



COLORADO DEPARTMENT of EDUCATION

## Vision

*All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.*

## Goals

*Every student, every step of the way*



## Meeting Logistics & Desired Outcomes

<b>Meeting:</b>	<b>Graduation Guidelines Unique Populations Work Group Meeting</b>				
<b>Date:</b>	April 4, 2014	<b>Time:</b>	9:30 – 3:30	<b>Location:</b>	CDE, 1560 Broadway, 19 <sup>th</sup> Floor
<b>Meeting Lead:</b>	Jacqueline Medina, Barbara Palmer				
<b>Meeting Participants:</b>	Unique Populations Work Group Members				
<b>Meeting Objectives:</b>	<ul style="list-style-type: none"> <li>• Understand purpose of graduation guidelines</li> <li>• Outline work group goals &amp; objectives</li> <li>• Develop plan for analyzing and making recommendations for Graduation Guidelines Implementation</li> </ul>				

## Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps
9:30 a.m.	Coffee & Networking	
10:00 a.m.	Welcome & General Introductions	
10:15 a.m.	Rules & norms of the group	
10:30 a.m.	Review of Graduation Guidelines & Role of Unique Populations Workgroups	1. Sections of the Guidelines: <ul style="list-style-type: none"> <li>• Purpose &amp; Beliefs;</li> <li>• Responsibilities of the Local Board of Education;</li> <li>• Responsibilities of the State Board of Education</li> </ul> For each section, Key Points; Ways in which it might influence the success of student with exceptionalities; Issues, Concerns & Considerations <u><b>Purpose &amp; Beliefs</b></u> <i>Key points:</i> <ul style="list-style-type: none"> <li>• Diploma guarantees preparedness &amp; competence</li> <li>• Alignment, common expectations</li> <li>• Rigor &amp; high expectations for all</li> </ul>

		<p>students</p> <ul style="list-style-type: none"> <li>• Families informed &amp; involved</li> <li>• Meaningfulness to the real market</li> <li>• Competency vs. seat time</li> <li>• Preparedness for entry into post-secondary education, military, AND workforce</li> </ul> <p><i>Influences on Success:</i></p> <ul style="list-style-type: none"> <li>• Expectations are clearer</li> <li>• Could diminish enthusiasm if:             <ul style="list-style-type: none"> <li>○ Competencies are unattainable (special education students)</li> <li>○ Competencies are not challenging (gifted students)</li> </ul> </li> <li>• More relevance to students' lives with different pathways</li> <li>• Have to make grad guidelines clear to all students &amp; families starting in elementary school</li> <li>• Importance of vertical planning</li> </ul> <p><i>Issues, Concerns &amp; Considerations:</i></p> <ul style="list-style-type: none"> <li>• Does growth data count in the graduation picture?</li> <li>• What resources are available to small districts to provide different pathways?</li> <li>• Increased opportunities for CTE (Career &amp; Technical Education) may not meet needs of all students (i.e., some students with special needs may need differentiated CTE opportunities)</li> <li>• Avoid siphoning off resources for the different pathways</li> <li>• Could result in students being siphoned off to nearby districts that emphasize different pathways</li> <li>• What about social-emotional competency?</li> </ul>
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		<ul style="list-style-type: none"> <li>• How do we measure <u>all</u> levels of readiness for post-secondary education, military, and workforce?</li> <li>• Impact on underachieving gifted students</li> <li>• How equipped are we to teach “workforce readiness” to all students?</li> <li>• Are districts prepared for the family &amp; parent engagement? What about cultural &amp; language barriers?</li> </ul> <p><b><u>Responsibilities of the Local Board of Education (BOE):</u></b></p> <p><i>Key points:</i></p> <ul style="list-style-type: none"> <li>• Local requirements must meet or exceed those of state</li> <li>• Multiple ways to demonstrate competency</li> <li>• May permit longer or shorter time</li> <li>• Districts can adapt &amp; accommodate for exceptionalities</li> <li>• Must include demonstrations of 21<sup>st</sup> Century skills, competency in each core academic content area</li> <li>• Must provide information to students &amp; families about grad requirements beginning in 6<sup>th</sup> grade</li> </ul> <p><i>Influences on Success:</i></p> <ul style="list-style-type: none"> <li>• Flexibility of time removes a barrier</li> <li>• More pathways beneficial to students with exceptionalities</li> <li>• Districts can leverage concurrent enrollment for special populations</li> <li>• Shorter time period to earn a diploma will be possible</li> <li>• Ability for students to demonstrate skills &amp; competencies rather than rely on</li> </ul>
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		<p>courses taken &amp; grades</p> <ul style="list-style-type: none"> <li>• May add measures on competency in other content areas</li> <li>• Communication that must begin in 6<sup>th</sup> grade could prove a pathway to success (because families, students understand what must happen)</li> </ul> <p><i>Issues, Concerns &amp; Considerations:</i></p> <ul style="list-style-type: none"> <li>• What about those who are unable to meet requirements? (e.g., students with significant support needs)</li> <li>• Local grad requirements – who decides? Who monitors? Who decides which kids get more time or graduate early?</li> <li>• Resources to offer some of the alternate pathways (e.g., capstone courses)</li> <li>• How do curriculum &amp; instruction have to change to address some of the requirements?</li> <li>• Lack of foundational skills may impede some students from meeting new requirements</li> <li>• Will districts address modifications &amp; accommodations?</li> <li>• ICAP/transition plans could become redundant</li> <li>• Will districts set standards high enough?</li> <li>• Chronological alignment of the various timelines</li> <li>• Determining cut points that meet or exceed</li> <li>• You might have districts that are close to each other competing for students based on where they set their cut scores (brain drain as parents move their kids to the</li> </ul>
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		<p>district that sets a cut score at 20 instead of 19) or where they put their resources (the district with the best CTE program attracts all the students with vocational aspirations)</p> <p><b><u>Responsibilities of the State Board of Education (BOE):</u></b></p> <p><i>Key points:</i></p> <ul style="list-style-type: none"> <li>• State BOE will refine &amp; update Colorado College &amp; Career Readiness Determinations</li> <li>• Provide data (indicators) of academic competency in core content areas</li> <li>• State compiles &amp; reports data to all stakeholders (e.g., scores, trends)</li> <li>• Make adjustments to accountability measures</li> <li>• Maintain dialogue with post-secondary education institutions, higher education, military, labor</li> <li>• Provide examples to districts: demonstrations of ICAP &amp; 21<sup>st</sup> Century skills; model transcript</li> </ul> <p><i>Influences on Success:</i></p> <ul style="list-style-type: none"> <li>• Changes the focus of high school experience to meeting the needs of students &amp; their future success; and flexibility</li> <li>• Bring consistent definitions to 21<sup>st</sup> Century skills, career readiness</li> <li>• The extent to which the BOE builds in flexibility will influence the success of students in special populations</li> </ul> <p><i>Issues, Concerns &amp; Considerations:</i></p> <ul style="list-style-type: none"> <li>• What are other states doing?</li> </ul>
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		<p>(Colorado is the last state to develop common high school graduation guidelines.)</p> <ul style="list-style-type: none"> <li>• Have there been thoughts about state-level support for alternative diplomas?</li> <li>• Implementation</li> <li>• Monitoring</li> <li>• Some students' needs: college or career</li> <li>• Communicating with <u>all</u> groups: colleges, selective colleges, DVR (Division of Vocational Rehabilitation), special needs</li> <li>• How informed is the state BOE about special populations (and special locations such as facility schools)?</li> <li>• Districts get more points for graduating more students in 4 years – this may disincentivize them from allowing special education students to take the time they need; or to offer the ASCENT program (Associates' degree or industry certificate plus HS diploma in 5 years) – both these options are beneficial to students but are worth fewer accountability points</li> </ul>
<p>11:30 a.m.</p>	<p>Review Research &amp; Working Lunch</p>	<ul style="list-style-type: none"> <li>• <b>PWR High School Diploma Endorsed Criteria</b></li> </ul>
<p>12:30 p.m. – 3:00 p.m.</p>	<p>Framing of Small Group Work – Our Task.....</p>	
<p>Small group work</p>	<ul style="list-style-type: none"> <li>• <b>Review Current, Statute and Rules (in terms of articulation between grades, acceleration, ALP, and concurrent enrollment</b></li> </ul>	

	<ul style="list-style-type: none"> <li>• In what ways can the current ECEA Rules for gifted education, support recommendations for attaining postsecondary workforce readiness?</li> <li>• What is challenging about the high school graduation guidelines that might be challenging for this population of unique learners – gifted students?</li> <li>• When you look at the 4 sections of the high school graduation guidelines through the lens of gifted students, what might be opportunities; what academic or affective programming needs and accelerated pathway might not be addressed - what is missing?</li> </ul>	
	<ul style="list-style-type: none"> <li>• What are best practices and considerations for middle and high school gifted students as they move through the school system to attain their post-secondary workforce skills</li> </ul>	
	<ul style="list-style-type: none"> <li>• In reviewing the PWR skills and the endorsed diploma what observations and recommendations do you have in regard to gifted students?</li> </ul>	
<p>3:00 p.m.  3:30 p.m.</p>	<p>Next Steps Webinar schedule</p> <p>Homework Next question Resources, tools, recommendations, best practices, research</p> <p>Adjourn</p>	<p>April 24 (9:15-10:30) May 6 (8:30-10:00) May 22 (9:15-10:30) June 3 (1:00-3:00) June 17 (1:00-3:00) June 26 (9:15-1030)</p> <ol style="list-style-type: none"> <li>1. Read PWR skills document</li> <li>2. In reviewing the PWR skills and the endorsed diploma what observations and recommendations do you have in regard to gifted learners:             <ol style="list-style-type: none"> <li>a. Which components “fit” with Gifted Learner needs?</li> <li>b. Which do not address needs?</li> <li>c. What should be built upon or added?</li> <li>d. What research-based practices and/or considerations might you suggest for middle and</li> </ol> </li> </ol>

		<p>high school gifted students that will help them to attain or exceed the post-secondary workforce skills?</p>
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Evaluate the Meeting:				
We stayed on track:	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes
We achieved the meeting outcomes:	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes
We clarified next steps:	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes
This meeting was time well-spent:	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes

How can we improve the next meeting?

**Postsecondary Workforce Readiness** is the knowledge, skills, and behaviors essential to high school graduates to be prepared to enter college and the work force and compete in the global economy, including content knowledge, learning, and behavior skills.