



GRADUATION GUIDELINES TASK FORCE

Tuesday, March 15, 2016

3:30 – 5:00 – EAC Willow

Meeting Notes

I. Welcome and check in and reflection (10 min.)

Present: Dan H., Karen H., Laurie U., Colin W., Ryan B., George S., Nancy W., Diane F., Shannon C., Rosalie K., Rhonda S., Laurie D., Richard M., Brett S., Dan O., Stephanie A., Lacy U., Tracie C., David P., Riley N., Jayden F., Krista P., Clark M., Joanna P., Sean B., Mario R.

Reflections and updates shared by members:

1. AVHS will give the ACT WorkKeys on 4/19/16 on the same day as the ACT and PSAT, and they will report to the GGTF on 4/27/16.
2. Jay spoke about a conversation with a TAG teacher and the idea of doing a Capstone project with them.
3. The AP article shared was appreciated by the group as it is time for kids to sign up, and it is good to share the CDHE and college response to providing credit.

II. Review February minutes and discussion (5 min.)

All reviewed and know of the “best proposal” presentations as we move into the discussion we will have today. We want to honor them as we discuss the recommendations to be made in small groups.

III. Board March 3rd presentation debrief (5 min.)

The BOE was pleased with the presentation as the members who presented were good! The BOE appreciated the focus on the whole child and the attention to providing ways for all kids to demonstrate proficiency.

IV. Graduation Guidelines Updates (5 min.)

Karin shared the following CDE documents as reminders as they may be useful during the small group recommendations to be provided today:

1. Menu of Options (Reminder about the ones that we liked best.)
2. Timelines
3. Capstone Project
4. Industry Certificate

V. Small group decision making (50 min.)

Karin split the large group into four groups and asked them to answer the following six questions prior to leaving today as they base their conversation on the large group conversations that have happened throughout the year. She will then compile into a document that honors all recommendations and send it to the members electronically prior to our April 27th meeting so that they can review and be prepared to talk about the draft recommendations at our next meeting.

*Graduation Guidelines Task Force
Small Group Collaboration*

1. *Given: Graduates will have earned 50 credits in the required coursework as outlined in Administrative Policy IKF.*
2. *In addition, graduates will demonstrate proficiency in English Language Arts (ELA) and Math using the following assessments/measures as selected from the Colorado Department Menu of Options following GGTF research and discussion.*
3. *We recommend that we determine proficiency of students with disabilities in the following way(s):*
4. *We recommend that the best timeline for determining (or beginning to determine) proficiency in math and ELA would be ...*
5. *We recommend that we do the following to record proficiency of each student in ELA and math.*
6. *Finally, knowing that the first class to graduate under the revised graduation guidelines is the class of 2021, in order to be prepared to implement in the 17/18 school year with freshmen, we believe that we need to do the following (or answer the following questions) in the 16/17 school year.*

VI. Closure – Small groups dismissed when the collaboration/recommendation discussion was complete and notes presented to Karin for compilation. The results of their work is scanned and attached to these minutes. Karin will be sharing GGTF discussions with the stakeholder groups in April as well.

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

Graduation Guidelines Task Force
Small Group Collaboration
March 15, 2016

Step 4

1. Given: Graduates will have earned 50 credits in the required coursework as outlined in Administrative Policy IKF.
2. In addition, graduates will demonstrate proficiency in English Language Arts (ELA) and Math using the following assessments/measures as selected from the Colorado Department Menu of Options following GGTF research and discussion.

Multiple tiers:

Assessments - ACT, SAT, PARCC, AP (if only), IB (if only)

Assessment - ASVAB WORKKEYS

* Industry Certification (pending writing Task Force)

* Concurrent Enrollment (pending reading)

3. We recommend that we determine proficiency of students with disabilities in the following way(s):

IEP documents modifications and exemptions to grad requirements

4. We recommend that the best timeline for determining (or beginning to determine) proficiency in math and ELA would be ...

End of Junior year

5. We recommend that we do the following to record proficiency of each student in ELA and math.

Tableau

6. Finally, knowing that the first class to graduate under the revised graduation guidelines is the class of 2021, in order to be prepared to implement in the 17/18 school year with freshmen, we believe that we need to do the following (or answer the following questions) in the 16/17 school year.

Task Forces, Infographic, Communication, Tableau visuals
Present actual data
* Pending tight definitions and writing task force

Group #3

Graduation Guidelines Task Force
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Industry Certificate (Task Force)
with additional information needed. What certificates count who determines this? who pays? Need clarification

- Given: Graduates will have earned 50 credits in the required coursework as outlined in Administrative Policy IKF.
- In addition, graduates will demonstrate proficiency in English Language Arts (ELA) and Math using the following assessments/measures as selected from the Colorado Department Menu of Options following GGTF research and discussion. List

- ACT
- AP
- ASVAB

- IB
- SAT

• CE with a pre-approved list, would need to be a class that counts for graduation. ≠ Remedial

• Capstone w/ Resources (Task Force) to determine how this would be done across the district. Similar to IB Personal Project

- We recommend that we determine proficiency of students with disabilities in the following way(s):
Industry Certificate
Work Keys
Capstone

- We recommend that the best timeline for determining (or beginning to determine) proficiency in math and ELA would be ... which grade .. + how

Sophomore Year
Use PSAT 10 to determine who may/may not get the cut scores on SAT.
Start working with lower scoring kids. Create a support plan.

- We recommend that we do the following to record proficiency of each student in ELA and math.

Possible New position
College + Career Counselor + Admin Assistant
Clark - Tableau - (Brett says no extra pay)

Counselors can track what they are doing but with the non-testing options; it would take ~~the whole district~~ significant district support

- Finally, knowing that the first class to graduate under the revised graduation guidelines is the class of 2021, in order to be prepared to implement in the 17/18 school year with freshmen, we believe that we need to do the following (or answer the following questions) in the 16/17 school year.

District Committee to determine process for Industry Certificate, Capstone, performance assessment.

Counselor training on Tableau if we are tracking testing.

to evaluate, guide, mentor.

Graduation Guidelines Task Force
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1. Given: Graduates will have earned 50 credits in the required coursework as outlined in Administrative Policy IKF.
2. In addition, graduates will demonstrate proficiency in English Language Arts (ELA) and Math using the following assessments/measures as selected from the Colorado Department Menu of Options following GGTF research and discussion.

Group 2 will accept any of the measures from the menu of options.

3. We recommend that we determine proficiency of students with disabilities in the following way(s):

Capstones - body of evidence (ICP goals)
ASVAB
CE
ACTWorkKeys

4. We recommend that the best timeline for determining (or beginning to determine) proficiency in math and ELA would be ...

Earliest opportunity 9th grade
upon receiving SAT scores their
junior year or intervention if not proficient
meet by end of junior year.

5. We recommend that we do the following to record proficiency of each student in ELA and math.

See Rhonda S. document - Outcomes
Body of evidence in IC or table
Record follows the student.

6. Finally, knowing that the first class to graduate under the revised graduation guidelines is the class of 2021, in order to be prepared to implement in the 17/18 school year with freshmen, we believe that we need to do the following (or answer the following questions) in the 16/17 school year.

for - Additional guidance on Capstones
"ICP" Capstones and other
Clarification on CE courses that meet
each requirements & student certification

Graduation Guideline Task Force
Small Group Collaboration
March 15, 2016

Group 1

1. Given: Graduates will have earned 50 credits in the required coursework as outline in Administrative Policy IKF.
2. In addition, graduates will demonstrate proficiency in English Language Arts (ELA) and Math using the following assessments/measures as selected from the Colorado Department Menu of Options following GGTF research and discussion.
 - a. We would like to see all options included EXCEPT the option tied to PARCC/CMAS/TCAP/CSAP type state assessments.
3. We recommend that we determine proficiency of students with disabilities in the following way(s):
 - a. Individualized based on student ability w/expectations at the highest ability.
4. We recommend that the best timeline for determining (or beginning to determine) proficiency in math and ELA would be...
 - a. End of the sophomore year (knowing that there will be some exceptions where students may meet a menu option at the end of their freshman year).
5. We recommend that we do the following to record proficiency of each student in ELA and math.
 - a. Counselors would be the record keepers as they are now for the 50 credits (they would work in collaboration with special education case managers).
 - b. Ask that ALL results from assessments on the menu of options be stored in IC.
 - c. Request for a tab to be developed in IC where there is a pull-down of menu options that can easily be check-boxed.
6. Finally, knowing the first class to graduate under the revised graduation guidelines is the class of 2021, in order to be prepared to implement in the 17/18 school year with freshmen, we believe that we need to do the following (or answer the following questions) in the 16/17 school year.
 - a. Capstone Workgroup – to discuss and design expectations of a capstone project to meet ELA and Math requirements.
 - b. Concurrent enrollment group – what are the cut scores? Is it based on a final grade? A final exam?
 - c. Industry Certification group – Which ones align to ELA and math requirements.
 - d. A workgroup to discuss and understand the financial and staffing impacts of such programs as Capstone.
 - e. An evaluation of current or 16-17 students and how many of them have met requirements with current practices.
 - f. Who is going to pay for these “graduation requirements”?