

CHAPTER 235

EDUCATION - PUBLIC SCHOOLS

HOUSE BILL 25-1278

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also SENATOR(S) Kirkmeyer and Michaelson Jenet, Bridges, Cutter, Jodeh, Kipp.

AN ACT

CONCERNING MODIFICATIONS TO THE STATEWIDE EDUCATION ACCOUNTABILITY SYSTEM, AND, IN CONNECTION THEREWITH, MAKING AND REDUCING AN APPROPRIATION.

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

SECTION 1. Legislative declaration. (1) The general assembly finds and declares that:

- (a) In response to the need for improved educational accountability, the general assembly passed into law House Bill 23-1241, enacted in 2023, which created the accountability, accreditation, student performance, and resource inequity task force;
- (b) The task force was comprised of 26 bipartisan-appointed members who represented a diverse array of education stakeholders;
- (c) The task force first convened in August 2023 to address challenges in the state's education accountability system;
- (d) Over the course of more than 150 hours of task force meetings, small group sessions, and stakeholder consultations, the task force rigorously examined state data; gathered expert input; and sought diverse perspectives from parents, students, educators, and community members;
- (e) The task force reached full consensus on 30 recommendations aimed at refining Colorado's education accountability system, improving the equity and transparency of data reporting, modernizing state assessments, and enhancing public school and school district improvement processes;

Capital letters or bold & italic numbers indicate new material added to existing law; dashes through words or numbers indicate deletions from existing law and such material is not part of the act.

(f) The recommendations address persistent inequities, including achievement gaps among student groups and the unique challenges faced by smaller public schools and school districts, while recognizing the importance of continuous improvement and stakeholder engagement; and

(g) Colorado's existing accountability system has a significant impact on the educational outcomes of over 800,000 K-12 students, so improvements are essential to ensure equitable opportunities and accurate reflections of student progress and school performance.

(2) The general assembly finds, therefore, that it is necessary and timely to implement the task force's recommendations and provide a roadmap for a more transparent, equitable, and effective accountability system that prioritizes the success and well-being of all Colorado students.

SECTION 2. In Colorado Revised Statutes, 22-7-1006.3, **amend** (1)(d), (2)(b), (4)(a), (4)(b), (7)(a), and (8)(a); and **add** (3)(e) and (12) as follows:

22-7-1006.3. State assessments - administration - rules - definitions. (1) (d) If all or any portion of a state assessment administered pursuant to subsection (1)(a) of this section requires a student to use a computer to take the assessment, ~~at the request of a local education provider;~~ FOR A STUDENT WITH A DISABILITY WHO HAS AN INDIVIDUALIZED EDUCATION PROGRAM, AS DEFINED IN SECTION 22-20-103, OR A SECTION 504 PLAN, AS DEFINED IN SECTION 22-20-123, AND WHOSE ACCOMMODATION REQUIRES A PENCIL-AND-PAPER FORMAT, the department of education must administer the portions of the state assessment that require a computer in a format that a student may complete using pencil and paper. Each local education provider shall report to the department the number of students it enrolls who will take the state assessment in a pencil-and-paper format.

(2) (b) The department of education shall select and the state shall pay the costs of administering an assessment that is administered throughout the United States and relied upon by institutions of higher education, referred to in this section as the "curriculum-based, achievement college entrance exam". Every five years, the department OF EDUCATION shall request competitive bids and contract for the curriculum-based, achievement college entrance exam. At a minimum, the curriculum-based, achievement college entrance exam must test in the areas of reading, writing, mathematics, and science. Each local education provider shall administer the curriculum-based achievement college entrance exam for students enrolled in eleventh grade. ~~The local education provider shall administer the writing portion of the curriculum-based, achievement college entrance exam to each student who requests the opportunity to take the writing portion. The department shall pay the costs of administering the writing portion of the exam.~~

(3) (e) TO EVALUATE STUDENTS, INCLUDING STUDENTS WHO TAKE ALTERNATE ASSESSMENTS OR ANOTHER APPROVED ASSESSMENT AS DESCRIBED IN SUBSECTION (3)(c) OF THIS SECTION, THE DEPARTMENT OF EDUCATION SHALL PROVIDE GUIDANCE TO LOCALE EDUCATION PROVIDERS ON HOW TO DIVIDE EACH STATE ASSESSMENT INTO SMALLER SECTIONS, WITH AGE-APPROPRIATE TIME FRAMES FOR STUDENTS WITH DISABILITIES WHO HAVE AN INDIVIDUALIZED EDUCATION PROGRAM, AS DEFINED IN

SECTION 22-20-103, OR A SECTION 504 PLAN, AS DEFINED IN SECTION 22-20-123. THE STATE BOARD MAY ADOPT RULES TO IMPLEMENT THIS SUBSECTION (3)(e).

(4) (a) (I) The department of education, in collaboration with local education providers, shall administer the English versions of the state assessments and ~~may administer an assessment adopted by the state board~~ STATE ASSESSMENTS PURSUANT TO SUBSECTION (1)(a) OF THIS SECTION, in languages other than English or Spanish for MATHEMATICS, SCIENCE, AND SOCIAL STUDIES, as may be appropriate for English language learners, when the number of English language learners with a specific language background reaches at least one thousand five hundred students statewide within an assessed grade level. To be eligible for a translated assessment, English language learners must receive instructional support for the content area in the proposed test language; except that, a student who has participated in an English language proficiency program, as provided in article 24 of this title TITLE 22, for more than a total of three school years is ineligible to take the state assessments in a language other than English. THE DEPARTMENT OF EDUCATION SHALL PRIORITIZE TRANSLATION EFFORTS BASED ON STATISTICAL AND PSYCHOMETRIC ANALYSES TO ENSURE THE VALIDITY AND RELIABILITY OF STATE ASSESSMENTS.

(II) Notwithstanding ~~the provisions of subparagraph (I) of this paragraph (a)~~ SUBSECTION (4)(a)(I) OF THIS SECTION to the contrary, a local education provider may administer an assessment adopted by the state board in a language other than English for up to five years to a student who is an English language learner if allowed by a waiver received from the federal department of education pursuant to ~~paragraph (c) of this subsection (4)~~ SUBSECTION (4)(c) OF THIS SECTION.

(b) The state board shall revise as necessary and the department of education shall administer reading and writing assessments in Spanish for students enrolled in the third and fourth grades. THE DEPARTMENT OF EDUCATION SHALL ADMINISTER READING AND WRITING ASSESSMENTS IN SPANISH FOR STUDENTS ENROLLED IN GRADES FIVE THROUGH EIGHT WHEN THE NUMBER OF ENGLISH LANGUAGE LEARNERS WHO RECEIVE INSTRUCTIONAL READING AND WRITING SERVICES IN SPANISH REACHES AT LEAST ONE THOUSAND FIVE HUNDRED STUDENTS STATEWIDE WITHIN AN ASSESSED GRADE LEVEL. THE DEPARTMENT OF EDUCATION SHALL PRIORITIZE TRANSLATION EFFORTS BASED ON STATISTICAL AND PSYCHOMETRIC ANALYSES TO ENSURE THE VALIDITY AND RELIABILITY OF THE STATE ASSESSMENTS.

(7) (a) The department of education shall, NO LATER THAN JUNE 1 OF EACH YEAR OR AS SOON AS PRACTICABLE, provide to each local education provider the results of all of the state assessments that the local education provider administers and make available to local education providers the state assessment data of individual students that is required to measure academic progress over time. The department shall align the disaggregation of state assessment results with the exclusion of scores permitted by subsection (6) of this section.

(8) (a) Each local education provider shall adopt policies to ensure that appropriate personnel within each school district and each institute charter school TIMELY share with and explain to the parent or legal guardian of each student enrolled in the school district or the institute charter school the student's state

assessment results returned to the student's public school pursuant to subsection (7) of this section.

(12) (a) THE DEPARTMENT OF EDUCATION SHALL CREATE AND DISTRIBUTE INFORMATION TO PUBLIC SCHOOLS, SCHOOL DISTRICTS, AND THE INSTITUTE THAT COMMUNICATES TO PARENTS AND GUARDIANS THE IMPORTANCE OF STATE ASSESSMENTS IN SUPPORTING STUDENTS, EDUCATORS, PUBLIC SCHOOLS, SCHOOL DISTRICTS, AND THE INSTITUTE.

(b) IN THE INFORMATION DESCRIBED IN SUBSECTION (12)(a) OF THIS SECTION, THE DEPARTMENT OF EDUCATION SHALL PROVIDE GUIDANCE TO PUBLIC SCHOOLS, SCHOOL DISTRICTS, THE INSTITUTE, AND EDUCATORS ON HOW TO ENCOURAGE STUDENTS TO PARTICIPATE IN STATE ASSESSMENTS TO THE EXTENT ALLOWABLE UNDER STATE AND FEDERAL LAW. THE DEPARTMENT OF EDUCATION SHALL PROVIDE GUIDANCE TO LOCAL EDUCATION PROVIDERS ON WHAT PUBLIC SCHOOLS, SCHOOL DISTRICTS, THE INSTITUTE, AND EDUCATORS CANNOT DO THAT WOULD DISCOURAGE STUDENT PARTICIPATION IN STATE ASSESSMENTS.

(c) AS USED IN THIS SUBSECTION (12), UNLESS THE CONTEXT OTHERWISE REQUIRES:

(I) "INSTITUTE" MEANS THE STATE CHARTER SCHOOL INSTITUTE CREATED PURSUANT TO SECTION 22-30.5-503.

(II) "PUBLIC SCHOOL" HAS THE SAME MEANING AS PROVIDED IN SECTION 22-1-101 AND INCLUDES, BUT IS NOT LIMITED TO, A DISTRICT CHARTER SCHOOL, AN INSTITUTE CHARTER SCHOOL, BOCES, OR AN ONLINE SCHOOL, AS DEFINED IN SECTION 22-30.7-102.

SECTION 3. In Colorado Revised Statutes, 22-11-103, **add** (22.5) as follows:

22-11-103. Definitions. As used in this article 11, unless the context otherwise requires:

(22.5) "PATHWAY PLAN" MEANS THE PLAN DESCRIBED IN AND ADOPTED BY A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL PURSUANT TO SECTION 22-11-213.

SECTION 4. In Colorado Revised Statutes, 22-11-202, **amend** (2)(c)(III); **repeal** (2)(c)(II); and **add** (2)(c)(IV) and (3) as follows:

22-11-202. Colorado growth model - technical advisory panel - accountability work group - rules. (2) (c) The department and the state board shall consult with the technical advisory panel concerning:

(II) ~~The amount of additional credit toward accreditation that each local education provider may receive pursuant to section 22-11-204 (3)(b); and~~

(III) Methods of including in the accreditation process consideration of student progress in attaining reading competency, as defined in section 22-7-1203 (10), in kindergarten and first and second grade; AND

(IV) METHODS TO MEASURE THE POSTSECONDARY AND WORKFORCE READINESS INDICATOR, INCLUDING THE COLLEGE AND CAREER READINESS BEFORE GRADUATION SUB-INDICATOR AND THE POSTSECONDARY PROGRESSION SUB-INDICATOR DESCRIBED IN SECTION 22-11-204 (4.5), AND METHODS TO MEASURE THE NUMBER OF STUDENTS WHO COMPLETE ONE OR MORE OF THE POSTSECONDARY AND WORKFORCE READINESS SUB-INDICATORS.

(3)(a) THE DEPARTMENT SHALL CONVENE AN ACCOUNTABILITY WORK GROUP TO PROVIDE FEEDBACK TO THE DEPARTMENT RELATED TO STATE AND FEDERAL ACCOUNTABILITY POLICIES AND DECISIONS AND TO MAKE RECOMMENDATIONS TO THE STATE BOARD. THE COMMISSIONER SHALL APPOINT, AT A MINIMUM, THE FOLLOWING MEMBERS TO SERVE ON THE ACCOUNTABILITY WORK GROUP:

(I) FOUR MEMBERS WHO SERVE AS SUPERINTENDENTS WHO REPRESENT DIFFERENT REGIONS OF THE STATE, INCLUDING A SUPERINTENDENT WHO REPRESENTS A RURAL SCHOOL DISTRICT;

(II) FIVE MEMBERS WHO SERVE AS SCHOOL AND SCHOOL DISTRICT LEADERS;

(III) ONE MEMBER WHO SERVES AS A CHARTER SCHOOL LEADER;

(IV) ONE MEMBER WHO WORKS FOR A BOARD OF COOPERATIVE SERVICES;

(V) ONE MEMBER WHO REPRESENTS A STATEWIDE ORGANIZATION SERVING SCHOOL EXECUTIVES;

(VI) ONE MEMBER WHO REPRESENTS A STATEWIDE ORGANIZATION REPRESENTING LOCAL SCHOOL BOARDS;

(VII) ONE MEMBER WHO REPRESENTS A STATEWIDE ORGANIZATION REPRESENTING EDUCATORS;

(VIII) TWO MEMBERS WHO REPRESENT AN EDUCATION ADVOCACY ORGANIZATION OR A CIVIL RIGHTS ORGANIZATION; AND

(IX) ONE MEMBER WHO IS A PARENT OR WHO REPRESENTS AN ORGANIZATION FOCUSED ON FAMILY INVOLVEMENT IN EDUCATION.

(b) THE MEMBERS OF THE ACCOUNTABILITY WORK GROUP SHALL SERVE AT THE WILL OF THE COMMISSIONER AND SHALL NOT RECEIVE COMPENSATION OR REIMBURSEMENT FOR EXPENSES.

(c) THE DEPARTMENT SHALL CONVENE MEETINGS OF THE ACCOUNTABILITY WORK GROUP AS NECESSARY AND WITHIN EXISTING APPROPRIATIONS.

(d) THE ACCOUNTABILITY WORK GROUP MEETINGS ARE OPEN TO THE PUBLIC.

SECTION 5. In Colorado Revised Statutes, 22-11-204, **amend** (1)(b), (4), and (5); and **add** (1)(e), (1)(f), and (4.5) as follows:

22-11-204. Performance indicators - measures - repeal. (1) (b) (I) (A) In

addition, the department shall annually determine the level of attainment of each public high school, each school district, the institute, and the state as a whole on the postsecondary and workforce readiness performance indicator based on the measures specified in subsection (4) of this section.

(B) THIS SUBSECTION (1)(b)(I) IS REPEALED, EFFECTIVE JULY 1, 2026.

(II) BEGINNING IN THE 2026-27 SCHOOL YEAR, THE DEPARTMENT SHALL ANNUALLY DETERMINE THE LEVEL OF ATTAINMENT OF EACH PUBLIC HIGH SCHOOL, EACH SCHOOL DISTRICT, THE INSTITUTE, AND THE STATE AS A WHOLE ON THE POSTSECONDARY AND WORKFORCE READINESS PERFORMANCE INDICATOR, INCLUDING THE COLLEGE AND CAREER READINESS BEFORE GRADUATION AND POSTSECONDARY PROGRESSION SUB-INDICATORS, BASED ON THE MEASURES SPECIFIED IN SUBSECTION (4.5) OF THIS SECTION.

(e) (I) FOR PURPOSES OF CALCULATING PERFORMANCE FOR THE PERFORMANCE INDICATORS, THE STATE BOARD SHALL ENSURE THAT THE CALCULATION INCLUDES CONSIDERATION OF THE ACADEMIC ACHIEVEMENT OF STUDENTS WITH DISABILITIES, INCLUDING STUDENTS WHO HAVE A DISABILITY PURSUANT TO THE FEDERAL "INDIVIDUALS WITH DISABILITIES EDUCATION ACT", 20 U.S.C. 1400 ET SEQ., BUT WHO NO LONGER MEET THE ELIGIBILITY CRITERIA FOR AN INDIVIDUALIZED EDUCATION PROGRAM, AS DEFINED IN SECTION 22-20-103 (2)(c).

(II) THE STATE BOARD SHALL ENSURE A STUDENT DESCRIBED IN SUBSECTION (1)(e)(I) OF THIS SECTION IS COUNTED IN THE CALCULATION DESCRIBED IN SUBSECTION (1)(e)(I) OF THIS SECTION FOR TWO YEARS AFTER IT IS DETERMINED THE STUDENT NO LONGER MEETS THE ELIGIBILITY CRITERIA FOR AN INDIVIDUALIZED EDUCATION PROGRAM, AS DEFINED IN SECTION 22-20-103; EXCEPT THAT A STUDENT WHO NO LONGER MEETS THE ELIGIBILITY CRITERIA BECAUSE THE STUDENT HAS GRADUATED FROM A PUBLIC HIGH SCHOOL IS NOT COUNTED IN THE CALCULATION.

(III) THE DEPARTMENT SHALL NOT INCLUDE A STUDENT DESCRIBED IN SUBSECTION (1)(e)(I) OF THIS SECTION IN CALCULATIONS OR DATA REPORTING FOR PURPOSES OF THE FEDERAL "EVERY STUDENT SUCCEEDS ACT", 20 U.S.C. SEC. 6301 ET SEQ.

(f) FOR PURPOSES OF CALCULATING PERFORMANCE FOR THE PERFORMANCE INDICATOR CONCERNING STUDENT ACADEMIC ACHIEVEMENT, THE STATE BOARD SHALL ENSURE THAT THE CALCULATION INCLUDES CONSIDERATION OF THE PERCENTAGES OF STUDENTS ENROLLED IN THE ELEVENTH GRADE IN PUBLIC HIGH SCHOOLS WHO SCORE AT EACH ACHIEVEMENT LEVEL ON THE STANDARDIZED CURRICULUM-BASED ACHIEVEMENT COLLEGE ENTRANCE EXAMINATION ADMINISTERED AS A STATEWIDE ASSESSMENT OR THE PERCENTAGES OF STUDENTS ENROLLED IN EACH OF THE GRADE LEVELS INCLUDED IN THE PUBLIC HIGH SCHOOL WHO SCORE AT EACH ACHIEVEMENT LEVEL ON THE ASSESSMENTS ADMINISTERED BY THE PUBLIC HIGH SCHOOL PURSUANT TO SECTION 22-7-1006.3.

(4) (a) The department shall determine the level of attainment of each public high school, each school district, the institute, and the state as a whole on the postsecondary and workforce readiness indicator by using, at a minimum, the following measures:

(a) (I) For each public high school, the department shall calculate:

~~(F) The percentages of students enrolled in the eleventh grade in the public high school who score at each achievement level on the standardized curriculum-based achievement college entrance examination administered as a statewide assessment or the percentages of students enrolled in each of the grade levels included in the public high school who score at each achievement level on the assessments administered pursuant to section 22-7-1006.3 by the public high school;~~

~~(H) (A) As soon as the data is available, the percentage of students graduating from the public high school who receive a diploma that includes a postsecondary and workforce readiness endorsement as described in section 22-7-1009 (1) and the percentage who receive a diploma that includes an endorsement for exemplary demonstration of postsecondary and workforce readiness as described in section 22-7-1009 (2);~~

~~(H) (A) (B) The graduation and dropout rates, as defined by rule of the state board. FOR PURPOSES OF THIS SUBSECTION (4)(a)(I)(B), A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH SCHOOL'S GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION (4)(a)(I)(B) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.~~

~~(B) Beginning in the 2020-21 school year, for purposes of this subsection (4)(a)(H), a student who is enrolled in special education services, as defined in section 22-20-103 (23), must be counted in the public high school's graduation rate in the school year in which the student completes the minimum graduation requirements. Nothing in this subsection (4)(a)(H)(B) limits the right to a free appropriate public education for a student as provided by the federal "Individuals with Disabilities Education Act", 20 U.S.C. sec. 1400 et seq., as amended; the "Exceptional Children's Educational Act", article 20 of this title 22; or any other federal or state law or rule.~~

~~(IV) (C) Beginning in the 2016-17 school year, The percentages of students graduating from the public high school who, in the school year immediately following graduation from high school, enroll in a career and technical education program, community college, or four-year institution of higher education. The department shall weight each postsecondary enrollment option equally in determining a public high school's level of attainment of this measure.~~

~~(IV.5) (D) Beginning in the 2018-19 school year, or in the first school year for which data is available, The percentage of students graduating from the public high school who, in the school year immediately following graduation from high school, enlist in the military. The department shall weight military enlistment equally with the postsecondary enrollment options described in subsection (4)(a)(IV) SUBSECTION (4)(a)(I)(C) of this section in determining a public high school's level of attainment on the postsecondary and workforce readiness indicator.~~

~~(V)~~ (E) ~~Beginning in the 2020-21 school year,~~ The percentage of students enrolled in the public high school who demonstrate college and career readiness, based on the demonstration options available to the students enrolled in the public high school, at the higher achievement level adopted by the state board that indicates a student is prepared, without needing remediation, to enroll in general education core courses; AND

~~(VI)~~ (F) ~~Beginning in the 2020-21 school year,~~ The percentage of students enrolled in the public high school who successfully complete an advanced placement course in a subject other than English language arts or math and earn a score of three or higher on the end-of-course advanced placement exam, the percentage of students who successfully complete a concurrent enrollment course in a subject other than English language arts or math and earn a grade of "B" or higher in the course, and the percentage of students who successfully complete an international baccalaureate course in a subject other than English language arts or math and earn a score of four or higher;

~~(b)~~ (II) For each school district and the institute, the department shall calculate:

~~(I) The overall percentages of students enrolled in the eleventh grade in all of the district public high schools or all institute charter high schools who score at each achievement level on the standardized curriculum-based achievement college entrance examination administered as a statewide assessment or the percentages of students enrolled in each of the grade levels included in the public high schools who score at each achievement level on the assessments administered pursuant to section 22-7-1006.3 by the public high schools;~~

~~(H)~~ (A) ~~Beginning with the first school year for which criteria are adopted pursuant to section 22-7-1009 (1) for awarding diplomas that are endorsed for postsecondary and workforce readiness and for each school year thereafter,~~ The overall percentage of all students graduating from the district public high schools or from the institute charter high schools who receive diplomas that are endorsed for postsecondary and workforce readiness as described in section 22-7-1009 (1) and the percentage who receive diplomas that are endorsed for exemplary demonstration of postsecondary and workforce readiness as described in section 22-7-1009 (2);

~~(H)~~ (A) (B) The overall graduation and dropout rates, as defined by rule of the state board, for the district public high schools or the institute charter high schools. FOR PURPOSES OF THIS SUBSECTION (4)(a)(II)(B), A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE SCHOOL DISTRICT'S AND THE INSTITUTE'S GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION (4)(a)(II)(B) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

~~(B) Beginning in the 2020-21 school year, for purposes of this subsection (4)(b)(H), a student who is enrolled in special education services, as defined in section 22-20-103 (23), must be counted in the school district's and the institute's~~

~~graduation rate in the school year in which the student completes the minimum graduation requirements. Nothing in this subsection (4)(b)(III)(B) limits the right to a free appropriate public education for a student as provided by the federal "Individuals with Disabilities Education Act", 20 U.S.C. sec. 1400 et seq., as amended; the "Exceptional Children's Educational Act", article 20 of this title 22; or any other federal or state law or rule.~~

(IV) (C) ~~Beginning in the 2016-17 school year,~~ The overall percentages of students graduating from all of the district public high schools or all institute charter high schools who, in the school year immediately following graduation from high school, enroll in a career and technical education program, community college, or four-year institution of higher education. The department shall weight each postsecondary enrollment option equally in determining a school district's or the institute's level of attainment of this measure.

~~(IV.5) (D) Beginning in the 2018-19 school year, or in the first school year for which data is available,~~ The overall percentages of students graduating from all of the district public high schools or all institute charter high schools who, in the school year immediately following graduation from high school, enlist in the military. The department shall weight military enlistment equally with the postsecondary enrollment options described in ~~subsection (4)(b)(IV) of this section~~ SUBSECTION (4)(a)(II)(C) OF THIS SECTION in determining a school district's or the institute's level of attainment on the postsecondary and workforce readiness indicator.

~~(V) (E) Beginning in the 2020-21 school year,~~ The overall percentage of students enrolled in the district public high schools or all of the institute charter high schools who demonstrate college and career readiness, based on the demonstration options offered by the district charter high schools, the school district, or the institute charter high schools, at the higher achievement level adopted by the state board that indicates a student is prepared, without needing remediation, to enroll in general education core courses; AND

~~(VI) (F) Beginning in the 2020-21 school year,~~ The overall percentage of students enrolled in the district public high schools or institute charter high schools who successfully complete an advanced placement course in a subject other than English language arts or math and earn a score of three or higher on the end-of-course advanced placement exam, the percentage of students who successfully complete a concurrent enrollment course in a subject other than English language arts or math and earn a grade of "B" or higher in the course, and the percentage of students who successfully complete an international baccalaureate course in a subject other than English language arts or math and earn a score of four or higher; AND

~~(e)~~ (III) For the state, the department shall calculate:

~~(f) The percentages of students enrolled in the eleventh grade in public high schools statewide who score at each achievement level on the standardized curriculum-based achievement college entrance examination administered as a statewide assessment or the percentages of students enrolled in each of the grade levels included in the public high schools statewide who score at each achievement~~

level on the assessments administered pursuant to section 22-7-1006.3 by the public high schools;

~~(H) (A) Beginning with the 2011-12 school year and for each school year thereafter,~~ The overall percentage of all students graduating from the public high schools in the state who receive diplomas that are endorsed for postsecondary and workforce readiness as described in section 22-7-1009 (1) and the percentage who receive diplomas that are endorsed for exemplary demonstration of postsecondary and workforce readiness as described in section 22-7-1009 (2);

~~(H)(A) (B)~~ The statewide graduation and dropout rates, as defined by rule of the state board, for the public high schools in the state. FOR PURPOSES OF THIS SUBSECTION (4)(a)(III)(B), A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE STATEWIDE GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION (4)(a)(III)(B) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

~~(B) Beginning in the 2020-21 school year, for purposes of this subsection (4)(c)(H), a student who is enrolled in special education services, as defined in section 22-20-103 (23), must be counted in the statewide graduation rate in the school year in which the student completes the minimum graduation requirements. Nothing in this subsection (4)(c)(H)(B) limits the right to a free appropriate public education for a student as provided by the federal "Individuals with Disabilities Education Act", 20 U.S.C. sec. 1400 et seq., as amended; the "Exceptional Children's Educational Act", article 20 of this title 22; or any other federal or state law or rule.~~

~~(IV) (C) Beginning in the 2016-17 school year,~~ The percentages of students graduating from public high schools statewide who, in the school year immediately following graduation from high school, enroll in a career and technical education program, community college, or four-year institution of higher education. The department shall weight each postsecondary enrollment option equally in determining the state's level of attainment of this measure.

~~(IV.5) (D) Beginning in the 2018-19 school year, or in the first school year for which data is available,~~ The percentage of students graduating from public high schools statewide who, in the school year immediately following graduation from high school, enlist in the military. The department shall weight military enlistment equally with the postsecondary enrollment options described in ~~subsection (4)(c)(IV) of this section~~ SUBSECTION (4)(a)(III)(C) OF THIS SECTION in determining the state's level of attainment on the postsecondary and workforce readiness indicator.

~~(V) (E) Beginning in the 2020-21 school year,~~ The overall percentage of students enrolled in the public high schools statewide who demonstrate college and career readiness, based on the demonstration options available to the students enrolled in each public high school, at the higher achievement level adopted by the state board

that indicates a student is prepared, without needing remediation, to enroll in general education core courses; AND

~~(VI) (F) Beginning in the 2020-21 school year,~~ The overall percentage of students enrolled in the public high schools of the state who successfully complete an advanced placement course in a subject other than English language arts or math and earn a score of three or higher on the end-of-course advanced placement exam, the percentage of students who successfully complete a concurrent enrollment course in a subject other than English language arts or math and earn a grade of "B" or higher in the course, and the percentage of students who successfully complete an international baccalaureate course in a subject other than English language arts or math and earn a score of four or higher.

(b) THIS SUBSECTION (4) IS REPEALED, EFFECTIVE JULY 1, 2027.

(4.5) BEGINNING IN THE 2027-28 SCHOOL YEAR, THE DEPARTMENT SHALL DETERMINE THE LEVEL OF ATTAINMENT ON THE POSTSECONDARY AND WORKFORCE READINESS INDICATOR OF EACH PUBLIC HIGH SCHOOL, EACH SCHOOL DISTRICT, THE INSTITUTE, AND THE STATE AS A WHOLE BY USING, AT A MINIMUM, THE FOLLOWING MEASURES:

(a) FOR EACH PUBLIC HIGH SCHOOL, THE DEPARTMENT SHALL CALCULATE:

(I) THE COLLEGE AND CAREER READINESS BEFORE GRADUATION SUB-INDICATOR, WHICH INCLUDES THE FOLLOWING MEASURES:

(A) THE PERCENTAGE OF STUDENTS WHO EARN TRANSFERABLE COLLEGE CREDITS WHILE IN HIGH SCHOOL, IN ALIGNMENT WITH THE DEPARTMENT OF HIGHER EDUCATION'S RECOMMENDATIONS FOR ADMISSIONS, AS ESTABLISHED IN SECTION 23-1-113 (1), OR IN ALIGNMENT WITH PUBLIC COMMUNITY AND TECHNICAL COLLEGE CERTIFICATE OR DEGREE REQUIREMENTS, THROUGH MEASURES WHICH MAY INCLUDE EARNING A SUFFICIENT SCORE ON AN END-OF-COURSE ADVANCED PLACEMENT EXAM, AS DETERMINED IN RULE BY THE STATE BOARD; SUCCESSFULLY COMPLETING A POSTSECONDARY COURSE, AS DETERMINED IN RULE BY THE STATE BOARD; OR EARNING A SUFFICIENT SCORE ON AN INTERNATIONAL BACCALAUREATE COURSE, AS DETERMINED IN RULE BY THE STATE BOARD;

(B) THE PERCENTAGE OF STUDENTS WHO DEMONSTRATE LEARNING THROUGH WORK AND LEARNING AT WORK CONSISTENT WITH THE WORK-BASED LEARNING QUALITY EXPECTATIONS ESTABLISHED PURSUANT TO SECTION 8-83-602; AND

(C) THE PERCENTAGE OF STUDENTS WHO EARN A CREDENTIAL THAT MEETS THE REQUIREMENTS OUTLINED IN THE QUALITY STANDARDS FRAMEWORK CREATED IN SECTION 23-5-145.6 (2) AND THE ANNUAL COLORADO TALENT PIPELINE REPORT DESCRIBED IN SECTION 24-46.3-103;

(II) THE POSTSECONDARY PROGRESSION SUB-INDICATOR, WHICH INCLUDES THE FOLLOWING MEASURES:

(A) THE PERCENTAGES OF STUDENTS GRADUATING FROM THE PUBLIC HIGH SCHOOL WHO, AFTER MEETING GRADUATION REQUIREMENTS, ENROLL IN A CAREER

AND TECHNICAL EDUCATION PROGRAM, COMMUNITY COLLEGE, FOUR-YEAR INSTITUTION OF HIGHER EDUCATION, OR REGISTERED APPRENTICESHIP PROGRAM, AS DEFINED IN SECTION 8-15.7-101. THE DEPARTMENT SHALL WEIGHT EACH POSTSECONDARY ENROLLMENT OPTION EQUALLY IN DETERMINING A PUBLIC HIGH SCHOOL'S LEVEL OF ATTAINMENT ON THE POSTSECONDARY PROGRESSION SUB-INDICATOR.

(B) THE PERCENTAGE OF STUDENTS GRADUATING FROM THE PUBLIC HIGH SCHOOL WHO, IN THE SCHOOL YEAR IMMEDIATELY FOLLOWING GRADUATION FROM HIGH SCHOOL, ENLIST IN THE MILITARY. THE DEPARTMENT SHALL WEIGHT MILITARY ENLISTMENT EQUALLY WITH THE POSTSECONDARY ENROLLMENT OPTIONS DESCRIBED IN SUBSECTION (4.5)(a)(II)(A) OF THIS SECTION IN DETERMINING A PUBLIC HIGH SCHOOL'S LEVEL OF ATTAINMENT ON THE POSTSECONDARY PROGRESSION SUB-INDICATOR.

(C) THE PERCENTAGE OF STUDENTS ENROLLED IN A CONCURRENT ENROLLMENT OR EARLY COLLEGE PROGRAM THAT RESULTS IN THE STUDENTS EARNING TWELVE COLLEGE CREDITS OR A DEGREE.

(III) THE GRADUATION RATE SUB-INDICATOR, AS DEFINED BY THE STATE BOARD BY RULE. FOR PURPOSES OF THIS SUBSECTION (4.5)(a)(III), A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH SCHOOL'S GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION (4.5)(a)(III) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

(IV) THE DROPOUT RATE SUB-INDICATOR, AS DEFINED BY THE STATE BOARD BY RULE.

(b) FOR EACH SCHOOL DISTRICT AND THE INSTITUTE, THE DEPARTMENT SHALL CALCULATE:

(I) THE COLLEGE AND CAREER READINESS BEFORE GRADUATION SUB-INDICATOR, WHICH INCLUDES THE FOLLOWING MEASURES:

(A) THE OVERALL PERCENTAGE OF STUDENTS WHO EARN TRANSFERABLE COLLEGE CREDITS WHILE IN HIGH SCHOOL, IN ALIGNMENT WITH THE DEPARTMENT OF HIGHER EDUCATION'S RECOMMENDATIONS FOR ADMISSIONS, AS ESTABLISHED IN SECTION 23-1-113 (1), OR IN ALIGNMENT WITH PUBLIC COMMUNITY AND TECHNICAL COLLEGE CERTIFICATE OR DEGREE REQUIREMENTS, THROUGH MEASURES WHICH MAY INCLUDE EARNING A SUFFICIENT SCORE ON AN END-OF-COURSE ADVANCED PLACEMENT EXAM, AS DETERMINED IN RULE BY THE STATE BOARD; SUCCESSFULLY COMPLETING A POSTSECONDARY COURSE, AS DETERMINED IN RULE BY THE STATE BOARD; OR EARNING A SUFFICIENT SCORE ON AN INTERNATIONAL BACCALAUREATE COURSE, AS DETERMINED IN RULE BY THE STATE BOARD;

(B) THE OVERALL PERCENTAGE OF STUDENTS WHO DEMONSTRATE LEARNING

THROUGH WORK AND LEARNING AT WORK CONSISTENT WITH THE WORK-BASED LEARNING QUALITY EXPECTATIONS ESTABLISHED PURSUANT TO SECTION 8-83-602; AND

(C) THE OVERALL PERCENTAGE OF STUDENTS WHO EARN A CREDENTIAL THAT MEETS THE REQUIREMENTS OUTLINED IN THE QUALITY STANDARDS FRAMEWORK CREATED IN SECTION 23-5-145.6(2) AND THE ANNUAL COLORADO TALENT PIPELINE REPORT DESCRIBED IN SECTION 24-46.3-103;

(II) THE POSTSECONDARY PROGRESSION SUB-INDICATOR, WHICH INCLUDES THE FOLLOWING MEASURES:

(A) THE OVERALL PERCENTAGES OF STUDENTS GRADUATING FROM ALL DISTRICT PUBLIC HIGH SCHOOLS OR ALL INSTITUTE CHARTER HIGH SCHOOLS WHO, AFTER MEETING GRADUATION REQUIREMENTS, ENROLL IN A CAREER AND TECHNICAL EDUCATION PROGRAM, COMMUNITY COLLEGE, FOUR-YEAR INSTITUTION OF HIGHER EDUCATION, OR REGISTERED APPRENTICESHIP PROGRAM, AS DEFINED IN SECTION 8-15.7-101. THE DEPARTMENT SHALL WEIGHT EACH POSTSECONDARY ENROLLMENT OPTION EQUALLY IN DETERMINING A DISTRICT PUBLIC HIGH SCHOOL'S OR AN INSTITUTE CHARTER HIGH SCHOOL'S LEVEL OF ATTAINMENT ON THE POSTSECONDARY PROGRESSION SUB-INDICATOR.

(B) THE OVERALL PERCENTAGE OF STUDENTS GRADUATING FROM ALL DISTRICT PUBLIC HIGH SCHOOLS OR ALL INSTITUTE CHARTER HIGH SCHOOLS WHO, IN THE SCHOOL YEAR IMMEDIATELY FOLLOWING GRADUATION FROM HIGH SCHOOL, ENLIST IN THE MILITARY. THE DEPARTMENT SHALL WEIGHT MILITARY ENLISTMENT EQUALLY WITH THE POSTSECONDARY ENROLLMENT OPTIONS DESCRIBED IN SUBSECTION (4.5)(b)(II)(A) OF THIS SECTION IN DETERMINING A PUBLIC HIGH SCHOOL'S OR AN INSTITUTE CHARTER HIGH SCHOOL'S LEVEL OF ATTAINMENT ON THE POSTSECONDARY PROGRESSION SUB-INDICATOR.

(C) THE OVERALL PERCENTAGE OF STUDENTS ENROLLED IN A CONCURRENT ENROLLMENT OR EARLY COLLEGE PROGRAM THAT RESULTS IN THE STUDENTS EARNING TWELVE COLLEGE CREDITS OR A DEGREE.

(III) THE GRADUATION RATE SUB-INDICATOR, AS DEFINED BY THE STATE BOARD BY RULE. FOR PURPOSES OF THIS SUBSECTION (4.5)(b)(III), A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH SCHOOL'S GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION (4.5)(b)(III) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

(IV) THE DROPOUT RATE SUB-INDICATOR, AS DEFINED BY THE STATE BOARD BY RULE.

(c) FOR THE STATE, THE DEPARTMENT SHALL CALCULATE:

(I) THE COLLEGE AND CAREER READINESS BEFORE GRADUATION SUB-INDICATOR, WHICH INCLUDES THE FOLLOWING MEASURES:

(A) THE PERCENTAGE OF STUDENTS WHO EARN TRANSFERABLE COLLEGE CREDITS WHILE IN HIGH SCHOOL, IN ALIGNMENT WITH THE DEPARTMENT OF HIGHER EDUCATION'S RECOMMENDATIONS FOR ADMISSIONS, AS ESTABLISHED IN SECTION 23-1-113(1), OR IN ALIGNMENT WITH PUBLIC COMMUNITY AND TECHNICAL COLLEGE CERTIFICATE OR DEGREE REQUIREMENTS, THROUGH MEASURES WHICH MAY INCLUDE EARNING A SUFFICIENT SCORE ON AN END-OF-COURSE ADVANCED PLACEMENT EXAM, AS DETERMINED IN RULE BY THE STATE BOARD; SUCCESSFULLY COMPLETING A POSTSECONDARY COURSE, AS DETERMINED IN RULE BY THE STATE BOARD; OR EARNING A SUFFICIENT SCORE ON AN INTERNATIONAL BACCALAUREATE COURSE, AS DETERMINED IN RULE BY THE STATE BOARD;

(B) THE PERCENTAGE OF STUDENTS WHO DEMONSTRATE LEARNING THROUGH WORK AND LEARNING AT WORK CONSISTENT WITH THE WORK-BASED LEARNING QUALITY EXPECTATIONS ESTABLISHED PURSUANT TO SECTION 8-83-602; AND

(C) THE PERCENTAGE OF STUDENTS WHO EARN A CREDENTIAL THAT MEETS THE REQUIREMENTS OUTLINED IN THE QUALITY STANDARDS FRAMEWORK CREATED IN SECTION 23-5-145.6 (2) AND THE ANNUAL COLORADO TALENT PIPELINE REPORT DESCRIBED IN SECTION 24-46.3-103;

(II) THE POSTSECONDARY PROGRESSION SUB-INDICATOR, WHICH INCLUDES THE FOLLOWING MEASURES:

(A) THE PERCENTAGES OF STUDENTS GRADUATING FROM PUBLIC HIGH SCHOOLS WHO, AFTER MEETING GRADUATION REQUIREMENTS, ENROLL IN A CAREER AND TECHNICAL EDUCATION PROGRAM, COMMUNITY COLLEGE, FOUR-YEAR INSTITUTION OF HIGHER EDUCATION, OR REGISTERED APPRENTICESHIP PROGRAM, AS DEFINED IN SECTION 8-15.7-101. THE DEPARTMENT SHALL WEIGHT EACH POSTSECONDARY ENROLLMENT OPTION EQUALLY IN DETERMINING A STATE'S LEVEL OF ATTAINMENT ON THE POSTSECONDARY PROGRESSION SUB-INDICATOR.

(B) THE PERCENTAGE OF STUDENTS GRADUATING FROM PUBLIC HIGH SCHOOLS WHO, IN THE SCHOOL YEAR IMMEDIATELY FOLLOWING GRADUATION FROM HIGH SCHOOL, ENLIST IN THE MILITARY. THE DEPARTMENT SHALL WEIGHT MILITARY ENLISTMENT EQUALLY WITH THE POSTSECONDARY ENROLLMENT OPTIONS DESCRIBED IN SUBSECTION (4.5)(c)(II)(A) OF THIS SECTION IN DETERMINING THE STATE'S LEVEL OF ATTAINMENT ON THE POSTSECONDARY PROGRESSION SUB-INDICATOR.

(C) THE PERCENTAGE OF STUDENTS ENROLLED IN A CONCURRENT ENROLLMENT OR EARLY COLLEGE PROGRAM THAT RESULTS IN STUDENTS EARNING TWELVE COLLEGE CREDITS OR A DEGREE.

(III) THE GRADUATION RATE SUB-INDICATOR, AS DEFINED BY THE STATE BOARD BY RULE. FOR PURPOSES OF THIS SUBSECTION (4.5)(c)(III), A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH SCHOOL'S GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT COMPLETES THE MINIMUM GRADUATION

REQUIREMENTS. THIS SUBSECTION (4.5)(c)(III) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

(IV) THE OVERALL DROPOUT RATES, AS DEFINED BY THE STATE BOARD BY RULE.

(d) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL, IN COLLABORATION WITH THE TECHNICAL ADVISORY PANEL, REPORT ON THE METRICS OF THE POSTSECONDARY AND WORKFORCE READINESS INDICATOR DESCRIBED IN THIS SUBSECTION (4.5) TO THE EDUCATION COMMITTEES OF THE SENATE, AND THE HOUSE OF REPRESENTATIVES, OR THEIR SUCCESSOR COMMITTEES.

(5) In measuring the performance of a public school, a school district, the institute, or the state on each of the performance indicators, the department shall CALCULATE THE MEASURES FOR EACH PERFORMANCE INDICATOR FOR THE OVERALL STUDENT POPULATION AND FOR THE COMBINED DISAGGREGATED GROUP. THE DEPARTMENT SHALL disaggregate the measures for each indicator by student group FOR REPORTING PURPOSES PURSUANT TO SUBSECTION (7)(a) OF THIS SECTION. The department shall separately account for the performance of each COMBINED student group in determining the overall performance on a performance indicator by a public school, a school district, the institute, or the state. IN DETERMINING THE OVERALL PERFORMANCE ON A PERFORMANCE INDICATOR, THE DEPARTMENT SHALL ENSURE THAT EACH STUDENT IN THE COMBINED DISAGGREGATED GROUP IS COUNTED ONCE EVEN IF THE STUDENT BELONGS TO MULTIPLE STUDENT GROUPS.

SECTION 6. In Colorado Revised Statutes, 22-11-207, **amend** (1) introductory portion, (2) introductory portion, (2)(a), (4)(a), and (5); and **add** (2.5)(c) as follows:

22-11-207. Accreditation categories - criteria - rules. (1) The state board shall ~~promulgate~~ ADOPT rules to establish accreditation categories that ~~shall~~ include, but ~~need~~ ARE not be limited to:

(2) The state board shall ~~promulgate~~ ADOPT rules establishing objective, measurable criteria that the department shall apply in determining the appropriate accreditation category for each school district and the institute, placing the greatest emphasis on attainment of the performance indicators. At a minimum, the rules must take into consideration:

(a) A school district's or the institute's level of attainment of the statewide targets on the performance indicators, INCLUDING SUCCESSFULLY COMPLETING THE FOLLOWING TO EARN AN ACCREDITED WITH DISTINCTION PLAN:

(I) SUCCESSFULLY MEETING THE ACCREDITED WITH DISTINCTION PLAN THRESHOLDS ON THE DISTRICT PERFORMANCE FRAMEWORKS OR THE INSTITUTE PERFORMANCE FRAMEWORKS;

(II) REPORTING THAT AT LEAST EIGHTY-FIVE PERCENT OF STUDENTS PARTICIPATE IN AND COMPLETE STATE ASSESSMENTS;

(III) REPORTING THAT THE ALL-STUDENT GROUP IS AT LEAST MEETING EXPECTATIONS FOR ACADEMIC GROWTH;

(IV) REPORTING THAT NO INDIVIDUAL STUDENT GROUP HAS RECEIVED A "DOES NOT MEET EXPECTATION" RATING FOR ACADEMIC GROWTH; AND

(V) REPORTING THAT THE ALL-STUDENT GROUP IS AT LEAST APPROACHING PERFORMANCE EXPECTATIONS FOR ACADEMIC ACHIEVEMENT.

(2.5) (c) WHEN THE DEPARTMENT NOTIFIES A SCHOOL DISTRICT AND THE INSTITUTE OF ITS INITIAL ACCREDITATION ASSIGNMENT AND FINAL ACCREDITATION CATEGORY PURSUANT TO SUBSECTIONS (2.5)(A) AND (2.5)(B) OF THIS SECTION, THE DEPARTMENT SHALL NOTIFY THE SCHOOL DISTRICT OR INSTITUTE IF IT DID NOT RECEIVE AN ACCREDITED WITH DISTINCTION PLAN AS A RESULT OF LOW STUDENT PARTICIPATION IN STATE ASSESSMENTS. IF A DISTRICT MEETS THE CRITERIA DESCRIBED IN SUBSECTIONS (2)(a)(I), (2)(a)(III), (2)(a)(IV), AND (2)(a)(V) OF THIS SECTION BUT DOES NOT MEET THE CRITERIA DESCRIBED IN SUBSECTION (2)(a)(II) OF THIS SECTION, THE DISTRICT MAY SUBMIT TO THE DEPARTMENT A REQUEST FOR RECONSIDERATION OF ITS INITIAL ACCREDITATION ASSIGNMENT IF THE DISTRICT REPORTS THAT AT LEAST SEVENTY-FIVE PERCENT OF STUDENTS PARTICIPATE IN AND COMPLETE STATE ASSESSMENTS AND DEMONSTRATES THAT THE STUDENTS TESTED ARE REPRESENTATIVE OF THE DISTRICT'S OVERALL STUDENT POPULATION. A SMALL RURAL DISTRICT, AS DEFINED IN SECTION 22-54-103, THAT MEETS THE CRITERIA DESCRIBED IN SUBSECTIONS (2)(a)(I), (2)(a)(III), (2)(a)(IV), AND (2)(a)(V) OF THIS SECTION BUT DOES NOT MEET THE CRITERIA DESCRIBED IN SUBSECTION (2)(a)(II) OF THIS SECTION MAY USE THE CRITERIA OUTLINED IN STATE BOARD RULE FOR THE RECONSIDERATION OF ITS INITIAL ACCREDITATION ASSIGNMENT.

(4) (a) ~~Beginning with the 2018-19 school year,~~ If a school district or the institute performs at a level that results in being accredited with priority improvement plan or lower for two consecutive years followed by three consecutive or nonconsecutive years, resulting in a total of five years of performance at such a level, THE SCHOOL DISTRICT OR THE INSTITUTE SHALL SUBMIT A PATHWAY PLAN TO THE STATE BOARD FOR APPROVAL AND the state board shall require the school district or institute to take significant action as provided in section 22-11-209; except that, before the five years have accumulated, if the school district or institute performs for at least two consecutive years at a level that results in being accredited with improvement plan or higher, the five years stop accumulating unless the school district or institute again performs at a level that results in being accredited with priority improvement plan or lower for two consecutive years, at which time the school district or institute is again in the first two of the five years. For the time during which the five years of performance are accumulating, a school district or the institute is on performance watch. THE DEPARTMENT SHALL MONITOR PROGRESS ON THE IMPLEMENTATION OF THE ACTIONS ORDERED BY THE STATE BOARD PURSUANT TO SECTION 22-11-209. THE DEPARTMENT SHALL PROVIDE PERIODIC UPDATES TO THE STATE BOARD.

(5) Notwithstanding ~~any provision of~~ subsection (4)(a) of this section or section 22-11-209 (2)(a) to the contrary, at the request of a school district, in consultation with the district accountability committee, or the institute, THE SCHOOL DISTRICT OR THE INSTITUTE MAY VOLUNTARILY REQUEST, IN THE THIRD OR FOURTH YEAR OF PERFORMANCE WATCH, TO PROCEED WITH A SIGNIFICANT ACTION DESCRIBED IN

SECTION 22-11-209 (2)(a) THAT IS NOT OTHERWISE REQUIRED BY LAW. THE SCHOOL DISTRICT OR THE INSTITUTE SHALL DESIGN A PATHWAY PLAN AND PRESENT THE PATHWAY PLAN TO THE STATE BOARD FOR APPROVAL. The state board may direct the school district or institute to take significant actions as provided in section 22-11-209 even though the school district or institute has not completed the five years of performance watch. If the state board requires the school district or institute to take significant actions, the school district or institute is subject to the provisions of section 22-11-209 (3.5). WHEN THE SCHOOL DISTRICT OR THE INSTITUTE VOLUNTARILY REQUESTS TO PROCEED WITH A SIGNIFICANT ACTION IN THE THIRD OR FOURTH YEAR OF PERFORMANCE WATCH, THE STATE BOARD IS LIMITED TO DIRECTING THE SIGNIFICANT ACTION FROM THE LIST SET FORTH IN SECTION 22-11-209 (2)(a) THAT IS PROPOSED BY THE SCHOOL DISTRICT OR THE INSTITUTE.

SECTION 7. In Colorado Revised Statutes, 22-11-208, **amend** (2) introductory portion, (2.5), and (3) introductory portion; and **add** (2.3), (2.7), (4), and (5) as follows:

22-11-208. Accreditation - annual review - supports and interventions - rules. (2) The department shall provide technical assistance and support to ~~school districts that are~~ A SCHOOL DISTRICT OR THE INSTITUTE IF THE SCHOOL DISTRICT OR THE INSTITUTE IS accredited with improvement plan, accredited with priority improvement plan, or accredited with turnaround plan, ~~and to the institute if it is accredited at any of those categories~~ OR MEETS CRITERIA THE DEPARTMENT IDENTIFIES THAT INDICATES THE SCHOOL DISTRICT'S OR THE INSTITUTE'S PERFORMANCE IS DECLINING. The department shall base the amount of technical assistance and support provided to a school district or the institute on the school district's or institute's degree of need for assistance and the department's available resources. Technical assistance and support may include, but need not be limited to:

(2.3) IF A SCHOOL DISTRICT OR THE INSTITUTE MEETS THE CRITERIA DESCRIBED IN SUBSECTION (2) OF THIS SECTION, THE DEPARTMENT MAY REQUIRE THE SCHOOL DISTRICT OR THE INSTITUTE TO PARTICIPATE IN AN EVALUATION THAT IS CONDUCTED BY:

(a) THE DEPARTMENT;

(b) A THIRD PARTY APPROVED BY THE DEPARTMENT; OR

(c) THE SCHOOL DISTRICT OR THE INSTITUTE USING A SELF-ASSESSMENT TOOL APPROVED BY THE DEPARTMENT.

(2.5) (a) In addition to the technical assistance and support described in subsection (2) of this section, the department shall make available to the directors of the local school board of a school district that is accredited with improvement plan or lower, or that includes a public school that is required to adopt a priority improvement or turnaround plan, training in school district and public school governance and turnaround best practices. The department shall also make available informational materials and training opportunities for parents, school personnel, and members of the affected district accountability committee and school accountability committee.

(b) THE DEPARTMENT SHALL, IN COLLABORATION WITH RELEVANT ORGANIZATIONS THAT WORK WITH LOCAL SCHOOL BOARDS AND THE INSTITUTE BOARD, PROVIDE GUIDANCE TO EACH LOCAL SCHOOL BOARD AND THE INSTITUTE BOARD ON HOW TO REVIEW AND MONITOR THE IMPLEMENTATION OF ACCREDITATION PLANS TO CREATE CONSISTENCY WITH THE IMPLEMENTATION OF STATEWIDE IMPROVEMENT PLANS.

(2.7) FOR THE 2024-25 AND 2025-26 BUDGET YEARS, THE DEPARTMENT SHALL, WITHIN EXISTING RESOURCES, COMPLY WITH SUBSECTIONS (2) AND (4) OF THIS SECTION. FOR THE 2026-27 BUDGET YEAR, AND FOR BUDGET YEARS THEREAFTER, THE DEPARTMENT MAY SUBMIT A REQUEST TO THE GENERAL ASSEMBLY FOR ADDITIONAL RESOURCES THROUGH THE ANNUAL BUDGET PROCESS.

(3) The commissioner may assign the state review panel to critically evaluate a school district's priority improvement plan, ~~or~~ turnaround plan, OR PATHWAY PLAN, or the institute's priority improvement plan, ~~or~~ turnaround plan, OR PATHWAY PLAN. The commissioner may require the state review panel to conduct one or more on-site visits as part of evaluating a school district's or the institute's priority improvement, ~~or~~ turnaround plan, OR PATHWAY PLAN. Based on its evaluation, the state review panel shall report to the commissioner, the state board, and the affected local school board or institute board recommendations concerning:

(4) THE DEPARTMENT SHALL OFFER ONGOING SUPPORT AND FEEDBACK TO A SCHOOL DISTRICT OR THE INSTITUTE DURING YEAR TWO OF THE TWO CONSECUTIVE YEARS OF A PRIORITY IMPROVEMENT OR TURNAROUND PLAN.

(5)(a) IF A SCHOOL DISTRICT OR THE INSTITUTE HAS LOW STUDENT PARTICIPATION IN THE STATE ASSESSMENT THAT RESULTS IN A CATEGORY OF "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION", THE SCHOOL DISTRICT OR THE INSTITUTE SHALL CREATE A CORRECTIVE ACTION PLAN AND SUBMIT IT TO THE DEPARTMENT. WHEN CREATING THE CORRECTIVE ACTION PLAN, THE SCHOOL DISTRICT OR THE INSTITUTE SHALL CONSIDER:

(I) EDUCATING PARENTS AND GUARDIANS ON THE IMPORTANCE OF STUDENT PARTICIPATION IN STATE ASSESSMENTS;

(II) EXPLAINING TO PARENTS AND GUARDIANS THE EFFECTS OF LOW RATES OF PARTICIPATION IN STATE ASSESSMENTS;

(III) COMMUNICATING TO PUBLIC SCHOOL STAFF TO ENCOURAGE PARENTS AND STUDENTS TO OPT IN TO STATE ASSESSMENTS; AND

(IV) COMMUNICATING WITH ORGANIZATIONS THAT ADVOCATE FOR STATE ASSESSMENT OPT-OUTS TO ENSURE THE ORGANIZATIONS HAVE INFORMATION ON THE IMPORTANCE OF STATE ASSESSMENTS.

(b) IF A SCHOOL DISTRICT OR INSTITUTE RECEIVES A CATEGORY OF "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION" IN THE STATE ASSESSMENT FOR THREE CONSECUTIVE YEARS, THE SCHOOL DISTRICT OR INSTITUTE SHALL PRESENT ITS CORRECTIVE ACTION PLAN AS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION TO THE STATE BOARD.

(c) FOR THE 2025-26 AND THE 2026-27 SCHOOL YEARS, ONLINE SCHOOLS, AS DEFINED IN SECTION 22-30.7-102, ARE NOT SUBJECT TO THIS SUBSECTION (5).

SECTION 8. In Colorado Revised Statutes, 22-11-209, **amend** (2)(a)(I)(E), (2)(a)(II)(B), (2)(a)(II)(C), and (3.5)(a); and **add** (2)(a)(I)(G), (2)(a)(II)(D), (5), and (6) as follows:

22-11-209. Removal of accreditation - recommended actions - review - appeal - rules. (2) (a) If a school district or the institute is accredited with a turnaround plan and the department determines that the school district or institute has failed to make substantial progress under its turnaround plan, or if the school district or institute has been on performance watch for the full five years, the commissioner shall assign the state review panel to critically evaluate the school district's or the institute's performance and to recommend one or more of the following actions:

(I) If the recommendation applies to a school district:

(E) That one or more of the district public schools be closed; ~~or~~

(G) THAT THE SCHOOL DISTRICT TAKE OTHER ACTIONS, AS PROPOSED BY THE SCHOOL DISTRICT, THAT ARE COMPARABLE TO OR THAT HAVE A MORE SIGNIFICANT EFFECT THAN THE ACTIONS DESCRIBED IN SUBSECTIONS (2)(a)(I)(A) TO (2)(a)(I)(F) OF THIS SECTION AND THAT ARE ALIGNED TO THE PATHWAY PLAN AND DESIGNED TO SUPPORT THE IMPLEMENTATION OF THE PATHWAY PLAN. ACTIONS INCLUDE, BUT ARE NOT LIMITED TO, CONTRACTING WITH EXTERNAL PARTNERS, USING CONTRACTORS OR RESOURCES PROVIDED BY THE DEPARTMENT, ENGAGING IN CROSS-DISTRICT PROGRESS MONITORING, OR COMPREHENSIVE SCHOOL REDESIGN.

(II) If the recommendation applies to the institute:

(B) That a public or private entity take over management of the institute or management of one or more of the institute charter schools; ~~or~~

(C) That one or more of the institute charter schools be closed; OR

(D) THAT THE INSTITUTE TAKE OTHER ACTIONS, AS PROPOSED BY THE INSTITUTE, THAT ARE COMPARABLE TO OR THAT HAVE A MORE SIGNIFICANT EFFECT THAN THE ACTIONS DESCRIBED IN SUBSECTIONS (2)(a)(II)(A) TO (2)(a)(II)(C) OF THIS SECTION AND THAT ARE ALIGNED TO THE PATHWAY PLAN AND DESIGNED TO SUPPORT THE IMPLEMENTATION OF THE PATHWAY PLAN. ACTIONS INCLUDE, BUT ARE NOT LIMITED TO, CONTRACTING WITH EXTERNAL PARTNERS, USING CONTRACTORS OR RESOURCES PROVIDED BY THE DEPARTMENT, ENGAGING IN CROSS-DISTRICT PROGRESS MONITORING, OR COMPREHENSIVE SCHOOL REDESIGN.

(3.5) (a) So long as a school district or the institute performs at a level that results in being accredited with priority improvement plan or lower, after the state board initially directs the school district or institute to take action as described in subsections (2) and (3) of this section, the commissioner may in any year, but shall every two years, assign the state review panel to critically evaluate the school district's or the institute's performance and recommend one or more of the actions

described in subsection (2)(a) of this section. In evaluating the school district's or institute's PATHWAY PLAN AND performance and recommending actions, the state review panel shall consider the criteria specified in subsection (2)(b) of this section. The state board shall consider the recommendations of the state review panel, the actions that the school district or institute was previously directed to take, the fidelity with which the district or institute has implemented the directed actions AND THE PATHWAY PLAN, and whether the amount of time that the school district or institute has had to implement the actions is reasonably sufficient to achieve results. The state board shall either require the school district or institute to continue the previously directed actions or direct the school district or institute to undertake additional or different actions as provided in subsections (2) and (3) of this section.

(5) A CONTRACT WITH A PUBLIC OR PRIVATE ENTITY THAT SERVES AS AN EXTERNAL PARTNER FOR A SCHOOL DISTRICT OR THE INSTITUTE, AS DESCRIBED IN SUBSECTION (2)(a) OF THIS SECTION, MUST INCLUDE PROVISIONS THAT DESCRIBE THE RECORDS OF THE EXTERNAL PARTNER THAT A SCHOOL DISTRICT OR THE INSTITUTE HAVE ACCESS TO. THE RECORDS A SCHOOL DISTRICT OR THE INSTITUTE HAVE ACCESS TO INCLUDE, BUT ARE NOT LIMITED TO, THE EXTERNAL PARTNER'S USE OF CONTRACT FUNDS.

(6)(a) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL CONDUCT AN EVALUATION OF:

(I) THE ESSENTIAL COMPONENTS THAT MUST BE IN PLACE FOR EXTERNAL PARTNERS TO BE SUCCESSFUL;

(II) THE EFFECT EXTERNAL PARTNERS HAVE HAD ON A SCHOOL DISTRICT'S OR THE INSTITUTE'S PERFORMANCE INDICATORS, AS DESCRIBED IN SECTION 22-11-204 (1)(a);

(III) THE SUCCESSFUL EXTERNAL MANAGEMENT ARRANGEMENTS AND THE CONDITIONS AND PROCESSES THAT LED TO SUCCESSFUL OUTCOMES, WHICH MUST INCLUDE FEEDBACK FROM STAKEHOLDERS, INCLUDING EDUCATORS AND PARENTS. THE EVALUATION MUST INCLUDE AN ANALYSIS OF EDUCATOR RETENTION AND FEEDBACK.

(IV) THE DEPARTMENT'S MANAGEMENT OF THE EXTERNAL PARTNER PROCESS.

(b) THE DEPARTMENT SHALL CREATE A LIST OF QUALIFIED STATE EXTERNAL PARTNERS AND A MODEL CONTRACT AGREEMENT TO SUPPORT A SCHOOL DISTRICT OR THE INSTITUTE IN ACCESSING EXTERNAL PARTNERS.

SECTION 9. In Colorado Revised Statutes, 22-11-210, **amend** (1)(d)(I), (1)(d.5), (4) introductory portion, (5)(a) introductory portion, (5)(a)(V), (5)(b), and (5.5)(a); and **add** (5)(a)(VII), (7), (8), (9), and (10) as follows:

22-11-210. Public schools - annual review - plans - supports and interventions - rules. (1) (d) (I) ~~Beginning with the 2018-19 school year,~~ If a public school performs at a level that results in being required to adopt a priority improvement or turnaround plan for two consecutive years followed by three consecutive or nonconsecutive years, resulting in a total of five years of performance at such a level, the state board shall REVIEW THE PUBLIC SCHOOL'S

PATHWAY PLAN AND require the school district, for a public school of the school district, or the institute, for an institute charter school, to take one of the actions described in subsection (5)(a) of this section AND IMPLEMENT THE PATHWAY PLAN; except that, if, before the five years have accumulated, the public school performs for at least two consecutive years at a level that results in the public school being required to adopt an improvement or performance plan, the five years stop accumulating unless the public school again performs at a level that results in being required to adopt a priority improvement or turnaround plan for two consecutive years, at which time the public school is again in the first two of the five years. For the time during which the five years of performance are accumulating, a public school is on performance watch.

(d.5) Notwithstanding ~~any provision of~~ subsection (1)(d)(I) of this section to the contrary, at the request of the school district, in consultation with the affected school accountability committee and, in the case of a district charter school, with the consent of the governing board of the district charter school, or the institute, with the consent of the governing board, and in consultation with the school accountability committee, of the affected institute charter school, THE PUBLIC SCHOOL MAY VOLUNTARILY REQUEST, IN THE THIRD OR FOURTH YEAR OF PERFORMANCE WATCH, TO PROCEED WITH A SIGNIFICANT ACTION AS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION THAT IS NOT OTHERWISE REQUIRED BY LAW. THE PUBLIC SCHOOL SHALL DESIGN A PATHWAY PLAN TO PRESENT TO THE STATE BOARD FOR APPROVAL, AND the state board may direct the school district, for a public school of the school district, or the institute, for an institute charter school, to take one of the actions described in subsection (5)(a) of this section even though the public school has not completed the five years of performance watch. If the state board requires the school district or institute to take one of the actions described in subsection (5)(a) of this section, the public school is subject to the provisions of subsection (5.5) of this section. WHEN THE PUBLIC SCHOOL VOLUNTARILY REQUESTS TO PROCEED WITH A SIGNIFICANT ACTION IN THE THIRD OR FOURTH YEAR OF PERFORMANCE WATCH, THE STATE BOARD IS LIMITED TO DIRECTING THE SIGNIFICANT ACTION FROM THE LIST SET FORTH IN SUBSECTION (5)(a) OF THIS SECTION THAT IS PROPOSED BY THE PUBLIC SCHOOL.

(4) The commissioner may assign the state review panel to critically evaluate a public school's priority improvement, ~~or~~ turnaround plan, OR PATHWAY PLAN. The commissioner may require the state review panel to conduct one or more on-site visits as part of evaluating a public school's plan. Based on its evaluation, the state review panel shall report to the commissioner, the state board, and the local school board or the institute recommendations concerning:

(5) (a) If a public school fails to make adequate progress under its turnaround plan or continues on performance watch for the full five years, the commissioner shall assign the state review panel to critically evaluate the public school's performance AND THE PUBLIC SCHOOL'S PATHWAY PLAN, which evaluation must include at least one on-site visit to the public school. Upon completing the evaluation, the state review panel shall MAKE RECOMMENDATIONS ON THE PATHWAY PLAN AND determine whether to recommend:

(V) That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked; ~~or~~

(VII) OTHER ACTIONS THAT ARE COMPARABLE TO OR THAT HAVE A MORE SIGNIFICANT EFFECT THAN THE ACTIONS DESCRIBED IN SUBSECTIONS (5)(a)(I) TO (5)(a)(V) OF THIS SECTION THAT THE PUBLIC SCHOOL PROPOSES AND THAT ARE ALIGNED WITH THE PATHWAY PLAN AND DESIGNED TO SUPPORT THE IMPLEMENTATION OF THE PATHWAY PLAN. ACTIONS MAY INCLUDE, BUT ARE NOT LIMITED TO, COMPREHENSIVE SCHOOL REDESIGN, CONTRACTING WITH EXTERNAL PARTNERS, OR USING CONTRACTORS OR RESOURCES PROVIDED BY THE DEPARTMENT.

(b) The state review panel shall present its recommendations to the commissioner and to the state board. Taking the recommendations into account, the state board shall determine which of the actions described in ~~paragraph (a) of this subsection~~ (5) SUBSECTION (5)(a) OF THIS SECTION the local school board for a district public school or the institute for an institute charter school shall take regarding the public school and direct the local school board or institute accordingly. THE DEPARTMENT SHALL MONITOR PROGRESS OF THE IMPLEMENTATION OF THE ACTIONS AND PROVIDE PERIODIC UPDATES TO THE STATE BOARD.

(5.5) (a) So long as a public school performs at a level that results in being required to implement a priority improvement or turnaround plan, after the state board initially directs the local school board or institute board to take action as provided in subsection (5)(b) of this section, the commissioner may in any year, but shall every two years, assign the state review panel to critically evaluate the public school's PATHWAY PLAN AND performance and recommend one or more of the actions described in subsection (5)(a) of this section. In evaluating the public school's performance and recommending actions, the state review panel shall consider the criteria specified in subsection (4) of this section. The state board shall consider the recommendations of the state review panel, the actions that the local school board or institute board was previously directed to take with regard to the public school, the fidelity with which the school district or institute and the public school have implemented the directed actions AND THE PATHWAY PLAN, and whether the amount of time that the school district or institute and the public school have had to implement the actions is reasonably sufficient to achieve results. The state board shall either require the local school board or institute board to continue the previously directed actions or direct the local school board or institute board to undertake additional or different actions as provided in subsection (5)(b) of this section.

(7) A CONTRACT WITH A PUBLIC OR PRIVATE ENTITY THAT SERVES AS AN EXTERNAL PARTNER FOR A PUBLIC SCHOOL, AS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION, MUST INCLUDE PROVISIONS THAT DESCRIBE THE RECORDS OF THE EXTERNAL PARTNER THAT A PUBLIC SCHOOL HAS ACCESS TO. THE RECORDS A PUBLIC SCHOOL HAS ACCESS TO INCLUDE, BUT ARE NOT LIMITED TO, THE EXTERNAL PARTNER'S USE OF CONTRACT FUNDS.

(8) THE DEPARTMENT SHALL DEVELOP AN EVALUATION TO DETERMINE WHETHER A PUBLIC SCHOOL IS EXPERIENCING EARLY INDICATORS OF DISTRESS WHEN IT IS PLACED ON A PRIORITY IMPROVEMENT OR TURNAROUND PLAN. THE DEPARTMENT SHALL EVALUATE A PUBLIC SCHOOL THAT IS PROGRESSING TO YEAR ONE OF THE TWO CONSECUTIVE YEARS OF THE PRIORITY IMPROVEMENT OR TURNAROUND PLAN.

(9) THE DEPARTMENT SHALL OFFER ONGOING SUPPORT AND FEEDBACK TO A

PUBLIC SCHOOL DURING YEAR TWO OF THE TWO CONSECUTIVE YEARS OF A PRIORITY IMPROVEMENT OR TURNAROUND PLAN. A PUBLIC SCHOOL, IN CONSULTATION WITH THE SCHOOL DISTRICT OR THE INSTITUTE AND THE DEPARTMENT, SHALL DEVELOP AND MANAGE A COMPREHENSIVE SCHOOL IMPROVEMENT PLAN THAT ADDRESSES RESOURCES, TRAINING, HIGH-QUALITY CURRICULUM AND MATERIALS, POTENTIAL EXTERNAL PARTNERSHIPS, AND POTENTIAL PARTNERSHIPS WITH NEIGHBORING PUBLIC SCHOOLS AND SCHOOL DISTRICTS.

(10) (a) If a public school has a low student participation rate in the state assessment that results in a category of "insufficient data for low student participation", the public school shall create a corrective action plan and submit it to the local school board or the institute. The local school board or the institute shall submit the corrective action plan to the department. When creating the corrective action plan, the school district or the institute shall consider:

(I) Educating the parents and guardians on the importance of student participation in state assessments;

(II) Explaining to parents and guardians the effects of low participation rates in state assessments;

(III) Communicating to public school staff to encourage parents or students to opt in to state assessments; and

(IV) Communicating with organizations that advocate for state assessment opt-outs to ensure the organizations have information on the importance of state assessments.

(b) If a public school receives a category of "insufficient data for low student participation" in the state assessment for three consecutive years, the public school shall present its corrective action plan as described in subsection (10)(a) of this section to the state board.

SECTION 10. In Colorado Revised Statutes, add 22-11-212 as follows:

22-11-212. Department - accountability study - report. (1) (a) The department shall facilitate a study, in consultation with the technical advisory panel, a council that focuses on rural education, the accountability work group described in section 22-11-202 (3), and other advisory groups with relevant expertise, and make recommendations on lowering student count thresholds on accountability calculations and reporting.

(b) On or before November 1, 2026, the department shall submit a report on the results of the study and the recommendations described in subsection (1)(a) of this section to the education committees of the house of representatives and senate, or their successor committees.

(2) (a) The department shall facilitate a study, in consultation with the technical advisory panel, a council that focuses on rural education,

THE ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202 (3), AND OTHER ADVISORY GROUPS WITH RELEVANT EXPERTISE, AND MAKE RECOMMENDATIONS ON ADDRESSING INHERENT VOLATILITY OF TEST SCORE MEASUREMENTS FOR LOCAL EDUCATION PROVIDERS WITH SMALL STUDENT POPULATIONS.

(b) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE RECOMMENDATIONS DESCRIBED IN SUBSECTION (2)(a) OF THIS SECTION TO THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND SENATE, OR THEIR SUCCESSOR COMMITTEES.

(3) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN CONSULTATION WITH THE TECHNICAL ADVISORY PANEL, THE ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202 (3), AND OTHER ADVISORY GROUPS WITH RELEVANT EXPERTISE, AND MAKE RECOMMENDATIONS ON SHORTENING STATEWIDE ASSESSMENTS AND IMPLEMENTING ADAPTATIVE ASSESSMENT TECHNOLOGY, INCLUDING THE FEASIBILITY OF ALIGNING ADAPTIVE ASSESSMENTS WITH FEDERAL ACCOUNTABILITY STANDARDS.

(b) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE RECOMMENDATIONS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION TO THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND SENATE, OR THEIR SUCCESSOR COMMITTEES.

(4) STARTING IN 2030, AND EVERY FIVE YEARS THEREAFTER, THE DEPARTMENT SHALL STUDY ADJUSTMENTS TO STATE ASSESSMENTS BASED ON AVAILABLE TECHNOLOGY TO ENSURE STATE ASSESSMENTS CONTINUE TO LEVERAGE NEW APPROACHES AND METHODS.

SECTION 11. In Colorado Revised Statutes, add 22-11-213 as follows:

22-11-213. Pathway plan - school districts - state charter school institute - public schools. (1) (a) THE PATHWAY PLAN IS A MULTI-YEAR PLAN FOR SCHOOL IMPROVEMENT THAT IS PREPARED BY A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL FOR THE STATE REVIEW PANEL AND THE STATE BOARD.

(b) (I) A PATHWAY PLAN CONNECTS THE SCHOOL DISTRICT'S OR THE INSTITUTE'S PROPOSAL FOR SIGNIFICANT STATE BOARD ACTION, AS DESCRIBED IN SECTION 22-11-209 (2)(a), WITH THE BROADER STRATEGIES FOR THE IMPROVEMENT OF THE SCHOOL DISTRICT OR THE INSTITUTE.

(II) A PATHWAY PLAN CONNECTS THE PUBLIC SCHOOL'S PROPOSAL FOR SIGNIFICANT STATE BOARD ACTION, AS DESCRIBED IN SECTION 22-11-210 (5)(a), WITH THE BROAD STRATEGIES FOR THE IMPROVEMENT OF THE PUBLIC SCHOOL.

(c) (I) A SCHOOL DISTRICT OR THE INSTITUTE SHALL DEVELOP A PATHWAY PLAN WHEN THE SCHOOL DISTRICT OR THE INSTITUTE:

(A) VOLUNTARILY PROCEEDS, AS DESCRIBED IN SECTION 22-11-207 (5), IN THE THIRD OR FOURTH YEAR OF PERFORMANCE WATCH, WITH A REQUEST TO THE STATE BOARD TO DIRECT A SIGNIFICANT ACTION;

(B) ENTERS THE FIFTH YEAR ON PERFORMANCE WATCH; OR

(C) RETURNS TO THE STATE BOARD FOR A HEARING BASED ON A PRIOR ORDER OF THE STATE BOARD, AS DESCRIBED IN SECTION 22-11-209 (3.5).

(II) A PUBLIC SCHOOL SHALL DEVELOP A PATHWAY PLAN WHEN THE PUBLIC SCHOOL:

(A) VOLUNTARILY PROCEEDS, AS DESCRIBED IN SECTION 22-11-210 (1)(d.5), IN THE THIRD OR FOURTH YEAR OF PERFORMANCE WATCH, WITH A REQUEST TO THE STATE BOARD TO DIRECT A SIGNIFICANT ACTION;

(B) ENTERS THE FIFTH YEAR ON PERFORMANCE WATCH; OR

(C) RETURNS TO THE STATE BOARD FOR A HEARING BASED ON A PRIOR ORDER OF THE STATE BOARD, AS DESCRIBED IN SECTION 22-11-210 (5.5)(a).

(2)(a)(I) A PATHWAY PLAN FOR A SCHOOL DISTRICT MUST INCLUDE THE SCHOOL DISTRICT'S PROPOSED SIGNIFICANT ACTION OR ACTIONS FROM THE LIST SET FORTH IN SECTION 22-11-209 (2)(a)(I);

(II) A PATHWAY PLAN FOR THE INSTITUTE MUST INCLUDE THE INSTITUTE'S PROPOSED SIGNIFICANT ACTION OR ACTIONS FROM THE LIST SET FORTH IN SECTION 22-11-209 (2)(a)(II); AND

(III) A PATHWAY PLAN FOR A PUBLIC SCHOOL MUST INCLUDE THE PUBLIC SCHOOL'S PROPOSED SIGNIFICANT ACTION OR ACTIONS FROM THE LIST SET FORTH IN SECTION 22-11-210 (5)(a).

(b) IN ADDITION TO THE PROPOSED SIGNIFICANT ACTIONS DESCRIBED IN SUBSECTION (2)(a) OF THIS SECTION, A PATHWAY PLAN FOR A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL MUST INCORPORATE DATA ANALYSIS TO IDENTIFY PRIORITY CHALLENGES AND ROOT CAUSES, RESEARCH-BASED STRATEGIES, AN ACTION AND IMPLEMENTATION PLAN, SHORT-CYCLE IMPLEMENTATION BENCHMARKS, AND ANNUAL TARGETS FOR PROGRESS MONITORING.

(c) TO ENSURE THE SUCCESS OF THE PATHWAY PLAN, A PATHWAY PLAN FOR A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL MUST INCLUDE THE SCHOOL DISTRICT'S, THE INSTITUTE'S, OR THE PUBLIC SCHOOL'S BUDGET ALLOCATIONS TO SUPPORT SCHOOL NEEDS AND A FINANCIAL SUSTAINABILITY PLAN. THE FINANCIAL SUSTAINABILITY PLAN MAY INCLUDE, BUT IS NOT LIMITED TO, SALARIES, FACILITY COSTS, CURRICULUM COSTS, AND OPERATIONAL COSTS.

(3) IN THE DEVELOPMENT AND IMPLEMENTATION OF THE PATHWAY PLAN, A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL SHALL ENGAGE WITH EDUCATORS, STUDENTS, FAMILIES, COMMUNITY STAKEHOLDERS, THE SCHOOL DISTRICT ACCOUNTABILITY COMMITTEE CREATED IN SECTION 22-11-301, AND, WHEN RELEVANT, THE SCHOOL ACCOUNTABILITY COMMITTEE CREATED IN SECTION 22-11-401 AND ANY LOCAL COLLECTIVE BARGAINING GROUPS OR EMPLOYEE ORGANIZATIONS, AS DEFINED IN SECTION 29-33-103, THAT REPRESENT EDUCATORS.

(4) THE STATE BOARD SHALL ADOPT RULES FOR PURPOSES OF THIS SECTION.

SECTION 12. In Colorado Revised Statutes, 22-11-303, **amend** (3) introductory portion and (3)(b) as follows:

22-11-303. Accredited or accredited with distinction - performance plan - school district or institute - contents - adoption. (3) A district or institute performance plan ~~shall be~~ is designed to raise the academic performance of students enrolled in the school district or in the institute charter schools and to ensure that the school district or the institute, following the next annual accreditation review, attains a higher accreditation category or remains in the same accreditation category if the school district or institute is accredited with distinction. At a minimum, each district and institute performance plan ~~shall~~ MUST:

(b) Identify positive and negative trends for district public schools as a group and individually or for institute charter schools as a group and individually in the levels of attainment by the public schools as a group and individually on the performance indicators, INCLUDING A DESCRIPTION OF HOW THE SCHOOL DISTRICT OR THE INSTITUTE WILL PROVIDE DIFFERENT SUPPORTS FOR THE SCHOOL DISTRICT'S PUBLIC SCHOOLS OR THE INSTITUTE'S INSTITUTE CHARTER SCHOOLS THAT ARE ON PERFORMANCE WATCH.

SECTION 13. In Colorado Revised Statutes, 22-11-304, **amend** (3)(b) as follows:

22-11-304. Accredited with improvement plan - school district or institute - plan contents - adoption. (3) A district improvement plan or an institute improvement plan must be designed to ensure that the school district or the institute improves its performance to the extent that, following completion of its next annual accreditation review, the school district or the institute attains a higher accreditation category. At a minimum, a district improvement plan or an institute improvement plan must:

(b) Identify positive and negative trends for district public schools as a group and individually or for institute charter schools as a group and individually in the levels of attainment by the public schools as a group and individually on the performance indicators, INCLUDING A DESCRIPTION OF HOW THE SCHOOL DISTRICT OR THE INSTITUTE WILL PROVIDE DIFFERENT SUPPORTS FOR THE SCHOOL DISTRICT'S PUBLIC SCHOOLS OR THE INSTITUTE'S INSTITUTE CHARTER SCHOOLS THAT ARE ON PERFORMANCE WATCH;

SECTION 14. In Colorado Revised Statutes, 22-11-305, **amend** (1)(a), (1)(c), (2)(a), (2)(b), (3)(b), and (3)(e); and **add** (3)(e.5) as follows:

22-11-305. Accredited with priority improvement plan - school district or institute - plan contents - adoption. (1) (a) In accordance with the time frames specified in state board rule, each school district that is accredited with priority improvement plan shall annually adopt and implement a district priority improvement plan as described in subsection (3) of this section. WHEN A SCHOOL DISTRICT CREATES A PATHWAY PLAN THE STATE BOARD, BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (3) OF THIS SECTION.

(c) The commissioner, subject to available appropriations, may assign the state review panel to critically evaluate the district priority improvement plan OR THE PATHWAY PLAN, and recommend to the commissioner modifications to the plan. The commissioner may recommend to the local school board modifications to the district priority improvement plan OR PATHWAY PLAN, taking into consideration any recommendations of the state review panel, INCLUDING A DESCRIPTION OF HOW THE SCHOOL DISTRICT WILL PROVIDE DIFFERENT SUPPORTS FOR THE SCHOOL DISTRICT'S PUBLIC SCHOOLS THAT ARE ON PERFORMANCE WATCH.

(2) (a) If the institute is accredited with priority improvement plan, the institute board shall, in accordance with the time frames specified in state board rule, adopt and implement an institute priority improvement plan as described in subsection (3) of this section. In preparing the institute priority improvement plan, the institute board shall take into account and incorporate any institute charter school performance, improvement, priority improvement, and turnaround plans received pursuant to sections 22-11-403 to 22-11-406. WHEN AN INSTITUTE CREATES A PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (3) OF THIS SECTION.

(b) The commissioner, subject to available appropriations, may assign the state review panel to critically evaluate the institute priority improvement plan and recommend to the commissioner modifications to the plan. The commissioner may recommend to the institute modifications to the institute priority improvement plan, taking into consideration any recommendations of the state review panel, INCLUDING A DESCRIPTION OF HOW THE INSTITUTE WILL PROVIDE DIFFERENT SUPPORTS FOR THE INSTITUTE'S INSTITUTE CHARTER SCHOOLS THAT ARE ON PERFORMANCE WATCH.

(3) A district priority improvement plan or an institute priority improvement plan must be designed to ensure that the school district or the institute improves its performance to the extent that, following completion of its next annual accreditation review, the school district or the institute attains a higher accreditation category. At a minimum, a district priority improvement plan or an institute priority improvement plan must:

(b) Identify positive and negative trends for district public schools as a group and individually or for institute charter schools as a group and individually in the levels of attainment by the public schools as a group and individually on the performance indicators, INCLUDING A DESCRIPTION OF HOW THE SCHOOL DISTRICT OR THE INSTITUTE WILL PROVIDE DIFFERENT SUPPORTS FOR THE SCHOOL DISTRICT'S DISTRICT PUBLIC SCHOOLS OR THE INSTITUTE'S INSTITUTE CHARTER SCHOOLS THAT ARE ON PERFORMANCE WATCH;

(e) Identify the local, state, and federal resources that the school district or the institute will use to implement the identified strategies with fidelity; ~~and~~

(e.5) IDENTIFY BUDGET ALLOCATIONS TO SUPPORT THE NEEDS OF THE SCHOOL DISTRICT'S OR THE INSTITUTE'S PUBLIC SCHOOLS AND CREATE A FINANCIAL SUSTAINABILITY PLAN, WHICH MUST INCLUDE, BUT IS NOT LIMITED TO, SALARIES, FACILITY COSTS, CURRICULUM COSTS, AND OPERATIONAL COSTS; AND

SECTION 15. In Colorado Revised Statutes, 22-11-306, **amend** (1)(a), (2)(a), (3)(b), and (3)(e); and **add** (3)(e.5) as follows:

22-11-306. Accredited with turnaround plan - school district or institute - plan content - adoption. (1) (a) In accordance with the time frames specified in state board rule, each school district that is accredited with turnaround plan shall annually adopt and implement a district turnaround plan as described in subsection (3) of this section. WHEN A SCHOOL DISTRICT CREATES A PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (3) OF THIS SECTION.

(2)(a) If the institute is accredited with turnaround plan, the institute board shall, in accordance with the time frames specified in state board rule, adopt and implement an institute turnaround plan as described in subsection (3) of this section. In preparing the institute turnaround plan, the institute board shall take into account and incorporate any institute charter school performance, improvement, priority improvement, and turnaround plans received pursuant to sections 22-11-403 to 22-11-406. WHEN THE INSTITUTE CREATES A PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (3) OF THIS SECTION.

(3) A district turnaround plan or an institute turnaround plan must be designed to ensure that the school district or the institute improves its performance to the extent that, following completion of its next annual accreditation review, the school district or the institute attains a higher accreditation category. At a minimum, a district turnaround plan or an institute turnaround plan must:

(b) Identify positive and negative trends for district public schools as a group and individually or for institute charter schools as a group and individually in the levels of attainment by the public schools as a group and individually on the performance indicators, WHICH INCLUDES A DESCRIPTION OF HOW THE SCHOOL DISTRICT OR THE INSTITUTE WILL PROVIDE DIFFERENT SUPPORTS FOR THE SCHOOL DISTRICT'S DISTRICT PUBLIC SCHOOLS OR FOR THE INSTITUTE'S INSTITUTE CHARTER SCHOOLS ON PERFORMANCE WATCH;

(e) Identify the local, state, and federal resources that the school district or the institute will use to implement the identified strategies with fidelity; ~~and~~

(e.5) IDENTIFY BUDGET ALLOCATIONS TO SUPPORT THE NEEDS OF THE SCHOOL DISTRICT'S OR THE INSTITUTE'S PUBLIC SCHOOLS AND CREATE A FINANCIAL SUSTAINABILITY PLAN, WHICH MUST INCLUDE, BUT IS NOT LIMITED TO, SALARIES, FACILITY COSTS, CURRICULUM COSTS, AND OPERATIONAL COSTS; AND

SECTION 16. In Colorado Revised Statutes, 22-11-405, **amend** (1)(a) and (2)(a); and **add** (4)(b.5) as follows:

22-11-405. School priority improvement plan - contents. (1) (a) If the state board, pursuant to section 22-11-210, directs a district public school to adopt a priority improvement plan, the local school board, in accordance with time frames specified in state board rules, shall adopt a school priority improvement plan, as described in subsection (4) of this section, for the district public school. WHEN A

DISTRICT PUBLIC SCHOOL CREATES A PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (4) OF THIS SECTION.

(2) (a) If the state board, pursuant to section 22-11-210, directs an institute charter school to adopt a priority improvement plan, the institute, in accordance with time frames specified in state board rules, shall adopt a school priority improvement plan, as described in subsection (4) of this section, for the institute charter school. WHEN AN INSTITUTE CHARTER SCHOOL CREATES A PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (4) OF THIS SECTION.

(4) A school priority improvement plan must be designed to ensure that the public school improves its performance to the extent that, following completion of the public school's next annual performance review, the public school attains a higher accreditation category. At a minimum, a school priority improvement plan must:

(b.5) IDENTIFY BUDGET ALLOCATIONS TO SUPPORT THE NEEDS OF THE PUBLIC SCHOOLS AND CREATE A FINANCIAL SUSTAINABILITY PLAN, WHICH MUST INCLUDE, BUT IS NOT LIMITED TO, SALARIES, FACILITY COSTS, CURRICULUM COSTS, AND OPERATIONAL COSTS;

SECTION 17. In Colorado Revised Statutes, 22-11-406, **amend** (1)(a) and (2)(a); and **add** (3)(b.5) as follows:

22-11-406. School turnaround plan - contents. (1) (a) If the state board, pursuant to section 22-11-210, directs a district public school to adopt a turnaround plan, the local school board, in accordance with time frames specified in state board rules, shall adopt a school turnaround plan, as described in subsection (3) of this section, for the district public school. Each district public school turnaround plan ~~shall also be~~ is subject to evaluation by the state review panel and may be subject to revisions requested by the commissioner as provided in this subsection (1). WHEN A DISTRICT PUBLIC SCHOOL CREATES A PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (3) OF THIS SECTION.

(2) (a) If the state board, pursuant to section 22-11-210, directs an institute charter school to adopt a turnaround plan, the institute, in accordance with time frames specified in state board rules, shall adopt a school turnaround plan, as described in subsection (3) of this section, for the institute charter school. Each institute charter school turnaround plan ~~shall also be~~ is subject to evaluation by the state review panel and may be subject to revisions requested by the commissioner as provided in this subsection (2). WHEN AN INSTITUTE CHARTER SCHOOL CREATES A PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (3) OF THIS SECTION.

(3) A school turnaround plan must be designed to ensure that the public school improves its performance to the extent that, following completion of the public school's next annual performance review, the public school attains a higher accreditation category. At a minimum, a school turnaround plan must:

(b.5) IDENTIFY BUDGET ALLOCATIONS TO SUPPORT THE NEEDS OF THE PUBLIC SCHOOLS AND CREATE A FINANCIAL SUSTAINABILITY PLAN, WHICH MUST INCLUDE, BUT IS NOT LIMITED TO, SALARIES, FACILITY COSTS, CURRICULUM COSTS, AND OPERATIONAL COSTS;

SECTION 18. In Colorado Revised Statutes, **add** 22-11-505 as follows:

22-11-505. Statewide education accountability dashboard - definition. (1) As USED IN THIS SECTION, UNLESS THE CONTEXT OTHERWISE REQUIRES, "STATEWIDE EDUCATION ACCOUNTABILITY DASHBOARD" OR "DASHBOARD" MEANS A STATEWIDE EDUCATION ACCOUNTABILITY DASHBOARD USED TO REPORT AND ACCESS:

(a) LOCAL AND STATEWIDE EDUCATION ACCOUNTABILITY DATA; AND

(b) POSTSECONDARY AND WORKFORCE READINESS DATA, INCLUDING DATA MADE AVAILABLE TO THE DEPARTMENT THROUGH THE STATEWIDE LONGITUDINAL DATA SYSTEM CREATED IN SECTION 24-37.5-125 (2)(a).

(2) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL GATHER STAKEHOLDER INPUT ON THE SPECIFIC DATA ELEMENTS AND VISUAL REPORTING FORMAT FOR THE STATEWIDE EDUCATION ACCOUNTABILITY DASHBOARD. THE DEPARTMENT SHALL SUMMARIZE THE STAKEHOLDER INPUT, THE ESTIMATED COST FOR INCORPORATING DATA ELEMENTS, AND REPORTING FORMATS WITH THE STATE BOARD INTO A REPORT. THE DEPARTMENT SHALL SUBMIT THE REPORT TO THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR THEIR SUCCESSOR COMMITTEES, AND THE JOINT BUDGET COMMITTEE. SUBJECT TO AVAILABLE APPROPRIATIONS, THE DEPARTMENT SHALL CREATE A STATEWIDE EDUCATION ACCOUNTABILITY DASHBOARD. ON THE DASHBOARD, THE DEPARTMENT SHALL REPORT THE INFORMATION DESCRIBED IN SUBSECTIONS (3)(a) AND (3)(b) OF THIS SECTION IN A TRANSPARENT AND ACCESSIBLE MANNER TO FAMILIES, STUDENTS, AND COMMUNITY MEMBERS.

(3) THE DEPARTMENT SHALL REVIEW AND MAKE RECOMMENDATIONS TO THE STATE BOARD ON THE PROCESS TO:

(a) DETERMINE THE PERCENTAGE OF STUDENTS WHO SCORE AT EACH OF THE PERFORMANCE LEVELS IDENTIFIED BY THE STATE BOARD FOR THE STATE ASSESSMENTS, REPORTED BY GRADE LEVEL AND ASSESSMENT, AS DESCRIBED IN SECTION 22-11-503 (2)(a.5); AND

(b) DETERMINE THE PERCENTAGE OF STUDENTS WHO ARE NOT TESTED OR WHOSE SCORES ARE NOT INCLUDED IN DETERMINING THE PERFORMANCE INDICATORS, AS DESCRIBED IN SECTION 22-11-503 (3)(b).

SECTION 19. In Colorado Revised Statutes, 22-13-103, **amend** (1)(b), (1)(c)(V), and (2) introductory portion; and **add** (1)(d) and (1)(e) as follows:

22-13-103. School transformation grant program - created - rules - repeal. (1) There is created in the department the school transformation grant program to provide funding to:

(b) Support school districts, the institute, and charter schools ~~in providing~~ IN PURSUING BOLD SOLUTIONS BY PROVIDING educator professional development and transforming instruction in public schools that are required to adopt priority improvement or turnaround plans for the immediate or preceding school year, ~~and~~ INCLUDING, BUT NOT LIMITED TO, MANAGEMENT RESTRUCTURING, CREATING A PIPELINE FOR LEADERSHIP AND EDUCATOR DEVELOPMENT, ASSET RESTRUCTURING, COLLABORATIVE PROBLEM-SOLVING, DESIGNING BUDGETARY EXPECTATIONS FOR SCHOOL TURNAROUND PLANS AND IMPLEMENTING A FUNDING SUSTAINABILITY PLAN, DISTRIBUTING RESOURCES TO THE SCHOOLS MOST IN NEED, AND ENSURING THE SCHOOL DISTRICT PLAN DETAILS THE ALLOCATION OF RESOURCES TO ADDRESS SCHOOL DISTRICT NEEDS;

(c) Assist school districts, the institute, and charter schools that are implementing priority improvement or turnaround plans in planning for and implementing one or more of the following rigorous school redesign strategies:

(V) Closing a public school or revoking the charter for a district or institute charter school;

(d) SUPPORT SCHOOL DISTRICTS, THE INSTITUTE, AND CHARTER SCHOOLS THAT ARE IMPLEMENTING PRIORITY IMPROVEMENT OR TURNAROUND PLANS TO USE LOCAL ASSESSMENT DATA TO IDENTIFY PERFORMANCE INDICATOR GAPS AND PROVIDE SUPPORTS AND INTERVENTIONS; AND

(e) ASSIST SCHOOL DISTRICTS, THE INSTITUTE, AND CHARTER SCHOOLS THAT HAVE BEEN REQUIRED TO ADOPT A PRIORITY IMPROVEMENT OR TURNAROUND PLAN FOR ONE, TWO, OR THREE CONSECUTIVE YEARS TO ENGAGE IN COMMUNITY-LED IMPROVEMENT STRATEGIES.

(2) The state board, in accordance with the "State Administrative Procedure Act", article 4 of title 24, shall ~~promulgate~~ ADOPT rules to implement and administer the program. At a minimum, the rules must include:

SECTION 20. Appropriation - adjustments to 2025 long bill. (1) To implement this act, the cash funds appropriation from the state education fund created in section 17 (4)(a) of article IX of the state constitution made in the annual general appropriation act for the 2025-26 state fiscal year to the department of education for the statewide assessment program is reduced by \$456,000.

(2) To implement this act, the general fund appropriation made in the annual general appropriation act for the 2025-26 state fiscal year to the department of education for use by school quality and support for the local accountability system grant program is reduced by \$81,000.

(3) For the 2025-26 state fiscal year, \$559,187 is appropriated to the department of education for use by school quality and support. This appropriation is from the general fund and is based on an assumption that the division will require an additional 3.4 FTE. To implement this act, the division may use this appropriation for accountability and improvement planning.

		APPROPRIATION FROM				
ITEM & SUBTOTAL	TOTAL	GENERAL FUND	GENERAL FUND EXEMPT	CASH FUNDS	REAPPROPRIATED FUNDS	FEDERAL FUNDS
\$	\$	\$	\$	\$	\$	\$

SECTION 21. Appropriation to the department of education for the fiscal year beginning July 1, 2024. In Session Laws of Colorado 2024, section 2 of chapter 519, (HB 24-1430), **amend** Part IV (6)(A) and the affected totals as Part IV and the affected totals are amended by Session Laws of Colorado 2024, section 15 of chapter 133, (HB 24-1390), as Part IV and the affected totals are amended by section 4 of SB 25-113, and as Part IV and the affected totals are amended by section 1 of SB 25-091, and as Part IV and the affected totals are amended by section 8 of SB 25-206 as follows:

Section 2. **Appropriation.**

**PART IV
DEPARTMENT OF EDUCATION**

(6) SCHOOL QUALITY AND SUPPORT

(A) Accountability and Transformation

Longitudinal Analyses of						
Student Assessment Results	620,960	620,960				
		(5.1 FTE)				
Accountability and						
Improvement Planning	2,384,189	1,318,920			1,065,269(I)	
		(5.1 FTE)			(10.0 FTE)	
Local Accountability						
System Grant Program	492,784	492,784				
	411,784	411,784				
		(0.4 FTE)				

	ITEM & SUBTOTAL	TOTAL	APPROPRIATION FROM				
			GENERAL FUND	GENERAL FUND EXEMPT	CASH FUNDS	REAPPROPRIATED FUNDS	FEDERAL FUNDS
	\$	\$	\$	\$	\$	\$	\$
School Transformation Grant Program	8,091,187		6,078,660 (2.8 FTE)		2,012,527 ^a (1.2 FTE)		
Federal School Transformation Administration and Support	769,725						769,725(I) (4.2 FTE)
Educator Perception	<u>25,000</u>		25,000				
	12,383,845						
	12,302,845						

^a This amount shall be from the State Education Fund created in Section 17 (4)(a) of Article IX of the State Constitution. Pursuant to Section 17 (3) of Article IX of the State Constitution, appropriations from the State Education Fund are not subject to the limitation on fiscal year spending set forth in Section 20 of Article X of the State Constitution.

		APPROPRIATION FROM				
ITEM & SUBTOTAL	TOTAL	GENERAL FUND	GENERAL FUND EXEMPT	CASH FUNDS	REAPPROPRIATED FUNDS	FEDERAL FUNDS
\$	\$	\$	\$	\$	\$	\$
TOTALS PART IV						
(EDUCATION)		\$7,492,190,177	\$3,294,609,034	\$1,248,839,667 ^a	\$1,973,866,374 ^b	
		\$7,492,109,177	\$3,294,528,034			

^a This amount shall be from the General Fund Exempt Account created in Section 24-77-103.6 (2), C.R.S.

^b Of this amount, \$5,427,742 contains an (I) notation.

^c Of this amount, \$43,900,000 contains an (I) notation.

^d This amount contains an (I) notation.

SECTION 22. Safety clause. The general assembly finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, or safety or for appropriations for the support and maintenance of the departments of the state and state institutions.

Approved: May 23, 2025