

C.R.S. 22-7-1101

COLORADO REVISED STATUTES

*** THIS DOCUMENT REFLECTS CHANGES CURRENT THROUGH ALL LAWS PASSED AT THE FIRST REGULAR SESSION OF THE 68TH GENERAL ASSEMBLY OF THE STATE OF COLORADO ***

TITLE 22. EDUCATION
GENERAL AND ADMINISTRATIVE
ARTICLE 7. EDUCATIONAL ACCOUNTABILITY
PART 11. EDUCATIONAL SUCCESS TASK FORCE

C.R.S. **22-7-1101** (2011)

22-7-1101. Legislative declaration

(1) The general assembly hereby finds that:

(a) Studies indicate there are several significant transition points in a student's educational career at which it is especially important to ensure that the student is performing at grade level or higher. A student who is not performing at grade level at these points is more likely to continue to experience academic difficulties and is less likely to demonstrate postsecondary and workforce readiness when he or she graduates from high school, if the student graduates from high school at all.

(b) Data collected in the postsecondary education system shows that a student who graduates from high school and enters postsecondary education in need of remediation will take significantly longer to complete his or her degree, if the student completes a degree at all;

(c) More than fifty-two percent of the first-time, degree-seeking students who enrolled in a community college in the 2008-09 academic year required remediation in at least one subject;

(d) Data collected over time shows that, of the students enrolled in a remedial course, forty to fifty percent will not complete the course and only twenty-nine percent will ultimately earn a bachelor's degree. This leads to the conclusion that, overall, a student who places into remedial education has only a thirteen percent chance of eventually receiving a bachelor's degree.

(e) Studies show that children who receive high-quality, early-childhood education services, including full-day preschool and full-day kindergarten, achieve greater academic success in later grades, are less likely to need intervention education services during the elementary and secondary grades, and are less likely to place into remedial education upon entering postsecondary grades;

(f) If a student who is performing below expectations academically at the significant transition points in his or her educational career receives additional assistance, especially at the earlier transition points, the student is more likely to catch up to where he or she needs to be and to continue to be academically successful through high school and postsecondary education;

(g) There is a great deal of data available concerning successful strategies for identifying and remediating students at these significant transition points that, if collected and made more accessible, could assist school districts, schools, and institutions of higher education in ensuring that they identify students who need additional education services and assistance and that they provide those services at the appropriate junctures.

(2) The general assembly finds, therefore, that it is in the best interests of the state public education system and the students of the state to create a task force to review the relevant data and studies and recommend to school districts, schools, and institutions of higher education best practices and strategies for identifying and assisting students to ensure that they are successful throughout their academic careers and demonstrate postsecondary and workforce readiness when they graduate from high school. The task force shall also recommend to the general assembly, the state board of education, and the Colorado commission on higher education changes to statutes, rules, or guidelines that may strengthen the ability of school districts, schools, and institutions of higher education to identify and assist students in achieving academic success and demonstrating postsecondary and workforce readiness.

HISTORY: Source: L. 2011: Entire part added, (SB 11-111), ch. 202, p. 852, § 1, effective May 23.

Cross references: For provisions on junior colleges, contained in this title prior to 1975, see articles 71 and 72 of title 23.

Law reviews: For article, "Fundamentalist Christians, the Public Schools and the Religion Clauses", see 66 Den. U.L. Rev. 289 (1989).

Editor's note: This article was numbered as article 41 of chapter 123 in C.R.S. 1963. This article was amended with relocations in 1997, resulting in the addition, relocation, and elimination of sections as well as subject matter. For amendments to this article prior to 1997, consult the Colorado statutory research explanatory note and the table itemizing the replacement volumes and supplements to the original volume of C.R.S. 1973 beginning on page vii in the front of this volume. Former C.R.S. section numbers are shown in editor's notes following those sections that were relocated.

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