



Graduation Guidelines Assessment Workgroup

Meeting Notes

1560 Broadway 19th Floor

Meeting Date: January 26, 2017

Meeting Time: 10:00am-3:00pm

No.	Discussion	Initiator
	<p>In Attendance: Mike Bowers, Jane Chapman Vigil, Floyd Cobb, Jonathan Dings, Mary Kay Dore, Stephani Duke, Fred Franko, Barry Martin, Gerry Olvy, Susan Ortner, Holly Sample, Chris Selle, Patti Turner, Robert Williams, Catherine Wilson, Brad Ray, Tracy Diel, Danielle Johnson, Carl Einhaus, Joe Southcott, Scott Fast, Sarah Heath, Lulu Buck, Kim Caplan, Erika Anderson, Elliott Asp (Facilitator); Sheila Arredondo (guest speaker), Misti Ruthven and Robin Russel (CDE), Cori Hunt (note taker, CDE)</p> <p>Guests: Jef Fugita (Jeffco), Charles Dukes (Aurora), Kim Poast (DPS), Tammy Lawrence (Adams 12), Diana Zakhem (Englewood), Paul Francisco (SD27J), Carl Einhaus (Dept of Higher Ed)</p>	
1.	<p>Welcome and Introductions</p> <p>In September 2015, the Colorado State Board of Education asked CDE to reconvene the Assessment Work Group (AWG) “to determine whether other additions to the menu should be considered by the board 2 years from now, and that such a process be repeated every 2 years after.”</p>	Elliott Asp
2.	<p>Goals</p> <ul style="list-style-type: none"> • Build a common understanding of the graduation guidelines work • Understand the charge for the Assessment Work Group (AWG) • Organize to do our work (develop norms and decision making process, set meeting schedule, assignments, etc.) • Review our understanding of postsecondary workforce readiness 	Misti Ruthven
3.	<p>Group Norms</p> <ul style="list-style-type: none"> • Participate; be present and contribute • Speak your mind; this is a safe space <ul style="list-style-type: none"> • Nothing shared without agreement from the group • No parking lot conversations • Be a problem-solver <ul style="list-style-type: none"> • Identify both issues/concerns and possible solutions • Honor thoughts of all • Self-monitor your balance between listening and speaking • Help to ensure that all voices are heard • Provide feedback on the process and product <p>Decision Making Process</p> <ul style="list-style-type: none"> • This work honors rural and city districts by creating a menu of options that will work for each student in the state. • The goal is to reach consensus: “I can support the general view of the group, even if I don’t agree with every specific point” • If the group cannot reach consensus, the facilitator will make the decision based on the general feeling and thoughts of the group • If need be, the AWG can produce a “minority opinion” • The Colorado State Board of Education is authorized to make the decision about the updates to the Graduation Guidelines menu. The AWG will make a recommendation to CDE, and CDE staff will take the recommendation to the state board. 	Elliott Asp

<p>4.</p>	<p>History and Context for Graduation Guidelines</p> <ul style="list-style-type: none"> • Higher education admission requirements – 2003 (Updated 2014) • Educational Alignment Council - 2005 • Graduation Guidelines Development Council (GGDC)– 2007 • Definition of postsecondary and work force readiness - 2009 (Updated 2016) • GGDC Reconstituted – 2012 • Work Groups - 2013, 2014, 2015 & 2017; more than 600 individuals from around the state were involved in the process of developing the menu and making recommendations • State Board Adoption of Guidelines – 2013 • State Board Update of Guidelines – 2015 <p>Since the AWG met in 2014-15, policies have evolved, including HB 1289 – the Career Success Pilot Program. Also, in a series of facilitated conversations, hundreds of education and business leaders from across the state revised Postsecondary and Workforce Readiness - PWR Description.</p> <p>Timeline: Graduation Guidelines take effect for the class of 2021. During the 2016-17 academic year, local boards of education are encouraged to review the state board approved Graduation Guidelines and to adopt local graduation requirements that meet or exceed them.</p>	<p>Misti Ruthven</p>
<p>5.</p>	<p>Graduation Guidelines Menu of Options</p> <p>Robin Russel reviewed the current menu of options for Graduation Guidelines, which provides multiple options for students to demonstrate learning. The State Board of Education approved the menu of options in September 2015, “recognizing that it is the floor not the ceiling.” School districts may raise a cut score on an included assessment and may add graduation requirements in other content areas. Districts may offer some or all of the state menu options</p> <p>Local school boards and districts select from the menu to create a list of options that their students must use to show what they know or can do in order to graduate from high school, beginning with the graduating class of 2021. Students must demonstrate college or career readiness in English and math based on at least one measure.</p> <p>Q How can a student demonstrate competency in English and math with an industry certification? A: Each district has the authority to create the process and criteria for approving industry certifications.</p>	<p>Robin Russel</p>
<p>6.</p>	<p>Guest Speaker Career and College Readiness, Sheila Arredondo, WestEd</p> <p>Sheila divided the AWG into two groups and asked each to write down the skills that a student needs to be 1) career-ready and 2) college-ready. Then the groups rotated to review and add to each other’s lists. Their comments were captured on white boards and repeated here:</p> <p>Career-Ready: Problem Solving, Critical Thinking, Teamwork, Communication , Presentation Skills, Resiliency , Financial management, Self-direction, Time management, Relationships, Lifelong learner, Culture competency, Skill technical, Information literacy, Org skills, Reliability , Dependability</p> <p>College-Ready: Collaboration communication, Creativity, Self-direction , Grit, Academic competencies and rigor, Standardized tests, Type of courses, Ability to navigate educational systems, Critical thinking, self-awareness, Ownership, Ability to navigate educational systems, Accountability</p> <p>Sheila led a discussion about national trends in Career and College Readiness (CCR) – which the state of Colorado calls “Postsecondary and Workforce Readiness (PWR).”</p>	<p>Sheila Arredondo</p>

	<p>Sheila passed out 1) <u><i>College and Career Readiness Report Abstracts, Selected Definition Reports, and College and Career Readiness: An Evolving Phrase & Concept.</i></u></p> <p>There are “meta” standards that apply to both career and college. According to Dave Conley there are four keys to CCR 1) cognitive strategies, 2) content knowledge 3) learning skills and techniques, 4) transitional knowledge and skills.</p> <p>Most states start with guiding principles/values: What do we want ALL students to know/do, can they effectively communicate...and are they globally aware.</p>	
7.	<p>Update on COLLEGE ADMISSIONS</p> <p>Guest Speaker, Carl Einhaus, Director of Student Affairs at the Dep’t of Higher Education, reported on updates to college admission standards, approved by the Commission on Higher Education</p> <ul style="list-style-type: none"> • The index of test scores (ACT/SAT) and GPA will be retired in 2018. • Institutions are now providing “average score ranges for admitted students.” For example, a college could report, “50 percent of admitted students had between a 3.0 – 3.5 GPA, and 1040 – 1300 SAT.” The online admission standards tool provides the 50 percent mid-range. • This change provides greater transparency as these measures more accurately reflect current admission practices. 	Carl Einhaus
8.	<p>Procedure for Updating the Menu</p> <p>Elliott introduced the procedure for considering updates to the menu: “The AWG will hear presentations from vendors and experts about possible additions or changes to the current menu. Then the group will ask questions of the vendor/presenter and discuss each topic.”</p> <p>Elliott passed out a list of possible updates/additions suggested by school and district administrators.</p> <p>Discussion/Questions</p> <p>What is a checklist for determining whether an item is on/off the menu?</p> <ul style="list-style-type: none"> • What is the purpose of each “product”? • Does it measure skills? • What is the validity/reliability? • Does it measure readiness or success? • Is it a workforce-ready credential? • How could prior learning be reflected? (i.e. work experience) 	Elliott Asp
9	<p>ACCUPLACER</p> <p>Guest Speaker, Kathie Montognese, Senior Assessment Manager from the College Board, spoke to the group by phone.</p> <p>ACCUPLACER - current placement exams - include reading comprehension, sentence skills, and math. The exams are multiple choice and computer adaptive (the test adjusts the questions based on student’s skill levels).</p> <ul style="list-style-type: none"> • Sentence Skills assess the mechanics of writing • Reading Comprehension tests a student’s ability to understand and interpret text • Math includes continuum of questions, arithmetic to college level math <p>ACCUPLACER recently redesigned and added 5 new Next Generation placement exams that include reading, writing, and math. The exams are multiple choice and computer adaptive (the test adjusts the questions based on student’s skill levels).</p> <ul style="list-style-type: none"> • Reading measures information and ideas, rhetoric, synthesis, and vocabulary • Writing measures expression of ideas and standard conventions of English. • Math includes continuum of questions; arithmetic, quantitative reasoning, algebra, statistics, and advance algebra functions. 	College Board

	<p>Questions/Discussion about ACCUPLACER</p> <ul style="list-style-type: none"> • Who sets the cut scores? A: (Kathie and Sarah Heath) Colleges set the scores based on their curriculum. • Is there an appetite for setting/changing cut scores? A: (Sarah Heath) Community colleges have begun conversations about cut scores and pre-requisites. 	
	<ul style="list-style-type: none"> • Participants asked about the COMMUNITY COLLEGE PLACEMENT TEST (CCPT), which Community Colleges had begun using as a placement assessment. <ul style="list-style-type: none"> ○ Sarah Heath announced that, as of January 25, the Community College System (CCCS) terminated the contract entered into with McCann Associates for the Community College Placement Test (CCPT). ○ The ACCUPLACER will revert to the main assessment tool at the Community College System, and students will no longer be assessed by the CCPT; therefore the CCPT will not be discussed as a possible addition to the menu 	Sarah Heath
10.	<p>CLEP Exams (College Level Examination Program)</p> <p>Guest Speaker: Kathie Montognese, College Board, continued her presentation by phone:</p> <ul style="list-style-type: none"> • Validates knowledge that students have already learned and translates that knowledge into college credit • Originally designed for the working adult, now is also common for more traditional students, including rural communities that do not have AP • CLEP is scored on a scale from 20-80. American Council of Education (ACE) recommends a score of 50 for awarding credit. A 50 is the equivalent of earning a C in the course. • 200,000 exams last year (1/3 military) • Benefits: saves time and money for students, keeps them engaged in higher-level courses • CLEP is \$80/test – Some testing centers charge administration fees (\$20) <p>Questions (answered by Kathie unless otherwise noted):</p> <ul style="list-style-type: none"> • What's the difference between AP and CLEP? AP is a course and exam program that offers challenging college-level course content in high school and an opportunity to earn college credit, advanced placement, or both. CLEP is a credit-by-exam program that lets students demonstrate mastery of college-level material, regardless of where they acquired the relevant knowledge. • Who sets recommended cut scores? American Education Council (ACE) sets the recommended score to award credit a score of 50 is equivalent to the grade "C". States may vary somewhat in terms of what score is appropriate to accept. • Are there situations where CLEP can determine (college) readiness vs success? No, CLEP exams do not demonstrate readiness for a course but rather that a student demonstrates knowledge of information in a college course • Can a high school get set up to do CLEP testing? Yes, the test is web-based, so any district could get set up – virtually. For example, DPS has test centers. In Colorado many test centers are at community colleges and universities. • Is there a CLEP test in Spanish? Yes, #1 test across the country and has been used for ASCENT qualification • Do students get college credit? Yes, but it's up to the college • Can districts absorb the cost of the test? Yes • Does a CLEP test follow the natural progression of a course? Great to take an exam, but what's the purpose? Will a student get credit? Where? (Answer from Sarah Heath, CCCS) At the Community College level, CLEP tests are converted to credit for college classes. 	College Board

	<ul style="list-style-type: none"> • There are multiple assessments that individual industries use to test skills and competencies. And state agencies and businesses are collaborating to develop resources and tools for students 	
	<p>What could have worked better in the meeting?</p> <ul style="list-style-type: none"> • More in-person presenters • Review each topic in advance – homework for the group • Focused set of questions up front, answered by each presenter • Small group work to discuss topics, then report out so more detail emerges • Recruit industry and sector partnership practitioners • Discuss implementation practices • Post everything on the CDE Assessment Work Group webpage 	
	<p>Next Meetings:</p> <p>Thursday, March 2, 10-3, same place: 1560 Broadway, 19th Floor</p> <p>Thursday, April 27, 10-3, TBA</p> <p>Thursday, June 8, 10-3, TBA</p>	
	<p>Meeting was adjourned at 2:45 p.m.</p>	