

performance rating. The only scores that will not be counted are the scores of students whose dominant language is not English and who have not been enrolled in a Colorado public school for two years, if the student is in the third grade, or for three years if the student is between grades four through ten. In addition, the General Assembly allocated \$411,953 to review and update all assessment tests, including non-English versions, on an annual basis. Previously, only the English CSAPs were being updated yearly.

Through Senate Bill 01-98, the General Assembly allocated \$50,000 from the State Education Fund for a 15-member study committee to work in conjunction with the Department of Education to evaluate non-English assessments. The study group is charged with:

T cataloging the languages that are spoken by a significant population in Colorado's public schools;

T examining the effect of administering assessments in languages other than English on student academic achievement;

T examining the need for school districts to be held accountable for teaching state content standards to students whose dominant language is not English and for moving students whose dominant language is not English at the time of enrollment to proficiency;

T examining the effect of both including and excluding the scores of non-English assessments in calculating a school's performance rating; and

T examining the federal constitutional, legal, regulatory, and funding issues surrounding the assessment of public school students whose dominant language is not English.

Alternate CSAP Student Scores. In House Bill 01-1348, the General Assembly addressed the use of assessment scores of students with disabilities when configuring a school's academic performance rating.

House Bill 01-1348 gives the State Board of Education the authority to exempt the assignment of an academic performance rating to a public school if more than 95 percent of the enrolled students have an individual educational program. However, the school will still be required to establish a process that will provide for educational accountability.

House Bill 01-1348 also clarifies that the Department of Education will aggregate, by school, the scores of students who are eligible for the state's alternate assessment for students with disabilities, CSAP-A. CSAP-A scores will be included in a school's performance rating based on an annual review of the student's individual educational program. Prior to House Bill 01-1348, disabled students' test scores were not counted if less than 45 percent of the student's time was spent in a regular classroom.

Students who have a disability but are not eligible for CSAP-A will be assessed in each assessment area at the grade level in which the student is enrolled. Previously, these students were tested at the grade level as determined by their individual education plan.

College Entrance Examination. Under provisions in Senate Bill 01-98, scores on the eleventh grade college entrance examination will not be calculated in academic performance ratings until 2002, a delay of one year. In the meantime, the Department of Education will contract for a study of the college entrance examination and report the results by December 2001. The General Assembly appropriated \$50,000 from the State Education Fund for the study and specified several areas for analysis, including:

T data on the number of Colorado students and percentage of eleventh grade students taking the examination, and listings of schools and school districts that have administered the examination to all eleventh-grade students;

T the alignment of the examination with state model content standards;

T comparative differences between standardized college entrance examinations relied upon by institutions of higher education;

T the cost of developing and administering statewide assessments for eleventh grade students;

T comparisons of diagnostic reporting of student performance on the college entrance examination and on statewide assessments; and

T the probable rate of student participation in, and the appropriateness of, both the college entrance examination and a statewide assessment.

EDUCATION REFORM 2001: SCHOOL ACCOUNTABILITY AND STUDENT ASSESSMENTS



During the 2001 legislative session, the General Assembly refined the education reform package passed during the 2000 legislative session. This document examines these changes with a focus on school accountability reports and student assessments.

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School Accountability Reports

Senate Bill 01-98 makes several changes to the school report cards that were implemented as part of the education reform package passed by the General Assembly during the 2000 legislative session.

Terminology. The following changes in terminology were adopted through Senate Bill 01-98. The revised terminology will appear on the 2000-01 accountability reports that will be released in September 2001.

<u>2000</u>	!	<u>2001</u>
"School Report Card"		"School Accountability Report"
"Academic Performance Grades"		"Academic Performance Ratings"
"A"	!	"Excellent"
"B"	!	"High"
"C"	!	"Average"
"D"	!	"Low"
"F"	!	"Unsatisfactory"
"School Improvement Grades"		"School Improvement Ratings"
"A"	!	"Significant Improvement"
"B"	!	"Improvement"
"C"	!	"Stable"
"D"	!	"Decline"
"F"	!	"Significant Decline"

Additional Information Provided. The 2001 General Assembly approved the inclusion of additional information to be provided to the community through the school accountability reports, as follows.

"Safety and School Environment" — The accountability reports contain a section covering school safety and student attendance trends. Within this section, the following changes will take place beginning with the accountability reports for 2002.

T"Safety and Discipline" - The category of "Drug & Alcohol Abuse" will now be two separate categories: "Substance Abuse — Drugs" and

"Substance Abuse — Alcohol." The category "Other Felonies as Defined by C.R.S." has been eliminated.

T"Student Information Over Time" - Two additional factors will be listed: "Student Enrollment Stability" and "Students Eligible for Free Lunch."

"Student Performance" — The pie charts in this section show the percentage of students in each academic performance rating for grades three through six in the subject areas of reading, writing, and math. An additional piece of information, the percentage of students with no score on the CSAP test, will now be added to each pie chart.

"About Our Staff" — This section highlights information on teachers and other school personnel. For elementary schools, the section "Professional Experience of Teachers" will be changed by eliminating the category "Percent of teachers teaching the subject in which they received their degree(s)."

The remaining two sections of the accountability report, "School History" and "Taxpayers' Report," were not changed during the 2001 legislative session. The "School History" section provides a comparison of the school's academic and improvement ratings with those of the previous two years. The "Taxpayers' Report" provides information on sources of school district revenue and on the district's use of funds.

A final addition approved by the 2001 General Assembly allows school districts, at their own expense, to include a supplement in the School Accountability Report. The supplement can contain information about the school's performance not included in the accountability report.

Dates and Timelines. Senate Bill 01-98 makes several changes to dates and timelines pertaining to accountability reports and assessments. The bill:

Tchanges from October 1 to **February 1** the date after which students transferring into the school will not have their CSAP scores counted toward the school's academic performance rating for that year;

Tstrikes the June 15 deadline for the State Board of Education to notify any school receiving an unsatisfactory performance rating. Beginning in

2003, **May 1** will be the deadline to notify any school receiving an unsatisfactory performance rating;

Tchanges from August 1 to **September 1** the date by which accountability reports must be delivered to each school; and

Tstrikes the 45-day deadline for the State Board of Education to comment and respond to any submitted school improvement plan.

Low-performing Schools/Accreditation. Senate Bill 01-98 addresses several issues pertaining to low-performing schools and to the school accreditation process. These changes include:

Trepealing statutory provisions that authorize the State Board of Education to establish voluntary assessment teams for low-performing schools;

Tauthorizing the State Board of Education to remove the accreditation of any school district with a school operating under a school improvement plan that does not show significant improvement in its CSAP scores after three years under the plan;

Tadding the percentage of students whose dominant language is not English to the list of school district accreditation indicators; and

Trequiring that the results of annual assessments of students whose dominant language is not English be reported by school districts for inclusion in the annual reports on achievement of accreditation indicators prepared by the Department of Education.

Student Assessments - CSAP and College Entrance Examination

The 2001 legislature examined the use of CSAP scores to evaluate public schools and made several changes regarding the use of non-English CSAP scores and the scores of special education students.

Non-English Colorado Student Assessment Program (CSAP) Student Scores. In Senate Bill 01-98, the legislature clarified that non-English CSAP scores will be counted when determining a school's academic