

Second Regular Session
Sixty-ninth General Assembly
STATE OF COLORADO

PREAMENDED

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

LLS NO. 14-0699.01 Julie Pelegrin x2700

HOUSE BILL 14-1202

HOUSE SPONSORSHIP

Scott,

SENATE SPONSORSHIP

Todd and Scheffel,

House Committees

Education
Appropriations

Senate Committees

A BILL FOR AN ACT

101 **CONCERNING A STUDY OF THE ACCOUNTABILITY REQUIREMENTS FOR**
102 **SCHOOL DISTRICTS FOR WHICH THE STATE BOARD OF**
103 **EDUCATION MAY WAIVE STATEWIDE TESTING REQUIREMENTS,**
104 **AND, IN CONNECTION THEREWITH, MAKING AND REDUCING**
105 **APPROPRIATIONS.**

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://www.leg.state.co.us/bills summaries>.)

Under current law, each school district is required to administer

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

statewide assessments in various subjects in each of grades 3 through 11 (statewide testing requirements), and the state board of education (state board) cannot waive this requirement. The bill directs the state board to waive most of the statewide testing requirements for a school district that submits a school district assessment plan that meets specified requirements. A school district that receives a waiver must publish its assessment results on the school district web site and submit the results to the department of education (department) for publishing on the department web site that reports the academic performance of all school districts and public schools. If a school district that receives a waiver fails to meet statewide targets for academic performance for 3 consecutive school years, the state board must modify the school district's waiver to require the school district to administer the statewide assessments in the subjects in which it failed to meet the statewide targets; except that a single student cannot be required to take more than one statewide assessment in a school year. The parent of a student who is enrolled in a school district that receives a waiver may excuse his or her child from participating in any standardized assessments, including a statewide assessment. The department cannot penalize a school district, and a school district cannot penalize the student or the student's teacher, if a parent excuses his or her child from testing.

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

2 **SECTION 1.** In Colorado Revised Statutes, **add** part 18 to article
3 2 of title 2 as follows:

4 **PART 18**

5 **STANDARDS AND ASSESSMENTS TASK FORCE**

6 **2-2-1801. Legislative declaration.** (1) **THE GENERAL ASSEMBLY**
7 **FINDS THAT:**

8 (a) **THE INCREASING REQUIREMENTS FOR IMPLEMENTING CONTENT**
9 **STANDARDS AND ADMINISTERING STATEWIDE AND LOCAL ASSESSMENTS**
10 **ARE REQUIRING AN INCREASINGLY SIGNIFICANT AMOUNT OF TIME AND**
11 **RESOURCES IN THE SCHOOL DISTRICTS AND PUBLIC SCHOOLS OF THE STATE;**

12 (b) **HIGH-QUALITY ASSESSMENTS PROVIDE TEACHERS, PARENTS,**
13 **PUBLIC SCHOOLS, AND SCHOOL DISTRICTS WITH RELIABLE ESTIMATES OF**

1 STUDENT LEARNING THAT CAN BE USED TO IMPROVE INSTRUCTIONAL
2 PRACTICES. DEPENDING ON THE ASSESSMENT, GROWTH DATA MAY BE
3 GENERATED TO ESTIMATE HOW MUCH PROGRESS STUDENTS MAKE DURING
4 A SPECIFIC PERIOD OF TIME AS THEY PROGRESS TO HIGHER LEVELS OF
5 MASTERY. WHILE ASSESSMENTS THAT ARE COMMON ACROSS PUBLIC
6 SCHOOLS AND SCHOOL DISTRICTS GENERATE VALUABLE INFORMATION
7 ABOUT WHAT IS POSSIBLE, WHAT IS WORKING WELL, AND WHAT NEEDS TO
8 BE ADDRESSED IN THE BROADER EDUCATIONAL SYSTEM, IT IS VALUABLE
9 TO STUDY THE EFFICACY OF COLORADO'S CURRENT STATUTORY
10 ASSESSMENT REQUIREMENTS;

11 (c) IT IS IN THE BEST INTERESTS OF THE STATE TO CREATE A TASK
12 FORCE WITH REPRESENTATIVES OF THE EDUCATION COMMUNITY AND
13 PARENTS AND EXPERTS IN STANDARDS-BASED EDUCATION TO STUDY THE
14 IMPLICATIONS OF THE STATEWIDE ASSESSMENT SYSTEM FOR SCHOOL
15 DISTRICTS, PUBLIC SCHOOLS, EDUCATORS, AND STUDENTS;

16 (d) AT A MINIMUM, THE STUDY SHOULD EXAMINE HOW THE
17 STATEWIDE ASSESSMENTS REQUIRED IN SECTIONS 22-7-409, 22-7-1006,
18 AND 22-7-1013, C.R.S., AND IN PART 12 OF ARTICLE 7 OF TITLE 22, C.R.S.,
19 ARE ADMINISTERED, HOW THE DATA OBTAINED FROM THE ASSESSMENTS
20 ARE USED, AND THE IMPACT OF THE STATEWIDE ASSESSMENTS ON LOCAL
21 ASSESSMENT SYSTEMS, INSTRUCTIONAL TIME, AND ADMINISTRATIVE
22 WORKLOAD;

23 (e) THE STUDY SHOULD ALSO EXAMINE:

24 (I) THE INTERACTION OF THE STATEWIDE ASSESSMENTS WITH THE
25 EDUCATOR PERFORMANCE EVALUATION SYSTEMS REQUIRED IN ARTICLE 9
26 OF TITLE 22, C.R.S., AND WITH THE STATEWIDE ACCOUNTABILITY SYSTEM
27 FOR SCHOOL DISTRICTS, THE STATE CHARTER SCHOOL INSTITUTE, AND

1 PUBLIC SCHOOLS AS DESCRIBED IN ARTICLE 11 OF TITLE 22, C.R.S.,
2 INCLUDING THE EFFECTIVENESS OF THE STATEWIDE ASSESSMENTS IN
3 IDENTIFYING EXISTING ACHIEVEMENT GAPS;

4 (II) THE INTERACTION BETWEEN ASSESSMENTS REQUIRED BY
5 SCHOOL DISTRICTS AND PUBLIC SCHOOLS AND THE STATEWIDE
6 ASSESSMENTS; AND

7 (III) THE IMPACT THAT ADMINISTERING BOTH LOCAL AND
8 STATEWIDE ASSESSMENT SYSTEMS HAS ON THE AMOUNT OF TIME
9 STUDENTS SPEND TAKING ASSESSMENTS AND SCHOOL DISTRICTS AND
10 PUBLIC SCHOOLS SPEND PLANNING AND ADMINISTERING ASSESSMENTS.

11 **2-2-1802. Definitions.** AS USED IN THIS PART 18, UNLESS THE
12 CONTEXT OTHERWISE REQUIRES:

13 (1) "AT-RISK STUDENT" MEANS A STUDENT WHO IS ELIGIBLE FOR
14 FREE OR REDUCED-PRICE LUNCH UNDER THE FEDERAL "NATIONAL SCHOOL
15 LUNCH ACT", 42 U.S.C. SEC. 1751 ET SEQ.

16 (2) "CHAIRMAN" MEANS THE CHAIRMAN OF THE STATE BOARD OF
17 EDUCATION ELECTED PURSUANT TO SECTION 22-2-105 (4), C.R.S.

18 (3) "CHARTER SCHOOL" MEANS A CHARTER SCHOOL OF A SCHOOL
19 DISTRICT THAT IS AUTHORIZED PURSUANT TO PART 1 OF ARTICLE 30.5 OF
20 TITLE 22, C.R.S., OR AN INSTITUTE CHARTER SCHOOL THAT IS AUTHORIZED
21 BY THE STATE CHARTER SCHOOL INSTITUTE PURSUANT TO PART 5 OF
22 ARTICLE 30.5 OF TITLE 22, C.R.S.

23 (4) "DEPARTMENT" MEANS THE DEPARTMENT OF EDUCATION
24 CREATED AND EXISTING PURSUANT TO SECTION 24-1-115, C.R.S.

25 (5) "HOUSE MINORITY LEADER" MEANS THE LEADER ELECTED BY
26 THE MINORITY CAUCUS OF LEGISLATORS SERVING IN THE HOUSE OF
27 REPRESENTATIVES.

1 (6) "LOCAL ASSESSMENTS" MEANS ASSESSMENTS THAT A SCHOOL
2 DISTRICT OR CHARTER SCHOOL ADOPTS AND ADMINISTERS PURSUANT TO
3 SECTION 22-7-407, 22-7-1013, OR 22-7-1205, C.R.S.

4 (7) "PRESIDENT" MEANS THE PRESIDENT OF THE SENATE.

5 (8) "SENATE MINORITY LEADER" MEANS THE LEADER ELECTED BY
6 THE MINORITY CAUCUS OF LEGISLATORS SERVING IN THE SENATE.

7 (9) "SPEAKER" MEANS THE SPEAKER OF THE HOUSE OF
8 REPRESENTATIVES.

9 (10) "STATEWIDE ASSESSMENTS" MEANS THE ASSESSMENTS
10 ADMINISTERED PURSUANT TO SECTION 22-7-409, 22-7-1006, OR
11 22-7-1205, C.R.S.

12 (11) "TASK FORCE" MEANS THE STANDARDS AND ASSESSMENTS
13 TASK FORCE CREATED IN SECTION 2-2-1803.

14 **2-2-1803. Standards and assessments task force -**
15 **appointments - meetings.** (1) THERE IS CREATED THE STANDARDS AND
16 ASSESSMENTS TASK FORCE TO STUDY THE IMPLEMENTATION OF
17 STATEWIDE ASSESSMENTS AND LOCAL ASSESSMENTS, THE FEASIBILITY OF
18 WAIVING CERTAIN STATEWIDE ASSESSMENT REQUIREMENTS, AND
19 ACCOUNTABILITY FOR SCHOOL DISTRICTS THAT MAY RECEIVE WAIVERS OF
20 CERTAIN ASSESSMENT REQUIREMENTS. NO LATER THAN JULY 1, 2014, THE
21 SPEAKER AND THE MINORITY LEADER OF THE HOUSE OF REPRESENTATIVES,
22 THE PRESIDENT AND THE MINORITY LEADER OF THE SENATE, AND THE
23 CHAIRMAN OF THE STATE BOARD OF EDUCATION SHALL APPOINT THE
24 MEMBERS OF THE TASK FORCE AS PROVIDED IN SUBSECTION (2) OF THIS
25 SECTION. THE APPOINTING AUTHORITIES SHALL ENSURE THAT THE
26 MEMBERS OF THE TASK FORCE REPRESENT:

27 (a) SCHOOL DISTRICTS AND CHARTER SCHOOLS THAT ARE

1 GEOGRAPHICALLY AND DEMOGRAPHICALLY DIVERSE;

2 (b) PUBLIC SCHOOLS THAT SERVE VARIOUS GRADE LEVELS AND

3 OPERATE WITH VARIOUS MODELS AND MISSIONS; AND

4 (c) DIFFERING EDUCATION PHILOSOPHIES, EXPERTISE, AND

5 UNDERSTANDING REGARDING IMPLEMENTATION OF EDUCATIONAL

6 STANDARDS AND ASSESSMENTS.

7 (2) THE TASK FORCE CONSISTS OF FIFTEEN MEMBERS APPOINTED

8 AS FOLLOWS:

9 (a) THREE REPRESENTATIVES OF SCHOOL DISTRICT

10 ADMINISTRATORS EMPLOYED IN THE STATE, APPOINTED ONE EACH BY THE

11 SPEAKER, THE PRESIDENT, AND THE CHAIRMAN. THE MEMBERS APPOINTED

12 PURSUANT TO THIS PARAGRAPH (a) MUST INCLUDE AT LEAST ONE MEMBER

13 WHO REPRESENTS A STATEWIDE ORGANIZATION OF SCHOOL DISTRICT

14 ADMINISTRATORS AND AT LEAST ONE MEMBER WHO REPRESENTS A

15 SCHOOL DISTRICT THAT SERVES A STUDENT POPULATION OF WHICH AT

16 LEAST SIXTY PERCENT ARE AT-RISK STUDENTS.

17 (b) TWO REPRESENTATIVES OF DIRECTORS SERVING ON SCHOOL

18 DISTRICT BOARDS OF EDUCATION IN THE STATE, INCLUDING BUT NOT

19 LIMITED TO AT LEAST ONE MEMBER WHO REPRESENTS A STATEWIDE

20 ORGANIZATION OF SCHOOL DISTRICT BOARDS OF EDUCATION, APPOINTED

21 ONE EACH BY THE PRESIDENT AND THE CHAIRMAN;

22 (c) TWO REPRESENTATIVES OF TEACHERS EMPLOYED IN PUBLIC

23 SCHOOLS IN THE STATE, INCLUDING BUT NOT LIMITED TO AT LEAST ONE

24 MEMBER WHO REPRESENTS A STATEWIDE ORGANIZATION OF TEACHERS,

25 APPOINTED ONE EACH BY THE PRESIDENT AND THE HOUSE MINORITY

26 LEADER;

27 (d) TWO REPRESENTATIVES OF CHARTER SCHOOLS WITHIN THE

1 STATE, ONE OF WHOM REPRESENTS A STATEWIDE ORGANIZATION OF
2 CHARTER SCHOOLS AND ONE OF WHOM REPRESENTS THE GOVERNING
3 BOARD OF THE STATE CHARTER SCHOOL INSTITUTE, APPOINTED ONE EACH
4 BY THE SENATE MINORITY LEADER AND THE CHAIRMAN;

5 (e) TWO REPRESENTATIVES OF PARENTS OF CHILDREN WHO ARE
6 ENROLLED IN PUBLIC SCHOOLS IN THE STATE, INCLUDING BUT NOT LIMITED
7 TO AT LEAST ONE MEMBER WHO REPRESENTS A STATEWIDE ORGANIZATION
8 OF PARENTS OF CHILDREN ENROLLED IN PUBLIC SCHOOLS, APPOINTED ONE
9 EACH BY THE SPEAKER AND THE SENATE MINORITY LEADER;

10 (f) TWO REPRESENTATIVES OF THE BUSINESS COMMUNITY IN THE
11 STATE, INCLUDING BUT NOT LIMITED TO AT LEAST ONE MEMBER WHO
12 REPRESENTS AN ORGANIZATION OF BUSINESSES, APPOINTED ONE EACH BY
13 THE SPEAKER AND THE HOUSE MINORITY LEADER;

14 (g) ONE REPRESENTATIVE OF AN ORGANIZATION THAT REPRESENTS
15 THE INTERESTS OF THE STUDENT GROUPS THAT THE DEPARTMENT HAS
16 IDENTIFIED AS CHRONICALLY LOW-PERFORMING ON STATEWIDE
17 ASSESSMENTS, APPOINTED BY THE SPEAKER; AND

18 (h) ONE PERSON WHO IS AFFILIATED WITH THE CONSORTIA OF
19 STATES THAT INCLUDES COLORADO AND THAT IS DEVELOPING
20 ASSESSMENTS IN MATHEMATICS AND ENGLISH LANGUAGE ARTS,
21 APPOINTED BY THE PRESIDENT.

22 (3) (a) THE SPEAKER SHALL CONVENE THE FIRST MEETING OF THE
23 TASK FORCE NO LATER THAN JULY 15, 2014, AT WHICH MEETING THE TASK
24 FORCE MEMBERS SHALL SELECT FROM AMONG THE MEMBERSHIP A PERSON
25 TO SERVE AS CHAIR OF THE TASK FORCE. THE TASK FORCE SHALL MEET
26 UPON THE CALL OF THE CHAIR AS OFTEN AS NECESSARY TO COMPLETE THE
27 DUTIES SPECIFIED IN THIS PART 18. THE TASK FORCE MAY MEET WITHIN

1 THE COMMITTEE HEARING ROOMS OF THE STATE CAPITOL, SUBJECT TO
2 AVAILABILITY.

3 (b) THE TASK FORCE MEMBERS SHALL SERVE WITHOUT
4 COMPENSATION AND WITHOUT REIMBURSEMENT FOR EXPENSES.

5 (c) IF A VACANCY OCCURS ON THE TASK FORCE FOR ANY REASON,
6 THE ORIGINAL APPOINTING AUTHORITY SHALL APPOINT A PERSON WHO
7 MEETS THE REQUIREMENTS OF THE VACANT POSITION TO FILL THE
8 VACANCY AS SOON AS POSSIBLE AFTER THE VACANCY OCCURS.

9 (4) (a) THE DEPARTMENT SHALL PROVIDE INFORMATION AND STAFF
10 SUPPORT TO THE TASK FORCE UPON THE REQUEST OF THE TASK FORCE
11 CHAIR TO THE EXTENT NECESSARY FOR THE TASK FORCE TO COMPLETE THE
12 DUTIES SPECIFIED IN THIS PART 18. THE DEPARTMENT SHALL COLLECT AND
13 PROVIDE TO THE TASK FORCE THE DATA NECESSARY FOR THE TASK FORCE
14 TO CONSIDER THE ISSUES IDENTIFIED IN SECTION 2-2-1804 (1) (a), (1) (b),
15 AND (1) (d) AND THE INFORMATION NECESSARY FOR THE TASK FORCE TO
16 CONSIDER THE ISSUES IDENTIFIED IN SECTION 2-2-1804 (1) (c), (1) (e), AND
17 (1) (f).

18 (b) IN ASSISTING THE TASK FORCE, THE DEPARTMENT, TO THE
19 GREATEST EXTENT PRACTICABLE, SHALL COORDINATE THE WORK FOR THE
20 TASK FORCE WITH THE RESEARCH PERFORMED IN ACCORDANCE WITH ANY
21 SERVICE AGREEMENT THE DEPARTMENT HAS WITH A REGIONAL
22 COMPREHENSIVE RESEARCH CENTER AS OF THE EFFECTIVE DATE OF THIS
23 PART 18.

24 **2-2-1804. Standards and assessments task force - duties -**
25 **report.** (1) IN COMPLETING THE STUDY REQUIRED IN THIS PART 18, THE
26 TASK FORCE SHALL CONSIDER, AT A MINIMUM, THE FOLLOWING ISSUES:

27 (a) THE ADMINISTRATION OF STATEWIDE ASSESSMENTS WITHIN

1 SCHOOL DISTRICTS AND CHARTER SCHOOLS, INCLUDING BUT NOT LIMITED
2 TO:

3 (I) THE ASSESSMENT TIMELINES FOR THE 2014-15 SCHOOL YEAR
4 AND SCHOOL YEARS THEREAFTER;

5 (II) THE TOTAL ANNUAL COST TO THE DEPARTMENT AND TO
6 SCHOOL DISTRICTS AND CHARTER SCHOOLS OF PREPARING FOR AND
7 ADMINISTERING THE STATEWIDE ASSESSMENTS;

8 (III) THE TOTAL NUMBER OF DAYS REQUIRED TO PREPARE FOR AND
9 ADMINISTER STATEWIDE ASSESSMENTS AND THE TOTAL TIME STUDENTS
10 ANNUALLY SPEND PREPARING FOR AND TAKING STATEWIDE ASSESSMENTS;

11 (IV) THE COST TO SCHOOL DISTRICTS AND CHARTER SCHOOLS OF
12 DIVERTING TIME AND RESOURCES TO PREPARATION AND ADMINISTRATION
13 OF STATEWIDE ASSESSMENTS AND AWAY FROM INSTRUCTION;

14 (V) THE TIMELINE FOR ADMINISTERING NEW OR ADDITIONAL
15 STATEWIDE ASSESSMENTS; AND

16 (VI) THE TIMELINE FOR RECEIVING STATEWIDE ASSESSMENT
17 RESULTS;

18 (b) THE ADMINISTRATION OF LOCAL ASSESSMENTS BY SCHOOL
19 DISTRICTS AND CHARTER SCHOOLS, INCLUDING BUT NOT LIMITED TO:

20 (I) THE LOCAL ASSESSMENTS ADMINISTERED BY SCHOOL DISTRICTS
21 AND CHARTER SCHOOLS TO SUPPLEMENT STATEWIDE ASSESSMENTS;

22 (II) THE COSTS TO SCHOOL DISTRICTS AND CHARTER SCHOOLS OF
23 PREPARING FOR AND ADMINISTERING THE LOCAL ASSESSMENTS;

24 (III) THE LOCAL ASSESSMENT TIMELINES;

25 (IV) THE TOTAL NUMBER OF DAYS REQUIRED TO PREPARE FOR AND
26 ADMINISTER LOCAL ASSESSMENTS AND THE TOTAL TIME STUDENTS
27 ANNUALLY SPEND PREPARING FOR AND TAKING LOCAL ASSESSMENTS;

1 (V) THE COST TO SCHOOL DISTRICTS AND CHARTER SCHOOLS OF
2 DIVERTING TIME AND RESOURCES TO PREPARATION AND ADMINISTRATION
3 OF LOCAL ASSESSMENTS AND AWAY FROM INSTRUCTION;

4 (VI) THE TIMELINE FOR ADMINISTERING NEW OR ADDITIONAL
5 LOCAL ASSESSMENTS;

6 (VII) THE TIMELINE FOR RECEIVING LOCAL ASSESSMENT RESULTS;

7 (VIII) THE COST TO A SCHOOL DISTRICT OR CHARTER SCHOOL OF
8 ADMINISTERING, THE TIME REQUIRED TO PREPARE FOR, AND THE TIME
9 STUDENTS ANNUALLY SPEND IN TAKING ASSESSMENTS THAT THE SCHOOL
10 DISTRICT OR CHARTER SCHOOL CHOOSES TO ADMINISTER IN ADDITION TO
11 THE LOCAL ASSESSMENTS; AND

12 (IX) THE COMBINED IMPACT OF STATEWIDE AND LOCAL
13 ASSESSMENTS ON CLASSROOM INSTRUCTION;

14 (c) THE FEASIBILITY OF ALLOWING SCHOOL DISTRICTS AND
15 CHARTER SCHOOLS FLEXIBILITY REGARDING STATEWIDE REQUIREMENTS
16 FOR ACADEMIC PERFORMANCE AND FLEXIBILITY TO REDUCE THE AMOUNT
17 OF DUPLICATION IN TESTING CAUSED BY ADMINISTERING BOTH STATEWIDE
18 AND LOCAL ASSESSMENTS, INCLUDING BUT NOT LIMITED TO THE
19 RESULTING IMPACTS ON ACCOUNTABILITY, COMPARABILITY OF
20 PERFORMANCE AMONG PUBLIC SCHOOLS AND SCHOOL DISTRICTS, AND
21 QUALITY OF EDUCATION;

22 (d) THE ABILITY OF SCHOOL DISTRICTS AND CHARTER SCHOOLS TO
23 IMPLEMENT STANDARDS AND ASSESSMENTS IN COMPLIANCE WITH SECTION
24 22-7-1013, C.R.S., AND TO IMPLEMENT PART 12 OF ARTICLE 7 OF TITLE 22,
25 C.R.S., INCLUDING BUT NOT LIMITED TO:

26 (I) AVAILABLE RESOURCES FOR CREATING OR PURCHASING AND
27 IMPLEMENTING CURRICULA, INCLUDING TEXTBOOKS;

1 (II) THE EXTENT OF BROADBAND ACCESS AND THE AVAILABILITY
2 OF TECHNOLOGY WITHIN SCHOOL DISTRICTS AND CHARTER SCHOOLS;

3 (III) THE SCHOOL DISTRICTS' AND CHARTER SCHOOLS'
4 PROPORTIONAL USE OF CURRICULA, INCLUDING TEXTBOOKS, BROADBAND,
5 AND TECHNOLOGY, FOR TESTING AND FOR EDUCATIONAL PURPOSES OTHER
6 THAN TESTING; AND

7 (IV) THE ADEQUACY OF STAFFING AND PROFESSIONAL
8 DEVELOPMENT FOR STAFF WITHIN SCHOOL DISTRICTS AND CHARTER
9 SCHOOLS;

10 (e) THE FEASIBILITY AND CONSEQUENCES OF EXTENDING
11 TIMELINES AND IMPLEMENTING HOLD HARMLESS PERIODS IN ALL STATE
12 ACCOUNTABILITY SYSTEMS FOR SCHOOL DISTRICTS, THE STATE CHARTER
13 SCHOOL INSTITUTE, PUBLIC SCHOOLS, AND EDUCATORS; AND

14 (f) THE FEASIBILITY AND CONSEQUENCES OF ALLOWING PARENTS
15 TO EXCUSE THEIR CHILDREN FROM STATEWIDE ASSESSMENT PROGRAMS
16 WITHOUT NEGATIVELY IMPACTING INDIVIDUAL SCHOOL DISTRICTS, PUBLIC
17 SCHOOLS, TEACHERS, OR PRINCIPALS. IN ANALYZING THIS ISSUE, THE TASK
18 FORCE SHALL CONSIDER ANY AVAILABLE DATA REGARDING PARENTS'
19 REASONS FOR EXCUSING THEIR CHILDREN FROM STATEWIDE ASSESSMENT
20 PROGRAMS.

21 (2) (a) IN CONDUCTING THE STUDY, THE TASK FORCE SHALL, AT A
22 MINIMUM, SEEK INPUT FROM A REPRESENTATIVE SAMPLE OF SCHOOL
23 DISTRICTS AND PUBLIC SCHOOLS THROUGH THE USE OF TECHNIQUES SUCH
24 AS FOCUS GROUPS, SURVEYS, AND INTERVIEWS. THE TASK FORCE SHALL
25 APPLY THE INFORMATION RECEIVED IN MAKING ITS FINDINGS AND
26 FORMULATING THE RECOMMENDATIONS FOR THE FINAL REPORT.

27 (b) WHEN CONSIDERING FEASIBILITY WITH REGARD TO THE ISSUES

1 INCLUDED IN THE STUDY, THE TASK FORCE, AT A MINIMUM, SHALL
2 CONSIDER THE EXPENSE THAT THE STATE MAY INCUR AS A RESULT OF A
3 DECREASE IN OR LOSS OF FEDERAL MONEYS AND THE EFFECT THAT A
4 CHANGE IN THE STATEWIDE ASSESSMENT REQUIREMENTS MAY HAVE ON
5 THE STATE'S ABILITY TO IDENTIFY AND MEASURE GAPS IN ACADEMIC
6 ACHIEVEMENT AMONG IDENTIFIED STUDENT GROUPS.

7 (3) THE TASK FORCE, WITH ASSISTANCE FROM THE DEPARTMENT,
8 SHALL PREPARE A FINAL REPORT OF ITS FINDINGS, INCLUDING LEGISLATIVE
9 RECOMMENDATIONS, IF ANY. THE TASK FORCE MAY PREPARE A MAJORITY
10 REPORT AND ONE OR MORE MINORITY REPORTS. THE TASK FORCE SHALL
11 PRESENT THE MAJORITY REPORT AND MINORITY REPORTS, IF ANY, AT A
12 JOINT HEARING OF THE EDUCATION COMMITTEES OF THE SENATE AND THE
13 HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, WHICH IS
14 HELD NO LATER THAN JANUARY 31, 2015.

15 **2-2-1805. Repeal of part.** THIS PART 18 IS REPEALED, EFFECTIVE
16 JULY 1, 2015.

17 **SECTION 2.** In Colorado Revised Statutes, 22-2-112, **add** (1) (r)
18 as follows:

19 **22-2-112. Commissioner - duties - repeal.** (1) Subject to the
20 supervision of the state board, the commissioner has the following duties:

21 (r) (I) TO ENSURE THAT THE DEPARTMENT, AS REQUIRED IN
22 SECTIONS 2-2-1803 (4) AND 2-2-1804 (3), C.R.S., ASSISTS THE STANDARDS
23 AND ASSESSMENTS TASK FORCE CREATED IN PART 18 OF ARTICLE 2 OF
24 TITLE 2, C.R.S.

25 (II) THIS PARAGRAPH (r) IS REPEALED, EFFECTIVE JULY 1, 2015.

26 **SECTION 3. Appropriation - adjustments to 2014 long bill.**

27 (1) For the implementation of this act, the general fund appropriation

1 made in the annual general appropriation act to the controlled
2 maintenance trust fund created in section 24-75-302.5 (2) (a), Colorado
3 Revised Statutes, for the fiscal year beginning July 1, 2014, is decreased
4 by \$142,750.

5 (2) In addition to any other appropriation, there is hereby
6 appropriated, out of any moneys in the general fund, not otherwise
7 appropriated, to the department of education, for the fiscal year beginning
8 July 1, 2014, the sum of \$142,750, or so much thereof as may be
9 necessary, to be allocated to the management and administration division
10 for the implementation of this act as follows:

11 (a) \$122,750 for preschool to postsecondary education alignment
12 activities; and

13 (b) \$20,000 for the purchase of legal services.

14 (3) In addition to any other appropriation, there is hereby
15 appropriated to the department of law, for the fiscal year beginning July
16 1, 2014, the sum of \$20,000, or so much thereof as may be necessary, for
17 the provision of legal services for the department of education related to
18 the implementation of this act. Said sum is from reappropriated funds
19 received from the department of education out of the appropriation made
20 in paragraph (b) of subsection (2) of this section.

21 **SECTION 4. Safety clause.** The general assembly hereby finds,
22 determines, and declares that this act is necessary for the immediate
23 preservation of the public peace, health, and safety.