

**First Regular Session
Seventieth General Assembly
STATE OF COLORADO**

PREAMENDED

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

LLS NO. 15-0456.01 Julie Pelegrin x2700

HOUSE BILL 15-1324

HOUSE SPONSORSHIP

Young and Danielson,

SENATE SPONSORSHIP

Scott and Kerr,

House Committees

Education
Appropriations

Senate Committees

A BILL FOR AN ACT

101 **CONCERNING THE USE OF A STUDENT LEARNING OBJECTIVES PROCESS**
102 **TO PROVIDE INFORMATION FOR EVALUATING EDUCATOR**
103 **EFFECTIVENESS, AND, IN CONNECTION THEREWITH, MAKING AN**
104 **APPROPRIATION.**

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/billsummaries>.)

The bill recognizes that:

- ! School districts, boards of cooperative services, and charter schools (local education providers) must use measures of

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.*

1 (a) THE "LICENSED PERSONNEL PERFORMANCE EVALUATION
2 ACT", ARTICLE 9 OF THIS TITLE, REQUIRES SCHOOL DISTRICTS AND BOARDS
3 OF COOPERATIVE SERVICES TO EVALUATE LICENSED EDUCATORS BASED IN
4 SIGNIFICANT PART ON THE IMPACT EACH EDUCATOR HAS ON THE
5 ACADEMIC GROWTH OF STUDENTS. MEASURES OF STUDENT ACADEMIC
6 GROWTH MUST INCLUDE INDIVIDUALLY ATTRIBUTABLE MEASURES,
7 COLLECTIVELY ATTRIBUTABLE MEASURES, STATE SUMMATIVE
8 ASSESSMENTS AND COLORADO GROWTH MODEL RESULTS, WHEN
9 AVAILABLE, AND OTHER LOCAL MEASURES.

10 (b) STATE SUMMATIVE ASSESSMENTS DO NOT INCLUDE ALL OF THE
11 CONTENT AREAS TAUGHT BY LICENSED EDUCATORS. LOCAL EDUCATION
12 PROVIDERS ESTIMATE THAT STATE ASSESSMENT RESULTS MAY BE
13 ATTRIBUTABLE TO ONLY THIRTY TO FORTY PERCENT OF LICENSED
14 EDUCATORS, BASED ON THE CONTENT AREAS AND GRADE LEVELS THAT
15 THEY TEACH.

16 (c) LOCAL EDUCATION PROVIDERS MAY PURCHASE OR DEVELOP
17 LOCAL ASSESSMENTS TO USE IN MEASURING EDUCATORS' IMPACTS ON
18 STUDENT ACADEMIC GROWTH. BUT, BECAUSE OF RECENT SIGNIFICANT
19 BUDGET REDUCTIONS, MANY LOCAL EDUCATION PROVIDERS LACK THE
20 RESOURCES NEEDED TO PURCHASE ASSESSMENTS FOR EVERY GRADE LEVEL
21 AND SUBJECT AREA THAT IS NOT INCLUDED IN THE STATE ASSESSMENTS.

22 (d) THE STUDENT LEARNING OBJECTIVES PROCESS PRESENTS AN
23 ALTERNATIVE THAT LOCAL EDUCATION PROVIDERS MAY USE TO MEASURE
24 EDUCATORS' INDIVIDUALLY ATTRIBUTABLE IMPACTS ON STUDENT
25 ACADEMIC GROWTH. IMPLEMENTING A STUDENT LEARNING OBJECTIVES
26 PROCESS DOES NOT REQUIRE LOCAL EDUCATION PROVIDERS TO PURCHASE
27 OR DEVELOP LOCAL ASSESSMENTS OR CALCULATE TECHNICALLY RIGOROUS

1 GROWTH METRICS.

2 (e) THE STUDENT LEARNING OBJECTIVES PROCESS, WHICH
3 INCLUDES USING A BODY OF EVIDENCE TO MEASURE STUDENT LEARNING
4 AT THE BEGINNING AND END OF THE INSTRUCTIONAL INTERVAL AND
5 MONITORING LEARNING AND ADJUSTING INSTRUCTION THROUGHOUT THE
6 INTERVAL, PROMOTES EXCELLENT EDUCATOR PRACTICE, SUPPORTS
7 STANDARDS-BASED EDUCATION PRACTICES, AND ESTABLISHES A
8 FRAMEWORK FOR FORMATIVE ASSESSMENT PRACTICE, WHICH HAS BEEN
9 SHOWN TO HAVE A POSITIVE IMPACT ON STUDENT LEARNING;

10 (f) THE PROCESS FOR USING STUDENT LEARNING OBJECTIVES ALSO
11 HAS HIGH CREDIBILITY WITH EDUCATORS AND IS ADAPTABLE TO ALL
12 TEACHING ASSIGNMENTS;

13 (g) THE STUDENT LEARNING OBJECTIVES PROCESS MAY PROVIDE
14 A POSITIVE ALTERNATIVE METHOD FOR MEASURING STUDENT
15 ACHIEVEMENT AND GROWTH IN EVERY CONTENT AREA AND GRADE LEVEL,
16 BUT IT DEPENDS ON EDUCATORS' AND ADMINISTRATORS' CAPACITY TO
17 SELECT ACCURATE MEASURES AND APPROPRIATELY INTERPRET
18 ASSESSMENT RESULTS. TO USE THE STUDENT LEARNING OBJECTIVES
19 PROCESS EFFECTIVELY, LOCAL EDUCATION PROVIDERS MUST ENGAGE IN
20 SIGNIFICANT EFFORTS TO DEVELOP EDUCATOR AND ADMINISTRATOR
21 CAPACITY.

22 (h) LOCAL EDUCATION PROVIDERS ARE AT DIFFERENT STAGES IN
23 DEVELOPING THEIR CAPACITY TO CREATE AND IMPLEMENT A STUDENT
24 LEARNING OBJECTIVES PROCESS AND CAN THEREFORE BENEFIT FROM THE
25 OPPORTUNITY TO WORK TOGETHER THROUGH A CONSORTIUM OF LOCAL
26 EDUCATION PROVIDERS.

27 (2) THE GENERAL ASSEMBLY FINDS, THEREFORE, THAT IT IS IN THE

1 BEST INTERESTS OF THE STATE TO CREATE A STUDENT LEARNING
2 OBJECTIVES PROCESS CONSORTIUM OF LOCAL EDUCATION PROVIDERS THAT
3 WILL PROVIDE ACCESS TO EXPERTISE, OPPORTUNITIES TO LEARN WITH AND
4 FROM OTHER LOCAL EDUCATION PROVIDERS, AND RESOURCES TO PROVIDE
5 PROFESSIONAL LEARNING FOR EDUCATORS AND ADMINISTRATORS. THE
6 GENERAL ASSEMBLY FURTHER FINDS THAT IT IS APPROPRIATE TO PROVIDE
7 IMPLEMENTATION GRANTS TO GIVE QUALIFYING LOCAL EDUCATION
8 PROVIDERS THE RESOURCES TO BUILD THE CAPACITY TO EFFECTIVELY USE
9 THE STUDENT LEARNING OBJECTIVES PROCESS FOR THE BENEFIT OF
10 STUDENTS AND EDUCATORS.

11 (3) THE GENERAL ASSEMBLY FURTHER FINDS THAT, FOR PURPOSES
12 OF SECTION 17 OF ARTICLE IX OF THE STATE CONSTITUTION, THE STUDENT
13 LEARNING OBJECTIVES PROCESS CONSORTIUM AND GRANTS TO ASSIST
14 LOCAL EDUCATION PROVIDERS IN CREATING AND IMPLEMENTING STUDENT
15 LEARNING OBJECTIVES PROCESSES ARE ELEMENTS IN IMPLEMENTING
16 ACCOUNTABLE EDUCATION REFORM AND ACCOUNTABLE PROGRAMS TO
17 MEET STATE ACADEMIC STANDARDS AND MAY THEREFORE RECEIVE
18 FUNDING FROM THE STATE EDUCATION FUND CREATED IN SECTION 17 (4)
19 OF ARTICLE IX OF THE STATE CONSTITUTION.

20 **22-15-102. Definitions.** AS USED IN THIS ARTICLE, UNLESS THE
21 CONTEXT OTHERWISE REQUIRES:

22 (1) "CONSORTIUM" MEANS THE VOLUNTARY GROUP OF LOCAL
23 EDUCATION PROVIDERS THAT COLLABORATE IN DESIGNING, CREATING,
24 AND IMPLEMENTING THE STUDENT LEARNING OBJECTIVES PROCESS. ■■■

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

27 (3) "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT, A

1 BOARD OF COOPERATIVE SERVICES THAT OPERATES A PUBLIC SCHOOL, A
2 CHARTER SCHOOL AUTHORIZED BY A SCHOOL DISTRICT PURSUANT TO PART
3 1 OF ARTICLE 30.5 OF THIS TITLE, OR AN INSTITUTE CHARTER SCHOOL
4 AUTHORIZED BY THE STATE CHARTER SCHOOL INSTITUTE PURSUANT TO
5 PART 5 OF ARTICLE 30.5 OF THIS TITLE.

6 (4) "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION
7 CREATED PURSUANT TO SECTION 1 OF ARTICLE IX OF THE STATE
8 CONSTITUTION.

9 (5) "STUDENT LEARNING OBJECTIVES PROCESS" MEANS A PROCESS
10 FOR MEASURING STUDENT ACADEMIC GROWTH THAT USES MEASURABLE
11 GOALS OR OBJECTIVES FOR A SPECIFIC TEACHING ASSIGNMENT OR CLASS,
12 WHICH ARE SET IN A PARTICIPATORY MANNER AND ALIGNED WITH THE
13 SUBJECT MATTER TAUGHT, THAT ENABLE EDUCATORS TO EVALUATE THE
14 BASELINE PERFORMANCE OF STUDENTS AND THE MEASURABLE GAIN IN
15 STUDENT PERFORMANCE DURING THE COURSE OF INSTRUCTION.

16 **22-15-103. Student learning objectives process consortium -**
17 **created - department duties - professional development sessions.**

18 (1) THERE IS CREATED THE STUDENT LEARNING OBJECTIVES PROCESS
19 CONSORTIUM THROUGH WHICH LOCAL EDUCATION PROVIDERS THAT
20 CHOOSE TO PARTICIPATE MAY COLLABORATE IN SHARING BEST PRACTICES,
21 RESOURCES, PROFESSIONAL DEVELOPMENT FOR EDUCATORS, AND OTHER
22 EXPERIENCES IN DESIGNING, DEVELOPING, AND IMPLEMENTING STUDENT
23 LEARNING OBJECTIVES PROCESSES. THE DEPARTMENT SHALL WORK WITH
24 PARTICIPATING LOCAL EDUCATION PROVIDERS TO ORGANIZE THE STUDENT
25 LEARNING OBJECTIVES PROCESS CONSORTIUM, INCLUDING FACILITATING
26 COMMUNICATIONS AND MEETINGS AMONG LOCAL EDUCATION PROVIDERS
27 THAT CHOOSE TO PARTICIPATE IN THE CONSORTIUM. EACH LOCAL

1 EDUCATION PROVIDER THAT PARTICIPATES IN THE CONSORTIUM SHALL
2 ENSURE THAT THE EDUCATORS AND ADMINISTRATORS WHO ARE
3 DESIGNING, DEVELOPING, AND IMPLEMENTING THE STUDENT LEARNING
4 OBJECTIVES PROCESSES HAVE THE OPPORTUNITY TO PARTICIPATE IN
5 MEETINGS OF THE CONSORTIUM. THE DEPARTMENT AND THE LOCAL
6 EDUCATION PROVIDERS THAT PARTICIPATE IN THE CONSORTIUM SHALL NOT
7 REQUIRE A LOCAL EDUCATION PROVIDER TO ADOPT POLICIES OR
8 PROCESSES AS A CONDITION OF PARTICIPATING IN THE CONSORTIUM.

9 (2) AS SOON AS POSSIBLE AFTER THE EFFECTIVE DATE OF THIS
10 ARTICLE, THE DEPARTMENT SHALL:

11 (a) PUBLICIZE TO THE LOCAL EDUCATION PROVIDERS IN THE STATE
12 THE CREATION OF THE CONSORTIUM AND THE MANNER IN WHICH A LOCAL
13 EDUCATION PROVIDER MAY PARTICIPATE IN THE CONSORTIUM;

14 (b) PREPARE AND MAKE AVAILABLE A LIST OF SERVICE PROVIDERS
15 THAT ARE AVAILABLE WITHIN THE STATE TO ASSIST LOCAL EDUCATION
16 PROVIDERS IN DESIGNING, DEVELOPING, AND IMPLEMENTING A STUDENT
17 LEARNING OBJECTIVES PROCESS; AND

18 (c) ADAPT THE RESOURCE BANK CREATED IN SECTION 22-9-105.5
19 (11) TO INCLUDE RESOURCES RELATED TO STUDENT LEARNING OBJECTIVES
20 PROCESSES AND ESTABLISH PROCEDURES TO REVIEW AND EVALUATE THE
21 AVAILABLE RESOURCES RELATED TO STUDENT LEARNING OBJECTIVES
22 PROCESSES.

23 (3) SUBJECT TO AVAILABLE APPROPRIATIONS, THE DEPARTMENT
24 SHALL PLAN, OVERSEE, AND FUND TWO PROFESSIONAL DEVELOPMENT
25 SESSIONS, ONE SESSION TO BE HELD DURING THE SUMMER MONTHS OF 2015
26 AND ONE DURING THE SUMMER MONTHS OF 2016. THE DEPARTMENT SHALL
27 DESIGN THE SESSIONS TO BRING TOGETHER LOCAL EDUCATION PROVIDERS,

1 INCLUDING THE EDUCATORS AND ADMINISTRATORS WHO ARE DESIGNING,
2 DEVELOPING, AND IMPLEMENTING THE STUDENT LEARNING OBJECTIVES
3 PROCESSES, TO:

4 (a) PARTICIPATE IN PROFESSIONAL LEARNING REGARDING
5 CREATING AND IMPLEMENTING STUDENT LEARNING OBJECTIVES
6 PROCESSES;

7 (b) IDENTIFY THE CRITICAL COMPONENTS OF A STUDENT LEARNING
8 OBJECTIVES PROCESS TO ENSURE THAT THE PROCESS APPROPRIATELY
9 MEASURES EDUCATOR IMPACT ON STUDENT ACADEMIC GROWTH; AND

10 (c) SHARE EXPERIENCES AND BEST PRACTICES IN IMPLEMENTING
11 STUDENT LEARNING OBJECTIVES PROCESSES ACROSS A VARIETY OF
12 EDUCATIONAL CONTEXTS.

13 **22-15-104. Student learning objectives process -**
14 **implementation grants - rules.** (1) A LOCAL EDUCATION PROVIDER MAY
15 APPLY TO THE DEPARTMENT FOR AN IMPLEMENTATION GRANT TO ASSIST
16 THE LOCAL EDUCATION PROVIDER IN CREATING AND IMPLEMENTING A
17 STUDENT LEARNING OBJECTIVES PROCESS FOR USE IN EDUCATOR
18 EVALUATIONS. TO APPLY FOR AN IMPLEMENTATION GRANT, A LOCAL
19 EDUCATION PROVIDER MUST, AT A MINIMUM:

20 (a) SUBMIT TO THE DEPARTMENT A PLAN THAT DESCRIBES HOW
21 THE LOCAL EDUCATION PROVIDER INTENDS TO BUILD EDUCATOR AND
22 ADMINISTRATIVE LEADERSHIP CAPACITY BY IMPLEMENTING A STUDENT
23 LEARNING OBJECTIVES PROCESS IN A MANNER THAT SIMULTANEOUSLY
24 ENHANCES CLASSROOM ASSESSMENT, FORMATIVE ASSESSMENT PRACTICE,
25 AND STANDARDS-BASED INSTRUCTION AND INCREASES STUDENT
26 ACADEMIC GROWTH;

27 (b) EXPLAIN THE LOCAL EDUCATION PROVIDER'S NEED FOR AN

1 IMPLEMENTATION GRANT;

2 (c) CONTRIBUTE TO THE STATE RESOURCE BANK, CREATED
3 PURSUANT TO SECTION 22-9-105.5 (11), RESOURCES AND MATERIALS THE
4 LOCAL EDUCATION PROVIDER DEVELOPS USING THE IMPLEMENTATION
5 GRANT;

6 (d) AGREE TO PARTICIPATE WITH OTHER LOCAL EDUCATION
7 PROVIDERS IN THE CONSORTIUM AND OTHER COLLABORATIVE EFFORTS
8 AMONG LOCAL EDUCATION PROVIDERS TO SHARE EXPERIENCES AND BEST
9 PRACTICES IN IMPLEMENTING A STUDENT LEARNING OBJECTIVES PROCESS;
10 AND

11 (e) AGREE TO PARTICIPATE IN AN EXTERNAL EVALUATION OF THE
12 LOCAL EDUCATION PROVIDER'S EFFORTS IN IMPLEMENTING A STUDENT
13 LEARNING OBJECTIVES PROCESS.

14 (2) THE STATE BOARD SHALL ADOPT RULES AS NECESSARY TO
15 AWARD IMPLEMENTATION GRANTS AS PROVIDED IN THIS SECTION. THE
16 DEPARTMENT SHALL REVIEW THE GRANT APPLICATIONS IT RECEIVES AND
17 RECOMMEND TO THE STATE BOARD THE LOCAL EDUCATION PROVIDERS
18 THAT SHOULD RECEIVE IMPLEMENTATION GRANTS. THE STATE BOARD
19 SHALL AWARD THE IMPLEMENTATION GRANTS, TAKING INTO ACCOUNT THE
20 DEPARTMENT'S RECOMMENDATIONS. THE DEPARTMENT AND THE STATE
21 BOARD SHALL BASE THEIR RECOMMENDATIONS AND DECISIONS ON THE
22 QUALITY OF EACH APPLICANT'S PLAN AND EACH APPLICANT'S DEGREE OF
23 FINANCIAL NEED.

24 (3) THE DEPARTMENT SHALL CONTRACT WITH AN ENTITY TO
25 EVALUATE EACH GRANTEE'S SUCCESS IN IMPLEMENTING A STUDENT
26 LEARNING OBJECTIVES PROCESS. AT A MINIMUM, THE EVALUATION MUST
27 INCLUDE:

1 (a) FORMATIVE AND SUMMATIVE EVALUATIONS OF THE
2 IMPLEMENTATION OF THE LOCAL EDUCATION PROVIDER'S PLAN;

3 (b) THE QUALITY OF THE STUDENT LEARNING OBJECTIVES PROCESS
4 THAT THE LOCAL EDUCATION PROVIDER ADOPTS AND IMPLEMENTS;

5 (c) ASSOCIATED IMPROVEMENTS, IF ANY, IN THE LOCAL
6 EDUCATION PROVIDER'S INSTRUCTION AND ASSESSMENT PRACTICES; AND

7 (d) THE IMPACT THAT IMPLEMENTING A STUDENT LEARNING
8 OBJECTIVES PROCESS HAS ON STUDENT ACADEMIC GROWTH.

9 (4) THE DEPARTMENT AND THE STATE BOARD ARE REQUIRED TO
10 IMPLEMENT THIS SECTION EACH BUDGET YEAR ONLY TO THE EXTENT THAT
11 THE GENERAL ASSEMBLY APPROPRIATES SUFFICIENT MONEYS TO FUND THE
12 DEPARTMENT'S ADMINISTRATIVE COSTS, INCLUDING THE COSTS OF THE
13 EVALUATION DESCRIBED IN SUBSECTION (3) OF THIS SECTION, AND THE
14 COST OF THE IMPLEMENTATION GRANTS.

15 **SECTION 2. Appropriation.** For the 2015-16 state fiscal year,
16 \$1,000,000 is appropriated to the department of education. This
17 appropriation is from the state education fund created in section 17 (4) of
18 article IX of the state constitution. To implement this act, the department
19 may use this appropriation for implementation grants to assist the local
20 education provider in creating and implementing a student learning
21 objectives process for use in educator evaluations, as provided in section
22 22-15-104, C.R.S.

23 **SECTION 3. Safety clause.** The general assembly hereby finds,
24 determines, and declares that this act is necessary for the immediate
25 preservation of the public peace, health, and safety.