

## Record of Meeting Minutes

Date and Time of Meeting:	June 4, 2014 – 2:00-5:00 p.m.
Reporting:	Margo Allen
Subject of Meeting:	Assessment Work Group
Chair:	Elliott Asp

In Attendance: Elliott Asp, Jane Chapman, Floyd Cobb, Erin Frew, Jeni Gotto, Erika Jackson, Jodie Kammerzell, Barry Martin, Patty Milner, Matt Pickering, David Platt, Mary Ann Roe, Misti Ruthven, Holly Sample, Chris Selle, Patti Turner, Catherine Wilson, Dave Young.

### 1. Meeting Minutes:

No.	Discussion	Initiator
	Overview and goals for the meeting <ul style="list-style-type: none"> <li>SEE POWERPOINT PRESENTATION</li> </ul>	Elliott
	Introductions	All
	<p><b>Review and discussion of Graduation Guidelines Work</b> (SEE POWERPOINT PRESENTATION)</p> <ul style="list-style-type: none"> <li>Note from Elliott: These are “guidelines” because of local control. We guide the districts.</li> </ul> <p><b>HISTORY OF THE MOVEMENT:</b></p> <ul style="list-style-type: none"> <li>Higher education admission requirements – 2003: <ul style="list-style-type: none"> <li>Set some requirement recommendations.</li> </ul> </li> <li>Educational Alignment Council – 2005 <ul style="list-style-type: none"> <li>Attempted to link K-12 with post-secondary</li> <li>Wanted General Assembly to direct SBE to recommend some HS grad standards</li> <li>Colorado Model Content Standards</li> </ul> </li> <li>Graduation Guidelines Development Council – 2007 <ul style="list-style-type: none"> <li>Developed graduation guidelines.</li> <li>Six recommendations</li> </ul> </li> <li>CAP4K – May 2008 (P20 Council)</li> <li>Definition of postsecondary and work force readiness - 2009</li> <li>GGDC reconstituted – 2012</li> <li>State Board Adoption of Guidelines - 2013</li> </ul> <p><b>QUESTIONS/COMMENTS:</b></p> <ul style="list-style-type: none"> <li>Q: What about the bar – how do we raise it? What happens in the interim?</li> <li>C: There is a disconnect between high school graduation requirements and remediation needs?</li> <li>C: There is a difference between skills and academics? Need to consider skill-based vs. academic-based.</li> <li>C: Not new concept? Other states are doing this.</li> <li>C: There is a lack of awareness among educators. Why should teachers spend time on guidelines when you could just concentrate on the assessment (not the guidelines). Is there a disconnect?</li> <li>Q: The timeline is problematic? What are the targets for state tests?</li> <li>Comment from Elliott: The role of assessment in a standard-based system is interesting. In a standard-based system, you look for evidence of success through assessments. This will drive what and how you might teach. How do I raise scores? – Teach to the test.</li> <li>C: Background noise in the system (mobility of students, new students enrolled, etc.)</li> </ul>	<p>Elliott</p> <p>All</p>

	<ul style="list-style-type: none"> <li>– knowns vs. unknowns become unknowns.</li> <li>• Q: How to implement? There is a lot worry out in the schools that graduation rates would drop as we raise the bar.</li> </ul>	
	<p><b>Discussion of scope of work and deliverables for the Assessment Work Group</b></p> <p>OUTCOMES/DELIVEABLES OF THIS GROUP:</p> <ul style="list-style-type: none"> <li>• Update/revised/reconceptualized Menu</li> <li>• Implementation Recommendations</li> <li>• Promising or Best Practices</li> <li>• Collaboration</li> </ul> <p>POSTSECONDARY OFFICE:</p> <ul style="list-style-type: none"> <li>• Note: The Postsecondary Office’s work groups are developing the rubric. Their recommendations will come to this group.</li> <li>• Initial Work Groups: <ul style="list-style-type: none"> <li>○ 21st Century Skills</li> <li>○ Assessment</li> <li>○ District Capstone</li> <li>○ Earned Industry Certificate</li> <li>○ Individual Career &amp; Academic Plans (ICAP)</li> <li>○ Postsecondary Workforce Readiness (PWR) Endorsed Diploma</li> <li>○ Special Populations (students with disabilities, gifted and talented, and English language learners)</li> </ul> </li> <li>• For more information, see <a href="http://www.cde.state.co.us/postsecondary/gg_workgroups">http://www.cde.state.co.us/postsecondary/gg_workgroups</a>.</li> </ul>	<p>Elliott</p> <p>Misti</p>
	<p><b>Review of Graduation Guidelines (pages 4-6)</b></p> <p>The Work Group broke into smaller breakout groups to review pages 4-6 (Local Board of Education Responsibilities) of the Colorado High School Graduation Guidelines (Adopted by the State Board of Education, May 2013). Comments were collected and categorized below:</p> <p>Breakout Sessions:</p> <ul style="list-style-type: none"> <li>• Feeling Good <ul style="list-style-type: none"> <li>○ More accountability for students.</li> <li>○ Gives students a reason to try to do well.</li> <li>○ Feelin’ Good about Competency Focus.</li> <li>○ Effort for continuity across K-12.</li> </ul> </li> <li>• Additional Data <ul style="list-style-type: none"> <li>○ How do cut scores correlate to workforce readiness?</li> <li>○ Under Competency Demonstration: Where did “4 or higher” in PARCC come from?</li> </ul> </li> <li>• Concerns/Issues <ul style="list-style-type: none"> <li>○ How comparable are the scores across each competency demonstration?</li> <li>○ How do we make sure <u>all</u> reflect competency?</li> <li>○ Disconnect between accountability systems and competence, i.e., grade-level standards/assessments versus competency.</li> <li>○ The disconnect between #8 (importance of non-academic path) and the “menu” only one thing that is K-12 (Capstone)??</li> <li>○ What is the reality of fulfilling #8?</li> <li>○ Online education – where does this go?</li> <li>○ Employer representation.</li> <li>○ Dual-enrollment? Include or excluded from Concurrent?</li> <li>○ What if district doesn’t offer all demonstrations (lack of resources)?</li> </ul> </li> </ul>	All

	<ul style="list-style-type: none"> <li>○ How much time should be spent on assessment?</li> <li>○ AP/IB bars are not aligned.</li> <li>○ What is in place to ensure/intervene to meet or exceed?</li> <li>○ From K-12: Timeline of 2014 is an issue for having BOE approval.</li> <li>○ Timing off for seniors and some measures.</li> <li>○ How will we align “equally rigorous” elements?</li> <li>○ Communication to state – students, parents, stakeholders and timing?</li> <li>○ Align CAS with mat pathways and menu.</li> </ul> <ul style="list-style-type: none"> <li>● Questions <ul style="list-style-type: none"> <li>○ How were the scores chosen on the menu?</li> <li>○ Who will train and how will assessment be used?</li> <li>○ How will transfer students be tracked?</li> <li>○ Does competency have to be in all four margin 3 of 4 or??</li> <li>○ Are there guidelines the backwards mapping of competencies?</li> <li>○ Adaptions for other groups - special populations?</li> <li>○ Why are competencies based (except for dual enrollment grades) on high stakes test?</li> <li>○ Concurrent enrollment – need a special score on Accuplacer?</li> <li>○ How come we add more social studies/science reflections?</li> <li>○ How does this intersect with 191 and testing?</li> <li>○ What is fundamentally missing? (in-action//implementation).</li> <li>○ What happens to the “lost child”?</li> <li>○ Where/how are we preparing those who will not go into post-secondary ed?</li> </ul> </li> </ul> <p>After reviewing the breakout session comments, the group was asked for a general overview of what had been shared:</p> <ul style="list-style-type: none"> <li>● Consistency in concerns and issues in the groups.</li> <li>● Lots of very different vie points.</li> <li>● Lots of unknowns – specifically about state assessments.</li> <li>● Timeline issues because of the unknowns.</li> <li>● Policy governance issues – must take the recommendations before the local board of educations.</li> <li>● After 20 years of discussion, will this be just more of the political status quo or will this finally result in change.</li> <li>● Mission or goal is missing.</li> <li>● What does “education” mean to each of us? Need clarity on the definitions.</li> <li>● How will career readiness be reflected? Industry Certificates should be discussed. Working at what job level – medium level vs. high level jobs.</li> <li>● Vocational aspirations – don’t need college degree for everyone. Non-college requirements have grown in the years, particularly in technology. Preparation for workplace is only the first step; workers need to be able to continue learning in order to continue employment – ability to learn beyond.</li> <li>● Lot of unknowns about alignment – judging the same competency. How equate the differences between K-12 and higher ed.</li> <li>● Disconnect in how local district align to Colorado Academic Standards.</li> <li>● Not all students are in the college path. Some students may be in different paths, i.e., in performing arts programs. Do they have to have math competency? Different paths for different students?</li> <li>● When considering the need for critical thinking skills, social skills, creativity (other non-academic skills), because the focus is on assessment these basics are lost.</li> <li>● Public speaking not tested.</li> <li>● Biggest flaw in assessments – no accountability for students on taking assessments. The graduation guidelines should add motivation for students to do well.</li> <li>● Address questions and concerns.</li> <li>● Local districts will be guided by our recommendations.</li> <li>● Deliverable: Revised Menu to guide decision-making for the districts.</li> </ul>	
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	<ul style="list-style-type: none"> <li>Postsecondary work groups: These groups have not figured out everything yet. Because their work will be presented to this group, some alignment is needed. Nominate members in this room to meet outside this group to work with Misti's groups to coordinate an alignment of the work of the various groups. By May or June of 2015, there needs to be a compilation of shared recommendations with an aligned body of evidence.</li> </ul>	
	<p><b>Expectations for participants, norms for our work and decision-making process</b></p> <p><b>NORMS</b></p> <ul style="list-style-type: none"> <li>Participate – be present and contribute</li> <li>Speak your mind. <ul style="list-style-type: none"> <li>Nothing shared without agreement from the group</li> <li>No outside (parking lot) conversations</li> </ul> </li> <li>Be a problem-solver <ul style="list-style-type: none"> <li>Identify both issues/concerns and possible solutions</li> </ul> </li> <li>Honor thoughts of all <ul style="list-style-type: none"> <li>Everyone and every idea is respected</li> <li>Control your sidebars and your technology</li> </ul> </li> <li>Self-monitor your balance between listening and speaking</li> <li>Provide feedback on the process and product</li> <li>Help to ensure that all voices are heard</li> </ul> <p><b>DECISION-MAKING</b></p> <ul style="list-style-type: none"> <li>Reach consensus (I can support the general view of the group, even if I don't agree with very specific point.)</li> <li>If we cannot reach consensus, the chair will make the decision based on the general feeling of the group</li> <li>If need be, we can produce a "minority opinion"</li> <li>Publically support the results of this group.</li> </ul>	Elliott
	<p><b>Assignment for the summer and preparation for the August meeting</b></p> <ul style="list-style-type: none"> <li>Monthly schedule – August 2014 to May 2015.</li> <li>Time of day: Suggestion: out by 4:00. Perhaps 12-3 or 1-4.</li> <li>Days: Prefer W-Th-F (Doodle )</li> <li>Conference Phone option.</li> <li>Will send you assignments in preparation for the August meeting.</li> </ul>	All
	<p><b>Meeting Evaluation Feedback</b></p> <ul style="list-style-type: none"> <li>All on time.</li> <li>Liked the different size groups and getting to know people better.</li> <li>The meeting was facilitated well (Thank you, Elliott).</li> <li>Liked the "intentional" random group selection.</li> <li>Good mix of people</li> <li>PowerPoint was effective – organized well.</li> <li>Liked the break-out groups to work on a single problem.</li> <li>Consider more voices in the room: Students, recent graduates, teachers, military, more K12, career readiness experts, Jr. Achievement (represent employers).</li> <li>How to report back to our constituency? Review the document.</li> </ul>	All

**Meeting ended at 4:40 p.m.**