0.5	8	2.0	
.75				1	0.3	
1.00		1	0.3	1	0.3	
Total			392	100.0	392	100.0
H	.00	189	90.9	24	11.5	
	.25	11	5.3	183	88.0	
	.50	7	3.4	1	0.5	
	Total		207	99.5	208	100.0

2025 Difference in Achievement Total Percent Points Earned for IEP vs. Former+IEP – Elementary

EMH_CODE: E, REPORT_YEAR: 2025

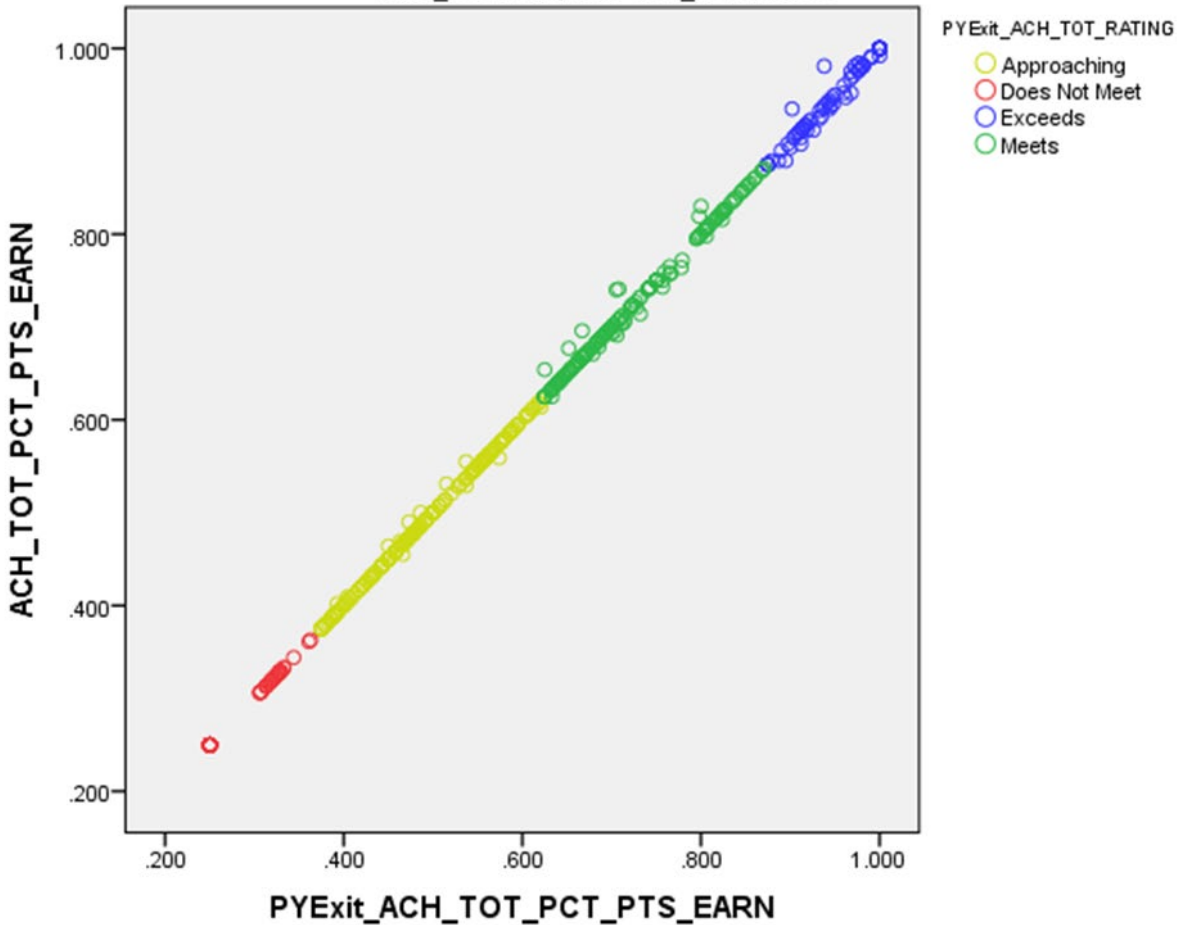


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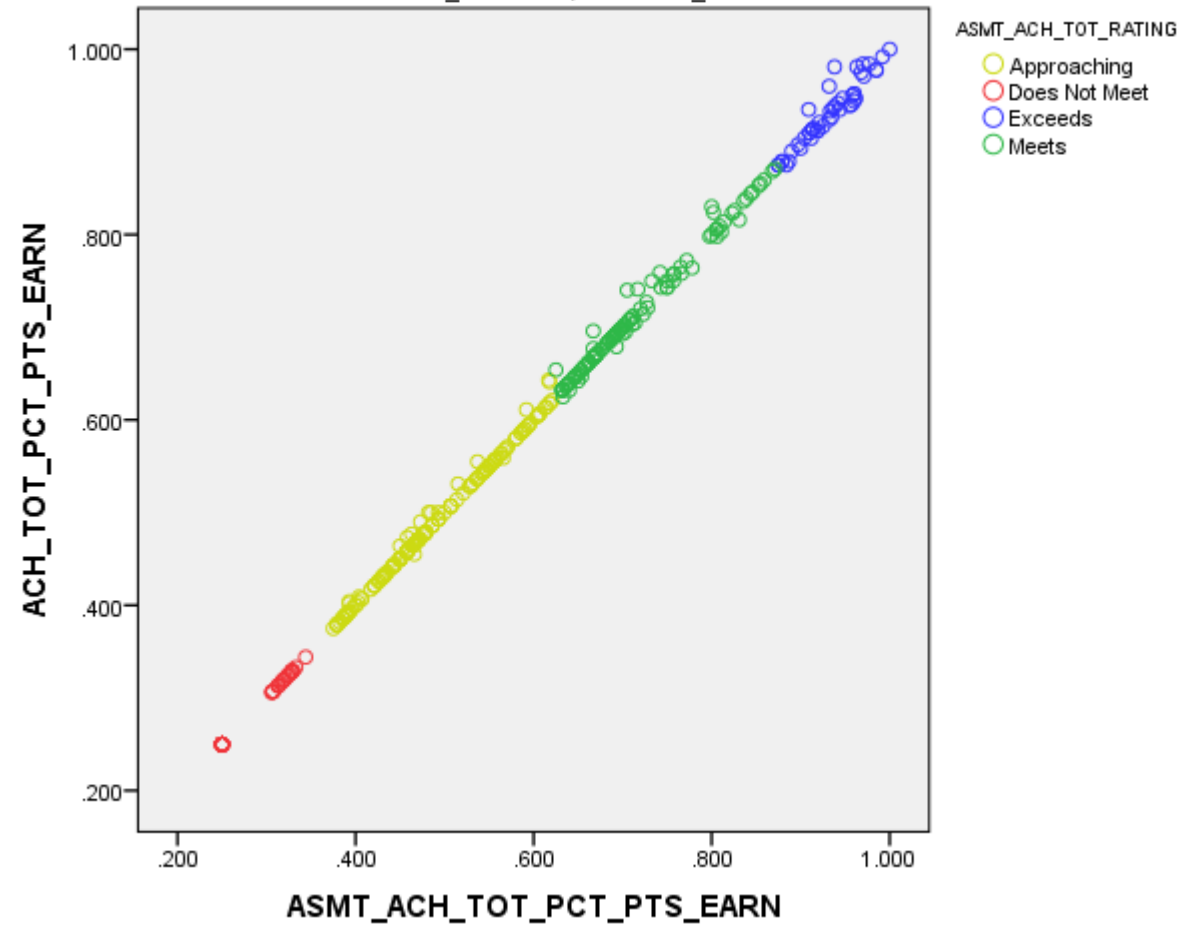


2025 Difference in Achievement Total Percent Points Earned for IEP vs. Former+IEP – Middle School

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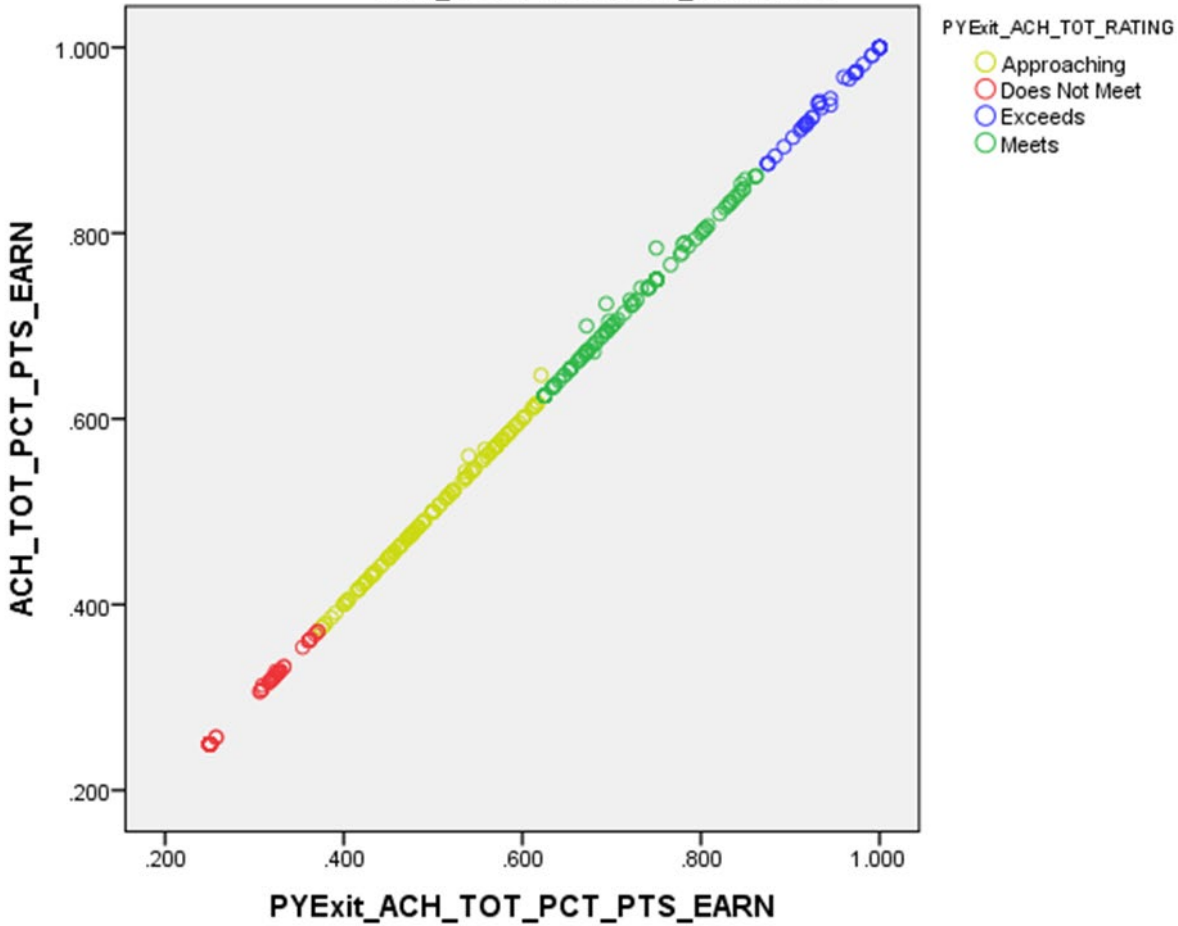


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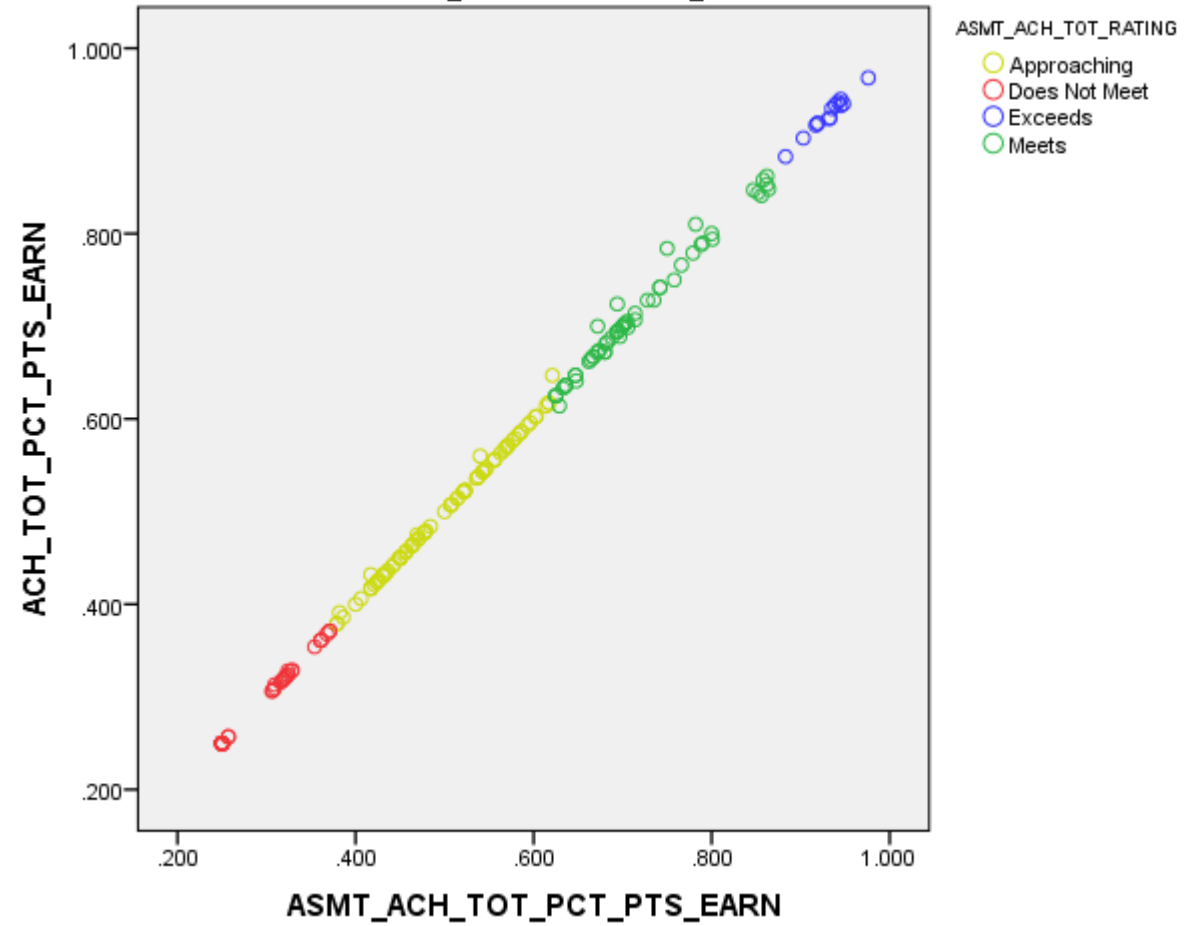


2025 Difference in Achievement Total Percent Points Earned for IEP vs. Former+IEP – High School

EMH_CODE: H, REPORT_YEAR: 2025



EMH_CODE: H, REPORT_YEAR: 2025

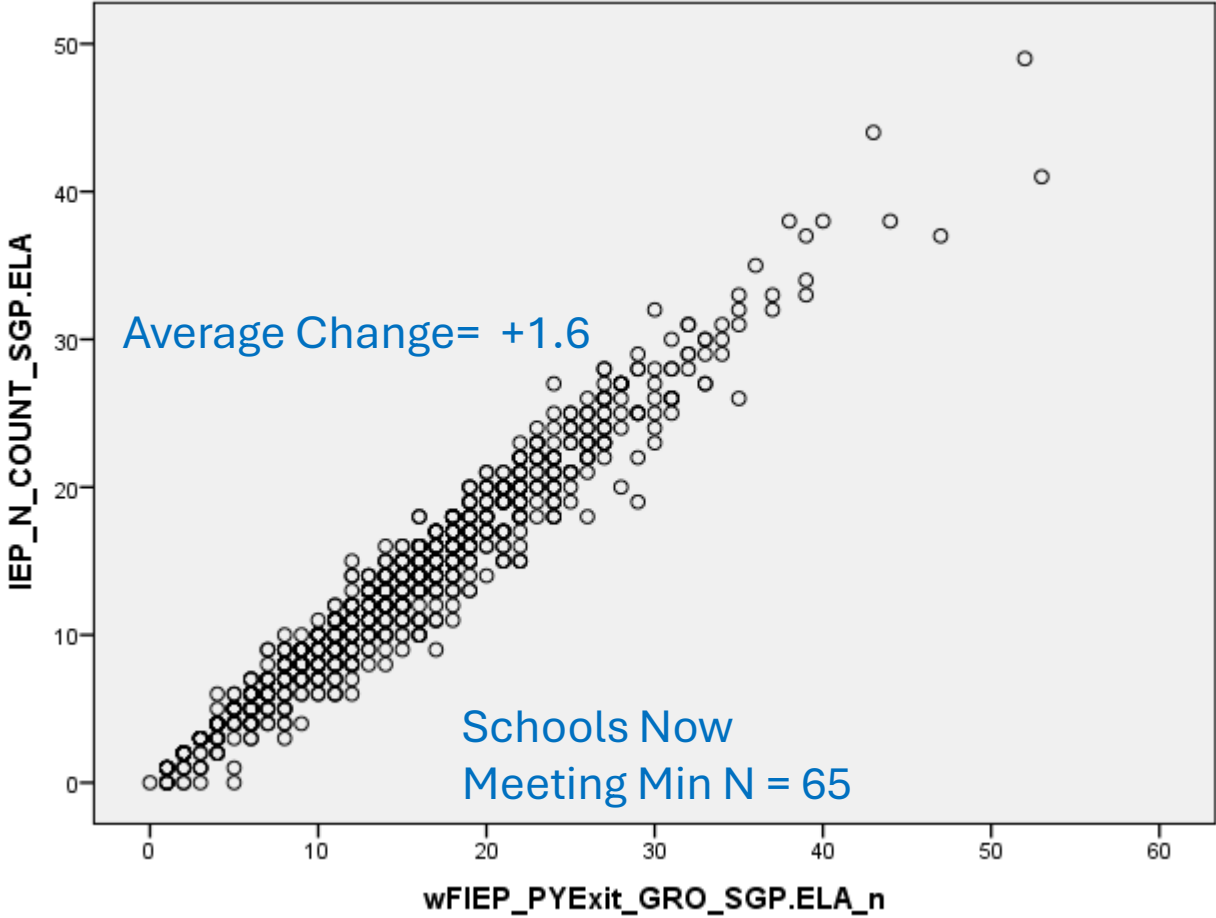


2025 Difference in Achievement Rating for IEP vs. Former+IEP – by EMH Level

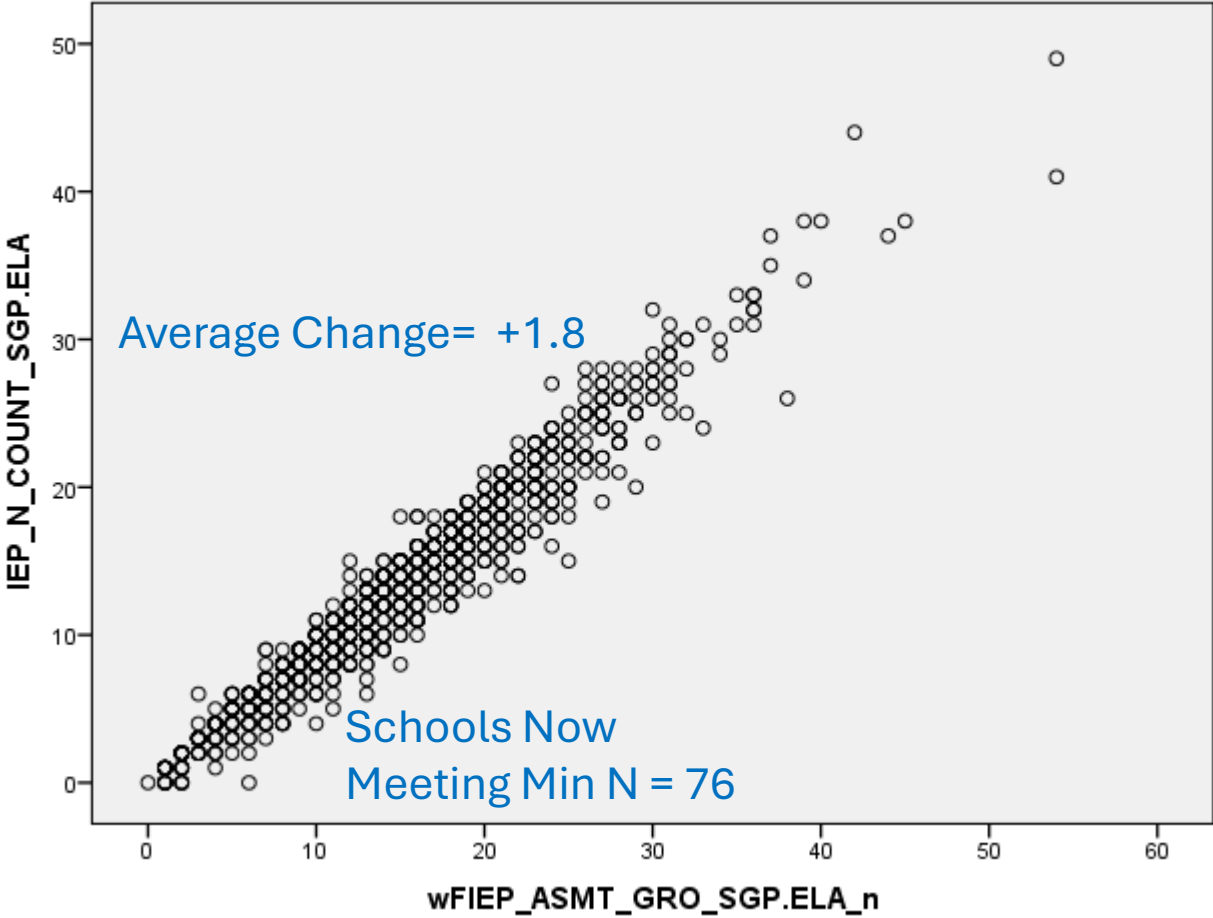
			PYExit_ACH_TOT_RATING				ASMT_ACH_TOT_RATING				PY Exit		ASMT		
			Exc	Meets	Appr	DNM	Exc	Meets	Appr	DNM	N	%	N	%	
ACH_TOT_RATING	E	Exceeds	180	0	0	0	180	0	0	0	Up 1 rating	4	0.38%	2	0.19%
		Meets	1	325	2	0	1	326	1	0	Same rating	1052	99.43%	1055	99.72%
		Approaching	0	3	364	0	0	1	366	0	Down 1 rating	2	0.19%	1	0.09%
		Does Not Meet	0	0	0	183	0	0	0	183					
	M	Exceeds	94	0	0	0	94	0	0	0	Up 1 rating	0	0.00%	0	0.00%
		Meets	0	175	0	0	0	173	2	0	Same rating	585	100.00%	583	99.66%
		Approaching	0	0	227	0	0	0	227	0	Down 1 rating	0	0.00%	2	0.34%
		Does Not Meet	0	0	0	89	0	0	0	89					
	H	Exceeds	45	0	0	0	45	0	0	0	Up 1 rating	0	0.00%	1	0.24%
		Meets	0	120	1	0	0	121	1	0	Same rating	409	99.76%	409	99.51%
		Approaching	0	0	150	0	0	1	149	0	Down 1 rating	1	0.24%	1	0.24%
		Does Not Meet	0	0	0	94	0	0	0	94					

Change in Growth N Count- IEP vs. Former+IEP Options- Elementary ELA

EMH_CODE: E, YEAR: 2025

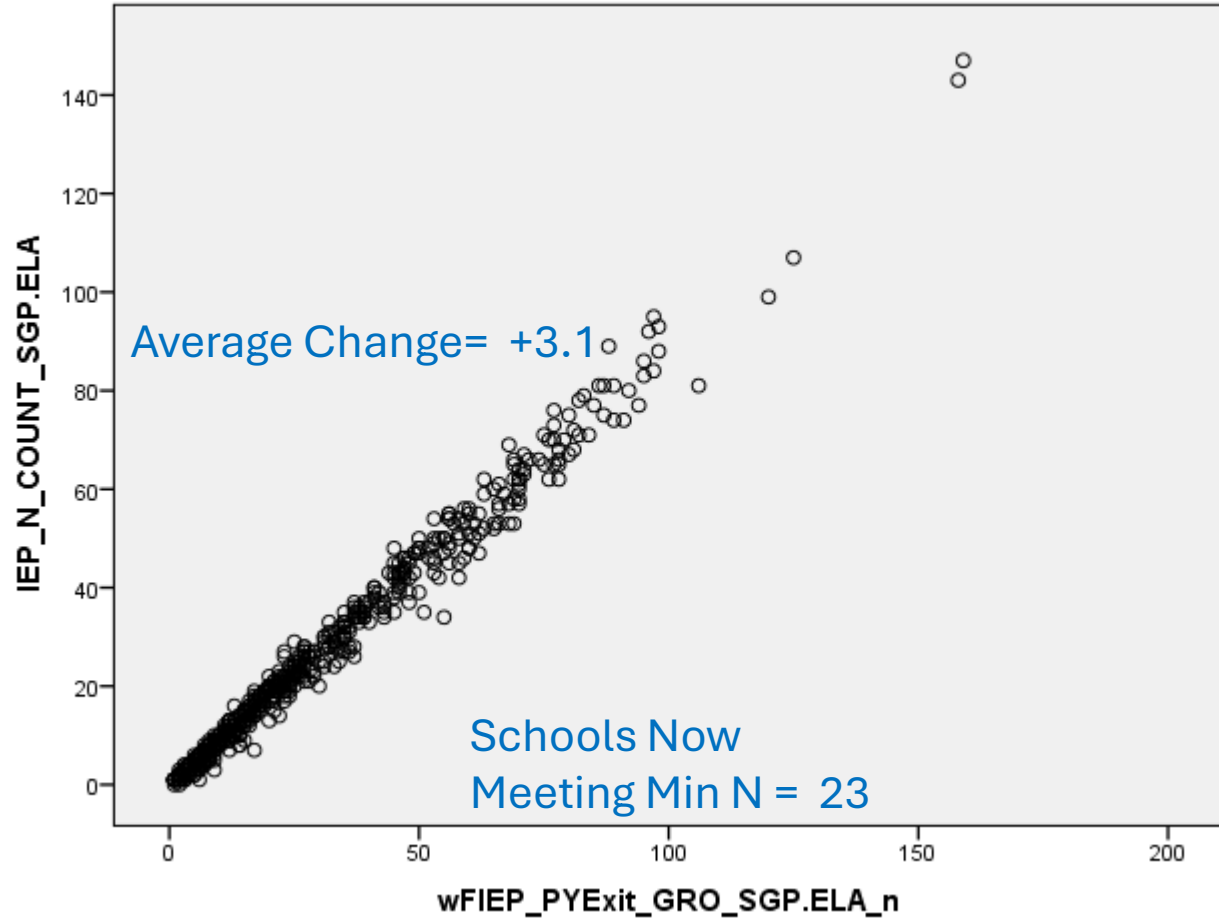


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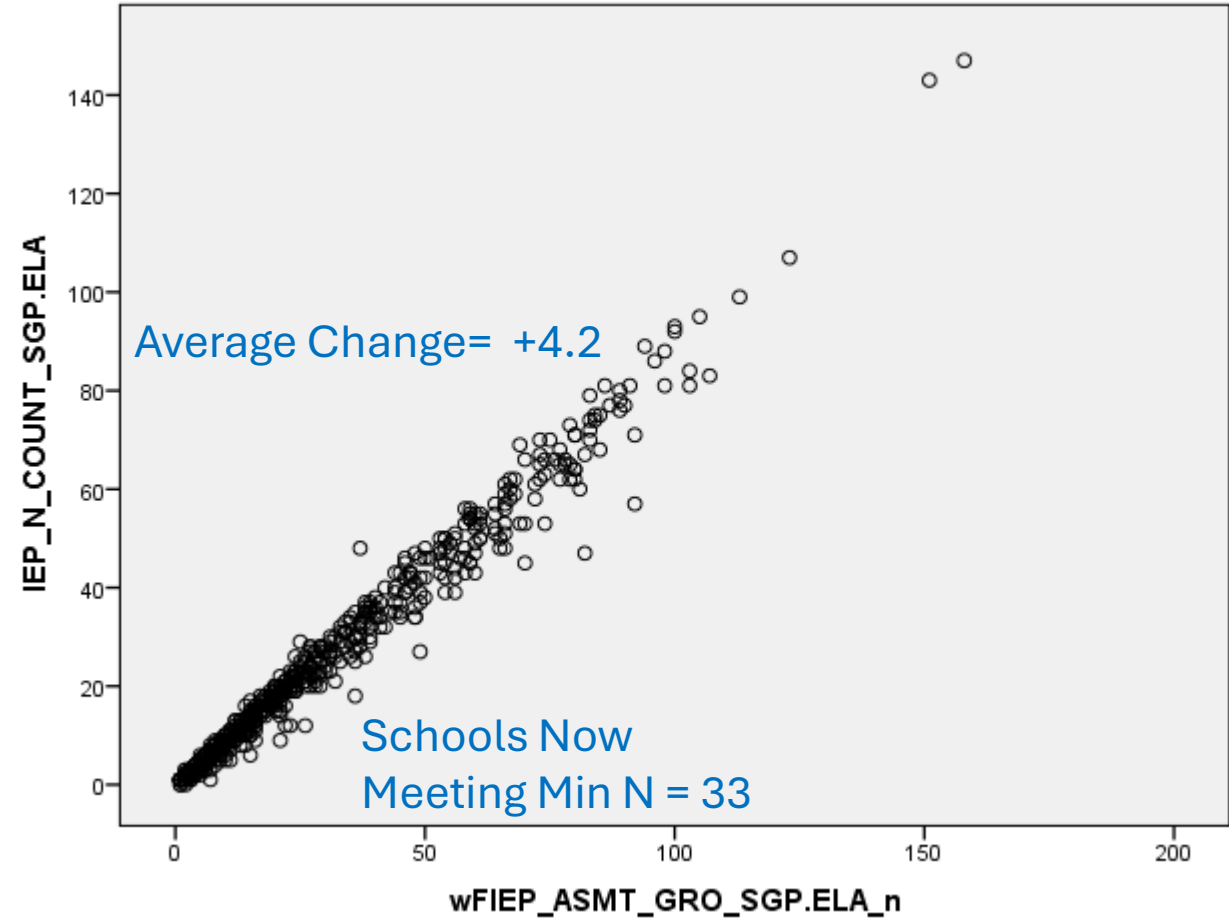


Change in Growth N Count- IEP vs. Former+IEP Options- Middle School ELA

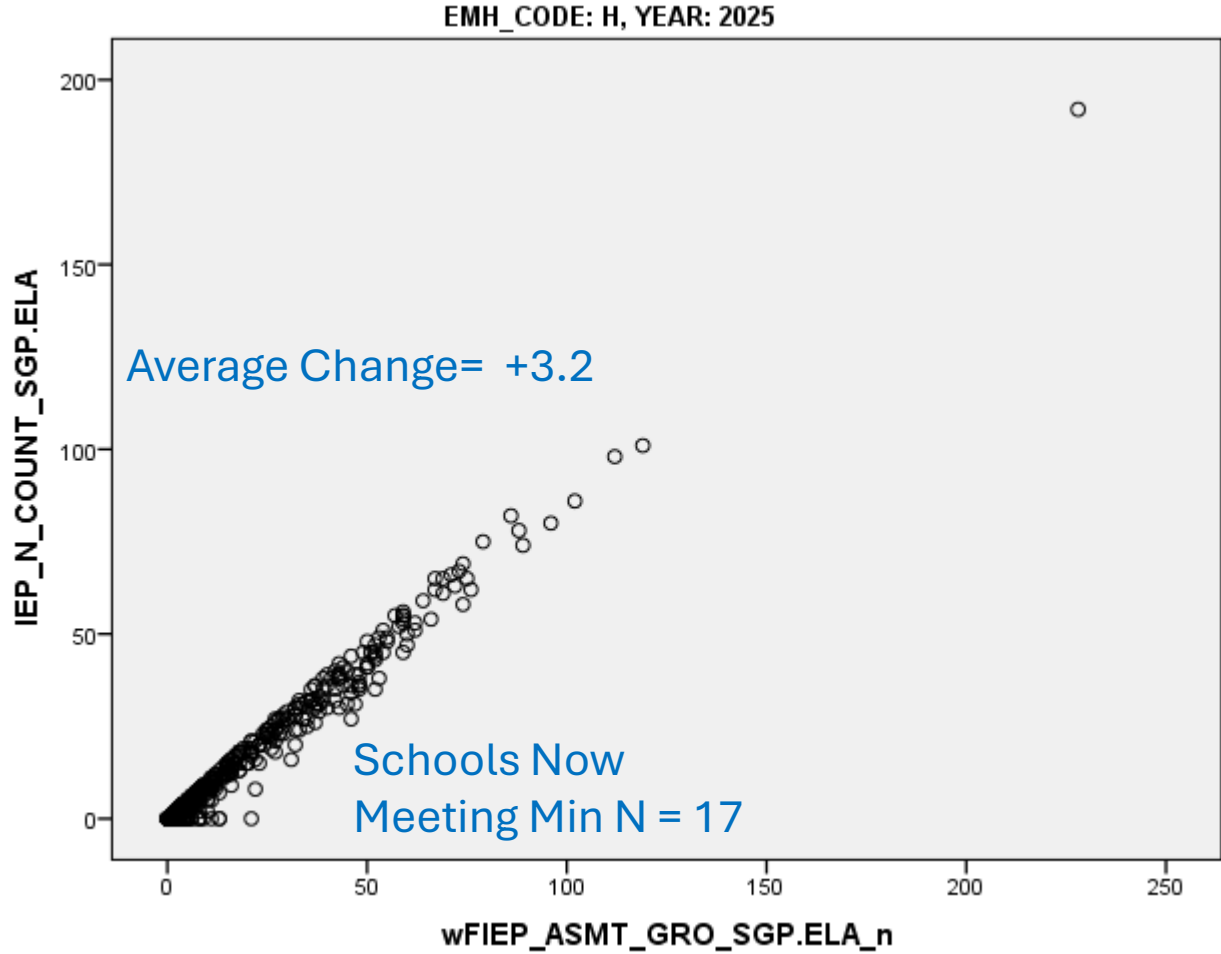
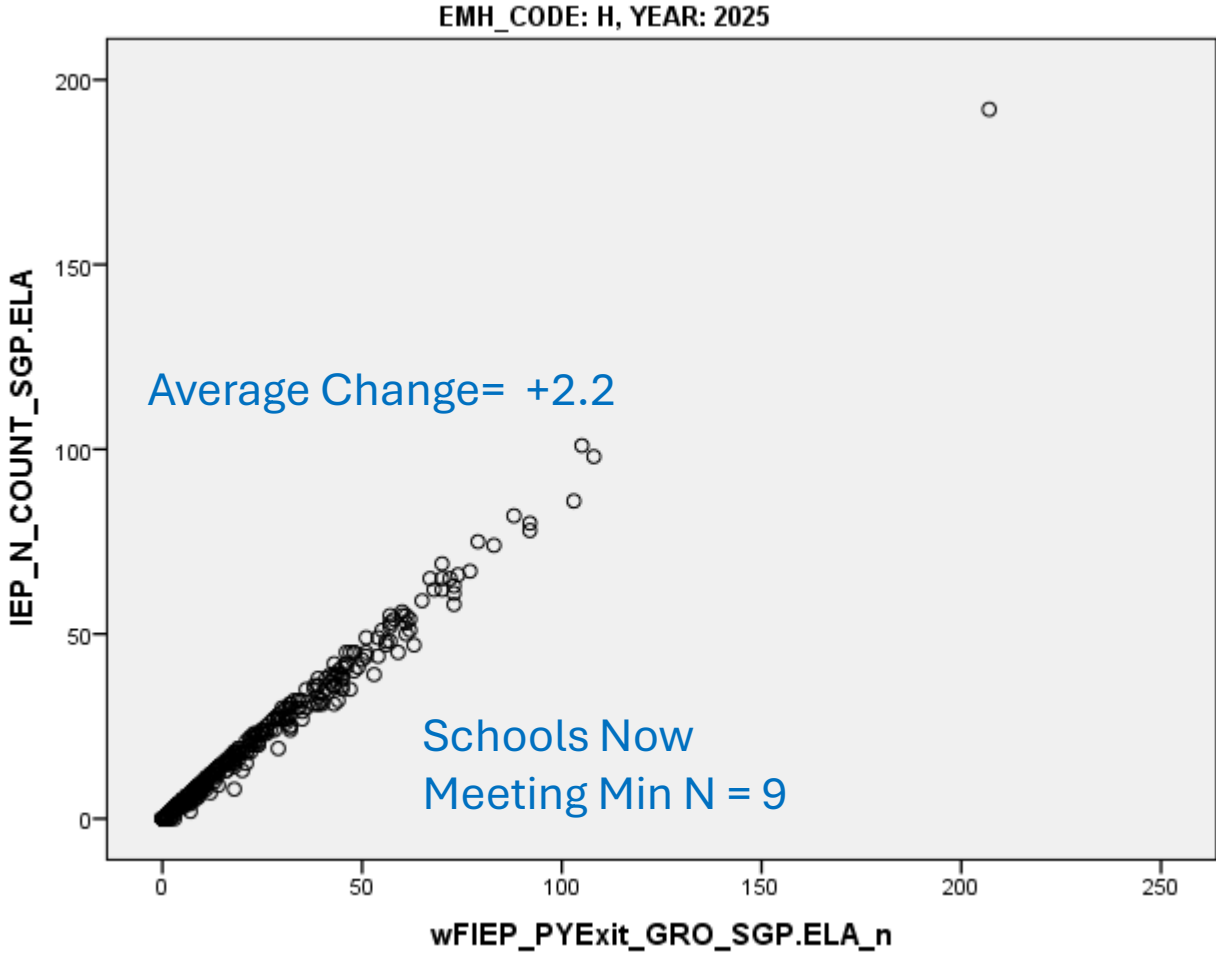
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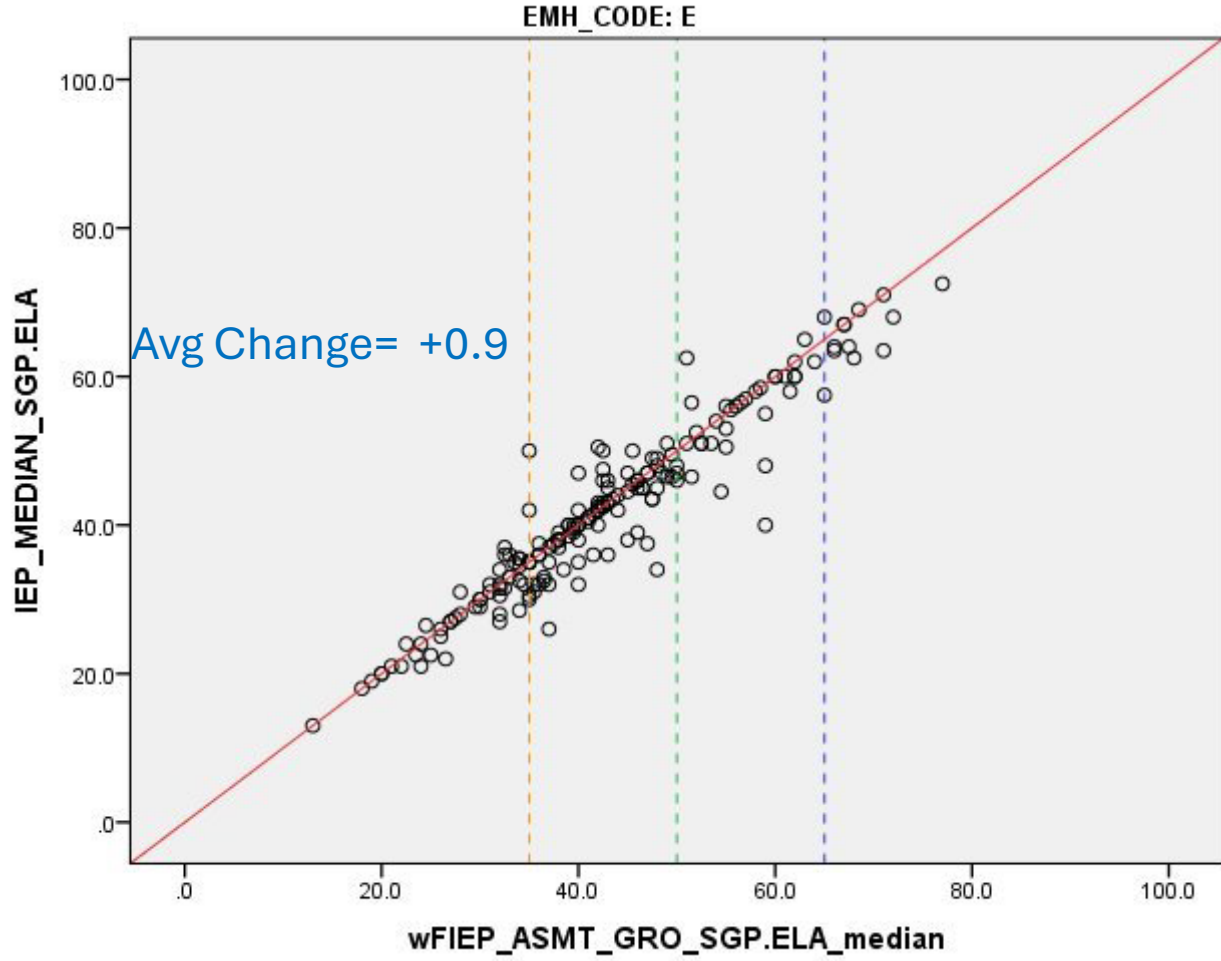
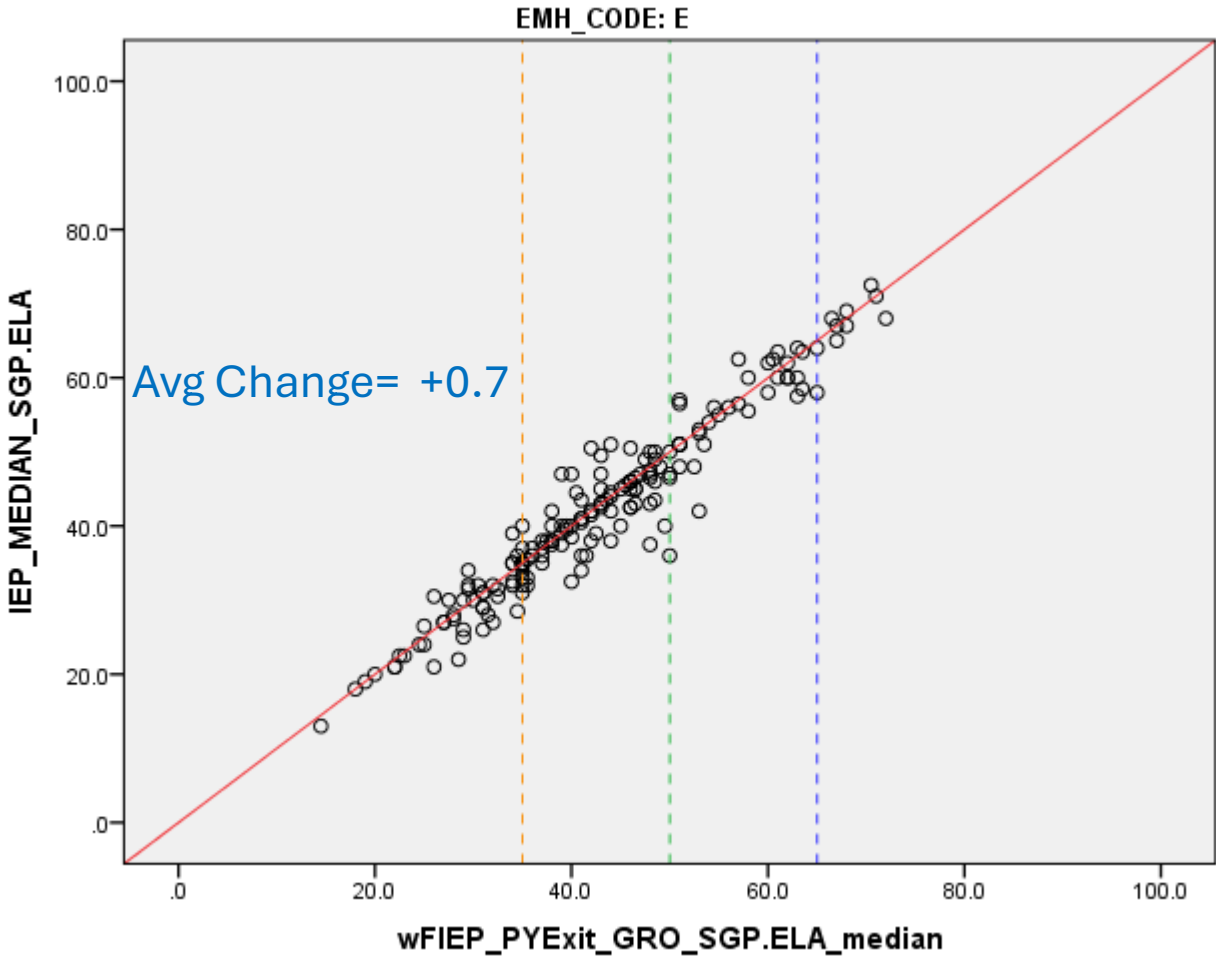
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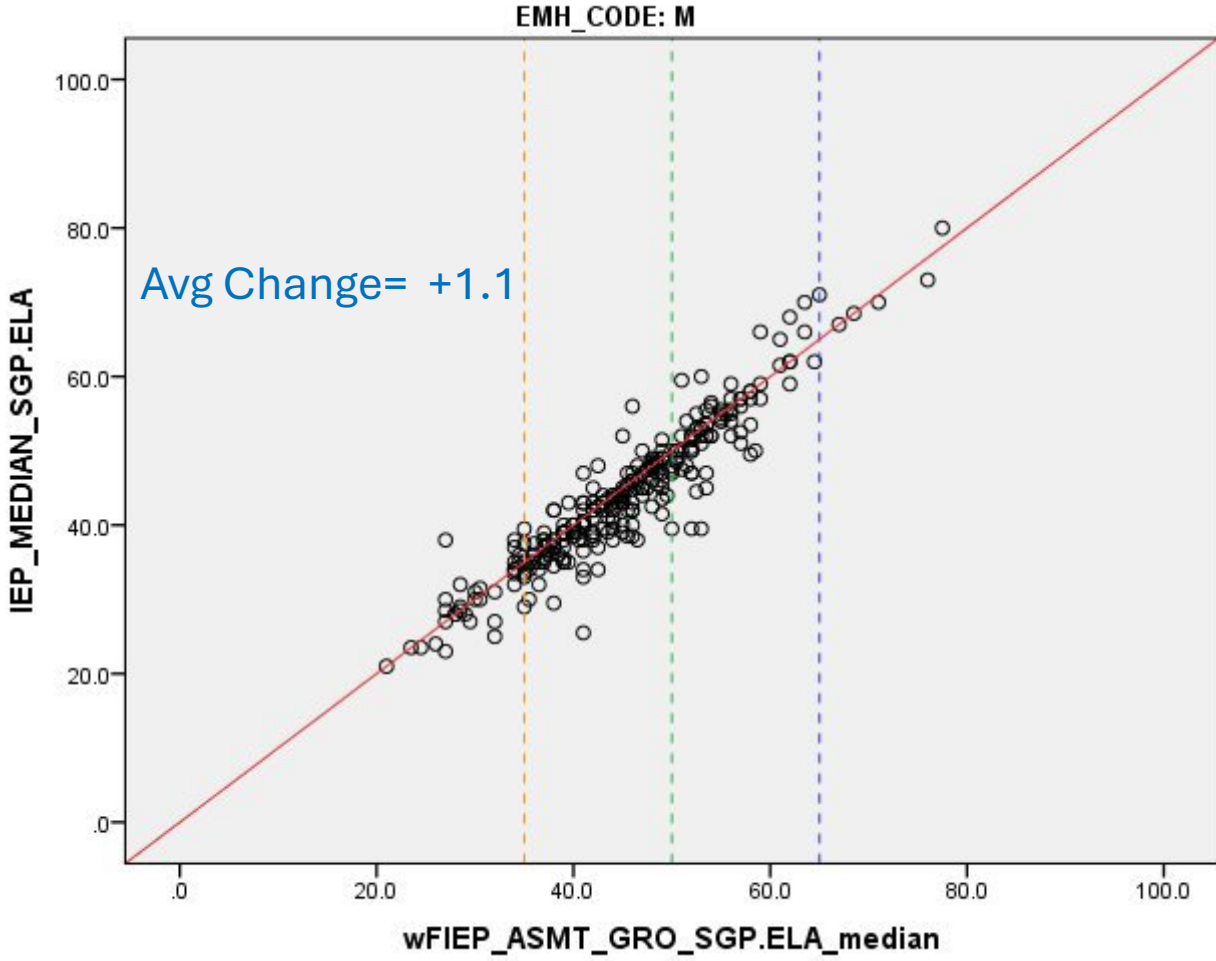
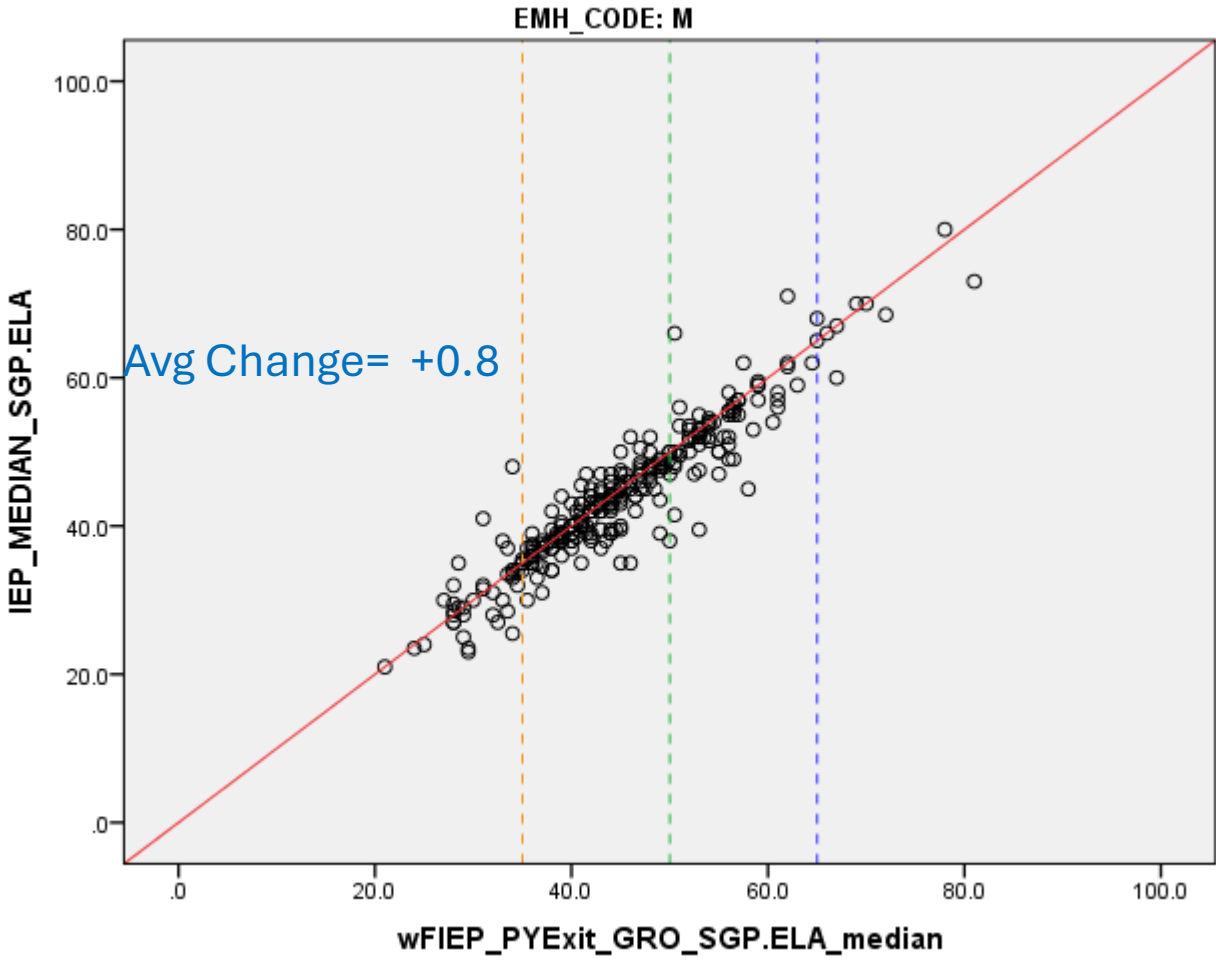
Change in Growth N Count- IEP vs. Former+IEP Options- High School ELA



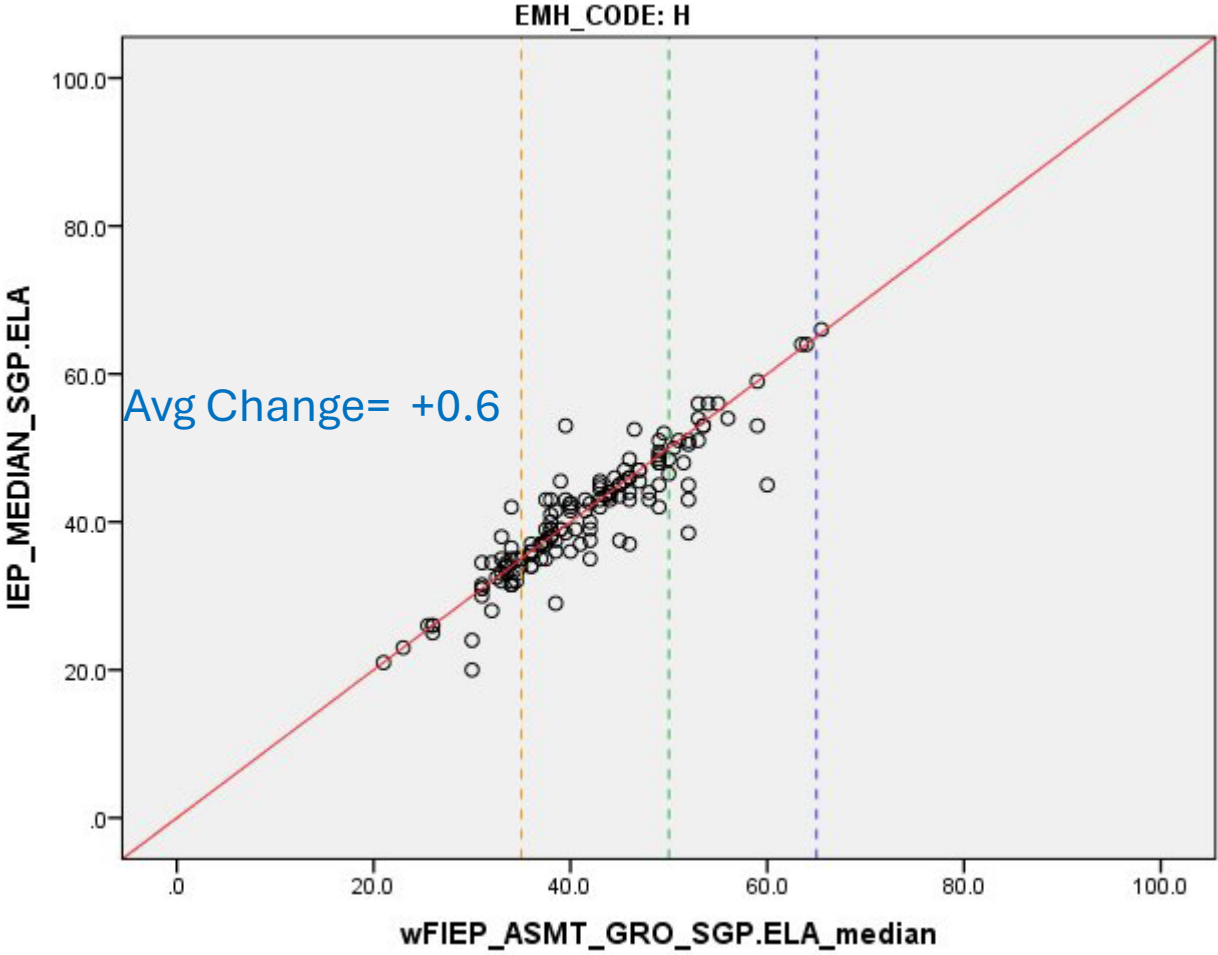
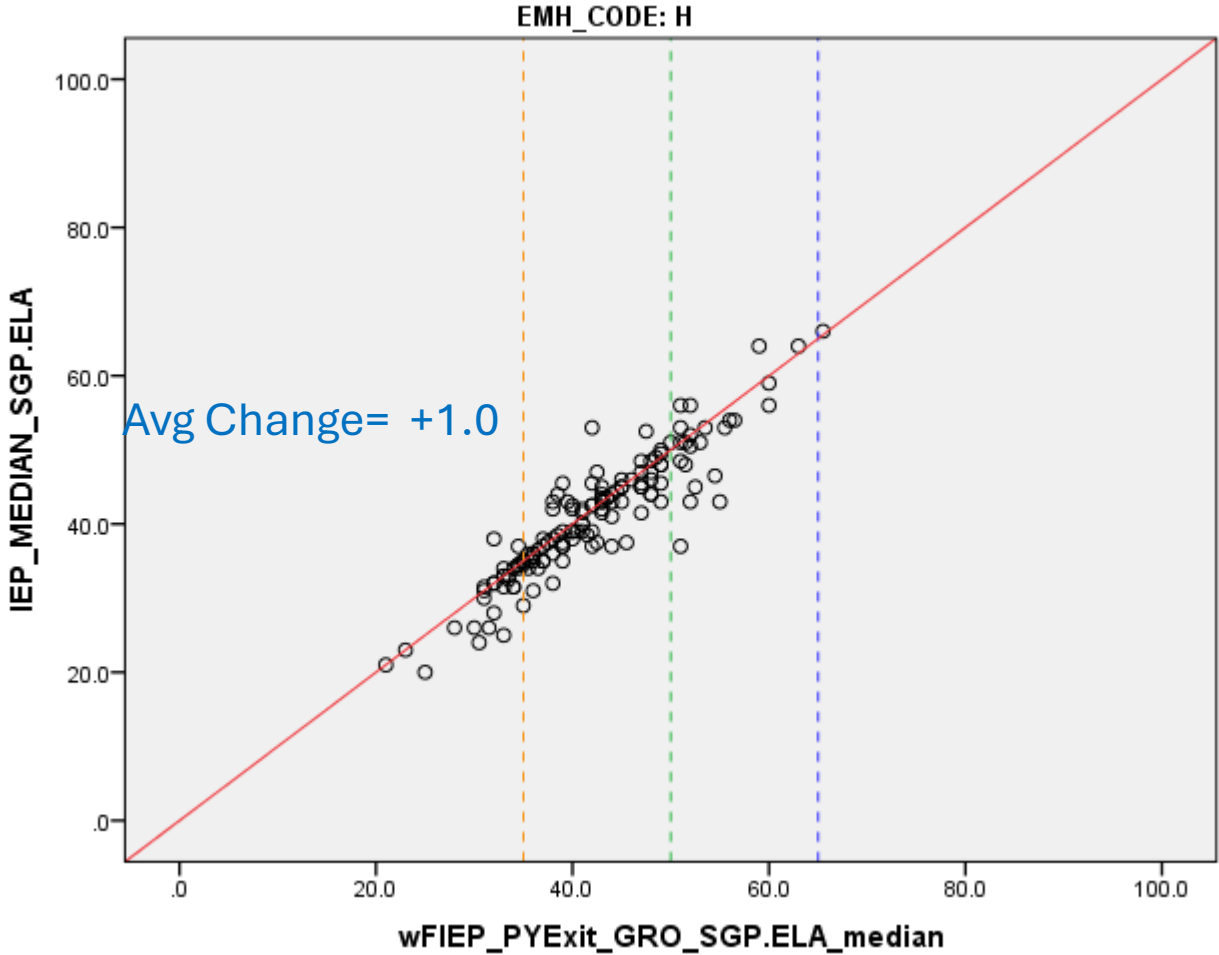
Change in Growth Median SGP- IEP vs. Former+IEP Options- Elementary School ELA



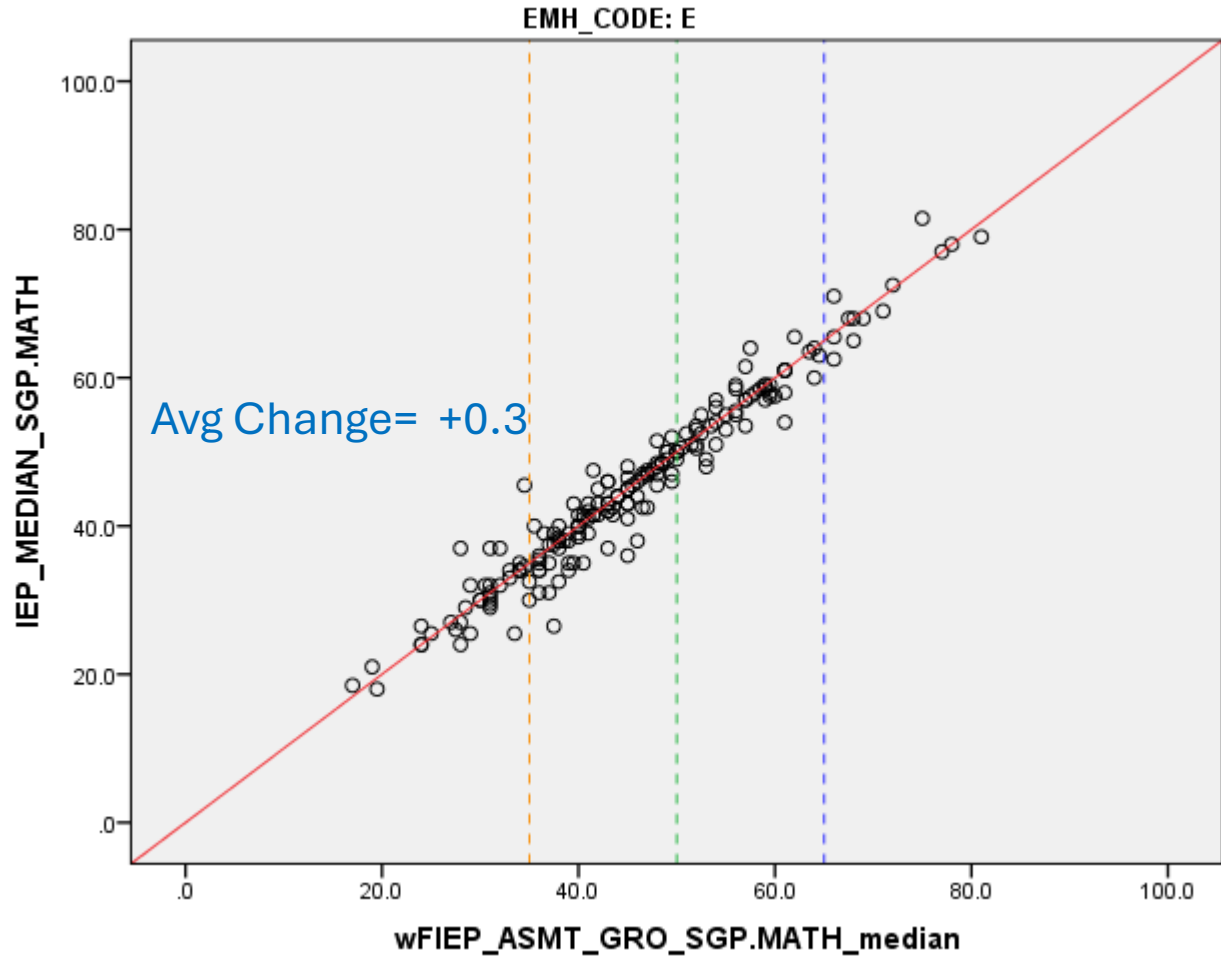
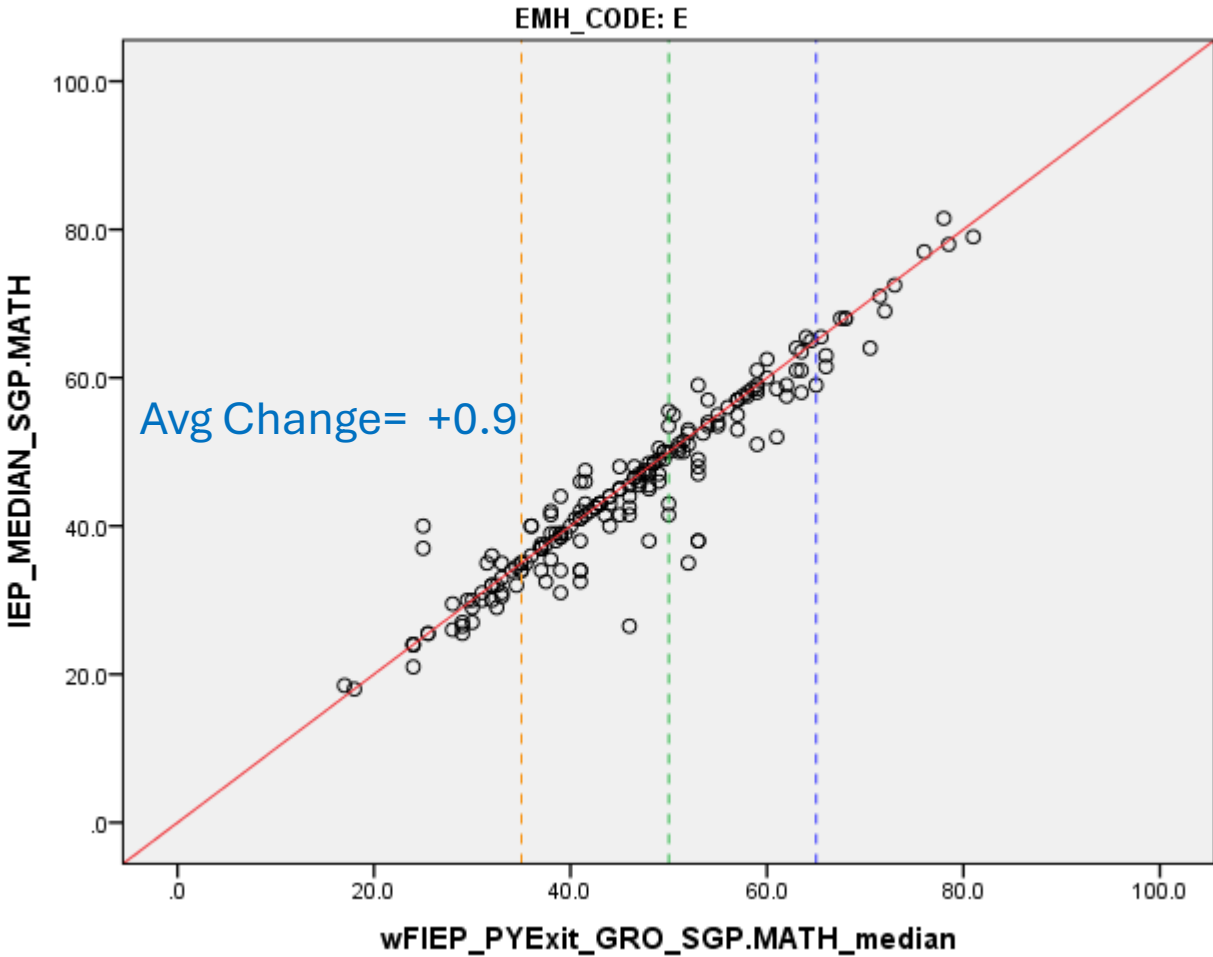
Change in Growth Median SGP- IEP vs. Former+IEP Options- Middle School ELA



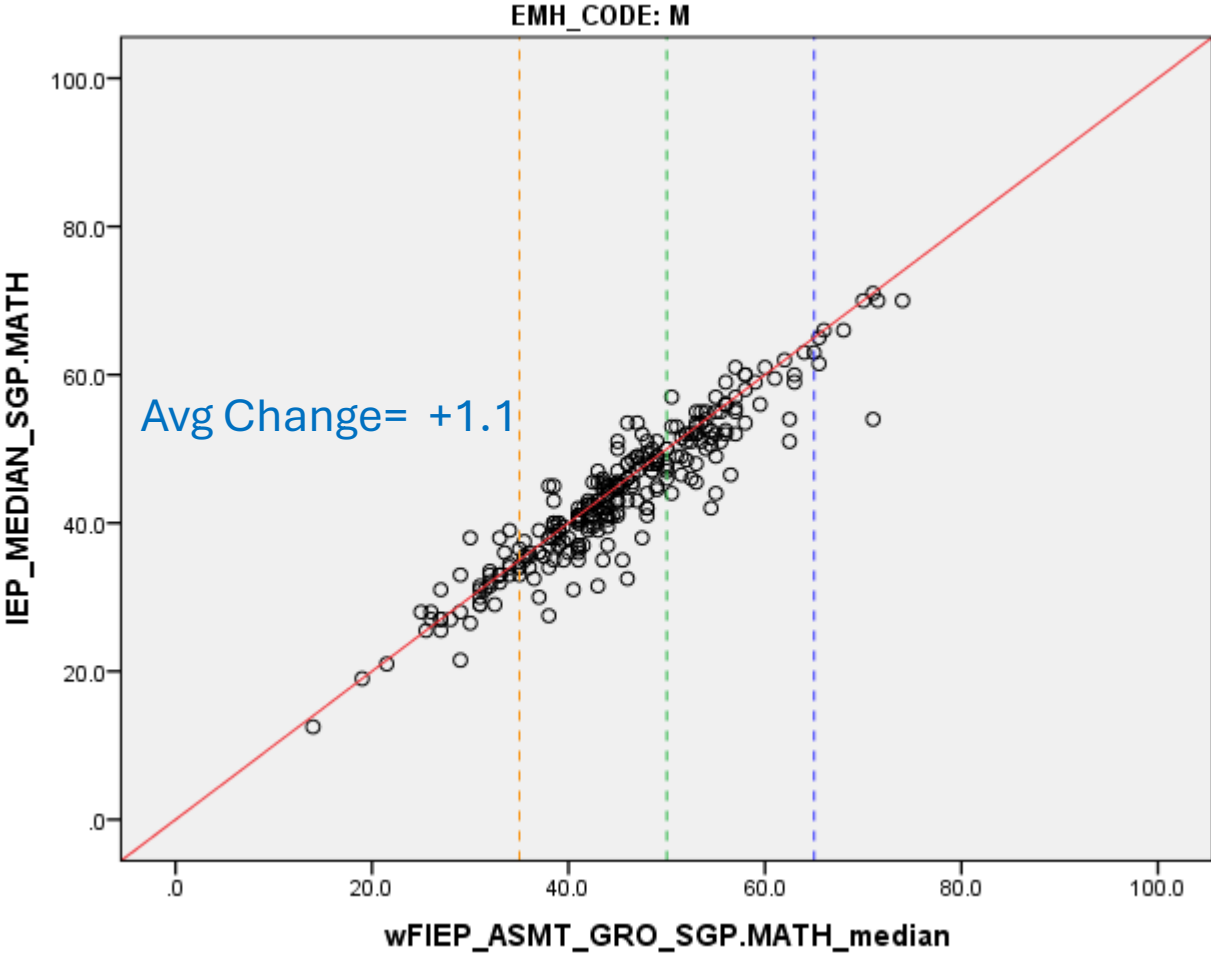
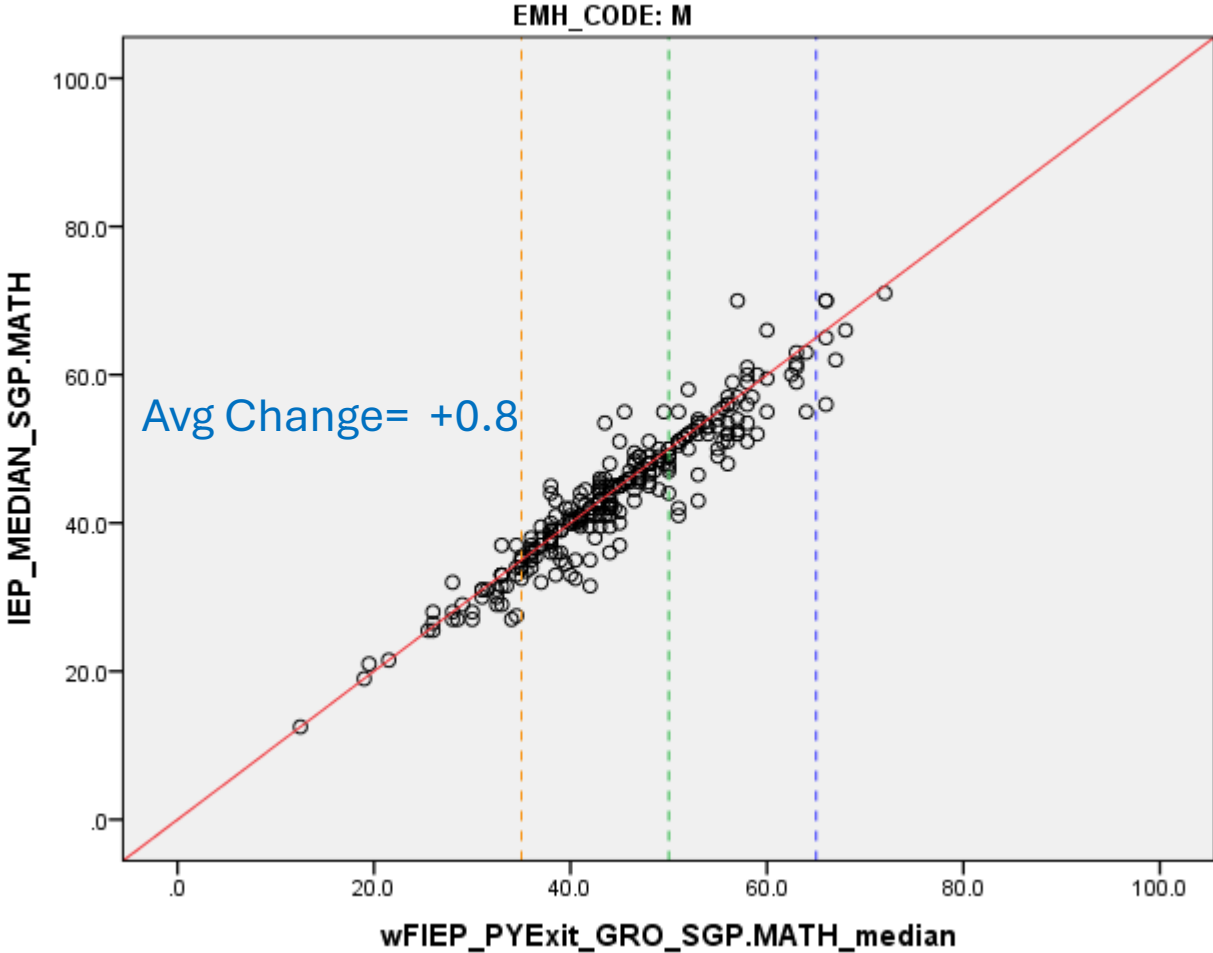
Change in Growth Median SGP- IEP vs. Former+IEP Options- Elementary School ELA



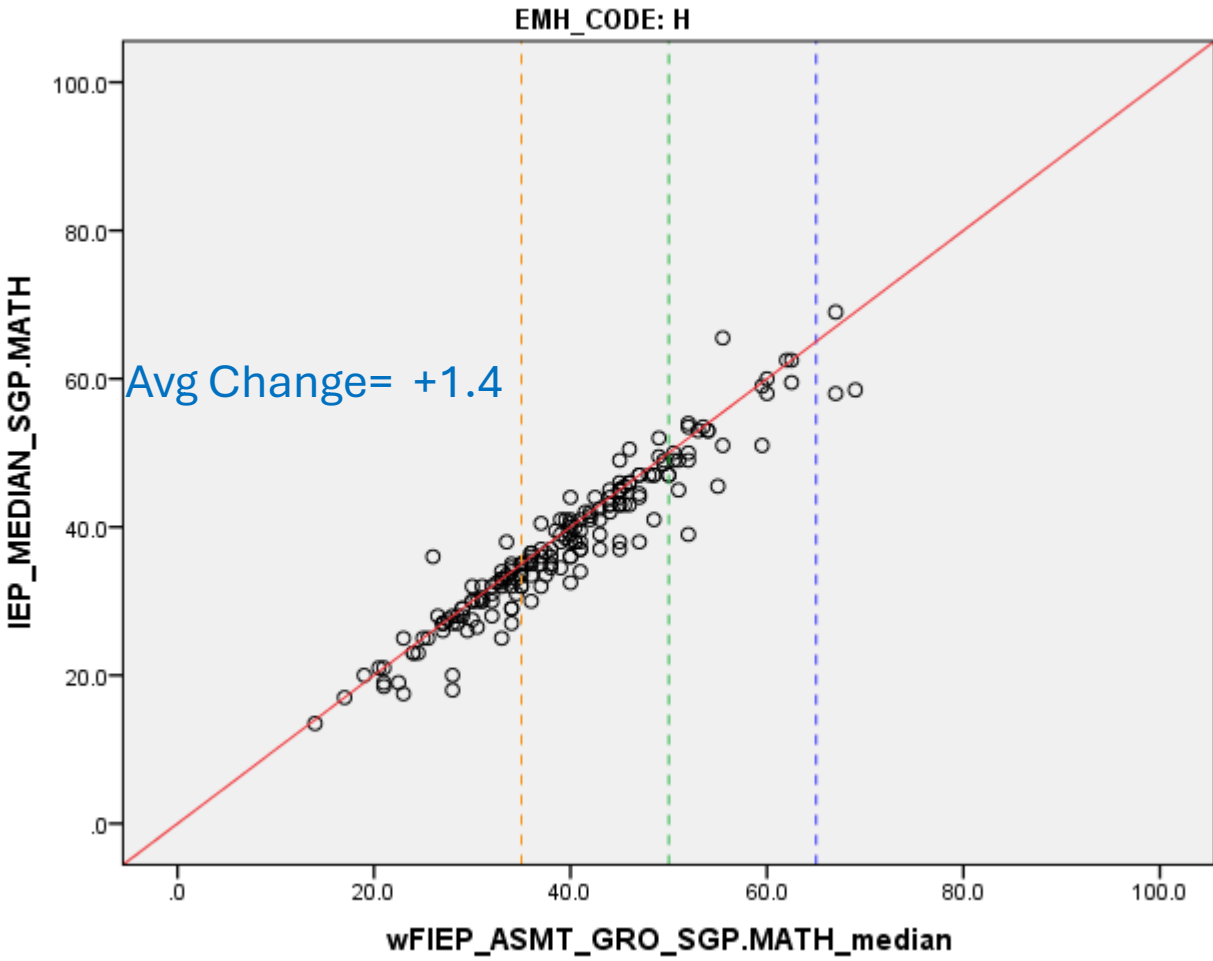
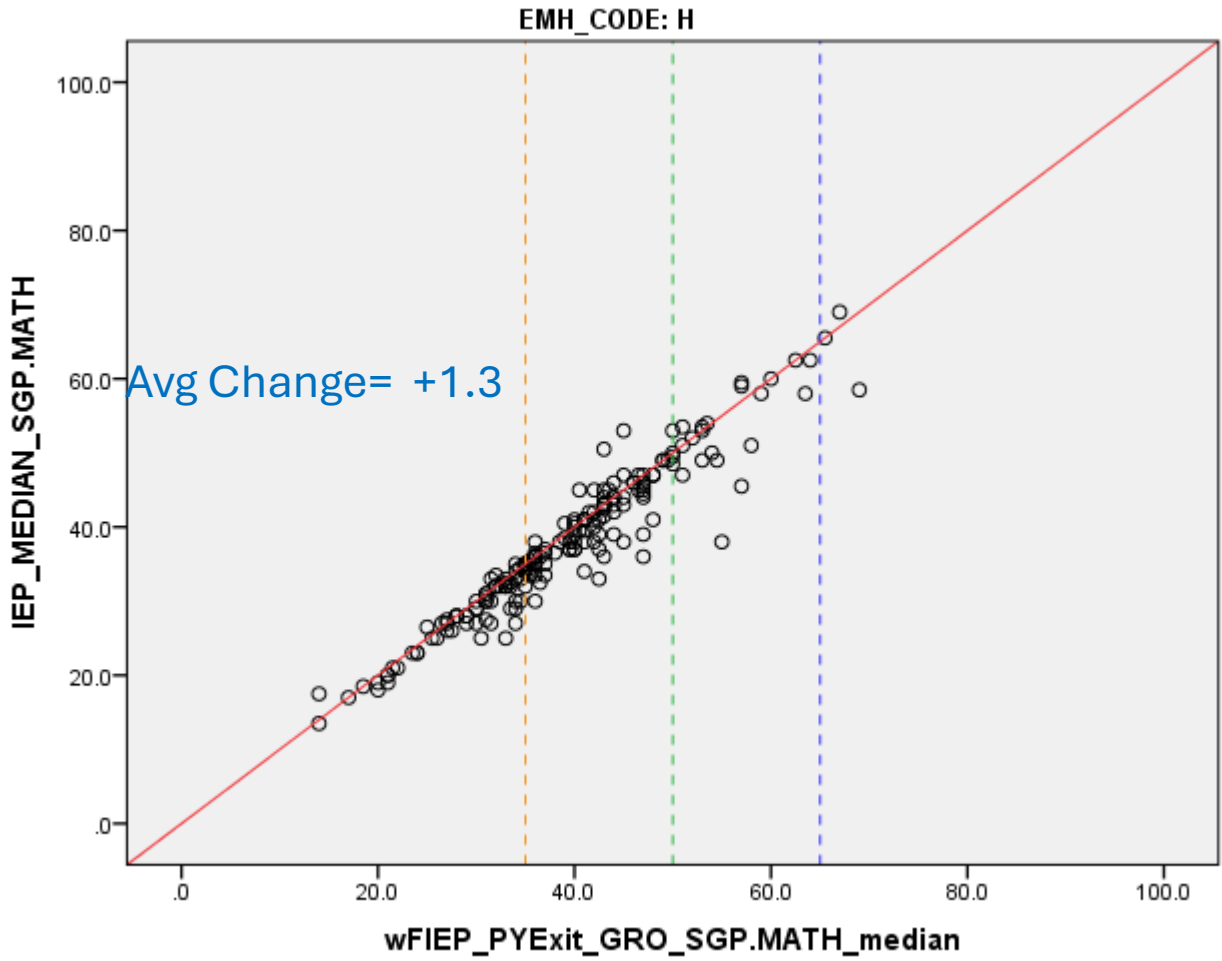
Change in Growth Median SGP- IEP vs. Former+IEP Options- Elementary School Math



Change in Growth Median SGP- IEP vs. Former+IEP Options- Middle School Math



Change in Growth Median SGP- IEP vs. Former+IEP Options- High School Math



2025 Difference in Growth Rating for IEP vs. Former+IEP – by EMH Level

- CDE is still working on this analysis and will share as soon as available.

Recommendations from CDE's Exceptional Student Services Unit (ESSU)

- The SPED EOY collection is the only place where districts can indicate that a student has been "staffed out of" or "exited off" an IEP due to no longer meeting the requirements for having an IEP.
- There are many other reasons a student may show inconsistent IEP flags over time (moved school/district/state, parent refused services, etc.), but that do not indicate the instructional success associated with exiting an IEP. This makes the Assessment approach less likely to be accurate.
- A student's IEP designation is re-evaluated every 3-years, so students should not be constantly bouncing on and off of an IEP between years.
- If a student has exited an IEP and been flagged as former-IEP for one or more years, but then goes back on an IEP and exits again at a later date, the former-IEP flag should restart at year 1.

TAP Feedback

- TAP feedback form:

<https://docs.google.com/spreadsheets/d/1TMP0hvSUVCiYItPdggmo-S5rGtuFgCf8dKxcSyhK1Ts/edit?gid=2094827655#gid=2094827655>

VOTING ITEMS

- Do TAP members support using the SPED EOY Prior Year methodology for identifying Former IEP students?
- Do TAP members support restarting the FIEP clock if a student goes on and off an IEP multiple times?



PWR Indicator Update

Dan Mangan
Feedback Item



Overview

- 1278/315 Summary
- “The Big Three”
- 1278 - Changes to PWR Indicator
- PWR Sub-indicator Breakdown
- Key Questions

Overview: HB25-1278 & SB25-315

HB25-1278

Informed by HB23-1241 Taskforce

Designed to address:

- Persistent inequities related to accountability
- Achievement gaps among student groups
- Challenges facing small systems

Operationalized through numerous changes to:

- Accountability Frameworks
- Assessments
- Public Reporting and Engagement
- Continuous Improvement
- Accreditation

Timeline:

- 2025-26 → Discovery and Preparation
- 2026-27 → Pilot and Communication
- 2027-28 → Full Implementation

SB25-315

Informed by 1241 TF/1278 bill and external [PWR Financial Study](#) (Slalom, Aug 2024)

Designed to address:

- Inequitable access to funding
- Complex funding structures
- Administrative burdens (applying/reporting)
- Data gaps (not all districts report)

Operationalized through:

- Preserving most existing funding
- Creating more equitable distribution of funding among education providers
- Aligning Sustain and Buckner Innovation funds w/ PWR outcomes from 1278 (focus on the “Big Three”)
- Minimizing application/reporting burdens

Timeline:

- 2025-26 → Startup Funding (3 yrs) & **New Collection**
- 2026-27 → Sustain Funding (3 Yrs)
- 2028-29 → Buckner Funding

The goal of SB 25-315 is to expand access & outcomes

- In 2023-24, **82 districts – 81 of which were rural or small rural** – did not receive any funding from the voluntary CDE-managed PWR programs.
- The bill expands access to the funding by **minimizing the application and reporting burdens** and requirements for the funding – granting local education providers the ability to create opportunities for their students within their local context.



Start-Up Fund is intended to support districts in getting programs established and does not operate as a traditional grant program

- Provides financial assistance to districts so they can **develop or significantly expand access** to The Big Three.
- Districts are encouraged to consider cross-district collaboration and leverage economies of scale to expand access for students.
- **Needs based formula distribution – rather than a competitive grant** – that is determined based on data available to CDE.
- Districts will **opt in** to the funding with an **assurance** that funds will be used for eligible expenses. If a district does not want the funding, the money is put back into the fund to be distributed to districts accepting Start-Up funds.
- Funding is **distributed through School Finance**, not a grant award letter
- The **funding doesn't expire** - districts may use it immediately or save it for larger future expenses.

In FY 28-29, the Start-Up Fund converts to the Buckner Innovation Fund

- **Guaranteed funding – similar to CDE’s School Transformation Grants** – for schools and districts who are identified as needing assistance based on the new PWR measure that is included in HB25-1278. The funding is designed to support the **development and/or expansion of access** to The Big Three.
- **Covered Expenses include but are not limited to:** facility construction, renovation, equipment, technology purchase, initial program setup, curriculum development, training and teacher certification.



Starting in FY 26-27, the Sustain Fund provides funding for student achievement of the Big Three

- Provides financial incentives to districts so they can **maintain and/or expand access to The Big Three.**
- **Distribution based on student outcomes achieved** – rather than a competitive grant – using the same data that is included in the revised postsecondary workforce readiness accountability sub-indicator.
- **Covered Expenses include but are not limited to:** new program planning and design, expanding student access to existing programs, implementing individual career and academic plans, wages for registered apprentices, teacher professional development



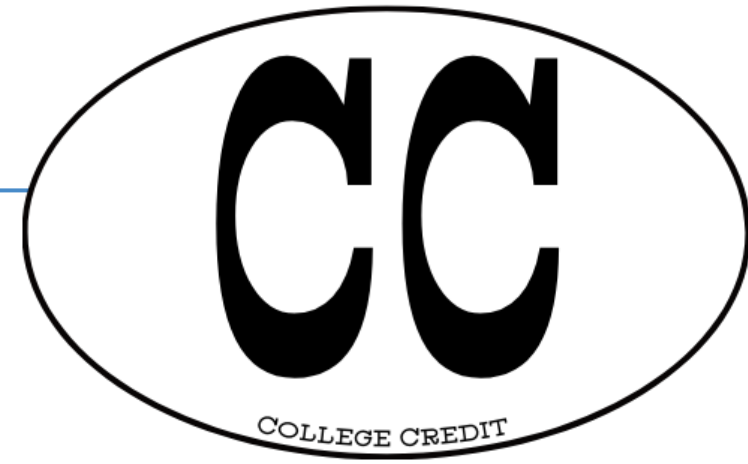
What are “The Big Three”?



1 - Postsecondary Credit Attainment

From [SB25-315](#), C.R.S. 22-54-202(7):

"Postsecondary credit attainment" means a transferrable college credit that may be attained while a student is in high school, in alignment with the [Colorado Commission on Higher Education admissions standards](#) set forth in section 23-1-113, which may include the successful completion of a concurrent enrollment course as described in sections 22-35-103, a sufficient score as determined by the state board of education on an end-of-course advanced placement exam, or a sufficient score in an international baccalaureate course.



2 - Industry-Recognized Credentials

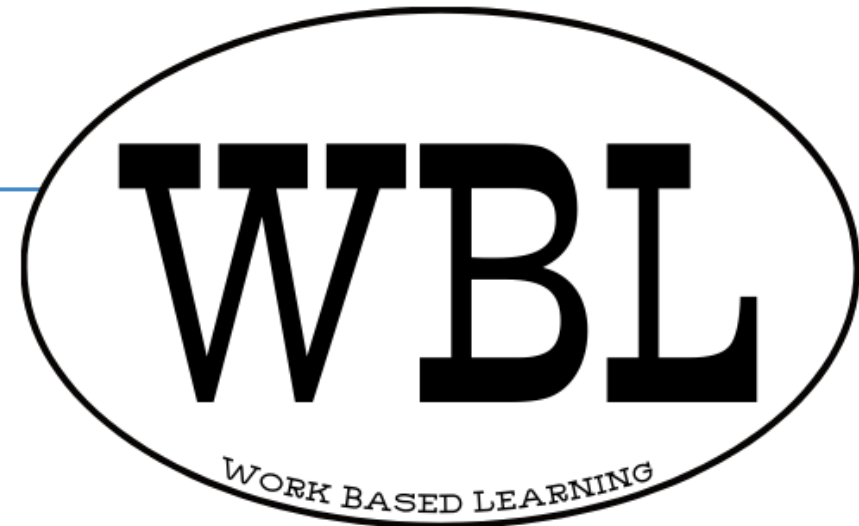
From [SB25-315](#), C.R.S. 22-54-202(7):
"Industry-recognized credential" means an industry certification and a nondegree credential, as both are defined in section 23-5-145.8, that satisfy the *requirements developed pursuant to section 23-5-145.6 (2) and identified in the most recent annual Colorado Talent Pipeline report prepared pursuant to section 24-46.3-103 (3).*



- [Quality and in-demand non-degree credential rubric](#)

3 - Work-Based Learning

From SB25-315, C.R.S. 22-54-202(7): "Work-based learning" means demonstrating learning through work or at work, *consistent with the work-based learning quality expectations established* pursuant to section 8-83-602 (5). "Work-based learning" includes the same meaning as set forth in section 8-83-601.



COLORADO'S WORK-BASED LEARNING CONTINUUM

Work-based learning is a continuum of activities that occur, in part or in whole, in the workplace, providing the learner with hands-on, real world experience.

LEARNING ABOUT WORK	LEARNING THROUGH WORK	LEARNING AT WORK
---------------------	-----------------------	------------------

Career awareness and exploration helps individuals build awareness of the variety of careers available and provides experiences that help inform career decisions.

- Career Counseling
- Career Planning
- Career Fairs
- Career Presentations
- Industry Speakers
- Informational Interviews
- Mentoring
- Worksite Tours
- Project-based Learning

Career preparation supports career readiness and includes extended direct interaction with professionals from industry and the community.

- Clinical Experiences
- Credit-for-work Experiences
- Internships
- Pre-apprenticeship
- Industry-sponsored Project
- Supervised Entrepreneurship Experience

Career training occurs at a work site and prepares individuals for employment.

- Apprenticeship
- On-the-job Training
- Employee Development

Education Coordinated ← Business Led



OUTCOMES:

Skilled Talent for Business + Meaningful Careers for Students & Job Seekers

Background | HB 25-1278 Resources

[HB 25-1278 Fact Sheet](#) - Provides a high level overview of the key themes of the accountability bill, which include:

- State Assessments
- Performance Frameworks
- Public Reporting
- Insufficient State Data: Low Participation
- Continuous Improvement (including the Accountability Clock and various supports)
- Stakeholder Groups & Studies
- **Postsecondary & Workforce Readiness Indicator**



COLORADO
Department of Education

Summary of H.B. 25-1278: Education Accountability System Overview

Passed during the 2025 legislative session, the Education Accountability System bill ([H.B. 25-1278](#)) modifies the statewide education accountability system. The bill builds extensively from the [1241 Task Force recommendations](#). However, some activities that the task force recommended were not included or limited because of budget considerations. This resource highlights the major themes of the bill and some early implementation implications, including for state assessments, performance frameworks, public reporting, sites with Insufficient State Data: Low Participation, continuous improvement, accountability clock, and areas for further study.

State Assessments

- **Eliminates paper-pencil format** for state assessments (except for accommodations) and the optional writing portion of the SAT. CDE anticipates this will be implemented by spring 2026.
- CDE will provide Local Education Agencies (LEAs), which include districts, the Charter School Institute, and BOCES that operate schools, with guidance on how to **divide CMAS into smaller sections** for students with disabilities who have an Individualized Education Program (IEP) or a Section 504 Plan.
- CDE will develop versions of **CMAS in languages beyond English and Spanish**, if at least 1,500 multilingual learners with a specific language background statewide per grade level receive instruction in that language.
- State assessment **results will be provided by June 1st or as soon as practicable**. For 2025, CDE anticipates that CMAS (all content areas) and CoAlt science and social studies results will be available to LEAs, schools, and parents by June 11. This also includes the launch of Pearson's [family portal](#) where parents can access their student's results as soon as they are available without waiting for schools or districts to distribute reports. The full targeted reporting timeline for state assessments is available on [CDE's website](#).

Performance Frameworks

- Changes to the performance frameworks included in this section are anticipated to impact the **2027 performance frameworks for points**. The 2025 and 2026 frameworks will continue with our current approach. Simultaneously, CDE will be updating data and reporting systems in preparation for 2027. This includes working with our advisory groups (e.g., Technical Advisory Panel, Accountability Work Group), gathering feedback from the field and working with the State Board of Education on state board rules.
- **Combines student groups** for points within the performance framework, with disaggregated student groups shared in public reporting. This means frameworks will continue to consider the "all students" group and then a single combined group that includes students with an IEP, multilingual learners, students eligible for free/reduced price lunch and minority students. A single student will only be counted once in the combined group for points. For public reporting, however, student groups will be disaggregated for transparency and improvement planning purposes.

Updated Last by CDE: May 2025 1

CDE Action

- Move **SAT to Achievement**
- Adds a “**college and career readiness before graduation**” subindicator that is organized around the “big three” (i.e., postsecondary credit, industry-recognized credentials, work-based learning)
- Changes “matriculation” to “**postsecondary progression**” subindicator

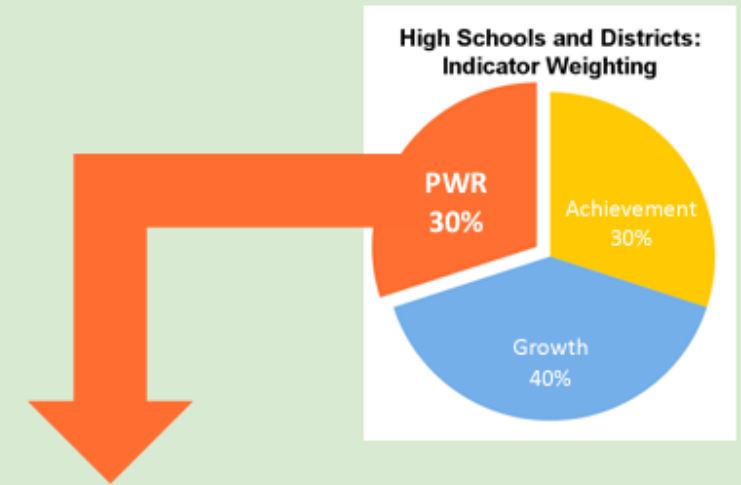
District Action

- **Note:** 2025 and 2026 performance frameworks will continue with the current approach
- **In 2025-26:** Provide feedback through advisory groups (e.g., TAP / AWG) and stakeholder engagement sessions
- **By Spring 2027:** Review Informational Performance Frameworks with changes incorporated
- **By Fall 2027:** Review Performance Frameworks with changes (for points)

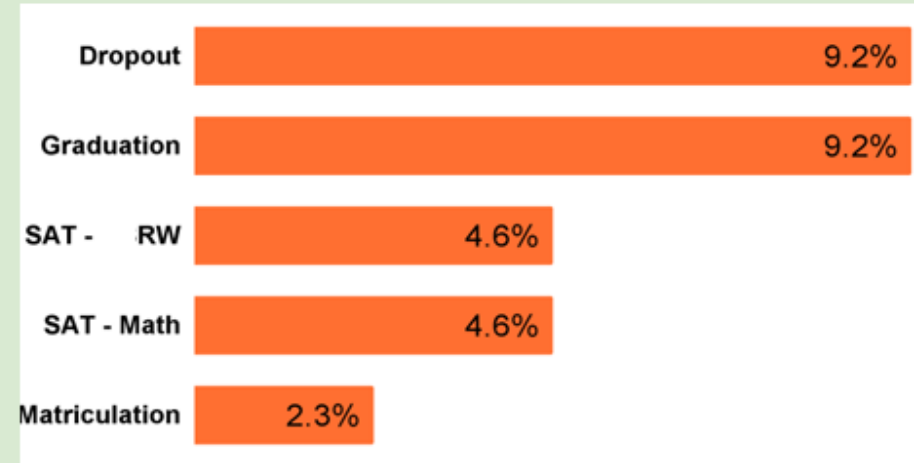
Current PWR Weighting

- PWR is currently weighted at 30% of overall framework ratings for high schools and districts.
- This may change with SAT shifting to the Achievement indicator
- Future reweighting, if undertaken, may want to take into consideration CADRE's 2024 study [Nominal and Effective Weights of Composite Accountability Ratings](#).

Current PWR Weighting



How Much Do Each of the PWR Sub-Indicators Contribute to Overall Ratings?



Current PWR Sub-Indicator Breakdown

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

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

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



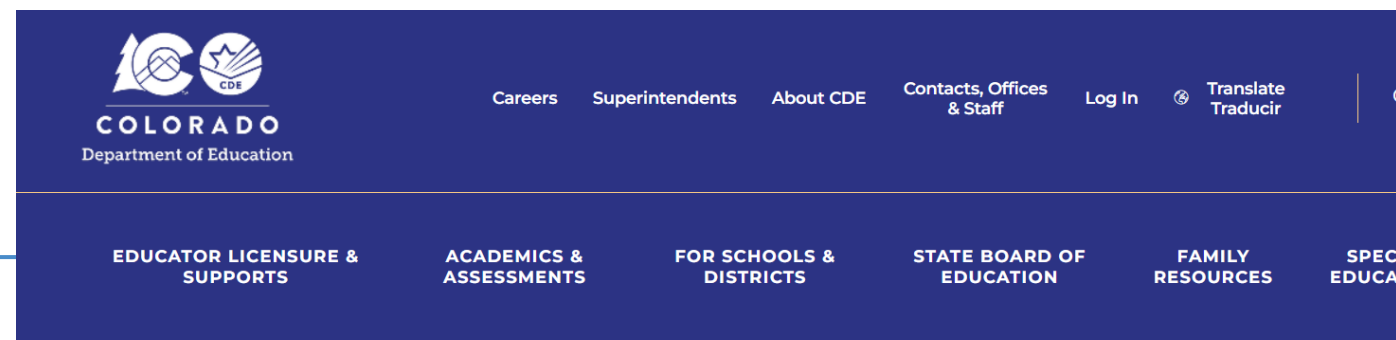
NEW PWR Sub-Indicator Breakdown

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

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

NEW PWR Pipeline Collection

- See [link](#) to PWR Collection site
- **Opens April 2026 and closes June 2026** for 25-26 school year.
- Data will be collected through the Pipeline using SASIDs and validators.
- There will be two files to submit: IRC and WBL
 - See link above for file layouts
- Syncplicity upload for WBL supporting docs & copy of IRC certifications.
- For more detailed questions, contact PWRdata@cde.state.co.us



DATA PIPELINE HOME / PERIODIC COLLECTIONS / POSTSECONDARY AND WORKFORCE READINESS COLLECTION

Postsecondary and Workforce Readiness Collection

The purpose of the Industry Recognized Credential (IRC) and Work-Based Learning (WBL) files is to assist CDE in determining the eligibility amount for sustain funding per local education provider (LEP). An LEP is eligible for outcomes-based funding for students who, in the preceding budget year, received an industry-recognized credential or successfully satisfied work-based learning requirements as specified by state board rule, per C.R.S. 22-54-205 Sustain funding – rules – repeal. This data will also be used by CDE to calculate the percentage of students who earn a credential that meets the requirements or demonstrate learning through work and learning at work for the modifications to the statewide education accountability system as set by HB 25-1278.

Location

Data Pipeline

- Data Pipeline Home
- Pipeline Collections Calendar
- Identity Management (IdM)
- Interchanges
- Snapshot Collections
- Year-Round Collections
- Periodic Collections
- Alternative Education Campus (AEC) Collections



Key Questions/Decision Points

Measure	Feature	Question
PWR Indicator	Point Distribution	Should subgroup points be reduced to match ACH/GRO (1/2 of "All Students")
	Weighting	What is appropriate weighting for PWR with SAT moving to ACH?
College & Career Readiness Before Graduation (CCRG)	Concurrent Enrollment	What courses will count?
		What course grade would qualify as success? NSC?
		How many credit hours are necessary? (PWR to use min 12 hrs)
	IB/AP Courses	What score would qualify as success?
Timing	Can we get data in time for this to not be a lagged measure?	
Post-Secondary Progression (PSP)	Matriculation	Will we have SURDS data moving forward?
		Can we provide districts with a way to verify NSC data before Prelim Fwks?
	IRC	Should IRC be part of PSP measure or only CCRG?
	WBL	Which activity codes should be counted as success and will flag be provided?
		Legislation says matriculation includes "or registered apprenticeship program" How should this actually work? Do we collect apprenticeship info after grad? Would a pre-grad apprenticeship count?
	DSU file only includes Qualified Industry Credential (with long list). We need some flag/assurance that a record should be counted as a "success" for accountability	

What Questions and/or Concerns do you have regarding the new PWR Indicator and its sub-indicators?

- This feedback will guide future conversations both internally and with the TAP
- Please include your thoughts on the [December TAP Feedback Form](#).





Combined Student Group Analysis

Marie Huchton
Information Item



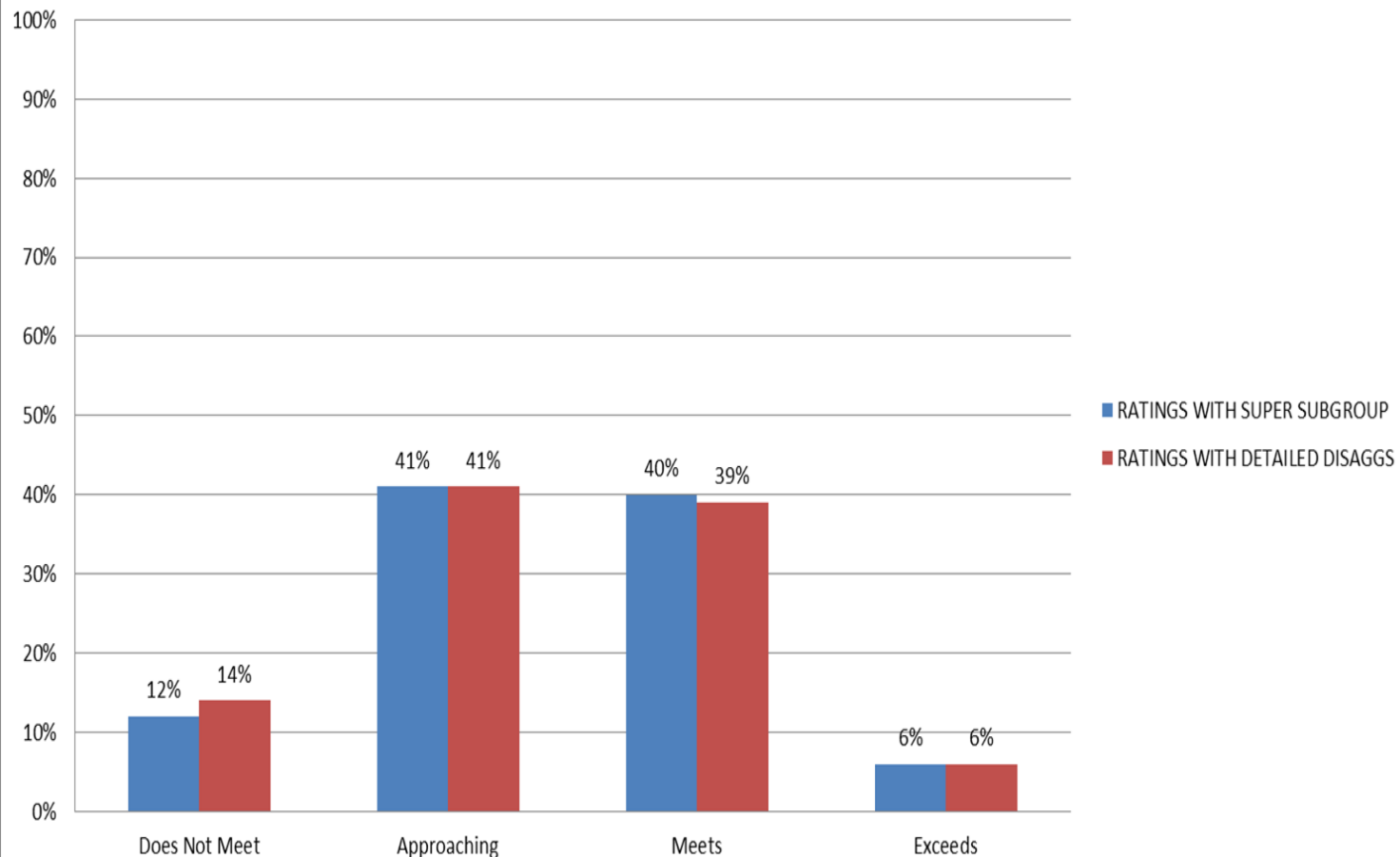
- In spring 2016, districts raised concerns that students were being double-counted in multiple disaggregated group sub-indicators
- CDE investigated possibilities for changing to use a combined subgroup for framework calculations, but continue to publicly report disaggregated group information
- Advocacy and civil rights groups expressed concerns about changing over to a combined subgroup approach
- CDE convened a stakeholder meeting to discuss fairness of potential disaggregated group reporting approaches

Performance Frameworks | Description of Combined Group v. Disaggregated Groups

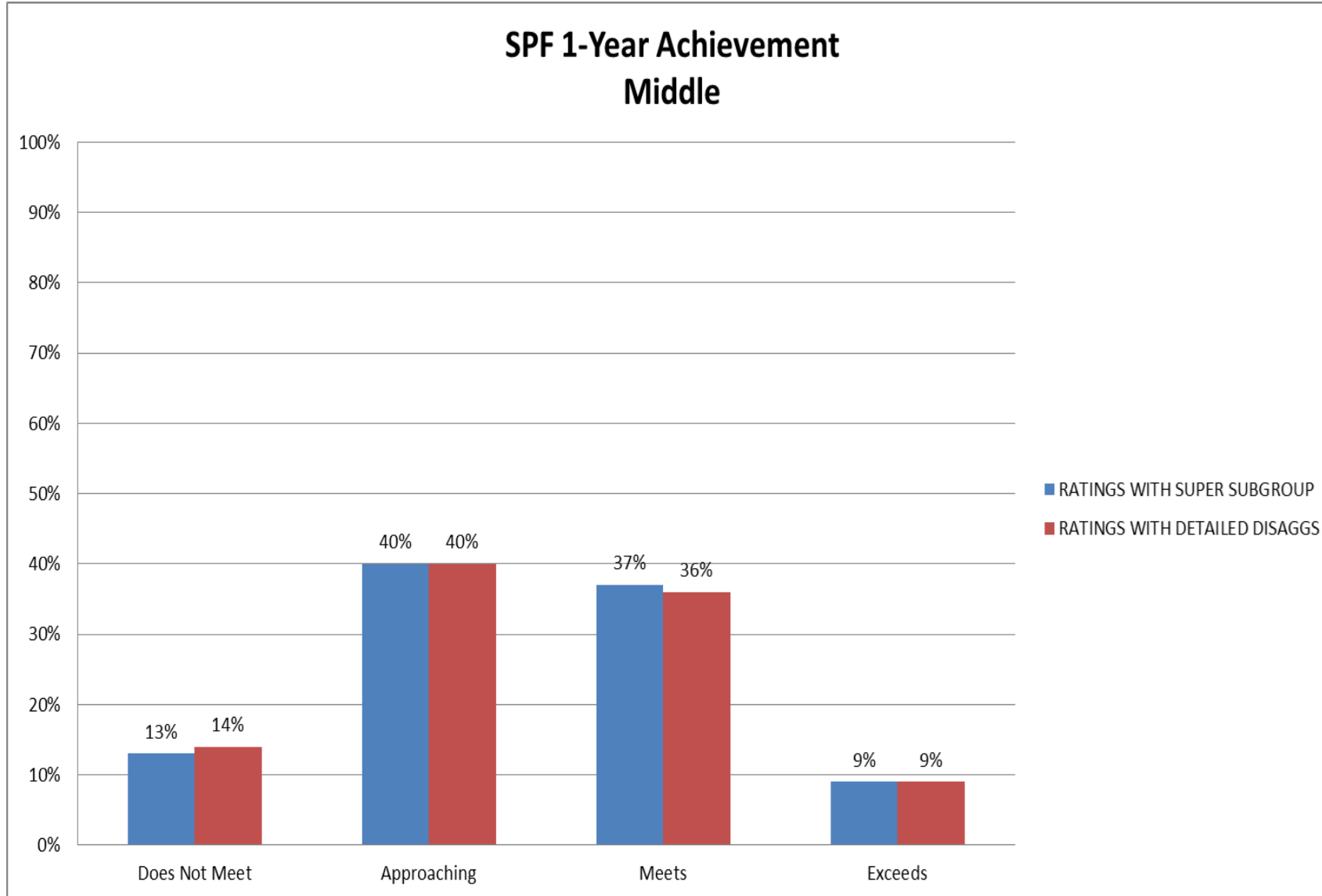
Combined Group	Disaggregated Group
<ul style="list-style-type: none">- Students only count once- Addresses perceived “penalty” for serving high need students- Educators care about outcomes for all students, regardless of points	<ul style="list-style-type: none">- Groups of students have different types of needs- Individual groups should be seen- Direct attention (people pay attention to the points)- Aligns with funding

Performance Frameworks | Impact Analysis for Combined Group

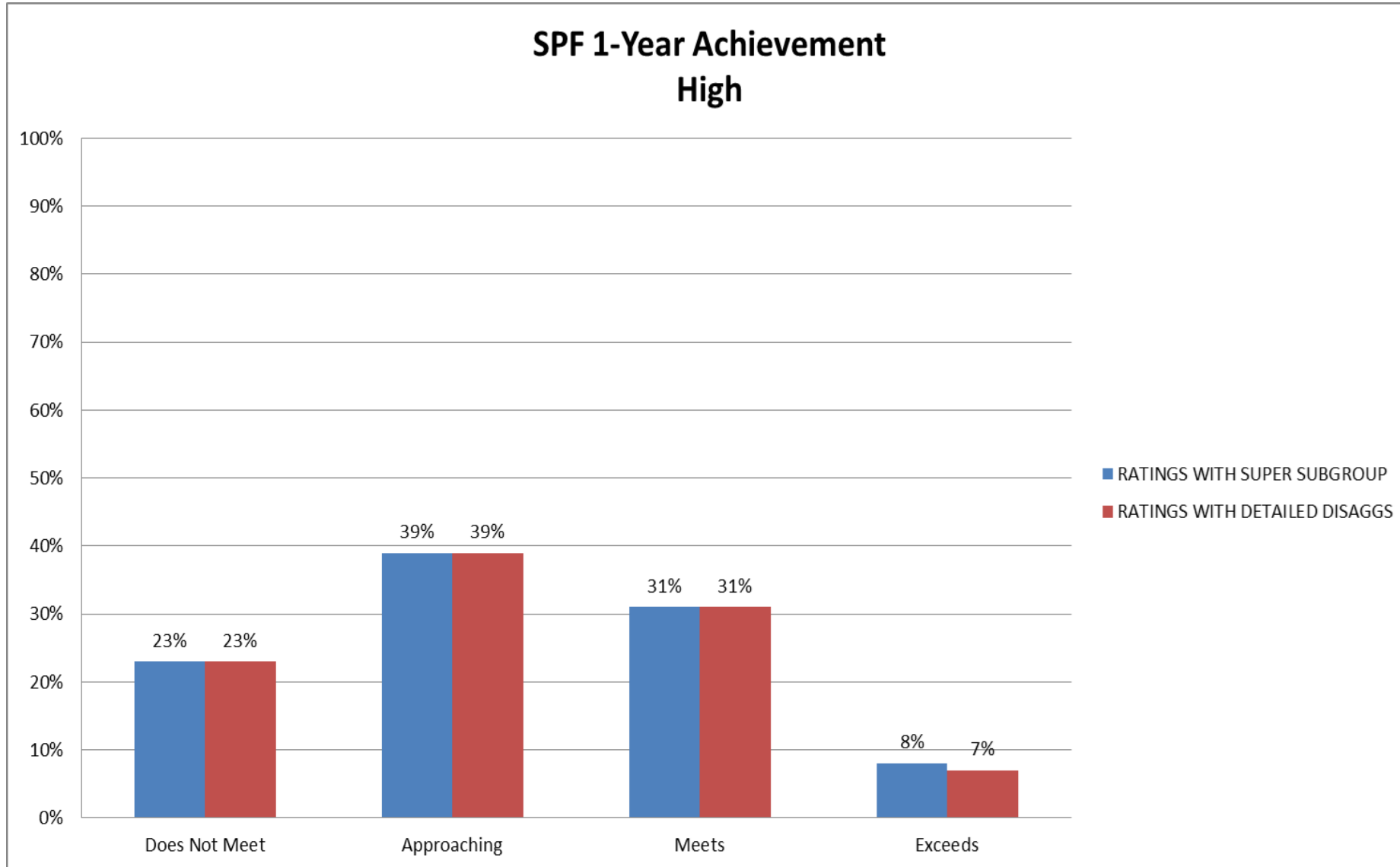
SPF 1-Year Achievement Elementary



- Increases the number of schools that meet the minimum n-count required to be held accountable for disaggregated student groups.
- Minimal change in achievement indicator ratings compared to individual subgroups.
 - Maximum 1-2% shifts across all grade levels



Performance Frameworks | Impact Analysis for Combined Group



- In June 2016, the state board voted to keep existing disaggregated group structure and not transition to a combined subgroup
- Also of note: The U.S. Department of Education would not allow the state to move toward a “combined group” approach. The state was required to keep the disaggregated groups separate in the frameworks and in public reporting. At the time, the state accountability system acted as the federal identification system.
- Use of the Combined Subgroup for state accountability frameworks is permitted since it is not replacing the reporting of disaggregated student groups.



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: Tues. February 24, 2026