

**EDUCATIONAL SUCCESS TASK FORCE  
REPORT TO THE JOINT EDUCATION COMMITTEES  
JANUARY 30, 2013**

**MEMBERS OF THE COMMITTEE**

**Senators**

Keith King, Co-Chair  
Bob Bacon  
Evie Hudak

**Representatives**

Rhonda Fields  
Chris Holbert  
Carole Murray

**PUBLIC COMMITTEE MEMBERS**

Dr. Geri Anderson, Co-Chair  
Mr. Mark Bell  
Ms. Charlotte Brantley  
Ms. Judi Diaz Bonacquisti  
Ms. Perla Delgado  
Ms. Tamara Durbin  
Ms. Carrie Heaney  
Mr. Daniel Jablonsky  
Ms. Kim Knous Dolan  
Ms. Samantha Long  
Dr. Rodrick Lucero  
Mr. Ryan McCoy

Mr. Scott Mendelsberg  
Ms. Michelle Pearson  
Dr. Montina Romero  
Dr. Deanna Sands  
Dr. Susan Schiebel  
Mr. Bruce Siegel  
Mr. Kevin Simpson  
Dr. Judy Skupa, Co-Chair  
Dr. John Sutton  
Ms. Jane Szucs  
Ms. Tracy Thompson  
Mr. Jeff Wilhite

Ms. Leann Morgan

**LEGISLATIVE COUNCIL STAFF**

Josh Abram, Senior Fiscal Analyst  
Kristen Johnson, Researcher

**OFFICE OF LEGISLATIVE LEGAL SERVICES**

Julie Pelegrin, Assistant Director  
Brita Darling, Staff Attorney

## EDUCATIONAL SUCCESS TASK FORCE REPORT TO JOINT EDUCATION COMMITTEES

### TASK FORCE CHARGE

Created by Senate Bill 11-111, the Educational Success Task Force within the Colorado Department of Education consists of members appointed by the General Assembly, the State Board of Education (SBE), and the Colorado Commission on Higher Education (CCHE). The task force is charged with:

- identifying the junctures within a student's academic career at which grade-level academic performance, or higher, is critical to a student's continued academic progress and to ensuring the student can demonstrate postsecondary and workforce readiness no later than high school graduation;
- reviewing the data and research on intervention education services and remedial education and identifying best practices and strategies for identifying students in need of intervention education services, for providing intervention education services at the appropriate junctures in the elementary and secondary education levels, and for providing remedial education at the postsecondary education level;
- reviewing the use of students' individual career and academic plans (ICAP) and making recommendations for diagnostically using a student's assessment results in creating and maintaining the student's ICAP and for including intervention strategies, where appropriate, in a student's ICAP;
- reviewing the practice of social promotion in the public schools of the state and recommending alternative strategies for ensuring students are making sufficient academic progress to demonstrate postsecondary and workforce readiness no later than high school graduation; and
- reviewing state statutes, state board rules, and the guidelines adopted by the commission and recommending any appropriate changes to assist school districts and public schools in providing intervention education services to help ensure that students demonstrate postsecondary and workforce readiness no later than high school graduation and to assist institutions of higher education in providing remedial education.

Although the task force is authorized to bring interim committee bills in accordance with Joint Rule 24 (b)(1)(D), the main charge of the task force was to submit an initial report to the SBE and the CCHE by July 1, 2012. The report submitted to SBE and CCHE discusses the task force's findings and recommendations with regard to the critical junctures for ensuring students' academic progress, best practices and strategies for providing intervention education services and remedial education services, the use of ICAPs, and alternative strategies to social promotion. The report is available on the Colorado Legislative Council website at [http://www.colorado.gov/cs/Satellite?c=Document\\_C&childpagename=CGA-LegislativeCouncil%2FDocument\\_C%2FCLCAddLink&cid=1251632579855&pagename=CLCWrapper](http://www.colorado.gov/cs/Satellite?c=Document_C&childpagename=CGA-LegislativeCouncil%2FDocument_C%2FCLCAddLink&cid=1251632579855&pagename=CLCWrapper)

## EDUCATION SUCCESS TASKFORCE FUTURE EXPLORATION

Based upon the work of the Education Success Task Force the following agenda is recommended for future exploration:

**Successful Transition into High School and Completion of the 9<sup>th</sup> Grade:** The evidence is strong, 9<sup>th</sup> grade success matters for high school graduation. According to experts, “The most powerful predictors of whether a student will complete high school include course performance and attendance during the first year of high school (Allensworth & Easton, 2005; 2007). In Chicago, the on-track indicator is a better predictor of graduation than students’ background characteristics or middle school achievement test scores (Allensworth & Easton, 2007).”

### Ideas to Explore:

- Identify a stronger state role in providing early warning system capabilities and information to districts to support early prevention efforts.
- Evaluate options for remediation into the 8<sup>th</sup> and 9<sup>th</sup> grade so students pass college level courses early in their high school career.
- Study triggers/consequences (financial, operational, better/more choices), when a student is identified as being off-track to graduation after 6<sup>th</sup>, 9<sup>th</sup>, or 11<sup>th</sup> grade.

**HS graduation and matriculation into postsecondary:** The opportunity for students to enroll in college level coursework through AP, IB, Early College models, concurrent enrollment, dual enrollment, or other forms of postsecondary programming, provides an opportunity for students to gain postsecondary credit by saving time and money. This can be a very powerful motivator for students. There is evidence that students who participate in these opportunities have higher high school graduation rates, college enrollment rates, and in many cases, postsecondary graduation rates.

### Ideas to Explore:

- Complete a longitudinal study of students who participated in postsecondary programs during high school to determine postsecondary completion success
- Continue to evaluate appropriate statewide evaluation systems

**Competency-Based System as an Intervention to Social Promotion:** Competency-based, also called standards-based systems, are being explored and have been implemented in various education reform movements in Colorado and nationally. To ensure Colorado’s students continue on a path to high school and college graduation, the system must better identify and respond to individual student needs and interests along their paths. At least two districts in Colorado have shifted toward these systems.

### Ideas to Explore:

- Determine at what levels within the K-12 system is there evidence to support the change to a competency based education model.
- Establish the minimum amount of time required by school districts and higher education institutions necessary to verify impacts of a competency based education model.
- Evaluate the social, emotional, and development needs that impact multi-age classrooms.
- Study integration of competency-based post-secondary degree plans, such as the Degree Profile, into the Colorado gtPathways program.

**Formative Assessments to Differentiate Instruction and Interventions:** Formative assessments are on-going assessments, reviews, and observations in a classroom. They are brief and administered frequently, provide immediate results, predict student performance, and allow teachers to regularly monitor students’ progress toward proficiency. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. The State of

Colorado administers summative assessments (CSAP/TCAP) to meet federal requirements. These assessments are administered once a year to determine student competency after an instructional phase is complete. The delay in getting results of these exams does little to inform teachers' instruction, or to identify and provide intervention supports based on students' learning gaps. The use of formative assessments within Colorado's assessment system would allow teachers and administrators to regularly monitor students' progress toward proficiency of the state standards.

**Ideas to Explore:**

- Determine the systemic support structures that must be in place for teachers to effectively implement formative assessments in a manner that impacts classroom practice and student learning
- Create a database of formative assessments being used within the existing competency-based efforts in Colorado and nationally.
- Evaluate inclusion of the effective use of formative assessments incorporated into and supported by educator and leader effectiveness rubrics and professional growth opportunities.

**Early Literacy (all kids reading by 3<sup>rd</sup> grade)**

**Overview:** A key transition point identified is early literacy. The research is clear, students who read on grade level by the third grade have much stronger outcomes in school, the workplace and in life (Annie E. Casey Foundation, "EARLY WARNING! Why Reading by the End of Third Grade Matters"). In Colorado, a report by Colorado Succeeds, "Proving the Possible: A Case Study of Florida's K-12 Education Reforms and Lessons for Colorado," outlines the need for stronger early literacy policies.

**Ideas to Explore:**

- Ensure every elementary school teacher is a reading specialist – look at raising bar/qualifications for elementary teachers and requiring all new elementary teachers to pass a literacy specific exam.
- Continue to monitor 3<sup>rd</sup> grade literacy efforts to ensure that there is a focus on early intervention and supports for struggling students.
- Link teacher effectiveness data with students back to training institution and publish results. Also consider linking this information to how schools are funded.
- Require all districts to publicize scores for kindergarten readiness and grades 1-2 assessments.
- Design a plan to provide full day kindergarten in Colorado.

**Additional Information:**

Senator Evie Hudak, Chair  
Senate Education Committee  
Phone: 303-866-4840  
Email: [SenatorHudak@gmail.com](mailto:SenatorHudak@gmail.com)

Judy Skupa, Assistant Superintendent  
Thompson School District  
Phone: 970-613-5092  
Email: [judy.skupa@thompsonschoools.org](mailto:judy.skupa@thompsonschoools.org)

Gerri Anderson, Vice President & Provost  
Colorado Community College System  
Phone: 720-858-2759  
Email: [geri.anderson@cccs.edu](mailto:geri.anderson@cccs.edu)

## TASK FORCE ACTIVITIES SUMMARY

The task force held six meetings during the 2012 interim. The task force subgroups met independently throughout the 2012 regular legislative session.

**Subgroup reports:** Subgroup 1 was charged with identifying transition points in a student's academic career at which grade level performance is key to future success, and reviewing the use of student individual career and academic plans (ICAPs), social promotion, and the state statutes, rules, and guidelines that assist school districts and the system of higher education to ensure academic success. Subgroup 2 was charged with identifying the research-based strategies and best practices around developmental and remedial education, and reviewing the data and research on effective interventions designed to promote high school and college completion. The work of the subgroups is described more fully in the interim report submitted to the SBE and the CCHÉ in July 2012.

**Online learning:** The task force heard a presentation by Knowledge Factor, a commercial company that has created a digital platform for online learning modules.

**Developmental education:** The task force heard a presentation from the Developmental Education Task Force (DETF). The DETF reviews remedial and developmental education throughout the Colorado Community College System and makes recommendations on how the system can tailor developmental education to enhance outcomes for student learning and success. The group stressed the importance of integrating different levels of instruction, the need to change student advising, and the importance of ongoing conversations between K-12 and higher education.

**Lobby panel:** The task force welcomed the members of the education lobby to provide input concerning the 2012 legislative session and the legislative action that they foresee, or would like to see, occurring during the 2013 legislative session.

**Graduation guidelines:** The CDE made a presentation concerning graduation guidelines and endorsed diploma criteria currently being developed. School districts in Colorado currently have many different graduation requirements for students. The department reported that graduation guidelines under development are focused on creating a more meaningful high school diploma, and graduating students who are ready for postsecondary education or prepared to be successful citizens and valuable first-year employees.

**Concurrent Enrollment:** A panel from the Colorado Department of Higher Education (CDHE) made a presentation regarding concurrent enrollment, and aligning higher education admissions policies with the definition of postsecondary and workforce readiness adopted by the SBE.

**Individualized Career and Academic Plans (ICAPs):** CDE and CDHE provided information to the task force on the use of ICAPs. During the 2011-12 school year, all seniors in high school were encouraged to develop and graduate with an ICAP. CDE is working with the University of Northern Colorado to develop an ICAP evaluation study to measure how schools are progressing with initiatives.

#### LEGISLATIVE RECOMMENDATIONS

The task force devoted a meeting entirely to discussion of potential legislation. After this discussion, the task force agreed to consider five bills, three of which were approved and forwarded to the Legislative Council. The six legislative members of the task force voted to approve the bills, which include:

***HB 13-1005 — Basic & Career & Tech Education Pilot Program*** requires that the State Board for Community Colleges and Occupational Education (board), in consultation with local district junior colleges and area vocational schools, implement a pilot program of 20 career and technical education certificate programs that combine basic education in information and math with career and technical education. Each certificate program must be designed to allow a student to complete the program within 12 months, and each course in a certificate program must combine information and math literacy with career and technical skills. The certificate programs will be available on a pilot basis to underemployed or unemployed adults who have insufficient levels of information or math literacy. The board may enter into memorandums of understanding with local district junior colleges, area vocational schools, and local adult education programs to implement the certificate programs locally. A community college, area vocational school, or local district junior college may choose to offer the certificate programs. Each institution that offers one or more of the certificate programs must report data concerning student participation and results to the Colorado Department of Higher Education. By fall semester of the 2013 academic year, the board is required to have developed ten certificate programs and must develop at least the remaining ten certificate programs by the spring semester of the 2014 academic year. The pilot program repeats on July 1, 2018.

***HB 13-1023 Academic Acceleration School District Policy*** requires that, no later than July 1, 2014, each school district and institute charter school adopt a policy concerning academic acceleration for students. The acceleration policy may include academic interventions such as accelerating a student in a single subject, compacting curriculum, concurrent enrollment, credit by examination, advanced placement or international baccalaureate programs, grade acceleration, grade telescoping, early entrance to college, specialized advanced academic programs, and independent academic studies. The policy may also include, but need not be limited to, a process for referral for academic acceleration that ensures fair, systematic, and objective evaluation of students referred; a decision-making process for accelerated placement that involves multiple persons; guidelines for the practice of academic acceleration; guidelines for preventing non-academic barriers to the use of acceleration as an educational intervention; an appeals process; and an academic acceleration policy evaluation process.

***HB 13-205 — Student ID Number for Adult Education Programs*** requires the Commissioner of Education to assign a unique student identifier for each person enrolled in an adult basic education program or high school equivalency certificate (GED) program, if the person has not previously been assigned a state-assigned student identifier in Colorado. The Colorado Department of Education is required to retain records of the state-assigned student identifiers for persons enrolled in adult basic education and GED programs.