

**First Regular Session
Seventy-fifth General Assembly
STATE OF COLORADO**

PREAMENDED

*This Unofficial Version Includes Committee
Amendments Not Yet Adopted on Second Reading*

LLS NO. 25-0241.02 Alana Rosen x2606

HOUSE BILL 25-1278

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House Committees

Education
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A BILL FOR AN ACT

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

Bill Summary

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

The accountability, accreditation, student performance, and resource inequity task force (task force) studied and made recommendations on academic opportunities, inequities, promising practices in schools, and improvements to the accountability and accreditation system. The bill implements the recommendations of the

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.
Capital letters or bold & italic numbers indicate new material to be added to existing law.
Dashes through the words or numbers indicate deletions from existing law.

task force.

The bill:

- Requires the department of education (department) in collaboration with schools of a school district, district charter schools, institute charter schools, and school districts (local education providers) to divide state assessments into shorter sections with age-appropriate time frames to evaluate students;
- Requires the department to develop, at the request of a local education provider, versions of the state assessments for reading, writing, mathematics, science, and social studies in languages other than English and Spanish;
- Requires the department to provide guidance to local education providers and the state charter school institute (institute) on encouraging student participation in state assessments;
- Requires the department to include college entrance exams in the student academic achievement performance indicator instead of the postsecondary and workforce readiness performance indicator;
- Requires the department, beginning in the 2026-27 school year, to measure the postsecondary and workforce readiness performance indicator on 2 performance sub-indicators: The college and career readiness before graduation sub-indicator and the postsecondary progress sub-indicator;
- Requires the department to calculate the performance indicator measurements by combined student group so student groups are counted only once;
- Creates additional supports for local education providers and the institute if they are placed on a priority improvement or turnaround plan;
- Requires the department, in consultation with the technical advisory panel and other advisory groups with relevant expertise, to study academic opportunities, inequities, and promising practices in schools and improvements to the state accountability and accreditation system;
- Requires the department to create a statewide education accountability dashboard and review and make recommendations to the state board of education on developing a performance report for local education providers and the institute based on the percentage of students who do and do not participate in state assessments and providing the performance report to families, students, and community members in a transparent and accessible

- manner; and
- Encourages local education providers and the institute to adopt solutions to providing educator professional development and transforming instruction in public schools in order to receive a grant award from the school transformation grant program.

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

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

4 (a) In response to the need for improved educational
5 accountability, the general assembly passed into law House Bill 23-1241,
6 enacted in 2023, which created the accountability, accreditation, student
7 performance, and resource inequity task force;

8 (b) The task force was comprised of 26 bipartisan-appointed
9 members who represented a diverse array of education stakeholders;

10 (c) The task force first convened in August 2023 to address
11 challenges in the state's education accountability system;

12 (d) Over the course of more than 150 hours of task force
13 meetings, small group sessions, and stakeholder consultations, the task
14 force rigorously examined state data; gathered expert input; and sought
15 diverse perspectives from parents, students, educators, and community
16 members;

17 (e) The task force reached full consensus on 30 recommendations
18 aimed at refining Colorado's education accountability system, improving
19 the equity and transparency of data reporting, modernizing state
20 assessments, and enhancing public school and school district
21 improvement processes;

22 (f) The recommendations address persistent inequities, including

1 achievement gaps among student groups and the unique challenges faced
2 by smaller public schools and school districts, while recognizing the
3 importance of continuous improvement and stakeholder engagement; and

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

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

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

16 **22-7-1006.3. State assessments - administration - rules -**
17 **definitions.** (1) (d) If all or any portion of a state assessment
18 administered pursuant to subsection (1)(a) of this section requires a
19 student to use a computer to take the assessment, ~~at the request of a local~~
20 ~~education provider,~~ FOR A STUDENT WITH A DISABILITY WHO HAS AN
21 INDIVIDUALIZED EDUCATION PROGRAM, AS DEFINED IN SECTION
22 22-20-103, OR A SECTION 504 PLAN, AS DEFINED IN SECTION 22-20-123,
23 AND WHOSE ACCOMMODATION REQUIRES A PENCIL-AND-PAPER FORMAT,
24 the department of education must administer the portions of the state
25 assessment that require a computer in a format that a student may
26 complete using pencil and paper. Each local education provider shall
27 report to the department the number of students it enrolls who will take

1 the state assessment in a pencil-and-paper format.

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

17 (3) (e) TO EVALUATE STUDENTS, INCLUDING STUDENTS WHO TAKE
18 ALTERNATE ASSESSMENTS OR ANOTHER APPROVED ASSESSMENT AS
19 DESCRIBED IN SUBSECTION (3)(c) OF THIS SECTION, THE DEPARTMENT OF
20 EDUCATION SHALL PROVIDE GUIDANCE TO LOCAL EDUCATION PROVIDERS
21 ON HOW TO DIVIDE EACH STATE ASSESSMENT INTO SMALLER SECTIONS,
22 WITH AGE-APPROPRIATE TIME FRAMES FOR STUDENTS WITH DISABILITIES
23 WHO HAVE AN INDIVIDUALIZED EDUCATION PROGRAM, AS DEFINED IN
24 SECTION 22-20-103, OR A SECTION 504 PLAN, AS DEFINED IN SECTION
25 22-20-123. THE STATE BOARD MAY ADOPT RULES TO IMPLEMENT THIS
26 SUBSECTION (3)(e).

27 (4) (a) (I) The department of education, in collaboration with local

1 education providers, shall administer the English versions of the state
2 assessments and ~~may administer an assessment adopted by the state board~~
3 STATE ASSESSMENTS PURSUANT TO SUBSECTION (1)(a) OF THIS SECTION,
4 in languages other than English OR SPANISH FOR MATHEMATICS, SCIENCE,
5 AND SOCIAL STUDIES, as may be appropriate for English language
6 learners, WHEN THE NUMBER OF ENGLISH LANGUAGE LEARNERS WITH A
7 SPECIFIC LANGUAGE BACKGROUND REACHES AT LEAST ONE THOUSAND
8 FIVE HUNDRED STUDENTS STATEWIDE WITHIN AN ASSESSED GRADE LEVEL.
9 TO BE ELIGIBLE FOR A TRANSLATED ASSESSMENT, ENGLISH LANGUAGE
10 LEARNERS MUST RECEIVE INSTRUCTIONAL SUPPORT FOR THE CONTENT
11 AREA IN THE PROPOSED TEST LANGUAGE; except that, a student who has
12 participated in an English language proficiency program, as provided in
13 article 24 of this ~~title~~ TITLE 22, for more than a total of three school years
14 is ineligible to take the state assessments in a language other than English.
15 THE DEPARTMENT OF EDUCATION SHALL PRIORITIZE TRANSLATION
16 EFFORTS BASED ON STATISTICAL AND PSYCHOMETRIC ANALYSES TO
17 ENSURE THE VALIDITY AND RELIABILITY OF STATE ASSESSMENTS.

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

25 (b) The state board shall revise as necessary and the department
26 of education shall administer reading and writing assessments in Spanish
27 for students enrolled in the third and fourth grades. THE DEPARTMENT OF

1 EDUCATION SHALL ADMINISTER READING AND WRITING ASSESSMENTS IN
2 SPANISH FOR STUDENTS ENROLLED IN GRADES FIVE THROUGH EIGHT WHEN
3 THE NUMBER OF ENGLISH LANGUAGE LEARNERS WHO RECEIVE
4 INSTRUCTIONAL READING AND WRITING SERVICES IN SPANISH REACHES AT
5 LEAST ONE THOUSAND FIVE HUNDRED STUDENTS STATEWIDE WITHIN AN
6 ASSESSED GRADE LEVEL. THE DEPARTMENT OF EDUCATION SHALL
7 PRIORITIZE TRANSLATION EFFORTS BASED ON STATISTICAL AND
8 PSYCHOMETRIC ANALYSES TO ENSURE THE VALIDITY AND RELIABILITY OF
9 THE STATE ASSESSMENTS.

10 (7) (a) The department of education shall, NO LATER THAN JUNE
11 1 OF EACH YEAR OR AS SOON AS PRACTICABLE, provide to each local
12 education provider the results of all of the state assessments that the local
13 education provider administers and make available to local education
14 providers the state assessment data of individual students that is required
15 to measure academic progress over time. The department shall align the
16 disaggregation of state assessment results with the exclusion of scores
17 permitted by subsection (6) of this section.

18 (8) (a) Each local education provider shall adopt policies to ensure
19 that appropriate personnel within each school district and each institute
20 charter school TIMELY share with and explain to the parent or legal
21 guardian of each student enrolled in the school district or the institute
22 charter school the student's state assessment results returned to the
23 student's public school pursuant to subsection (7) of this section.

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

1 EDUCATORS, PUBLIC SCHOOLS, SCHOOL DISTRICTS, AND THE INSTITUTE.

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

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

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

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

19 **SECTION 3.** In Colorado Revised Statutes, 22-11-103, **add**
20 (22.5) as follows:

21 **22-11-103. Definitions.** As used in this article 11, unless the
22 context otherwise requires:

23 (22.5) "PATHWAY PLAN" MEANS THE PLAN DESCRIBED IN AND
24 ADOPTED BY A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL
25 PURSUANT TO SECTION 22-11-213.

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

1 follows:

2 **22-11-202. Colorado growth model - technical advisory panel**

3 **- accountability work group - rules.** (2) (a) To assist the department in

4 implementing the Colorado growth model, the commissioner shall
5 appoint a technical advisory panel of state and national experts on the
6 longitudinal measurement of academic growth for accountability
7 purposes. THE DEPARTMENT SHALL APPOINT AT LEAST THREE ADDITIONAL
8 MEMBERS TO THE TECHNICAL ADVISORY PANEL. THE MEMBERS MUST BE
9 CURRENT SUPERINTENDENTS OF SCHOOL DISTRICTS AND COLLECTIVELY
10 REPRESENT SMALL, MEDIUM, AND LARGE DISTRICTS. THE APPOINTED
11 MEMBERS MUST REFLECT THE STATE'S GEOGRAPHIC DIVERSITY BY
12 REPRESENTING RURAL, SUBURBAN, AND URBAN REGIONS. The members of
13 the technical advisory panel shall serve at the will of the commissioner
14 and shall not receive compensation or reimbursement for expenses.

15 (c) The department and the state board shall consult with the
16 technical advisory panel concerning:

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

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

24 (IV) METHODS TO MEASURE THE POSTSECONDARY AND
25 WORKFORCE READINESS INDICATOR, INCLUDING THE COLLEGE AND
26 CAREER READINESS BEFORE GRADUATION SUB-INDICATOR AND THE
27 POSTSECONDARY PROGRESSION SUB-INDICATOR DESCRIBED IN SECTION

1 22-11-204 (4.5), AND METHODS TO MEASURE THE NUMBER OF STUDENTS
2 WHO COMPLETE ONE OR MORE OF THE POSTSECONDARY AND WORKFORCE
3 READINESS SUB-INDICATORS.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

11 **22-11-204. Performance indicators - measures - repeal.**

12 (1) (b) (I) (A) In addition, the department shall annually determine the
13 level of attainment of each public high school, each school district, the
14 institute, and the state as a whole on the postsecondary and workforce
15 readiness performance indicator based on the measures specified in
16 subsection (4) of this section.

17 (B) THIS SUBSECTION (1)(b)(I) IS REPEALED, EFFECTIVE JULY 1,
18 2026.

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

27 (e) (I) FOR PURPOSES OF CALCULATING PERFORMANCE FOR THE

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

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

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

20 (f) FOR PURPOSES OF CALCULATING PERFORMANCE FOR THE
21 PERFORMANCE INDICATOR CONCERNING STUDENT ACADEMIC
22 ACHIEVEMENT, THE STATE BOARD SHALL ENSURE THAT THE CALCULATION
23 INCLUDES CONSIDERATION OF THE PERCENTAGES OF STUDENTS ENROLLED
24 IN THE ELEVENTH GRADE IN PUBLIC HIGH SCHOOLS WHO SCORE AT EACH
25 ACHIEVEMENT LEVEL ON THE STANDARDIZED CURRICULUM-BASED
26 ACHIEVEMENT COLLEGE ENTRANCE EXAMINATION ADMINISTERED AS A
27 STATEWIDE ASSESSMENT OR THE PERCENTAGES OF STUDENTS ENROLLED

1 IN EACH OF THE GRADE LEVELS INCLUDED IN THE PUBLIC HIGH SCHOOL
2 WHO SCORE AT EACH ACHIEVEMENT LEVEL ON THE ASSESSMENTS
3 ADMINISTERED BY THE PUBLIC HIGH SCHOOL PURSUANT TO SECTION
4 22-7-1006.3.

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

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

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

17 ~~(H) (A)~~ (A) As soon as the data is available, the percentage of students
18 graduating from the public high school who receive a diploma that
19 includes a postsecondary and workforce readiness endorsement as
20 described in section 22-7-1009 (1) and the percentage who receive a
21 diploma that includes an endorsement for exemplary demonstration of
22 postsecondary and workforce readiness as described in section 22-7-1009
23 (2);

24 ~~(HH) (A)~~ (B) The graduation and dropout rates, as defined by rule
25 of the state board. FOR PURPOSES OF THIS SUBSECTION (4)(a)(I)(B), A
26 STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS DEFINED
27 IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH SCHOOL'S

1 GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT
2 COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION
3 (4)(a)(I)(B) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC
4 EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS
5 WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE
6 "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS
7 TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

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

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

25 (IV.5) (D) ~~Beginning in the 2018-19 school year, or in the first~~
26 ~~school year for which data is available,~~ The percentage of students
27 graduating from the public high school who, in the school year

1 immediately following graduation from high school, enlist in the military.
2 The department shall weight military enlistment equally with the
3 postsecondary enrollment options described in ~~subsection (4)(a)(IV)~~
4 SUBSECTION (4)(a)(I)(C) of this section in determining a public high
5 school's level of attainment on the postsecondary and workforce readiness
6 indicator.

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

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

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

26 ~~(I) The overall percentages of students enrolled in the eleventh~~
27 ~~grade in all of the district public high schools or all institute charter high~~

1 ~~schools who score at each achievement level on the standardized~~
2 ~~curriculum-based achievement college entrance examination administered~~
3 ~~as a statewide assessment or the percentages of students enrolled in each~~
4 ~~of the grade levels included in the public high schools who score at each~~
5 ~~achievement level on the assessments administered pursuant to section~~
6 ~~22-7-1006.3 by the public high schools;~~

7 (H) (A) ~~Beginning with the first school year for which criteria are~~
8 ~~adopted pursuant to section 22-7-1009 (1) for awarding diplomas that are~~
9 ~~endorsed for postsecondary and workforce readiness and for each school~~
10 ~~year thereafter;~~ The overall percentage of all students graduating from the
11 district public high schools or from the institute charter high schools who
12 receive diplomas that are endorsed for postsecondary and workforce
13 readiness as described in section 22-7-1009 (1) and the percentage who
14 receive diplomas that are endorsed for exemplary demonstration of
15 postsecondary and workforce readiness as described in section 22-7-1009
16 (2);

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

1 CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS TITLE 22; OR ANY
2 OTHER FEDERAL OR STATE LAW OR RULE.

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

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

21 (IV.5) (D) ~~Beginning in the 2018-19 school year, or in the first~~
22 ~~school year for which data is available,~~ The overall percentages of
23 students graduating from all of the district public high schools or all
24 institute charter high schools who, in the school year immediately
25 following graduation from high school, enlist in the military. The
26 department shall weight military enlistment equally with the
27 postsecondary enrollment options described in ~~subsection (4)(b)(IV) of~~

1 ~~this section~~ SUBSECTION (4)(a)(II)(C) OF THIS SECTION in determining a
2 school district's or the institute's level of attainment on the postsecondary
3 and workforce readiness indicator.

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

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

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

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

1 ~~enrolled in each of the grade levels included in the public high schools~~
2 ~~statewide who score at each achievement level on the assessments~~
3 ~~administered pursuant to section 22-7-1006.3 by the public high schools;~~

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

11 ~~(HH) (A) (B) The statewide graduation and dropout rates, as~~
12 ~~defined by rule of the state board, for the public high schools in the state.~~
13 ~~FOR PURPOSES OF THIS SUBSECTION (4)(a)(III)(B), A STUDENT WHO IS~~
14 ~~ENROLLED IN SPECIAL EDUCATION SERVICES, AS DEFINED IN SECTION~~
15 ~~22-20-103, MUST BE COUNTED IN THE STATEWIDE GRADUATION RATE IN~~
16 ~~THE SCHOOL YEAR IN WHICH THE STUDENT COMPLETES THE MINIMUM~~
17 ~~GRADUATION REQUIREMENTS. THIS SUBSECTION (4)(a)(III)(B) DOES NOT~~
18 ~~LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION FOR A~~
19 ~~STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS WITH DISABILITIES~~
20 ~~EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE "EXCEPTIONAL~~
21 ~~CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS TITLE 22; OR ANY~~
22 ~~OTHER FEDERAL OR STATE LAW OR RULE.~~

23 ~~(B) Beginning in the 2020-21 school year, for purposes of this~~
24 ~~subsection (4)(c)(H), a student who is enrolled in special education~~
25 ~~services, as defined in section 22-20-103 (23), must be counted in the~~
26 ~~statewide graduation rate in the school year in which the student~~
27 ~~completes the minimum graduation requirements. Nothing in this~~

1 ~~subsection (4)(c)(III)(B) limits the right to a free appropriate public~~
2 ~~education for a student as provided by the federal "Individuals with~~
3 ~~Disabilities Education Act", 20 U.S.C. sec. 1400 et seq., as amended; the~~
4 ~~"Exceptional Children's Educational Act", article 20 of this title 22, or~~
5 ~~any other federal or state law or rule.~~

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

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

22 (V) (E) ~~Beginning in the 2020-21 school year,~~ The overall
23 percentage of students enrolled in the public high schools statewide who
24 demonstrate college and career readiness, based on the demonstration
25 options available to the students enrolled in each public high school, at
26 the higher achievement level adopted by the state board that indicates a
27 student is prepared, without needing remediation, to enroll in general

1 education core courses; AND

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

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

13 (4.5) BEGINNING IN THE 2027-28 SCHOOL YEAR, THE DEPARTMENT
14 SHALL DETERMINE THE LEVEL OF ATTAINMENT ON THE POSTSECONDARY
15 AND WORKFORCE READINESS INDICATOR OF EACH PUBLIC HIGH SCHOOL,
16 EACH SCHOOL DISTRICT, THE INSTITUTE, AND THE STATE AS A WHOLE BY
17 USING, AT A MINIMUM, THE FOLLOWING MEASURES:

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

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

22 (A) THE PERCENTAGE OF STUDENTS WHO EARN TRANSFERABLE
23 COLLEGE CREDITS WHILE IN HIGH SCHOOL, IN ALIGNMENT WITH THE
24 DEPARTMENT OF HIGHER EDUCATION'S RECOMMENDATIONS FOR
25 ADMISSIONS, AS ESTABLISHED IN SECTION 23-1-113 (1), OR IN ALIGNMENT
26 WITH PUBLIC COMMUNITY AND TECHNICAL COLLEGE CERTIFICATE OR
27 DEGREE REQUIREMENTS, THROUGH MEASURES WHICH MAY INCLUDE

1 EARNING A SUFFICIENT SCORE ON AN END-OF-COURSE ADVANCED
2 PLACEMENT EXAM, AS DETERMINED IN RULE BY THE STATE BOARD;
3 SUCCESSFULLY COMPLETING A POSTSECONDARY COURSE, AS DETERMINED
4 IN RULE BY THE STATE BOARD; OR EARNING A SUFFICIENT SCORE ON AN
5 INTERNATIONAL BACCALAUREATE COURSE, AS DETERMINED IN RULE BY
6 THE STATE BOARD;

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

11 (C) THE PERCENTAGE OF STUDENTS WHO EARN A CREDENTIAL
12 THAT MEETS THE REQUIREMENTS OUTLINED IN THE QUALITY STANDARDS
13 FRAMEWORK CREATED IN SECTION 23-5-145.6 (2) AND THE ANNUAL
14 COLORADO TALENT PIPELINE REPORT DESCRIBED IN SECTION 24-46.3-103;
15

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

18
19 (A) THE PERCENTAGES OF STUDENTS GRADUATING FROM THE
20 PUBLIC HIGH SCHOOL WHO, IN THE SCHOOL YEAR IMMEDIATELY
21 FOLLOWING GRADUATION FROM HIGH SCHOOL AFTER MEETING
22 GRADUATION REQUIREMENTS, ENROLL IN A CAREER AND TECHNICAL
23 EDUCATION PROGRAM, COMMUNITY COLLEGE, FOUR-YEAR INSTITUTION OF
24 HIGHER EDUCATION, OR REGISTERED APPRENTICESHIP PROGRAM, AS
25 DEFINED IN SECTION 8-15.7-101. THE DEPARTMENT SHALL WEIGHT EACH
26 POSTSECONDARY ENROLLMENT OPTION EQUALLY IN DETERMINING A
27 PUBLIC HIGH SCHOOL'S LEVEL OF ATTAINMENT ON THE POSTSECONDARY

1 PROGRESSION SUB-INDICATOR.

2 (B) THE PERCENTAGE OF STUDENTS GRADUATING FROM THE
3 PUBLIC HIGH SCHOOL WHO, IN THE SCHOOL YEAR IMMEDIATELY
4 FOLLOWING GRADUATION FROM HIGH SCHOOL, ENLIST IN THE MILITARY.
5 THE DEPARTMENT SHALL WEIGHT MILITARY ENLISTMENT EQUALLY WITH
6 THE POSTSECONDARY ENROLLMENT OPTIONS DESCRIBED IN SUBSECTION
7 (4.5)(a)(II)(B) OF THIS SECTION IN DETERMINING A PUBLIC HIGH SCHOOL'S
8 LEVEL OF ATTAINMENT ON THE POSTSECONDARY PROGRESSION
9 SUB-INDICATOR.

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

13 (III) THE GRADUATION RATE SUB-INDICATOR, AS DEFINED BY THE
14 STATE BOARD BY RULE. FOR PURPOSES OF THIS SUBSECTION (4.5)(a)(III),
15 A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS
16 DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH
17 SCHOOL'S GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT
18 COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION
19 (4.5)(a)(III) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC
20 EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS
21 WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE
22 "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS
23 TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

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

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

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

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

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

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

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

26
27 (A) THE OVERALL PERCENTAGES OF STUDENTS GRADUATING FROM

1 ALL DISTRICT PUBLIC HIGH SCHOOLS OR ALL INSTITUTE CHARTER HIGH
2 SCHOOLS WHO, IN THE SCHOOL YEAR IMMEDIATELY FOLLOWING
3 GRADUATION FROM HIGH SCHOOL AFTER MEETING GRADUATION
4 REQUIREMENTS, ENROLL IN A CAREER AND TECHNICAL EDUCATION
5 PROGRAM, COMMUNITY COLLEGE, FOUR-YEAR INSTITUTION OF HIGHER
6 EDUCATION, OR REGISTERED APPRENTICESHIP PROGRAM, AS DEFINED IN
7 SECTION 8-15.7-101. THE DEPARTMENT SHALL WEIGHT EACH
8 POSTSECONDARY ENROLLMENT OPTION EQUALLY IN DETERMINING A
9 DISTRICT PUBLIC HIGH SCHOOL'S OR AN INSTITUTE CHARTER HIGH
10 SCHOOL'S LEVEL OF ATTAINMENT ON THE POSTSECONDARY PROGRESSION
11 SUB-INDICATOR.

12 (B) THE OVERALL PERCENTAGE OF STUDENTS GRADUATING FROM
13 ALL DISTRICT PUBLIC HIGH SCHOOLS OR ALL INSTITUTE CHARTER HIGH
14 SCHOOLS WHO, IN THE SCHOOL YEAR IMMEDIATELY FOLLOWING
15 GRADUATION FROM HIGH SCHOOL, ENLIST IN THE MILITARY. THE
16 DEPARTMENT SHALL WEIGHT MILITARY ENLISTMENT EQUALLY WITH THE
17 POSTSECONDARY ENROLLMENT OPTIONS DESCRIBED IN SUBSECTION
18 (4.5)(b)(II)(B) OF THIS SECTION IN DETERMINING A PUBLIC HIGH SCHOOL'S
19 OR AN INSTITUTE CHARTER HIGH SCHOOL'S LEVEL OF ATTAINMENT ON THE
20 POSTSECONDARY PROGRESSION SUB-INDICATOR.

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

24 (III) THE GRADUATION RATE SUB-INDICATOR, AS DEFINED BY THE
25 STATE BOARD BY RULE. FOR PURPOSES OF THIS SUBSECTION (4.5)(b)(III),
26 A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS
27 DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH

1 SCHOOL'S GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT
2 COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION
3 (4.5)(b)(III) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC
4 EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS
5 WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE
6 "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS
7 TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

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

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

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

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

25 (B) THE PERCENTAGE OF STUDENTS WHO DEMONSTRATE LEARNING
26 THROUGH WORK AND LEARNING AT WORK CONSISTENT WITH THE
27 WORK-BASED LEARNING QUALITY EXPECTATIONS ESTABLISHED PURSUANT

1 TO SECTION 8-83-602; AND

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

6

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

9

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

20 (E) THE PERCENTAGE OF STUDENTS GRADUATING FROM PUBLIC
21 HIGH SCHOOLS WHO, IN THE SCHOOL YEAR IMMEDIATELY FOLLOWING
22 GRADUATION FROM HIGH SCHOOL, ENLIST IN THE MILITARY. THE
23 DEPARTMENT SHALL WEIGHT MILITARY ENLISTMENT EQUALLY WITH THE
24 POSTSECONDARY ENROLLMENT OPTIONS DESCRIBED IN SUBSECTION
25 (4.5)(c)(II)(B) OF THIS SECTION IN DETERMINING THE STATE'S LEVEL OF
26 ATTAINMENT ON THE POSTSECONDARY PROGRESSION SUB-INDICATOR.

27 (F) THE PERCENTAGE OF STUDENTS ENROLLED IN A CONCURRENT

1 ENROLLMENT OR EARLY COLLEGE PROGRAM THAT RESULTS IN STUDENTS
2 EARNING TWELVE COLLEGE CREDITS OR A DEGREE.

3 (III) THE GRADUATION RATE SUB-INDICATOR, AS DEFINED BY THE
4 STATE BOARD BY RULE. FOR PURPOSES OF THIS SUBSECTION (4.5)(c)(III),
5 A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS
6 DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH
7 SCHOOL'S GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT
8 COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION
9 (4.5)(c)(III) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC
10 EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS
11 WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE
12 "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS
13 TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

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

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

22 (5) In measuring the performance of a public school, a school
23 district, the institute, or the state on each of the performance indicators,
24 the department shall CALCULATE THE MEASURES FOR EACH PERFORMANCE
25 INDICATOR BY COMBINED STUDENT GROUP SO STUDENT GROUPS ARE
26 COUNTED ONLY ONCE. THE DEPARTMENT SHALL disaggregate the
27 measures for each indicator by student group FOR REPORTING PURPOSES

1 PURSUANT TO SUBSECTION (7)(a) OF THIS SECTION. The department shall
2 separately account for the performance of each COMBINED student group
3 in determining the overall performance on a performance indicator by a
4 public school, a school district, the institute, or the state. IN DETERMINING
5 THE OVERALL PERFORMANCE ON A PERFORMANCE INDICATOR, THE
6 DEPARTMENT SHALL ENSURE THAT EACH STUDENT IS COUNTED ONCE EVEN
7 IF THE STUDENT BELONGS TO MULTIPLE STUDENT GROUPS.

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

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

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

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

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

27 (II) REPORTING THAT AT LEAST SEVENTY-FIVE PERCENT OF

1 STUDENTS PARTICIPATE IN AND COMPLETE STATE ASSESSMENTS;

2 (III) REPORTING THAT ALL STUDENT GROUPS ARE AT LEAST

3 MEETING EXPECTATIONS FOR ACADEMIC GROWTH;

4 (IV) REPORTING THAT NO INDIVIDUAL STUDENT GROUP HAS

5 RECEIVED A "DOES NOT MEET EXPECTATION" RATING FOR ACADEMIC

6 GROWTH; AND

7 (V) REPORTING THAT ALL STUDENT GROUPS ARE AT LEAST

8 APPROACHING PERFORMANCE EXPECTATIONS FOR ACADEMIC

9 ACHIEVEMENT.

10 (2.5) (c) WHEN THE DEPARTMENT NOTIFIES A SCHOOL DISTRICT

11 AND THE INSTITUTE OF ITS INITIAL ACCREDITATION ASSIGNMENT AND

12 FINAL ACCREDITATION CATEGORY PURSUANT TO SUBSECTIONS (2.5)(a)

13 AND (2.5)(b) OF THIS SECTION, THE DEPARTMENT SHALL NOTIFY THE

14 SCHOOL DISTRICT OR INSTITUTE IF IT DID NOT RECEIVE AN ACCREDITED

15 WITH DISTINCTION PLAN AS A RESULT OF LOW STUDENT PARTICIPATION IN

16 STATE ASSESSMENTS. A SMALL RURAL DISTRICT, AS DEFINED IN SECTION

17 22-54-103, MAY APPEAL TO THE STATE BOARD TO GAIN AN ACCREDITED

18 WITH DISTINCTION PLAN ONLY IF THE SMALL RURAL DISTRICT IS NOTIFIED

19 PURSUANT TO THIS SUBSECTION (2.5)(c) AND THE SMALL RURAL DISTRICT'S

20 ONLY INFRACTION IS NOT MEETING THE SEVENTY-FIVE PERCENT

21 THRESHOLD DESCRIBED IN SUBSECTION (2)(a)(II) OF THIS SECTION.

22 (4) (a) ~~Beginning with the 2018-19 school year,~~ If a school district

23 or the institute performs at a level that results in being accredited with

24 priority improvement plan or lower for two consecutive years followed

25 by three consecutive or nonconsecutive years, resulting in a total of five

26 years of performance at such a level, THE SCHOOL DISTRICT OR THE

27 INSTITUTE SHALL SUBMIT A PATHWAY PLAN TO THE STATE BOARD FOR

1 APPROVAL AND the state board shall require the school district or institute
2 to take significant action as provided in section 22-11-209; except that,
3 before the five years have accumulated, if the school district or institute
4 performs for at least two consecutive years at a level that results in being
5 accredited with improvement plan or higher, the five years stop
6 accumulating unless the school district or institute again performs at a
7 level that results in being accredited with priority improvement plan or
8 lower for two consecutive years, at which time the school district or
9 institute is again in the first two of the five years. For the time during
10 which the five years of performance are accumulating, a school district
11 or the institute is on performance watch. THE DEPARTMENT SHALL
12 MONITOR PROGRESS ON THE IMPLEMENTATION OF THE ACTIONS ORDERED
13 BY THE STATE BOARD PURSUANT TO SECTION 22-11-209. THE
14 DEPARTMENT SHALL PROVIDE PERIODIC UPDATES TO THE STATE BOARD.

15 (5) Notwithstanding ~~any provision of~~ subsection (4)(a) of this
16 section or section 22-11-209 (2)(a) to the contrary, at the request of a
17 school district, in consultation with the district accountability committee,
18 or the institute, THE SCHOOL DISTRICT OR THE INSTITUTE MAY
19 VOLUNTARILY REQUEST, IN THE THIRD OR FOUR YEAR OF PERFORMANCE
20 WATCH, TO PROCEED WITH A SIGNIFICANT ACTION DESCRIBED IN SECTION
21 22-11-209 (2)(a) THAT IS NOT OTHERWISE REQUIRED BY LAW. THE SCHOOL
22 DISTRICT OR THE INSTITUTE SHALL DESIGN A PATHWAY PLAN AND PRESENT
23 THE PATHWAY PLAN TO THE STATE BOARD FOR APPROVAL. The state board
24 may direct the school district or institute to take significant actions as
25 provided in section 22-11-209 even though the school district or institute
26 has not completed the five years of performance watch. If the state board
27 requires the school district or institute to take significant actions, the

1 school district or institute is subject to the provisions of section 22-11-209
2 (3.5). WHEN THE SCHOOL DISTRICT OR THE INSTITUTE VOLUNTARILY
3 REQUESTS TO PROCEED WITH A SIGNIFICANT ACTION IN THE THIRD OR
4 FOURTH YEAR OF PERFORMANCE WATCH, THE STATE BOARD IS LIMITED TO
5 DIRECTING THE SIGNIFICANT ACTION FROM THE LIST SET FORTH IN SECTION
6 22-11-209 (2)(a) THAT IS PROPOSED BY THE SCHOOL DISTRICT OR THE
7 INSTITUTE.

8 **SECTION 7.** In Colorado Revised Statutes, 22-11-208, **amend**
9 (2) introductory portion, (2.5), and (3) introductory portion; and **add**
10 (2.3), (2.7), (4), and (5) as follows:

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

24 (2.3) IF A SCHOOL DISTRICT OR THE INSTITUTE MEETS THE CRITERIA
25 DESCRIBED IN SUBSECTION (2) OF THIS SECTION, THE DEPARTMENT MAY
26 REQUIRE THE SCHOOL DISTRICT OR THE INSTITUTE TO PARTICIPATE IN AN
27 EVALUATION THAT IS CONDUCTED BY:

- 1 (a) THE DEPARTMENT;
2 (b) A THIRD PARTY APPROVED BY THE DEPARTMENT; OR
3 (c) THE SCHOOL DISTRICT OR THE INSTITUTE USING A
4 SELF-ASSESSMENT TOOL APPROVED BY THE DEPARTMENT.

5 (2.5) (a) In addition to the technical assistance and support
6 described in subsection (2) of this section, the department shall make
7 available to the directors of the local school board of a school district that
8 is accredited with improvement plan or lower, or that includes a public
9 school that is required to adopt a priority improvement or turnaround
10 plan, training in school district and public school governance and
11 turnaround best practices. The department shall also make available
12 informational materials and training opportunities for parents, school
13 personnel, and members of the affected district accountability committee
14 and school accountability committee.


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

21 (2.7) FOR THE 2024-25 AND 2025-26 BUDGET YEARS, THE
22 DEPARTMENT SHALL, WITHIN EXISTING RESOURCES, COMPLY WITH
23 SUBSECTIONS (2) AND (4) OF THIS SECTION. FOR THE 2026-27 BUDGET
24 YEAR, AND FOR BUDGET YEARS THEREAFTER, THE DEPARTMENT MAY
25 SUBMIT A REQUEST TO THE GENERAL ASSEMBLY FOR ADDITIONAL
26 RESOURCES THROUGH THE ANNUAL BUDGET PROCESS.

27 (3) The commissioner may assign the state review panel to

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

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

14 
15 (5) (a) IF A SCHOOL DISTRICT OR THE INSTITUTE HAS LOW STUDENT
16 PARTICIPATION IN THE STATE ASSESSMENT THAT RESULTS IN A CATEGORY
17 OF "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION", THE SCHOOL
18 DISTRICT OR THE INSTITUTE SHALL CREATE A CORRECTIVE ACTION PLAN
19 AND SUBMIT IT TO THE DEPARTMENT. WHEN CREATING THE CORRECTIVE
20 ACTION PLAN, THE SCHOOL DISTRICT OR THE INSTITUTE SHALL CONSIDER:

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

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

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

27 (IV) COMMUNICATING WITH ORGANIZATIONS THAT ADVOCATE FOR

1 STATE ASSESSMENT OPT-OUTS TO ENSURE THE ORGANIZATIONS HAVE
2 INFORMATION ON THE IMPORTANCE OF STATE ASSESSMENTS.

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

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

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

14 **22-11-209. Removal of accreditation - recommended actions**
15 **- review - appeal - rules.** (2) (a) If a school district or the institute is
16 accredited with a turnaround plan and the department determines that the
17 school district or institute has failed to make substantial progress under
18 its turnaround plan, or if the school district or institute has been on
19 performance watch for the full five years, the commissioner shall assign
20 the state review panel to critically evaluate the school district's or the
21 institute's performance and to recommend one or more of the following
22 actions:

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

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

25 (G) THAT THE SCHOOL DISTRICT TAKE OTHER ACTIONS, AS
26 PROPOSED BY THE SCHOOL DISTRICT, THAT ARE COMPARABLE TO OR THAT
27 HAVE A MORE SIGNIFICANT EFFECT THAN THE ACTIONS DESCRIBED IN

1 SUBSECTIONS (2)(a)(I)(A) TO (2)(a)(I)(F) OF THIS SECTION AND THAT ARE
2 ALIGNED TO THE PATHWAY PLAN AND DESIGNED TO SUPPORT THE
3 IMPLEMENTATION OF THE PATHWAY PLAN. ACTIONS INCLUDE, BUT ARE
4 NOT LIMITED TO, CONTRACTING WITH EXTERNAL SUPPORT PARTNERS,
5 USING CONTRACTORS OR RESOURCES PROVIDED BY THE DEPARTMENT,
6 ENGAGING IN CROSS-DISTRICT PROGRESS MONITORING, OR
7 COMPREHENSIVE SCHOOL REDESIGN.

8 (II) If the recommendation applies to the institute:

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

11 or

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

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

23 (3.5) (a) So long as a school district or the institute performs at a
24 level that results in being accredited with priority improvement plan or
25 lower, after the state board initially directs the school district or institute
26 to take action as described in subsections (2) and (3) of this section, the
27 commissioner may in any year, but shall every two years, assign the state

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

16 (5) A PUBLIC OR PRIVATE ENTITY THAT SERVES AS AN EXTERNAL
17 SUPPORT PARTNER FOR A SCHOOL DISTRICT OR THE INSTITUTE, AS
18 DESCRIBED IN SUBSECTION (2)(a) OF THIS SECTION, IS SUBJECT TO THE
19 PROVISIONS OF THE "COLORADO OPEN RECORDS ACT", PART 2 OF ARTICLE
20 72 OF TITLE 24; EXCEPT THAT THE PUBLIC OR PRIVATE ENTITY SHALL
21 COMPLY WITH THE FEDERAL "FAMILY EDUCATIONAL RIGHTS AND
22 PRIVACY ACT OF 1974", 20 U.S.C. SEC. 1232g, AND ANY OTHER FEDERAL
23 OR STATE PRIVACY LAWS.

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

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

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

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

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

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

15

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

20 **22-11-210. Public schools - annual review - plans - supports**
21 **and interventions - rules.** (1) (d) (I) ~~Beginning with the 2018-19 school~~
22 ~~year,~~ If a public school performs at a level that results in being required
23 to adopt a priority improvement or turnaround plan for two consecutive
24 years followed by three consecutive or nonconsecutive years, resulting in
25 a total of five years of performance at such a level, the state board shall
26 REVIEW THE PUBLIC SCHOOL'S PATHWAY PLAN AND require the school
27 district, for a public school of the school district, or the institute, for an

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

12 (d.5) Notwithstanding ~~any provision of~~ subsection (1)(d)(I) of this
13 section to the contrary, at the request of the school district, in consultation
14 with the affected school accountability committee and, in the case of a
15 district charter school, with the consent of the governing board of the
16 district charter school, or the institute, with the consent of the governing
17 board, and in consultation with the school accountability committee, of
18 the affected institute charter school, THE PUBLIC SCHOOL MAY
19 VOLUNTARILY REQUEST, IN THE THIRD OR FOURTH YEAR OF PERFORMANCE
20 WATCH, TO PROCEED WITH A SIGNIFICANT ACTION AS DESCRIBED IN
21 SUBSECTION (5)(a) OF THIS SECTION THAT IS NOT OTHERWISE REQUIRED BY
22 LAW. THE PUBLIC SCHOOL SHALL DESIGN A PATHWAY PLAN TO PRESENT TO
23 THE STATE BOARD FOR APPROVAL, AND the state board may direct the
24 school district, for a public school of the school district, or the institute,
25 for an institute charter school, to take one of the actions described in
26 subsection (5)(a) of this section even though the public school has not
27 completed the five years of performance watch. If the state board requires

1 the school district or institute to take one of the actions described in
2 subsection (5)(a) of this section, the public school is subject to the
3 provisions of subsection (5.5) of this section. WHEN THE PUBLIC SCHOOL
4 VOLUNTARILY REQUESTS TO PROCEED WITH A SIGNIFICANT ACTION IN THE
5 THIRD OR FOURTH YEAR OF PERFORMANCE WATCH, THE STATE BOARD IS
6 LIMITED TO DIRECTING THE SIGNIFICANT ACTION FROM THE LIST SET FORTH
7 IN SUBSECTION (5)(a) OF THIS SECTION THAT IS PROPOSED BY THE PUBLIC
8 SCHOOL.

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

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

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

27 (VII) OTHER ACTIONS THAT ARE COMPARABLE TO OR THAT HAVE

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

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

17 (d) The priority improvement or turnaround plan that a public
18 school adopts for the fourth year in which the public school is on
19 performance watch must include a general explanation for how the school
20 district, for a district public school, or the institute, for an institute charter
21 school, may put into effect each of the actions described in subsection
22 (5)(a) of this section as they pertain to a district public school, district
23 charter school, or institute charter school. WHEN A PUBLIC SCHOOL
24 PROCEEDS WITH A SIGNIFICANT STATE BOARD ACTION, AS DESCRIBED IN
25 SUBSECTION (5)(a) OF THIS SECTION, ENTERS THE FIFTH YEAR IN WHICH
26 THE PUBLIC SCHOOL IS ON PERFORMANCE WATCH, OR RETURNS TO THE
27 STATE BOARD FOR A HEARING BASED ON A PRIOR ORDER OF THE STATE

1 BOARD, THE PUBLIC SCHOOL MUST DEVELOP A PATHWAY PLAN NO LATER
2 THAN THE FIFTH YEAR IN WHICH THE PUBLIC SCHOOL IS ON PERFORMANCE
3 WATCH.


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

25 (7) A PUBLIC OR PRIVATE ENTITY THAT SERVES AS AN EXTERNAL
26 SUPPORT PARTNER FOR A PUBLIC SCHOOL, AS DESCRIBED IN SUBSECTION
27 (5)(a) OF THIS SECTION, IS SUBJECT TO THE PROVISIONS OF THE

1 "COLORADO OPEN RECORDS ACT", PART 2 OF ARTICLE 72 OF TITLE 24;
2 EXCEPT THAT THE PUBLIC OR PRIVATE ENTITY SHALL COMPLY WITH THE
3 FEDERAL "FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974", 20
4 U.S.C. SEC. 1232g, AND ANY OTHER FEDERAL OR STATE PRIVACY LAWS.

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

11 (9) THE DEPARTMENT SHALL OFFER ONGOING SUPPORT AND
12 FEEDBACK TO A PUBLIC SCHOOL DURING YEAR TWO OF THE TWO
13 CONSECUTIVE YEARS OF A PRIORITY IMPROVEMENT OR TURNAROUND
14 PLAN. A PUBLIC SCHOOL, IN CONSULTATION WITH THE SCHOOL DISTRICT
15 OR THE INSTITUTE AND THE DEPARTMENT, SHALL DEVELOP AND MANAGE
16 A COMPREHENSIVE SCHOOL IMPROVEMENT PLAN THAT ADDRESSES
17 RESOURCES, TRAINING, HIGH-QUALITY CURRICULUM AND MATERIALS,
18 POTENTIAL EXTERNAL PARTNERSHIPS, AND POTENTIAL PARTNERSHIPS
19 WITH NEIGHBORING PUBLIC SCHOOLS AND SCHOOL DISTRICTS.

20 
21 (10) (a) IF A PUBLIC SCHOOL HAS A LOW STUDENT PARTICIPATION
22 RATE IN THE STATE ASSESSMENT THAT RESULTS IN A CATEGORY OF
23 "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION", THE PUBLIC
24 SCHOOL SHALL CREATE A CORRECTIVE ACTION PLAN AND SUBMIT IT TO
25 THE LOCAL SCHOOL BOARD OR THE INSTITUTE. THE LOCAL SCHOOL BOARD
26 OR THE INSTITUTE SHALL SUBMIT THE CORRECTIVE ACTION PLAN TO THE
27 DEPARTMENT. WHEN CREATING THE CORRECTIVE ACTION PLAN, THE

1 SCHOOL DISTRICT OR THE INSTITUTE SHALL CONSIDER:

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

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

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

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

11 (b) IF A PUBLIC SCHOOL RECEIVES A CATEGORY OF "INSUFFICIENT
12 DATA FOR LOW STUDENT PARTICIPATION" IN THE STATE ASSESSMENT FOR
13 THREE CONSECUTIVE YEARS, THE PUBLIC SCHOOL SHALL PRESENT ITS
14 CORRECTIVE ACTION PLAN AS DESCRIBED IN SUBSECTION (10)(a) OF THIS
15 SECTION TO THE STATE BOARD.

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

18 **22-11-212. Department - accountability study - report.**

19 (1) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN CONSULTATION
20 WITH THE TECHNICAL ADVISORY PANEL, A COUNCIL THAT FOCUSES ON
21 RURAL EDUCATION, THE ACCOUNTABILITY WORK GROUP DESCRIBED IN
22 SECTION 22-11-202 (3), AND OTHER ADVISORY GROUPS WITH RELEVANT
23 EXPERTISE, AND MAKE RECOMMENDATIONS ON LOWERING STUDENT
24 COUNT THRESHOLDS ON ACCOUNTABILITY CALCULATIONS AND
25 REPORTING.

26 (b) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL
27 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE

1 RECOMMENDATIONS DESCRIBED IN SUBSECTION (1)(a) OF THIS SECTION TO
2 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND
3 SENATE, OR THEIR SUCCESSOR COMMITTEES.

4 (2) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN
5 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL, A COUNCIL THAT
6 FOCUSES ON RURAL EDUCATION, THE ACCOUNTABILITY WORK GROUP
7 DESCRIBED IN SECTION 22-11-202 (3), AND OTHER ADVISORY GROUPS WITH
8 RELEVANT EXPERTISE, AND MAKE RECOMMENDATIONS ON ADDRESSING
9 INHERENT VOLATILITY OF TEST SCORE MEASUREMENTS FOR LOCAL
10 EDUCATION PROVIDERS WITH SMALL STUDENT POPULATIONS.

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

16

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

25 (b) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL
26 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE
27 RECOMMENDATIONS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION TO

1 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND
2 SENATE, OR THEIR SUCCESSOR COMMITTEES.

3

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

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

10 **22-11-213. Pathway plan - school districts - state charter**
11 **school institute - public schools.** (1) (a) THE PATHWAY PLAN IS A
12 MULTI-YEAR PLAN FOR SCHOOL IMPROVEMENT THAT IS PREPARED BY A
13 SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL FOR THE STATE
14 REVIEW PANEL AND THE STATE BOARD.

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

19 (II) A PATHWAY PLAN CONNECTS THE PUBLIC SCHOOL'S PROPOSAL
20 FOR SIGNIFICANT STATE BOARD ACTION, AS DESCRIBED IN SECTION
21 22-11-210 (5)(a), WITH THE BROAD STRATEGIES FOR THE IMPROVEMENT
22 OF THE PUBLIC SCHOOL.

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

25 (A) VOLUNTARILY PROCEEDS, AS DESCRIBED IN SECTION
26 22-11-207 (5), IN THE THIRD OR FOURTH YEAR OF PERFORMANCE WATCH,
27 WITH A REQUEST TO THE STATE BOARD TO DIRECT A SIGNIFICANT ACTION;

1 (B) ENTERS THE FIFTH YEAR ON PERFORMANCE WATCH; OR
2 (C) RETURNS TO THE STATE BOARD FOR A HEARING BASED ON A
3 PRIOR ORDER OF THE STATE BOARD, AS DESCRIBED IN SECTION 22-11-209
4 (3.5).
5 (II) A PUBLIC SCHOOL SHALL DEVELOP A PATHWAY PLAN WHEN
6 THE PUBLIC SCHOOL:
7 (A) VOLUNTARILY PROCEEDS, AS DESCRIBED IN SECTION
8 22-11-210 (1)(d.5), IN THE THIRD OR FOURTH YEAR OF PERFORMANCE
9 WATCH, WITH A REQUEST TO THE STATE BOARD TO DIRECT A SIGNIFICANT
10 ACTION;
11 (B) ENTERS THE FIFTH YEAR ON PERFORMANCE WATCH; OR
12 (C) RETURNS TO THE STATE BOARD FOR A HEARING BASED ON A
13 PRIOR ORDER OF THE STATE BOARD, AS DESCRIBED IN SECTION 22-11-210
14 (5.5)(a).
15 (2) (a) (I) A PATHWAY PLAN FOR A SCHOOL DISTRICT MUST
16 INCLUDE THE SCHOOL DISTRICT'S PROPOSED SIGNIFICANT ACTION OR
17 ACTIONS FROM THE LIST SET FORTH IN SECTION 22-11-209 (2)(a)(I);
18 (II) A PATHWAY PLAN FOR THE INSTITUTE MUST INCLUDE THE
19 INSTITUTE'S PROPOSED SIGNIFICANT ACTION OR ACTIONS FROM THE LIST
20 SET FORTH IN SECTION 22-11-209 (2)(a)(II); AND
21 (III) A PATHWAY PLAN FOR A PUBLIC SCHOOL MUST INCLUDE THE
22 PUBLIC SCHOOL'S PROPOSED SIGNIFICANT ACTION OR ACTIONS FROM THE
23 LIST SET FORTH IN SECTION 22-11-210 (5)(a).
24 (b) IN ADDITION TO THE PROPOSED SIGNIFICANT ACTIONS
25 DESCRIBED IN SUBSECTION (2)(a) OF THIS SECTION, A PATHWAY PLAN FOR
26 A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL MUST
27 INCORPORATE DATA ANALYSIS TO IDENTIFY PRIORITY CHALLENGES AND

1 ROOT CAUSES, RESEARCH-BASED STRATEGIES, AN ACTION AND
2 IMPLEMENTATION PLAN, SHORT-CYCLE IMPLEMENTATION BENCHMARKS,
3 AND ANNUAL TARGETS FOR PROGRESS MONITORING.

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

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

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

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

23 **22-11-303. Accredited or accredited with distinction -**
24 **performance plan - school district or institute - contents - adoption.**

25 (3) A district or institute performance plan ~~shall be~~ IS designed to raise
26 the academic performance of students enrolled in the school district or in
27 the institute charter schools and to ensure that the school district or the

1 institute, following the next annual accreditation review, attains a higher
2 accreditation category or remains in the same accreditation category if the
3 school district or institute is accredited with distinction. At a minimum,
4 each district and institute performance plan ~~shall~~ MUST:

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

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

15 **22-11-304. Accredited with improvement plan - school district**
16 **or institute - plan contents - adoption.** (3) A district improvement plan
17 or an institute improvement plan must be designed to ensure that the
18 school district or the institute improves its performance to the extent that,
19 following completion of its next annual accreditation review, the school
20 district or the institute attains a higher accreditation category. At a
21 minimum, a district improvement plan or an institute improvement plan
22 must:

23 (b) Identify positive and negative trends for district public schools
24 as a group and individually or for institute charter schools as a group and
25 individually in the levels of attainment by the public schools as a group
26 and individually on the performance indicators, INCLUDING A
27 DESCRIPTION OF HOW THE SCHOOL DISTRICT OR THE INSTITUTE WILL

1 PROVIDE DIFFERENT SUPPORTS FOR THE SCHOOL DISTRICT'S PUBLIC
2 SCHOOLS OR THE INSTITUTE'S INSTITUTE CHARTER SCHOOLS THAT ARE ON
3 PERFORMANCE WATCH;

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

6 **22-11-305. Accredited with priority improvement plan - school**
7 **district or institute - plan contents - adoption.** (1) (a) In accordance
8 with the time frames specified in state board rule, each school district that
9 is accredited with priority improvement plan shall annually adopt and
10 implement a district priority improvement plan as described in subsection
11 (3) of this section. WHEN A SCHOOL DISTRICT CREATES A PATHWAY PLAN
12 THE STATE BOARD, BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS
13 DESCRIBED IN SUBSECTION (3) OF THIS SECTION.

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

23 (2) (a) If the institute is accredited with priority improvement
24 plan, the institute board shall, in accordance with the time frames
25 specified in state board rule, adopt and implement an institute priority
26 improvement plan as described in subsection (3) of this section. In
27 preparing the institute priority improvement plan, the institute board shall

1 take into account and incorporate any institute charter school
2 performance, improvement, priority improvement, and turnaround plans
3 received pursuant to sections 22-11-403 to 22-11-406. WHEN AN
4 INSTITUTE CREATES A PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY
5 REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (3) OF THIS
6 SECTION.

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

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

23 (b) Identify positive and negative trends for district public schools
24 as a group and individually or for institute charter schools as a group and
25 individually in the levels of attainment by the public schools as a group
26 and individually on the performance indicators, INCLUDING A
27 DESCRIPTION OF HOW THE SCHOOL DISTRICT OR THE INSTITUTE WILL

1 PROVIDE DIFFERENT SUPPORTS FOR THE SCHOOL DISTRICT'S DISTRICT
2 PUBLIC SCHOOLS OR THE INSTITUTE'S INSTITUTE CHARTER SCHOOLS THAT
3 ARE ON PERFORMANCE WATCH;

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

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

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

14 **22-11-306. Accredited with turnaround plan - school district**
15 **or institute - plan content - adoption.** (1) (a) In accordance with the
16 time frames specified in state board rule, each school district that is
17 accredited with turnaround plan shall annually adopt and implement a
18 district turnaround plan as described in subsection (3) of this section.
19 WHEN A SCHOOL DISTRICT CREATES A PATHWAY PLAN, THE STATE BOARD,
20 BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN
21 SUBSECTION (3) OF THIS SECTION.

22 (2) (a) If the institute is accredited with turnaround plan, the
23 institute board shall, in accordance with the time frames specified in state
24 board rule, adopt and implement an institute turnaround plan as described
25 in subsection (3) of this section. In preparing the institute turnaround
26 plan, the institute board shall take into account and incorporate any
27 institute charter school performance, improvement, priority improvement,

1 and turnaround plans received pursuant to sections 22-11-403 to
2 22-11-406. WHEN THE INSTITUTE CREATES A PATHWAY PLAN, THE STATE
3 BOARD, BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN
4 SUBSECTION (3) OF THIS SECTION.

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

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

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

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

27 **SECTION 16.** In Colorado Revised Statutes, 22-11-405, **amend**

1 (1)(a) and (2)(a); and **add** (4)(b.5) as follows:

2 **22-11-405. School priority improvement plan - contents.**

3 (1) (a) If the state board, pursuant to section 22-11-210, directs a district
4 public school to adopt a priority improvement plan, the local school
5 board, in accordance with time frames specified in state board rules, shall
6 adopt a school priority improvement plan, as described in subsection (4)
7 of this section, for the district public school. WHEN A DISTRICT PUBLIC
8 SCHOOL CREATES A PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY
9 REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (4) OF THIS
10 SECTION.

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

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

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

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

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

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

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

1 school turnaround plan must:

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

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

8 **22-11-505. Statewide education accountability dashboard -**
9 **definition.** (1) AS USED IN THIS SECTION, UNLESS THE CONTEXT
10 OTHERWISE REQUIRES, "STATEWIDE EDUCATION ACCOUNTABILITY
11 DASHBOARD" OR "DASHBOARD" MEANS A STATEWIDE EDUCATION
12 ACCOUNTABILITY DASHBOARD USED TO REPORT AND ACCESS:

13 (a) LOCAL AND STATEWIDE EDUCATION ACCOUNTABILITY DATA;
14 AND

15 (b) POSTSECONDARY AND WORKFORCE READINESS DATA,
16 INCLUDING DATA MADE AVAILABLE TO THE DEPARTMENT THROUGH THE
17 STATEWIDE LONGITUDINAL DATA SYSTEM CREATED IN SECTION
18 24-37.5-125 (2)(a).

19 (2) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL
20 GATHER STAKEHOLDER INPUT ON THE SPECIFIC DATA ELEMENTS AND
21 VISUAL REPORTING FORMAT FOR THE STATEWIDE EDUCATION
22 ACCOUNTABILITY DASHBOARD. THE DEPARTMENT SHALL SUMMARIZE THE
23 STAKEHOLDER INPUT, THE ESTIMATED COST FOR INCORPORATING DATA
24 ELEMENTS, AND REPORTING FORMATS WITH THE STATE BOARD INTO A
25 REPORT. THE DEPARTMENT SHALL SUBMIT THE REPORT TO THE EDUCATION
26 COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR
27 THEIR SUCCESSOR COMMITTEES, AND THE JOINT BUDGET COMMITTEE.

1 SUBJECT TO AVAILABLE APPROPRIATIONS, THE DEPARTMENT SHALL
2 CREATE A STATEWIDE EDUCATION ACCOUNTABILITY DASHBOARD. ON THE
3 DASHBOARD, THE DEPARTMENT SHALL REPORT THE INFORMATION
4 DESCRIBED IN SUBSECTIONS (3)(a) AND (3)(b) OF THIS SECTION IN A
5 TRANSPARENT AND ACCESSIBLE MANNER TO FAMILIES, STUDENTS, AND
6 COMMUNITY MEMBERS.

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

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

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

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

19 **22-13-103. School transformation grant program - created -**
20 **rules - repeal.** (1) There is created in the department the school
21 transformation grant program to provide funding to:

22 (b) Support school districts, the institute, and charter schools ~~in~~
23 ~~providing~~ IN PURSUING BOLD SOLUTIONS BY PROVIDING educator
24 professional development and transforming instruction in public schools
25 that are required to adopt priority improvement or turnaround plans for
26 the immediate or preceding school year, ~~and~~ INCLUDING, BUT NOT LIMITED
27 TO, MANAGEMENT RESTRUCTURING, CREATING A PIPELINE FOR

1 LEADERSHIP AND EDUCATOR DEVELOPMENT, ASSET RESTRUCTURING,
2 COLLABORATIVE PROBLEM-SOLVING, DESIGNING BUDGETARY
3 EXPECTATIONS FOR SCHOOL TURNAROUND PLANS AND IMPLEMENTING A
4 FUNDING SUSTAINABILITY PLAN, DISTRIBUTING RESOURCES TO THE
5 SCHOOLS MOST IN NEED, AND ENSURING THE SCHOOL DISTRICT PLAN
6 DETAILS THE ALLOCATION OF RESOURCES TO ADDRESS SCHOOL DISTRICT
7 NEEDS;

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

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

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

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

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

27 **SECTION 20.** In Colorado Revised Statutes, 24-72-202, **amend**

1 (6)(a)(I) as follows:

2 **24-72-202. Definitions.** As used in this part 2, unless the context
3 otherwise requires:

4 (6) (a) (I) "Public records" means and includes all writings made,
5 maintained, or kept by the state, any agency, institution, A PUBLIC OR
6 PRIVATE ENTITY THAT SERVES AS AN EXTERNAL SUPPORT PARTNER FOR A
7 SCHOOL DISTRICT OR THE STATE CHARTER SCHOOL INSTITUTE PURSUANT
8 TO SECTION 22-11-209 (2)(a), A PUBLIC OR PRIVATE ENTITY THAT SERVES
9 AS AN EXTERNAL SUPPORT PARTNER FOR A PUBLIC SCHOOL PURSUANT TO
10 SECTION 22-11-210 (5)(a), a nonprofit corporation incorporated pursuant
11 to section 23-5-121 (2), ~~C.R.S.~~, or political subdivision of the state, or
12 that are described in section 29-1-902 ~~C.R.S.~~, and held by any
13 local-government-financed entity for use in the exercise of functions
14 required or authorized by law or administrative rule or involving the
15 receipt or expenditure of public funds.

16 **SECTION 21. Appropriation - adjustments to 2025 long bill.**

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

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

26 (3) For the 2025-26 state fiscal year, \$559,187 is appropriated to
27 the department of education for use by school quality and support. This

1 appropriation is from the general fund and is based on an assumption that
2 the division will require an additional 3.4 FTE. To implement this act, the
3 division may use this appropriation for accountability and improvement
4 planning.

		APPROPRIATION FROM					
	ITEM & SUBTOTAL	TOTAL	GENERAL FUND	GENERAL FUND EXEMPT	CASH FUNDS	REAPPROPRIATED FUNDS	FEDERAL FUNDS
	\$	\$	\$	\$	\$	\$	\$
1	SECTION 22. 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						
2	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						
3	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						
4	are amended by section 8 of SB 25-206 as follows:						
5	Section 2. Appropriation.						
6	PART IV						
7	DEPARTMENT OF EDUCATION						
8							
9	(6) SCHOOL QUALITY AND SUPPORT						
10	(A) Accountability and Transformation						
11	Longitudinal Analyses of						
12	Student Assessment Results	620,960	620,960				
13			(5.1 FTE)				
14	Accountability and						
15	Improvement Planning	2,384,189	1,318,920				1,065,269(I)
16			(5.1 FTE)				(10.0 FTE)

			APPROPRIATION FROM				
	ITEM & SUBTOTAL	TOTAL	GENERAL FUND	GENERAL FUND EXEMPT	CASH FUNDS	REAPPROPRIATED FUNDS	FEDERAL FUNDS
	\$	\$	\$	\$	\$	\$	\$
1	Local Accountability						
2	System Grant Program	492,784	492,784				
3		411,784	411,784				
4			(0.4 FTE)				
5	School Transformation						
6	Grant Program	8,091,187	6,078,660		2,012,527 ^a		
7			(2.8 FTE)		(1.2 FTE)		
8	Federal School						
9	Transformation						
10	Administration and Support	769,725					769,725(I)
11							(4.2 FTE)
12	Educator Perception	25,000	25,000				
13		12,383,845					
14		12,302,845					
15							

	ITEM & SUBTOTAL	TOTAL	APPROPRIATION FROM				
			GENERAL FUND	GENERAL FUND EXEMPT	CASH FUNDS	REAPPROPRIATED FUNDS	FEDERAL FUNDS
	\$	\$	\$	\$	\$	\$	\$
1	^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,						
2	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.						
3							
4							
5	TOTALS PART IV						
6	(EDUCATION)	\$7,492,190,177	\$3,294,609,034	\$1,248,839,667 ^a	\$1,973,866,374 ^b		
7		<u>\$7,492,109,177</u>	<u>\$3,294,528,034</u>				
8							
9	^a This amount shall be from the General Fund Exempt Account created in Section 24-77-103.6 (2), C.R.S.						
10	^b Of this amount, \$5,427,742 contains an (I) notation.						
11	^c Of this amount, \$43,900,000 contains an (I) notation.						
12	^d This amount contains an (I) notation.						
13							

1 **SECTION 23. Act subject to petition - effective date.** This act
2 takes effect at 12:01 a.m. on the day following the expiration of the
3 ninety-day period after final adjournment of the general assembly; except
4 that, if a referendum petition is filed pursuant to section 1 (3) of article V
5 of the state constitution against this act or an item, section, or part of this
6 act within such period, then the act, item, section, or part will not take
7 effect unless approved by the people at the general election to be held in
8 November 2026 and, in such case, will take effect on the date of the
9 official declaration of the vote thereon by the governor.