Graduation Guidelines
Information Session

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February 2015
Presentation Topics

- Background & History
- Purpose
- State Board Approved Menu
- Update since May 2013
- Engagement Toolkit
- District/Community Discussions
- Work Groups
- Assessment Work Group
- Panel of Educators
- Questions/Discussion
- Next Steps
Background

- House Bill 07-1118 & Senate Bill 08-212 (CAP4K)
- 18-member Graduation Guidelines Council
  - Originally convened in 2007 & in 2012
  - K-12, higher education, labor/workforce, and parents
- State Board adopts menu in May 2013
- Work groups convene in summer/fall 2013
Overview

Colorado Graduation Guidelines

2014-15
Phase 1
Review
local high school
graduation requirements

2015-16
Phase 2

Adopt
revisions to meet or
exceed state guidelines

3

Decide on
menu of options for students
to demonstrate college and
career readiness

2016-17
Phase 3

Prepare to
implement
starting in 2017-18
with ninth-graders

2017-20
Phase 4

Implement
2017-18
starting with ninth-graders
2018-19
with ninth and tenth-graders
2019-20
with ninth, tenth and
eleventh-graders

Graduate
2020-21
first class under
revised guidelines
Few jobs will require only a high school education. Colorado will be 48th in available jobs for high school graduates or dropouts by 2020.

Colorado ranks third in the proportion of 2020 jobs that will require a bachelor’s degree.

Between 2010 and 2020, new Colorado jobs requiring postsecondary education and training will grow by 716,000 – compared to only 268,000 new jobs for high school graduates who have no additional training. This means that jobs requiring additional training beyond high school are growing three times as fast as jobs requiring only a high school diploma.

In 2020, 74% of all jobs in Colorado – 3 million jobs – will require education beyond high school.

Source: Georgetown Report 2014
# State Board of Education Approved Menu

<table>
<thead>
<tr>
<th>Demonstration</th>
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DEV=In Development
Toolkit & Resources for Districts

Graduation Guidelines Engagement Toolkit

To help school district administrators and local school boards begin engaging, implementing, and communicating about:
- Colorado Graduation Guidelines
- Menu of college and career-ready determinations
Conceptual Support

- “A high school diploma has to mean more than having attended as required and being predictably promoted to the next grade. This is what educators mean when they talk about ‘seat time’ and how it cannot be the main requirement for graduation. Getting a diploma should mean students have actually learned something and have the knowledge necessary to go to college, enter the military or get a decent job. This is the "competency" argument. Students leaving Colorado's K-12 system with a diploma ought to have attained basic proficiencies in core areas of study.” – Denver Post Editorial Board, May 18, 2013

- “… it is a forward thinking policy with a number of possible implications. For those of you thinking about state policy it’s worth taking a look as it pushes forward while still leaving room for local control...You will find that Colorado established a policy that allows districts to advance aggressively toward a competency-based system, but also allows others to continue to be time-based and credit-based in their structures.” – Chris Sturgis, Competency Works, June 28, 2013

- “Boards and administrators need to support teachers as architects of their future, not as victims of mandates. The latest draft of the State’s proposed ‘graduation guidelines’ has the potential of unleashing the creative reconceptualization of both classroom-level and school-level Unified Improvement Plans (UIPs) as do-overs of the teaching-learning partnership. The ‘longitudinal line of P-12 academic development’ in the graduation guidelines allows for at least 11 learning pathways for diverse students who may need a range of pathways in order to demonstrate achieving a standards-based curriculum and meeting future graduation requirements…” – Gunnison school board member Bill Powell, December 2014
Complex System Change

- **Concerns about the complexity of an authentic adoption**
  - “I think a standards based diploma is a bigger deal than people realize. You can’t make it so by a declaration, there is more to it if we really want to go that direction and do right by our students. Without planning and resources I expect either an ineffective system or a harmful system that leaves a lot of students behind. Raising the bar in and of itself does not improve outcomes. We need to plan better to implement a standards based diploma by fully implementing a standards based system and find the resources to do so in an effective manner.” – *Cheryl Miller, Local School Board Member, Telluride Schools, November 2, 2014*

- **Cost**
  - “Inequitable System – especially for rural school districts. My first concern is that students all across the state have different options. These options are restricted if you are in a school that has fewer resources or a school that is located in a rural setting. The number of AP, IB, Concurrent Enrollment, and Industry Certificate classes varies greatly across the state. A student in Holyoke has fewer options than a student in a large school near a Community College or University. If a student has fewer chances to meet a cut point in a category, they have less of a chance of graduating and that needs to be reviewed again.” – *Bret Miles, Superintendent, Holyoke School District, January 6, 2015*
CDE Lessons Learned

- Competency-based Systems
- Timeline and District Supports
- Accountability & School Finance
## Colorado ACT Impact Data

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<tr>
<th>Year</th>
<th>Number of students (Juniors Only)</th>
<th>≥ 19 Math</th>
<th>≥ 18 English</th>
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<td>2014</td>
<td>54,511</td>
<td>49%</td>
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<tr>
<td>2013</td>
<td>53,873</td>
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<tr>
<td>2012</td>
<td>53,603</td>
<td>51.5%</td>
<td>58%</td>
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</table>

Source: CDE Assessment Data
Graduation Rate Map by District 2012

- 2014 – 77.3%
- 2013 – 76.9%
- 2012 – 75.4%
- 2011 – 73.9%

Source: CDE School View
Remediation Rate
(Graduating Class of 2012)

2013 – 37%
2012 – 36%
2011 – 39.2%
2010 – 40.5%

Source: DHE SURDS
Higher Ed Matriculation

Source: DHE SURDS & Clearinghouse
85% of students enrolled in dual enrollment enroll in college.

1 in 5 Colorado 11th graders and graduating seniors take college courses in high school (22%).

Source: DHE SURDS
More than one-third of high school students take an Advanced Placement exam

Source: College Board AP Report
127,114 total CTE enrollments

30% of CTE students identified as economically disadvantaged; 12% as disabled; 38% as minority

37% of students enrolled in at least one CTE course

Source: CCCS CTE Records
Career Readiness

Colorado Career Cluster Model

Management and Administration
- Administrative Services
- Business Information Technology
- Corporate/General Management
- Human Resource Management
- Operations Management

Finance
- Accounting
- Banking Services
- Corporate Finance
- Insurance
- Securities & Investments

Government & Public Administration
- Foreign Service
- Governance
- Legal Services
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation

Marketing
- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales/ Sales Management

Agriculture, Food & Natural Resources
- Animal Science
- Agribusiness Systems
- Food Products & Processing Systems
- Natural Resource & Environmental Systems
- Plant Science
- Power, Structural & Technical Systems

Energy
- Electromechanical Generation & Maintenance
- Electrical Energy Transmission & Distribution
- Energy Efficiency & Environmental Technology
- Fossil Energy Extraction, Processing & Distribution
- Renewable Energy Production

STEM (Science, Technology, Engineering & Math)
- Research, Exploration & Innovation
- Design, Development & Application
- Audio/Video Technology & Film
- Journalism & Broadcasting
- Performing Arts
- Printing/Publishing
- Visual & Design Arts
- Information Technology
- Information Support and Services
- Interactive Media
- Network Systems & Telecommunications
- Programming & Software Engineering

Health Science, Criminal Justice & Public Safety
- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Supportive services
- Therapeutic Services

Law, Public Safety, Corrections & Security
- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Service
- Security & Protective Services

Architecture & Construction
- Construction
- Design & Pre-construction
- Maintenance & Operations

Manufacturing
- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Manufacturing Production
- Maintenance, Installation & Repair
- Production/Process Technology

Transportation, Distribution & Logistics
- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics, Planning & Management Services
- Planning, Management & Regulation
- Sales & Service
- Transportation Operations

Specialized CTE Pathways Include:
- Alternative Cooperative Education (ACE)
- FACS CORE & World of Work

18
# Work Groups

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<th>Group</th>
<th>Start Date</th>
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330 Work Group Members

- K-12
- K-12 Rural
- Higher Education
- Labor/Business/Non-profit
- Local Boards/Parents
- BOCES/Agencies
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DEV=In Development
22-2-106 (a.5) (II) Ensure that the state graduation guidelines are aligned with the description of postsecondary and workforce readiness, including but not limited to the minimum required English language competencies, adopted by the state board and the Colorado commission on higher education.

23-1-113 (1.5) (a) (I) The commission shall establish and the governing boards shall implement a policy pursuant...to identify matriculated students who need basic skills courses in English and mathematics...
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¹ 4 on each Work Keys core area assessment
² Passing grade is determined by district policy for concurrent enrollment. An eligible concurrent enrollment course is the prerequisite directly prior to a credit-bearing course
³ See criteria developed by the Capstone Work Group
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Panel of Educators

- Scott Stump, Chief Operating Officer, Vivayic
- Jennifer Sobanet, Chief Operating Officer, Colorado Department of Higher Education
- Holly Sample, Principal, University Schools
- Floyd Cobb, Executive Director of Curriculum & Instruction, Cherry Creek School District
Questions?
Next Steps

- **Assessment Work Group Continues**
  - February and March meetings

- **Menu Recommendations to State Board of Education**
  - April 2015