

An Act

HOUSE BILL 18-1355

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also SENATOR(S) Gardner and Moreno, Lambert, Martinez Humenik, Priola, Tate.

CONCERNING CHANGES TO THE ACCOUNTABILITY SYSTEM FOR THE ELEMENTARY AND SECONDARY PUBLIC EDUCATION SYSTEM TO STRENGTHEN THE ACCOUNTABILITY SYSTEM FOR THE BENEFIT OF STUDENTS.

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

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

22-11-207. Accreditation categories - criteria - rules. (2) The state board shall promulgate rules establishing objective, measurable criteria that the department shall apply in determining the appropriate accreditation category for each school district and the institute, placing the greatest

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

emphasis on attainment of the performance indicators. At a minimum, the rules ~~shall~~ MUST take into consideration:

(a) A school district's or the institute's level of attainment of the statewide targets on the performance indicators; ~~and the targets annually established by the school district or the institute, including the levels of attainment of the individual district public schools or the institute charter schools in meeting their annual targets;~~

(c) ~~The length of time during which a school district or the institute has been unable to meet the statewide targets or its own targets;~~

(d) ~~The improvements, changes, and interventions a school district or the institute implements to improve its performance if it is not meeting the statewide targets or its own targets;~~

(e) ~~The improvements, changes, and interventions a school district or the institute implements in any public school of the district or institute charter school that is required to adopt an improvement, priority improvement, or turnaround plan pursuant to section 22-11-210;~~

(f) ~~The progress a school district or the institute makes in improving its performance and in moving closer to meeting the statewide targets and its own targets;~~

(2.5) (a) THE DEPARTMENT SHALL NOTIFY EACH SCHOOL DISTRICT AND THE INSTITUTE OF ITS INITIAL ACCREDITATION ASSIGNMENT. IF A SCHOOL DISTRICT OR THE INSTITUTE DISAGREES WITH THE DEPARTMENT'S INITIAL ACCREDITATION ASSIGNMENT, THE SCHOOL DISTRICT OR INSTITUTE MAY SUBMIT TO THE DEPARTMENT A REQUEST FOR RECONSIDERATION. THE STATE BOARD SHALL PROMULGATE RULES SPECIFYING THE INFORMATION THE DEPARTMENT MUST TAKE INTO ACCOUNT IN DETERMINING THE SCHOOL DISTRICT'S OR INSTITUTE'S FINAL ACCREDITATION CATEGORY, WHICH MAY INCLUDE:

(I) THE LENGTH OF TIME DURING WHICH THE SCHOOL DISTRICT OR INSTITUTE HAS BEEN UNABLE TO MEET THE STATEWIDE TARGETS;

(II) THE IMPROVEMENTS, CHANGES, AND INTERVENTIONS THE SCHOOL DISTRICT OR INSTITUTE HAS IMPLEMENTED AND IS IMPLEMENTING

TO IMPROVE ITS PERFORMANCE IF IT IS NOT MEETING THE STATEWIDE TARGETS;

(III) THE PROGRESS THE SCHOOL DISTRICT OR INSTITUTE IS MAKING IN IMPROVING ITS PERFORMANCE AND IN APPROACHING ACHIEVEMENT OF THE STATEWIDE TARGETS AND THE DEGREE TO WHICH THE SCHOOL DISTRICT OR INSTITUTE IS NOT ACHIEVING THE STATEWIDE TARGETS;

(IV) THE PUPIL ENROLLMENT OF THE SCHOOL DISTRICT AS IT MAY AFFECT THE RELIABILITY OF THE ASSESSMENT DATA;

(V) THE PERCENTAGES OF STUDENTS ENROLLED IN HIGH SCHOOLS OF THE SCHOOL DISTRICT, OR INSTITUTE CHARTER HIGH SCHOOLS FOR PURPOSES OF THE INSTITUTE, WHO, BASED ON ATTAINMENT OF COURSE CREDITS OR DEMONSTRATED COMPETENCIES, ARE ON SCHEDULE TO GRADUATE WITHIN FOUR, FIVE, SIX, OR SEVEN YEARS; AND

(VI) ANY SUPPLEMENTAL DATA FOR GRADE LEVELS FOR WHICH THERE ARE NOT STATEWIDE ASSESSMENTS THAT INDICATE THE SCHOOL DISTRICT OR INSTITUTE IS MEETING THE STATEWIDE TARGETS ON THE PERFORMANCE INDICATORS, IF THE DEPARTMENT DETERMINES THE SUPPLEMENTAL DATA IS VALID AND RELIABLE AND DERIVED FROM ASSESSMENTS THAT ARE ALIGNED WITH THE STATE STANDARDS ADOPTED PURSUANT TO SECTION 22-7-1005.

(b) THE DEPARTMENT SHALL NOTIFY EACH SCHOOL DISTRICT AND THE INSTITUTE OF ITS FINAL ACCREDITATION CATEGORY WITHIN THE TIME FRAMES ADOPTED BY RULE OF THE STATE BOARD.

~~(4) (a) The state board by rule shall specify how long a school district or the institute may remain in an accreditation category that is below accredited, except that the state board shall not allow a school district or the institute to remain at accredited with priority improvement plan or below for longer than a total of five consecutive school years before removing the school district's or the institute's accreditation as provided in section 22-11-209~~ BEGINNING WITH THE 2018-19 SCHOOL YEAR, IF A SCHOOL DISTRICT OR THE INSTITUTE PERFORMS AT A LEVEL THAT RESULTS IN BEING ACCREDITED WITH PRIORITY IMPROVEMENT PLAN OR LOWER FOR TWO CONSECUTIVE YEARS FOLLOWED BY THREE CONSECUTIVE OR NONCONSECUTIVE YEARS, RESULTING IN A TOTAL OF FIVE YEARS OF

PERFORMANCE AT SUCH A LEVEL, THE STATE BOARD SHALL REQUIRE THE SCHOOL DISTRICT OR INSTITUTE TO TAKE SIGNIFICANT ACTION AS PROVIDED IN SECTION 22-11-209; EXCEPT THAT, BEFORE THE FIVE YEARS HAVE ACCUMULATED, IF THE SCHOOL DISTRICT OR INSTITUTE PERFORMS FOR AT LEAST TWO CONSECUTIVE YEARS AT A LEVEL THAT RESULTS IN BEING ACCREDITED WITH IMPROVEMENT PLAN OR HIGHER, THE FIVE YEARS STOP ACCUMULATING UNLESS THE SCHOOL DISTRICT OR INSTITUTE AGAIN PERFORMS AT A LEVEL THAT RESULTS IN BEING ACCREDITED WITH PRIORITY IMPROVEMENT PLAN OR LOWER FOR TWO CONSECUTIVE YEARS, AT WHICH TIME THE SCHOOL DISTRICT OR INSTITUTE IS AGAIN IN THE FIRST TWO OF THE FIVE YEARS. FOR THE TIME DURING WHICH THE FIVE YEARS OF PERFORMANCE ARE ACCUMULATING, A SCHOOL DISTRICT OR THE INSTITUTE IS ON PERFORMANCE WATCH.

(5) NOTWITHSTANDING ANY PROVISION OF SUBSECTION (4)(a) OF THIS SECTION OR SECTION 22-11-209 (2)(a) TO THE CONTRARY, AT THE REQUEST OF A SCHOOL DISTRICT, IN CONSULTATION WITH THE DISTRICT ACCOUNTABILITY COMMITTEE, OR THE INSTITUTE, THE STATE BOARD MAY DIRECT THE SCHOOL DISTRICT OR INSTITUTE TO TAKE SIGNIFICANT ACTIONS AS PROVIDED IN SECTION 22-11-209 EVEN THOUGH THE SCHOOL DISTRICT OR INSTITUTE HAS NOT COMPLETED THE FIVE YEARS OF PERFORMANCE WATCH. IF THE STATE BOARD REQUIRES THE SCHOOL DISTRICT OR INSTITUTE TO TAKE SIGNIFICANT ACTIONS, THE SCHOOL DISTRICT OR INSTITUTE IS SUBJECT TO THE PROVISIONS OF SECTION 22-11-209 (3.5).

(6) THE PRIORITY IMPROVEMENT OR TURNAROUND PLAN THAT A SCHOOL DISTRICT OR THE INSTITUTE ADOPTS FOR THE FOURTH YEAR IN WHICH THE SCHOOL DISTRICT OR INSTITUTE IS ON PERFORMANCE WATCH MUST INCLUDE A GENERAL EXPLANATION FOR HOW THE SCHOOL DISTRICT OR INSTITUTE MAY PUT INTO EFFECT EACH OF THE ACTIONS DESCRIBED IN SECTION 22-11-209 (2)(a)(I) FOR A SCHOOL DISTRICT OR SECTION 22-11-209 (2)(a)(II) FOR THE INSTITUTE.

SECTION 2. In Colorado Revised Statutes, 22-11-208, amend (3) introductory portion; **repeal** (1.7); and **add** (2.5) as follows:

22-11-208. Accreditation - annual review - supports and interventions - rules. (1.7) ~~As part of the presentation to the joint education committee required by section 2-7-203, C.R.S., in 2015, the department shall report progress in using the assessment results received~~

~~pursuant to section 22-7-1006.3 to calculate fairly and in a timely manner each school district's and the institute's achievement of the performance indicators. The department shall recommend to the joint education committee whether the provisions of subsection (1.5) of this section should be extended to apply in subsequent school years.~~

(2.5) IN ADDITION TO THE TECHNICAL ASSISTANCE AND SUPPORT DESCRIBED IN SUBSECTION (2) OF THIS SECTION, THE DEPARTMENT SHALL MAKE AVAILABLE TO THE DIRECTORS OF THE LOCAL SCHOOL BOARD OF A SCHOOL DISTRICT THAT IS ACCREDITED WITH IMPROVEMENT PLAN OR LOWER, OR THAT INCLUDES A PUBLIC SCHOOL THAT IS REQUIRED TO ADOPT A PRIORITY IMPROVEMENT OR TURNAROUND PLAN, TRAINING IN SCHOOL DISTRICT AND PUBLIC SCHOOL GOVERNANCE AND TURNAROUND BEST PRACTICES. THE DEPARTMENT SHALL ALSO MAKE AVAILABLE INFORMATIONAL MATERIALS AND TRAINING OPPORTUNITIES FOR PARENTS, SCHOOL PERSONNEL, AND MEMBERS OF THE AFFECTED DISTRICT ACCOUNTABILITY COMMITTEE AND SCHOOL ACCOUNTABILITY COMMITTEE.

(3) The commissioner may assign the state review panel to critically evaluate a school district's priority improvement plan OR TURNAROUND PLAN or the institute's priority improvement plan ~~The commissioner shall assign the state review panel to critically evaluate a school district's turnaround plan or the institute's turnaround plan~~ OR TURNAROUND PLAN. THE COMMISSIONER MAY REQUIRE THE STATE REVIEW PANEL TO CONDUCT ONE OR MORE ON-SITE VISITS AS PART OF EVALUATING A SCHOOL DISTRICT'S OR THE INSTITUTE'S PRIORITY IMPROVEMENT OR TURNAROUND PLAN. Based on its evaluation, the state review panel shall report to the commissioner, ~~and the state board, AND THE AFFECTED LOCAL SCHOOL BOARD OR INSTITUTE BOARD~~ recommendations concerning:

SECTION 3. In Colorado Revised Statutes, 22-11-209, **amend** (2)(a) introductory portion, (2)(a)(I)(A), (2)(a)(I)(B), (2)(a)(II)(A), (3), and (4); **repeal** (1)(a) and (1)(b); and **add** (2)(a)(I)(A.5), (2)(a)(II)(A.5), and (3.5) as follows:

22-11-209. Removal of accreditation - recommended actions - review - appeal - rules. (1) The department may recommend to the commissioner and the state board that the state board remove a school district's or the institute's accreditation if:

~~(a) The school district or the institute is accredited with turnaround plan and the department determines that the school district or the institute has failed to make substantial progress under its turnaround plan; or~~

~~(b) The school district or the institute has been in the accredited with priority improvement plan category or lower for five consecutive school years; or~~

(2) (a) ~~If the department recommends removing accreditation pursuant to this section~~ A SCHOOL DISTRICT OR THE INSTITUTE IS ACCREDITED WITH A TURNAROUND PLAN AND THE DEPARTMENT DETERMINES THAT THE SCHOOL DISTRICT OR INSTITUTE HAS FAILED TO MAKE SUBSTANTIAL PROGRESS UNDER ITS TURNAROUND PLAN, OR IF THE SCHOOL DISTRICT OR INSTITUTE HAS BEEN ON PERFORMANCE WATCH FOR THE FULL FIVE YEARS, the commissioner shall assign the state review panel to critically evaluate the school district's or the institute's performance and to recommend one or more of the following actions:

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

~~(A) That the school district be reorganized pursuant to article 30 of this title, which reorganization may include consolidation~~ SCHOOL DISTRICT'S ACCREDITATION BE REMOVED;

(A.5) THAT THE SCHOOL DISTRICT BE REORGANIZED PURSUANT TO ARTICLE 30 OF THIS TITLE 22, WHICH REORGANIZATION MAY INCLUDE CONSOLIDATION;

(B) That a private or public entity, with the agreement of the school district, ~~take over~~ SERVE AS A LEAD PARTNER IN THE management of the school district or ~~management of~~ PARTIALLY OR WHOLLY MANAGE one or more of the district public schools. THE LOCAL SCHOOL BOARD AND THE DEPARTMENT SHALL ENSURE THAT THE PRIVATE OR PUBLIC ENTITY USES RESEARCH-BASED STRATEGIES AND HAS A PROVEN RECORD OF SUCCESS WORKING WITH SCHOOL DISTRICTS AND SCHOOLS UNDER SIMILAR CIRCUMSTANCES.

(II) If the recommendation applies to the institute:

~~(A) That the institute board be abolished and that the governor~~

~~appoint a new institute board pursuant to section 22-30.5-505~~ INSTITUTE'S ACCREDITATION BE REMOVED;

(A.5) THAT THE INSTITUTE BOARD BE ABOLISHED AND THAT THE GOVERNOR APPOINT A NEW INSTITUTE BOARD PURSUANT TO SECTION 22-30.5-505;

(3) ~~Based on~~ AFTER CONSIDERING the recommendations of the ~~department;~~ the commissioner and the state review panel, the state board shall determine ~~whether to remove a school district's or the institute's accreditation. If the state board removes a school district's or the institute's accreditation, the state board shall notify the school district or the institute of the actions the school district or the institute is required to take~~ After the ~~school district or the institute takes the required actions~~ AND DIRECT THE LOCAL SCHOOL BOARD OR THE INSTITUTE BOARD ACCORDINGLY. IF A SCHOOL DISTRICT'S OR THE INSTITUTE'S ACCREDITATION IS REMOVED AND THE DISTRICT OR THE INSTITUTE IS REORGANIZED AND TAKES ANY OTHER ACTIONS DIRECTED BY THE STATE BOARD, the state board shall reinstate the school district's or the institute's accreditation at the accreditation category deemed appropriate by the state board.

(3.5) (a) SO LONG AS A SCHOOL DISTRICT OR THE INSTITUTE PERFORMS AT A LEVEL THAT RESULTS IN BEING ACCREDITED WITH PRIORITY IMPROVEMENT PLAN OR LOWER, AFTER THE STATE BOARD INITIALLY DIRECTS THE SCHOOL DISTRICT OR INSTITUTE TO TAKE ACTION AS DESCRIBED IN SUBSECTIONS (2) AND (3) OF THIS SECTION, THE COMMISSIONER MAY IN ANY YEAR, BUT SHALL EVERY TWO YEARS, ASSIGN THE STATE REVIEW PANEL TO CRITICALLY EVALUATE THE SCHOOL DISTRICT'S OR THE INSTITUTE'S PERFORMANCE AND RECOMMEND ONE OR MORE OF THE ACTIONS DESCRIBED IN SUBSECTION (2)(a) OF THIS SECTION. IN EVALUATING THE SCHOOL DISTRICT'S OR INSTITUTE'S PERFORMANCE AND RECOMMENDING ACTIONS, THE STATE REVIEW PANEL SHALL CONSIDER THE CRITERIA SPECIFIED IN SUBSECTION (2)(b) OF THIS SECTION. THE STATE BOARD SHALL CONSIDER THE RECOMMENDATIONS OF THE STATE REVIEW PANEL, THE ACTIONS THAT THE SCHOOL DISTRICT OR INSTITUTE WAS PREVIOUSLY DIRECTED TO TAKE, THE FIDELITY WITH WHICH THE DISTRICT OR INSTITUTE HAS IMPLEMENTED THE DIRECTED ACTIONS, AND WHETHER THE AMOUNT OF TIME THAT THE SCHOOL DISTRICT OR INSTITUTE HAS HAD TO IMPLEMENT THE ACTIONS IS REASONABLY SUFFICIENT TO ACHIEVE RESULTS. THE STATE BOARD SHALL EITHER REQUIRE THE SCHOOL DISTRICT OR INSTITUTE TO CONTINUE THE

PREVIOUSLY DIRECTED ACTIONS OR DIRECT THE SCHOOL DISTRICT OR INSTITUTE TO UNDERTAKE ADDITIONAL OR DIFFERENT ACTIONS AS PROVIDED IN SUBSECTIONS (2) AND (3) OF THIS SECTION.

(b) NOTWITHSTANDING ANY PROVISION OF SUBSECTION (3.5)(a) OF THIS SECTION TO THE CONTRARY, A SCHOOL DISTRICT OR THE INSTITUTE REMAINS SUBJECT TO THE PROVISIONS OF THIS SUBSECTION (3.5) UNTIL THE SCHOOL DISTRICT OR INSTITUTE PERFORMS AT A LEVEL THAT RESULTS IN BEING ACCREDITED WITH IMPROVEMENT PLAN OR HIGHER FOR TWO CONSECUTIVE SCHOOL YEARS.

(4)(a) The state board shall promulgate rules for the implementation of this section, including but not limited to procedures to ensure a school district's or the institute's right to appeal to the state board before the state board takes final action to remove the school district's or the institute's accreditation pursuant to this section.

(b) IN PROMULGATING RULES CONCERNING THE TIMELINE BY WHICH THE STATE BOARD DIRECTS AND A SCHOOL DISTRICT OR THE INSTITUTE PUTS INTO EFFECT ONE OR MORE OF THE ACTIONS DESCRIBED IN SUBSECTION (2)(a) OF THIS SECTION, THE STATE BOARD SHALL ENSURE THAT THE TIMELINE IS DESIGNED TO ALLOW THE SCHOOL DISTRICT OR INSTITUTE TO REASONABLY PUT INTO EFFECT ANY OF THE ACTIONS DESCRIBED IN SUBSECTION (2)(a) OF THIS SECTION BY THE BEGINNING OF THE SCHOOL YEAR IMMEDIATELY FOLLOWING THE SCHOOL YEAR IN WHICH THE STATE BOARD DIRECTS THE ACTION.

SECTION 4. In Colorado Revised Statutes, 22-11-210, **amend** (1)(a), (1)(d)(I), (4) introductory portion, (5)(a) introductory portion, and (5)(a)(I); **repeal** (2.7); and **add** (1)(a.5), (1)(a.6), (1)(d.5), (5)(d), (5)(e), and (5.5) as follows:

22-11-210. Public schools - annual review - plans - supports and interventions - rules. (1) (a) The state board shall promulgate rules establishing objective, measurable criteria that the department shall apply in recommending to the state board that a public school shall implement a performance, improvement, priority improvement, or turnaround plan or that a public school shall be subject to restructuring. In promulgating the rules, the state board shall place the greatest emphasis on attainment of the performance indicators. ~~In addition, the rules shall, at a minimum, take into~~

consideration:

~~(I) A public school's level of attainment of the statewide and school district or institute targets on the performance indicators and the public school's level of attainment of its own annual targets;~~

~~(II) A public school's level of attainment of the performance indicators compared with statewide attainment of the performance indicators;~~

~~(III) The length of time during which a public school has been unable to meet the statewide targets, the school district or institute targets, or its own targets;~~

~~(IV) The improvements, changes, and interventions a public school implements to improve its performance if it is not meeting the statewide targets, the school district or institute targets, or its own targets; and~~

~~(V) The progress a public school makes in improving its performance and in moving closer to meeting the statewide targets, the school district or institute targets, and its own targets.~~

(a.5) THE DEPARTMENT SHALL NOTIFY EACH SCHOOL DISTRICT AND THE INSTITUTE OF THE INITIAL RECOMMENDATION OF THE TYPE OF PLAN THAT EACH DISTRICT PUBLIC SCHOOL OR INSTITUTE CHARTER SCHOOL MUST ADOPT. IF A SCHOOL DISTRICT OR THE INSTITUTE DISAGREES WITH ONE OR MORE OF THE DEPARTMENT'S INITIAL PLAN RECOMMENDATIONS, THE SCHOOL DISTRICT OR INSTITUTE MAY SUBMIT TO THE DEPARTMENT A REQUEST FOR RECONSIDERATION. THE STATE BOARD SHALL PROMULGATE RULES SPECIFYING THE INFORMATION THE DEPARTMENT MUST TAKE INTO ACCOUNT IN DETERMINING THE FINAL PLAN RECOMMENDATION, WHICH MAY INCLUDE:

(I) THE LENGTH OF TIME DURING WHICH THE PUBLIC SCHOOL HAS BEEN UNABLE TO MEET THE STATEWIDE TARGETS;

(II) THE IMPROVEMENTS, CHANGES, AND INTERVENTIONS THE PUBLIC SCHOOL HAS IMPLEMENTED AND IS IMPLEMENTING TO IMPROVE ITS PERFORMANCE IF IT IS NOT MEETING THE STATEWIDE TARGETS;

(III) THE PROGRESS THE PUBLIC SCHOOL IS MAKING IN IMPROVING ITS

PERFORMANCE AND IN APPROACHING ACHIEVEMENT OF THE STATEWIDE TARGETS AND THE DEGREE TO WHICH THE PUBLIC SCHOOL IS NOT ACHIEVING THE STATEWIDE TARGETS;

(IV) THE PERCENTAGE OF GRADE LEVELS WITHIN THE PUBLIC SCHOOL THAT ARE REQUIRED TO TAKE STATEWIDE ASSESSMENTS;

(V) THE PUPIL ENROLLMENT OF THE PUBLIC SCHOOL AS IT MAY AFFECT THE RELIABILITY OF THE ASSESSMENT DATA;

(VI) FOR A HIGH SCHOOL, THE PERCENTAGES OF STUDENTS ENROLLED IN THE HIGH SCHOOL WHO, BASED ON ATTAINMENT OF COURSE CREDITS OR DEMONSTRATED COMPETENCIES, ARE ON SCHEDULE TO GRADUATE WITHIN FOUR, FIVE, SIX, OR SEVEN YEARS; AND

(VII) ANY SUPPLEMENTAL DATA FOR GRADE LEVELS FOR WHICH THERE ARE NOT STATEWIDE ASSESSMENTS THAT INDICATE THE PUBLIC SCHOOL IS MEETING THE STATEWIDE TARGETS ON THE PERFORMANCE INDICATORS, IF THE DEPARTMENT DETERMINES THE SUPPLEMENTAL DATA IS VALID AND RELIABLE AND DERIVED FROM ASSESSMENTS THAT ARE ALIGNED WITH THE STATE STANDARDS ADOPTED PURSUANT TO SECTION 22-7-1005.

(a.6) THE DEPARTMENT SHALL NOTIFY EACH SCHOOL DISTRICT AND THE INSTITUTE OF THE FINAL PLAN RECOMMENDATIONS FOR EACH DISTRICT PUBLIC SCHOOL OR INSTITUTE CHARTER SCHOOL WITHIN THE TIME FRAMES ADOPTED BY RULE OF THE STATE BOARD.

~~(d) (I) The state board by rule shall specify how long a public school may implement an improvement, priority improvement, or turnaround plan; except that the state board shall not allow a public school to continue implementing a priority improvement or turnaround plan for longer than a combined total of five consecutive school years before requiring the school district or the institute to restructure or close the public school~~ BEGINNING WITH THE 2018-19 SCHOOL YEAR, IF A PUBLIC SCHOOL PERFORMS AT A LEVEL THAT RESULTS IN BEING REQUIRED TO ADOPT A PRIORITY IMPROVEMENT OR TURNAROUND PLAN FOR TWO CONSECUTIVE YEARS FOLLOWED BY THREE CONSECUTIVE OR NONCONSECUTIVE YEARS, RESULTING IN A TOTAL OF FIVE YEARS OF PERFORMANCE AT SUCH A LEVEL, THE STATE BOARD SHALL REQUIRE THE SCHOOL DISTRICT, FOR A PUBLIC SCHOOL OF THE SCHOOL DISTRICT, OR THE INSTITUTE, FOR AN INSTITUTE CHARTER SCHOOL, TO TAKE

ONE OF THE ACTIONS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION; EXCEPT THAT, IF, BEFORE THE FIVE YEARS HAVE ACCUMULATED, THE PUBLIC SCHOOL PERFORMS FOR AT LEAST TWO CONSECUTIVE YEARS AT A LEVEL THAT RESULTS IN THE PUBLIC SCHOOL BEING REQUIRED TO ADOPT AN IMPROVEMENT OR PERFORMANCE PLAN, THE FIVE YEARS STOP ACCUMULATING UNLESS THE PUBLIC SCHOOL AGAIN PERFORMS AT A LEVEL THAT RESULTS IN BEING REQUIRED TO ADOPT A PRIORITY IMPROVEMENT OR TURNAROUND PLAN FOR TWO CONSECUTIVE YEARS, AT WHICH TIME THE PUBLIC SCHOOL IS AGAIN IN THE FIRST TWO OF THE FIVE YEARS. FOR THE TIME DURING WHICH THE FIVE YEARS OF PERFORMANCE ARE ACCUMULATING, A PUBLIC SCHOOL IS ON PERFORMANCE WATCH.

(d.5) NOTWITHSTANDING ANY PROVISION OF SUBSECTION (1)(d)(I) OF THIS SECTION TO THE CONTRARY, AT THE REQUEST OF THE SCHOOL DISTRICT, IN CONSULTATION WITH THE AFFECTED SCHOOL ACCOUNTABILITY COMMITTEE AND, IN THE CASE OF A DISTRICT CHARTER SCHOOL, WITH THE CONSENT OF THE GOVERNING BOARD OF THE DISTRICT CHARTER SCHOOL, OR THE INSTITUTE, WITH THE CONSENT OF THE GOVERNING BOARD, AND IN CONSULTATION WITH THE SCHOOL ACCOUNTABILITY COMMITTEE, OF THE AFFECTED INSTITUTE CHARTER SCHOOL, THE STATE BOARD MAY DIRECT THE SCHOOL DISTRICT, FOR A PUBLIC SCHOOL OF THE SCHOOL DISTRICT, OR THE INSTITUTE, FOR AN INSTITUTE CHARTER SCHOOL, TO TAKE ONE OF THE ACTIONS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION EVEN THOUGH THE PUBLIC SCHOOL HAS NOT COMPLETED THE FIVE YEARS OF PERFORMANCE WATCH. IF THE STATE BOARD REQUIRES THE SCHOOL DISTRICT OR INSTITUTE TO TAKE ONE OF THE ACTIONS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION, THE PUBLIC SCHOOL IS SUBJECT TO THE PROVISIONS OF SUBSECTION (5.5) OF THIS SECTION.

~~(2.7) As part of the presentation to the joint education committee required by section 2-7-203, C.R.S., in 2015, the department shall report progress in using the assessment results received pursuant to section 22-7-1006.3 to calculate fairly and in a timely manner each public school's achievement of the performance indicators. The department shall recommend to the joint education committee whether the provisions of subsection (2.5) of this section should be extended to apply in subsequent school years.~~

(4) The commissioner may assign the state review panel to critically evaluate a public school's priority improvement plan and shall assign the

~~state review panel to critically evaluate a public school's~~ OR turnaround plan. THE COMMISSIONER MAY REQUIRE THE STATE REVIEW PANEL TO CONDUCT ONE OR MORE ON-SITE VISITS AS PART OF EVALUATING A PUBLIC SCHOOL'S PLAN. Based on its evaluation, the state review panel shall report to the commissioner, ~~and~~ the state board, AND THE LOCAL SCHOOL BOARD OR THE INSTITUTE recommendations concerning:

(5) (a) If a public school fails to make adequate progress under its turnaround plan or ~~continues to operate under a priority improvement or turnaround plan for a combined total of five consecutive school years~~ ON PERFORMANCE WATCH FOR THE FULL FIVE YEARS, the commissioner shall assign the state review panel to critically evaluate the public school's performance, ~~and~~ WHICH EVALUATION MUST INCLUDE AT LEAST ONE ON-SITE VISIT TO THE PUBLIC SCHOOL. UPON COMPLETING THE EVALUATION, THE STATE REVIEW PANEL SHALL determine whether to recommend:

(I) With regard to a district public school that is not a charter school, that the district public school should be PARTIALLY OR WHOLLY managed by a private or public entity other than the school district. THE LOCAL SCHOOL BOARD AND THE DEPARTMENT SHALL ENSURE THAT THE PRIVATE OR PUBLIC ENTITY USES RESEARCH-BASED STRATEGIES AND HAS A PROVEN RECORD OF SUCCESS WORKING WITH SCHOOLS UNDER SIMILAR CIRCUMSTANCES.

(d) THE PRIORITY IMPROVEMENT OR TURNAROUND PLAN THAT A PUBLIC SCHOOL ADOPTS FOR THE FOURTH YEAR IN WHICH THE PUBLIC SCHOOL IS ON PERFORMANCE WATCH MUST INCLUDE A GENERAL EXPLANATION FOR HOW THE SCHOOL DISTRICT, FOR A DISTRICT PUBLIC SCHOOL, OR THE INSTITUTE, FOR AN INSTITUTE CHARTER SCHOOL, MAY PUT INTO EFFECT EACH OF THE ACTIONS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION AS THEY PERTAIN TO A DISTRICT PUBLIC SCHOOL, DISTRICT CHARTER SCHOOL, OR INSTITUTE CHARTER SCHOOL.

(e) IN PROMULGATING RULES CONCERNING THE TIMELINE BY WHICH THE STATE BOARD DIRECTS AND A SCHOOL DISTRICT, FOR A DISTRICT PUBLIC SCHOOL, OR THE INSTITUTE, FOR AN INSTITUTE CHARTER SCHOOL, PUTS INTO EFFECT ONE OR MORE OF THE ACTIONS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION, THE STATE BOARD SHALL ENSURE THAT THE TIMELINE IS DESIGNED TO ALLOW THE SCHOOL DISTRICT OR INSTITUTE TO REASONABLY PUT INTO EFFECT ANY OF THE ACTIONS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION BY THE BEGINNING OF THE SCHOOL YEAR IMMEDIATELY

FOLLOWING THE SCHOOL YEAR IN WHICH THE STATE BOARD DIRECTS THE ACTION.

(5.5) (a) SO LONG AS A PUBLIC SCHOOL PERFORMS AT A LEVEL THAT RESULTS IN BEING REQUIRED TO IMPLEMENT A PRIORITY IMPROVEMENT OR TURNAROUND PLAN, AFTER THE STATE BOARD INITIALLY DIRECTS THE LOCAL SCHOOL BOARD OR INSTITUTE BOARD TO TAKE ACTION AS PROVIDED IN SUBSECTION (5)(b) OF THIS SECTION, THE COMMISSIONER MAY IN ANY YEAR, BUT SHALL EVERY TWO YEARS, ASSIGN THE STATE REVIEW PANEL TO CRITICALLY EVALUATE THE PUBLIC SCHOOL'S PERFORMANCE AND RECOMMEND ONE OR MORE OF THE ACTIONS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION. IN EVALUATING THE PUBLIC SCHOOL'S PERFORMANCE AND RECOMMENDING ACTIONS, THE STATE REVIEW PANEL SHALL CONSIDER THE CRITERIA SPECIFIED IN SUBSECTION (4) OF THIS SECTION. THE STATE BOARD SHALL CONSIDER THE RECOMMENDATIONS OF THE STATE REVIEW PANEL, THE ACTIONS THAT THE LOCAL SCHOOL BOARD OR INSTITUTE BOARD WAS PREVIOUSLY DIRECTED TO TAKE WITH REGARD TO THE PUBLIC SCHOOL, THE FIDELITY WITH WHICH THE SCHOOL DISTRICT OR INSTITUTE AND THE PUBLIC SCHOOL HAVE IMPLEMENTED THE DIRECTED ACTIONS, AND WHETHER THE AMOUNT OF TIME THAT THE SCHOOL DISTRICT OR INSTITUTE AND THE PUBLIC SCHOOL HAVE HAD TO IMPLEMENT THE ACTIONS IS REASONABLY SUFFICIENT TO ACHIEVE RESULTS. THE STATE BOARD SHALL EITHER REQUIRE THE LOCAL SCHOOL BOARD OR INSTITUTE BOARD TO CONTINUE THE PREVIOUSLY DIRECTED ACTIONS OR DIRECT THE LOCAL SCHOOL BOARD OR INSTITUTE BOARD TO UNDERTAKE ADDITIONAL OR DIFFERENT ACTIONS AS PROVIDED IN SUBSECTION (5)(b) OF THIS SECTION.

(b) NOTWITHSTANDING ANY PROVISION OF SUBSECTION (5.5)(a) OF THIS SECTION TO THE CONTRARY, A PUBLIC SCHOOL REMAINS SUBJECT TO THE PROVISIONS OF THIS SUBSECTION (5.5) UNTIL THE PUBLIC SCHOOL PERFORMS AT A LEVEL THAT RESULTS IN BEING REQUIRED TO IMPLEMENT AN IMPROVEMENT OR PERFORMANCE PLAN FOR TWO CONSECUTIVE SCHOOL YEARS.

SECTION 5. In Colorado Revised Statutes, **add 22-11-211** as follows:

22-11-211. Performance watch - parent and community meeting - school districts - institute - public schools. (1) (a) IN THE THIRD YEAR IN WHICH A SCHOOL DISTRICT OR THE INSTITUTE IS ACCREDITED WITH

PRIORITY IMPROVEMENT PLAN OR LOWER WHILE ON PERFORMANCE WATCH, THE SCHOOL DISTRICT OR INSTITUTE, WHICHEVER IS APPLICABLE, SHALL HOST A PARENT AND COMMUNITY MEETING TO DISCUSS THE SCHOOL DISTRICT'S OR THE INSTITUTE'S ACCREDITATION LEVEL. THE APPROPRIATE DEPARTMENT PERSONNEL SHALL ATTEND THE MEETING. THE SCHOOL DISTRICT OR INSTITUTE PERSONNEL AND THE DEPARTMENT PERSONNEL SHALL ENSURE THAT THE FOLLOWING INFORMATION IS PRESENTED AT THE MEETING:

(I) AN EXPLANATION OF THE ACCREDITATION AND ACCOUNTABILITY SYSTEM;

(II) THE POSSIBLE OUTCOMES OF BEING ON PERFORMANCE WATCH;

(III) THE REASONS FOR WHICH THE SCHOOL DISTRICT OR INSTITUTE IS ACCREDITED WITH PRIORITY IMPROVEMENT PLAN OR LOWER;

(IV) THE OPTIONS IMMEDIATELY AVAILABLE TO THE SCHOOL DISTRICT OR INSTITUTE FOR IMPROVING PERFORMANCE;

(V) THE OTHER SCHOOL OPTIONS AVAILABLE TO STUDENTS; AND

(VI) THE ACTIONS THE STATE BOARD MAY REQUIRE THE SCHOOL DISTRICT OR INSTITUTE TO TAKE IF ITS PERFORMANCE DOES NOT SIGNIFICANTLY IMPROVE WHILE ON PERFORMANCE WATCH.

(b) INFORMATION CONCERNING WAYS IN WHICH PARENTS AND MEMBERS OF THE COMMUNITY MAY SUPPORT IMPROVEMENT EFFORTS IN THE PUBLIC SCHOOLS OF THE SCHOOL DISTRICT OR INSTITUTE CHARTER SCHOOLS MAY ALSO BE PRESENTED AT THE PARENT AND COMMUNITY MEETING.

(c) NOTWITHSTANDING THE PROVISIONS OF SUBSECTION (1)(a) OF THIS SECTION TO THE CONTRARY, A SCHOOL DISTRICT, IN CONSULTATION WITH THE DISTRICT ACCOUNTABILITY COMMITTEE, OR THE INSTITUTE MAY CHOOSE TO HOLD THE PARENT AND COMMUNITY MEETING IN THE SECOND YEAR IN WHICH THE SCHOOL DISTRICT OR INSTITUTE IS ACCREDITED WITH PRIORITY IMPROVEMENT PLAN OR LOWER WHILE ON PERFORMANCE WATCH.

(2) (a) IN THE THIRD YEAR IN WHICH A PUBLIC SCHOOL IS REQUIRED TO ADOPT A PRIORITY IMPROVEMENT OR TURNAROUND PLAN WHILE ON

PERFORMANCE WATCH, THE PUBLIC MEETING REQUIRED IN SECTION 22-32-142(2) FOR A DISTRICT PUBLIC SCHOOL AND SECTION 22-30.5-520(2) FOR AN INSTITUTE CHARTER SCHOOL MUST INCLUDE A PARENT AND COMMUNITY MEETING FOR THE PUBLIC SCHOOL TO DISCUSS THE LEVEL OF PERFORMANCE PLAN THAT THE PUBLIC SCHOOL IS REQUIRED TO ADOPT. THE APPROPRIATE DEPARTMENT PERSONNEL SHALL ATTEND THE MEETING. THE SCHOOL DISTRICT OR INSTITUTE PERSONNEL AND THE DEPARTMENT PERSONNEL SHALL ENSURE THAT THE INFORMATION SPECIFIED IN SUBSECTION (1)(a) OF THIS SECTION, AS IT APPLIES TO THE PUBLIC SCHOOL, IS PRESENTED AT THE MEETING. THE SCHOOL DISTRICT OR INSTITUTE SHALL ENSURE THAT THE EDUCATIONAL LEADERS AT THE PUBLIC SCHOOL AND PARENTS OF STUDENTS ENROLLED IN THE PUBLIC SCHOOL ALSO HAVE AN OPPORTUNITY TO PRESENT INFORMATION CONCERNING THE PUBLIC SCHOOL. INFORMATION CONCERNING WAYS IN WHICH PARENTS AND MEMBERS OF THE COMMUNITY MAY SUPPORT IMPROVEMENT EFFORTS IN THE PUBLIC SCHOOL MAY ALSO BE PRESENTED AT THE PARENT AND COMMUNITY MEETING.

(b) NOTWITHSTANDING THE PROVISIONS OF SUBSECTION (2)(a) OF THIS SECTION TO THE CONTRARY, A SCHOOL DISTRICT, ON BEHALF OF A PUBLIC SCHOOL OF THE SCHOOL DISTRICT, OR THE INSTITUTE, ON BEHALF OF AN INSTITUTE CHARTER SCHOOL, MAY CHOOSE TO HOLD THE PARENT AND COMMUNITY MEETING IN THE SECOND YEAR IN WHICH THE PUBLIC SCHOOL IS REQUIRED TO ADOPT A PRIORITY IMPROVEMENT OR TURNAROUND PLAN WHILE ON PERFORMANCE WATCH. THE SCHOOL DISTRICT MAY HOLD THE PUBLIC MEETING IN THE SECOND YEAR ONLY AFTER CONSULTING WITH THE AFFECTED SCHOOL ACCOUNTABILITY COMMITTEE AND, IN THE CASE OF A DISTRICT CHARTER SCHOOL, OBTAINING THE CONSENT OF THE GOVERNING BOARD OF THE DISTRICT CHARTER SCHOOL. THE INSTITUTE MAY HOLD THE PUBLIC MEETING IN THE SECOND YEAR ONLY WITH THE CONSENT OF THE GOVERNING BOARD OF THE INSTITUTE CHARTER SCHOOL AND AFTER CONSULTING WITH THE AFFECTED SCHOOL ACCOUNTABILITY COMMITTEE.

(3) (a) A SCHOOL DISTRICT SHALL ENSURE THAT LOCAL SCHOOL BOARD MEMBERS, SCHOOL DISTRICT PERSONNEL, PUBLIC SCHOOL PERSONNEL, LOCAL PARENT ADVOCACY ORGANIZATIONS, AND THE GENERAL COMMUNITY RECEIVE INFORMATION CONCERNING EACH PARENT AND COMMUNITY MEETING HELD FOR THE SCHOOL DISTRICT OR FOR A PUBLIC SCHOOL OF THE SCHOOL DISTRICT.

(b) THE INSTITUTE SHALL ENSURE THAT INSTITUTE BOARD MEMBERS,

INSTITUTE AND INSTITUTE CHARTER SCHOOL PERSONNEL, LOCAL PARENT ADVOCACY ORGANIZATIONS, AND THE GENERAL COMMUNITY RECEIVE INFORMATION CONCERNING EACH PARENT AND COMMUNITY MEETING HELD FOR THE INSTITUTE OR FOR AN INSTITUTE CHARTER SCHOOL.

(c) UPON THE REQUEST OF A SCHOOL DISTRICT OR THE INSTITUTE, THE DEPARTMENT, WITHIN EXISTING RESOURCES, MAY PROVIDE TECHNICAL ASSISTANCE IN CREATING A COMMUNICATION PLAN FOR A PARENT AND COMMUNITY MEETING FOR THE SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL. FOR A SCHOOL DISTRICT OR INSTITUTE MEETING, THE SCHOOL DISTRICT OR INSTITUTE, WORKING WITH THE DEPARTMENT, SHALL INDIVIDUALLY NOTIFY THE PARENTS OF STUDENTS ENROLLED IN THE PUBLIC SCHOOLS OF THE SCHOOL DISTRICT OR THE INSTITUTE CHARTER SCHOOLS OF THE MEETING AND INVITE THEM TO ATTEND. FOR A PUBLIC SCHOOL MEETING, THE SCHOOL DISTRICT OR INSTITUTE SHALL INDIVIDUALLY NOTIFY THE PARENTS OF THE STUDENTS ENROLLED IN THE PUBLIC SCHOOL AND INVITE THEM TO THE MEETING. THE SCHOOL DISTRICT OR INSTITUTE SHALL DETERMINE THE FORM OF THE PARENTAL NOTIFICATION IN COOPERATION WITH THE DEPARTMENT. IF NECESSARY, THE DEPARTMENT MAY REQUEST PROOF OF DISTRIBUTION TO INDIVIDUAL PARENTS FROM THE SCHOOL DISTRICT OR INSTITUTE.

SECTION 6. In Colorado Revised Statutes, 22-11-205, **add** (1)(c) as follows:

22-11-205. State review panel - creation. (1) (c) IN ASSIGNING MEMBERS OF THE STATE REVIEW PANEL, THE COMMISSIONER SHALL ENSURE THAT AN INDIVIDUAL DOES NOT PARTICIPATE IN A SITE VISIT OR REVIEW OF A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL IF THE INDIVIDUAL, DIRECTLY OR THROUGH HIS OR HER EMPLOYER, HAS BEEN PAID BY THE SCHOOL DISTRICT, THE INSTITUTE, THE PUBLIC SCHOOL, OR THE DEPARTMENT TO PROVIDE SERVICES FOR THE SCHOOL DISTRICT, INSTITUTE, OR PUBLIC SCHOOL WHILE THE SCHOOL DISTRICT, INSTITUTE, OR PUBLIC SCHOOL IS ACCREDITED WITH PRIORITY IMPROVEMENT PLAN, ACCREDITED WITH TURNAROUND PLAN, OR REQUIRED TO ADOPT A PRIORITY IMPROVEMENT OR TURNAROUND PLAN. IF AN INDIVIDUAL WHO, AS PART OF THE STATE REVIEW PANEL, PARTICIPATES IN A SITE VISIT OR REVIEW OF A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL IS EMPLOYED BY AN ENTITY THAT LATER SEEKS TO PROVIDE SERVICES TO THE SCHOOL DISTRICT, INSTITUTE, OR PUBLIC SCHOOL, THE INDIVIDUAL SHALL NOT USE ANY INFORMATION OBTAINED AS

A RESULT OF THE REVIEW TO BENEFIT THE EMPLOYING ENTITY UNLESS THE INFORMATION HAS BEEN MADE PUBLIC.

SECTION 7. In Colorado Revised Statutes, 22-11-306, **amend** (1)(c) and (2)(b) as follows:

22-11-306. Accredited with turnaround plan - school district or institute - plan content - adoption. (1) (c) Within the time frames specified in state board rule, the local school board shall submit the adopted district turnaround plan to the commissioner for review. ~~by~~ THE COMMISSIONER MAY ASSIGN the state review panel TO REVIEW THE TURNAROUND PLAN, IN WHICH CASE the state review panel shall critically evaluate the adopted district turnaround plan and make recommendations to the commissioner and the state board concerning the issues specified in section 22-11-208 (3). The commissioner may approve the adopted district turnaround plan or suggest modifications to the plan, taking into consideration any recommendations of the state review panel. The local school board shall revise the adopted district turnaround plan, if necessary, and resubmit the plan for approval within the time frames specified by state board rule.

(2) (b) Within the time frames specified in state board rule, the institute shall submit the adopted institute turnaround plan to the commissioner for review. ~~by~~ THE COMMISSIONER MAY ASSIGN the state review panel TO REVIEW THE TURNAROUND PLAN, IN WHICH CASE the state review panel shall critically evaluate the adopted institute turnaround plan and make recommendations to the commissioner and the state board concerning the issues specified in section 22-11-208 (3). The commissioner shall approve the adopted institute turnaround plan or suggest modifications to the plan, taking into consideration any recommendations of the state review panel. The institute shall revise the adopted institute turnaround plan, if necessary, and resubmit the plan for approval within the time frames specified by state board rule.

SECTION 8. In Colorado Revised Statutes, 22-11-103, **amend** (4); **repeal** (7), (18), and (22); and **add** (24.5) as follows:

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

(4) "Achievement level" OR "PERFORMANCE LEVEL" means the level of proficiency a student demonstrates on a statewide assessment.

~~(7) "Catch-up growth" means, for a student who scores at the achievement level of unsatisfactory or partially proficient on statewide assessments, the amount of academic growth the student must attain to score at the proficient achievement level on statewide assessments within three years or by tenth grade, whichever is sooner.~~

~~(18) "Keep-up growth" means, for a student who scores at the achievement level of proficient or advanced on statewide assessments, the amount of academic growth the student must attain to score at the proficient achievement level or higher on statewide assessments for the succeeding three years or until tenth grade, whichever is sooner.~~

~~(22) "Move-up growth" means, for a student who scores at the achievement level of proficient on statewide assessments, the amount of academic growth the student must attain to score at the advanced performance level on statewide assessments within three years or by tenth grade, whichever is sooner.~~

(24.5) "PERFORMANCE WATCH" MEANS:

(a) FOR A SCHOOL DISTRICT OR THE INSTITUTE, THE PERIOD OF FIVE YEARS DURING WHICH THE SCHOOL DISTRICT OR INSTITUTE PERFORMS AT A LEVEL THAT RESULTS IN BEING ACCREDITED WITH PRIORITY IMPROVEMENT PLAN OR LOWER AS DESCRIBED IN SECTION 22-11-207 (4)(a); AND

(b) FOR A PUBLIC SCHOOL, THE PERIOD OF FIVE YEARS DURING WHICH THE PUBLIC SCHOOL PERFORMS AT A LEVEL THAT RESULTS IN BEING REQUIRED TO ADOPT A PRIORITY IMPROVEMENT OR TURNAROUND PLAN AS DESCRIBED IN SECTION 22-11-210 (1)(d)(I).

SECTION 9. In Colorado Revised Statutes, 22-11-202, **amend** (1)(b)(III) and (1)(b)(VI) as follows:

22-11-202. Colorado growth model - technical advisory panel - rules. (1) (b) In adopting and revising the Colorado growth model, the state board shall ensure that the model:

(III) Can measure a student's progress toward meeting EACH OF the achievement level of "~~partially proficient~~", "~~proficient~~", or "~~advanced~~" PERFORMANCE LEVELS IDENTIFIED BY STATE BOARD RULE on THE statewide assessments;

(VI) Recognizes the improvement of a student whose scores on the statewide assessments increase even if the increase is not sufficient for the student to attain a higher ~~achievement~~ PERFORMANCE level;

SECTION 10. In Colorado Revised Statutes, 22-11-203, **amend** (1)(a); and **repeal** (1)(c), (1)(d), and (3) as follows:

22-11-203. Student longitudinal academic growth - calculation - data - research. (1) (a) Each school year by a date established in state board rules, the department shall calculate, to the extent practicable, what will constitute adequate longitudinal academic growth for each student for that school year in each subject that is included in the statewide assessments. ~~The department shall formulate the calculation in such a way that adequate longitudinal academic growth means:~~

~~(I) Catch-up growth for a student who scored at the unsatisfactory or partially proficient achievement level on the statewide assessments in the previous academic year, which is the amount of academic growth necessary to score at the proficient achievement level within three years or by the tenth grade, whichever comes sooner; and~~

~~(II) Keep-up growth for a student who scored at the proficient or advanced achievement level on the statewide assessments in the previous academic year, which is the amount of academic growth necessary to score at the proficient achievement level or higher for the succeeding three years or until the tenth grade, whichever is sooner.~~

~~(c) By the same date established for purposes of paragraph (a) of this subsection (1), the department shall calculate, to the extent practicable; for each student who scored at the proficient achievement level on the statewide assessments in the previous academic year, what will constitute move-up growth for the coming school year in each subject that is included in statewide assessments.~~

~~(d) Notwithstanding the provisions of paragraph (a) of this~~

~~subsection (1), the department may revise, as necessary, the definition of adequate longitudinal growth to incorporate the concept of move-up growth or to meet the requirements of federal law:~~

~~(3) The academic growth information required by subsection (2) of this section shall include, but need not be limited to:~~

~~(a) Information on whether each student made at least one year's academic growth in one year's time in the preceding school year;~~

~~(b) Whether the student made adequate academic growth for the preceding school year as calculated for the student pursuant to subsection (1) of this section;~~

~~(c) The longitudinal academic growth calculated for each student to attain catch-up, keep-up, or move-up growth, as described in subsection (1) of this section;~~

~~(d) The amount of growth for each student that would result in the student scoring at the partially proficient, proficient, and advanced achievement levels within one, two, and three years; and~~

~~(e) School performance indicators as calculated pursuant to section 22-11-204.~~

SECTION 11. In Colorado Revised Statutes, 22-11-204, **amend** (1)(a); **repeal and reenact, with amendments,** (5); and **add** (1)(c) and (1)(d) as follows:

22-11-204. Performance indicators - measures. (1) (a) The department shall annually determine the level of attainment of each public school, each school district, the institute, and the state as a whole on each of the following performance indicators:

(I) Student longitudinal academic growth, ~~based on the measures specified in subsection (2) of this section~~ **BASED ON STUDENTS' ACADEMIC PROGRESS, RELATIVE TO STUDENT PEERS AND ACROSS SCHOOL YEARS, TOWARD MEETING THE STATE STANDARDS ADOPTED PURSUANT TO SECTION 22-7-1005, AS MEASURED BY STUDENTS' SCORES ON THE STATEWIDE ASSESSMENTS ADMINISTERED PURSUANT TO SECTION 22-7-1006.3;**

(II) ~~Student ACADEMIC achievement, levels on the statewide assessments, based on the measures specified in subsection (3) of this section~~ BASED ON STUDENTS' ACADEMIC PERFORMANCE RELATIVE TO THE GRADE-LEVEL STATE STANDARDS ADOPTED PURSUANT TO SECTION 22-7-1005, AS MEASURED BY PERFORMANCE ON THE STATEWIDE ASSESSMENTS ADMINISTERED PURSUANT TO SECTION 22-7-1006.3; and

(III) ~~Progress made in closing the achievement and growth gaps, based on the measures specified in subsection (5) of this section~~ STUDENT ACADEMIC GROWTH TO STANDARDS, BASED ON STUDENTS' PROGRESS TOWARD MEETING THE STATE STANDARDS ADOPTED PURSUANT TO SECTION 22-7-1005 OR, FOR STUDENTS WHO MEET GRADE-LEVEL EXPECTATIONS ON THE STATE STANDARDS, PROGRESS TOWARD HIGHER LEVELS OF ACHIEVEMENT, IF AVAILABLE, AS MEASURED BY THE STATEWIDE ASSESSMENTS ADMINISTERED PURSUANT TO SECTION 22-7-1006.3.

(c) THE STATE BOARD, AFTER CONSIDERING THE RECOMMENDATIONS OF THE TECHNICAL ADVISORY PANEL, SHALL BY RULE SPECIFY HOW THE PERFORMANCE OF EACH PUBLIC SCHOOL, EACH SCHOOL DISTRICT, THE INSTITUTE, AND THE STATE AS A WHOLE IS CALCULATED FOR THE PERFORMANCE INDICATORS DESCRIBED IN SUBSECTION (1)(a) OF THIS SECTION.

(d) FOR PURPOSES OF CALCULATING PERFORMANCE FOR THE PERFORMANCE INDICATOR CONCERNING STUDENT ACADEMIC ACHIEVEMENT, THE STATE BOARD SHALL ENSURE THAT THE CALCULATION INCLUDES CONSIDERATION OF THE ACADEMIC ACHIEVEMENT OF STUDENTS ENROLLED IN THIRD AND FOURTH GRADE WHO ARE IDENTIFIED AS HAVING SIGNIFICANT READING DEFICIENCIES AND PROVIDES ADDITIONAL CREDIT FOR PUBLIC SCHOOLS, SCHOOL DISTRICTS, AND THE INSTITUTE THAT DEMONSTRATE HIGHER LEVELS OF PERFORMANCE ON THE STATE READING ASSESSMENT OR THE STATEWIDE ENGLISH LANGUAGE ARTS ASSESSMENT BY SAID STUDENTS.

(5) IN MEASURING THE PERFORMANCE OF A PUBLIC SCHOOL, A SCHOOL DISTRICT, THE INSTITUTE, OR THE STATE ON EACH OF THE PERFORMANCE INDICATORS, THE DEPARTMENT SHALL DISAGGREGATE THE MEASURES FOR EACH INDICATOR BY STUDENT GROUP. THE DEPARTMENT SHALL SEPARATELY ACCOUNT FOR THE PERFORMANCE OF EACH STUDENT GROUP IN DETERMINING THE OVERALL PERFORMANCE ON A PERFORMANCE INDICATOR BY A PUBLIC SCHOOL, A SCHOOL DISTRICT, THE INSTITUTE, OR

THE STATE.

SECTION 12. In Colorado Revised Statutes, 22-11-204, **repeal** (2) and (3).

SECTION 13. In Colorado Revised Statutes, 22-11-302, **amend** (1)(f); and **add** (1)(h) as follows:

22-11-302. School district accountability committee - powers and duties. (1) Each school district accountability committee has the following powers and duties:

(f) To provide input to the local school board concerning the creation and enforcement of its school conduct and discipline code; ~~and~~

(h) TO MEET AT LEAST QUARTERLY TO DISCUSS WHETHER SCHOOL DISTRICT LEADERSHIP, PERSONNEL, AND INFRASTRUCTURE ARE ADVANCING OR IMPEDING IMPLEMENTATION OF THE SCHOOL DISTRICT'S PERFORMANCE, IMPROVEMENT, PRIORITY IMPROVEMENT, OR TURNAROUND PLAN, WHICHEVER IS APPLICABLE, OR OTHER PROGRESS PERTINENT TO THE SCHOOL DISTRICT'S ACCREDITATION CONTRACT.

SECTION 14. In Colorado Revised Statutes, 22-11-307, **amend** (2.5) as follows:

22-11-307. Accreditation of public schools. (2.5) In adopting its school accreditation policies for its ~~online programs and~~ online schools, as defined in ~~sections 22-30.7-102 (9) and~~ SECTION 22-30.7-102 (9.5), a local school board or the institute board shall include a review of the online ~~program's or~~ school's alignment to the quality standards outlined in section 22-30.7-105 (3)(b).

SECTION 15. In Colorado Revised Statutes, 22-11-405, **amend** (1)(b) and (2)(b) as follows:

22-11-405. School priority improvement plan - contents. (1) (b) The school accountability committee for the district public school shall hold a public meeting as required in section 22-32-142 (2) to receive input concerning possible strategies to be included in the school priority improvement plan, advise the local school board concerning preparation of

the school priority improvement plan, and make recommendations to the local school board concerning the contents of the school priority improvement plan, taking into account recommendations received at the public meeting. The local school board shall create and adopt the school priority improvement plan, taking into account the advice and recommendations of the school accountability committee. Before adopting the school priority improvement plan, the local school board shall hold a public hearing to review the written plan as required in section 22-32-142 (2). THE DEPARTMENT MAY REQUIRE A SCHOOL DISTRICT TO PROVIDE PROOF OF COMPLIANCE WITH THE REQUIREMENTS OF SECTION 22-32-142 (2).

(2) (b) The school accountability committee for the institute charter school shall hold a public meeting as required in section 22-30.5-520 (2) to receive input concerning possible strategies to be included in the school priority improvement plan, advise the institute concerning preparation of the school priority improvement plan, and make recommendations to the institute concerning the contents of the school priority improvement plan, taking into account recommendations received at the public meeting. The institute shall create and adopt the school priority improvement plan, taking into account the advice and recommendations of the school accountability committee. Before adopting the school priority improvement plan, the institute shall ensure that the institute charter school holds a public hearing to review the written plan as required in section 22-30.5-520 (2). THE DEPARTMENT MAY REQUIRE THE INSTITUTE TO PROVIDE PROOF OF COMPLIANCE WITH THE REQUIREMENTS OF SECTION 22-30.5-520 (2).

SECTION 16. In Colorado Revised Statutes, 22-11-406, **amend** (1)(b), (2)(b), and (4) as follows:

22-11-406. School turnaround plan - contents. (1) (b) The school accountability committee for the district public school shall hold a public meeting as required in section 22-32-142 (2) to receive input concerning possible strategies to be included in the school turnaround plan, advise the local school board concerning preparation of the school turnaround plan, and make recommendations to the local school board concerning the contents of the school turnaround plan, taking into account recommendations received at the public meeting. The local school board shall create and adopt the school turnaround plan, taking into account the advice and recommendations of the school accountability committee. Before adopting the school turnaround plan, the local school board shall

hold a public hearing to review the written plan as required in section 22-32-142 (2). THE DEPARTMENT MAY REQUIRE A SCHOOL DISTRICT TO PROVIDE PROOF OF COMPLIANCE WITH THE REQUIREMENTS OF SECTION 22-32-142 (2).

(2) (b) The school accountability committee for the institute charter school shall hold a public meeting as required in section 22-30.5-520 (2) to receive input concerning possible strategies to be included in the school turnaround plan, advise the institute concerning preparation of the school turnaround plan, and make recommendations to the institute concerning the contents of the school turnaround plan, taking into account recommendations received at the public meeting. The institute shall create and adopt the school turnaround plan, taking into account the advice and recommendations of the school accountability committee. Before adopting the school turnaround plan, the institute shall ensure that the institute charter school holds a public hearing to review the written plan as required in section 22-30.5-520 (2). THE DEPARTMENT MAY REQUIRE THE INSTITUTE TO PROVIDE PROOF OF COMPLIANCE WITH THE REQUIREMENTS OF SECTION 22-30.5-520 (2).

(4) The general assembly may appropriate such ~~moneys as are~~ MONEY AS IS available to assist school districts and the institute in improving the academic growth of students in public schools that are required to adopt school turnaround plans. In addition, the department may allocate any ~~moneys~~ MONEY received pursuant to the federal "~~No Child Left Behind Act of 2001~~" "EVERY STUDENT SUCCEEDS ACT", 20 U.S.C. sec. 6301 et seq., for such purpose.

SECTION 17. In Colorado Revised Statutes, 22-11-503, **amend** (2) introductory portion; and **add** (2)(a.5) as follows:

22-11-503. Performance reports - contents - rules. (2) The state board shall adopt rules specifying the information to be included in the school performance reports, the school district and institute performance reports, and the state performance report. The information ~~shall~~ **MUST** be consistent for each type of report and, at a minimum, ~~shall~~ **MUST** include the following:

(a.5) THE PERCENTAGE OF STUDENTS ENROLLED BY THE REPORT SUBJECT WHO SCORE AT EACH OF THE PERFORMANCE LEVELS IDENTIFIED BY

THE STATE BOARD FOR THE STATEWIDE ASSESSMENTS, REPORTED BY GRADE LEVEL AND ASSESSMENT;

SECTION 18. In Colorado Revised Statutes, 22-32.5-104, **amend** (3) introductory portion and (3)(b) as follows:

22-32.5-104. Innovation plans - submission - contents. (3) Each innovation plan, whether submitted by a public school or created by a local school board through collaboration between the local school board and a public school, ~~shall~~ **MUST** include the following information:

(b) A description of the innovations the public school would implement, which may include, but need not be limited to, innovations in school staffing, curriculum and assessment, class scheduling, use of financial and other resources, and faculty recruitment, employment, evaluation, and compensation, AND IMPLEMENTATION OF TRANSFORMATIONAL SCHOOL STRATEGIES SUCH AS SHARED LEADERSHIP, CULTURALLY RELEVANT CURRICULUM, STUDENT AND FAMILY SUPPORTS, POSITIVE DISCIPLINE PRACTICES, AND FAMILY AND COMMUNITY ENGAGEMENT;

SECTION 19. In Colorado Revised Statutes, 22-13-101, **amend** (2) and (3); and **add** (1.5) as follows:

22-13-101. Legislative declaration. (1.5) THE GENERAL ASSEMBLY FURTHER FINDS THAT, WHILE SCHOOL LEADERSHIP IS A CRUCIAL ASPECT OF IMPROVING THE PERFORMANCE OF STRUGGLING SCHOOLS, FACTORS SUCH AS SCHOOL CULTURE, TEACHER PROFESSIONAL DEVELOPMENT, AND THE TRANSFORMATION OF INSTRUCTION IN THE CLASSROOM ARE ALSO NECESSARY ELEMENTS OF THE PLAN TO TRANSFORM A PUBLIC SCHOOL AND RAISE THE ACADEMIC PERFORMANCE OF THE STUDENTS ENROLLED IN THE SCHOOL.

(2) The general assembly therefore finds that it is imperative and in the best interests of the state to create the school ~~turnaround-leaders development~~ TRANSFORMATION GRANT program within the department to contract with providers and award grants to school districts throughout the state to use in developing outstanding school leaders with the skills and competencies required to turn around low-performing public schools in the state AND TO PROVIDE GRANTS TO SCHOOL DISTRICTS, THE INSTITUTE, AND

CHARTER SCHOOLS TO SUPPORT THEM IN IMPROVING EDUCATOR PROFESSIONAL DEVELOPMENT AND TRANSFORMING INSTRUCTION, WHICH MAY INCLUDE PLANNING FOR AND IMPLEMENTING RIGOROUS SCHOOL REDESIGN STRATEGIES.

(3) The general assembly declares that, for purposes of section 17 of article IX of the state constitution, the school ~~turnaround leaders development~~ TRANSFORMATION GRANT program is an important element in implementing accountable programs to meet state academic standards and may therefore receive funding from the state education fund created in section 17 (4) of article IX of the state constitution.

SECTION 20. In Colorado Revised Statutes, 22-13-102, **amend** the introductory portion and (4) as follows:

22-13-102. Definitions. As used in this ~~article~~ ARTICLE 13, unless the context otherwise requires:

(4) "Program" means the school ~~turnaround leaders development~~ TRANSFORMATION GRANT program created in section 22-13-103.

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

22-13-103. School transformation grant program - created - rules. (1) There is created in the department the school ~~turnaround leaders development~~ TRANSFORMATION GRANT program to provide funding to:

(a) Assist in the design of turnaround leadership development programs and to provide funding to support training and development of school turnaround leaders for the public schools in the state;

(b) SUPPORT SCHOOL DISTRICTS, THE INSTITUTE, AND CHARTER SCHOOLS IN PROVIDING EDUCATOR PROFESSIONAL DEVELOPMENT AND TRANSFORMING INSTRUCTION IN PUBLIC SCHOOLS THAT ARE REQUIRED TO ADOPT PRIORITY IMPROVEMENT OR TURNAROUND PLANS FOR THE IMMEDIATE OR PRECEDING SCHOOL YEAR; AND

(c) ASSIST SCHOOL DISTRICTS, THE INSTITUTE, AND CHARTER

SCHOOLS THAT ARE IMPLEMENTING PRIORITY IMPROVEMENT OR TURNAROUND PLANS IN PLANNING FOR AND IMPLEMENTING ONE OR MORE OF THE FOLLOWING RIGOROUS SCHOOL REDESIGN STRATEGIES:

(I) CONVERTING A DISTRICT PUBLIC SCHOOL TO A CHARTER SCHOOL IF IT IS NOT ALREADY AUTHORIZED AS A CHARTER SCHOOL;

(II) GRANTING INNOVATION SCHOOL STATUS TO A DISTRICT PUBLIC SCHOOL PURSUANT TO SECTION 22-32.5-104;

(III) WITH REGARD TO A DISTRICT OR INSTITUTE CHARTER SCHOOL, REPLACING THE SCHOOL'S OPERATOR OR GOVERNING BOARD;

(IV) CONTRACTING WITH A PUBLIC OR PRIVATE ENTITY OTHER THAN THE SCHOOL DISTRICT TO PARTIALLY OR WHOLLY MANAGE A DISTRICT PUBLIC SCHOOL, WHICH ENTITY IS ACCEPTED BY THE DEPARTMENT AND THE LOCAL SCHOOL BOARD AS USING RESEARCH-BASED STRATEGIES AND HAVING A PROVEN RECORD OF SUCCESS WORKING WITH SCHOOLS UNDER SIMILAR CIRCUMSTANCES; OR

(V) CLOSING A PUBLIC SCHOOL OR REVOKING THE CHARTER FOR A DISTRICT OR INSTITUTE CHARTER SCHOOL.

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

~~(b) Timelines for the design grant application and approval process;~~

~~(c) Criteria for awarding design grants to identified providers to partially offset the design and development costs of creating or expanding high-quality turnaround leadership development programs;~~

~~(d) Timelines for the school turnaround leader TRANSFORMATION grant application and approval process;~~

~~(e) The requirements for a school turnaround leader TRANSFORMATION grant application, including but not limited to the goals that the applicant expects to achieve through the grant; and~~

(f) Criteria for selecting school ~~turnaround leader~~ TRANSFORMATION grant recipients. At a minimum, the criteria must take into account for applying school districts the concentration of schools of the school district, or for the institute the concentration of institute charter schools, that must implement priority improvement or turnaround plans. For applying charter schools, the criteria must prioritize schools that are implementing priority improvement or turnaround plans.

SECTION 22. In Colorado Revised Statutes, 22-13-104, **amend** (1); and **repeal** (2) as follows:

22-13-104. Turnaround leadership development programs - providers - design grants - review. (1) The department shall issue a request for proposals from providers who seek to participate in the program. The department shall review the responses received and, based on the criteria adopted by rule of the state board, identify one or more providers to participate in the program by providing turnaround leadership development programs for school districts, the institute, and charter schools that receive school ~~turnaround leader~~ grants through the program. The department, on a regular basis, shall review each provider's turnaround leadership development programs, including the success achieved by the persons who complete the programs, and revise the list of identified providers as appropriate to ensure that the turnaround leadership development programs that are available through the program are of the highest quality.

~~(2) During the first three years that the program receives appropriations, an identified provider may apply as provided by rule for a one-time design grant to offset the costs incurred in creating or expanding the provider's turnaround leadership development programs. The department shall review the design grant applications using the criteria adopted by rule and recommend to the state board the providers that may receive design grants and the amount of the grants. The state board, taking into account the department's recommendations, may award the design grants from moneys appropriated by the general assembly to the department for the program. In each of the first three budget years in which the program operates, the state board may distribute as one-time design grants no more than approximately one-third of the amount appropriated for the program for the applicable budget year.~~

SECTION 23. In Colorado Revised Statutes, **amend** 22-13-105 as

follows:

22-13-105. School transformation grants - application - awards - report. (1) The state board, subject to available appropriations, shall award school ~~turnaround leader~~ TRANSFORMATION grants to one or more school districts or charter schools or to the institute to use in:

(a) Identifying and recruiting practicing and aspiring school turnaround leaders;

(b) Subsidizing the costs incurred for school turnaround leaders and their leadership staff, if appropriate, to participate in turnaround leadership development programs offered by identified providers; and

(c) Reimbursing school turnaround leaders for the costs they incur in completing turnaround leadership development programs offered by identified providers;

(d) PROVIDING EDUCATOR PROFESSIONAL DEVELOPMENT FOR EDUCATORS WORKING IN PUBLIC SCHOOLS THAT ARE IMPLEMENTING PRIORITY IMPROVEMENT OR TURNAROUND PLANS;

(e) PROVIDING SERVICES, SUPPORT, AND MATERIALS TO TRANSFORM INSTRUCTION IN PUBLIC SCHOOLS THAT ARE IMPLEMENTING PRIORITY IMPROVEMENT OR TURNAROUND PLANS; AND

(f) PLANNING FOR AND IMPLEMENTING ONE OR MORE OF THE FOLLOWING RIGOROUS SCHOOL REDESIGN STRATEGIES:

(I) CONVERTING A DISTRICT PUBLIC SCHOOL TO A CHARTER SCHOOL IF IT IS NOT ALREADY AUTHORIZED AS A CHARTER SCHOOL;

(II) GRANTING INNOVATION SCHOOL STATUS TO A DISTRICT PUBLIC SCHOOL PURSUANT TO SECTION 22-32.5-104;

(III) WITH REGARD TO A DISTRICT OR INSTITUTE CHARTER SCHOOL, REPLACING THE SCHOOL'S OPERATOR OR GOVERNING BOARD;

(IV) CONTRACTING WITH A PUBLIC OR PRIVATE ENTITY OTHER THAN THE SCHOOL DISTRICT TO PARTIALLY OR WHOLLY MANAGE A DISTRICT

PUBLIC SCHOOL, WHICH ENTITY IS ACCEPTED BY THE DEPARTMENT AND THE LOCAL SCHOOL BOARD AS USING RESEARCH-BASED STRATEGIES AND HAVING A PROVEN RECORD OF SUCCESS WORKING WITH SCHOOLS UNDER SIMILAR CIRCUMSTANCES; OR

(V) CLOSING A PUBLIC SCHOOL OR REVOKING THE CHARTER FOR A DISTRICT OR INSTITUTE CHARTER SCHOOL.

(2) A school district, the institute, or a charter school that seeks a school ~~turnaround leader~~ TRANSFORMATION grant must apply to the department as provided by rule of the state board. The department shall review all of the applications received and, based on the criteria adopted by rule, recommend to the state board the applicants that may receive school ~~turnaround leader~~ TRANSFORMATION grants and the grant amounts. Subject to available appropriations, the state board, taking into account the department's recommendations, shall award school ~~turnaround leader~~ TRANSFORMATION grants from ~~moneys~~ MONEY appropriated by the general assembly to the department for the program.

(3) Each school ~~turnaround leader~~ TRANSFORMATION grant may continue for up to three budget years. The department shall annually review each grant recipient's use of the grant ~~moneys~~ MONEY and may rescind the grant if the department finds that the grant recipient is not making adequate progress toward achieving the goals identified in the grant application.

(4) During the term of the grant, each grant recipient shall annually report to the department the information requested by the department to monitor the effectiveness of the school ~~turnaround leader~~ TRANSFORMATION grants, WHICH MUST INCLUDE CONSIDERATION OF THE IMPACT THAT THE USE OF EACH GRANT MAKES ON RAISING STUDENT ACHIEVEMENT AND ESTABLISHING A POSITIVE SCHOOL CULTURE. Notwithstanding section 24-1-136 (11)(a)(I), the department shall analyze and summarize the reports received from grant recipients and annually submit to the state board, the governor, and the education committees of the senate and the house of representatives, or any successor committees, a report of the effectiveness of the school ~~turnaround leader~~ TRANSFORMATION grants awarded pursuant to this section. The department shall also post the annual report on its website.

(5) The department may expend up to five percent of the ~~moneys~~

MONEY annually appropriated for the program to offset the costs incurred in implementing the program.

SECTION 24. In Colorado Revised Statutes, 22-30.5-502, **amend** (1)(b) as follows:

22-30.5-502. Definitions. As used in this part 5, unless the context otherwise requires:

(1) "At-risk student" means a student:

(b) Who has performed ~~at the proficiency level of "unsatisfactory" or "partially proficient"~~ BELOW THE LEVEL OF MEETING EXPECTATIONS, AS IDENTIFIED BY RULE OF THE STATE BOARD, on a statewide ENGLISH LANGUAGE ARTS OR MATHEMATICS assessment.

SECTION 25. In Colorado Revised Statutes, 22-30-105, **amend** (1)(c) as follows:

22-30-105. Activation of the school district organization planning process. (1) The appointment of a school organization planning committee charged to study school district organization shall occur when the commissioner is notified that any of the following conditions exist:

(c) The state board PURSUANT TO THE PROVISIONS OF SECTION 22-11-209 declares a school district is no longer accredited ~~pursuant to the provisions of section 22-11-209~~ OR DIRECTS A SCHOOL DISTRICT TO REORGANIZE. Such declaration ~~shall~~ OR DIRECTION MUST indicate the school districts to be involved in the organization study.

SECTION 26. Safety clause. The general assembly hereby finds,

determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.



Crisanta Duran
SPEAKER OF THE HOUSE
OF REPRESENTATIVES



Kevin J. Grantham
PRESIDENT OF
THE SENATE

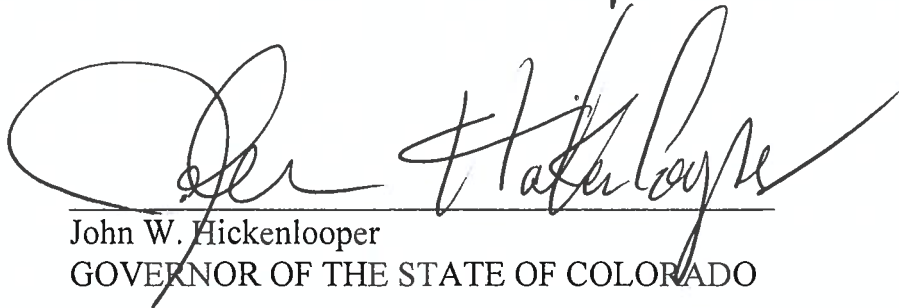


Marilyn Eddins
CHIEF CLERK OF THE HOUSE
OF REPRESENTATIVES



Effie Ameen
SECRETARY OF
THE SENATE

APPROVED 4:25 Pm 5/30/18



John W. Hickenlooper
GOVERNOR OF THE STATE OF COLORADO