

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

**INTRODUCED**

LLS NO. 25-0241.02 Alana Rosen x2606

**HOUSE BILL 25-1278**

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**House Committees**  
Education

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**A BILL FOR AN ACT**

101      **CONCERNING MODIFICATIONS TO THE STATEWIDE EDUCATION**  
102      **ACCOUNTABILITY SYSTEM.**

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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 task force.

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.*

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  
23 achievement gaps among student groups and the unique challenges faced

1 by smaller public schools and school districts, while recognizing the  
2 importance of continuous improvement and stakeholder engagement; and

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

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

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

14 **22-7-1006.3. State assessments - administration - rules -**  
15 **definitions.** (3) (e) TO EVALUATE STUDENTS, INCLUDING STUDENTS WHO  
16 TAKE ALTERNATE ASSESSMENTS OR ANOTHER APPROVED ASSESSMENT AS  
17 DESCRIBED IN SUBSECTION (3)(c) OF THIS SECTION, THE DEPARTMENT OF  
18 EDUCATION, IN COLLABORATION WITH LOCAL EDUCATION PROVIDERS,  
19 SHALL DIVIDE EACH STATE ASSESSMENT INTO SMALLER SECTIONS WITH  
20 AGE-APPROPRIATE TIME FRAMES. THE STATE BOARD MAY ADOPT RULES TO  
21 IMPLEMENT THIS SUBSECTION (3)(e).

22 (4) (a) (I) The department of education, in collaboration with local  
23 education providers, shall administer the English versions of the state  
24 assessments and ~~may administer an assessment~~ SHALL ADMINISTER  
25 ASSESSMENTS adopted by the state board in languages other than English  
26 AND SPANISH FOR READING, WRITING, MATHEMATICS, SCIENCE, AND  
27 SOCIAL STUDIES, as may be appropriate for English language learners;

1       except that, a student who has participated in an English language  
2       proficiency program, as provided in article 24 of this ~~title~~ TITLE 22, for  
3       more than a total of three school years is ineligible to take the state  
4       assessments in a language other than English. THE DEPARTMENT OF  
5       EDUCATION SHALL DEVELOP, AT THE REQUEST OF A LOCAL EDUCATION  
6       PROVIDER, VERSIONS OF THE STATE ASSESSMENTS IN LANGUAGES OTHER  
7       THAN ENGLISH AND SPANISH FOR READING, WRITING, MATHEMATICS,  
8       SCIENCE, AND SOCIAL STUDIES.

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

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

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

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

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

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

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

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

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

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

27 **22-11-202. Colorado growth model - technical advisory panel**

1 - **rules.** (2) (a) To assist the department in implementing the Colorado  
2 growth model, the commissioner shall appoint a technical advisory panel  
3 of state and national experts on the longitudinal measurement of academic  
4 growth for accountability purposes. THE DEPARTMENT SHALL APPOINT AT  
5 LEAST THREE ADDITIONAL MEMBERS TO THE TECHNICAL ADVISORY PANEL.  
6 THE MEMBERS MUST BE CURRENT SUPERINTENDENTS OF SCHOOL  
7 DISTRICTS AND COLLECTIVELY REPRESENT SMALL, MEDIUM, AND LARGE  
8 DISTRICTS. THE APPOINTED MEMBERS MUST REFLECT THE STATE'S  
9 GEOGRAPHIC DIVERSITY BY REPRESENTING RURAL, SUBURBAN, AND  
10 URBAN REGIONS. The members of the technical advisory panel shall serve  
11 at the will of the commissioner and shall not receive compensation or  
12 reimbursement for expenses.

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

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

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

22 (IV) METHODS TO MEASURE THE POSTSECONDARY AND  
23 WORKFORCE READINESS INDICATOR, INCLUDING THE COLLEGE AND  
24 CAREER READINESS BEFORE GRADUATION SUB-INDICATOR AND THE  
25 POSTSECONDARY PROGRESSION SUB-INDICATOR DESCRIBED IN SECTION  
26 22-11-204 (4.5), AND METHODS TO MEASURE THE NUMBER OF STUDENTS  
27 WHO COMPLETE ONE OR MORE OF THE POSTSECONDARY AND WORKFORCE

1 READINESS SUB-INDICATORS.

2 **SECTION 4.** In Colorado Revised Statutes, 22-11-204, **amend**  
3 (1)(a)(II), (1)(a)(III), (1)(b), (4), and (5); and **add** (1)(a)(IV), (1)(e), and  
4 (4.5) as follows:

5 **22-11-204. Performance indicators - measures - repeal.**

6 (1) (a) The department shall annually determine the level of attainment  
7 of each public school, each school district, the institute, and the state as  
8 a whole on each of the following performance indicators:

9 (II) Student academic achievement, based on students' academic  
10 performance relative to the grade-level state standards adopted pursuant  
11 to section 22-7-1005, as measured by performance on the statewide  
12 assessments administered pursuant to section 22-7-1006.3; ~~and~~

13 (III) Student academic growth to standards, based on students'  
14 progress toward meeting the state standards adopted pursuant to section  
15 22-7-1005 or, for students who meet grade-level expectations on the state  
16 standards, progress toward higher levels of achievement, if available, as  
17 measured by the statewide assessments administered pursuant to section  
18 22-7-1006.3; AND

19 (IV) STUDENT ACADEMIC ACHIEVEMENT, BASED ON THE  
20 PERCENTAGES OF STUDENTS ENROLLED IN THE ELEVENTH GRADE IN PUBLIC  
21 HIGH SCHOOLS WHO SCORE AT EACH ACHIEVEMENT LEVEL ON THE  
22 STANDARDIZED CURRICULUM-BASED ACHIEVEMENT COLLEGE ENTRANCE  
23 EXAMINATION ADMINISTERED AS A STATEWIDE ASSESSMENT.

24 (b) (I) (A) In addition, the department shall annually determine the  
25 level of attainment of each public high school, each school district, the  
26 institute, and the state as a whole on the postsecondary and workforce  
27 readiness performance indicator based on the measures specified in



1 subsection (4) of this section.

2 (B) THIS SUBSECTION (1)(b)(I) IS REPEALED, EFFECTIVE JULY 1,  
3 2026.

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

12 (e) (I) FOR PURPOSES OF CALCULATING PERFORMANCE FOR THE  
13 PERFORMANCE INDICATOR CONCERNING STUDENT ACADEMIC  
14 ACHIEVEMENT, THE STATE BOARD SHALL ENSURE THAT THE CALCULATION  
15 INCLUDES CONSIDERATION OF THE ACADEMIC ACHIEVEMENT OF STUDENTS  
16 WITH DISABILITIES, INCLUDING:

17 (A) STUDENTS WHO HAVE A DISABILITY PURSUANT TO SECTION  
18 504 OF THE FEDERAL "REHABILITATION ACT OF 1973", 29 U.S.C. SEC. 701  
19 ET SEQ., OR THE FEDERAL "INDIVIDUALS WITH DISABILITIES EDUCATION  
20 ACT", 20 U.S.C. SEC. 1400 ET SEQ.; AND

21 (B) STUDENTS WHO HAD A DISABILITY PURSUANT TO SECTION 504  
22 OF THE FEDERAL "REHABILITATION ACT OF 1973", 29 U.S.C. SEC. 794, OR  
23 THE FEDERAL "INDIVIDUALS WITH DISABILITIES EDUCATION ACT", 20  
24 U.S.C. SEC. 1400 ET SEQ., BUT WHO NO LONGER MEET THE ELIGIBILITY  
25 CRITERIA FOR A SECTION 504 PLAN, AS DEFINED IN SECTION 22-20-123, OR  
26 AN INDIVIDUALIZED EDUCATION PROGRAM, AS DEFINED IN SECTION  
27 22-20-103.

1 (II) THE STATE BOARD SHALL ENSURE A STUDENT DESCRIBED IN  
2 SUBSECTION (1)(e)(I)(B) OF THIS SECTION IS COUNTED IN THE  
3 CALCULATION DESCRIBED IN SUBSECTION (1)(e)(I) OF THIS SECTION FOR  
4 TWO YEARS AFTER IT IS DETERMINED THE STUDENT NO LONGER MEETS THE  
5 ELIGIBILITY CRITERIA FOR A SECTION 504 PLAN, AS DEFINED IN SECTION  
6 22-20-123, OR AN INDIVIDUALIZED EDUCATION PROGRAM, AS DEFINED IN  
7 SECTION 22-20-103; EXCEPT THAT A STUDENT WHO NO LONGER MEETS THE  
8 ELIGIBILITY CRITERIA BECAUSE THE STUDENT HAS GRADUATED FROM A  
9 PUBLIC HIGH SCHOOL IS NOT COUNTED IN THE CALCULATION.

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

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

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

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

26 ~~(H) (A) As soon as the data is available, the percentage of students~~  
27 ~~graduating from the public high school who receive a diploma that~~

1 includes a postsecondary and workforce readiness endorsement as  
2 described in section 22-7-1009 (1) and the percentage who receive a  
3 diploma that includes an endorsement for exemplary demonstration of  
4 postsecondary and workforce readiness as described in section 22-7-1009  
5 (2);

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

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

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

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

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

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

23 ~~(VI) (F) Beginning in the 2020-21 school year,~~ The percentage of  
24 students enrolled in the public high school who successfully complete an  
25 advanced placement course in a subject other than English language arts  
26 or math and earn a score of three or higher on the end-of-course advanced  
27 placement exam, the percentage of students who successfully complete

1 a concurrent enrollment course in a subject other than English language  
2 arts or math and earn a grade of "B" or higher in the course, and the  
3 percentage of students who successfully complete an international  
4 baccalaureate course in a subject other than English language arts or math  
5 and earn a score of four or higher;

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

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

16 (H) (A) Beginning with the first school year for which criteria are  
17 adopted pursuant to section 22-7-1009 (1) for awarding diplomas that are  
18 endorsed for postsecondary and workforce readiness and for each school  
19 year thereafter, The overall percentage of all students graduating from the  
20 district public high schools or from the institute charter high schools who  
21 receive diplomas that are endorsed for postsecondary and workforce  
22 readiness as described in section 22-7-1009 (1) and the percentage who  
23 receive diplomas that are endorsed for exemplary demonstration of  
24 postsecondary and workforce readiness as described in section 22-7-1009  
25 (2);

26 (HH)(A) (B) The overall graduation and dropout rates, as defined  
27 by rule of the state board, for the district public high schools or the

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

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

22 (IV) (C) ~~Beginning in the 2016-17 school year,~~ The overall  
23 percentages of students graduating from all of the district public high  
24 schools or all institute charter high schools who, in the school year  
25 immediately following graduation from high school, enroll in a career and  
26 technical education program, community college, or four-year institution  
27 of higher education. The department shall weight each postsecondary

1 enrollment option equally in determining a school district's or the  
2 institute's level of attainment of this measure.

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

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

21 ~~(VI) (F) Beginning in the 2020-21 school year,~~ The overall  
22 percentage of students enrolled in the district public high schools or  
23 institute charter high schools who successfully complete an advanced  
24 placement course in a subject other than English language arts or math  
25 and earn a score of three or higher on the end-of-course advanced  
26 placement exam, the percentage of students who successfully complete  
27 a concurrent enrollment course in a subject other than English language

1 arts or math and earn a grade of "B" or higher in the course, and the  
2 percentage of students who successfully complete an international  
3 baccalaureate course in a subject other than English language arts or math  
4 and earn a score of four or higher; AND

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

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

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

20 ~~(HH) (A) (B) The statewide graduation and dropout rates, as~~  
21 ~~defined by rule of the state board, for the public high schools in the state.~~  
22 FOR PURPOSES OF THIS SUBSECTION (4)(a)(III)(B), A STUDENT WHO IS  
23 ENROLLED IN SPECIAL EDUCATION SERVICES, AS DEFINED IN SECTION  
24 22-20-103, MUST BE COUNTED IN THE STATEWIDE GRADUATION RATE IN  
25 THE SCHOOL YEAR IN WHICH THE STUDENT COMPLETES THE MINIMUM  
26 GRADUATION REQUIREMENTS. THIS SUBSECTION (4)(a)(III)(B) DOES NOT  
27 LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION FOR A



1 STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS WITH DISABILITIES  
2 EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE "EXCEPTIONAL  
3 CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS TITLE 22; OR ANY  
4 OTHER FEDERAL OR STATE LAW OR RULE.

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

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

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

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

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

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

21 (b) THIS SUBSECTION (4) IS REPEALED, EFFECTIVE JULY 1, 2026.

22 (4.5) BEGINNING IN THE 2026-27 SCHOOL YEAR, THE DEPARTMENT  
23 SHALL DETERMINE THE LEVEL OF ATTAINMENT ON THE POSTSECONDARY  
24 AND WORKFORCE READINESS INDICATOR OF EACH PUBLIC HIGH SCHOOL,  
25 EACH SCHOOL DISTRICT, THE INSTITUTE, AND THE STATE AS A WHOLE BY  
26 USING, AT A MINIMUM, THE FOLLOWING MEASURES:

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

1       CALCULATE:

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

4               (A) THE PERCENTAGE OF STUDENTS ENROLLED IN THE PUBLIC HIGH  
5       SCHOOL WHO SUCCESSFULLY COMPLETE AN ADVANCED PLACEMENT  
6       COURSE AND EARN A SCORE OF THREE OR HIGHER ON THE END-OF-COURSE  
7       ADVANCED PLACEMENT EXAM; THE PERCENTAGE OF STUDENTS WHO  
8       SUCCESSFULLY COMPLETE A CONCURRENT ENROLLMENT COURSE THAT IS  
9       IN ALIGNMENT WITH THE GUARANTEED TRANSFER PATHWAYS, AS DEFINED  
10      IN SECTION 23-5-145.5, AND EARN A GRADE OF "B" OR HIGHER IN THE  
11      COURSE; THE PERCENTAGE OF STUDENTS WHO SUCCESSFULLY COMPLETE  
12      TWELVE OR MORE CREDIT HOURS OR EARN A DEGREE THROUGH AN EARLY  
13      COLLEGE PROGRAM; AND THE PERCENTAGE OF STUDENTS WHO  
14      SUCCESSFULLY COMPLETE AN INTERNATIONAL BACCALAUREATE COURSE  
15      AND EARN A SCORE OF FOUR OR HIGHER;

16              (B) THE PERCENTAGE OF STUDENTS ENROLLED IN THE PUBLIC HIGH  
17      SCHOOL WHO SUCCESSFULLY PARTICIPATE IN THE WORK-BASED LEARNING  
18      INCENTIVE PROGRAM PURSUANT TO SECTION 8-83-602; QUALIFIED  
19      INDUSTRY-CREDENTIAL PROGRAMS OR QUALIFIED WORKPLACE TRAINING  
20      PROGRAMS, AS DESCRIBED IN SECTION 22-54-138; OR A REGISTERED  
21      APPRENTICESHIP PROGRAM, AS DEFINED IN SECTION 8-15.7-101;

22              (C) AS SOON AS THE DATA IS AVAILABLE, THE PERCENTAGE OF  
23      STUDENTS GRADUATING FROM THE PUBLIC HIGH SCHOOL WHO RECEIVE A  
24      DIPLOMA THAT INCLUDES A POSTSECONDARY AND WORKFORCE READINESS  
25      ENDORSEMENT, AS DESCRIBED IN SECTION 22-7-1009 (1), AND THE  
26      PERCENTAGE WHO RECEIVE A DIPLOMA THAT INCLUDES AN ENDORSEMENT  
27      FOR EXEMPLARY DEMONSTRATION OF POSTSECONDARY AND WORKFORCE

1 READINESS, AS DESCRIBED IN SECTION 22-7-1009 (2); AND

2 (D) AS SOON AS THE DATA IS AVAILABLE, THE PERCENTAGE OF  
3 STUDENTS GRADUATING FROM THE PUBLIC HIGH SCHOOL WHO RECEIVE A  
4 STEM DIPLOMA ENDORSEMENT, AS DESCRIBED IN SECTION 22-7-1009.3;  
5 A DIPLOMA ENDORSEMENT IN BILITERACY, AS DESCRIBED IN SECTION  
6 22-7-1009.5; OR A SEAL OF CLIMATE LITERACY DIPLOMA ENDORSEMENT,  
7 AS DESCRIBED IN SECTION 22-7-1009.7;

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

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

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

1 DETERMINING A PUBLIC HIGH SCHOOL'S LEVEL OF ATTAINMENT ON THE  
2 POSTSECONDARY PROGRESSION SUB-INDICATOR.

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

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

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

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

18 (A) THE OVERALL PERCENTAGE OF STUDENTS ENROLLED IN ALL  
19 DISTRICT PUBLIC HIGH SCHOOLS OR ALL INSTITUTE CHARTER HIGH  
20 SCHOOLS WHO SUCCESSFULLY COMPLETE AN ADVANCED PLACEMENT  
21 COURSE AND EARN A SCORE OF THREE OR HIGHER ON THE END-OF-COURSE  
22 ADVANCED PLACEMENT EXAM; THE OVERALL PERCENTAGE OF STUDENTS  
23 WHO SUCCESSFULLY COMPLETE A CONCURRENT ENROLLMENT COURSE  
24 THAT IS IN ALIGNMENT WITH THE GUARANTEED TRANSFER PATHWAYS, AS  
25 DEFINED IN SECTION 23-5-145.5, AND EARN A GRADE OF "B" OR HIGHER IN  
26 THE COURSE; THE PERCENTAGE OF STUDENTS WHO SUCCESSFULLY  
27 COMPLETE TWELVE OR MORE CREDIT HOURS OR EARN A DEGREE THROUGH

1 AN EARLY COLLEGE PROGRAM; AND THE OVERALL PERCENTAGE OF  
2 STUDENTS WHO SUCCESSFULLY COMPLETE AN INTERNATIONAL  
3 BACCALAUREATE COURSE AND EARN A SCORE OF FOUR OR HIGHER;

4 (B) THE OVERALL PERCENTAGE OF STUDENTS ENROLLED IN ALL  
5 DISTRICT PUBLIC HIGH SCHOOLS OR ALL INSTITUTE CHARTER HIGH  
6 SCHOOLS WHO SUCCESSFULLY PARTICIPATE IN THE WORK-BASED  
7 LEARNING INCENTIVE PROGRAM PURSUANT TO SECTION 8-83-602;  
8 QUALIFIED INDUSTRY-CREDENTIAL PROGRAMS OR QUALIFIED WORKPLACE  
9 TRAINING PROGRAMS, AS DESCRIBED IN SECTION 22-54-138; OR A  
10 REGISTERED APPRENTICESHIP PROGRAM, AS DEFINED IN SECTION  
11 8-15.7-101;

12 (C) AS SOON AS THE DATA IS AVAILABLE, THE OVERALL  
13 PERCENTAGE OF STUDENTS GRADUATING FROM ALL DISTRICT PUBLIC HIGH  
14 SCHOOLS OR ALL INSTITUTE CHARTER HIGH SCHOOLS WHO RECEIVE A  
15 DIPLOMA THAT INCLUDES A POSTSECONDARY AND WORKFORCE READINESS  
16 ENDORSEMENT, AS DESCRIBED IN SECTION 22-7-1009 (1), AND THE  
17 PERCENTAGE WHO RECEIVE A DIPLOMA THAT INCLUDES AN ENDORSEMENT  
18 FOR EXEMPLARY DEMONSTRATION OF POSTSECONDARY AND WORKFORCE  
19 READINESS, AS DESCRIBED IN SECTION 22-7-1009 (2);

20 (D) AS SOON AS THE DATA IS AVAILABLE, THE OVERALL  
21 PERCENTAGE OF STUDENTS GRADUATING FROM ALL DISTRICT PUBLIC HIGH  
22 SCHOOLS OR ALL INSTITUTE CHARTER HIGH SCHOOLS WHO RECEIVE A  
23 STEM DIPLOMA ENDORSEMENT, AS DESCRIBED IN SECTION 22-7-1009.3;  
24 A DIPLOMA ENDORSEMENT IN BILITERACY, AS DESCRIBED IN SECTION  
25 22-7-1009.5; OR A SEAL OF CLIMATE LITERACY DIPLOMA ENDORSEMENT,  
26 AS DESCRIBED IN SECTION 22-7-1009.7;

27 (II) THE POSTSECONDARY PROGRESSION SUB-INDICATOR, WHICH

1 INCLUDES THE FOLLOWING MEASURES:

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

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

26 (C) THE OVERALL PERCENTAGE OF STUDENTS GRADUATING FROM  
27 ALL DISTRICT PUBLIC HIGH SCHOOLS OR ALL INSTITUTE CHARTER HIGH

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

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

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

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

14 (A) THE PERCENTAGE OF STUDENTS ENROLLED IN PUBLIC HIGH  
15 SCHOOLS WHO SUCCESSFULLY COMPLETE AN ADVANCED PLACEMENT  
16 COURSE AND EARN A SCORE OF THREE OR HIGHER ON THE END-OF-COURSE  
17 ADVANCED PLACEMENT EXAM; THE PERCENTAGE OF STUDENTS WHO  
18 SUCCESSFULLY COMPLETE A CONCURRENT ENROLLMENT COURSE IN  
19 ALIGNMENT WITH THE GUARANTEED TRANSFER PATHWAYS, AS DEFINED IN  
20 SECTION 23-5-145.5, AND EARN A GRADE OF "B" OR HIGHER IN THE  
21 COURSE; THE PERCENTAGE OF STUDENTS WHO SUCCESSFULLY COMPLETE  
22 TWELVE OR MORE CREDIT HOURS OR EARN A DEGREE THROUGH AN EARLY  
23 COLLEGE PROGRAM; AND THE PERCENTAGE OF STUDENTS WHO  
24 SUCCESSFULLY COMPLETE AN INTERNATIONAL BACCALAUREATE COURSE  
25 AND EARN A SCORE OF FOUR OR HIGHER;

26 (B) THE PERCENTAGE OF STUDENTS ENROLLED IN PUBLIC HIGH  
27 SCHOOLS WHO SUCCESSFULLY PARTICIPATE IN THE WORK-BASED



1 LEARNING INCENTIVE PROGRAM PURSUANT TO SECTION 8-83-602;  
2 QUALIFIED INDUSTRY-CREDENTIAL PROGRAMS OR QUALIFIED WORKPLACE  
3 TRAINING PROGRAMS, AS DESCRIBED IN SECTION 22-54-138; OR A  
4 REGISTERED APPRENTICESHIP PROGRAM, AS DEFINED IN SECTION  
5 8-15.7-101;

6 (C) AS SOON AS THE DATA IS AVAILABLE, THE PERCENTAGE OF  
7 STUDENTS GRADUATING FROM PUBLIC HIGH SCHOOLS WHO RECEIVE A  
8 DIPLOMA THAT INCLUDES A POSTSECONDARY AND WORKFORCE READINESS  
9 ENDORSEMENT, AS DESCRIBED IN SECTION 22-7-1009 (1), AND THE  
10 PERCENTAGE WHO RECEIVE A DIPLOMA THAT INCLUDES AN ENDORSEMENT  
11 FOR EXEMPLARY DEMONSTRATION OF POSTSECONDARY AND WORKFORCE  
12 READINESS, AS DESCRIBED IN SECTION 22-7-1009 (2); AND

13 (D) AS SOON AS THE DATA IS AVAILABLE, THE PERCENTAGE OF  
14 STUDENTS GRADUATING FROM PUBLIC HIGH SCHOOLS WHO RECEIVE A  
15 STEM DIPLOMA ENDORSEMENT, AS DESCRIBED IN SECTION 22-7-1009.3;  
16 A DIPLOMA ENDORSEMENT IN BILITERACY, AS DESCRIBED IN SECTION  
17 22-7-1009.5; OR A SEAL OF CLIMATE LITERACY DIPLOMA ENDORSEMENT,  
18 AS DESCRIBED IN SECTION 22-7-1009.7.

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

21 (A) THE STATEWIDE GRADUATION AND DROPOUT RATES, AS  
22 DEFINED BY RULE OF THE STATE BOARD, FOR THE PUBLIC HIGH SCHOOLS IN  
23 THE STATE. FOR PURPOSES OF THIS SUBSECTION (4.5)(c)(II)(A), A STUDENT  
24 WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS DEFINED IN  
25 SECTION 22-20-103, MUST BE COUNTED IN THE STATEWIDE GRADUATION  
26 RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT COMPLETES THE  
27 MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION (4.5)(c)(II)(A)

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

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

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

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

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

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

20 **22-11-207. Accreditation categories - criteria - rules.** (1) The  
21 state board shall ~~promulgate~~ ADOPT rules to establish accreditation  
22 categories that ~~shall~~ include, but ~~need~~ ARE not ~~be~~ limited to:

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

1 consideration:

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

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

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

11 (III) REPORTING THAT ALL STUDENT GROUPS ARE AT LEAST  
12 MEETING EXPECTATIONS FOR ACADEMIC GROWTH;

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

16 (V) REPORTING THAT ALL STUDENT GROUPS ARE AT LEAST  
17 APPROACHING PERFORMANCE EXPECTATIONS FOR ACADEMIC  
18 ACHIEVEMENT.

19 (2.5) (c) WHEN THE DEPARTMENT NOTIFIES A SCHOOL DISTRICT  
20 AND THE INSTITUTE OF ITS INITIAL ACCREDITATION ASSIGNMENT AND  
21 FINAL ACCREDITATION CATEGORY PURSUANT TO SUBSECTIONS (2.5)(a)  
22 AND (2.5)(b) OF THIS SECTION, THE DEPARTMENT SHALL NOTIFY THE  
23 SCHOOL DISTRICT OR INSTITUTE IF IT DID NOT RECEIVE AN ACCREDITED  
24 WITH DISTINCTION PLAN AS A RESULT OF LOW STUDENT PARTICIPATION IN  
25 STATE ASSESSMENTS.

26 (d) THE DEPARTMENT, IN COLLABORATION WITH RELEVANT  
27 ORGANIZATIONS THAT WORK WITH SCHOOL DISTRICTS' BOARDS OF

1 EDUCATION AND GOVERNING BOARDS OF CHARTER SCHOOLS, SHALL  
2 PROVIDE GUIDANCE TO EACH LOCAL SCHOOL BOARD AND THE INSTITUTE  
3 ON HOW TO REVIEW AND MONITOR THE ACCREDITATION IMPROVEMENT  
4 PLANNING PROCESS TO CREATE CONSISTENCY WITH THE IMPLEMENTATION  
5 OF STATEWIDE IMPROVEMENT PLANS.

6 (4) (b) ~~Notwithstanding the provisions of paragraph (a) of this~~  
7 ~~subsection (4), for purposes of calculating whether a school district or the~~  
8 ~~institute is accredited with priority improvement plan or below for longer~~  
9 ~~than a total of five consecutive school years, the department shall exclude~~  
10 ~~the 2015-16 school year, during which the department does not assign~~  
11 ~~accreditation ratings as provided in section 22-11-208 (1.5), from the~~  
12 ~~calculation and shall count the 2016-17 school year as if it were~~  
13 ~~consecutive to the 2014-15 school year.~~

14 **SECTION 6.** In Colorado Revised Statutes, 22-11-208, **repeal**  
15 (1.5) and (1.6); and **add** (4), (5), (6), and (7) as follows:

16 **22-11-208. Accreditation - annual review - supports and**  
17 **interventions - rules.** (1.5) ~~Notwithstanding any provision of this article,~~  
18 ~~or any provision of state board rule that implements this article, to the~~  
19 ~~contrary, for the 2015-16 school year, the department shall not assign~~  
20 ~~accreditation ratings for school districts and the institute. For the 2015-16~~  
21 ~~school year, each school district and the institute shall continue to~~  
22 ~~implement the plan type that was assigned for the preceding school year.~~  
23 ~~The department shall assign accreditation ratings for school districts and~~  
24 ~~the institute for the 2016-17 school year and each school year thereafter.~~

25 (1.6) (a) ~~Notwithstanding any provision of this article 11 or any~~  
26 ~~provision of state board rule that implements this article 11 to the~~  
27 ~~contrary, for the 2020-21 and 2021-22 school years, the department shall~~

1 not assign accreditation ratings for school districts and the institute. For  
2 the 2020-21 and 2021-22 school years, each school district and the  
3 institute shall continue to implement the plan type for the accreditation  
4 rating assigned for the preceding school year.

5 (b) (I) Notwithstanding the provisions of subsection (1.6)(a) of  
6 this section, if required to implement a priority improvement or  
7 turnaround plan during the 2020-21 school year on the basis of its  
8 accreditation rating for the 2019-20 school year, a school district or the  
9 institute may submit a request to the department for an accreditation  
10 rating and plan type for the 2021-22 school year that reflects its level of  
11 attainment based on an alternative body of evidence, which may include  
12 state and local assessment data. The state board may promulgate rules for  
13 implementing this subsection (1.6)(b), including but not limited to:

14 (A) The time frames and process for a school district or the  
15 institute to make a request to the department;

16 (B) The standards to determine whether a request will be granted,  
17 including the minimum standards that must be addressed by the  
18 alternative body of evidence;

19 (C) Input from the state review panel;

20 (D) The content of the accreditation contracts and plans based  
21 upon the state board's determination of whether to assign a higher  
22 accreditation rating; and

23 (E) The provision of additional supports and grants necessary to  
24 implement this subsection (1.6)(b)(I).

25 (H) A change in a school district's or the institute's accreditation  
26 rating for the 2021-22 school year pursuant to subsection (1.6)(b)(I) of  
27 this section does not affect the time-based calculations required in

1 ~~sections 22-11-207 (4)(a) and 22-11-209 (3.5).~~

2 (4) THE DEPARTMENT SHALL DEVELOP AN EVALUATION TO  
3 DETERMINE WHETHER SCHOOL DISTRICTS OR THE INSTITUTE ARE  
4 EXPERIENCING EARLY INDICATORS OF DISTRESS BEFORE THEY ARE PLACED  
5 ON A PRIORITY IMPROVEMENT PLAN AND BEFORE PROGRESSING TO A  
6 TURNAROUND PLAN. BASED ON THE EARLY INDICATORS OF DISTRESS, THE  
7 DEPARTMENT SHALL PROACTIVELY ENGAGE WITH THE IDENTIFIED SCHOOL  
8 DISTRICTS AND THE INSTITUTE TO PROVIDE SUPPORT AND INTERVENTION.  
9 FOR A SCHOOL DISTRICT OR THE INSTITUTE THAT PROGRESSES TO A  
10 TURNAROUND PLAN, THE DEPARTMENT MAY REQUIRE AND PERFORM A  
11 DIAGNOSTIC REVIEW.

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

21 (6) IF A SCHOOL DISTRICT OR THE INSTITUTE PERFORMS AT A LEVEL  
22 THAT RESULTS IN BEING ACCREDITED WITH PRIORITY IMPROVEMENT OR  
23 TURNAROUND PLAN AND THE SCHOOL DISTRICT OR THE INSTITUTE IS ON  
24 YEAR FOUR OR YEAR FIVE OF THE PRIORITY IMPROVEMENT OR  
25 TURNAROUND PLAN, THE SCHOOL DISTRICT OR INSTITUTE SHALL CREATE  
26 A PLAN THAT THE DEPARTMENT REVIEWS AND THE STATE BOARD  
27 APPROVES AND MONITORS. THE PLAN MUST INCLUDE SHORT-TERM

1 OBJECTIVES AND MEASURABLE BENCHMARKS, INCLUDING YEARLY  
2 BENCHMARKS FOR EVALUATIONS. THE PLAN MUST ALSO INCLUDE BUDGET  
3 ALLOCATIONS TO SUPPORT THE NEEDS OF THE SCHOOL DISTRICT'S OR THE  
4 INSTITUTE'S SCHOOLS AND A FINANCIAL SUSTAINABILITY PLAN. THE  
5 FINANCIAL SUSTAINABILITY PLAN MUST INCLUDE SALARIES, FACILITY  
6 COSTS, CURRICULUM COSTS, AND OPERATIONAL COSTS.

7 (7) (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) IT IS AN EARLY INDICATOR OF DISTRESS IF A SCHOOL DISTRICT  
23 OR INSTITUTE RECEIVES A CATEGORY OF "INSUFFICIENT DATA FOR LOW  
24 STUDENT PARTICIPATION" IN THE STATE ASSESSMENT FOR THREE  
25 CONSECUTIVE YEARS.

26 **SECTION 7.** In Colorado Revised Statutes, 22-11-209, **add** (5)  
27 as follows:



1           **22-11-209. Removal of accreditation - recommended actions**

2   **- review - appeal - rules.** (5) (a) ON OR BEFORE NOVEMBER 1, 2026, THE  
3 DEPARTMENT SHALL CONDUCT AN EVALUATION OF:

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

6           (II) THE EFFECT EXTERNAL MANAGEMENT PARTNERS HAVE HAD ON  
7 A SCHOOL DISTRICT'S OR THE INSTITUTE'S EDUCATION ACCOUNTABILITY;

8           (III) THE RETURN ON INVESTMENT TO A SCHOOL DISTRICT OR THE  
9 INSTITUTE WHEN IT ENTERS INTO A CONTRACT WITH AN EXTERNAL  
10 MANAGEMENT PARTNER; AND

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

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

17           **SECTION 8.** In Colorado Revised Statutes, 22-11-210, **repeal**  
18 (1)(d)(II), (2.5), (2.6)(b), and (5)(c); and **add** (7), (8), (9), and (10) as  
19 follows:

20           **22-11-210. Public schools - annual review - plans - supports**  
21 **and interventions - rules.** (1) (d) (II) ~~Notwithstanding the provisions of~~  
22 ~~subparagraph (I) of this paragraph (d), for purposes of calculating~~  
23 ~~whether a public school is required to implement a priority improvement~~  
24 ~~or turnaround plan for longer than a combined total of five consecutive~~  
25 ~~school years, the department shall exclude the 2015-16 school year,~~  
26 ~~during which the department does not recommend school plans as~~  
27 ~~provided in subsection (2.5) of this section, from the calculation and shall~~

1 count the 2016-17 school year as if it were consecutive to the 2014-15  
2 school year.

3 (2.5) ~~Notwithstanding any provision of this article, or any~~  
4 ~~provision of state board rule that implements this article, to the contrary,~~  
5 ~~for the 2015-16 school year, the department shall not recommend to the~~  
6 ~~state board school plan types. For the 2015-16 school year, each public~~  
7 ~~school shall continue to implement the school plan type that was assigned~~  
8 ~~for the preceding school year. The department shall recommend to the~~  
9 ~~state board school plan types for the 2016-17 school year and each school~~  
10 ~~year thereafter.~~

11 (2.6) (b) (i) ~~Notwithstanding the provisions of subsection (2.6)(a)~~  
12 ~~of this section, if a public school is required to implement a priority~~  
13 ~~improvement or turnaround plan during the 2020-21 school year on the~~  
14 ~~basis of its 2019-20 plan type, the school district, for a school of the~~  
15 ~~school district, or the institute, for an institute charter school, may submit~~  
16 ~~a request to the department for a plan type for the 2021-22 school year~~  
17 ~~that reflects its level of attainment based on an alternative body of~~  
18 ~~evidence, which may include state and local assessment data. The state~~  
19 ~~board may promulgate rules for implementing this subsection (2.6)(b),~~  
20 ~~including but not limited to:~~

21 (A) ~~The time frames and process for a school district or the~~  
22 ~~institute to make a request to the department;~~

23 (B) ~~The standards to determine whether a request will be granted,~~  
24 ~~including the minimum standards that must be addressed by the~~  
25 ~~alternative body of evidence;~~

26 (C) ~~Input from the state review panel;~~

27 (D) ~~The content of the accreditation contracts and plans based~~

1 upon the state board's determination of whether to assign a different plan  
2 type; and

3 ~~(E) The provision of additional supports and grants necessary to~~  
4 ~~implement this subsection (2.6)(b)(I).~~

5 ~~(H) A change in a public school's plan type for the 2021-22 school~~  
6 ~~year pursuant to subsection (2.6)(b)(I) of this section does not affect the~~  
7 ~~time-based calculations required in subsections (1)(d)(I) and (5.5) of this~~  
8 ~~section.~~

9 (5) (c) ~~Notwithstanding any provision of this section to the~~  
10 ~~contrary, for the 2015-16 school year and based on ratings given during~~  
11 ~~the 2015-16 school year, the state board may direct the local school board~~  
12 ~~for a district public school or the institute for an institute charter school~~  
13 ~~to take an action concerning the public school that is not listed in~~  
14 ~~paragraph (a) of this subsection (5) but that has comparable significance~~  
15 ~~and effect.~~

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

22 (8) THE DEPARTMENT SHALL OFFER ONGOING SUPPORT AND  
23 FEEDBACK TO A PUBLIC SCHOOL DURING YEAR TWO OF THE TWO  
24 CONSECUTIVE YEARS OF A PRIORITY IMPROVEMENT OR TURNAROUND  
25 PLAN. A PUBLIC SCHOOL, IN CONSULTATION WITH THE SCHOOL DISTRICT  
26 OR THE INSTITUTE AND THE DEPARTMENT, SHALL DEVELOP AND MANAGE  
27 A COMPREHENSIVE SCHOOL IMPROVEMENT PLAN THAT ADDRESSES

1 RESOURCES, TRAINING, HIGH-QUALITY CURRICULUM AND MATERIALS,  
2 POTENTIAL EXTERNAL PARTNERSHIPS, AND POTENTIAL PARTNERSHIPS  
3 WITH NEIGHBORING PUBLIC SCHOOLS AND SCHOOL DISTRICTS.

4 (9) IF A PUBLIC SCHOOL PERFORMS AT A LEVEL THAT RESULTS IN  
5 BEING ACCREDITED WITH PRIORITY IMPROVEMENT OR TURNAROUND PLAN  
6 AND THE PUBLIC SCHOOL IS ON YEAR FOUR OR YEAR FIVE OF THE  
7 PERFORMANCE PLAN, THE PUBLIC SCHOOL SHALL CREATE A PLAN THAT THE  
8 LOCAL SCHOOL BOARD OR THE INSTITUTE REVIEWS. THE LOCAL SCHOOL  
9 BOARD OR THE INSTITUTE SHALL SUBMIT THE PLAN TO THE DEPARTMENT  
10 FOR THE STATE BOARD TO APPROVE AND MONITOR. THE PLAN MUST  
11 INCLUDE SHORT-TERM OBJECTIVES AND MEASURABLE BENCHMARKS,  
12 INCLUDING YEARLY BENCHMARKS FOR EVALUATIONS. IF APPLICABLE, THE  
13 PLAN MUST ALSO INCLUDE BUDGET ALLOCATIONS TO SUPPORT THE NEEDS  
14 OF THE PUBLIC SCHOOL AND A FINANCIAL SUSTAINABILITY PLAN. THE  
15 FINANCIAL SUSTAINABILITY PLAN MUST INCLUDE SALARIES, FACILITY  
16 COSTS, CURRICULUM COSTS, AND OPERATIONAL COSTS.

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

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

27 (II) EXPLAINING TO PARENTS AND GUARDIANS THE EFFECTS OF

1 LOW PARTICIPATION RATES IN STATE ASSESSMENTS;

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

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

7 (b) IT IS AN EARLY INDICATOR OF DISTRESS IF A PUBLIC SCHOOL  
8 RECEIVES A CATEGORY OF "INSUFFICIENT DATA FOR LOW STUDENT  
9 PARTICIPATION" FOR STATE ASSESSMENT PARTICIPATION FOR THREE  
10 CONSECUTIVE YEARS.

11 **SECTION 9.** In Colorado Revised Statutes, **add 22-11-212** as  
12 follows:

13 **22-11-212. Department - accountability study - report.**

14 (1) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN CONSULTATION  
15 WITH THE TECHNICAL ADVISORY PANEL AND OTHER ADVISORY GROUPS  
16 WITH RELEVANT EXPERTISE, AND MAKE RECOMMENDATIONS ON LOWERING  
17 STUDENT COUNT THRESHOLDS ON ACCOUNTABILITY CALCULATIONS AND  
18 REPORTING.

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

24 (2) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN  
25 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL AND OTHER  
26 ADVISORY GROUPS WITH RELEVANT EXPERTISE, AND MAKE  
27 RECOMMENDATIONS ON ADDRESSING INHERENT VOLATILITY OF TEST

1 SCORE MEASUREMENTS FOR LOCAL EDUCATION PROVIDERS WITH SMALL  
2 STUDENT POPULATIONS.

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 (2)(a) OF THIS SECTION TO  
6 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND  
7 SENATE, OR THEIR SUCCESSOR COMMITTEES.

8 (3) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN  
9 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL AND OTHER  
10 ADVISORY GROUPS WITH RELEVANT EXPERTISE, AND MAKE  
11 RECOMMENDATIONS ON THE COLLEGE AND CAREER READINESS BEFORE  
12 GRADUATION SUB-INDICATOR DESCRIBED IN SECTION 22-11-204 (4.5).

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

18 (4) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN  
19 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL AND OTHER  
20 ADVISORY GROUPS WITH RELEVANT EXPERTISE, AND MAKE  
21 RECOMMENDATIONS ON WEIGHTING THE PERFORMANCE FRAMEWORKS  
22 AND POTENTIAL ADJUSTMENTS TO THE WEIGHTS WITHIN THE  
23 PERFORMANCE FRAMEWORKS DESCRIBED IN SECTION 22-11-204 (1).

24 (b) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL  
25 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE  
26 RECOMMENDATIONS DESCRIBED IN SUBSECTION (4)(a) OF THIS SECTION TO  
27 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND

1 SENATE, OR THEIR SUCCESSOR COMMITTEES.

2 (5) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN  
3 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL AND OTHER  
4 ADVISORY GROUPS WITH RELEVANT EXPERTISE, AND MAKE  
5 RECOMMENDATIONS ON IMPLEMENTING ADAPTATIVE ASSESSMENT  
6 TECHNOLOGY, INCLUDING THE FEASIBILITY OF ALIGNING ADAPTIVE  
7 ASSESSMENTS WITH FEDERAL ACCOUNTABILITY STANDARDS.

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

13 (6) (a) THE DEPARTMENT SHALL FACILITATE A STUDY IN  
14 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL AND OTHER  
15 ADVISORY GROUPS WITH RELEVANT EXPERIENCE REGARDING DATA AND  
16 STRATEGIES FOR PUBLIC SCHOOLS, SCHOOL DISTRICTS, OR THE INSTITUTE  
17 IN YEAR ONE OR YEAR TWO OF A PRIORITY IMPROVEMENT OR TURNAROUND  
18 PLAN AND MAKE RECOMMENDATIONS ON APPROPRIATE STATEWIDE  
19 PROFESSIONAL LEARNING AND DEVELOPMENT RESOURCES PUBLIC  
20 SCHOOLS, SCHOOL DISTRICTS, OR THE INSTITUTE MAY CONSIDER WHILE  
21 IMPLEMENTING THE PRIORITY IMPROVEMENT OR TURNAROUND PLAN.

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

27 (7) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN

1 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL AND OTHER  
2 ADVISORY GROUPS WITH RELEVANT EXPERIENCE, ON PUBLIC SCHOOLS OR  
3 SCHOOL DISTRICTS THAT RECEIVE, OR THE INSTITUTE IF IT RECEIVES,  
4 PERFORMANCE AWARDS AND MAKE RECOMMENDATIONS ON ADDITIONAL  
5 BENEFITS FOR HIGH-PERFORMING PUBLIC SCHOOLS, SCHOOL DISTRICTS, OR  
6 THE INSTITUTE.

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

12 (8) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN  
13 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL AND OTHER  
14 ADVISORY GROUPS WITH RELEVANT EXPERIENCE, AND MAKE  
15 RECOMMENDATIONS ON WHAT EXPANSIONS TO THE STATE REVIEW PANEL  
16 CREATED IN SECTION 22-11-205 ARE APPROPRIATE.

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

22 (9) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN  
23 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL AND OTHER  
24 ADVISORY GROUPS WITH RELEVANT EXPERIENCE, AND MAKE  
25 RECOMMENDATIONS ON HOW TO ALIGN THE ACCREDITATION SYSTEM AND  
26 INCREASE EQUITABLE ACCESS TO STATE ASSESSMENTS.

27 (b) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL



1 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE  
2 RECOMMENDATIONS DESCRIBED IN SUBSECTION (9)(a) OF THIS SECTION TO  
3 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND  
4 SENATE, OR THEIR SUCCESSOR COMMITTEES.

5 (10) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN  
6 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL AND OTHER  
7 ADVISORY GROUPS WITH RELEVANT EXPERIENCE, AND MAKE  
8 RECOMMENDATIONS ON ACCREDITATION CATEGORY LABEL RATINGS.

9 (b) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL  
10 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND  
11 RECOMMENDATIONS DESCRIBED IN SUBSECTION (10)(a) OF THIS SECTION  
12 TO THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND  
13 SENATE, OR THEIR SUCCESSOR COMMITTEES.

14 (11) THE DEPARTMENT, IN CONSULTATION WITH THE TECHNICAL  
15 ADVISORY PANEL, SHALL DETERMINE BEST PRACTICES FOR PARTICIPATION  
16 IN THE SCHOOL ACCOUNTABILITY SYSTEM. THE DEPARTMENT SHALL  
17 PUBLISH THE BEST PRACTICES ON THE DEPARTMENT'S WEBSITE BY  
18 NOVEMBER 1, 2026. THE DEPARTMENT, AT A MINIMUM, SHALL UPDATE  
19 THIS INFORMATION EVERY FIVE YEARS.

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

24 **SECTION 10.** In Colorado Revised Statutes, **add** 22-11-505 as  
25 follows:

26 **22-11-505. Statewide education accountability dashboard -**  
27 **definition.** (1) AS USED IN THIS SECTION, UNLESS THE CONTEXT

1 OTHERWISE REQUIRES, "STATEWIDE EDUCATION ACCOUNTABILITY  
2 DASHBOARD" OR "DASHBOARD" MEANS A STATEWIDE EDUCATION  
3 ACCOUNTABILITY DASHBOARD USED TO REPORT AND ACCESS:

4 (a) LOCAL AND STATEWIDE EDUCATION ACCOUNTABILITY DATA;  
5 AND

6 (b) POSTSECONDARY AND WORKFORCE READINESS DATA.

7 (2) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL  
8 CREATE A STATEWIDE EDUCATION ACCOUNTABILITY DASHBOARD. ON THE  
9 DASHBOARD, THE DEPARTMENT SHALL REPORT THE INFORMATION  
10 DESCRIBED IN SUBSECTIONS (3)(a) AND (3)(b) OF THIS SECTION IN A  
11 TRANSPARENT AND ACCESSIBLE MANNER TO FAMILIES, STUDENTS, AND  
12 COMMUNITY MEMBERS.

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

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

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

22 **SECTION 11.** In Colorado Revised Statutes, 22-13-103, **amend**  
23 (1)(b), (1)(c)(V), and (2) introductory portion; and **add** (1)(d) 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; AND

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.

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

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