

Second Regular Session  
Seventy-first General Assembly  
STATE OF COLORADO

**ENGROSSED**

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

LLS NO. 18-0177.01 Brita Darling x2241

**HOUSE BILL 18-1019**

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**HOUSE SPONSORSHIP**

**Foote,**

**SENATE SPONSORSHIP**

**Priola,**

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**House Committees**

Education  
Appropriations

**Senate Committees**

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**A BILL FOR AN ACT**

101 **CONCERNING CRITERIA APPLIED IN DETERMINING PERFORMANCE**  
102 **RATINGS FOR ENTITIES IN THE ELEMENTARY AND SECONDARY**  
103 **PUBLIC EDUCATION SYSTEM, AND, IN CONNECTION THEREWITH,**  
104 **MAKING AN APPROPRIATION.**

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**Bill Summary**

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

For purposes of determining annual accreditation categories for school districts and the state charter school institute (institute), and for determining a public school's performance plan, the bill requires the state

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

HOUSE  
Amended 2nd Reading  
April 24, 2018

board of education (state board) to establish weighted values that assign greater value to high school graduation rates that are based on more rigorous course work requirements for achievement of a high school diploma.

The bill requires the state board to compare school district performance based on school district size to ensure that accreditation categories are fairly and equitably assigned across school districts of similar size.

The state board shall also assign greater value to public schools, school districts, and the institute for graduation requirements that meet or exceed the Colorado commission on higher education's suggested college admission course requirements.

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

2 **SECTION 1.** In Colorado Revised Statutes, 22-11-204, **amend**  
3 (5)(a)(I)(F), (5)(b)(I)(F), and (5)(c)(I)(F); and **add** (4)(a)(VI), (4)(b)(VI),  
4 and (4)(c)(VI) as follows:

5 **22-11-204. Performance indicators - measures.** (4) The  
6 department shall determine the level of attainment of each public high  
7 school, each school district, the institute, and the state as a whole on the  
8 postsecondary and workforce readiness indicator by using, at a minimum,  
9 the following measures:

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

11 (VI) BEGINNING IN THE 2020-21 SCHOOL YEAR, THE PERCENTAGE  
12 OF STUDENTS ENROLLED IN THE PUBLIC HIGH SCHOOL WHO SUCCESSFULLY  
13 COMPLETE AN ADVANCED PLACEMENT COURSE IN A SUBJECT OTHER THAN  
14 ENGLISH LANGUAGE ARTS OR MATH AND EARN A SCORE OF THREE OR  
15 HIGHER ON THE END-OF-COURSE ADVANCED PLACEMENT EXAM, THE  
16 PERCENTAGE OF STUDENTS WHO SUCCESSFULLY COMPLETE A  
17 CONCURRENT ENROLLMENT COURSE IN A SUBJECT OTHER THAN ENGLISH  
18 LANGUAGE ARTS OR MATH AND EARN A GRADE OF "B" OR HIGHER IN THE  
19 COURSE, AND THE PERCENTAGE OF STUDENTS WHO SUCCESSFULLY

1 COMPLETE AN INTERNATIONAL BACCALAUREATE COURSE IN A SUBJECT  
2 OTHER THAN ENGLISH LANGUAGE ARTS OR MATH AND EARN A SCORE OF  
3 FOUR OR HIGHER.

4 (b) For each school district and the institute, the department shall  
5 calculate:

6 (VI) BEGINNING IN THE 2020-21 SCHOOL YEAR, THE OVERALL  
7 PERCENTAGE OF STUDENTS ENROLLED IN THE DISTRICT PUBLIC HIGH  
8 SCHOOLS OR INSTITUTE CHARTER HIGH SCHOOLS WHO SUCCESSFULLY  
9 COMPLETE AN ADVANCED PLACEMENT COURSE IN A SUBJECT OTHER THAN  
10 ENGLISH LANGUAGE ARTS OR MATH AND EARN A SCORE OF THREE OR  
11 HIGHER ON THE END-OF-COURSE ADVANCED PLACEMENT EXAM, THE  
12 PERCENTAGE OF STUDENTS WHO SUCCESSFULLY COMPLETE A  
13 CONCURRENT ENROLLMENT COURSE IN A SUBJECT OTHER THAN ENGLISH  
14 LANGUAGE ARTS OR MATH AND EARN A GRADE OF "B" OR HIGHER IN THE  
15 COURSE, AND THE PERCENTAGE OF STUDENTS WHO SUCCESSFULLY  
16 COMPLETE AN INTERNATIONAL BACCALAUREATE COURSE IN A SUBJECT  
17 OTHER THAN ENGLISH LANGUAGE ARTS OR MATH AND EARN A SCORE OF  
18 FOUR OR HIGHER.

19 (c) For the state, the department shall calculate:

20 (VI) BEGINNING IN THE 2020-21 SCHOOL YEAR, THE OVERALL  
21 PERCENTAGE OF STUDENTS ENROLLED IN THE PUBLIC HIGH SCHOOLS OF  
22 THE STATE WHO SUCCESSFULLY COMPLETE AN ADVANCED PLACEMENT  
23 COURSE IN A SUBJECT OTHER THAN ENGLISH LANGUAGE ARTS OR MATH  
24 AND EARN A SCORE OF THREE OR HIGHER ON THE END-OF-COURSE  
25 ADVANCED PLACEMENT EXAM, THE PERCENTAGE OF STUDENTS WHO  
26 SUCCESSFULLY COMPLETE A CONCURRENT ENROLLMENT COURSE IN A  
27 SUBJECT OTHER THAN ENGLISH LANGUAGE ARTS OR MATH AND EARN A

1 GRADE OF "B" OR HIGHER IN THE COURSE, AND THE PERCENTAGE OF  
2 STUDENTS WHO SUCCESSFULLY COMPLETE AN INTERNATIONAL  
3 BACCALAUREATE COURSE IN A SUBJECT OTHER THAN ENGLISH LANGUAGE  
4 ARTS OR MATH AND EARN A SCORE OF FOUR OR HIGHER.

5 (5) The department shall determine the level of attainment of each  
6 public school, each school district, the institute, and the state as a whole  
7 on the performance indicator that concerns the progress made in closing  
8 the achievement and growth gaps by using the following measures:

9 (a) (I) For each public school, the department shall disaggregate  
10 by student group:

11 (F) For each public high school, the percentage of students  
12 enrolled in the eleventh grade in the public high school who score at each  
13 achievement level of the standardized, curriculum-based, achievement,  
14 college entrance examination or the percentages of students enrolled in  
15 each of the grade levels included in the public high school who score at  
16 each achievement level on the assessments administered pursuant to  
17 section 22-7-1006.3 by the public high school; the percentages of students  
18 graduating from the public high school who receive a diploma that  
19 includes a postsecondary and workforce readiness endorsement or an  
20 endorsement for exemplary demonstration of postsecondary and  
21 workforce readiness; the graduation and dropout rates; beginning in the  
22 2016-17 school year, the percentages of students graduating from the  
23 public high school who, in the school year immediately following  
24 graduation from high school, enroll in a career and technical education  
25 program, community college, or four-year institution of higher education;  
26 ~~and~~, beginning in the 2020-21 school year, the percentage of students  
27 enrolled in the public high school who demonstrate college and career

1 readiness, based on the demonstration options available to the students  
2 enrolled in the public high school, at the higher achievement level  
3 adopted by the state board that indicates a student is prepared, without  
4 needing remediation, to enroll in general education core courses; AND,  
5 BEGINNING IN THE 2020-21 SCHOOL YEAR, THE PERCENTAGE OF STUDENTS  
6 ENROLLED IN THE PUBLIC HIGH SCHOOL WHO SUCCESSFULLY COMPLETE AN  
7 ADVANCED PLACEMENT COURSE IN A SUBJECT OTHER THAN ENGLISH  
8 LANGUAGE ARTS OR MATH AND EARN A SCORE OF THREE OR HIGHER ON  
9 THE END-OF-COURSE ADVANCED PLACEMENT EXAM, THE PERCENTAGE OF  
10 STUDENTS WHO SUCCESSFULLY COMPLETE A CONCURRENT ENROLLMENT  
11 COURSE IN A SUBJECT OTHER THAN ENGLISH LANGUAGE ARTS OR MATH  
12 AND EARN A GRADE OF "B" OR HIGHER IN THE COURSE, AND THE  
13 PERCENTAGE OF STUDENTS WHO SUCCESSFULLY COMPLETE AN  
14 INTERNATIONAL BACCALAUREATE COURSE IN A SUBJECT OTHER THAN  
15 ENGLISH LANGUAGE ARTS OR MATH AND EARN A SCORE OF FOUR OR  
16 HIGHER.

17 (b) (I) For each school district and the institute, the department  
18 shall disaggregate by student group:

19 (F) The overall percentage of students enrolled in the eleventh  
20 grade in the district public high schools or the institute charter high  
21 schools who score at each achievement level of the standardized,  
22 curriculum-based, achievement, college entrance examination or the  
23 percentages of students enrolled in each of the grade levels included in  
24 the public high schools who score at each achievement level on the  
25 assessments administered pursuant to section 22-7-1006.3 by the public  
26 high schools; the overall percentages of students graduating from the  
27 district public high schools, or the institute charter high schools, who

1 receive a diploma that includes a postsecondary and workforce readiness  
2 endorsement or an endorsement for exemplary demonstration of  
3 postsecondary and workforce readiness; the overall graduation and  
4 dropout rates for the district public high schools or the institute charter  
5 high schools; beginning in the 2016-17 school year, the overall  
6 percentages of students graduating from the district public high schools  
7 or the institute charter high schools who, in the school year immediately  
8 following graduation from high school, enroll in a career and technical  
9 education program, community college, or four-year institution of higher  
10 education; ~~and~~, beginning in the 2020-21 school year, the overall  
11 percentage of students enrolled in the district public high schools or  
12 institute charter high schools who demonstrate college and career  
13 readiness, based on the demonstration options adopted by the district  
14 charter high school, school district, or institute charter high school, at the  
15 higher achievement level adopted by the state board that indicates a  
16 student is prepared, without needing remediation, to enroll in general  
17 education core courses; AND, BEGINNING IN THE 2020-21 SCHOOL YEAR,  
18 THE OVERALL PERCENTAGE OF STUDENTS ENROLLED IN THE DISTRICT  
19 PUBLIC HIGH SCHOOLS OR INSTITUTE CHARTER HIGH SCHOOLS WHO  
20 SUCCESSFULLY COMPLETE AN ADVANCED PLACEMENT COURSE IN A  
21 SUBJECT OTHER THAN ENGLISH LANGUAGE ARTS OR MATH AND EARN A  
22 SCORE OF THREE OR HIGHER ON THE END-OF-COURSE ADVANCED  
23 PLACEMENT EXAM, THE PERCENTAGE OF STUDENTS WHO SUCCESSFULLY  
24 COMPLETE A CONCURRENT ENROLLMENT COURSE IN A SUBJECT OTHER  
25 THAN ENGLISH LANGUAGE ARTS OR MATH AND EARN A GRADE OF "B" OR  
26 HIGHER IN THE COURSE, AND THE PERCENTAGE OF STUDENTS WHO  
27 SUCCESSFULLY COMPLETE AN INTERNATIONAL BACCALAUREATE COURSE

1 IN A SUBJECT OTHER THAN ENGLISH LANGUAGE ARTS OR MATH AND EARN  
2 A SCORE OF FOUR OR HIGHER.

3 (c) (I) For the state, the department shall disaggregate by student  
4 group:

5 (F) The percentage of students enrolled in the eleventh grade in  
6 the public high schools in the state who score at each achievement level  
7 of the standardized, curriculum-based, achievement, college entrance  
8 examination or the percentages of students enrolled in each of the grade  
9 levels included in the public high schools in the state who score at each  
10 achievement level on the assessments administered pursuant to section  
11 22-7-1006.3 by the public high schools; the overall percentages of  
12 students graduating from the public high schools in the state who receive  
13 diplomas that include postsecondary and workforce readiness  
14 endorsements or endorsements for exemplary demonstration of  
15 postsecondary and workforce readiness; the overall graduation and  
16 dropout rates for the public high schools in the state; beginning in the  
17 2016-17 school year, the percentages of students graduating from the  
18 public high schools in the state who, in the school year immediately  
19 following graduation from high school, enroll in a career and technical  
20 education program, community college, or four-year institution of higher  
21 education; ~~and~~, beginning in the 2020-21 school year, the overall  
22 percentage of students enrolled in the public high schools of the state who  
23 demonstrate college and career readiness, based on the demonstration  
24 options available to the students enrolled in each public high school, at  
25 the higher achievement level adopted by the state board that indicates a  
26 student is prepared, without needing remediation, to enroll in general  
27 education core courses; AND, BEGINNING IN THE 2020-21 SCHOOL YEAR,

1 THE OVERALL PERCENTAGE OF STUDENTS ENROLLED IN THE PUBLIC HIGH  
2 SCHOOLS OF THE STATE WHO SUCCESSFULLY COMPLETE AN ADVANCED  
3 PLACEMENT COURSE IN A SUBJECT OTHER THAN ENGLISH LANGUAGE ARTS  
4 OR MATH AND EARN A SCORE OF THREE OR HIGHER ON THE  
5 END-OF-COURSE ADVANCED PLACEMENT EXAM, THE PERCENTAGE OF  
6 STUDENTS WHO SUCCESSFULLY COMPLETE A CONCURRENT ENROLLMENT  
7 COURSE IN A SUBJECT OTHER THAN ENGLISH LANGUAGE ARTS OR MATH  
8 AND EARN A GRADE OF "B" OR HIGHER IN THE COURSE, AND THE  
9 PERCENTAGE OF STUDENTS WHO SUCCESSFULLY COMPLETE AN  
10 INTERNATIONAL BACCALAUREATE COURSE IN A SUBJECT OTHER THAN  
11 ENGLISH LANGUAGE ARTS OR MATH AND EARN A SCORE OF FOUR OR  
12 HIGHER.

13 **SECTION 2. Appropriation.** For the 2018-19 state fiscal year,  
14 \$30,000 is appropriated to the department of education. This  
15 appropriation is from the general fund. To implement this act, the  
16 department may use this appropriation for information technology  
17 services.

18 **SECTION 3. Act subject to petition - effective date.** This act  
19 takes effect at 12:01 a.m. on the day following the expiration of the  
20 ninety-day period after final adjournment of the general assembly (August  
21 8, 2018, if adjournment sine die is on May 9, 2018); except that, if a  
22 referendum petition is filed pursuant to section 1 (3) of article V of the  
23 state constitution against this act or an item, section, or part of this act  
24 within such period, then the act, item, section, or part will not take effect  
25 unless approved by the people at the general election to be held in  
26 November 2018 and, in such case, will take effect on the date of the  
27 official declaration of the vote thereon by the governor.