



Remedial Education Policy Review

Task Force Meeting

November 30th, 2012

9:00 a.m. – 3:00 p.m.

Lowry Conference Center

Building 697, 1061 Akron Way

Aurora, CO 80230

**** DRAFT ****

Minutes

1. WELCOME AND GREETINGS

- Bill Niemi, Western State Colorado University
- Cindy Somers, Arapahoe Community College
- Sandra Gilpin, Fort Lewis College
- Karen Raymond, University of Northern Colorado
- Andy Burns, Fort Lewis College
- John Lanning, University of Colorado, Denver
- Frank Zizza, Colorado State University, Pueblo
- Mary Axelson, Colorado Mountain College
- Eric Dunker, Metro State University of Denver
- Bitsy Cohn, Colorado Community College System
- Judith Martinez, Colorado Department of Education
- Staff: Tamara White Johnson, Emmy Glancy, Becky Apter

2. Guiding Principles and Goals

Reviewed. The question was asked if remedial education data existed by school districts; yes but it has not yet been reviewed.

3. Matt Gianneschi

HEAR

- Prior to HEAR starting in 2003, the state policy instructed IHE to use test scores and class rank to determine admissions. Then, rigor of curriculum was added in 2001.
- Then HEAR was implemented because it is difficult for one school to change an entire district so recommendation needed to be made at the state level.
- Now there are common core standards and national consortia developing assessment tools.

PARCC

- Utilizes the common core standards
- 23 states are participating so far; the assessment is currently being built with pilots beginning in 2013; Colorado will benefit from the information gained during the pilot phase before implementation in SY' 14-15
- Developed College and Career Ready Determinate – a student can score from 1 to 5 with 5 the highest; if they score a 4 or better in math or English, they have a 75% chance of getting a C or better in their first corresponding college course
- Will augment currently used assessments
- New policy will accommodate new assessment(s); schools however will need to determine placement

Differentiation in Placement Procedures

- Have been trying to get everyone to conform to the same 19 on the ACT
- Community colleges are close to being ready to implement

Rigor of Curriculum

- Has never been recognized in the policy
- Would like to help K-12 understand it better and also to give more control to campuses and tools to help them make decisions

4. Post Secondary Outcomes

Currently, 50% of students who graduate from high school do not have the necessary skills and require remediation. If they go straight into a career, they are unable to write or do basic numeracy, and require two to three times more training.

CDE is currently working to develop a set of guidelines for high school graduation for adoption by May 2013. In June, work began by a group of educators and community members to draft and refine guidelines. Districts will have the 2013-14 school year to adopt either the state's guidelines or to develop their own that meet or exceed the state's. Then, implementation of the new standards will begin with the ninth grade class of 2014-15 for their graduation in 2018.

Data Analysis was performed on 2009 graduating class to determine the number of Colorado high school students going into college in Colorado.

- CSAP scores hold value – the higher the score the more likely to attend an IHE
- A score on the ACT of 17/18 may now need to be 20 or higher
- 86% who graduated attended a Career & Technical Education school

5. ACT

ACT's College Readiness Benchmarks are the minimum ACT test scores required for students to have a high probability of success in credit-bearing college courses in English composition, social sciences, college algebra or biology. These courses are the most commonly taken by first-year college students.

English comp	18
Social sciences	21

College algebra	22
Biology	24

Students who meet an ACT benchmark have approximately 50% chance of earning a B or better, and approximately 75% of earning a C or better in the corresponding college course(s).

6. College Board

I need your help here. The few notes I have . . .

7. Developmental Education Task Force draft recommendations

The responsibility for redesigning developmental education within Colorado sits with the community college system. The current Development Education program and courses are not working so the goal of the committee, which has two representatives from each community college, is to complete the redesign by February 2013 with implementation by fall of 2014.

CCCS received two grants to develop new models one of which is already being tested by community colleges. The content and rigor will not change but the prerequisites will change. One goal is to have remedial education students in a gateway course by their second semester.

Student testing will still be through Accuplacer but with a new, reverse design model. Curriculum rigor will not change.

The admissions policy will need to include transcribing of the multiple pathway process.

8. Subcommittees

There were four subcommittees formed to have drafts ready by January:

- Research
- Cut scores
- Differentiating placement
- Assessment