Current Statutes Regarding Intervention Education Services and Remedial Education

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"Colorado Basic Literacy Act": §22-7-504 (5) (a), C.R.S.

- Each school district assesses the reading levels of students in kindergarten through 3rd grade. Students reading below grade level receive an individual literacy plan.

- Third-grade students reading below grade level at the end of the school year cannot be promoted to 4th grade reading unless they are up to grade level by the beginning of the next school year.

Guidelines for high school graduation requirements: §22-2-106 (1) (a.5), C.R.S.

- The state board of education (SBE) adopted high school graduation guidelines that school districts use in setting high school graduation requirements.
- The guidelines:
  - Address basic core competencies and skills;
  - Align with the content standards and postsecondary and workforce readiness (PWR) description; and
  - Align with academic admission standards for higher education institutions adopted by the Colorado commission on higher education (CCHE).
- By 2012, CCHE to align academic admission standards with guidelines

Individual Career and Academic Plan: §§22-2-136, 22-32-109 (1) (nn), 22-30.5-505 (3) (f), C.R.S.

- The public school works with each student and his/her parent to develop and maintain an individual career and academic plan (ICAP) beginning no later than 9th grade.
- The ICAP charts the student's academic progress, including:
  - Courses taken;
  - Any intervention education services or credit recovery; and
  - Any concurrent enrollment credits.

"Preschool to Postsecondary Education Alignment Act": Part 10 of article 7 of title 22, C.R.S.

- Act is designed to align education from school readiness, through preschool, elementary, and secondary education, and on through postsecondary education.
- Goal: As each student progresses in meeting the aligned standards and ultimately demonstrates PWR at graduation, the student can enter postsecondary education without needing remediation.

A. Preschool

- §22-7-1004, C.R.S.
  - SBE adopts description of school readiness and assessment designed to measure whether student is school ready.
- §22-7-1014, C.R.S.
  - Each school district, charter school, and BOCES (LEP) provides preschool and kindergarten students with individualized readiness plans to ensure they progress toward school readiness.
  - Beginning fall of 2013, each LEP uses the state assessments to measure student progress toward school readiness.

B. Elementary through Secondary Education – PWR

- §§22-7-1008, 23-1-113, C.R.S.
  - SBE and CCHE adopt the PWR description, which is designed to ensure that a student who demonstrates PWR has a sufficiently high level of comprehension or skill to successfully complete, without need for remediation, the postsecondary core academic courses (GT Pathways).
  - SBE and CCHE adopt assessments to measure students' attainment of PWR.

B. Elementary through Secondary Education - Standards

- §§22-7-1005, 22-7-1013, C.R.S.
  - SBE and the local school boards adopt aligned content standards that progress from preschool through 12th grade, so that, as a student achieves the standards and progresses through the grade levels, he/she is prepared to demonstrate PWR by high school graduation.

B. Elementary through Secondary Education - Assessments

- §§22-7-1006, 22-7-1013, C.R.S.
  - SBE adopts statewide assessments to measure student attainment of the content standards.
  - LEPs adopt assessments to measure student attainment of content standards that are not measured by the statewide assessments.

B. Elementary through Secondary Education - PWR program

- §22-7-1015, C.R.S.
  - LEP adopts 9th-12th grade curricula that are aligned with the PWR description and PWR assessments – known as the PWR program.
  - PWR programs can address differing "paths" to graduation.
  - Beginning 2013, each student is required to enroll in a PWR program.

B. Elementary through Secondary Education - Assessments

- §22-7-1016, C.R.S.
  - Each LEP administers the PWR assessments adopted by SBE and CCHE.
  - Students and parents receive copy of assessment results and review them with teacher or counselor to identify areas in which student continues to need instruction in order to demonstrate PWR by graduation.
  - Student's final transcript indicates student's performance on PWR program and PWR assessments.
  - LEP can require PWR attainment for graduation.

C. Secondary to Postsecondary Transition

- §22-7-1009, C.R.S.
  - SBE and CCHE adopt criteria for PWR diploma endorsement.
- §22-7-1017, C.R.S.
  - LEP can choose to issue endorsed diplomas.
  - Student who has endorsed diploma guaranteed:
    - to meet min. academic qualifications for admission to, and placement into, credit-bearing courses at all open, modified open, or moderately selective state higher ed institutions; and
    - priority consideration for placement into credit-bearing courses at all other state higher ed institutions.

C. Secondary to Postsecondary Transition

- §23-1-113 (8), C.R.S.
  - December 2014, CCHE revises academic admission standards to ensure alignment with PWR description.
  - December 2012, CCHE revises basic skills tests and placement policies to ensure aligned with PWR description.

Educational Accountability - Performance Indicators: §22-11-204, C.R.S.

- Student longitudinal growth:
  - Percentage who attain:
    - Adequate growth;
    - Move-up growth;
    - Statewide median growth.
  - Median student growth.

Educational Accountability - Performance Indicators: §22-11-204, C.R.S.

- Student achievement levels on the statewide assessments:
  - Percentage of students who score at each of the achievement levels on the statewide assessments in each of the subjects included in the statewide assessments.

Educational Accountability - Performance Indicators: §22-11-204, C.R.S.

- Postecondary and workforce readiness:
  - Percentage scoring at each level of performance on ACT or on the PWR assessments;
  - Beginning 2011-12, percentage receiving PWR endorsement or exemplary PWR endorsement;
  - Graduation and dropout rates, as measured by SBE rule.

Educational Accountability - Performance Indicators: §22-11-204, C.R.S.

- Progress in closing achievement and growth gaps:
  - Measures for each of the other 3 performance indicators desegregated by student group; and
  - Comparison of percentages and achievement levels across student groups to determine each student group's progress in performance on the indicators.

Higher Education Admission Standards and Remediation: §23-1-113, C.R.S.

- CCHE establishes the academic admission standards for first-time freshmen and transfer students at all state higher ed institutions,
  - Standards are combination of high school academic performance indicators and national assessment test scores.

- Each first-time freshman takes the "basic skills placement or assessment tests" in English and math. If in need of remedial courses, the student:
  - Receives written notice, including institutions that provide the courses and cost and availability of the courses, including on-line courses; and
  - Must complete courses no later than the end of his or her freshman year.

Basic Skills Courses: §23-1-113.3, C.R.S.

- Adams State, Colorado Mesa University, and community colleges (state and local) are only state higher ed institutions that may offer basic skills courses.
- Institutions must:
  - Track students;
  - Compile info concerning graduating school districts, number from each, and courses required;
  - Report info to CDHE using unique student identifiers.
- CDHE reports info to GA, CCHE, and CDE, including cost of remedial ed and student graduation success.

Basic Skills Courses: §23-1-113.3, C.R.S.

- Can use concurrent enrollment for basic skills courses only if student is in 12th grade.
- Can use Colorado opportunity fund (COF) stipend for basic skills courses and will not count against student's 145-credit lifetime limit.
- Basic skills courses are not included in services CDHE may purchase through fee-for-service contracts.