



GRADUATION GUIDELINES TASK FORCE

Thursday, February 25, 2016

3:30 – 5:00 – EAC Willow

Meeting Notes

I. Welcome and check in and reflection

Members Present: Stephanie, Ryan, Bob, Sean B., Shannon, Laurie D., Jay, Diane, Karen, Koryn, Rosie, Clark, Holly, Richard, Krista, David, Joanna, Karin, Brett, Rhonda, George, Melissa, Colin, and Nancy

Members Absent: Kolette, Tracie, Dan H., Sarah, Riley, Dan O., Mario, Sean S., Laurie U., and Lacy

Reflection:

Members shared the following reflections and ideas that they have had or others have shared with them since the last meeting:

- ACT WorkKeys is being piloted at AVHS. The cost is anywhere from \$7.50 - \$30.00 per students depending on whether they are providing a certificate to students upon completion. George and Ryan will report back about how it went. Clark and Ryan will be working on how to track competency on WorkKeys.
- Per Melissa Wagner:
 - CCHE and the prior learning assessment vote and discussion: a 4 on the IB test is required (up from a 3); and a 3 on the AP test is required to show proficiency. (This AP score remained the same.) Melissa also shared about new admission requirements via index scores.
 - Private post-secondary institutions are moving to optional entrance exams.
 - Agreement among post-secondary institutions that GPA is a better indicator of college success than is an entrance exam score. CCHS continues to look for success indicators.
 - GED does not provide college credit – but some disagreement about this per Richard Moothart.
- Commissioner Randall spoke at a conference about the importance of competency based learning and individualized and personalized instruction. GGTF wonders if this is a statement about the focus for the state in the coming years under this new leadership. Randall also wants to bolster the learning.

II. Reviewed January Minutes

III. Sharing an example from Manitou School District

Karin shared the work of this district as they have determined what they will expect of their graduates in order to meet the state mandates regarding demonstrations of proficiency in the areas of math and ELA. The GGTF would like to know more about: (Karin will contact MSSD to find answers and share them next time.) The MSSD plan was provided in hard copy to GGTF members.

- What is their plan for students who do not pass the 2nd attempt?
- Who is paying for the ACT WorkKeys?
- Do the IEP kids receive a different diploma as they may be exempted students?
- Would like to know more about the 1st semester of their senior year and ideas for intervention.

IV. Sharing of visions created – attached to these minutes beginning on page 3 (members who did not provide an electronic copy should do so, please.)

Many visions were shared, and documents were provided to the GGTF as teams presented. There will be more discussion about these ideas/drafts, but, for now, they are attached to these minutes. Karin reminded all of the importance of us beginning to narrow down as we listen to one another as we have three meetings left to create the recommendations based upon our discussions. Next time, we will work in small groups to create proposals, and then we will narrow to our final recommendations to have ready for Dr. Hatchell at the end of May, 2016.

V. BOE presentation: March 3, 2016.

- a. The following people will share at this BOE meeting: Brett, Clark, David, Jay, and Lacy
- b. Karin will provide a powerpoint presentation that will serve as the foundation for this third report to the BOE – the first was provided in August, and the second was provided in November. Members who have volunteered will be asked to share their thoughts about what they have learned, etc. Karin will share the powerpoint/presentation with the GGTF after the 3/3/16 BOE meeting.

VI. Future Meetings: 3/15/16 from 3:30 – 5:00 in Willow
4/27/16 from 3:30 – 5:00 in Willow
5/24/16 from 3:30 – 5:00 in Willow

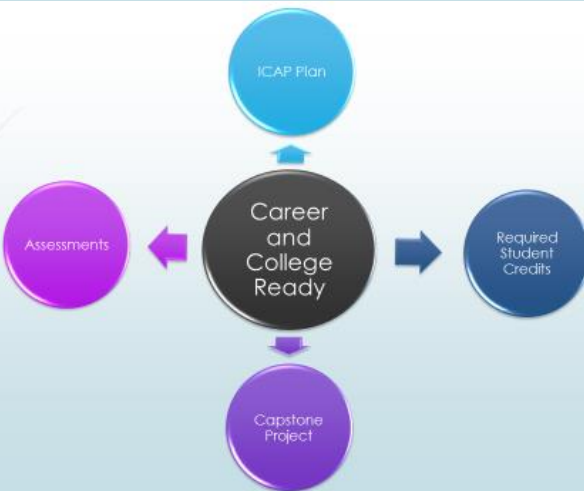
Academy District 20 Graduation Plan – Clark and David

- I. **Course Credits:** Students must receive 50 credit per Administrative Policy IKF in order to graduate.
- II. **College and Career-Ready Demonstration:** In order to demonstrate proficiency in Math and ELA, students need to meet one Math College and Career-Ready Demonstration and one ELA Career-Ready Demonstration. Students may meet these requirements through assessment, concurrent enrollment, industry certificate, or district capstone project.
 - a. **Assessment:** Students may demonstrate proficiency by attaining the minimum score as defined by CDE on any one of the approved assessments.
 - i. ACCUPLACER
 - ii. ACT
 - iii. ACT Workkeys
 - iv. AP
 - v. ASVAB
 - vi. IB SAT
 - vii. State Assessment (in development)
 - b. **Concurrent Enrollment:** Students may demonstrate proficiency by receiving college credit with a C or better in a Math or ELA course
 - c. **Industry Certificate:** Student may demonstrate proficiency by receiving an industry certificate in a program that has been approved by CDE as qualifying as a Math and/or ELA College and Career-Ready Demonstration.
 - d. **District Capstone Project:** Students who do not meet one of the above demonstrations for either Math or ELA will complete a district capstone project.
 - i. All pertinent information for assessments, concurrent enrollments, and industry certificates will be entered into the student information system (IC and/or Sequel server).
 - ii. Students who have not yet demonstrated proficiency on assessments, concurrent enrollment or industry certificates by the end of their 11th grade year will be identified using the Tableau analytics tool.
 - iii. Identified students will be placed in the Math and/or ELA Capstone class(es) for the fall of the 12th grade school year.
 - iv. Students who subsequently meet any of the other college and career-ready demonstrations will be removed from their capstone class(es).
 - v. The Math Capstone course will provide the students with guidance on developing and completing a rigorous math project. Students will receive core math credit for successful completion of the course and project.
 - vi. The ELA Capstone course will provide the students with guidance on developing and completing a rigorous ELA project. Students will receive core English credit for successful completion of the course and project.
 - vii. Curriculum, guidelines, and specifications for capstone classes and projects will be developed by the D20 Capstone Project Task Force during the 2016-2017 school year.
 - viii. Teachers will receive training on teaching the capstone course during the 2017-2018 school year.

Koryn

2 Big Ideas

- CDE has designed a state graduation guidelines to give all students a foundation for career and college success
- CDE approved:
 - rigorous and flexible graduation requirements
 - Local School Boards to establish requirements to meet or exceed that of the state

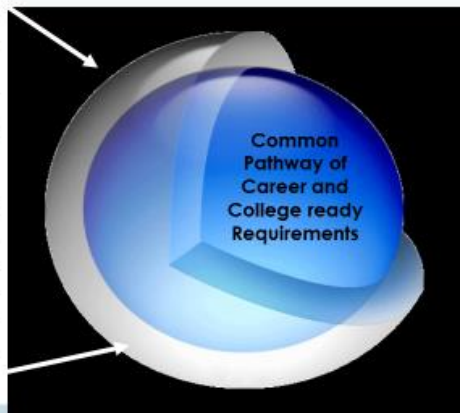


ICAP Plan- Every Student



50 Required Credits for Graduation- Every Student

REQUIREMENTS	Credits	Special Notes
English	8	
Science	6	Four of the six credits must be from laboratory science classes.
Mathematics	6	All students must complete Algebra 1 and Geometry (either in middle school or in high school). All students must earn 6 math credits during grades 9-12.
Social Science	6	Social Science requirements include two required credits of U.S. History and one credit of Civics.
World Language	2	High school level world language courses taken in middle school may apply to this requirement, but will not count toward the requirement of 50 total credits. When applying middle school world language credits to meet this requirement, 2 additional core elective credits must be earned.
Core Electives	9	Core elective requirements include courses in English, world language, mathematics, science, and social sciences.
Physical Education	3	
Health	1	
Arts	1	Arts requirements include visual and performing arts.
Unrestricted Electives	11	Credits earned beyond the requirements listed above will count as unrestricted elective credit.
TOTAL	50	



Assessments – Most Students

Assessment	English	Math
ACT	18	19
ACT WorkKeys	Bronze or Higher	Bronze or Higher
Advanced Placement	2	2
ASVAB	31	31
SAT	430	460

Capstone Project

- Also called a *capstone experience*, *culminating project*, or *senior exhibition*, among many other terms, a **capstone project** is a multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically during their final year of high school or middle school, or at the end of an academic program or [learning-pathway experience](#). While similar in some ways to a college thesis, capstone projects may take a wide variety of forms, but most are long-term investigative projects that culminate in a final product, presentation, or performance. For example, students may be asked to select a topic, profession, or social problem that interests them, conduct research on the subject, maintain a [portfolio](#) of findings or results, create a final product demonstrating their learning acquisition or conclusions (a paper, short film, or multimedia presentation, for example), and give an oral presentation on the project to a panel of teachers, experts, and community members who collectively evaluate its quality.



D20 Graduation Requirements – Brett

All students must meet the 50 Credit Hours in required classes

In addition to the required 50 Credit Hours, students must demonstrate Knowledge and Skills in One (1) of the below standardized tests:

- ACT (18 English/19 Math)
- ASVAB (31 English/31 Math)
- PARCC (3 ELA/3 Integrated Math III or Algebra II)
- SAT (430 English/460 Math)

OR in One (1) of the programs below:

- AP (2 English/2 Math)
- Concurrent Enrollment (Passing English and Math per D20 and Higher Ed Policy)
- D20 Capstone Project (TBD)
- IB 4 English/4 Math)
- Industry Certificate (TBD)

** Students with an IEP who cannot meet the requirements for the above listed standardized tests may demonstrate Knowledge and Skills in One (1) of the below alternate tests:

- Accuplacer (62 Reading Comprehension/61 Elementary Algebra)
- ACT Work Keys (Bronze or higher for English and Math)

OR in One (1) of the programs below:

- D20 Capstone Project (TBD)
- Industry Certificate (TBD)



Sophomore Year

AP

Concurrent Enrollment

All students will take PSAT and the scores will determine if intervention is needed.

Junior Year

ACT

SAT

ASVAB (required for all students with low PSAT scores)

AP

Concurrent Enrollment

Intervention Classes

Senior Year

ACT

SAT

ASVAB

Concurrent Enrollment

Intervention Classes

- Requirement may be waived for students on IEPs (when appropriate and admin approval).
- Students with waivers must take required state exam.
- A capstone project may be used under special circumstances and admin approval.

Nancy, Diane, and Joanna:

http://prezi.com/6xwsb4eqdyht/?utm_campaign=share&utm_medium=copy&rc=ex0share

Melissa and Tracie

GRADE	PROGRAM	21st CENTURY/CAREER READY	ASSESSMENTS
6TH	IB	ICAP CAREER EXPO	
7TH	IB	ICAP CAREER EXPO	
8TH	IB	ICAP CAREER EXPO	
9TH	IB	ICAP	
10TH	IB	ICAP	ASVAB
11TH	IB	ICAP	ASVAB SAT (ALL) DP AP
12TH	IB	ICAP	ASVAB SAT (SELECT) DP AP INDUSTRY CERTIFICATES WORK KEYS

Moothart's Perfect Graduation Guidelines Plan

2015-2016

- GGTF decides on menu of college and career ready demonstrations
 - Research English proficiency options (beyond the menu of options)
 - Students complete premade course from Odysseyware (Essentials of Language Arts) or Edivate
 - Students take the Language Arts placement test offered by Odysseyware. Depending on score, lessons, quizzes, and tests will be assigned to fill any learning gaps.
 - A team of English teachers create a competency based online course that represents what a D20 graduate should know by graduation.
 - Accept a C or better in any senior AP or IB English class
 - Create an English proficiency summer school class for incoming seniors.
 - Research math proficiency options (beyond the menu of options)
 - Students complete premade course from Odysseyware (Essentials of Mathematics) or Edivate
 - Students take the Mathematics placement test offered by Odysseyware. Depending on score, lessons, quizzes, and tests will be assigned to fill any learning gaps.
 - A team of math teachers create a competency based online course that represents what a D20 graduate should know by graduation.
 - Accept a C or better in any senior/junior AP or IB math class
 - Create a math proficiency summer school class for incoming seniors.
- GGTF communicates with tech department to expand the graduation tab in IC
 - Living document
 - Has menu of options
 - Has credit check boxes for all of the credits, or each section is automatically populated
 - Documents can be uploaded
- Keep collecting data on how many current seniors would meet the future graduation guidelines

2016-2017

- Keep collecting data on how many current seniors would meet the future graduation guidelines
- IT department rolls out the new and improved graduation tab
- English Proficiency Task Force forms
 - Recommends at least three alternative English proficiency options
 - Create an English proficiency summer school class for incoming seniors.
- Math Proficiency Task Force forms
 - Recommends at least three alternative math proficiency options
 - Create a math proficiency summer school class for incoming seniors.
- Hold information meetings for all 8th grade students and guardians on the new Graduation Guidelines
- Create a Graduation Guidelines webpage(s) to be placed on the ASD20 website, under the Academic button.
- Start test runs of alternative English and math proficiency options with current seniors.

2017-2018

- Keep collecting data on how many current seniors would meet the future graduation guidelines
- Create a “Watch” list for freshman that may not be able to demonstrate proficiency in a “traditional” way for English and math
- Hold information meetings for all 8th and 9th grade students and guardians on the new Graduation Guidelines
- Update the ASD20 Graduation Guidelines webpage(s)
- Revise and resume test runs of alternative English and math proficiency options with current seniors.

2018-2019

- Keep collecting data on how many current seniors would meet the future graduation guidelines
- Create a “Watch” list for freshman that may not be able to demonstrate proficiency in a “traditional” way for English and math
- Update the “Watch” list for sophomores that may not be able to demonstrate proficiency in a “traditional” way for English and math
- Revise and resume test runs of alternative English and math proficiency options with current seniors.
- Hold information meetings for all 8th, 9th and 10th grade students and guardians on the new Graduation Guidelines
- Update the ASD20 Graduation Guidelines webpage(s)

2019-2020

- Keep collecting data on how many current seniors would meet the future graduation guidelines
- Create a “Watch” list for freshman that may not be able to demonstrate proficiency in a “traditional” way for English and math
- Update the “Watch” list for sophomores and juniors that may not be able to demonstrate proficiency in a “traditional” way for English and math
- Implement alternative English and math proficiency options with current juniors and seniors.
- Hold information meetings for all 8th, 9th, 10th and 11th grade students and guardians on the new Graduation Guidelines
- Update the ASD20 Graduation Guidelines webpage(s)

2020-2021

- Keep collecting data on how many current seniors will meet the current graduation guidelines
- Create a “Watch” list for freshman that may not be able to demonstrate proficiency in a “traditional” way for English and math
- Update the “Watch” list for sophomores and juniors that may not be able to demonstrate proficiency in a “traditional” way for English and math
- Hit the **PANIC** button for seniors that may not be able to demonstrate proficiency in a “traditional” way for English and math
- Continue with English and math proficiency options with current juniors and seniors.
- Hold information meetings for all 8th, 9th, 10th, 11th and 12th grade students and guardians on the new Graduation Guidelines
- Update the ASD20 Graduation Guidelines webpage(s)

Rhonda

Students Fulfill Both Requirements				
Requirement 1: D20 Credits		Requirement 2: Menu of Options Math & English		
50 Credit Hours		Option	English Minimum	Math Minimum
English	8 credits	ACT	18	19
Science	6 credits	ACT WorkKeys	Bronze	Bronze
Health	1 credit	Advanced Placement	2	2
Math	6 credits	ASVAB	31	31
Social Science	6 credits	Concurrent Enrollment	Grade of C-	Grade of C-
World Language	2 credits	Industry Certification	TBD	TBD
Core Electives	6 credits	International Baccalaureate	4	4
		SAT	430	460
		Capstone	TBD	TBD

Thanks to Diane Forsythe, Nancy White, and crew for most of these categories!

Requirement 2: Menu of Options Math & English					
INDIVIDUAL CAREER & ACADEMIC PLAN (ICAP)					
	College to Career Pathway	Business/Trade s/Industry Pathway	Military Pathway	Entrepreneur Pathway	Service Pathway
ACT	✗			✗	✗
ACT WorkKeys		✗	✗		✗
Advanced Placement	✗				✗
ASVAB		✗	✗		✗
Concurrent Enrollment	✗	✗			✗
Industry Certification		✗			✗
International Baccalaureate	✗			✗	✗
SAT	✗			✗	✗
Capstone	✗	✗	✗	✗	✗

Follow-up Capstone Taskforce

Personal project
Mentorship
Internship/apprenticeship

Follow-up Concurrent Enrollment Taskforce

What does it look like for D20 students?
What classes “count”?

Student choice is central. Options by pathway are recommendations to help align this graduation requirement with other initiatives, such as ICAP. Counselors would not be required to track this level of granularity.

Credit Checks

How many units of credit do I need?	to meet Academy District #20 Graduation Requirements	to meet Colorado Higher Education Admissions Requirements*	Courses Taken & Suggested Courses (in blue)																	
English	4 years (8 D20 credits)	4 units/years (8 D20 credits)																		
Science	3 years (6 D20 credits) 2 years (4 D20 credits) must be lab-based	3 units/years (6 D20 credits) 2 years (4 D20 credits) must be lab-based																		
Health	1 D20 credit	None required																		
Mathematics	3 years (6 D20 credits) Must complete Algebra I and Geometry (either in middle school or high school). 6 math credits must be earned in high school.	4 units/years (8 D20 credits) Must include Algebra I, Geometry, Algebra II or equivalents																		
Social Science	3 years (6 D20 credits) 1 D20 credit foreign language 2 D20 credits U.S. history 3 D20 credits other social science	3 units/years (6 D20 credits) At least 1 year (2 D20 credits) must be in U.S. or world history. 1 unit/year (2 D20 credits) foreign language (minimum of high school)																		

Demonstrated College & Career Readiness										
Highlight at least one box per row to indicate that requirement has been met.										
English	ACT	ACT WorkKeys	Advanced Placement	ASVAB	Concurrent Enrollment	Industry Certification	International baccalaureate	SAT	Capstone	
Math	ACT	ACT WorkKeys	Advanced Placement	ASVAB	Concurrent Enrollment	Industry Certification	International baccalaureate	SAT	Capstone	

Demonstrated College & Career Readiness										
Highlight at least one box per row to indicate that requirement has been met.										
English	ACT	ACT WorkKeys	Advanced Placement	ASVAB	Concurrent Enrollment	Industry Certification	International baccalaureate	SAT	Capstone	
Math	ACT	ACT WorkKeys	Advanced Placement	ASVAB	Concurrent Enrollment	Industry Certification	International baccalaureate	SAT	Capstone	

Outcome

When requirements have been met, students earn a District 20 diploma.

Core Beliefs Around New Graduation Requirements

Fidelity to 50 Credits	Flexibility in Earning Credits	Student Choice	Character of a Graduate	Purposeful Planning
Students benefit from the educational experiences in our classes. Positive relationships between teachers and students are integral to student learning.	Students learn at different times and in different ways. Student learning, not seat time, should be constant. Care should be taken to adapt learning targets/competencies to individuals. Students with special needs should be able to meet requirements through personalized goals.	Students have voice in the direction they take. They are aware of opportunities that help them chart a meaningful post-high school path. Faculty and staff help guide students to and through a pathway.	Students are not defined by just test scores and demonstrated competencies. Prepared graduates have strong attributes of character and can employ strategies to engage positively in the world around them.	Students understand that graduation requirements are not a silo. Planners should seek to develop fluency between initiatives (ICAP, Character Ed., MTSS, RULER, etc.) to support successful pathway entry-points.

Karen Hinkin

In addition to the 50 credits a student will need to fulfill the following requirements:

- Have an active ICAP and complete assigned tasks each year that they are in ASD20.
- Show proficiency in math and English by scoring passing mark in each area on one or more of the following:

ACT (students take test on their own)

SAT

PSAT

ASVAB

Industry Certification in AVP classes granting English/Math high school credits

Or:

- Enroll in a semester class involving a project focused on college or career related readiness.

To start with, I think we should focus on the tests that we are already using. ASD20 would have to provide multiple testing opportunities without cost if only a test score was required.

I did not include AP or IB scores as students taking AP or IB tests get the majority of their scores the summer after they graduate and the students in those classes are ones most likely to score well on ACT or SAT.

We could expand to include more ways to show mastery after we have tried the above methods for a few years.

The Special Education teachers could help support their students through the semester class if needed.