

**Second Regular Session
Sixty-sixth General Assembly
STATE OF COLORADO**

DRAFT

LLS NO. 08-0902.04 Julie Pelegrin

SENATE BILL

SENATE SPONSORSHIP

Romer and Penry, Boyd, Gibbs, Keller, Kopp, Mitchell S., Morse, Schwartz, and Veiga

HOUSE SPONSORSHIP

Witwer and Scanlan,

Senate Committees

House Committees

A BILL FOR AN ACT

101 **CONCERNING ALIGNMENT OF PRESCHOOL TO POSTSECONDARY**
102 **EDUCATION.**

Bill Summary

(Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments that may be subsequently adopted.)

Makes legislative findings concerning the importance of aligning education standards and assessments from preschool through postsecondary and workforce readiness. Allows the use of state education fund moneys for the purposes of the act.

Directs the state board of education ("state board") to adopt a description of school readiness and standards for preschool through elementary and secondary education ("PESE standards"). Directs the

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.

Capital letters indicate new material to be added to existing statute.

Dashes through the words indicate deletions from existing statute.

state board to review the school readiness description and PESE standards every 4 years and adopt revisions, if appropriate.

Directs the state board and the Colorado commission on higher education ("CCHE") to jointly adopt the description of postsecondary and workforce readiness ("PWR"). Specifies that the adopted description of PWR shall include the minimum level of English competency required for high school graduation. Directs the state board and the CCHE to review the PWR description every 4 years and adopt revisions, if appropriate.

Requires the description of school readiness, the PESE standards, and the description of PWR to be aligned so that attainment of the PESE standards will culminate in PWR.

Directs the state board to adopt assessments that are aligned with the school readiness description and a system of assessments that are aligned with the PESE standards ("PESE assessments"). Directs the state board to adopt scoring criteria to measure students' levels of school readiness and attainment of the PESE standards. Specifies the minimum requirements and expectations for the assessment system. Directs the state board to review the school readiness and PESE assessments every 4 years and adopt revisions, if appropriate.

Directs the state board and the CCHE jointly to adopt assessments that are aligned with the PWR description ("PWR assessments"). Directs the state board and the CCHE jointly to adopt scoring criteria to measure students' level of PWR. Requires the state board and the CCHE to review the PWR assessments every 4 years and adopt revisions, if appropriate.

Directs the state board to adopt the criteria by which a school district board of education ("local school board"), a board of cooperative services ("BOCES"), or an institute charter high school may choose to endorse a student's high school diploma to indicate that the student has demonstrated postsecondary and workforce readiness ("readiness endorsement") or to endorse a student's diploma to indicate outstanding achievement. Allows the state board to also adopt criteria for a range of other endorsements indicating focus and achievement in specified areas. Directs the state board to review the criteria every 4 years and adopt revisions, if appropriate.

Directs the state board and the CCHE to work with specified interest groups throughout the state in fulfilling their duties under the act. Allows the state board and the CCHE to appoint task forces, and provides for staff support to the state board and the CCHE to assist them in fulfilling their duties under the act. Authorizes the departments of education and higher education to accept and expend public or private gifts, grants, and donations to carry out the purposes of the act.

Requires each local school board, BOCES, district charter school, and institute charter school ("local education provider") to review its standards in comparison with the PESE standards and to revise them as necessary to ensure they meet or exceed the PESE standards and that they

are aligned from preschool through 12th grade. Following review and revision of standards, directs each local education provider to adopt curricula that are aligned with the PESE standards. Directs each local education provider to review and revise, if necessary, its PESE standards and curricula every 4 years.

Requires each local education provider that operates a preschool or kindergarten program to provide an individualized learning plan for each preschool and kindergarten student to assist the student in progressing toward school readiness. Allows the local education provider to use assessments to determine each student's progress. Directs the local education provider to administer the state school readiness assessment to students in kindergarten and to use the assessment results to measure students' progress toward school readiness. Specifies that the results of the state school readiness assessment shall not be reported for individual students and shall not be used to prohibit any student from enrolling in 1st grade. Directs the department of education, the child care division in the department of human services, and the staff of the early childhood policy team in the lieutenant governor's staff to assist local education providers in implementing the individualized learning plans, school readiness, and the state school readiness assessment.

Requires each local education provider that operates a high school to review its high school curricula and revise or adopt curricula that are aligned with the PWR description, with the goal of ensuring that each student who successfully completes the curricula will be prepared to demonstrate PWR prior to or upon completion of the 12th grade. Identifies the curricula as the postsecondary and workforce readiness program ("PWR program") for the high school. Allows a local school board to allow a district charter high school to adopt its own PWR program. Allows a local education provider to adopt multiple PWR programs, so long as all are designed to prepare a student to demonstrate PWR prior to or upon completion of the 12th grade.

Requires each local education provider to require each high school student, beginning in 9th grade and continuing through 12th grade, to enroll in the PWR program. Allows a local education provider to modify its PWR program for a student with disabilities to align with the goals of the student's individualized education program. Directs the department of education, the department of higher education, and the state institutions of higher education to assist local education providers in implementing the PWR program.

Directs each local education provider that operates a high school to select one or more PWR assessments from among those approved by the state board and the CCHE and to administer the PWR assessments. Allows a local school board to allow a district charter high school to adopt its own PWR assessments from among the approved PWR assessments. Directs each high school to administer the PWR assessment

1 EDUCATION ALIGNMENT

2 **22-7-1001. Short title.** THIS PART 10 SHALL BE KNOWN AND MAY
3 BE CITED AS THE "PRESCHOOL TO POSTSECONDARY EDUCATION
4 ALIGNMENT ACT".

5 **22-7-1002. Legislative declaration.** (1) THE GENERAL
6 ASSEMBLY HEREBY FINDS THAT:

7 (a) SINCE 1993, IMPLEMENTATION OF STANDARDS-BASED
8 EDUCATION HAS RESULTED IN SIGNIFICANT INCREASES IN THE ABILITY OF
9 SCHOOL DISTRICTS AND THE STATE TO MEASURE WHAT EACH STUDENT
10 KNOWS AND IS ABLE TO DEMONSTRATE AT VARIOUS LEVELS IN THE
11 STUDENT'S ACADEMIC CAREER AND IN SIGNIFICANT INCREASES IN
12 LEARNING AND ACADEMIC ACHIEVEMENT AMONG STUDENTS ENROLLED IN
13 THE PUBLIC SCHOOLS OF THE STATE;

14 (b) HOWEVER, COLORADO CONTINUES TO SEE UNACCEPTABLY
15 HIGH DROPOUT RATES THROUGHOUT THE STATE, UNACCEPTABLY LOW
16 NUMBERS OF HIGH SCHOOL GRADUATES WHO CONTINUE INTO AND
17 SUCCESSFULLY COMPLETE HIGHER EDUCATION, AND AN UNACCEPTABLY
18 HIGH NEED FOR REMEDIATION AMONG THOSE STUDENTS WHO DO
19 CONTINUE INTO HIGHER EDUCATION;

20 (c) WITH THE ADVENT OF THE TWENTY-FIRST CENTURY AND
21 INCREASING EXPECTATIONS AND DEMANDS WITH REGARD TO THE USE OF
22 TECHNOLOGY AND HIGHER-LEVEL CRITICAL THINKING SKILLS, COUPLED
23 WITH INCREASING LEVELS OF NATIONAL AND INTERNATIONAL ECONOMIC
24 COMPETITION, IT IS NOW IMPERATIVE THAT THE STATE MOVE TO THE NEXT
25 GENERATION OF STANDARDS-BASED EDUCATION.

26 (2) THE GENERAL ASSEMBLY FINDS THAT:

27 (a) MORE AND MORE STUDIES INDICATE THAT HIGH-QUALITY

1 EARLY LEARNING EXPERIENCES ARE CRUCIAL TO ENSURING STUDENTS'
2 ULTIMATE SUCCESS IN SCHOOL, IN POSTSECONDARY EDUCATION, IN THE
3 WORKFORCE, AND IN LIFE, GENERALLY;

4 (b) THE NEXT GENERATION OF STANDARDS-BASED EDUCATION
5 MUST TAKE INTO ACCOUNT THE FACT THAT CHILDREN ENTER SCHOOL WITH
6 VARYING SKILLS AND EXPERIENCES. UNDER THE COLORADO STUDENT
7 ASSESSMENT PROGRAM, COLORADO DOES NOT HAVE THE ABILITY TO
8 DESCRIBE ACHIEVEMENT GAPS UNTIL STUDENTS ARE IN THIRD GRADE,
9 WHICH, IN MOST CIRCUMSTANCES, IS TOO LATE TO ADEQUATELY ADDRESS
10 THE VARYING SKILL LEVELS AND EXPERIENCES WITH WHICH THE STUDENTS
11 ENTERED SCHOOL. UNDERSTANDING THE SKILLS, KNOWLEDGE, AND
12 BEHAVIOR THAT STUDENTS BRING TO THEIR EARLIEST YEARS OF PUBLIC
13 EDUCATION WILL PROVIDE CRUCIAL INFORMATION TO FAMILIES,
14 COMMUNITIES, SCHOOLS, AND TEACHERS SO THAT THEY CAN BETTER
15 SUPPORT YOUNG CHILDREN'S LEARNING AND DEVELOPMENT.

16 (c) WITH THE INCREASING NUMBER OF CHILDREN WHO
17 PARTICIPATE IN PRESCHOOL AND THE RECOGNIZED IMPORTANCE OF
18 PROVIDING A HIGH-QUALITY PRESCHOOL EXPERIENCE, THE NEXT
19 GENERATION OF STANDARDS-BASED EDUCATION MUST ENSURE THAT
20 PRESCHOOLS PROVIDE VERY HIGH-QUALITY SERVICES THAT ARE MOST
21 LIKELY TO HELP STUDENTS DEVELOP THE NECESSARY SKILLS TO EXCEL AS
22 THEY ENTER ELEMENTARY SCHOOL.

23 (3) THE GENERAL ASSEMBLY FINDS THAT:

24 (a) THE NEXT GENERATION OF STANDARDS-BASED EDUCATION
25 MUST TAKE INTO ACCOUNT THE FACT THAT DIFFERENT STUDENTS HAVE
26 DIFFERENT ASPIRATIONS: SOME WILL SEEK HIGHER EDUCATION UPON
27 GRADUATION; SOME WILL SEEK CAREER OR TECHNICAL TRAINING TO

1 PURSUE A PARTICULAR VOCATION; OTHERS WILL IMMEDIATELY SEEK TO
2 ENTER THE WORKFORCE;

3 (b) IN THE MODERN WORLD, HOWEVER, THERE IS LITTLE VARIATION
4 IN THE LEVEL OF ACADEMIC PREPAREDNESS THAT A STUDENT MUST
5 ACHIEVE IN ORDER TO SUCCEED AFTER HIGH SCHOOL, REGARDLESS OF THE
6 STUDENT'S ASPIRATIONS. TO BE SUCCESSFUL IN THE WORKFORCE AND
7 EARN A LIVING WAGE IMMEDIATELY UPON GRADUATION FROM HIGH
8 SCHOOL, A STUDENT NEEDS NEARLY THE SAME LEVEL OF ACADEMIC
9 ACHIEVEMENT AND PREPARATION THAT HE OR SHE WOULD NEED TO
10 CONTINUE INTO CAREER AND TECHNICAL OR HIGHER EDUCATION.

11 (c) PUBLIC EDUCATION MUST BE DESIGNED TO ENCOURAGE AND
12 ACCOMMODATE STUDENTS' EXPOSURE TO AND INVOLVEMENT IN
13 ACTIVITIES THAT DEVELOP CREATIVITY AND INNOVATION SKILLS;
14 CRITICAL-THINKING AND PROBLEM-SOLVING SKILLS; COMMUNICATION AND
15 COLLABORATION SKILLS; SOCIAL AND CULTURAL AWARENESS; CIVIC
16 ENGAGEMENT; INITIATIVE AND SELF-DIRECTION; FLEXIBILITY;
17 PRODUCTIVITY AND ACCOUNTABILITY; LEADERSHIP; INFORMATION
18 TECHNOLOGY APPLICATION SKILLS; AND OTHER SKILLS CRITICAL TO THE
19 TWENTY-FIRST-CENTURY WORKFORCE;

20 (d) THE ULTIMATE GOAL OF PUBLIC EDUCATION, WHATEVER THE
21 STUDENT'S POST-HIGH SCHOOL ASPIRATIONS MAY BE OR WHATEVER THEY
22 MAY BECOME OVER TIME, IS TO ENSURE THAT, TO THE EXTENT POSSIBLE,
23 EACH STUDENT IS PREPARED TO MEET HIS OR HER FULL POTENTIAL. TO
24 THIS END, THE SYSTEM OF PRESCHOOL THROUGH POSTSECONDARY PUBLIC
25 EDUCATION, AND THE EDUCATORS WHO ENSURE ITS SUCCESS, SHOULD
26 NEVER CEASE IN STRIVING TO HELP A STUDENT ACHIEVE MASTERY OF BOTH
27 CONTENT AND SKILLS.

1 (4) THE GENERAL ASSEMBLY CONCLUDES, THEREFORE, THAT:

2 (a) TO EDUCATE STUDENTS TO THEIR FULL POTENTIAL, THE STATE
3 MUST ALIGN THE PUBLIC EDUCATION SYSTEM FROM PRESCHOOL THROUGH
4 POSTSECONDARY AND WORKFORCE READINESS. THIS ALIGNMENT WILL
5 ENSURE THAT A STUDENT WHO ENTERS SCHOOL READY TO SUCCEED AND
6 ACHIEVES THE REQUIRED LEVEL OF PROFICIENCY ON STANDARDS AS HE OR
7 SHE PROGRESSES THROUGH ELEMENTARY AND SECONDARY EDUCATION
8 WILL HAVE ACHIEVED POSTSECONDARY AND WORKFORCE READINESS
9 WHEN THE STUDENT GRADUATES FROM HIGH SCHOOL, IF NOT EARLIER. AS
10 SUCH, THE STUDENT WILL BE READY TO ENTER THE WORKFORCE OR TO
11 ENTER POSTSECONDARY EDUCATION WITHOUT NEED FOR REMEDIATION.

12 (b) ALIGNMENT OF STANDARDS FROM PRESCHOOL THROUGH
13 POSTSECONDARY AND WORKFORCE READINESS REQUIRES THAT THE STATE
14 BOARD OF EDUCATION AND THE COLORADO COMMISSION ON HIGHER
15 EDUCATION, WITH THE DEPARTMENTS OF EDUCATION AND HIGHER
16 EDUCATION, WORK IN CLOSE COLLABORATION TO CREATE A SEAMLESS
17 SYSTEM OF PUBLIC EDUCATION STANDARDS, EXPECTATIONS, AND
18 ASSESSMENTS;

19 (c) CREATING THIS SEAMLESS SYSTEM OF STANDARDS,
20 EXPECTATIONS, AND ASSESSMENTS FROM PRESCHOOL THROUGH
21 POSTSECONDARY AND WORKFORCE READINESS IS A MULTI-FACETED AND
22 COMPLEX PROJECT THAT WILL REQUIRE MULTIPLE STAGES OF PLANNING,
23 DESIGN, AND IMPLEMENTATION AND THAT WILL LIKELY CONTINUE OVER
24 YEARS. FURTHER, ACHIEVING THE GOALS OUTLINED IN THIS PART 10 WILL
25 LIKELY REQUIRE THE REALLOCATION OF STATE RESOURCES TO MEET
26 INCREASED NEEDS AT THE STATE AND LOCAL LEVELS, INCLUDING BUT NOT
27 LIMITED TO SIGNIFICANT INVESTMENT IN PROFESSIONAL DEVELOPMENT

1 FOR EDUCATORS.

2 (d) THROUGHOUT THE PROCESS OF CREATING A SEAMLESS SYSTEM
3 OF PUBLIC EDUCATION IN COLORADO, THE STATE BOARD OF EDUCATION
4 AND THE COLORADO COMMISSION ON HIGHER EDUCATION MUST ENSURE
5 THAT THE STANDARDS FOR PRESCHOOL THROUGH ELEMENTARY AND
6 SECONDARY EDUCATION, CULMINATING IN POSTSECONDARY AND
7 WORKFORCE READINESS, ARE SUFFICIENTLY RELEVANT AND RIGOROUS TO
8 ENSURE THAT EACH STUDENT WHO RECEIVES A PUBLIC EDUCATION IN
9 COLORADO IS PREPARED TO COMPETE ACADEMICALLY AND
10 ECONOMICALLY WITHIN THE STATE OR ANYWHERE IN THE NATION OR THE
11 WORLD.

12 (5) THE GENERAL ASSEMBLY FINDS AND DECLARES THAT, FOR
13 PURPOSES OF SECTION 17 OF ARTICLE IX OF THE STATE CONSTITUTION,
14 ADOPTION AND IMPLEMENTATION OF A SCHOOL READINESS DESCRIPTION,
15 OF STANDARDS AND ALIGNED ASSESSMENTS FOR PRESCHOOL THROUGH
16 ELEMENTARY AND SECONDARY EDUCATION, AND OF A POSTSECONDARY
17 AND WORKFORCE READINESS DESCRIPTION ARE CRITICAL ELEMENTS OF
18 ACCOUNTABLE EDUCATION REFORM AND ACCOUNTABLE PROGRAMS TO
19 MEET STATE ACADEMIC STANDARDS AND MAY THEREFORE RECEIVE
20 FUNDING FROM THE STATE EDUCATION FUND CREATED IN SECTION 17 (4)
21 OF ARTICLE IX OF THE STATE CONSTITUTION.

22 **22-7-1003. Definitions.** AS USED IN THIS PART 10, UNLESS THE
23 CONTEXT OTHERWISE REQUIRES:

24 (1) "ASSESSMENT" MEANS THE METHOD USED TO COLLECT
25 EVIDENCE OF WHAT A STUDENT KNOWS AND IS ABLE TO DO.

26 (2) "BOARD OF COOPERATIVE SERVICES" OR "BOCES" MEANS A
27 BOARD OF COOPERATIVE SERVICES CREATED AND OPERATING PURSUANT

1 TO ARTICLE 5 OF THIS TITLE THAT OPERATES ONE OR MORE PUBLIC
2 SCHOOLS.

3 (3) "COMMISSION" MEANS THE COLORADO COMMISSION ON
4 HIGHER EDUCATION CREATED PURSUANT TO SECTION 23-1-102, C.R.S.

5 (4) "DISTRICT CHARTER SCHOOL" MEANS A CHARTER SCHOOL
6 AUTHORIZED BY A SCHOOL DISTRICT PURSUANT TO PART 1 OF ARTICLE 30.5
7 OF THIS TITLE. A DISTRICT CHARTER SCHOOL IS A "DISTRICT CHARTER
8 HIGH SCHOOL" IF IT SERVES ANY OF GRADES NINE THROUGH TWELVE.

9 (5) "DIVISION OF CHILD CARE" MEANS THE DIVISION WITHIN THE
10 DEPARTMENT OF HUMAN SERVICES THAT IS RESPONSIBLE FOR CHILD CARE
11 REGULATION.

12 (6) "INSTITUTE CHARTER SCHOOL" MEANS A CHARTER SCHOOL
13 AUTHORIZED BY THE STATE CHARTER SCHOOL INSTITUTE PURSUANT TO
14 PART 5 OF ARTICLE 30.5 OF THIS TITLE. AN INSTITUTE CHARTER SCHOOL
15 IS AN "INSTITUTE CHARTER HIGH SCHOOL" IF IT SERVES ANY OF GRADES
16 NINE THROUGH TWELVE.

17 (7) "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT, A
18 BOARD OF COOPERATIVE SERVICES, A DISTRICT CHARTER SCHOOL, OR AN
19 INSTITUTE CHARTER SCHOOL.

20 (8) "LOCAL SCHOOL BOARD" MEANS A SCHOOL DISTRICT BOARD OF
21 EDUCATION.

22 (9) "P-20 COUNCIL" MEANS THE P-20 EDUCATION COORDINATING
23 COUNCIL APPOINTED BY THE GOVERNOR PURSUANT TO EXECUTIVE ORDER
24 B 003 07.

25 (10) "POSTSECONDARY AND WORKFORCE READINESS" MEANS THE
26 CONTENT KNOWLEDGE AND SKILLS THAT A STUDENT SHOULD HAVE
27 ATTAINED PRIOR TO OR UPON GRADUATION FROM TWELFTH GRADE, AS

1 ADOPTED JOINTLY BY THE STATE BOARD AND THE COMMISSION PURSUANT
2 TO SECTION 22-7-1007.

3 (11) "POSTSECONDARY AND WORKFORCE READINESS PROGRAM"
4 MEANS A PROGRAM OF STUDY THAT, PRIOR TO OR BEGINNING IN NINTH
5 GRADE AND CONTINUING THROUGH TWELFTH GRADE, IS DESIGNED TO
6 PREPARE A STUDENT TO DEMONSTRATE POSTSECONDARY AND WORKFORCE
7 READINESS PRIOR TO OR UPON GRADUATION FROM TWELFTH GRADE.

8 (12) "POSTSECONDARY EDUCATION" MEANS ALL FORMAL PUBLIC
9 EDUCATION THAT REQUIRES AS A PREREQUISITE THE ACQUISITION OF A
10 HIGH SCHOOL DIPLOMA OR ITS EQUIVALENT. "POSTSECONDARY
11 EDUCATION" INCLUDES PROGRAMS RESULTING IN ACQUISITION OF A
12 CERTIFICATE, AN ASSOCIATE DEGREE OF APPLIED SCIENCES, AN ASSOCIATE
13 DEGREE OF GENERAL STUDIES, AN ASSOCIATE DEGREE OF ARTS, OR AN
14 ASSOCIATE DEGREE OF SCIENCE AND ALL BACCALAUREATE DEGREE
15 PROGRAMS.

16 (13) "SCHOOL DISTRICT" MEANS A SCHOOL DISTRICT, OTHER THAN
17 A JUNIOR COLLEGE DISTRICT, ORGANIZED AND EXISTING PURSUANT TO
18 LAW.

19 (14) "SCHOOL READINESS" MEANS THE LEVEL OF DEVELOPMENT
20 THAT INDICATES A CHILD IS ABLE TO ENGAGE IN AND BENEFIT FROM
21 ELEMENTARY SCHOOL CLASSROOM ENVIRONMENTS, AS ADOPTED BY THE
22 STATE BOARD PURSUANT TO SECTION 22-7-1004.

23 (15) "STANDARD" MEANS A CLEAR, MEASURABLE, LEARNING
24 TARGET FOR WHAT A STUDENT SHOULD KNOW OR BE ABLE TO DO RELATIVE
25 TO A PARTICULAR INSTRUCTIONAL AREA.

26 (16) "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION
27 CREATED PURSUANT TO SECTION 1 OF ARTICLE IX OF THE STATE

1 CONSTITUTION.

2 **22-7-1004. School readiness description - school readiness**
3 **assessment - adoption - revisions.** (1) ON OR BEFORE DECEMBER 15,
4 2009, THE STATE BOARD SHALL ADOPT A DESCRIPTION OF SCHOOL
5 READINESS. THE STATE BOARD, IN ADOPTING THE SCHOOL READINESS
6 DESCRIPTION SHALL ENSURE THAT, AT A MINIMUM, SCHOOL READINESS
7 INCLUDES PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT, SOCIAL AND
8 EMOTIONAL DEVELOPMENT, LANGUAGE AND COMPREHENSION
9 DEVELOPMENT, AND COGNITION AND GENERAL KNOWLEDGE.

10 (2) (a) ON OR BEFORE JULY 1, 2010, THE STATE BOARD SHALL
11 ADOPT ONE OR MORE ASSESSMENTS THAT ARE ALIGNED WITH THE
12 DESCRIPTION OF SCHOOL READINESS AND ARE SUITABLE FOR MEASURING
13 STUDENTS' LEVELS OF SCHOOL READINESS. IN ADOPTING ASSESSMENTS OF
14 STUDENTS' SCHOOL READINESS, THE STATE BOARD SHALL CONSIDER
15 ASSESSMENTS THAT ARE RESEARCH-BASED; RECOGNIZED NATIONWIDE AS
16 RELIABLE INSTRUMENTS FOR MEASURING SCHOOL READINESS; AND
17 SUITABLE FOR DETERMINING THE INSTRUCTION AND INTERVENTIONS
18 STUDENTS NEED TO IMPROVE THEIR READINESS TO SUCCEED IN SCHOOL.
19 SCHOOL READINESS ASSESSMENTS SHALL NOT BE USED TO DENY A
20 STUDENT ADMISSION OR PROGRESSION TO FIRST GRADE.

21 (b) SCHOOL READINESS ASSESSMENT RESULTS SHALL NOT BE
22 PUBLICLY REPORTED FOR INDIVIDUAL STUDENTS. FOLLOWING ADOPTION
23 OF THE SCHOOL READINESS ASSESSMENT, THE STATE BOARD SHALL ADOPT
24 A SYSTEM FOR REPORTING POPULATION-LEVEL RESULTS THAT PROVIDE
25 BASELINE DATA FOR MEASURING OVERALL CHANGE AND IMPROVEMENT IN
26 STUDENTS' SKILLS AND KNOWLEDGE OVER TIME.

27 (3) (a) ON OR BEFORE JULY 1, 2013, AND ON OR BEFORE JULY 1

1 EVERY FOUR YEARS THEREAFTER, THE STATE BOARD SHALL REVIEW THE
2 SCHOOL READINESS DESCRIPTION AND THE SCHOOL READINESS
3 ASSESSMENTS AND SHALL ADOPT ANY APPROPRIATE REVISIONS TO EITHER
4 THE DESCRIPTION OR THE ASSESSMENTS.

5 (b) THE STATE BOARD SHALL ENSURE THAT ANY REVISIONS
6 ADOPTED PURSUANT TO THIS SUBSECTION (3) CONTINUE TO MEET THE
7 REQUIREMENTS FOR THE DESCRIPTION OF SCHOOL READINESS AND THE
8 SCHOOL READINESS ASSESSMENTS SPECIFIED IN THIS SECTION.

9 **22-7-1005. Preschool through elementary and secondary**
10 **education - aligned standards - adoption - revisions.** (1) ON OR
11 BEFORE DECEMBER 15, 2009, THE STATE BOARD SHALL ADOPT STANDARDS
12 THAT IDENTIFY THE CONTENT KNOWLEDGE AND SKILLS THAT A STUDENT
13 SHOULD ACQUIRE AS THE STUDENT PROGRESSES FROM PRESCHOOL
14 THROUGH ELEMENTARY AND SECONDARY EDUCATION.

15 (2) (a) THE STATE BOARD SHALL ENSURE THAT THE PRESCHOOL
16 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS, AT A
17 MINIMUM, INCLUDE STANDARDS IN READING, WRITING, MATHEMATICS,
18 SCIENCE, HISTORY, GEOGRAPHY, VISUAL AND PERFORMING ARTS,
19 PHYSICAL EDUCATION, WORLD LANGUAGES, ECONOMICS, CIVICS, AND ANY
20 OTHER INSTRUCTIONAL AREAS FOR WHICH THE STATE BOARD HAD
21 ADOPTED STANDARDS AS OF JANUARY 1, 2008.

22 (b) IN DEVELOPING THE PRESCHOOL THROUGH ELEMENTARY AND
23 SECONDARY EDUCATION STANDARDS, THE STATE BOARD SHALL ALSO TAKE
24 INTO ACCOUNT ANY CAREER AND TECHNICAL EDUCATION STANDARDS
25 ADOPTED BY THE STATE BOARD FOR COMMUNITY COLLEGES AND
26 OCCUPATIONAL EDUCATION, CREATED IN SECTION 23-60-104, C.R.S., AND,
27 TO THE EXTENT PRACTICABLE, SHALL ALIGN THE APPROPRIATE PORTIONS

1 OF THE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION
2 STANDARDS WITH THE CAREER AND TECHNICAL EDUCATION STANDARDS.

3 (3) THE STATE BOARD IN ADOPTING THE PRESCHOOL THROUGH
4 ELEMENTARY AND SECONDARY EDUCATION STANDARDS SHALL:

5 (a) ALIGN THE STANDARDS TO ENSURE THAT A STUDENT WHO
6 DEMONSTRATES ATTAINMENT OF THE STANDARDS AS THE STUDENT
7 ADVANCES FROM PRESCHOOL THROUGH ELEMENTARY AND SECONDARY
8 EDUCATION WILL BE ABLE TO DEMONSTRATE POSTSECONDARY AND
9 WORKFORCE READINESS PRIOR TO OR UPON COMPLETION OF THE TWELFTH
10 GRADE;

11 (b) COLLABORATE WITH THE COMMISSION TO ENSURE THAT THE
12 STANDARDS ARE ALIGNED WITH THE DESCRIPTION OF POSTSECONDARY
13 AND WORKFORCE READINESS ADOPTED PURSUANT TO SECTION 22-7-1007;

14 (c) ENSURE THAT THE STANDARDS WILL FACILITATE
15 LONGITUDINAL MEASUREMENT OF EACH STUDENT'S ACADEMIC GROWTH
16 FROM PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION;

17 (d) ENSURE THAT, IN ADDITION TO MEASURING A STUDENT'S
18 SUBJECT MATTER KNOWLEDGE, THE STANDARDS, TO THE EXTENT
19 PRACTICABLE, WILL REQUIRE A STUDENT TO DEVELOP AND DEMONSTRATE
20 CREATIVITY AND INNOVATION SKILLS; CRITICAL-THINKING AND
21 PROBLEM-SOLVING SKILLS; COMMUNICATION AND COLLABORATION
22 SKILLS; SOCIAL AND CULTURAL AWARENESS; CIVIC ENGAGEMENT;
23 INITIATIVE AND SELF-DIRECTION; FLEXIBILITY; PRODUCTIVITY AND
24 ACCOUNTABILITY; LEADERSHIP; INFORMATION TECHNOLOGY APPLICATION
25 SKILLS; AND OTHER SKILLS CRITICAL TO THE TWENTY-FIRST-CENTURY
26 WORKFORCE; AND

27 (e) ENSURE THAT THE STANDARDS ARE COMPARABLE IN SCOPE,

1 RELEVANCE, AND RIGOR TO THE HIGHEST NATIONAL AND INTERNATIONAL
2 STANDARDS THAT HAVE BEEN IMPLEMENTED SUCCESSFULLY AND ARE
3 CONSISTENT WITH AND RELEVANT TO ACHIEVEMENT OF THE GOALS
4 SPECIFIED IN SECTION 22-7-1002.

5 (4) ON OR BEFORE JULY 1, 2013, AND ON OR BEFORE JULY 1 EVERY
6 FOUR YEARS THEREAFTER, THE STATE BOARD SHALL REVIEW AND ADOPT
7 ANY APPROPRIATE REVISIONS TO THE PRESCHOOL THROUGH ELEMENTARY
8 AND SECONDARY EDUCATION STANDARDS SPECIFIED IN THIS SECTION. IN
9 ADOPTING REVISIONS, THE STATE BOARD MAY ADD OR DELETE ONE OR
10 MORE OF THE SPECIFIC INSTRUCTIONAL AREAS BASED ON THE NEEDS OF
11 THE STATE AND CHANGES IN NATIONAL AND INTERNATIONAL ACADEMIC
12 EXPECTATIONS. IN ADOPTING REVISIONS TO THE STANDARDS PURSUANT
13 TO THIS SUBSECTION (4), THE STATE BOARD SHALL ENSURE THAT THE
14 STANDARDS CONTINUE TO MEET THE REQUIREMENTS SPECIFIED IN
15 SUBSECTION (3) OF THIS SECTION.

16 **22-7-1006. Preschool through elementary and secondary**
17 **education - aligned assessments - adoption - revisions.** (1) (a) ON OR
18 BEFORE DECEMBER 15, 2010, THE STATE BOARD SHALL ADOPT A SYSTEM
19 OF ASSESSMENTS THAT ARE ALIGNED WITH THE PRESCHOOL THROUGH
20 ELEMENTARY AND SECONDARY EDUCATION STANDARDS AND ARE
21 DESIGNED TO MEASURE STUDENTS' LEVELS OF ATTAINMENT OF THE
22 STANDARDS. IN ADOPTING THE SYSTEM OF ASSESSMENTS, THE STATE
23 BOARD SHALL ENSURE, AT A MINIMUM, THAT THE SYSTEM IS DESIGNED TO:

24 (I) PROVIDE RELEVANT, TIMELY RESULTS THAT WILL AID
25 TEACHERS, PARENTS, AND STUDENTS IN IDENTIFYING AREAS IN WHICH
26 STUDENTS MAY NEED ADDITIONAL SUPPORT OR ASSISTANCE IN ATTAINING
27 THE STANDARDS;

1 (II) FACILITATE AND ENSURE LONGITUDINAL MEASUREMENT OF
2 STUDENTS' ACADEMIC GROWTH OVER TIME;

3 (III) PROVIDE GUIDANCE TO TEACHERS, PARENTS, AND STUDENTS
4 IN DETERMINING WHETHER EACH STUDENT IS MAKING THE NECESSARY
5 PROGRESS TOWARD ACHIEVING POSTSECONDARY AND WORKFORCE
6 READINESS;

7 (IV) PROVIDE RESULTS THAT MAY BE USED ACROSS MULTIPLE
8 EDUCATION SYSTEMS AS A STUDENT PROGRESSES FROM PRESCHOOL
9 THROUGH ELEMENTARY AND SECONDARY EDUCATION AND INTO
10 POSTSECONDARY EDUCATION;

11 (V) MAINTAIN A HIGH LEVEL OF ACCOUNTABILITY ACROSS THE
12 STATE FOR STUDENTS, SCHOOLS, AND SCHOOL DISTRICTS;

13 (VI) COMPLY WITH THE REQUIREMENTS OF FEDERAL LAW WITH
14 REGARD TO STATEWIDE STANDARDIZED TESTING; AND

15 (VII) PROVIDE ASSESSMENT SCORES THAT ARE USEFUL IN
16 MEASURING STUDENT ACADEMIC PERFORMANCE, THE ACADEMIC
17 PERFORMANCE OF A SCHOOL, AND THE ACADEMIC PERFORMANCE OF A
18 SCHOOL DISTRICT FOR PURPOSES OF STATE AND FEDERAL ACCOUNTABILITY
19 SYSTEMS.

20 (b) IN ADOPTING A SYSTEM OF ASSESSMENTS, THE STATE BOARD
21 SHALL ALSO ADOPT SCORING CRITERIA FOR MEASURING A STUDENT'S
22 LEVEL OF ATTAINMENT OF A STANDARD BASED ON THE STUDENT'S
23 PERFORMANCE ON A PARTICULAR ASSESSMENT.

24 (c) IN ADOPTING A SYSTEM OF ASSESSMENTS, THE STATE BOARD
25 SHALL RECOMMEND LEGISLATIVE CHANGES AS NECESSARY TO IMPLEMENT
26 THE SYSTEM.

27 (2) ON OR BEFORE JULY 1, 2014, AND ON OR BEFORE JULY 1 EVERY

1 FOUR YEARS THEREAFTER, THE STATE BOARD SHALL REVIEW AND ADOPT
2 ANY APPROPRIATE REVISIONS TO THE SYSTEM OF ASSESSMENTS SPECIFIED
3 IN THIS SECTION. THE STATE BOARD MAY ADOPT REVISIONS TO AN
4 ASSESSMENT OR ADOPT ADDITIONAL ASSESSMENTS, REGARDLESS OF
5 WHETHER IT ADOPTS ANY REVISION TO THE STANDARDS WITH WHICH THE
6 ASSESSMENT IS ALIGNED. IN ADOPTING REVISIONS TO THE SYSTEM OF
7 ASSESSMENTS, THE STATE BOARD SHALL ENSURE THAT THE SYSTEM OF
8 ASSESSMENTS CONTINUES TO MEET THE REQUIREMENTS SPECIFIED IN THIS
9 SECTION.

10 **22-7-1007. Postsecondary and workforce readiness description**
11 **- postsecondary and workforce readiness assessment - adoption -**

12 **revision.** (1) ON OR BEFORE DECEMBER 15, 2009, THE STATE BOARD AND
13 THE COMMISSION, JOINTLY, SHALL ADOPT A DESCRIPTION OF
14 POSTSECONDARY AND WORKFORCE READINESS. IN DESCRIBING
15 POSTSECONDARY AND WORKFORCE READINESS, THE STATE BOARD AND
16 THE COMMISSION SHALL, AT A MINIMUM:

17 (a) DESCRIBE THE SUBJECT MATTER AREAS IN WHICH A STUDENT
18 SHOULD BE ABLE TO DEMONSTRATE POSTSECONDARY AND WORKFORCE
19 READINESS;

20 (b) DESCRIBE THE LEVEL OF ENGLISH LANGUAGE COMPETENCY
21 THAT A STUDENT MUST DEMONSTRATE IN ORDER TO DEMONSTRATE
22 POSTSECONDARY AND WORKFORCE READINESS;

23 (c) ENSURE THAT POSTSECONDARY AND WORKFORCE READINESS
24 INCLUDES DEMONSTRATION OF A SUFFICIENTLY HIGH LEVEL OF
25 COMPREHENSION OR SKILL TO SUCCESSFULLY COMPLETE, WITHOUT NEED
26 FOR REMEDIATION, THE CORE ACADEMIC COURSES IDENTIFIED BY THE
27 COMMISSION PURSUANT TO SECTION 23-1-125 (3), C.R.S.; AND

1 (d) ENSURE THAT, TO THE EXTENT PRACTICABLE, POSTSECONDARY
2 AND WORKFORCE READINESS REQUIRES A STUDENT TO DEMONSTRATE
3 CREATIVITY AND INNOVATION SKILLS; CRITICAL-THINKING AND
4 PROBLEM-SOLVING SKILLS; COMMUNICATION AND COLLABORATION
5 SKILLS; SOCIAL AND CULTURAL AWARENESS; CIVIC ENGAGEMENT;
6 INITIATIVE AND SELF-DIRECTION; FLEXIBILITY; PRODUCTIVITY AND
7 ACCOUNTABILITY; LEADERSHIP; INFORMATION TECHNOLOGY APPLICATION
8 SKILLS; AND OTHER SKILLS CRITICAL TO THE TWENTY-FIRST-CENTURY
9 WORKFORCE.

10 (2) (a) ON OR BEFORE JULY 1, 2010, THE STATE BOARD AND THE
11 COMMISSION, JOINTLY, SHALL ADOPT ONE OR MORE ASSESSMENTS THAT
12 ARE ALIGNED WITH THE DESCRIPTION OF POSTSECONDARY AND
13 WORKFORCE READINESS AND ARE DESIGNED TO MEASURE STUDENTS'
14 LEVELS OF POSTSECONDARY AND WORKFORCE READINESS. IN ADOPTING
15 ONE OR MORE ASSESSMENTS OF STUDENTS' POSTSECONDARY AND
16 WORKFORCE READINESS, THE STATE BOARD AND THE COMMISSION SHALL
17 CONSIDER ASSESSMENTS THAT ARE RESEARCH-BASED; RECOGNIZED
18 NATIONWIDE AS RELIABLE INSTRUMENTS FOR MEASURING ATTAINMENT OF
19 STANDARDS AND POSTSECONDARY AND WORKFORCE READINESS; AND
20 SUITABLE FOR DETERMINING POSTSECONDARY ADMISSIONS, NEED FOR
21 REMEDIATION, AND CONTENT AREA SPECIFIC COURSE PLACEMENT. THE
22 ADOPTED ASSESSMENT OR ASSESSMENTS TO MEASURE STUDENTS'
23 POSTSECONDARY READINESS MAY INCLUDE, BUT NEED NOT BE LIMITED TO:

24 (I) A STANDARDIZED, CURRICULUM-BASED, ACHIEVEMENT,
25 COLLEGE ENTRANCE EXAMINATION; AND

26 (II) THE BASIC SKILLS PLACEMENT OR ASSESSMENT TEST
27 ADMINISTERED BY INSTITUTIONS OF HIGHER EDUCATION IN COLORADO

1 PURSUANT TO SECTION 23-1-113 (1) (b) (I) (B), C.R.S.

2 (b) THE POSTSECONDARY AND WORKFORCE READINESS
3 ASSESSMENT OR ASSESSMENTS ADOPTED BY THE STATE BOARD AND THE
4 COMMISSION MAY INCLUDE ONE OR MORE OF THE ASSESSMENTS INCLUDED
5 IN THE SYSTEM OF ASSESSMENTS FOR PRESCHOOL THROUGH ELEMENTARY
6 AND SECONDARY EDUCATION STANDARDS.

7 (c) FOLLOWING ADOPTION OF THE POSTSECONDARY AND
8 WORKFORCE READINESS ASSESSMENT OR ASSESSMENTS, THE STATE BOARD
9 AND THE COMMISSION SHALL JOINTLY ADOPT SCORING CRITERIA FOR THE
10 POSTSECONDARY AND WORKFORCE READINESS ASSESSMENT OR
11 ASSESSMENTS TO INDICATE A STUDENT'S LEVEL OF POSTSECONDARY AND
12 WORKFORCE READINESS, BASED ON THE STUDENT'S LEVEL OF
13 PERFORMANCE ON THE ASSESSMENT OR ASSESSMENTS. THE STATE BOARD
14 AND THE COMMISSION SHALL ENSURE THAT THE SCORING CRITERIA FOR
15 THE POSTSECONDARY AND WORKFORCE READINESS ASSESSMENT OR
16 ASSESSMENTS ARE ALIGNED WITH THE SCORING CRITERIA THAT APPLY TO
17 THE SYSTEM OF ASSESSMENTS FOR PRESCHOOL THROUGH ELEMENTARY
18 AND SECONDARY EDUCATION STANDARDS.

19 (3) (a) ON OR BEFORE JULY 1, 2013, AND ON OR BEFORE JULY 1
20 EVERY FOUR YEARS THEREAFTER, THE STATE BOARD AND THE
21 COMMISSION, JOINTLY, SHALL REVIEW AND ADOPT ANY APPROPRIATE
22 REVISIONS TO THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE
23 READINESS. THE STATE BOARD AND THE COMMISSION SHALL ENSURE THAT
24 ANY REVISIONS ADOPTED PURSUANT TO THIS PARAGRAPH (a) MEET THE
25 REQUIREMENTS FOR THE DESCRIPTION OF POSTSECONDARY AND
26 WORKFORCE READINESS SPECIFIED IN SUBSECTION (1) OF THIS SECTION.

27 (b) ON OR BEFORE JULY 1, 2014, AND ON OR BEFORE JULY 1 EVERY

1 FOUR YEARS THEREAFTER, THE STATE BOARD AND THE COMMISSION,
2 JOINTLY, SHALL REVIEW AND ADOPT ANY APPROPRIATE REVISIONS TO THE
3 POSTSECONDARY AND WORKFORCE READINESS ASSESSMENT OR
4 ASSESSMENTS. THE STATE BOARD AND THE COMMISSION MAY ADOPT
5 REVISIONS TO THE POSTSECONDARY AND WORKFORCE READINESS
6 ASSESSMENT OR ASSESSMENTS OR ADOPT ADDITIONAL ASSESSMENTS,
7 REGARDLESS OF WHETHER THEY ADOPT ANY REVISIONS TO THE
8 POSTSECONDARY AND WORKFORCE READINESS DESCRIPTION. IN ADOPTING
9 REVISIONS TO THE ASSESSMENT OR ASSESSMENTS, THE STATE BOARD AND
10 THE COMMISSION SHALL ENSURE THAT THE ASSESSMENT OR ASSESSMENTS
11 CONTINUE TO MEET THE REQUIREMENTS SPECIFIED IN SUBSECTION (2) OF
12 THIS SECTION. THE STATE BOARD AND THE COMMISSION SHALL ALSO
13 REVIEW AND ADOPT ANY APPROPRIATE REVISIONS TO THE SCORING
14 CRITERIA.

15 **22-7-1008. Diploma endorsements - adoption - revisions.**

16 (1) ON OR BEFORE JULY 1, 2011, THE STATE BOARD SHALL ADOPT
17 CRITERIA THAT A LOCAL SCHOOL BOARD, BOCES, OR INSTITUTE CHARTER
18 HIGH SCHOOL MAY APPLY IF THE LOCAL SCHOOL BOARD, BOCES, OR
19 INSTITUTE CHARTER HIGH SCHOOL CHOOSES TO ENDORSE HIGH SCHOOL
20 DIPLOMAS TO INDICATE THAT STUDENTS HAVE ACHIEVED POSTSECONDARY
21 AND WORKFORCE READINESS. THE CRITERIA SHALL INCLUDE, BUT NEED
22 NOT BE LIMITED TO, THE REQUIRED MINIMUM LEVEL OF POSTSECONDARY
23 AND WORKFORCE READINESS THAT A STUDENT MUST ACHIEVE TO RECEIVE
24 A READINESS ENDORSEMENT ON HIS OR HER DIPLOMA FROM THE LOCAL
25 SCHOOL BOARD, BOCES, OR INSTITUTE CHARTER HIGH SCHOOL. IN
26 IDENTIFYING THE REQUIRED MINIMUM LEVEL OF POSTSECONDARY AND
27 WORKFORCE READINESS, THE STATE BOARD SHALL ENSURE THAT THE

1 MINIMUM LEVEL OF POSTSECONDARY AND WORKFORCE READINESS
2 REFLECTS THE EXPECTATIONS FOR POSTSECONDARY AND WORKFORCE
3 READINESS THAT ARE APPLIED NATIONALLY AND INTERNATIONALLY.

4 (2) THE STATE BOARD SHALL ALSO ADOPT CRITERIA FOR AN
5 ENDORSEMENT THAT A LOCAL SCHOOL BOARD, BOCES, OR INSTITUTE
6 CHARTER HIGH SCHOOL MAY CHOOSE TO GRANT TO GRADUATING
7 STUDENTS THAT WOULD INDICATE EXTRAORDINARY ACADEMIC
8 ACHIEVEMENT OR EXEMPLARY DEMONSTRATION BY A STUDENT OF
9 POSTSECONDARY AND WORKFORCE READINESS.

10 (3) THE STATE BOARD SHALL ALSO CONSIDER AND MAY ADOPT
11 CRITERIA FOR A RANGE OF ADDITIONAL ENDORSEMENTS THAT A SCHOOL
12 DISTRICT, BOCES, OR INSTITUTE CHARTER HIGH SCHOOL MAY CHOOSE TO
13 GRANT TO GRADUATING STUDENTS TO RECOGNIZE CONCENTRATED FOCUS
14 AND OUTSTANDING ACHIEVEMENT IN A VARIETY OF SUBJECT AREAS.

15 (4) IN ADOPTING ENDORSEMENT CRITERIA PURSUANT TO THIS
16 SECTION, THE STATE BOARD SHALL TAKE INTO CONSIDERATION ANY
17 CAREER AND TECHNICAL EDUCATION STANDARDS THAT ARE ADOPTED BY
18 THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL
19 EDUCATION, CREATED IN SECTION 23-60-104, C.R.S.

20 (5) ON OR BEFORE JULY 1, 2015, AND ON OR BEFORE JULY 1 EVERY
21 FOUR YEARS THEREAFTER, THE STATE BOARD SHALL REVISE AND ADOPT
22 ANY APPROPRIATE REVISIONS TO THE CRITERIA FOR ENDORSEMENTS
23 SPECIFIED IN THIS SECTION.

24 **22-7-1009. State board - commission - public input - staff**
25 **assistance.** (1) IN FULFILLING THEIR DUTIES UNDER THIS PART 10, THE
26 STATE BOARD AND THE COMMISSION, AT A MINIMUM, SHALL:

27 (a) MEET WITH INTERESTED PERSONS THROUGHOUT THE STATE,

1 INCLUDING BUT NOT LIMITED TO:

2 (I) EARLY CARE AND EDUCATION PROVIDERS;

3 (II) REPRESENTATIVES OF EARLY CHILDHOOD COUNCILS AND
4 EARLY CHILDHOOD CARE AND EDUCATION COUNCILS;

5 (III) ELEMENTARY AND SECONDARY TEACHERS, SPECIALISTS IN
6 SPECIAL EDUCATION SERVICES, COUNSELORS, AND ADMINISTRATORS;

7 (IV) BOARDS OF COOPERATIVE SERVICES;

8 (V) LOCAL SCHOOL BOARDS AND GOVERNING BOARDS OF DISTRICT
9 CHARTER SCHOOLS AND INSTITUTE CHARTER SCHOOLS;

10 (VI) PARENTS AND STUDENTS;

11 (VII) POSTSECONDARY FACULTY AND ADMINISTRATORS;

12 (VIII) GOVERNING BOARDS OF INSTITUTIONS OF HIGHER
13 EDUCATION; AND

14 (IX) EMPLOYERS AND OTHER MEMBERS OF THE BUSINESS
15 COMMUNITY;

16 (b) TAKE INTO CONSIDERATION THE RECOMMENDATIONS OF AND
17 CONSULT WITH THE P-20 COUNCIL;

18 (c) TAKE INTO CONSIDERATION, AS APPLICABLE, THE
19 RECOMMENDATIONS OF THE STATE GRADUATION GUIDELINES
20 DEVELOPMENT COUNCIL MADE PURSUANT TO SECTION 22-7-414, AS IT
21 EXISTED PRIOR TO JULY 1, 2008;

22 (d) CONSULT AND COLLABORATE WITH STATE AND NATIONAL
23 ORGANIZATIONS OF EARLY CARE AND EDUCATION PROVIDERS, STATE AND
24 NATIONAL ORGANIZATIONS OF EDUCATORS, AND OTHER STATE, NATIONAL,
25 AND INTERNATIONAL ACADEMIC ORGANIZATIONS THAT SPECIALIZE IN
26 CREATION, MAINTENANCE, AND IMPLEMENTATION OF RELEVANT AND
27 RIGOROUS EDUCATION STANDARDS AND CURRICULUM AND IN ALIGNMENT

1 OF STANDARDS AND ASSESSMENTS FROM PRESCHOOL THROUGH
2 POSTSECONDARY EDUCATION.

3 (2) (a) STAFF FROM THE DEPARTMENT OF EDUCATION, THE
4 DEPARTMENT OF HIGHER EDUCATION, THE STATE BOARD FOR COMMUNITY
5 COLLEGES AND OCCUPATIONAL EDUCATION, AND THE EARLY CHILDHOOD
6 POLICY TEAM IN THE OFFICE OF THE LIEUTENANT GOVERNOR SHALL
7 PROVIDE TECHNICAL ASSISTANCE AND SUPPORT FOR THE STATE BOARD
8 AND THE COMMISSION IN FULFILLING THEIR DUTIES UNDER THIS PART 10.

9 (b) TO FURTHER ASSIST IN FULFILLING THEIR DUTIES UNDER THIS
10 PART 10, THE STATE BOARD AND THE COMMISSION MAY APPOINT ONE OR
11 MORE TASK FORCES CONSISTING OF STATE, NATIONAL, AND
12 INTERNATIONAL EDUCATION EXPERTS.

13 (3) THE DEPARTMENT OF EDUCATION AND THE DEPARTMENT OF
14 HIGHER EDUCATION ARE AUTHORIZED TO RECEIVE AND EXPEND GIFTS,
15 GRANTS, OR DONATIONS OF ANY KIND FROM A PUBLIC OR PRIVATE ENTITY
16 TO CARRY OUT THE PURPOSES OF THIS PART 10, SUBJECT TO THE TERMS
17 AND CONDITIONS UNDER WHICH GIVEN; EXCEPT THAT THE DEPARTMENT
18 OF EDUCATION OR THE DEPARTMENT OF HIGHER EDUCATION MAY NOT
19 ACCEPT A GIFT, GRANT, OR DONATION IF THE CONDITIONS ATTACHED
20 THERETO REQUIRE THE USE OR EXPENDITURE THEREOF IN A MANNER
21 CONTRARY TO LAW.

22 **22-7-1010. Local education provider - preschool through**
23 **elementary and secondary education standards - adoption.**

24 (1) (a) ON OR BEFORE JULY 1, 2011, EACH LOCAL EDUCATION PROVIDER
25 SHALL REVIEW ITS PRESCHOOL THROUGH ELEMENTARY AND SECONDARY
26 EDUCATION STANDARDS IN COMPARISON WITH THE PRESCHOOL THROUGH
27 ELEMENTARY AND SECONDARY EDUCATION STANDARDS ADOPTED BY THE

1 STATE BOARD PURSUANT TO SECTION 22-7-1005. FOLLOWING REVIEW,
2 EACH LOCAL EDUCATION PROVIDER SHALL REVISE ITS STANDARDS, AS
3 NECESSARY, TO ENSURE THAT:

4 (I) THE STANDARDS MEET OR EXCEED THE STATE PRESCHOOL
5 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS; AND

6 (II) THE STANDARDS ARE ALIGNED TO ENSURE THAT A STUDENT
7 WHO DEMONSTRATES ATTAINMENT OF THE STANDARDS WHILE ADVANCING
8 THROUGH PRESCHOOL AND ELEMENTARY AND SECONDARY EDUCATION
9 WILL BE ABLE TO DEMONSTRATE POSTSECONDARY AND WORKFORCE
10 READINESS PRIOR TO OR UPON COMPLETION OF THE TWELFTH GRADE.

11 (b) IN REVISING ITS PRESCHOOL THROUGH ELEMENTARY AND
12 SECONDARY EDUCATION STANDARDS, A LOCAL EDUCATION PROVIDER MAY
13 CHOOSE TO ADOPT THE STATE PRESCHOOL THROUGH ELEMENTARY AND
14 SECONDARY EDUCATION STANDARDS.

15 (2) FOLLOWING THE REVIEW AND REVISION OF ITS PRESCHOOL
16 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS, EACH
17 LOCAL EDUCATION PROVIDER SHALL ADOPT CURRICULA THAT ARE
18 ALIGNED WITH THE STANDARDS. THE LOCAL EDUCATION PROVIDER SHALL
19 DESIGN THE CURRICULA TO ENSURE THAT, BEGINNING IN PRESCHOOL OR
20 KINDERGARTEN AND CONTINUING THROUGH ELEMENTARY AND
21 SECONDARY EDUCATION, EACH STUDENT RECEIVES A PROGRAM OF STUDY
22 THAT WILL ENABLE THE STUDENT TO DEMONSTRATE ATTAINMENT OF EACH
23 OF THE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION
24 STANDARDS.

25 (3) ON OR BEFORE JULY 1, 2014, AND ON OR BEFORE JULY 1 EVERY
26 FOUR YEARS THEREAFTER, EACH LOCAL EDUCATION PROVIDER SHALL
27 REVIEW ITS PRESCHOOL THROUGH ELEMENTARY AND SECONDARY

1 EDUCATION STANDARDS AND, TAKING INTO ACCOUNT ANY REVISIONS TO
2 THE STATE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY
3 EDUCATION STANDARDS, SHALL REVISE AND READOPT ITS STANDARDS IF
4 NECESSARY TO ENSURE THAT THEY CONTINUE TO MEET OR EXCEED THE
5 STATE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION
6 STANDARDS. THE LOCAL EDUCATION PROVIDER SHALL REVISE ITS
7 CURRICULA ACCORDINGLY TO ENSURE THAT THE CURRICULA CONTINUE TO
8 ALIGN WITH THE LOCAL EDUCATION PROVIDER'S PRESCHOOL THROUGH
9 ELEMENTARY AND SECONDARY EDUCATION STANDARDS.

10 **22-7-1011. Preschool individualized learning plans - school**
11 **readiness - assessments.** (1) (a) BEGINNING IN THE FALL SEMESTER OF
12 2010, EACH LOCAL EDUCATION PROVIDER THAT PROVIDES A PRESCHOOL
13 OR KINDERGARTEN PROGRAM SHALL ENSURE THAT EACH STUDENT
14 ENROLLED IN A PRESCHOOL OR KINDERGARTEN PROGRAM OPERATED BY
15 THE LOCAL EDUCATION PROVIDER RECEIVES AN INDIVIDUALIZED LEARNING
16 PLAN THAT ADDRESSES THE PRESCHOOL STANDARDS CONTENT AND SKILL
17 AREAS IN WHICH A STUDENT NEEDS ASSISTANCE TO MAKE PROGRESS
18 TOWARD SCHOOL READINESS.

19 (b) IN CREATING AND IMPLEMENTING THE INDIVIDUALIZED
20 LEARNING PLANS, A LOCAL EDUCATION PROVIDER SHALL USE ASSESSMENT
21 INSTRUMENTS THAT ARE RESEARCH-BASED, VALID, AND RELIABLE TO
22 FACILITATE THE SYSTEMATIC MEASUREMENT OF A STUDENT'S INCREASING
23 KNOWLEDGE, SKILLS, AND ACCOMPLISHMENTS WITHIN THE CLASSROOM
24 CONTEXT. THE PURPOSE OF THE CONTINUING ASSESSMENTS SHALL BE TO
25 HELP DIRECT TEACHERS' PRACTICE WITHIN THE CLASSROOM WITH EACH
26 STUDENT AND THEREBY MAXIMIZE EACH STUDENTS' PROGRESS TOWARD
27 DEMONSTRATING SCHOOL READINESS.

1 (2) (a) BEGINNING WITH STUDENTS WHO ENTER KINDERGARTEN IN
2 THE FALL SEMESTER OF 2011, EACH LOCAL EDUCATION PROVIDER SHALL
3 ENSURE THAT EACH STUDENT ENROLLED IN A KINDERGARTEN PROGRAM
4 OPERATED BY THE LOCAL EDUCATION PROVIDER PROGRESSES TOWARD
5 DEMONSTRATING SCHOOL READINESS. EACH LOCAL EDUCATION PROVIDER
6 SHALL ADMINISTER THE SCHOOL READINESS ASSESSMENT TO EACH
7 STUDENT ENROLLED IN A KINDERGARTEN PROGRAM OPERATED BY THE
8 LOCAL EDUCATION PROVIDER TO MEASURE EACH STUDENT'S PROGRESS
9 TOWARD DEMONSTRATING SCHOOL READINESS.

10 (b) BASED ON EACH STUDENT'S RESULTS ON THE SCHOOL
11 READINESS ASSESSMENT, THE LOCAL EDUCATION PROVIDER SHALL
12 IDENTIFY THOSE AREAS IN WHICH THE STUDENT NEEDS ASSISTANCE AND
13 SHALL MODIFY THE STUDENT'S INDIVIDUALIZED LEARNING PLAN
14 APPROPRIATELY TO ADDRESS THE IDENTIFIED AREAS WITH THE GOAL OF
15 ENABLING THE STUDENT TO PROGRESS TOWARD DEMONSTRATING SCHOOL
16 READINESS. A LOCAL EDUCATION PROVIDER MAY ADMINISTER THE
17 SCHOOL READINESS ASSESSMENT AS OFTEN AS NECESSARY TO ASSESS A
18 STUDENT'S PROGRESS TOWARD DEMONSTRATING SCHOOL READINESS. THE
19 RESULTS OF THE SCHOOL READINESS ASSESSMENTS SHALL NOT BE USED TO
20 DENY A STUDENT ADMISSION OR PROGRESSION TO FIRST GRADE.

21 (3) THE DEPARTMENT OF EDUCATION, THE DIVISION OF CHILD
22 CARE, AND THE STAFF OF THE EARLY CHILDHOOD POLICY TEAM IN THE
23 LIEUTENANT GOVERNOR'S OFFICE SHALL, UPON REQUEST AND SUBJECT TO
24 AVAILABLE APPROPRIATIONS, PROVIDE SUPPORT TO LOCAL EDUCATION
25 PROVIDERS IN IMPLEMENTING THE PRESCHOOL STANDARDS, INDIVIDUAL
26 LEARNING PLANS, AND SCHOOL READINESS ASSESSMENTS AND IN
27 ASSISTING STUDENTS IN PROGRESSING TOWARD SCHOOL READINESS.

1 SUPPORT MAY INCLUDE, BUT NEED NOT BE LIMITED TO:

2 (a) ASSISTING THE LOCAL EDUCATION PROVIDER IN REVIEWING
3 AND REVISING CURRICULUM;

4 (b) COMMUNICATING WITH EARLY CARE AND EDUCATION
5 PROVIDERS, EDUCATORS, LOCAL SCHOOL BOARD MEMBERS, BOARD OF
6 COOPERATIVE SERVICES MEMBERS, CHARTER SCHOOL GOVERNING BOARD
7 MEMBERS, SCHOOL DISTRICT AND SCHOOL ADMINISTRATORS, AND
8 PARENTS;

9 (c) PROVIDING PROFESSIONAL DEVELOPMENT FOR EDUCATORS;
10 AND

11 (d) COLLECTING AND MAKING AVAILABLE A RESOURCE BANK OF
12 EXAMPLES OF BEST PRACTICES IN NATIONAL, STATE, SCHOOL DISTRICT,
13 SCHOOL, AND CLASSROOM REFORM EFFORTS IN EARLY CHILDHOOD CARE
14 AND EDUCATION CONSISTENT WITH THE INTENT OF THIS PART 10.

15 **22-7-1012. Postsecondary and workforce readiness program**
16 **- technical assistance.** (1) PRIOR TO THE 2011-12 ACADEMIC YEAR,
17 EACH LOCAL EDUCATION PROVIDER SHALL REVIEW THE CURRICULA
18 PROVIDED BY THE PUBLIC HIGH SCHOOLS OPERATED BY THE LOCAL
19 EDUCATION PROVIDER IN THE SUBJECT MATTER AREAS INCLUDED IN
20 POSTSECONDARY AND WORKFORCE READINESS. THE LOCAL EDUCATION
21 PROVIDER SHALL REVISE ITS CURRICULA, OR ADOPT NEW CURRICULA, AS
22 NECESSARY TO ENSURE THAT THE CURRICULA CONTENT FOR SAID SUBJECT
23 MATTER AREAS ARE ALIGNED WITH POSTSECONDARY AND WORKFORCE
24 READINESS SUCH THAT A STUDENT WHO SUCCESSFULLY COMPLETES THE
25 CURRICULA WILL BE PREPARED TO DEMONSTRATE POSTSECONDARY AND
26 WORKFORCE READINESS PRIOR TO OR UPON COMPLETION OF TWELFTH
27 GRADE.

1 (2) (a) THE REVISED OR NEWLY ADOPTED CURRICULA DESCRIBED
2 IN SUBSECTION (1) OF THIS SECTION SHALL CONSTITUTE THE
3 POSTSECONDARY AND WORKFORCE READINESS PROGRAM FOR EACH
4 PUBLIC HIGH SCHOOL OPERATED BY THE LOCAL EDUCATION PROVIDER. IN
5 REVISING OR ADOPTING THE POSTSECONDARY AND WORKFORCE
6 READINESS PROGRAM, A LOCAL EDUCATION PROVIDER IS NOT REQUIRED TO
7 BASE ITS COURSES ON CARNEGIE UNITS OR TO ADOPT ANY STANDARDIZED
8 OR TRADITIONAL COURSE NAMING OR NUMBERING CONVENTION.

9 (b) A LOCAL EDUCATION PROVIDER MAY ACCOMMODATE THE
10 RANGE OF STUDENT INTERESTS AND ASPIRATIONS BY ADOPTING MULTIPLE
11 CURRICULA THAT, COMBINED, CREATE MULTIPLE POSTSECONDARY AND
12 WORKFORCE READINESS PROGRAMS WITHIN A SCHOOL DISTRICT OR WITHIN
13 A HIGH SCHOOL. THE LOCAL EDUCATION PROVIDER SHALL ENSURE,
14 HOWEVER, THAT EVERY POSTSECONDARY AND WORKFORCE READINESS
15 PROGRAM ADOPTED BY THE LOCAL EDUCATION PROVIDER IS ALIGNED WITH
16 POSTSECONDARY AND WORKFORCE READINESS SUCH THAT A STUDENT
17 WHO SUCCESSFULLY COMPLETES THE PROGRAM WILL BE PREPARED TO
18 DEMONSTRATE POSTSECONDARY AND WORKFORCE READINESS PRIOR TO
19 OR UPON COMPLETION OF TWELFTH GRADE.

20 (c) FOR PURPOSES OF THIS SECTION, A DISTRICT CHARTER HIGH
21 SCHOOL SHALL BE DEEMED TO BE OPERATED BY THE CHARTERING LOCAL
22 SCHOOL BOARD; EXCEPT THAT THE CHARTERING LOCAL SCHOOL BOARD,
23 BY CHARTER CONTRACT, MAY ALLOW THE DISTRICT CHARTER HIGH
24 SCHOOL TO ADOPT ITS OWN POSTSECONDARY AND WORKFORCE READINESS
25 PROGRAM, SEPARATE FROM THAT ADOPTED BY THE LOCAL SCHOOL BOARD.
26 EACH DISTRICT CHARTER HIGH SCHOOL THAT ADOPTS ITS OWN
27 POSTSECONDARY AND WORKFORCE READINESS PROGRAM SHALL ENSURE

1 THAT THE PROGRAM IS ALIGNED WITH POSTSECONDARY AND WORKFORCE
2 READINESS SUCH THAT A STUDENT WHO SUCCESSFULLY COMPLETES THE
3 POSTSECONDARY AND WORKFORCE READINESS PROGRAM WILL BE
4 PREPARED TO DEMONSTRATE POSTSECONDARY AND WORKFORCE
5 READINESS PRIOR TO OR UPON COMPLETION OF TWELFTH GRADE.

6 (3) (a) IT IS THE INTENT OF THE GENERAL ASSEMBLY THAT,
7 BEGINNING IN THE FALL SEMESTER OF 2011, EACH STUDENT WHO ENROLLS
8 IN A PUBLIC HIGH SCHOOL OPERATED BY A LOCAL EDUCATION PROVIDER
9 SHALL ENROLL IN AND SUCCESSFULLY COMPLETE A POSTSECONDARY AND
10 WORKFORCE READINESS PROGRAM. EACH LOCAL EDUCATION PROVIDER
11 SHALL REQUIRE EACH HIGH SCHOOL STUDENT, BEGINNING IN NINTH GRADE
12 AND CONTINUING THROUGH TWELFTH GRADE, TO ENROLL IN THE LOCAL
13 EDUCATION PROVIDER'S POSTSECONDARY AND WORKFORCE READINESS
14 PROGRAM.

15 (b) NOTWITHSTANDING THE PROVISIONS OF PARAGRAPH (a) OF
16 THIS SUBSECTION (3), A LOCAL EDUCATION PROVIDER MAY TAKE INTO
17 ACCOUNT THE GOALS OF THE INDIVIDUALIZED EDUCATION PROGRAM FOR
18 A STUDENT WITH DISABILITIES AND MODIFY THE REQUIREMENTS OF THE
19 POSTSECONDARY AND WORKFORCE READINESS PROGRAM FOR THAT
20 STUDENT TO ALIGN WITH THOSE GOALS.

21 (4) THE DEPARTMENT OF EDUCATION, THE DEPARTMENT OF
22 HIGHER EDUCATION, AND THE STATE INSTITUTIONS OF HIGHER EDUCATION,
23 UPON REQUEST AND SUBJECT TO AVAILABLE APPROPRIATIONS, SHALL
24 PROVIDE SUPPORT TO LOCAL EDUCATION PROVIDERS IN IMPLEMENTING
25 POSTSECONDARY AND WORKFORCE READINESS. SUPPORT MAY INCLUDE,
26 BUT NEED NOT BE LIMITED TO:

27 (a) ASSISTING THE LOCAL EDUCATION PROVIDER IN REVIEWING

1 AND REVISING CURRICULUM;

2 (b) COMMUNICATING WITH EDUCATORS, LOCAL SCHOOL BOARD
3 MEMBERS, BOARD OF COOPERATIVE SERVICES BOARD MEMBERS, CHARTER
4 SCHOOL GOVERNING BOARD MEMBERS, SCHOOL DISTRICT AND SCHOOL
5 ADMINISTRATORS, PARENTS, AND MEMBERS OF THE BUSINESS COMMUNITY;

6 (c) PROVIDING PROFESSIONAL DEVELOPMENT FOR EDUCATORS;
7 AND

8 (d) COLLECTING AND MAKING AVAILABLE A RESOURCE BANK OF
9 EXAMPLES OF BEST PRACTICES IN NATIONAL, STATE, SCHOOL DISTRICT,
10 SCHOOL, AND CLASSROOM REFORM EFFORTS CONSISTENT WITH THE INTENT
11 OF THIS PART 10.

12 **22-7-1013. Postsecondary and workforce readiness -**
13 **assessment - transcripts.** (1) (a) EACH LOCAL EDUCATION PROVIDER
14 SHALL SELECT, FROM AMONG THE POSTSECONDARY AND WORKFORCE
15 READINESS ASSESSMENTS JOINTLY ADOPTED BY THE STATE BOARD AND
16 THE COMMISSION PURSUANT TO SECTION 22-7-1007, AN ASSESSMENT OR
17 GROUP OF ASSESSMENTS THAT THE LOCAL EDUCATION PROVIDER SHALL
18 ADMINISTER IN EACH PUBLIC HIGH SCHOOL OPERATED BY THE LOCAL
19 EDUCATION PROVIDER TO DETERMINE A STUDENT'S LEVEL OF
20 POSTSECONDARY AND WORKFORCE READINESS.

21 (b) FOR PURPOSES OF THIS SECTION, A DISTRICT CHARTER HIGH
22 SCHOOL SHALL BE DEEMED TO BE OPERATED BY THE CHARTERING LOCAL
23 SCHOOL BOARD; EXCEPT THAT THE CHARTERING LOCAL SCHOOL BOARD,
24 BY CHARTER CONTRACT, MAY ALLOW A DISTRICT CHARTER HIGH SCHOOL
25 TO SELECT, FROM AMONG THE POSTSECONDARY AND WORKFORCE
26 READINESS ASSESSMENTS JOINTLY ADOPTED BY THE STATE BOARD AND
27 THE COMMISSION PURSUANT TO SECTION 22-7-1007, AN ASSESSMENT OR

1 GROUP OF ASSESSMENTS THAT THE DISTRICT CHARTER HIGH SCHOOL
2 SHALL ADMINISTER TO DETERMINE A STUDENT'S LEVEL OF
3 POSTSECONDARY AND WORKFORCE READINESS.

4 (2) BEGINNING IN THE 2011-12 ACADEMIC YEAR, EACH LOCAL
5 EDUCATION PROVIDER SHALL ADMINISTER THE POSTSECONDARY AND
6 WORKFORCE READINESS ASSESSMENT OR GROUP OF ASSESSMENTS
7 PERIODICALLY TO STUDENTS ENROLLED IN THE NINTH, TENTH, ELEVENTH,
8 AND TWELFTH GRADES AS NECESSARY TO MEASURE EACH STUDENT'S
9 PROGRESS IN DEMONSTRATING POSTSECONDARY AND WORKFORCE
10 READINESS. UPON RECEIVING THE RESULTS FOLLOWING EACH
11 ADMINISTRATION OF THE POSTSECONDARY READINESS ASSESSMENT OR
12 GROUP OF ASSESSMENTS, A TEACHER OR COUNSELOR SHALL REVIEW EACH
13 STUDENT'S RESULTS WITH THE STUDENT AND THE STUDENT'S PARENT OR
14 LEGAL GUARDIAN AND DETERMINE THE AREAS IN WHICH THE STUDENT
15 CONTINUES TO NEED INSTRUCTION IN ORDER TO DEMONSTRATE
16 POSTSECONDARY AND WORKFORCE READINESS PRIOR TO OR UPON THE
17 COMPLETION OF TWELFTH GRADE.

18 (3) EACH HIGH SCHOOL STUDENT'S FINAL TRANSCRIPT SHALL
19 DESCRIBE THE STUDENT'S LEVEL OF POSTSECONDARY AND WORKFORCE
20 READINESS BY:

21 (a) INDICATING THE STUDENT'S LEVEL OF PERFORMANCE IN THE
22 POSTSECONDARY AND WORKFORCE READINESS PROGRAM; AND

23 (b) INDICATING THE STUDENT'S LEVEL OF PERFORMANCE ON THE
24 POSTSECONDARY AND WORKFORCE READINESS ASSESSMENT OR GROUP OF
25 ASSESSMENTS.

26 (4) A LOCAL EDUCATION PROVIDER, AT ITS DISCRETION, MAY
27 CHOOSE TO IDENTIFY DEMONSTRATION OF POSTSECONDARY AND

1 WORKFORCE READINESS AS A GRADUATION REQUIREMENT FOR THE
2 SCHOOL DISTRICT OR FOR THE SCHOOL.

3 **22-7-1014. High school diploma - endorsement - effect.**

4 (1) (a) FOLLOWING ADOPTION BY THE STATE BOARD, PURSUANT TO
5 SECTION 22-7-1008, OF THE CRITERIA FOR ENDORSING A DIPLOMA AS
6 REFLECTING POSTSECONDARY AND WORKFORCE READINESS, A LOCAL
7 SCHOOL BOARD, A BOCES, OR AN INSTITUTE CHARTER HIGH SCHOOL MAY
8 CHOOSE TO GRANT A POSTSECONDARY AND WORKFORCE READINESS
9 ENDORSEMENT TO EACH GRADUATING HIGH SCHOOL STUDENT WHO MEETS
10 THE CRITERIA.

11 (b) FOLLOWING ADOPTION BY THE STATE BOARD OF THE CRITERIA
12 FOR ENDORSING A DIPLOMA AS REFLECTING EXTRAORDINARY ACADEMIC
13 ACHIEVEMENT OR EXEMPLARY DEMONSTRATION BY A STUDENT OF
14 POSTSECONDARY AND WORKFORCE READINESS, A LOCAL SCHOOL BOARD,
15 A BOCES, OR AN INSTITUTE CHARTER HIGH SCHOOL MAY CHOOSE TO
16 GRANT SUCH AN ENDORSEMENT TO EACH GRADUATING HIGH SCHOOL
17 STUDENT WHO MEETS THE CRITERIA.

18 (c) A LOCAL SCHOOL BOARD, A BOCES, OR AN INSTITUTE
19 CHARTER HIGH SCHOOL MAY ALSO CHOOSE TO GRANT ENDORSEMENTS IN
20 SPECIFIED AREAS OF FOCUS AND ACHIEVEMENT, FOLLOWING ADOPTION OF
21 THE CRITERIA FOR SAID ENDORSEMENTS BY THE STATE BOARD PURSUANT
22 TO SECTION 22-7-1008.

23 (2) A STUDENT WHO GRADUATES WITH A HIGH SCHOOL DIPLOMA
24 THAT INCLUDES A POSTSECONDARY AND WORKFORCE READINESS
25 ENDORSEMENT SHALL BE GUARANTEED:

26 (a) TO MEET MINIMUM ACADEMIC QUALIFICATIONS FOR ADMISSION
27 TO, AND TO BE ELIGIBLE FOR PLACEMENT INTO CREDIT-BEARING COURSES

1 AT, ALL OPEN, MODIFIED OPEN, OR MODERATELY SELECTIVE PUBLIC
2 INSTITUTIONS OF HIGHER EDUCATION IN COLORADO; AND

3 (b) TO RECEIVE PRIORITY CONSIDERATION, IN CONJUNCTION WITH
4 ADDITIONAL ADMISSIONS CRITERIA, AND TO BE ELIGIBLE FOR PLACEMENT
5 INTO CREDIT-BEARING COURSES, AT ALL OTHER PUBLIC INSTITUTIONS OF
6 HIGHER EDUCATION IN COLORADO. THE ADDITIONAL ADMISSIONS
7 CRITERIA SHALL BE DETERMINED BY EACH INSTITUTION OF HIGHER
8 EDUCATION.

9 **22-7-1015. Preschool to postsecondary and workforce**
10 **readiness - annual report.** (1) ON OR BEFORE FEBRUARY 15, 2012, AND
11 ON OR BEFORE FEBRUARY 15 EACH YEAR THEREAFTER, THE DEPARTMENT
12 OF EDUCATION SHALL SUBMIT TO THE EDUCATION COMMITTEES OF THE
13 SENATE AND THE HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR
14 COMMITTEES, A REPORT CONCERNING THE IMPLEMENTATION OF SCHOOL
15 READINESS, THE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY
16 EDUCATION STANDARDS, AND POSTSECONDARY AND WORKFORCE
17 READINESS.

18 (2) (a) AT A MINIMUM, THE REPORT SHALL INCLUDE THE
19 FOLLOWING INFORMATION FOR THE PRECEDING ACADEMIC YEAR:

20 (I) THE LEVELS OF SCHOOL READINESS DEMONSTRATED BY
21 STUDENTS ENROLLED IN KINDERGARTEN;

22 (II) THE NUMBER OF STUDENTS ENROLLING IN THE
23 POSTSECONDARY AND WORKFORCE READINESS PROGRAMS AND THE
24 NUMBER OF STUDENTS PROGRESSING THROUGH AND COMPLETING THE
25 POSTSECONDARY AND WORKFORCE READINESS PROGRAMS;

26 (III) THE LEVELS OF POSTSECONDARY AND WORKFORCE READINESS
27 DEMONSTRATED BY HIGH SCHOOL STUDENTS; AND

1 (IV) BEGINNING WITH THE REPORT SUBMITTED IN 2016, THE
2 NUMBER OF STUDENTS RECEIVING A HIGH SCHOOL DIPLOMA THAT
3 INCLUDES AN ENDORSEMENT, IDENTIFIED BY TYPE OF ENDORSEMENT.

4 (b) THE DEPARTMENT OF EDUCATION SHALL PRESENT THE
5 INFORMATION IN THE REPORT ON A STATEWIDE BASIS AND SHALL
6 DISAGGREGATE THE INFORMATION BY SCHOOL DISTRICT, SCHOOL, GRADE
7 LEVEL, FREE OR REDUCED-COST LUNCH ELIGIBILITY STATUS, GENDER, AND
8 ETHNICITY, AND BY ANY OTHER CHARACTERISTIC DEEMED BY THE
9 DEPARTMENT TO BE MEANINGFUL.

10 (3) EACH LOCAL EDUCATION PROVIDER SHALL COOPERATE WITH
11 THE DEPARTMENT OF EDUCATION IN PROVIDING THE INFORMATION
12 NECESSARY FOR THE REPORT PREPARED PURSUANT TO THIS SECTION.

13 **SECTION 2.** The introductory portion to 22-2-106 (1) (a.5) and
14 22-2-106 (1) (a.5) (V), Colorado Revised Statutes, are amended, and the
15 said 22-2-106 (1) (a.5) is further amended BY THE ADDITION OF A
16 NEW SUBPARAGRAPH, to read:

17 **22-2-106. State board - duties - repeal.** (1) It is the duty of the
18 state board:

19 (a.5) To adopt, on or before ~~July 1, 2008~~ DECEMBER 15, 2009, a
20 comprehensive set of guidelines for the establishment of high school
21 graduation requirements to be used by each school district board of
22 education in developing local high school graduation requirements. Each
23 school district board of education shall retain the authority to develop its
24 own unique high school graduation requirements, so long as those local
25 high school graduation requirements meet or exceed any minimum
26 standards or basic core competencies or skills identified in the
27 comprehensive set of guidelines for high school graduation developed by

1 the state board pursuant to this paragraph (a.5). ~~In developing the~~
2 ~~guidelines for high school graduation, the state board shall not identify~~
3 ~~specific courses that a student shall take nor the level of proficiency a~~
4 ~~student shall achieve to meet the guidelines established by the state board.~~
5 In developing the guidelines for high school graduation, the state board
6 shall utilize the recommendations of the state graduation guidelines
7 development council established in section 22-7-414 and shall:

8 (II) ENSURE THAT THE STATE GRADUATION GUIDELINES ARE
9 ALIGNED WITH THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE
10 READINESS ADOPTED JOINTLY BY THE STATE BOARD AND THE COLORADO
11 COMMISSION ON HIGHER EDUCATION PURSUANT TO SECTION 22-7-1007
12 AND WITH THE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY
13 EDUCATION STANDARDS ADOPTED BY THE STATE BOARD PURSUANT TO
14 SECTION 22-7-1005.

15 (V) Utilize standards-based education, as described in section
16 22-7-402, AND AS REVISED PURSUANT TO PART 10 OF ARTICLE 7 OF THIS
17 TITLE, as the framework for the development of the guidelines for high
18 school graduation and consider how high school graduation requirements
19 can be articulated in a standards-based education system. In the process
20 of developing the guidelines for high school graduation, the state board
21 shall ensure that the state model content standards, adopted pursuant to
22 section 22-7-406, are sufficiently rigorous, particularly in the core
23 academic subject areas of mathematics, science, reading, and writing so
24 that students are exposed to subject matter that research indicates will
25 adequately prepare them for entrance into the workforce or the
26 postsecondary education system. On or before August 1, 2007, the state
27 board shall begin to receive public comment on the adequacy of the

1 existing state model content standards. As part of receiving public
2 comment, the state board is encouraged to form a stakeholder group of
3 parents, teachers, administrators, and others to develop recommendations
4 related to modernizing the state model content standards in mathematics,
5 science, reading, and writing. On or before February 1, 2008, the state
6 board shall report to the education committees of the house of
7 representatives and the senate, or any successor committees, on the
8 adequacy of the existing state model content standards in these subject
9 matters.

10 **SECTION 3.** 23-1-113, Colorado Revised Statutes, is amended
11 BY THE ADDITION OF THE FOLLOWING NEW SUBSECTIONS to
12 read:

13 **23-1-113. Commission directive - admission standards for**
14 **baccalaureate and graduate institutions of higher education.**

15 (5) (a) ON OR BEFORE DECEMBER 15, 2009, PURSUANT TO SECTION
16 22-7-1007, C.R.S., THE COMMISSION SHALL CONSULT WITH THE STATE
17 BOARD OF EDUCATION, AND THE COMMISSION AND THE STATE BOARD OF
18 EDUCATION SHALL JOINTLY ADOPT THE DESCRIPTION OF POSTSECONDARY
19 AND WORKFORCE READINESS.

20 (b) ON OR BEFORE JULY 1, 2013, AND ON OR BEFORE JULY 1 EVERY
21 FOUR YEARS THEREAFTER, THE COMMISSION AND THE STATE BOARD OF
22 EDUCATION MAY JOINTLY ADOPT REVISIONS TO THE POSTSECONDARY AND
23 WORKFORCE READINESS DESCRIPTION.

24 (6) (a) ON OR BEFORE JULY 1, 2010, PURSUANT TO SECTION
25 22-7-1007, C.R.S., THE COMMISSION SHALL CONSULT WITH THE STATE
26 BOARD OF EDUCATION, AND THE COMMISSION AND THE STATE BOARD OF
27 EDUCATION SHALL JOINTLY ADOPT ONE OR MORE POSTSECONDARY AND

1 WORKFORCE READINESS ASSESSMENTS FOR USE BY SCHOOL DISTRICTS,
2 BOARDS OF COOPERATIVE SERVICES, DISTRICT CHARTER HIGH SCHOOLS,
3 AND INSTITUTE CHARTER HIGH SCHOOLS. THE COMMISSION AND THE
4 STATE BOARD OF EDUCATION SHALL ALSO JOINTLY ADOPT SCORING
5 CRITERIA TO INDICATE A STUDENT'S LEVEL OF POSTSECONDARY AND
6 WORKFORCE READINESS, AS PROVIDED IN SECTION 22-7-1007, C.R.S.

7 (b) ON OR BEFORE JULY 1, 2014, AND ON OR BEFORE JULY 1 EVERY
8 FOUR YEARS THEREAFTER, THE COMMISSION AND THE STATE BOARD OF
9 EDUCATION MAY JOINTLY ADOPT REVISIONS TO THE POSTSECONDARY AND
10 WORKFORCE READINESS ASSESSMENTS. THE COMMISSION AND THE STATE
11 BOARD OF EDUCATION MAY ALSO REVISE THE SCORING CRITERIA FOR THE
12 POSTSECONDARY AND WORKFORCE READINESS ASSESSMENTS, AS
13 NECESSARY.

14 (7) NOTWITHSTANDING ANY PROVISION OF THIS SECTION TO THE
15 CONTRARY, A STUDENT WHO GRADUATES WITH A HIGH SCHOOL DIPLOMA
16 THAT INCLUDES A POSTSECONDARY AND WORKFORCE READINESS
17 ENDORSEMENT BASED ON CRITERIA ADOPTED BY THE STATE BOARD
18 PURSUANT TO SECTION 22-7-1008, C.R.S., SHALL BE GUARANTEED:

19 (a) TO MEET MINIMUM ACADEMIC QUALIFICATIONS FOR ADMISSION
20 TO, AND TO BE ELIGIBLE FOR PLACEMENT INTO CREDIT-BEARING COURSES
21 AT, ALL OPEN, MODIFIED OPEN, OR MODERATELY SELECTIVE PUBLIC
22 INSTITUTIONS OF HIGHER EDUCATION IN COLORADO; AND

23 (b) TO RECEIVE PRIORITY CONSIDERATION, IN CONJUNCTION WITH
24 ADDITIONAL ADMISSIONS CRITERIA, AND TO BE ELIGIBLE FOR PLACEMENT
25 INTO CREDIT-BEARING COURSES, AT ALL OTHER PUBLIC INSTITUTIONS OF
26 HIGHER EDUCATION IN COLORADO. THE ADDITIONAL ADMISSIONS
27 CRITERIA SHALL BE DETERMINED BY EACH INSTITUTION OF HIGHER

1 EDUCATION.

2 (8) (a) ON OR BEFORE JULY 1, 2011, BASED ON ADOPTION OF THE
3 DESCRIPTION OF POSTSECONDARY AND WORKFORCE READINESS, THE
4 COMMISSION SHALL REVISE THE MINIMUM ACADEMIC ADMISSION
5 STANDARDS FOR FIRST-TIME FRESHMEN AND TRANSFER STUDENTS AT ALL
6 STATE-SUPPORTED BACCALAUREATE AND GRADUATE INSTITUTIONS OF
7 HIGHER EDUCATION IN THE STATE TO ENSURE THAT THE MINIMUM
8 ACADEMIC ADMISSION STANDARDS ARE ALIGNED WITH THE DESCRIPTION
9 OF POSTSECONDARY AND WORKFORCE READINESS ADOPTED JOINTLY BY
10 THE COMMISSION AND THE STATE BOARD OF EDUCATION.

11 (b) IN REVISING THE MINIMUM ACADEMIC ADMISSION STANDARDS,
12 THE COMMISSION SHALL ALSO REVIEW THE BASIC SKILLS PLACEMENT OR
13 ASSESSMENT TESTS ADMINISTERED PURSUANT TO SUB-SUBPARAGRAPH (B)
14 OF SUBPARAGRAPH (I) OF PARAGRAPH (b) OF SUBSECTION (1) OF THIS
15 SECTION, AND THE ASSOCIATED POLICIES, TO ENSURE THAT THE TESTS AND
16 ASSOCIATED POLICIES ARE ALIGNED WITH THE POSTSECONDARY AND
17 WORKFORCE READINESS DESCRIPTION.

18 (c) CONSISTENT WITH ANY REVISIONS ADOPTED PURSUANT TO THIS
19 SECTION TO THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE
20 READINESS, THE COMMISSION SHALL ADOPT REVISIONS TO THE MINIMUM
21 ACADEMIC ADMISSION STANDARDS AND THE BASIC SKILLS PLACEMENT OR
22 ASSESSMENT TESTS TO ENSURE CONTINUED ALIGNMENT WITH THE
23 POSTSECONDARY AND WORKFORCE READINESS DESCRIPTION.

24 (9) ON OR BEFORE FEBRUARY 15, 2012, AND ON OR BEFORE
25 FEBRUARY 15 EACH YEAR THEREAFTER, THE DEPARTMENT OF HIGHER
26 EDUCATION SHALL SUBMIT TO THE STATE BOARD OF EDUCATION AND THE
27 EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE

1 SENATE, OR ANY SUCCESSOR COMMITTEES, A REPORT CONCERNING THE
2 ENROLLMENT, RATE OF PERSISTENCE, AND TYPES OF ACADEMIC DEGREES
3 ATTAINED FOR THE HIGH SCHOOL GRADUATING CLASSES OF THE
4 PRECEDING SIX ACADEMIC YEARS. THE DEPARTMENT OF EDUCATION
5 SHALL REPORT THE INFORMATION DISAGGREGATED BY SCHOOL DISTRICT
6 OF GRADUATION, ETHNICITY, GENDER, SOCIO-ECONOMIC STATUS, AND ANY
7 OTHER CHARACTERISTIC DEEMED RELEVANT BY THE COMMISSION. THE
8 DEPARTMENT OF HIGHER EDUCATION SHALL ALSO MAKE THE REPORT
9 AVAILABLE ON ITS WEB SITE.

10 **SECTION 4.** 23-1-121 (2) (c), Colorado Revised Statutes, is
11 amended to read:

12 **23-1-121. Commission directive - approval of teacher**
13 **preparation programs.** (2) On or before July 1, 2000, the commission
14 shall adopt policies establishing the requirements for teacher preparation
15 programs offered by institutions of higher education. The commission
16 shall work in cooperation with the state board of education in developing
17 the requirements for teacher preparation programs. At a minimum, the
18 requirements shall ensure that each teacher preparation program may be
19 completed within four academic years, is designed on a
20 performance-based model, and includes:

21 (c) Course work and field-based training that integrates theory and
22 practice and educates teacher candidates in the methodologies, practices,
23 and procedures of teaching standards-based education, as described in
24 ~~part 4~~ PARTS 4 AND 10 of article 7 of ~~this title~~ TITLE 22, C.R.S., and
25 specifically in teaching to the state model content standards adopted
26 pursuant to section 22-7-406, C.R.S., OR, BEGINNING DECEMBER 15, 2009,
27 TEACHING TO THE STATE PRESCHOOL THROUGH ELEMENTARY AND

1 SECONDARY EDUCATION STANDARDS ADOPTED PURSUANT TO SECTION
2 22-7-1005, C.R.S.;

3 **SECTION 5. Safety clause.** The general assembly hereby finds,
4 determines, and declares that this act is necessary for the immediate
5 preservation of the public peace, health, and safety.