

**First Regular Session
Sixty-ninth General Assembly
STATE OF COLORADO**

REVISED

*This Version Includes All Amendments Adopted
on Second Reading in the Second House*

LLS NO. 13-0099.01 Brita Darling x2241

HOUSE BILL 13-1023

HOUSE SPONSORSHIP

Murray and Fields,

SENATE SPONSORSHIP

Balmer and Kerr,

House Committees
Education

Senate Committees
Education

A BILL FOR AN ACT

101 **CONCERNING POLICIES RELATING TO ACADEMIC ACCELERATION IN**
102 **PRESCHOOL THROUGH TWELFTH GRADE.**

Bill Summary

(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://www.leg.state.co.us/billsummaries>.)

Educational Success Task Force. The bill requires each school district and institute charter school to adopt a policy concerning academic acceleration for students. The policy may include provisions outlined in the bill.

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.

SENATE
Amended 2nd Reading
March 6, 2013

HOUSE
3rd Reading Unamended
February 4, 2013

HOUSE
2nd Reading Unamended
February 1, 2013

1 *Be it enacted by the General Assembly of the State of Colorado:*

2 **SECTION 1. Legislative declaration.** (1) The general assembly
3 finds that:

4 (a) High-ability students who are above grade level in one or more
5 subjects or who meet academic content standards at an accelerated rate
6 should be challenged and supported to reach their full potential;

7 (b) School districts that have _____ transparent, systemwide
8 academic acceleration procedures for referring students, evaluating the
9 academic needs of the students, and implementing appropriate
10 acceleration interventions are more likely to provide these high-ability
11 students with a challenging education;

12 (c) School district acceleration procedures may include, but need
13 not be limited to, academic interventions such as accelerating a student
14 in a single subject, compacting curriculum, concurrent enrollment, credit
15 by examination, advanced placement or international baccalaureate
16 programs, specialized advanced academic programs, independent
17 academic studies, grade acceleration, grade telescoping, and early
18 entrance to college; and

19 (d) Participation in academic acceleration interventions _____
20 should not be limited to only those students who have been identified as
21 gifted and talented, but to all students who demonstrate high ability and
22 who may benefit from content acceleration or other acceleration
23 interventions in their area or areas of strength.

24 (2) Therefore, the general assembly declares that each school
25 district and each institute charter school is encouraged to adopt
26 systemwide academic acceleration procedures for referral, evaluation, and

1 academic intervention for high-ability students enrolled in the school
2 district or in the institute charter school.

3 **SECTION 2. In Colorado Revised Statutes, 22-7-1013, add (2.5)**
4 **as follows:**

5 **22-7-1013. Local education provider - preschool through**
6 **elementary and secondary education standards - adoption - academic**
7 **acceleration. (2.5) EACH LOCAL EDUCATION PROVIDER SHALL REVIEW ITS**
8 **PROCEDURES CONCERNING ACADEMIC ACCELERATION FOR STUDENTS.**
9 ACADEMIC ACCELERATION ALLOWS A STUDENT TO PROGRESS THROUGH AN
10 EDUCATION PROGRAM AT A RATE FASTER OR AT AGES YOUNGER THAN THE
11 **STUDENT'S PEERS. THE LOCAL EDUCATION PROVIDER SHALL CONSIDER**
12 **PROCEDURES THAT MAY INCLUDE,** BUT NEED NOT BE LIMITED TO, THE
13 FOLLOWING:

14 (A) THE PROCESS FOR REFERRAL FOR ACADEMIC ACCELERATION
15 AND PROCEDURES THAT ENSURE THE FAIR, OBJECTIVE, AND SYSTEMATIC
16 EVALUATION OF THE STUDENTS REFERRED;

17 (B) A DECISION-MAKING PROCESS FOR ACCELERATED PLACEMENT
18 THAT INVOLVES MULTIPLE PERSONS, INCLUDING A STUDENT'S PARENTS,
19 RATHER THAN A SOLE DECISION-MAKER;

20 (C) GUIDELINES FOR THE PRACTICE OF ACADEMIC ACCELERATION,
21 INCLUDING THE CATEGORIES, FORMS, AND TYPES OF ACADEMIC
22 ACCELERATION AND THE AWARD OF CREDIT;

23 (D) GUIDELINES FOR PREVENTING NONACADEMIC BARRIERS TO THE
24 USE OF ACCELERATION AS AN EDUCATIONAL INTERVENTION; AND

25 (E) AN APPEALS PROCESS FOR DECISIONS RELATED TO ACADEMIC
26 ACCELERATION, AS WELL AS A PROCESS FOR EVALUATING THE ACADEMIC
27 ACCELERATION PROCEDURES AND ITS EFFECTIVENESS IN SUCCESSFULLY

1 ACCELERATING STUDENTS.

2 (II) IN DESIGNING AND IMPLEMENTING THE ACADEMIC
3 ACCELERATION PROCEDURES, A SCHOOL DISTRICT MAY UTILIZE ANY
4 RESOURCES MADE AVAILABLE THROUGH THE DEPARTMENT OF EDUCATION
5 AND ANY NATIONAL RESEARCH CONTAINING RECOMMENDATIONS FOR
6 DEVELOPING SUCCESSFUL ACADEMIC ACCELERATION PROCEDURES.

7

8 **SECTION 3. Act subject to petition - effective date.** This act
9 takes effect at 12:01 a.m. on the day following the expiration of the
10 ninety-day period after final adjournment of the general assembly (August
11 7, 2013, if adjournment sine die is on May 8, 2013); except that, if a
12 referendum petition is filed pursuant to section 1 (3) of article V of the
13 state constitution against this act or an item, section, or part of this act
14 within such period, then the act, item, section, or part will not take effect
15 unless approved by the people at the general election to be held in
16 November 2014 and, in such case, will take effect on the date of the
17 official declaration of the vote thereon by the governor.