Attachment D: Policy Review Process Remedial Education Policy

This policy review process exemplifies Colorado's continued commitment to ensure that more students graduate from high school college and career ready. Since the 2008 passage of CAP4K (SB 08-212), we have taken several key steps to ensure the P-12 and postsecondary systems of education are aligned in both practice and policy.

Below you will find a description of the policy review process, the Departments education of the task force education about the issues, the task force initial recommendations, a summary of the summer community vetting feedback, final recommendation and community feedback. This information can also found task the force webpage http://highered.colorado.gov/Academics/Groups/RemedialReview/default.html. The Task Force began meeting in May 2012 to review these policies. This group of higher education, K-12 (see Attachment C: Task Force members) had very thoughtful conversations about how these policies can help improve the success of students in college, as they consider a variety of revision options. The group is looking towards a more transparent, flexible policy that will encourage greater student achievement in college. This work was supported by a Core to College grant.

Task Force Meetings

Friday, May 25, 2012

Friday, June 22, 2012

Friday, July 27, 2012

Friday, August 24, 2012

Friday, September 28, 2012

Friday, October 26, 2012

Friday, November 30, 2012

Tuesday, January 8, 2013

Friday, January 25, 2013

Friday, February 22, 2013

Friday, March 22, 2013

Friday, July 26, 2013

Friday, August 23, 2013

Friday, September 27, 2013

Friday, October 25, 2013

Task Force Guiding Principles

The Colorado Statewide Remedial Education Task Force values clear communication between the primary stakeholder groups: (1) students, (2) K-12 and higher education, and (3) the public. The Task Force is informed by data, best practices, alignment with K-12, high school graduation guidelines, statewide admission standards and statewide transfer policy. For each of the

stakeholder groups, the outcome of this policy revision is intended to be flexible, actionable and to allow multiple pathways to educational success. It is also imperative that the revised policy promotes a shared sense of responsibility and ownership among stakeholders.

Presentations and Reports

During the discovery process, the Remedial Education Policy Review Task Force was exposed to several presenters, reports and data elements. Below is a brief list of those presentations and reports.

- Dr. Beth Bean, Director of Research and Information at the Colorado Department of Higher Education, discussed the types of research the Department conducts and reports on, including the 2011 Report on Remedial Education and the 2012 Legislative Report on the Postsecondary Progress and Success of High School Graduates.
- Education Commission of the States presented on the principles of developing an effective and efficient remedial policy.
- Partners from the Colorado Department of Education provided a thorough review of related education reform strategies, including the implementation of new Colorado Academic Standards, the role of higher education in designing the forthcoming state and national assessments, building high school graduation guidelines, understanding the criteria for earning a Postsecondary and Workforce Ready endorsed diploma, and data on Postsecondary Outcomes of High School Graduates.
- Dr. Robert Reichardt, contracted by the Department, presented his research on the predictive validity of CSAP scores and the Admission Index for student success in college.
- Representatives from ACT and College Board discussed the validity of their assessments and the predictability of college success.
- Partnership for Assessment of Readiness of College and Careers (PARCC) and Smarter Balanced Assessments updated the Task Force on the new standards-based assessments.

Task Force Initial Recommendation Considerations Summer 2013:

Based upon its analyses of prevailing research on institutional/system practices and student outcomes, the task force considered recommending modifications to the state's remedial policy. These changes to Colorado's Remedial Education Policy were proposed by the Remedial Education Policy Review Task Force the summer of 2013.

1. Colorado colleges and universities have typically relied on ACT or SAT college entrance exam scores and the Accuplacer test to determine whether a student needs remedial classes. This recommendation increases the tests that could be used in making these determinations. Results of PARCC state tests, which will replace the

- state CSAP/TCAP annual exams in 2014-15, could be used as well as results from Compass and Smarter Balanced tests.
- 2. Students scoring at or above the cut score are ready for a college-level course. Colleges may determine that the student may need co-requisite Supplemental Academic Instruction to ensure success. Students may not be required to take remedial coursework if they have been deemed college-ready. Students scoring below the cut score may be allowed to enter college-level courses based on an institution's secondary evaluation process.
- 3. Colorado's current remedial policy includes cut scores for determining college-readiness. State leaders are examining how students fared in classes after the current cut scores were used to determine placement. The results of that review will determine whether the cut scores are revised. Reading and writing would continue to have one set of cut scores to determine placement while math, as described in recommendation #2, would have a series of cut scores based on student needs the tests that could be used in making these determinations.

Community Town Hall Meetings

Several town hall meetings were scheduled throughout Colorado. The purpose of these town hall meetings was to discuss the initial proposed recommendations from the task forces with a broad group of stakeholders from the community. At each meeting, there were a variety of participants ranging from parents and community members to professionals in higher education and elected officials. The number of participants ranged from ten to forty at each meeting. A summary report was written about these town hall meetings and is available on the task force webpage.

Town hall meetings:

- Army
- Aurora Public Schools
- BOCES
- CACTE
- CASE
- CASE Executive Director
- CCHE
- CCCS VP of Student
 - Services
- CESDA
- COCEAL
- Colorado Council
- Colorado PTA
- Colorado Springs
- Concurrent Enrollment Advisory Board

- DAG
- Denver Public Schools
- Denver/Littleton
- Department of Higher Education
- Durango
- Education Leadership Council
- Fort Collins
- GEAR UP
- Grand Junction
- Southern Superintendents
- Statewide economic meeting
- Sterling

Community Feedback Common Positive Comments

Overall, the community had a very positive reaction to these policy recommendations.

- Consensus that Increase/add more assessments is a good idea.
- Review data in reference to placement scores, a good decision and a good practice.
- Assess student ability based on the "whole student" not just test scores, like the "holistic" approach.
- Determination of need for math based on student's career choice aligns with ICAP.
- Test scores Accuplacer (Agreement that cut scores should not be the same for each subject).

Community Feedback Common Challenges

- How will this effect 8th graders once the plan begins.
- Impact on bilingual students and students with special needs.
- Possible loss of efficiency when using a "holistic" approach.
- Issues concerning credit retrieval.
- Disconnect between good grades and low test scores.
- Would like to see Remediation BEFORE high school.
- Determine grading factors.
- Work on college readiness.
- Remediation discourages students.
- Will address students who do not test well but get good grades overall.

Remedial Education Draft Policy Recommendations October 2013

The task force took the feedback from the community into consideration and finalized their recommendations. These are listed below.

1. Colorado colleges and universities have typically relied on ACT or SAT college entrance exam scores and the Accuplacer test to determine whether a student needs remedial classes. This recommendation increases the number of assessment options, including annual state tests, for determining if a first-time student is college-ready in English and math. Expanding the number of accepted tests means greater flexibility for higher education institutions and for students. Results of the Compass exam could be used, as well as future administrations of PARCC* and Smarter Balanced* tests.

*Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced instruments are being field-tested nationally and by the Colorado Department of Education in an effort to implement and assess statewide college and career readiness standards for students. The research and validation studies will be available by 2016-17, at which point Colorado institutions of higher education will begin to use the approved college-readiness scores.

2. State officials reviewed Colorado-specific data and determined English and math cut scores should not be altered. Students scoring at or above the cut score are ready for a college-level course. Colleges may determine that the student may need co-requisite Supplemental Academic Instruction to ensure success. Students may not be required to take remedial coursework if they have been deemed college-ready. Students scoring below the cut score may be allowed to enter college-level courses based on an institution's secondary evaluation process.

Community Feedback on Remedial Education Policy draft

We received three times more surveys for the Remedial Education Policy draft than we did for the Admission Standards Policy draft. Overall, responders commented on how excited they were to have new, better, clearer standards and expectations in the Remedial Education Policy draft. They were excited to see the cut scores and the increase in number of assessment test options. The challenges included funding, implementation and how institutions will be held accountable. A couple responders asked about eliminating the rule that UCD and MSU Denver can only receive remedial education from CCD. Lastly, many responders commented on being pleased to see the state setting a standard for students.