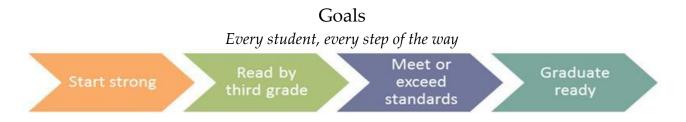


Vision

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



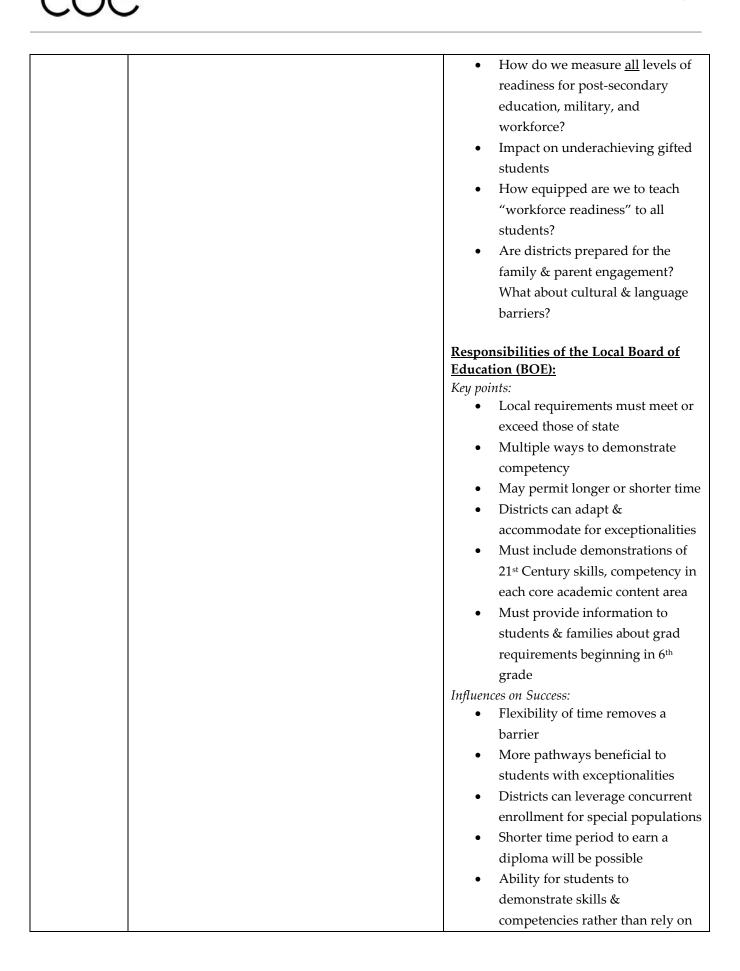
Meeting Logistics & Desired Outcomes

Meeting:	Graduation Guidelines Unique Populations Work Group Meeting				
Date:	April 4, 2014	Time:	9:30 - 3:30	Location:	CDE, 1560 Broadway,
					19 th Floor
Meeting Lead:	Jacqueline Medina, Barbara Palmer				
Meeting Participants:	Unique Populations Work Group Members				
Meeting Objectives:	Understand purpose of graduation guidelines				
	Outline work group goals & objectives				
	Develop plan for analyzing and making recommendations for Graduation				
	Guidelines Implementation				

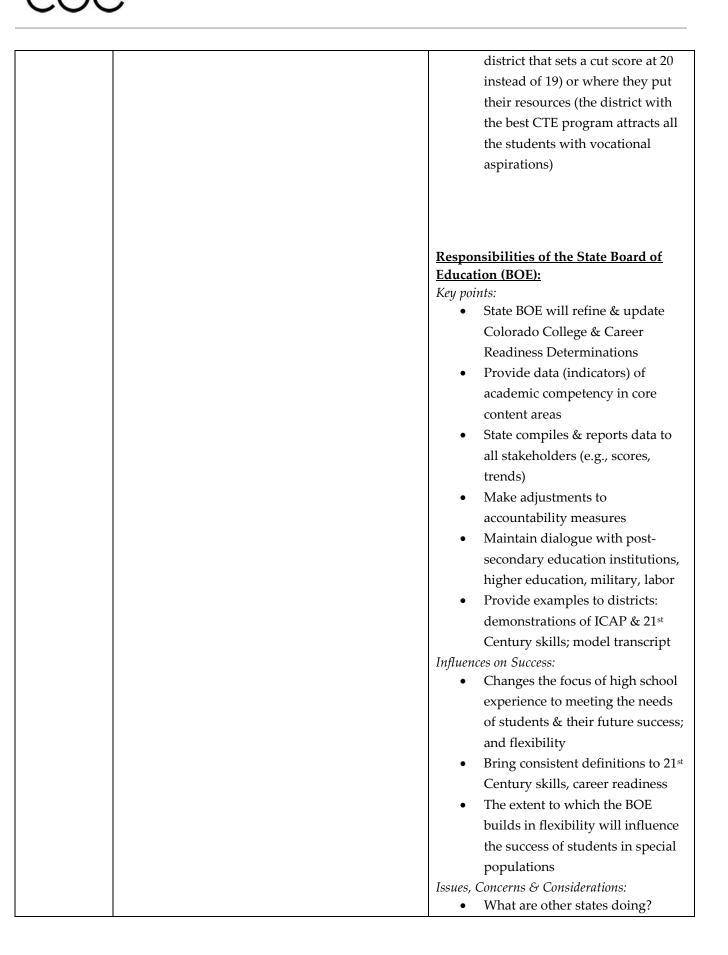
Agenda Items and Next Steps

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	1. Sections of the Guidelines:		
	Unique Populations Workgroups	Purpose & Beliefs;		
		Responsibilities of the Local		
		Board of Education;		
		• Responsibilities of the State Board		
		of Education		
		For each section, Key Points; Ways in		
		which it might influence the success of		
		student with exceptionalities; Issues,		
		Concerns & Considerations		
		Purpose & Beliefs		
		Key points:		
		Diploma guarantees preparedness		
		& competence		
		Alignment, common expectations		
		Rigor & high expectations for all		

	students	
	Families informed & involved	
	• Meaningfulness to the real market	
	Competency vs. seat time	
	Preparedness for entry into post-	
	secondary education, military,	
	AND workforce	
	Influences on Success:	
	Expectations are clearer	
	• Could diminish enthusiasm if:	
	 Competencies are 	
	unattainable (special	
	education students)	
	• Competencies are not	
	challenging (gifted	
	students)	
	More relevance to students' lives	
	with different pathways	
	Have to make grad guidelines	
	clear to all students & families	
	starting in elementary school	
	• Importance of vertical planning	
	<i>Issues, Concerns & Considerations:</i>Does growth data count in the	
	graduation picture?	
	What resources are available to	
	small districts to provide different pathways?	
	 Increased opportunities for CTE 	
	(Career & Technical Education)	
	may not meet needs of all	
	students (i.e., some students with	
	special needs may need	
	differentiated CTE opportunities)	
	 Avoid siphoning off resources for 	
	the different pathways	
	 Could result in students being 	
	siphoned off to nearby districts	
	that emphasize different	
	pathways	
	 What about social-emotional 	
	competency?	
	competency.	



courses taken & grades
May add measures on
competency in other content areas
Communication that must begin
in 6 th grade could prove a
pathway to success (because
families, students understand
what must happen)
Issues, Concerns & Considerations:
• What about those who are unable
to meet requirements? (e.g.,
students with significant support
needs)
Local grad requirements – who
decides? Who monitors? Who
decides which kids get more time
or graduate early?
Resources to offer some of the
alternate pathways (e.g., capstone
courses)
How do curriculum & instruction
have to change to address some of
the requirements?
Lack of foundational skills may
impede some students from
meeting new requirements
Will districts address
modifications &
accommodations?
ICAP/transition plans could
become redundant
Will districts set standards high
enough?
Chronological alignment of the
various timelines
• Determining cut points that meet
or exceed
• 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



		 (Colorado is the last state to develop common high school graduation guidelines.) Have there been thoughts about state-level support for alternative diplomas? Implementation Monitoring Some students' needs: college or career Communicating with <u>all</u> groups: colleges, selective colleges, DVR (Division of Vocational Rehabilitation), special needs How informed is the state BOE about special populations (and special locations such as facility schools)? 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
11:30 a.m.	Review Research & Working Lunch	PWR High School Diploma Endorsed Criteria
12:30 p.m. – 3:00 p.m.	Framing of Small Group Work – Our Task	
Small group work	• Review Current, Statute and Rules (in terms of articulation between grades, acceleration, ALP, and concurrent enrollment	

F	1	
	 In what ways can the current ECEA Rules for gifted education, support recommendations for attaining postsecondary workforce readiness? What is challenging about the high school graduation guidelines that might be challenging for this population of unique learners – gifted students? 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? 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 In reviewing the PWR skills and the endorsed diploma what observations and recommendations do you have in regard to gifted students? 	
3:00 p.m. 3:30 p.m.	Next Steps Webinar schedule	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)
	Homework Next question Resources, tools, recommendations, best practices, research Adjourn	 Read PWR skills document In reviewing the PWR skills and the endorsed diploma what observations and recommendations do you have in regard to gifted learners: Which components "fit" with Gifted Learner needs? Which do not address needs? What should be built upon or added? What research-based practices and/or considerations might you suggest for middle and



	high school gifted students that will help them to attain or exceed the post-secondary workforce skills?
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Evaluate the Meeting:				
We stayed on track:		No		Yes
We achieved the meeting outcomes:		No		Yes
We clarified next steps:		No		Yes
This meeting was time well-spent:		No		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.