

SB-111 Ed Success Task Force Notes 11.16.11 – Subgroup #1

KEY THEMES / AREAS OF INTEREST

Transition Point Identification

- Key transition points in K-12 are:
 - Kindergarten readiness
 - Reading by the 3rd grade
 - Transition into middle school / jr. high
 - Successful completion of 9th grade
 - Participation in ascent / concurrent enrollment programs in CO
 - High school graduation
- Bridging transition points between K-12 and higher ed:
 - Strong K-12 preparation
 - Interest in applying to postsecondary
 - Application to postsecondary
- Key transition points in higher education*:
 - Assessment
 - Placement
 - Enrollment
 - Progress (entry into course of study to 75% requirements completed)
 - Completion (complete course of study to credential with labor market value)

*some of these concepts are taking from ECS work as well as GATES Completion by Design Initiative

Strategies for consideration around these transition points: teacher preparation, ICAPs, melding of K-12 assessments (GPA, ACT, ASCENT) and college assessments (dual-enrollment, ACCUPLACER, remediation), and accountability systems that reflect a student's instructional level and facilitates decisions about next phases of learning.

Existing Laws / Policies / Rules / Regulations

- How well are existing laws, rules, & regulations working? Before we put more new “stuff” on the books, let's see what is working and replicate success. Can we put metrics by policies/programs already in place to see what is effective? We should know this!
- And, are there current laws, rules, & regulations that are barriers to success? If so, let's get them off the books and untie the hands of schools and districts to do the work.
- E.g. could we go deeply on RTI and see how it is done well and provide a framework or model for effective interventions.

At-Risk Definition

- When we look at the definition of at-risk students, we need to make sure we are looking at gifted students as well and identifying their needs and how to support them in the right ways.

Misc Ideas

- What Works: we should have a focus on what works. How are we using data to replicate success and figure out what works? How can this task force highlight success?
- Parental involvement is key to students' success. How do we keep an eye on this realizing we can't legislate parental behavior.
- Districts are strapped trying to do too many things (breakfast programs, counseling, etc...) with fewer resources, something needs to give.
- Idea for a state facilitated meeting where district admin, boards, teachers, parents, etc...come together to share best practices.

Next Steps

- Have Community College System staff fill out the Developmental Education Initiative Toolkit to determine if there are any "gaps" in CO policies that need to be addressed.
- Identify potential policy ideas for consideration through the Task Force.
- Review existing laws, regs, etc...that pertain to remediation and determine whether they are effective or whether there are barriers that need to be removed
- Catalogue effective practices/programs that schools and districts could use to decrease remediation rates