



SB 212
Colorado Achievement Plan for Kids (CAP4K)
Final Version
5/7/08

Name of the Act: Preschool to Postsecondary Education Alignment Act

Legislative Declaration

- Acknowledges the importance of standards-based education
- States CO's unacceptable high dropout rates and college remediation rates
- Recognizes the importance of 21st Century Skills
- States that all students should have access to high quality preschool
- Acknowledges that the next generation of standards-based education must recognize the whole child by creating a rich and balanced curriculum Adds importance of education emphasizing active participation in democracy & citizenship
- Recognizes that students enter K-12 with varying skills and life experiences; notes that students will have different career aspirations that may not include college, but all students should be prepared to choose to attend higher education
- Recognizes that a wide variety of curricular and program options will be necessary to meet ambitions of students
- Recognizes greater demands will be placed on educators to meet CAP4K requirements and these demands will require additional professional development
- Requires Colorado Department of Education (CDE)/Department of Higher Education (DHE) collaboration on the creation of a seamless system of public education and acknowledges that reallocation of existing state resources and the identification and allocation of new resources will be necessary
- Allows the use of State Education Fund (Amendment 23) moneys for realignment of standards and assessments

Definitions of Note

- Assessment: method used to collect evidence of what a student knows and is able to do and to measure a student's academic progress toward attaining a standard
- Local education provider: school district, BOCES, district charter school, institute charter school
- Pilot program: pilot program for the administration of postsecondary and workforce planning, preparation, and readiness assessments.
- Postsecondary and workforce readiness: content knowledge and skills that a student should have attained prior to attaining a high school diploma as adopted by the State Board of Education and CCHE
- Postsecondary and Workforce Planning Assessment: an assessment or battery of assessments administered to students in 8th or 9th grade that, at a minimum, tests in the areas of reading, math, and science, provide guidance regarding a student's level of academic preparation for entry into postsecondary education or the workforce and is relevant to the student for purposes of postsecondary planning.
- Postsecondary and Workforce Preparation Assessment: an assessment or battery of assessments administered to students in 10th grade that, at a minimum, tests in the areas of reading, math, and science, provide guidance regarding a student's level of academic preparation for entry into postsecondary education or the workforce and is relevant to college admission determinations

- Postsecondary and Workforce Readiness Assessment: an assessment or battery of assessments administered to students in 11th grade that, at a minimum, tests in the areas of reading, math, and science and is relevant to college admission determinations by institutions of higher education throughout the United States.
- Postsecondary and Workforce Readiness Program: program of study that, prior to or beginning in 9th grade and continuing through 12th grade, is designed to prepare a student to demonstrate postsecondary and workforce readiness prior to or upon graduation
- Postsecondary education: all formal public education that requires a high school diploma or its equivalent; includes programs resulting in acquisition of a certificate; an associate degree of applied science, general studies, arts or science; and all baccalaureate degree programs.
- Regional educator meeting: meeting convened by the Commissioner of Education and the Executive Director of Higher Education pursuant to 22-7-1010 (new section in bill) and conducted in a regional service area
- School readiness: level of development that indicates a child is able to engage in and benefit from elementary school classroom environments as adopted by the State Board of Education
- Standard: clear, measurable, learning target for what a student should know or be able to do relative to a particular instructional area

School Readiness

- By **12/15/08**, State Board of Education required to adopt a description of school readiness that includes physical well-being and motor development, social and emotional development, language and comprehension development, and cognition and general knowledge.
- By **12/15/10**, State Board of Education required to adopt one or more assessments that are aligned with the school readiness description and are suitable for measuring students' level of school readiness. The assessment shall not be used to deny a student admission or progression to kindergarten or 1st grade.
- By **7/1/15**, State Board of Education required to review the school readiness description and standards. Must conduct review **every 6 yrs thereafter** this date.

Preschool through Elementary and Secondary Education Standards (PESE)

- By **12/15/09**, State Board of Education required to adopt standards that identify the content knowledge and skills that a student should acquire as the student progresses from preschool through elementary and secondary education (PESE) including, at a minimum, in the areas of reading, writing, mathematics, science, history, geography, visual and performing arts, physical education, world languages, English language competency, economics, civics, and any other instructional areas for which the State Board has adopted standards as of 1/1/08.
- Requires the State Board to take into account any career and technical education standards adopted by the State Board of Community College and Occupational Education System (SBCCOES). Requires the standards to: (1) align with the Postsecondary and Workforce Readiness description; (2) take into account 21st Century Skills; and (3) allow measurable longitudinal growth data.
- By **7/1/15**, State Board required to review the PESE standards. Must conduct review **every six years thereafter** this date.
- Requires the state board to include identification of the levels of attainment that a student must achieve in order to demonstrate readiness for promotion from elementary grades to middle school grades to high school grades.
- Ensure that the standards include development and application of postsecondary planning skills.

- Following adoption of the 9-12th grade standards, State Board is required to review and revise, if necessary, the standards adopted from preschool through elementary and secondary education to ensure alignment.

Preschool through Elementary and Secondary Education Assessments (PESE)

- By **12/15/10**, State Board of Education required to adopt a system of assessments aligned with the PESE standards that are designed to measure students' levels of attainment of the standards and to longitudinally measure student's academic progress toward attaining the standard.
- Assessments, at a minimum, must be designed to do the following:
 - (1) provide relevant, timely data to teachers, parents, and students for the identification of additional support in meeting the standards;
 - (2) facilitate longitudinal measurement of academic growth;
 - (3) provide results that may be used across the P-20 continuum into higher education;
 - (4) maintain high accountability levels, federal compliance, and measurement of school performance.
- In adopting a writing assessment, the State Board shall ensure that it is included within the system of assessments, can be evaluated and the results returned in a timely manner, and provides useful and relevant results.
- Requires the State Board to adopt scoring criteria for student performance on the PESE assessments.
- Requires the State Board to give consideration to the use of authentic assessment methods, such as portfolios, projects, and performances, so long as the assessment methods are valid and reliable, employ standard scoring criteria, and align with the standards adopted.
- Requires the State Board to recommend a system of ratings for public school that recognizes each school's success in supporting the longitudinal academic growth of students and in achieving AYP
- Requires the State Board to recommend legislative changes to implement the PESE assessment system.
- By **7/1/16**, State Board required to review the PESE assessments. Must conduct review **every six years thereafter** this date.

Postsecondary and Workforce Pilot Program and Standards

- **Beginning in 2008-09 school year**, CDE shall conduct a voluntary pilot program where school districts choosing to participate shall administer any of the assessments selected for the pilot by the department. The state board shall collect data and use it to determine the final selection for high school assessments.
 - The State Board shall conduct a survey of school districts regarding any current postsecondary and workforce planning, preparation, and readiness assessments currently being given in the field, the effectiveness and relevance of those assessments, and any data compiled by districts in making their decision to administer those assessments.
 - By rule, the State Board shall determine the parameters for the pilot program.
 - \$250,000 appropriated for the pilot program and distribution based on whether the district was already administering postsecondary and workforce planning, preparation, and readiness assessments.
 - Administration of assessments for districts participating in the pilot are:
 - Optional 8th grade fall administration
 - 9th grade spring administration
 - 10th grade spring administration
 - 11th grade spring administration
- By **12/15/10**, the State Board and CCHE shall select one or more postsecondary and workforce assessments.
- Requires CDE to seek an amendment to the state NCLB plan in February 2010

- Requires public notice on feedback received from the USDOE on the state plan
- After approval is gained, CDE shall administer the assessments on a statewide basis, eliminate 9th and 10th grade CSAPs, and adopt the new 9-12th grade standards.

Postsecondary and Workforce Readiness (PWR) Description

- **By 12/15/09**, State Board of Education and CO Commission on Higher Education (CCHE) required to jointly adopt a PWR description that includes, at a minimum:
 - (1) description of the subject matter in which students should be able demonstrate competency;
 - (2) description of the level of English language competency that a student must demonstrate;
 - (3) ensured alignment with higher education core courses (100-level courses) and if student meets PWR description, guarantee that student could successfully complete such courses without need for remediation;
 - (4) ensured alignment with 21st Century skill concepts that a student should be able to demonstrate.
- **By 7/1/15 and after gathering information from the pilot program**, State Board and CCHE are required to jointly review the postsecondary and workforce readiness description. Must conduct review **every six years thereafter** this date.

Postsecondary and Workforce Readiness (PWR) Assessments

- **By 12/15/10**, State Board of Education and CCHE are required to jointly adopt one or more assessments aligned with the PWR description that may include but not be limited to:
 - (1) a standardized, curriculum-based, college entrance exam (i.e. ACT);
 - (2) the basic skills placement or assessment test administered by Colorado higher education institutions (i.e. Accuplacer);
 - (3) a workforce readiness assessment that is designed to measure the knowledge and skills that employers expect upon entrance into the workforce; and
 - (4) one or more assessments that are specific to one or more selected occupations and measure attainment of knowledge and skills for those particular jobs.
- Local districts are required to administer the assessment beginning 12/15/12
- State Board and CCHE required to jointly adopt scoring criteria for the PWR assessments that aligns with the scoring criteria that applies to the PESE assessments.
- **By 7/1/16**, State Board and CCHE are required to jointly review the PWR assessments and scoring criteria. Must conduct review **every six years thereafter** this date.

Diploma Endorsements

- **By 7/1/11**, State Board of Education required to adopt criteria that may be used by local education providers to endorse high school diplomas to indicate PWR.
 - State Board must adopt criteria that can be used to designate "honors" status or a range of additional endorsements that may be recognized.
 - State Board must ensure minimum PWR levels reflect national and international expectations.
 - State Board must take into consideration any career and technical education standards adopted by the State Board of Community Colleges and Occupational Education System.
 - State Board shall consider criteria to adopt additional endorsements in areas including but not limited to fine arts, career and technical education, history, civics, math and science.
 - State Board shall solicit and take into consideration input received by local boards of education from communities.
- **By 7/1/17**, State Board required to review the diploma endorsements. Must conduct review every six years thereafter this date.
- Allows local education providers to choose whether to grant diploma endorsements designated by the State Board and CCHE.

- Provides students who receive diplomas with PWR endorsements priority consideration to all open, modified open or moderately selective public institutions of higher education in Colorado with additional criteria as applied by individual institutions..
- Provides eligibility for these students to receive admission at all other public institutions of higher education in Colorado, including placement into credit-bearing courses.
 - Clarifies that admission criteria is still determined by higher education institutions.
- Criteria for PWR endorsements priority admission only takes effect if approved by the governing boards of state institutions of higher education

Regional Educator Meetings/Public Input

- **Beginning 08-09** academic year, directs the Commissioner of Education and Executive Director of the Department of Higher Education to conduct at least annual meetings of professional educators in P-12 and higher education and meet with the following stakeholders regarding the creation and implementation of the new standards and assessments:
 - Presidents of the state system of community and technical colleges
 - One or more representatives of the junior college districts
 - Chief academic officers or executive directors of the state institutions of higher education
 - Superintendents throughout the state
 - Division of child care and the early childhood policy team in the Lt. Governor's office
 - Early child care providers and experts, and Early Childhood Council members,
 - Elementary and secondary teachers, principals, administrators, counselors and other special service providers in each region
 - Postsecondary faculty, academic advisors and administrators from state institutions of higher education and junior colleges in each region
 - Pre-collegiate and postsecondary service providers and concurrent enrollment program managers
 - Career and technical education faculty and administrators
 - Local school boards
- The purpose of the meetings is to collaborate in the planning, design and implementation of the alignment of the education systems including:
 - Implementation of the school readiness description, PESE standards and PWR descriptions; programs of instruction, and assessments
 - Collaborating in the identification and provision of support services that are necessary to implement the above mentions standards or descriptions and assessments
 - Reviewing the levels of financial support needed to implement the above mentions standards or descriptions, assessments, and supports, including reallocation and addition of resources
 - Reviewing school readiness description, PESE standards and PWR descriptions; programs of instruction, assessments, and criteria for diploma endorsements and making recommendations to the State Board and CCHE.
- Local school boards are required to submit blueprint plans for graduation guidelines as obtained from local communities.

State Plan for NCLB

- **As soon as practicable under federal law**, CDE shall submit to USDOE amendments to the State Plan for peer review approval and shall include:
 - PESE standards adopted;
 - Assessment adopted;
 - In order to preserve flexibility and adaptability at the state level, components required for approval under NCLB

- State Board and CCHE can adopt descriptions, standards, assessments and other components that exceed minimum requirements of federal law but not include those in the formal State Plan for purposes of NCLB.
- CDE shall provide public notice of the amendments to the state plan, any comments or suggestions received from the peer review process, and any changes made in response to peer review comments.

Local District Adoption of PESE Standards

- **By 12/15/11**, each local education provider required to review and revise local content standards to meet or exceed state standards and to ensure students' demonstration of PWR attainment by completion of the 12th grade.
 - Requires a level of English language competency to be adopted.
 - Following the review, requires local education providers to adopt curricula that are aligned with state standards.
- **By 7/1/17 and every six years thereafter**, requires local education providers to review content standards and make any standards and curricula revisions necessary to meet or exceed changes to the state standards.
- Allows for local education providers to allow a student receiving special education services to demonstrate attainment of the PESE standards and PESE description through a differentiated plan if required in the student's IEP.

Implementation of School Readiness Plans

- **Beginning in the fall semester of 2012**, requires local education providers to create individual readiness plans (IRPs) for each preschool student entering the school system.
- **Beginning in the fall semester of 2013**, requires local education providers to create or revise IRPs for each kindergartner in the school system.
- Prohibits school readiness assessment results from being used as entrance exams to kindergarten or 1st grade.
- Allows local education providers to request assistance from CDE, the Division of Child Care, or the Lt. Governor's Office in implementing the requirements of this section.

Implementation of PWR Program

- **By 12/15/11**, requires local education providers to review and align high school curricula to PWR state standards and create programs that allow for differing post-graduation goals.
 - Allows public high schools to move away from Carnegie units or traditional course numbering/naming conventions in the realignment.
 - Allows local education providers to create multiple PWR programs within districts or schools.
 - Allows district charter schools to adopt separate PWR programs from the district that still meet state standards through charter contracts.
- **Requires all students enrolled by 12/15/12** to be included in PWR programs (no opt outs).
 - Allows for local education providers to allow a student receiving special education services to demonstrate attainment of the PWR program and assessments through a differentiated plan if required in the student's IEP.
- Allows CDE, DHS and higher education institutions to provide support to local education providers in the implementation of PWR programs, subject to available appropriations.

Implementation of PWR Assessments

- Allows local education providers to select one or more of the PWR assessments jointly adopted by the SBE and CCHE.
- **On or before 12/15/12**, requires each public high school to administer the assessments to every student in grades 9-12.

- Allows district charter schools to adopt separate assessments from the district that still meet state standards through charter contracts.
- Each local education provider shall provide the results of assessments to each student, and a teacher or counselor shall review each student's results with the student and to the extent possible the parent.
- Requires a teacher or counselor to review each student's PWR assessment results with the student and parents to determine the areas in which additional instruction is needed only to the extent practicable.
- Requires each student's final transcript to indicate the level of PWR achieved through course work and assessments.
- Allows local education providers to identify PWR as a graduation requirement.
- Performance on PWR assessments cannot prohibit a student from participating in postsecondary or career and technical education programs while enrolled in high school.
- A student who demonstrates attainment of PWR readiness while enrolled in high school shall be eligible to participate in a concurrent enrollment program.

Cost of Implementation

- **By 9/15/08**, requires CDE in consultation with DHE to contract with an independent entity to conduct a study of the costs of implementing CAP4K.
 - Requires CDE to ensure the selected entity has expertise in Colorado school finance and national school finance issues and higher education finance.
 - Areas of review include:
 - Reviewing, adopting and implementing standards and curricula to meet or exceed the newly adopted PESE standards, including support services for English language competency;
 - Implementing the assessment system for evaluation of the PESE standards;
 - Implementing the school readiness description and assessments, including developing individual readiness plans;
 - Incorporation career and technical education standards into the curricula;
 - Aligning PESE curricula with PWR description and administering the postsecondary and workforce planning, preparation, and readiness assessments;
 - Making changes to postsecondary admissions process;
 - Reviewing, adopting, and implementing standards in teacher preparation programs.
- Specifies the cost study to be done in phases following adoption of each major component of CAP4K and for the results of each phase to be reported to the Joint Budget Committee and House and Senate Education Committees:
 - **On or before March 1, 2010**, report of the costs pertaining to adoption and implementation of the school readiness description, PESE standards, PWR description and English language competency standards;
 - **On or before October 1, 2010**, a report of the costs pertaining to implementation of the school readiness assessments, the system of assessments aligned with PESE and PWR standards, and the postsecondary and workforce planning, preparation, and readiness assessments;
 - **On or before October 1, 2011**, a report of the costs pertaining to implementation of the diploma endorsements.

Reporting Requirements

- **By 2/15/09 and each year thereafter through 2012**, requires CDE to submit an annual report to the legislature summarizing the actions taken by the SBE, CCHE, and local education providers in adopting the requirements of CAP4K.

- **By 2/15/13 and each year thereafter**, requires CDE to submit an annual report to the legislature on the implementation of all of school readiness, PESE standards, PWR readiness.

Graduation Requirements

- **Extends the deadline** for the SBE to adopt guidelines for high school graduation requirements from 7/1/08 to **12/15/09**.
 - Must include minimum required English language competencies.
 - Local boards of education are required to provide information concerning the input received in developing their own graduation requirements.
- Removes statutory language prohibiting the SBE from identifying specific courses used to meet graduation guidelines.
- Requires the SBE to ensure that graduation guidelines are aligned with the PWR description and PESE standards created in CAP4K.

Teacher Preparation Programs

- **By 12/15/14**, requires teacher preparation programs to include training on how to teach to PESE standards created in CAP4K.

Admission to Institutions of Higher Education

- A student who graduates with a high school diploma that includes a postsecondary and workforce readiness endorsement based on criteria adopted by the State Board and CCHE and the governing boards of the state institutions of higher education shall be guaranteed:
 - To meet minimum qualifications for admission to, and be eligible, subject to additional institutional review of other admission and placement qualifications, for placement into credit-bearing courses at all open, modified open, or moderately selective public institutions of higher education in Colorado; and
 - To receive priority consideration, in conjunction with additional admissions criteria, and to be eligible, subject to additional institutional review of other admission and placement qualifications, for placement into credit-bearing courses, at all other public institutions of higher education in Colorado. The additional admissions criteria shall be determined by each institution of higher education.

Academic Growth Model

- CDE shall make any changes necessary to the currently adopted longitudinal growth model to align with the PESE and PWR assessments.
- Requires the longitudinal growth technical advisory panel (TAP) to be consulted by CDE when making modifications to the model due to the new PESE and PWR assessments.

Calculation of Ratings

- **Beginning with the 2007-08 school year**, CDE shall identify and implement alterations in the calculation method of ratings to ensure that a public school is not penalized by inadvertent errors committed in the administration of the test.
- State Board shall promulgate rules to define inadvertent errors and the Commissioner shall make the final determination whether an error qualifies as inadvertent under the definition created.
- If CDE cannot calculate a school's score without penalizing the school for inadvertent errors, CDE shall include a notation on the school's SAR specifying what the rating would have been without including the scores that resulted from misadministration of the assessments.