

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

**REVISED**

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

LLS NO. 25-0241.02 Alana Rosen x2606

**HOUSE BILL 25-1278**

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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.**

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**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.*

SENATE  
2nd Reading Unamended  
May 2, 2025

HOUSE  
Amended 3rd Reading  
April 28, 2025

HOUSE  
Amended 2nd Reading  
April 25, 2025

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.

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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)(c)(III); **repeal** (2)(c)(II); and **add** (2)(c)(IV) and (3) as follows:



1           **22-11-202. Colorado growth model - technical advisory panel**

2           **- accountability work group - rules.** (2) (c) The department and the  
3           state board shall consult with the technical advisory panel concerning:

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

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

11          (IV) METHODS TO MEASURE THE POSTSECONDARY AND  
12          WORKFORCE READINESS INDICATOR, INCLUDING THE COLLEGE AND  
13          CAREER READINESS BEFORE GRADUATION SUB-INDICATOR AND THE  
14          POSTSECONDARY PROGRESSION SUB-INDICATOR DESCRIBED IN SECTION  
15          22-11-204 (4.5), AND METHODS TO MEASURE THE NUMBER OF STUDENTS  
16          WHO COMPLETE ONE OR MORE OF THE POSTSECONDARY AND WORKFORCE  
17          READINESS SUB-INDICATORS.

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

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

27          (II) FIVE MEMBERS WHO SERVE AS SCHOOL AND SCHOOL DISTRICT

- 1 LEADERS;
- 2 (III) ONE MEMBER WHO SERVES AS A CHARTER SCHOOL LEADER;
- 3 (IV) ONE MEMBER WHO WORKS FOR A BOARD OF COOPERATIVE
- 4 SERVICES;
- 5 (V) ONE MEMBER WHO REPRESENTS A STATEWIDE ORGANIZATION
- 6 SERVING SCHOOL EXECUTIVES;
- 7 (VI) ONE MEMBER WHO REPRESENTS A STATEWIDE ORGANIZATION
- 8 REPRESENTING LOCAL SCHOOL BOARDS;
- 9 (VII) ONE MEMBER WHO REPRESENTS A STATEWIDE
- 10 ORGANIZATION REPRESENTING EDUCATORS;
- 11 (VIII) TWO MEMBERS WHO REPRESENT AN EDUCATION ADVOCACY
- 12 ORGANIZATION OR A CIVIL RIGHTS ORGANIZATION; AND
- 13 (IX) ONE MEMBER WHO IS A PARENT OR WHO REPRESENTS AN
- 14 ORGANIZATION FOCUSED ON FAMILY INVOLVEMENT IN EDUCATION.
- 15 (b) THE MEMBERS OF THE ACCOUNTABILITY WORK GROUP SHALL
- 16 SERVE AT THE WILL OF THE COMMISSIONER AND SHALL NOT RECEIVE
- 17 COMPENSATION OR REIMBURSEMENT FOR EXPENSES.
- 18 (c) THE DEPARTMENT SHALL CONVENE MEETINGS OF THE
- 19 ACCOUNTABILITY WORK GROUP AS NECESSARY AND WITHIN EXISTING
- 20 APPROPRIATIONS.
- 21 (d) THE ACCOUNTABILITY WORK GROUP MEETINGS ARE OPEN TO
- 22 THE PUBLIC.

23 **SECTION 5.** In Colorado Revised Statutes, 22-11-204, **amend**

24 (1)(b), (4), and (5); and **add** (1)(e), (1)(f), and (4.5) as follows:

25 **22-11-204. Performance indicators - measures - repeal.**

26 (1) (b) (I) (A) In addition, the department shall annually determine the

27 level of attainment of each public high school, each school district, the

1 institute, and the state as a whole on the postsecondary and workforce  
2 readiness performance indicator based on the measures specified in  
3 subsection (4) of this section.

4 (B) THIS SUBSECTION (1)(b)(I) IS REPEALED, EFFECTIVE JULY 1,  
5 2026.

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

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

22 (II) THE STATE BOARD SHALL ENSURE A STUDENT DESCRIBED IN  
23 SUBSECTION (1)(e)(I) OF THIS SECTION IS COUNTED IN THE CALCULATION  
24 DESCRIBED IN SUBSECTION (1)(e)(I) OF THIS SECTION FOR TWO YEARS  
25 AFTER IT IS DETERMINED THE STUDENT NO LONGER MEETS THE ELIGIBILITY  
26 CRITERIA FOR AN INDIVIDUALIZED EDUCATION PROGRAM, AS DEFINED  
27 IN SECTION 22-20-103; EXCEPT THAT A STUDENT WHO NO LONGER MEETS

1 THE ELIGIBILITY CRITERIA BECAUSE THE STUDENT HAS GRADUATED FROM  
2 A PUBLIC HIGH SCHOOL IS NOT COUNTED IN THE CALCULATION.

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

7 (f) FOR PURPOSES OF CALCULATING PERFORMANCE FOR THE  
8 PERFORMANCE INDICATOR CONCERNING STUDENT ACADEMIC  
9 ACHIEVEMENT, THE STATE BOARD SHALL ENSURE THAT THE CALCULATION  
10 INCLUDES CONSIDERATION OF THE PERCENTAGES OF STUDENTS ENROLLED  
11 IN THE ELEVENTH GRADE IN PUBLIC HIGH SCHOOLS WHO SCORE AT EACH  
12 ACHIEVEMENT LEVEL ON THE STANDARDIZED CURRICULUM-BASED  
13 ACHIEVEMENT COLLEGE ENTRANCE EXAMINATION ADMINISTERED AS A  
14 STATEWIDE ASSESSMENT OR THE PERCENTAGES OF STUDENTS ENROLLED  
15 IN EACH OF THE GRADE LEVELS INCLUDED IN THE PUBLIC HIGH SCHOOL  
16 WHO SCORE AT EACH ACHIEVEMENT LEVEL ON THE ASSESSMENTS  
17 ADMINISTERED BY THE PUBLIC HIGH SCHOOL PURSUANT TO SECTION  
18 22-7-1006.3.

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

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

24 ~~(I) The percentages of students enrolled in the eleventh grade in~~  
25 ~~the public high school 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 school~~  
2 ~~who score at each achievement level on the assessments administered~~  
3 ~~pursuant to section 22-7-1006.3 by the public high school;~~

4 (H) (A) As soon as the data is available, the percentage of students  
5 graduating from the public high school who receive a diploma that  
6 includes a postsecondary and workforce readiness endorsement as  
7 described in section 22-7-1009 (1) and the percentage who receive a  
8 diploma that includes an endorsement for exemplary demonstration of  
9 postsecondary and workforce readiness as described in section 22-7-1009  
10 (2);

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

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

1 ~~education for a student as provided by the federal "Individuals with~~  
2 ~~Disabilities Education Act", 20 U.S.C. sec. 1400 et seq., as amended; the~~  
3 ~~"Exceptional Children's Educational Act", article 20 of this title 22; or~~  
4 ~~any other federal or state law or rule.~~

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

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

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

27 AND

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

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

13           ~~(I) The overall percentages of students enrolled in the eleventh~~  
14 ~~grade in all of the district public high schools or all institute charter high~~  
15 ~~schools who score at each achievement level on the standardized~~  
16 ~~curriculum-based achievement college entrance examination administered~~  
17 ~~as a statewide assessment or the percentages of students enrolled in each~~  
18 ~~of the grade levels included in the public high schools who score at each~~  
19 ~~achievement level on the assessments administered pursuant to section~~  
20 ~~22-7-1006.3 by the public high schools;~~

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

1 receive diplomas that are endorsed for exemplary demonstration of  
2 postsecondary and workforce readiness as described in section 22-7-1009  
3 (2);

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

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

27 ~~(IV) (C) Beginning in the 2016-17 school year, The overall~~



1 percentages of students graduating from all of the district public high  
2 schools or all institute charter high schools who, in the school year  
3 immediately following graduation from high school, enroll in a career and  
4 technical education program, community college, or four-year institution  
5 of higher education. The department shall weight each postsecondary  
6 enrollment option equally in determining a school district's or the  
7 institute's level of attainment of this measure.

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

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

26 ~~(VI) (F) Beginning in the 2020-21 school year,~~ The overall  
27 percentage of students enrolled in the district public high schools or

1 institute charter high schools who successfully complete an advanced  
2 placement course in a subject other than English language arts or math  
3 and earn a score of three or higher on the end-of-course advanced  
4 placement exam, the percentage of students who successfully complete  
5 a concurrent enrollment course in a subject other than English language  
6 arts or math and earn a grade of "B" or higher in the course, and the  
7 percentage of students who successfully complete an international  
8 baccalaureate course in a subject other than English language arts or math  
9 and earn a score of four or higher; AND

10 (c) (III) For the state, the department shall calculate:

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

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

25 ~~(HH) (A) (B) The statewide graduation and dropout rates, as~~  
26 ~~defined by rule of the state board, for the public high schools in the state.~~

27 FOR PURPOSES OF THIS SUBSECTION (4)(a)(III)(B), A STUDENT WHO IS

1 ENROLLED IN SPECIAL EDUCATION SERVICES, AS DEFINED IN SECTION  
2 22-20-103, MUST BE COUNTED IN THE STATEWIDE GRADUATION RATE IN  
3 THE SCHOOL YEAR IN WHICH THE STUDENT COMPLETES THE MINIMUM  
4 GRADUATION REQUIREMENTS. THIS SUBSECTION (4)(a)(III)(B) DOES NOT  
5 LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION FOR A  
6 STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS WITH DISABILITIES  
7 EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE "EXCEPTIONAL  
8 CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS TITLE 22; OR ANY  
9 OTHER FEDERAL OR STATE LAW OR RULE.

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

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

27 (IV.5) (D) Beginning in the 2018-19 school year, or in the first

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

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

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

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

27 (4.5) BEGINNING IN THE 2027-28 SCHOOL YEAR, THE DEPARTMENT

1 SHALL DETERMINE THE LEVEL OF ATTAINMENT ON THE POSTSECONDARY  
2 AND WORKFORCE READINESS INDICATOR OF EACH PUBLIC HIGH SCHOOL,  
3 EACH SCHOOL DISTRICT, THE INSTITUTE, AND THE STATE AS A WHOLE BY  
4 USING, AT A MINIMUM, THE FOLLOWING MEASURES:

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

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

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

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

25 (C) THE PERCENTAGE OF STUDENTS WHO EARN A CREDENTIAL  
26 THAT MEETS THE REQUIREMENTS OUTLINED IN THE QUALITY STANDARDS  
27 FRAMEWORK CREATED IN SECTION 23-5-145.6 (2) AND THE ANNUAL

1 COLORADO TALENT PIPELINE REPORT DESCRIBED IN SECTION 24-46.3-103;

2

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

5

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

15 (B) THE PERCENTAGE OF STUDENTS GRADUATING FROM THE  
16 PUBLIC HIGH SCHOOL WHO, IN THE SCHOOL YEAR IMMEDIATELY  
17 FOLLOWING GRADUATION FROM HIGH SCHOOL, ENLIST IN THE MILITARY.  
18 THE DEPARTMENT SHALL WEIGHT MILITARY ENLISTMENT EQUALLY WITH  
19 THE POSTSECONDARY ENROLLMENT OPTIONS DESCRIBED IN SUBSECTION  
20 (4.5)(a)(II)(A) OF THIS SECTION IN DETERMINING A PUBLIC HIGH SCHOOL'S  
21 LEVEL OF ATTAINMENT ON THE POSTSECONDARY PROGRESSION  
22 SUB-INDICATOR.

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

26 (III) THE GRADUATION RATE SUB-INDICATOR, AS DEFINED BY THE  
27 STATE BOARD BY RULE. FOR PURPOSES OF THIS SUBSECTION (4.5)(a)(III),

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

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

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

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

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

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

5 (C) THE OVERALL PERCENTAGE OF STUDENTS WHO EARN A  
6 CREDENTIAL THAT MEETS THE REQUIREMENTS OUTLINED IN THE QUALITY  
7 STANDARDS FRAMEWORK CREATED IN SECTION 23-5-145.6 (2) AND THE  
8 ANNUAL COLORADO TALENT PIPELINE REPORT DESCRIBED IN SECTION  
9 24-46.3-103; [REDACTED]

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

12 [REDACTED]

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

23 (B) THE OVERALL PERCENTAGE OF STUDENTS GRADUATING FROM  
24 ALL DISTRICT PUBLIC HIGH SCHOOLS OR ALL INSTITUTE CHARTER HIGH  
25 SCHOOLS WHO, IN THE SCHOOL YEAR IMMEDIATELY FOLLOWING  
26 GRADUATION FROM HIGH SCHOOL, ENLIST IN THE MILITARY. THE  
27 DEPARTMENT SHALL WEIGHT MILITARY ENLISTMENT EQUALLY WITH THE



1 POSTSECONDARY ENROLLMENT OPTIONS DESCRIBED IN SUBSECTION  
2 (4.5)(b)(II)(A) OF THIS SECTION IN DETERMINING A PUBLIC HIGH SCHOOL'S  
3 OR AN INSTITUTE CHARTER HIGH SCHOOL'S LEVEL OF ATTAINMENT ON THE  
4 POSTSECONDARY PROGRESSION SUB-INDICATOR.

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

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

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

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

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

24 (A) THE PERCENTAGE OF STUDENTS WHO EARN TRANSFERABLE  
25 COLLEGE CREDITS WHILE IN HIGH SCHOOL, IN ALIGNMENT WITH THE  
26 DEPARTMENT OF HIGHER EDUCATION'S RECOMMENDATIONS FOR  
27 ADMISSIONS, AS ESTABLISHED IN SECTION 23-1-113 (1), OR IN ALIGNMENT

1 WITH PUBLIC COMMUNITY AND TECHNICAL COLLEGE CERTIFICATE OR  
2 DEGREE REQUIREMENTS, THROUGH MEASURES WHICH MAY INCLUDE  
3 EARNING A SUFFICIENT SCORE ON AN END-OF-COURSE ADVANCED  
4 PLACEMENT EXAM, AS DETERMINED IN RULE BY THE STATE BOARD;  
5 SUCCESSFULLY COMPLETING A POSTSECONDARY COURSE, AS DETERMINED  
6 IN RULE BY THE STATE BOARD; OR EARNING A SUFFICIENT SCORE ON AN  
7 INTERNATIONAL BACCALAUREATE COURSE, AS DETERMINED IN RULE BY  
8 THE STATE BOARD;

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

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

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

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

1 ATTAINMENT ON THE POSTSECONDARY PROGRESSION SUB-INDICATOR.

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

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

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

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

25 (d) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL,  
26 IN COLLABORATION WITH THE TECHNICAL ADVISORY PANEL, REPORT ON  
27 THE METRICS OF THE POSTSECONDARY AND WORKFORCE READINESS

1 INDICATOR DESCRIBED IN THIS SUBSECTION (4.5) TO THE EDUCATION  
2 COMMITTEES OF THE SENATE, AND THE HOUSE OF REPRESENTATIVES, OR  
3 THEIR SUCCESSOR COMMITTEES.

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

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

21 **22-11-207. Accreditation categories - criteria - rules.** (1) The  
22 state board shall ~~promulgate~~ ADOPT rules to establish accreditation  
23 categories that ~~shall~~ include, but ~~need~~ ARE not ~~be~~ limited to:

24 (2) The state board shall ~~promulgate~~ ADOPT rules establishing  
25 objective, measurable criteria that the department shall apply in  
26 determining the appropriate accreditation category for each school district  
27 and the institute, placing the greatest emphasis on attainment of the

1 performance indicators. At a minimum, the rules must take into  
2 consideration:

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

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

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

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

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

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

20 (2.5) (c) WHEN THE DEPARTMENT NOTIFIES A SCHOOL DISTRICT  
21 AND THE INSTITUTE OF ITS INITIAL ACCREDITATION ASSIGNMENT AND  
22 FINAL ACCREDITATION CATEGORY PURSUANT TO SUBSECTIONS (2.5)(a)  
23 AND (2.5)(b) OF THIS SECTION, THE DEPARTMENT SHALL NOTIFY THE  
24 SCHOOL DISTRICT OR INSTITUTE IF IT DID NOT RECEIVE AN ACCREDITED  
25 WITH DISTINCTION PLAN AS A RESULT OF LOW STUDENT PARTICIPATION IN  
26 STATE ASSESSMENTS. IF A DISTRICT MEETS THE CRITERIA DESCRIBED IN  
27 SUBSECTIONS (2)(a)(I), (2)(a)(III), (2)(a)(IV), AND (2)(a)(V) OF THIS

1 SECTION BUT DOES NOT MEET THE CRITERIA DESCRIBED IN SUBSECTION  
2 (2)(a)(II) OF THIS SECTION, THE DISTRICT MAY SUBMIT TO THE  
3 DEPARTMENT A REQUEST FOR RECONSIDERATION OF ITS INITIAL  
4 ACCREDITATION ASSIGNMENT IF THE DISTRICT REPORTS THAT AT LEAST  
5 SEVENTY-FIVE PERCENT OF STUDENTS PARTICIPATE IN AND COMPLETE  
6 STATE ASSESSMENTS AND DEMONSTRATES THAT THE STUDENTS TESTED  
7 ARE REPRESENTATIVE OF THE DISTRICT'S OVERALL STUDENT POPULATION.  
8 A SMALL RURAL DISTRICT, AS DEFINED IN SECTION 22-54-103, THAT MEETS  
9 THE CRITERIA DESCRIBED IN SUBSECTIONS (2)(a)(I), (2)(a)(III), (2)(a)(IV),  
10 AND (2)(a)(V) OF THIS SECTION BUT DOES NOT MEET THE CRITERIA  
11 DESCRIBED IN SUBSECTION (2)(a)(II) OF THIS SECTION MAY USE THE  
12 CRITERIA OUTLINED IN STATE BOARD RULE FOR THE RECONSIDERATION OF  
13 ITS INITIAL ACCREDITATION ASSIGNMENT.

14 (4) (a) ~~Beginning with the 2018-19 school year,~~ If a school district  
15 or the institute performs at a level that results in being accredited with  
16 priority improvement plan or lower for two consecutive years followed  
17 by three consecutive or nonconsecutive years, resulting in a total of five  
18 years of performance at such a level, THE SCHOOL DISTRICT OR THE  
19 INSTITUTE SHALL SUBMIT A PATHWAY PLAN TO THE STATE BOARD FOR  
20 APPROVAL AND the state board shall require the school district or institute  
21 to take significant action as provided in section 22-11-209; except that,  
22 before the five years have accumulated, if the school district or institute  
23 performs for at least two consecutive years at a level that results in being  
24 accredited with improvement plan or higher, the five years stop  
25 accumulating unless the school district or institute again performs at a  
26 level that results in being accredited with priority improvement plan or  
27 lower for two consecutive years, at which time the school district or

1 institute is again in the first two of the five years. For the time during  
2 which the five years of performance are accumulating, a school district  
3 or the institute is on performance watch. THE DEPARTMENT SHALL  
4 MONITOR PROGRESS ON THE IMPLEMENTATION OF THE ACTIONS ORDERED  
5 BY THE STATE BOARD PURSUANT TO SECTION 22-11-209. THE  
6 DEPARTMENT SHALL PROVIDE PERIODIC UPDATES TO THE STATE BOARD.

7 (5) Notwithstanding ~~any provision of~~ subsection (4)(a) of this  
8 section or section 22-11-209 (2)(a) to the contrary, at the request of a  
9 school district, in consultation with the district accountability committee,  
10 or the institute, THE SCHOOL DISTRICT OR THE INSTITUTE MAY  
11 VOLUNTARILY REQUEST, IN THE THIRD OR FOUR YEAR OF PERFORMANCE  
12 WATCH, TO PROCEED WITH A SIGNIFICANT ACTION DESCRIBED IN SECTION  
13 22-11-209 (2)(a) THAT IS NOT OTHERWISE REQUIRED BY LAW. THE SCHOOL  
14 DISTRICT OR THE INSTITUTE SHALL DESIGN A PATHWAY PLAN AND PRESENT  
15 THE PATHWAY PLAN TO THE STATE BOARD FOR APPROVAL. The state board  
16 may direct the school district or institute to take significant actions as  
17 provided in section 22-11-209 even though the school district or institute  
18 has not completed the five years of performance watch. If the state board  
19 requires the school district or institute to take significant actions, the  
20 school district or institute is subject to the provisions of section 22-11-209  
21 (3.5). WHEN THE SCHOOL DISTRICT OR THE INSTITUTE VOLUNTARILY  
22 REQUESTS TO PROCEED WITH A SIGNIFICANT ACTION IN THE THIRD OR  
23 FOURTH YEAR OF PERFORMANCE WATCH, THE STATE BOARD IS LIMITED TO  
24 DIRECTING THE SIGNIFICANT ACTION FROM THE LIST SET FORTH IN SECTION  
25 22-11-209 (2)(a) THAT IS PROPOSED BY THE SCHOOL DISTRICT OR THE  
26 INSTITUTE.

27 **SECTION 7.** In Colorado Revised Statutes, 22-11-208, **amend**

1 (2) introductory portion, (2.5), and (3) introductory portion; and **add**  
2 (2.3), (2.7), (4), and (5) as follows:

3 **22-11-208. Accreditation - annual review - supports and**  
4 **interventions - rules.** (2) The department shall provide technical  
5 assistance and support to ~~school districts that are~~ A SCHOOL DISTRICT OR  
6 THE INSTITUTE IF THE SCHOOL DISTRICT OR THE INSTITUTE IS accredited  
7 with improvement plan, accredited with priority improvement plan, or  
8 accredited with turnaround plan, ~~and to the institute if it is accredited at~~  
9 ~~any of those categories~~ OR MEETS CRITERIA THE DEPARTMENT IDENTIFIES  
10 THAT INDICATES THE SCHOOL DISTRICT'S OR THE INSTITUTE'S  
11 PERFORMANCE IS DECLINING. The department shall base the amount of  
12 technical assistance and support provided to a school district or the  
13 institute on the school district's or institute's degree of need for assistance  
14 and the department's available resources. Technical assistance and  
15 support may include, but need not be limited to:

16 (2.3) IF A SCHOOL DISTRICT OR THE INSTITUTE MEETS THE CRITERIA  
17 DESCRIBED IN SUBSECTION (2) OF THIS SECTION, THE DEPARTMENT MAY  
18 REQUIRE THE SCHOOL DISTRICT OR THE INSTITUTE TO PARTICIPATE IN AN  
19 EVALUATION THAT IS CONDUCTED BY:

- 20 (a) THE DEPARTMENT;
- 21 (b) A THIRD PARTY APPROVED BY THE DEPARTMENT; OR
- 22 (c) THE SCHOOL DISTRICT OR THE INSTITUTE USING A  
23 SELF-ASSESSMENT TOOL APPROVED BY THE DEPARTMENT.

24 (2.5) (a) In addition to the technical assistance and support  
25 described in subsection (2) of this section, the department shall make  
26 available to the directors of the local school board of a school district that  
27 is accredited with improvement plan or lower, or that includes a public



1 school that is required to adopt a priority improvement or turnaround  
2 plan, training in school district and public school governance and  
3 turnaround best practices. The department shall also make available  
4 informational materials and training opportunities for parents, school  
5 personnel, and members of the affected district accountability committee  
6 and school accountability committee.

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

13 (2.7) FOR THE 2024-25 AND 2025-26 BUDGET YEARS, THE  
14 DEPARTMENT SHALL, WITHIN EXISTING RESOURCES, COMPLY WITH  
15 SUBSECTIONS (2) AND (4) OF THIS SECTION. FOR THE 2026-27 BUDGET  
16 YEAR, AND FOR BUDGET YEARS THEREAFTER, THE DEPARTMENT MAY  
17 SUBMIT A REQUEST TO THE GENERAL ASSEMBLY FOR ADDITIONAL  
18 RESOURCES THROUGH THE ANNUAL BUDGET PROCESS.

19 (3) The commissioner may assign the state review panel to  
20 critically evaluate a school district's priority improvement plan, or  
21 turnaround plan, OR PATHWAY PLAN, or the institute's priority  
22 improvement plan, or turnaround plan, OR PATHWAY PLAN. The  
23 commissioner may require the state review panel to conduct one or more  
24 on-site visits as part of evaluating a school district's or the institute's  
25 priority improvement, or turnaround plan, OR PATHWAY PLAN. Based on  
26 its evaluation, the state review panel shall report to the commissioner, the  
27 state board, and the affected local school board or institute board

1 recommendations concerning:

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

6  
7 (5) (a) IF A SCHOOL DISTRICT OR THE INSTITUTE HAS LOW STUDENT  
8 PARTICIPATION IN THE STATE ASSESSMENT THAT RESULTS IN A CATEGORY  
9 OF "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION", THE SCHOOL  
10 DISTRICT OR THE INSTITUTE SHALL CREATE A CORRECTIVE ACTION PLAN  
11 AND SUBMIT IT TO THE DEPARTMENT. WHEN CREATING THE CORRECTIVE  
12 ACTION PLAN, THE SCHOOL DISTRICT OR THE INSTITUTE SHALL CONSIDER:

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

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

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

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

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

27 (c) FOR THE 2025-26 AND THE 2026-27 SCHOOL YEARS, ONLINE

1 SCHOOLS, AS DEFINED IN SECTION 22-30.7-102, ARE NOT SUBJECT TO THIS  
2 SUBSECTION (5).

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

6 **22-11-209. Removal of accreditation - recommended actions**  
7 **- review - appeal - rules.** (2) (a) If a school district or the institute is  
8 accredited with a turnaround plan and the department determines that the  
9 school district or institute has failed to make substantial progress under  
10 its turnaround plan, or if the school district or institute has been on  
11 performance watch for the full five years, the commissioner shall assign  
12 the state review panel to critically evaluate the school district's or the  
13 institute's performance and to recommend one or more of the following  
14 actions:

- 15 (I) If the recommendation applies to a school district:
- 16 (E) That one or more of the district public schools be closed; ~~or~~
- 17 (G) THAT THE SCHOOL DISTRICT TAKE OTHER ACTIONS, AS  
18 PROPOSED BY THE SCHOOL DISTRICT, THAT ARE COMPARABLE TO OR THAT  
19 HAVE A MORE SIGNIFICANT EFFECT THAN THE ACTIONS DESCRIBED IN  
20 SUBSECTIONS (2)(a)(I)(A) TO (2)(a)(I)(F) OF THIS SECTION AND THAT ARE  
21 ALIGNED TO THE PATHWAY PLAN AND DESIGNED TO SUPPORT THE  
22 IMPLEMENTATION OF THE PATHWAY PLAN. ACTIONS INCLUDE, BUT ARE  
23 NOT LIMITED TO, CONTRACTING WITH EXTERNAL PARTNERS, USING  
24 CONTRACTORS OR RESOURCES PROVIDED BY THE DEPARTMENT, ENGAGING  
25 IN CROSS-DISTRICT PROGRESS MONITORING, OR COMPREHENSIVE SCHOOL  
26 REDESIGN.

- 27 (II) If the recommendation applies to the institute:

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

3 or

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

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

15 (3.5) (a) So long as a school district or the institute performs at a  
16 level that results in being accredited with priority improvement plan or  
17 lower, after the state board initially directs the school district or institute  
18 to take action as described in subsections (2) and (3) of this section, the  
19 commissioner may in any year, but shall every two years, assign the state  
20 review panel to critically evaluate the school district's or the institute's  
21 performance and recommend one or more of the actions described in  
22 subsection (2)(a) of this section. In evaluating the school district's or  
23 institute's PATHWAY PLAN AND performance and recommending actions,  
24 the state review panel shall consider the criteria specified in subsection  
25 (2)(b) of this section. The state board shall consider the recommendations  
26 of the state review panel, the actions that the school district or institute  
27 was previously directed to take, the fidelity with which the district or

1 institute has implemented the directed actions AND THE PATHWAY PLAN,  
2 and whether the amount of time that the school district or institute has had  
3 to implement the actions is reasonably sufficient to achieve results. The  
4 state board shall either require the school district or institute to continue  
5 the previously directed actions or direct the school district or institute to  
6 undertake additional or different actions as provided in subsections (2)  
7 and (3) of this section.

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

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

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

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

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

1 (IV) THE DEPARTMENT'S MANAGEMENT OF THE EXTERNAL [REDACTED]  
2 PARTNER PROCESS.

3 (b) THE DEPARTMENT SHALL CREATE A LIST OF QUALIFIED STATE  
4 EXTERNAL [REDACTED] PARTNERS AND A MODEL CONTRACT AGREEMENT TO  
5 SUPPORT A SCHOOL DISTRICT OR THE INSTITUTE IN ACCESSING EXTERNAL  
6 [REDACTED] PARTNERS.

7 [REDACTED] [REDACTED]

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

12 **22-11-210. Public schools - annual review - plans - supports**  
13 **and interventions - rules.** (1) (d) (I) ~~Beginning with the 2018-19 school~~  
14 ~~year;~~ If a public school performs at a level that results in being required  
15 to adopt a priority improvement or turnaround plan for two consecutive  
16 years followed by three consecutive or nonconsecutive years, resulting in  
17 a total of five years of performance at such a level, the state board shall  
18 REVIEW THE PUBLIC SCHOOL'S PATHWAY PLAN AND require the school  
19 district, for a public school of the school district, or the institute, for an  
20 institute charter school, to take one of the actions described in subsection  
21 (5)(a) of this section AND IMPLEMENT THE PATHWAY PLAN; except that, if,  
22 before the five years have accumulated, the public school performs for at  
23 least two consecutive years at a level that results in the public school  
24 being required to adopt an improvement or performance plan, the five  
25 years stop accumulating unless the public school again performs at a level  
26 that results in being required to adopt a priority improvement or  
27 turnaround plan for two consecutive years, at which time the public

1 school is again in the first two of the five years. For the time during which  
2 the five years of performance are accumulating, a public school is on  
3 performance watch.

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

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

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

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

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

27 (b) The state review panel shall present its recommendations to



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

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

1 local school board or institute board to undertake additional or different  
2 actions as provided in subsection (5)(b) of this section.

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

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

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

25  
26 (10) (a) IF A PUBLIC SCHOOL HAS A LOW STUDENT PARTICIPATION  
27 RATE IN THE STATE ASSESSMENT THAT RESULTS IN A CATEGORY OF

1 "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION", THE PUBLIC  
2 SCHOOL SHALL CREATE A CORRECTIVE ACTION PLAN AND SUBMIT IT TO  
3 THE LOCAL SCHOOL BOARD OR THE INSTITUTE. THE LOCAL SCHOOL BOARD  
4 OR THE INSTITUTE SHALL SUBMIT THE CORRECTIVE ACTION PLAN TO THE  
5 DEPARTMENT. WHEN CREATING THE CORRECTIVE ACTION PLAN, THE  
6 SCHOOL DISTRICT OR THE INSTITUTE SHALL CONSIDER:

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

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

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

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

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

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

23 **22-11-212. Department - accountability study - report.**

24 (1) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN CONSULTATION  
25 WITH THE TECHNICAL ADVISORY PANEL, A COUNCIL THAT FOCUSES ON  
26 RURAL EDUCATION, THE ACCOUNTABILITY WORK GROUP DESCRIBED IN  
27 SECTION 22-11-202 (3), AND OTHER ADVISORY GROUPS WITH RELEVANT

1 EXPERTISE, AND MAKE RECOMMENDATIONS ON LOWERING STUDENT  
2 COUNT THRESHOLDS ON ACCOUNTABILITY CALCULATIONS AND  
3 REPORTING.

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

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

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

21 ■ ■

22 (3) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN  
23 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL, THE  
24 ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202 (3), AND  
25 OTHER ADVISORY GROUPS WITH RELEVANT EXPERTISE, AND MAKE  
26 RECOMMENDATIONS ON SHORTENING STATEWIDE ASSESSMENTS AND  
27 IMPLEMENTING ADAPTATIVE ASSESSMENT TECHNOLOGY, INCLUDING THE

1 FEASIBILITY OF ALIGNING ADAPTIVE ASSESSMENTS WITH FEDERAL  
2 ACCOUNTABILITY STANDARDS.

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

8 ■ ■ ■

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

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

15 **22-11-213. Pathway plan - school districts - state charter**  
16 **school institute - public schools.** (1) (a) THE PATHWAY PLAN IS A  
17 MULTI-YEAR PLAN FOR SCHOOL IMPROVEMENT THAT IS PREPARED BY A  
18 SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL FOR THE STATE  
19 REVIEW PANEL AND THE STATE BOARD.

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

24 (II) A PATHWAY PLAN CONNECTS THE PUBLIC SCHOOL'S PROPOSAL  
25 FOR SIGNIFICANT STATE BOARD ACTION, AS DESCRIBED IN SECTION  
26 22-11-210 (5)(a), WITH THE BROAD STRATEGIES FOR THE IMPROVEMENT  
27 OF THE PUBLIC SCHOOL.

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

3 (A) VOLUNTARILY PROCEEDS, AS DESCRIBED IN SECTION  
4 22-11-207 (5), IN THE THIRD OR FOURTH YEAR OF PERFORMANCE WATCH,  
5 WITH A REQUEST TO THE STATE BOARD TO DIRECT A SIGNIFICANT ACTION;

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

7 (C) RETURNS TO THE STATE BOARD FOR A HEARING BASED ON A  
8 PRIOR ORDER OF THE STATE BOARD, AS DESCRIBED IN SECTION 22-11-209  
9 (3.5).

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

12 (A) VOLUNTARILY PROCEEDS, AS DESCRIBED IN SECTION  
13 22-11-210 (1)(d.5), IN THE THIRD OR FOURTH YEAR OF PERFORMANCE  
14 WATCH, WITH A REQUEST TO THE STATE BOARD TO DIRECT A SIGNIFICANT  
15 ACTION;

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

17 (C) RETURNS TO THE STATE BOARD FOR A HEARING BASED ON A  
18 PRIOR ORDER OF THE STATE BOARD, AS DESCRIBED IN SECTION 22-11-210  
19 (5.5)(a).

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

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

26 (III) A PATHWAY PLAN FOR A PUBLIC SCHOOL MUST INCLUDE THE  
27 PUBLIC SCHOOL'S PROPOSED SIGNIFICANT ACTION OR ACTIONS FROM THE

1 LIST SET FORTH IN SECTION 22-11-210 (5)(a).

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

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

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

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

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

1           **22-11-303. Accredited or accredited with distinction -**  
2 **performance plan - school district or institute - contents - adoption.**

3 (3) A district or institute performance plan ~~shall be~~ IS designed to raise  
4 the academic performance of students enrolled in the school district or in  
5 the institute charter schools and to ensure that the school district or the  
6 institute, following the next annual accreditation review, attains a higher  
7 accreditation category or remains in the same accreditation category if the  
8 school district or institute is accredited with distinction. At a minimum,  
9 each district and institute performance plan ~~shall~~ MUST:

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

27 (2) (a) If the institute is accredited with turnaround plan, the

1 institute board shall, in accordance with the time frames specified in state  
2 board rule, adopt and implement an institute turnaround plan as described  
3 in subsection (3) of this section. In preparing the institute turnaround  
4 plan, the institute board shall take into account and incorporate any  
5 institute charter school performance, improvement, priority improvement,  
6 and turnaround plans received pursuant to sections 22-11-403 to  
7 22-11-406. WHEN THE INSTITUTE CREATES A PATHWAY PLAN, THE STATE  
8 BOARD, BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN  
9 SUBSECTION (3) OF THIS SECTION.

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

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

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

27 (e.5) IDENTIFY BUDGET ALLOCATIONS TO SUPPORT THE NEEDS OF

1 THE SCHOOL DISTRICT'S OR THE INSTITUTE'S PUBLIC SCHOOLS AND CREATE  
2 A FINANCIAL SUSTAINABILITY PLAN, WHICH MUST INCLUDE, BUT IS NOT  
3 LIMITED TO, SALARIES, FACILITY COSTS, CURRICULUM COSTS, AND  
4 OPERATIONAL COSTS; AND

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

7 **22-11-405. School priority improvement plan - contents.**

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

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

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

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

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

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

1 OBLIGATIONS DESCRIBED IN SUBSECTION (3) OF THIS SECTION.

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

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

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

13 **22-11-505. Statewide education accountability dashboard -**  
14 **definition.** (1) AS USED IN THIS SECTION, UNLESS THE CONTEXT  
15 OTHERWISE REQUIRES, "STATEWIDE EDUCATION ACCOUNTABILITY  
16 DASHBOARD" OR "DASHBOARD" MEANS A STATEWIDE EDUCATION  
17 ACCOUNTABILITY DASHBOARD USED TO REPORT AND ACCESS:

18 (a) LOCAL AND STATEWIDE EDUCATION ACCOUNTABILITY DATA;  
19 AND

20 (b) POSTSECONDARY AND WORKFORCE READINESS DATA,  
21 INCLUDING DATA MADE AVAILABLE TO THE DEPARTMENT THROUGH THE  
22 STATEWIDE LONGITUDINAL DATA SYSTEM CREATED IN SECTION  
23 24-37.5-125 (2)(a).

24 (2) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL  
25 GATHER STAKEHOLDER INPUT ON THE SPECIFIC DATA ELEMENTS AND  
26 VISUAL REPORTING FORMAT FOR THE STATEWIDE EDUCATION  
27 ACCOUNTABILITY DASHBOARD. THE DEPARTMENT SHALL SUMMARIZE THE

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

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

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

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

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

24 **22-13-103. School transformation grant program - created -**  
25 **rules - repeal.** (1) There is created in the department the school  
26 transformation grant program to provide funding to:

27 (b) Support school districts, the institute, and charter schools in



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

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

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

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

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

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

5 **SECTION 20. Appropriation - adjustments to 2025 long bill.**

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

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

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

APPROPRIATION FROM

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

1       **SECTION 21. Appropriation to the department of education for the fiscal year beginning July 1, 2024.** In Session Laws of Colorado 2024, section 2 of chapter 519, (HB  
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.**

**PART IV**

**DEPARTMENT OF EDUCATION**

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

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	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 <sup>a</sup>		
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		<u>12,383,845</u>					
14		12,302,845					
15							



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

6           ■