



# 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>	Graduation Guidelines Assessment Work Group				
<b>Date:</b>	September 17, 2014	<b>Time:</b>	1:00-4:00 PM	<b>Location:</b>	Board Room, CDE
<b>Meeting Lead:</b>	Elliott Asp				
<b>Meeting Participants:</b> (Who most needs to attend?)	Members of the Graduation Guidelines Assessment Work Group				
<b>Meeting Objectives:</b> (Is a meeting necessary to accomplish the objectives?)	To complete the career and college demonstrations chart outlining the competencies a student must meet or exceed before graduating from high school.				

## Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps (be sure to include communication to those not at the meeting who need to know the results)
1:00 PM	Overview and Introductions – Elliott	
	Capstone Update – Misti and Robin	
	Concurrent Enrollment Follow-up – Misti and Robin	
	Industry Certificate Update – Robin	
	Review and Prioritization of Issues – Developing Work Plan – All	

### Evaluate the Meeting:

We stayed on track:	<input type="radio"/> No	<input type="radio"/> Yes
We achieved the meeting outcomes:	<input type="radio"/> No	<input type="radio"/> Yes
We clarified next steps:	<input type="radio"/> No	<input type="radio"/> Yes
This meeting was time well-spent:	<input type="radio"/> No	<input type="radio"/> Yes

### How can we improve the next meeting?

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# Career & College Readiness Demonstrations

## ■ Menu will evolve over time

DEV= in development

Demonstration	English	Math	Science	Social Studies
TCAP (2013-14 only)	663	627		
CMAS (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	50 *	-
Capstone (2015-16 +)	DEV	DEV	DEV	DEV
Concurrent Enrollment	C- or better	C- or better	C- or better	C- or better
Industry Certificate	DEV	DEV	DEV	DEV

\* Added





## About Capstone Projects

Beginning in November 2013, the Capstone work group convened to explore and further define a capstone project in alignment with Colorado's Graduation Guidelines. The attached tool is a resource to determine your school and/or district's readiness to support successful implementation of capstones.

### What is a capstone project?

Capstones are exhibitions of a project, performance, or experience that demonstrates learning of pre-determined outcomes. A portfolio is a purposeful collection of students' individual work that exhibits their efforts, progress, and achievements over time, against a set of clearly defined outcomes.

### Capstone work group

The capstone work group, comprised of dozens of education, work force, and higher education professionals from across Colorado, is working to outline the implementation recommendations for capstone with special attention to scalability of the recommendations to the type, geography, and location of Colorado school districts. The capstone work group is drafting a guidebook to assist districts and schools with capstone implementation.

See [www.cde.state.co.us/postsecondary/gg\\_capstoneprojects](http://www.cde.state.co.us/postsecondary/gg_capstoneprojects)

### Why capstone?

A capstone project is a way for students to demonstrate their knowledge, skills, and abilities of a specific topic as well as their understanding of that subject. This demonstration also moves students beyond memorization and into application of topics. Much of the work force relies on projects, examples of work, and mastery of content, which are embodied in a capstone project.

Graduation Guidelines Contact  
Information:  
Colorado Department of Education  
Office of Postsecondary Readiness  
[Ruthven\\_m@cde.state.co.us](mailto:Ruthven_m@cde.state.co.us)  
303-866-6206

# Concurrent Enrollment & ASCENT

Concurrent Enrollment programs provide high school students the opportunity to enroll in postsecondary courses and earn credit at no cost to them for tuition. Colorado data show that students in concurrent enrollment programs are more likely to enroll in postsecondary education, have higher postsecondary grade point averages and retention rates, and decreased need for remediation.

## Concurrent Enrollment Programs Act

### Overview

In May 2009, the Colorado State Legislature passed the Concurrent Enrollment Programs Act. The legislative intent of the Act was to:

- Broaden access to and improve quality of concurrent enrollment programs
- Accelerate student progress towards a postsecondary credential
- Improve coordination between districts and institutions of higher education
- Ensure financial transparency and accountability, and
- Create a 5<sup>th</sup> year ASCENT program for students to participate in Concurrent Enrollment for an additional year

The Act created the Concurrent Enrollment program, defined as the simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary courses, including academic or career and technical education courses, at an institution of higher education.

## Concurrent Enrollment

### Eligibility

To be eligible to take Concurrent Enrollment courses a student must:

- Be in 9<sup>th</sup> to 12<sup>th</sup> grade
- Be under 21 years old
- Receive approval for their academic plan of study
- Meet minimum prerequisites for the courses

The academic plan of study outlines the academic progress of the student, and remaining courses to satisfy graduation requirements. Additionally, students may take remedial postsecondary courses in their 12<sup>th</sup> grade year to better prepare students to immediately enter college-level, credit-bearing courses.

### Program Highlights

- Participation in Concurrent Enrollment grew 30% between 2011-12 & 2012-13
- ASCENT participation grew 40% between 2011-12 & 2012-13
- 92% of districts participate in Concurrent Enrollment
- 75% of high schools have students participating in Concurrent Enrollment
- 84% of Concurrent Enrollment students pass all courses attempted
- Concurrent Enrollment students take an average of 7.9 credit hours
- 775 students in Concurrent Enrollment & ASCENT programs earned a postsecondary credential in 2012-13

### Funding

## Highlights

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- Approximately 26,900 students participated in dual enrollment programs of any type in the 2012-2013 academic year. This represents about 22 percent of all 11<sup>th</sup> and 12<sup>th</sup> graders in public high schools in Colorado.
- Overall, participation in dual enrollment programs increased by about 12 percent between 2011-2012 and 2012-2013.
- The Concurrent Enrollment program continues to see sustained increases in participation. During the 2012-13 school year, 3,945 more students participated in the program than in the prior year.
- Among Colorado's public high schools, Cherokee Trail High School, from Cherry Creek School District, had the highest number of students participating in Concurrent Enrollment for the third year in a row.
- Denver Public Schools had the most students participating in Concurrent Enrollment out of all Colorado school districts.
- Slightly more females participated in Concurrent Enrollment compared to males.
- The number of Hispanics students—Colorado's largest minority group—participating in Concurrent Enrollment increased by 37.3 percent from 2011-12 to 2012-13.
- Since the beginning of Concurrent Enrollment in 2009, the program has seen significant diversification, and the composition of the Concurrent Enrollment program now closely resembles the overall composition of public high schools.
- In 2012-13, Colorado high school students attempted a total of 143,939 Concurrent Enrollment credit hours.
- The average number of credit hours attempted by all participating Concurrent Enrollment students was 7.9, with an average of 7.2 hours passed.
- A large majority of students—84 percent—passed all of their Concurrent Enrollment courses in 2012-13. This is an improvement from the previous year's complete pass rate of 78 percent.
- Participation in remedial Concurrent Enrollment courses is approximately 6 percent of the Concurrent Enrollment total.
- 775 students in Concurrent Enrollment or ASCENT programs earned some type of postsecondary credential in 2012-13. This is a 60 percent increase over last year's credential completion total.
- Students who participated in dual enrollment programs in high school had higher first-year credit hour accumulation, grade point averages, and retention rates in college.
- Participation in dual enrollment is associated with a 23 percent increase in the likelihood of enrolling in college and a 10 percent decrease in the need for remediation, holding gender, income, race/ethnicity, and ACT scores constant.



# ASVAB Concordance Table

ASVAB	ACT	SAT
1-9	10 or less	N/A
10-15	11	500-530
16-20	12	540-590
21-30	13-14	600-680
31-49	15-16	690-800
50-64	17-18	810-900
65-92	19-26	910-1180
93-99	27-36	1190-1600

----- ASVABprogram.com -----

**Getting Ready for Success**  
**Implementing Capstones in your School - DRAFT**

**Directions:** Use this tool to self-assess your school's readiness to support the successful implementation of capstones. For each indicator, rate the level of implementation. After you have assessed your school readiness, review each domain and identify one or two priorities to address.

Domain	Indicator	Level of Readiness				Priorities
		Not Present	Developing	Present	Strength	
Leadership	<b>Experienced and effective educators</b> are leading the initiative.					
	Schools/district leadership has high degree of <b>assessment literacy</b> and expertise (assessment design, performance assessment, rubrics and scoring).					
	A high-functioning <b>distributed leadership</b> model exists; including formal teacher leader roles/responsibilities and collaborative committee structures.					
	<b>District fully supports</b> the implementation of this initiative in terms of policy, funding, time and expertise.					
Vision & Mission	A <b>shared vision and commitment</b> to this initiative exists among all faculty, students and community members					
	Through a collaborative process, the school/district has developed a <b>strategy or plan to address 21<sup>st</sup> century skills</b> (as defined by the Graduation Guidelines)					
	The school utilizes a <b>collaborative design or feedback process</b> with community members for other initiatives (e.g., World Café, design thinking) or obtains feedback through frequent surveys.					
Culture	<b>College and post-secondary readiness</b> is the expectation for all students.					
	Faculty engages in <b>systematic, collaborative reflection</b> to ensure <b>continuous improvement</b> of their practice and student outcomes.					
	<b>Norms and protocols</b> guide the way faculty meet and interact with one another.					
Infrastructure	Structures that support close <b>adult/student relationships</b> while promoting personal, academic and social growth (e.g. Advisory, faculty mentors, etc.)					
	<b>Site-based autonomy</b> allows the school to make decisions about how to use time (scheduling), staffing and curriculum.					
	The <b>master schedule</b> is designed to allow for flexible grouping of students and interdisciplinary or project-based learning.					
	Regularly scheduled <b>time for teacher collaboration</b> is part of the schedule (common plan time, release time, PD time).					
	Robust structures exist that allow for <b>shared decision-making</b> and <b>faculty ownership</b> of school-based management and innovation (e.g. school improvement team).					