



## Timeline

### HB15-1170 Background

The 'Increasing Postsecondary and Workforce Readiness Act' was signed into law on May 26, 2015. The legislation was drafted to encourage matriculation of high school graduates into various post-secondary opportunities including higher education and career and technical education (CTE) programs<sup>1</sup>.

In regard to district and school accountability, the law requires the inclusion of an additional sub-indicator within the Post-secondary and Workforce readiness (PWR) indicator of the district and school performance frameworks. This sub-indicator will be included starting in the fall of 2016 and will complement the graduation, disaggregated graduation, dropout, and ACT data that has been historically captured within the performance frameworks. It will reflect the percentage of high school graduates who enroll in a career and technical education program, community college, or four-year institution of higher education in the school year immediately following graduation.

### Calculation and Scoring of the Matriculation Sub-Indicator

The overall PWR indicator will account for 30% of the total points assigned to district and high school performance frameworks. The matriculation sub-indicator will account 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/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 will reflect one-year lagged data which will coincide with the graduation data reflected in the frameworks. For example, the performance frameworks released during the fall of 2016 will reflect high school graduates from spring 2015 that were enrolled in a higher education institution/CTE program during the subsequent summer or fall of 2015. Any high school graduate that earned a CTE certificate or two-year degree while they were enrolled in high school will also be 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.

- **Spring 2016:** Preliminary calculation and validation of the PWR matriculation sub-indicator. CDE discussed process with the Accountability Work Group & Technical Advisory Panel.
- **May 2016:** Released 2015 District/School Informational Reports to districts that included the PWR Matriculation Sub-indicator.
- **September/October 2016:** the PWR matriculation sub-indicator will be fully incorporated and released within the school and district performance frameworks.

<sup>1</sup>HB15-1170, Complete Bill: [www.statebillinfo.com/bills/bills/15/1170\\_enr.pdf](http://www.statebillinfo.com/bills/bills/15/1170_enr.pdf)



## Higher Education & Career and Technical Education Enrollment: Data Source & Process

The Colorado Department of Higher Education (CDHE) will be providing and supporting 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 will also be 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](http://www.studentclearinghouse.org)). This organization provides enrollment information for students in higher education institutions across the United States. Per NSC, 96% or 20.1 million of currently enrolled postsecondary students (98% of all public and private institutions) are covered by their services. A list of participating institutions is available at: [www.studentclearinghouse.org/colleges/enrollment\\_reporting/participating\\_schools.php](http://www.studentclearinghouse.org/colleges/enrollment_reporting/participating_schools.php).

Lastly, the NSC and SURDs files will be 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 will also identify students that completed a CTE certificate and/or two-year degree while they were still enrolled in high school. The final file provided by CDHE will be used for the construction of the matriculation sub-indicator.

The following Colorado institutions were identified as having enrolled 2014 high school graduates during the fall of the 2014-2015 academic year.

|                                   |  |  |
|-----------------------------------|--|--|
| Adams State University            | Aims Community College                 | American University                    |
| Arapahoe Community College        | College America                        | Colorado College                       |
| Colorado Christian University     | Colorado Mesa University               | Colorado NW Community College          |
| Colorado School of Mines          | Colorado State University              | Colorado State University – Pueblo     |
| Colorado Technical University     | Colorado Technical University – Denver | Colorado Technical University - online |
| Colorado Mountain College         | Community College of Aurora            | Community College of Denver            |
| Delta Montrose Technical College  | Ecotech Institute – Aurora             | Everest College-Aurora                 |
| Everest College-Thornton          | Everest College – Colorado Springs     | Emily Griffith Technical College       |
| Fort Lewis College                | Front Range Community College          | Johnson & Wales University – Denver    |
| Lamar Community College           | Metropolitan State Univ. of Denver     | Morgan Community College               |
| Northeastern Junior College       | Otero Junior College                   | Pickens Technical College              |
| Pikes Peak Community College      | Pueblo Community College               | Red Rocks Community College            |
| Regis University                  | Rocky Mountain College Art & Design    | The Art institute of Colorado          |
| Trinidad State Junior College     | University of Colorado Boulder         | University of Colorado-Col. Springs    |
| University of Colorado Denver     | University of Denver                   | University of Northern Colorado        |
| Western State Colorado University |  |  |

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.

### Release of the PWR Indicator

During May 2016, the *2015 District/School Informational Reports* were released to districts so they could see what their data would have been if the matriculation sub-indicator were incorporated in the framework. During the fall 2016 performance framework release, the new matriculation sub-indicator will be included and will impact both the PWR indicator rating determination and the overall accountability rating.

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## Frequently Asked Questions

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### **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.

### **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 certificate or degree while in high school.

### **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.

### **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. 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.

### **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 aggregate 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 guidance will be provided later in the year.

### **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/offices/postsecondaryreadiness>.

### **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).



**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 participating NSC institutions is available at: [www.studentclearinghouse.org/colleges/enrollment\\_reporting/participating\\_schools.php](http://www.studentclearinghouse.org/colleges/enrollment_reporting/participating_schools.php).

**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.

**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.

**What is the scoring rubric that will be applied to determine the number of points earned on this sub-indicator?**

- The applied rubric will be based on the State Board approved cuts of the 15<sup>th</sup>, 50<sup>th</sup>, and 85<sup>th</sup> percentiles of school matriculation rates. The associated percentages, ratings and associated points that are reflected in the 2015 District/School Informational Reports (based on 2014 high school graduates) are as follows:

| <i>Matriculation Rate</i>         | <i>Rating</i> | <i>Points</i> |
|-----------------------------------|---------------|---------------|
| At or above 76.6%                 | Exceeds       | 2             |
| At or above 61.5% but below 76.6% | Meets         | 1.5           |
| At or above 47.1% but below 61.5% | Approaching   | 1             |
| Below 47.1%                       | Does Not Meet | 0.5           |

For the 2016 frameworks, the matriculation rate percentages will be recalculated based on the 2015 data. Look for these to be available in August 2016.

**Will matriculation rates be determined for AEC's and/or included in the AEC frameworks?**

- Matriculation rates will be calculated for all districts and schools within the state and have adjusted targets for the AEC frameworks.

**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.

**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. CDE may be able to report this data in the future through the DISH or School Dashboard, if it would be useful.

**Where can I learn more?**

- Accountability website: <http://www.cde.state.co.us/accountability>
- State Accountability website: <http://www.cde.state.co.us/accountability/stateaccountability>
- For any additional questions concerning the matriculation sub-indicator, contact Dan Jorgensen, Ph.D. via e-mail at: [Jorgensen\\_D@cde.state.co.us](mailto:Jorgensen_D@cde.state.co.us).