

# Assessment Work Group

***Colorado Department of Education  
June 4, 2014***

June 2014

# Agenda

- **Overview**
- **Review of Graduation Guidelines Work**
- **Discussion of the “deliverables” for the AWG**
- **Getting ready to do our work**

# Goals

- Common understanding of the graduation guidelines work
- Understand the charge for the work group
- Get to know the members of the group
- Organize to do our work (develop norms and decision making process, set meeting schedule, assignments...)

# Introductions

- **Share:**

- Name
- Where you are from and who you “represent”
- Why you are interested in this work

# Graduation Guidelines (GG) “The Long and Winding Road”

- Higher education admission requirements - 2003
- Educational Alignment Council - 2005
- Graduation Guidelines Development Council – 2007
- Definition of postsecondary and work force readiness - 2009
- GGDC Reconstituted – 2012
- State Board Adoption of Guidelines - 2013

# 2003 Higher Education Admission Requirements

- Successful completion of seventeen academic units/credits of coursework in English, Math, Natural Science, Social Science and Foreign Language; and
- Demonstration of proficiency in math and literacy ensuring they will not require remediation, via:
  - Approved cut-scores on ACT;
  - Approved cut-scores on SAT;
  - Approved cut-scores on placement assessments (Accuplacer);
  - Successful completion of college level courses via concurrent enrollment; or
  - Completion of necessary remedial courses.

# 2 Phases: 2008 and 2009, 2010+

Academic Area*	2008/2009 Graduates	2010+ Graduates
English**	4 years	4 years
Mathematics (Must include Algebra I, Geometry, Algebra II or equivalents)***	3 years	4 years
Natural/Physical Sciences (two units must be lab-based)***	3 years	3 years
Social Sciences (at least one unit of U.S. or world history)	3 years	3 years
Foreign Language	not required	1 year
Academic Electives****	2 years	2years

# Education Alignment Council

- **Established by Gov. Owens' Executive Order B 009-05**
- **30 members**
  - K-12 and postsecondary education systems
  - Business and workforce development communities
  - State legislature
- **Benchmarking CO secondary, high school graduation, four-year college admission and post-secondary general education standards against national research**
- **Alignment of secondary and post-secondary student achievement standards, assessments, and accountability structures**



# Alignment Council Recs

- **General Assembly should direct SBE to adopt minimum set of high school graduation standards, and SBE should consider:**
  - 4 years of English;
  - 4 years of Math;
  - 3 years of Science; and
  - 3.5 years of Social Sciences.
  
- **General Assembly should direct SBE to revise the Colorado Model Content Standards to:**
  - Develop separate and distinct expectations for each grade level;
  - Set rigorous expectations to prepare students for the workforce;
  - Avoid incorporating multiple expectations into 1 standard; and
  - Incorporate input from Achieve, Colorado educators and business leaders.

# Alignment Council Recs Cont.

## Assessments:

- General Assembly should direct SBE to realign the statewide assessment program with revised version of CMC
- SBE should examine feasibility of administering the statewide assessment system electronically
- SBE should examine feasibility of developing and administering end-of-course assessments for students in grades 9-12
- State should continue to administer ACT to all students in the 11<sup>th</sup> grade

# Graduation Guidelines Development Council

- **Established by HB 07-1118**
- **12 members appointed by the Governor**
- **Charged with developing recommendations for the State Board of Education concerning minimum high school graduation guidelines, applicable to 9<sup>th</sup> graders, beginning in July 2009**
- **6 statewide meetings to solicit public input**

# GGDC Recommendations

## May 2008

1. **Standards-Based Education**: Learning approach that focuses on content and mastery instead of the number of courses taken
2. **Core Curriculum**: Curriculum that includes both academics and 21<sup>st</sup> century skills, and assessments that show that students can apply those skills
3. **Assessment**: Multiple, student-based assessments that give students the opportunity to demonstrate what they have learned and that provide teachers with the data to assess student performance
4. **Multiple Pathways**: Multiple and diverse pathways that show a clear connection to post-secondary life and do not limit students' aspirations
5. **Career Planning**: Resources and greater emphasis in this area to assist students with opportunities to effectively plan their futures
6. **Post-Secondary Alignment**: Aligning P-12 content standards with postsecondary requirements, including revision of Higher Education Admission Requirements

# Recent Developments

<b>May 2008</b>	<b>CAP4K passed</b>
June 2009	SBE and CCHE adopt PWR description
Dec 2009	SBE adopts Colorado Academic Standards, including 21 <sup>st</sup> century skills
Feb 2010	SBE adopts ICAP standards
Aug 2010	SBE votes to incorporate Common Core standards in math and English language arts into Colorado Academic Standards
Nov 2011	SBE and CCHE jointly adopt statewide assessment system attributes
May 2012	Legislature approves funding for development of new science and social studies statewide assessments

# PWR Definition

“The knowledge, skills, and behaviors essential to high school graduates to be prepared to enter college and the workforce and compete in the global economy including content knowledge, learning and behavior skills”

Source: State Board of Education and the Commission on Higher Education’s joint adoption on June 30, 2009 of the description of Postsecondary and Workforce Readiness.

# Reconstituted GGDC

- 7 focus groups convened to provided feedback on graduation guidelines
- Alamosa, Akron, Lamar, Colorado Springs, Grand Junction, Denver Metro, and Glenwood Springs
- **Common messages:**
  - Guidelines should recognize diverse pathways
  - Consensus on the following credit/course requirements: 4 years of Language Arts, 4 years of Math, 3 years of Science, and 4 years of Social Science
  - Students should have flexibility to select specific courses

# Statewide vs. Local Requirements

- Each local school board retains authority to adopt its own graduation requirements
- Local requirements must meet or exceed any minimum standards or basic core competencies or skills identified in the statewide guidelines



# Statutory Requirements

## ***State Board shall consider:***

- Colorado Education Alignment Council recommendations (2006);
- Graduation Guidelines Development Council recommendations(2008);
- Alignment with PWR definition, including English language competencies and Colorado Academic Standards;
- Alignment with postsecondary academic admission standards (HEAR);
- Incorporation of multiple, diverse, and equally rigorous pathways;
- Incorporation of a standards-based system of education;
- Importance of 21<sup>st</sup> century core competency skills;
- Importance of performing arts and visual arts; and
- Importance of pre-high school and postsecondary career planning

# Graduation Guidelines Goals

- New expectations for a high school diploma, locally different and guided by common menu.
- Develop and identify areas of opportunity for students to explore and attain knowledge, skills, and abilities to be prepared for the day after high school.
- Create and reinforce learning environments that reflect high expectations for all students to successfully earn a living wage and contribute to Colorado's economy.
- Educate students to be prepared to enter Colorado's workforce with in-demand credentials and benchmarked to business, industry, and higher education standards.

# Career & College Readiness

**Menu will evolve over time**

Demonstration	English	Math	Science	Social Studies
TCAP (2013-14 only)	663	627	-	-
State Test (2013-14 +)			TBD	TBD
PARCC (2014-15 +)	4 +	4 +		
ACT	18	19	TBD	-
SAT	430	460	-	-
IB	3 +	3 +	3 +	3 +
AP	3 +	3 +	3 +	3 +
ASVAB	50	50	-	-
Capstone (2015-16 +)	TBD	TBD	TBD	TBD
Concurrent Enrollment	C- or better	C- or better	C- or better	C- or better
Industry Certificate	TBD	TBD	TBD	TBD

# Implementation Timeline

## **Planning 2013-15**

Review graduation guidelines with local education board

## **Guideposts 2015-16**

Adopt local guidelines and 9<sup>th</sup> graders may use guideposts

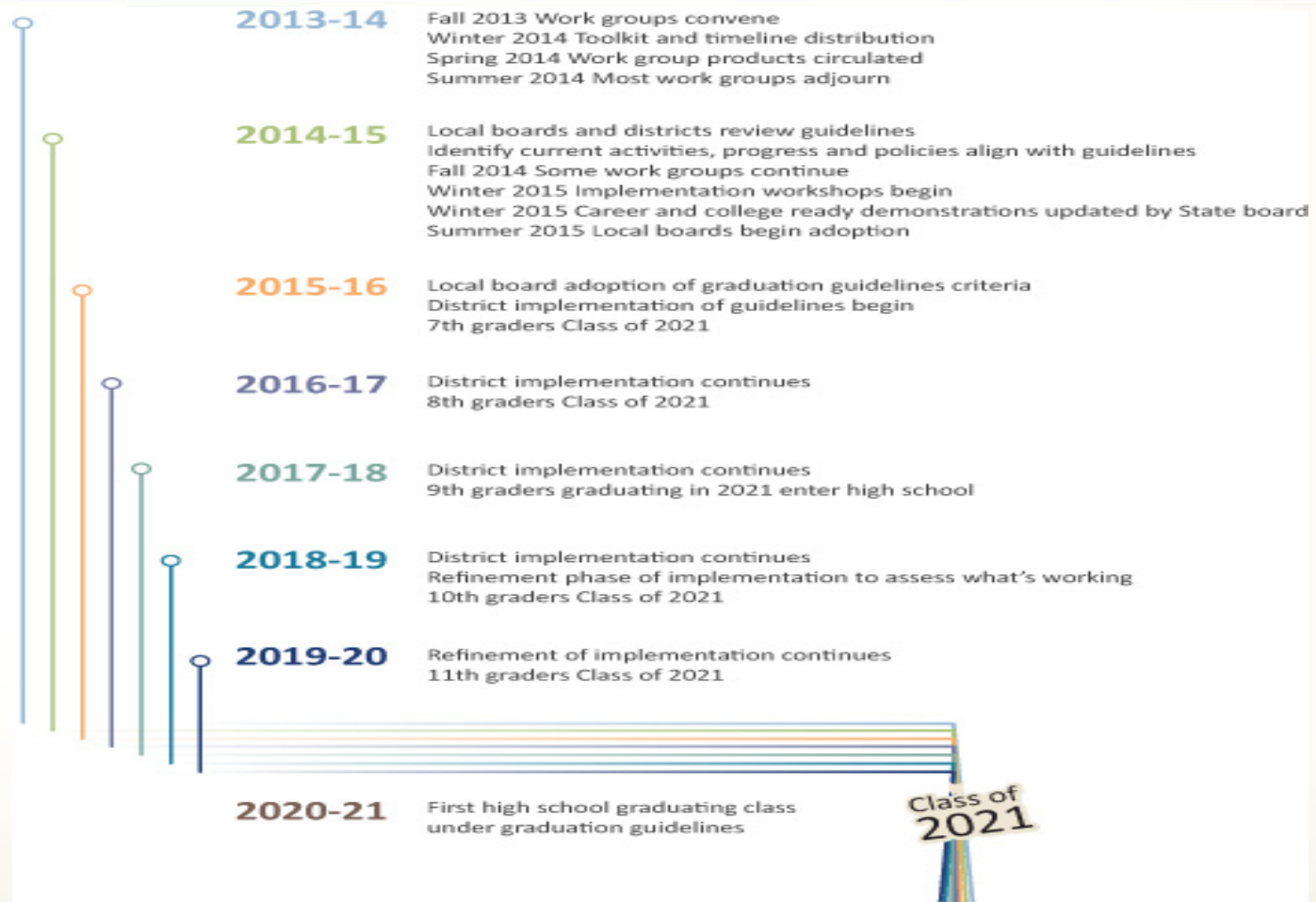
## **Implementation 2015-2020**

Students meet or exceed minimum college and career determinations

## **Graduation 2020-2021**

First high school graduates meet or exceed minimum college and career determinations

# Year-by-year Timeline



# Development of Graduation Guidelines

- Turn to your neighbors
- What questions do you have?
- What did you hear?

# Graduation Guidelines Chapter 2: Work Groups

# Work Groups

Group	Start Date
Capstone	November 2013
ICAP	November 2013
21 <sup>st</sup> Century Skills	December 2013
Industry Certificate	February 2014
Special Populations	February 2014
Assessment	May 2014
Endorsed Diploma	May 2014



# Work Group Objectives

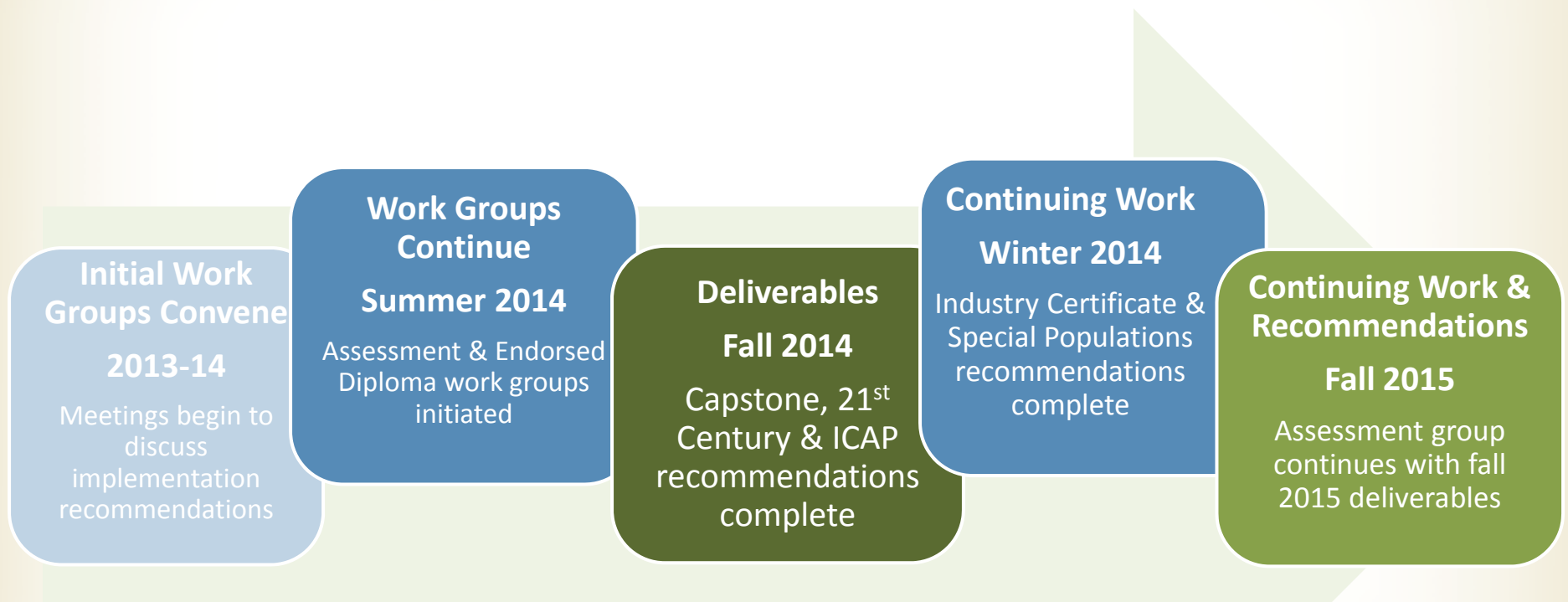
- **Identify opportunities, challenges, and best/promising practices.**
- **Develop implementation recommendations.**
- **Explore and outline resources and tools.**
- **Align skills, abilities, and knowledge that are valued by business, industry, and higher education.**
- **Outline systematic pathways for students to explore and develop these skills.**
- **Identify stakeholder connections and messages.**
- **Maintain a written record of implementation recommendations, tools and resources, best/promising practices, and relevant discussions.**

# Outcomes/Deliverables

- **Tools/Resources**
- **Implementation Recommendations**
- **Promising or Best Practices**
- **Stakeholder Information**
- **Collaboration**



# Work Group Overview



# Assessment Work Group

# Career & College Readiness

**Menu will evolve over time**

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# Assessment Work Group Outcomes/Deliverables

- **Updated/revised/reconceptualized Menu**
- **Implementation Recommendations**
- **Promising or Best Practices**
- **Collaboration**



# In Small Groups - Review the Guidelines

- What questions do you have?
- What things do you feel good about?
- What issues/concerns do you have?
- What additional data do you need?

**Post your answers on the appropriate flip charts**

# Norms

- **Participate – be present and contribute**
- **Speak your mind – this is a safe space**
  - Nothing shared without agreement from the group
  - No parking lot conversations
- **Be a problem-solver**
  - Identify both issues/concerns and possible solutions
- **Honor thoughts of all**
  - Everyone and every idea is respected
  - Control your sidebars and your technology
- **Self-monitor your balance between listening and speaking**
- **Help to ensure that all voices are heard**
- **Provide feedback on the process and product**



# Decision-Making

- **Reach consensus**
  - “I can support the general view of the group, even if I don’t agree with every specific point”
- **If we cannot reach consensus, the chair will make the decision based on the general feeling of the group**
- **If need be, we can produce a “minority opinion”**

# Meeting Schedule

- Monthly until May or until the work is done
- Time of day
- Day of the week

# Next Steps

- **Respond to schedule request**
- **Read assignments in preparation for the August meeting**

# Goals

- Common understanding of the graduation guidelines work
- Understand the charge for the work group
- Get to know the members of the group
- Organize to do our work (develop norms and decision making process, set meeting schedule, assignments...)

# Meeting Evaluation

- **What worked?**
- **What would make the meeting more effective?**