

**Second Regular Session
Sixty-ninth General Assembly
STATE OF COLORADO**

INTRODUCED

LLS NO. 14-0636.01 Brita Darling x2241

HOUSE BILL 14-1376

HOUSE SPONSORSHIP

Buckner and Moreno, Court, Duran, Exum, Fields, Foote, Kagan, Melton, Pabon, Williams, Young

SENATE SPONSORSHIP

(None),

House Committees
Education

Senate Committees

A BILL FOR AN ACT

101 **CONCERNING THE ANALYSIS OF INFORMATION RELATING TO THE**
102 **ACADEMIC SUCCESS OF PUBLIC SCHOOL STUDENTS BASED ON**
103 **STUDENT PLACEMENT IN DIFFERENT INSTRUCTIONAL GROUPS OR**
104 **COURSE LEVELS.**

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 requires the department of education (department) by

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.*

November 1, 2014, and by November 1 of each year to create a core course level participation and performance report (report) for each public school and school district that includes, at a minimum, information concerning student participation in each core course level and student proficiency levels on statewide assessments, when available, disaggregated by student groups, including sex, race and ethnicity, socioeconomic status, English language proficiency, disability, gifted and talented, and other groups.

During the 2014-15 and 2015-16 academic years, the department shall work with the public schools and school districts to refine the data and improve the use and the functionality of the report for public schools and school districts.

Commencing with the 2016-17 academic year, the department shall make the report available on the department's web site.

Commencing with the 2016-17 academic year, each public school and school district shall use the information in the report in creating the school or school district's performance or improvement plan, and, if the data indicates that there are disparities in student proficiency on statewide assessments by course level or that a disproportionate number of students from specific student groups are enrolled in lower-level courses, the public school or school district shall develop strategies to address these disparities.

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

2 **SECTION 1.** In Colorado Revised Statutes, **add** 22-11-503.5 as
3 follows:

4 **22-11-503.5. Student performance by course level - report -**
5 **definitions.** (1) (a) THE GENERAL ASSEMBLY FINDS AND DECLARES THAT:

6 (I) ALL STUDENTS DESERVE THE OPPORTUNITY TO LEARN
7 HIGHER-LEVEL CONTENT;

8 (II) THE SCHOOL AND THE SCHOOL DISTRICT'S COURSE PLACEMENT
9 POLICIES AND DECISIONS IMPACTS A STUDENT'S OPPORTUNITY TO LEARN;
10 AND

11 (III) COURSE-LEVEL PLACEMENT DECISIONS IN CORE COURSES
12 HAVE A SIGNIFICANT IMPACT ON A STUDENT'S POTENTIAL TO ATTAIN
13 PROFICIENCY ON THE STATEWIDE ASSESSMENTS IN CORE CONTENT AREAS

1 AND TO ATTAIN POSTSECONDARY AND WORKFORCE READINESS.

2 (b) THE GENERAL ASSEMBLY THEREFORE DETERMINES THAT:

3 (I) PROVIDING PUBLIC SCHOOLS AND SCHOOL DISTRICTS WITH
4 DATA CONCERNING COURSE PARTICIPATION AND SUBSEQUENT
5 PERFORMANCE ON STATEWIDE ASSESSMENTS WILL FACILITATE
6 CONVERSATIONS AT THE SCHOOL AND SCHOOL-DISTRICT LEVELS TO
7 IDENTIFY THOSE COURSES THAT RESULT IN THE GREATEST NUMBER OF
8 STUDENTS DEMONSTRATING PROFICIENCY, TO PLACE MORE STUDENTS IN
9 THOSE COURSES, AND TO ELIMINATE OR DRASTICALLY MODIFY COURSES
10 THAT ARE NOT YIELDING LONG-TERM SUCCESS FOR STUDENTS WHO TAKE
11 THE COURSES; AND

12 (II) PROVIDING SCHOOLS AND SCHOOL DISTRICTS WITH THIS DATA
13 WILL ALSO FACILITATE CONVERSATIONS REGARDING THE DEMOGRAPHICS
14 OF STUDENTS ENROLLED IN EACH COURSE LEVEL AND LEAD SCHOOLS AND
15 SCHOOL DISTRICTS TO EXAMINE AND MODIFY COURSE PLACEMENT AND
16 INSTRUCTIONAL GROUPING POLICIES AND DECISIONS.

17 (2) AS USED IN THIS SECTION, UNLESS THE CONTEXT OTHERWISE
18 REQUIRES:

19 (a) "CORE COURSE" MEANS A COURSE IN ENGLISH, MATHEMATICS,
20 SCIENCE, OR SOCIAL STUDIES.

21 (b) "COURSE LEVEL" MEANS THE DEGREE OF DIFFICULTY OR
22 COMPLEXITY OF THE CONTENT OF A COURSE IN A SPECIFIC SUBJECT AREA,
23 SUCH AS AN HONORS LEVEL COURSE.

24 (3) (a) NO LATER THAN NOVEMBER 1, 2014, AND NO LATER THAN
25 EACH NOVEMBER 1 THEREAFTER, FOR EACH ACADEMIC YEAR THE
26 DEPARTMENT SHALL CREATE A CORE COURSE LEVEL PARTICIPATION AND
27 PERFORMANCE REPORT FOR EACH SCHOOL DISTRICT AND PUBLIC SCHOOL

1 IN THE STATE. AT A MINIMUM, THE REPORT MUST INCLUDE:

2 (I) THE PARTICIPATION OF STUDENTS IN EACH CORE COURSE LEVEL
3 DISAGGREGATED BY STUDENT GROUPS; AND

4 (II) WHEN AVAILABLE, THE PROFICIENCY LEVELS THAT THE
5 STUDENTS ENROLLED IN EACH CORE COURSE LEVEL ACHIEVE ON THE
6 STATEWIDE ASSESSMENT THAT CORRESPONDS TO THE COURSE SUBJECT
7 DISAGGREGATED BY STUDENT GROUPS.

8 (b) DURING THE 2014-15 AND 2015-16 ACADEMIC YEARS, THE
9 DEPARTMENT SHALL WORK WITH PUBLIC SCHOOLS AND SCHOOL DISTRICTS
10 TO REFINE THE FORMAT AND CONTENT OF THE REPORT TO IMPROVE THE
11 USE AND FUNCTIONALITY OF THE REPORT FOR PUBLIC SCHOOLS AND
12 SCHOOL DISTRICTS, RECOGNIZING THAT THE STATEWIDE ASSESSMENTS
13 WILL BE IN TRANSITION DURING THESE ACADEMIC YEARS.

14 (4) COMMENCING WITH THE 2016-17 ACADEMIC YEAR, THE
15 DEPARTMENT SHALL ALSO MAKE THE CORE COURSE LEVEL PARTICIPATION
16 AND PERFORMANCE REPORTS AVAILABLE ON THE DEPARTMENT'S WEB SITE.

17 (5) COMMENCING NO LATER THAN THE 2016-17 ACADEMIC YEAR,
18 PUBLIC SCHOOLS AND SCHOOL DISTRICTS SHALL USE THE DATA IN THE
19 CORE COURSE LEVEL PARTICIPATION AND PERFORMANCE REPORT TO
20 INFORM THE DISTRICT PLANS ADOPTED PURSUANT TO SECTIONS 22-11-303
21 TO 22-11-306, AND THE SCHOOL PLANS ADOPTED PURSUANT TO SECTIONS
22 22-11-403 TO 22-11-406. THE CORE COURSE LEVEL PARTICIPATION AND
23 PERFORMANCE REPORT IS INTENDED TO GENERATE SCHOOL-BUILDING
24 LEVEL AND SCHOOL-DISTRICT LEVEL DISCUSSION AND EXAMINATION OF
25 COURSE PLACEMENT POLICIES AND DECISIONS AND THE RESULTING
26 STUDENT PROFICIENCY LEVELS ON STATEWIDE ASSESSMENTS. IF THE CORE
27 COURSE LEVEL PARTICIPATION AND PERFORMANCE REPORT INDICATES

1 THAT THERE ARE SIGNIFICANT DISPARITIES IN STUDENT PERFORMANCE BY
2 COURSE LEVEL OR THAT A DISPROPORTIONATE NUMBER OF STUDENTS
3 FROM SPECIFIC STUDENT GROUPS ARE ENROLLED IN COURSES THAT
4 ACHIEVE LOWER STUDENT PROFICIENCY LEVELS ON STATEWIDE
5 ASSESSMENTS, THE PUBLIC SCHOOL OR SCHOOL DISTRICT SHALL INCLUDE
6 STRATEGIES FOR ADDRESSING THE DISPARITIES AND DISPROPORTIONATE
7 STUDENT GROUPS PARTICIPATION IN THE DISTRICT PLAN ADOPTED
8 PURSUANT TO SECTIONS 22-11-303 TO 22-11-306 AND THE SCHOOL PLAN
9 ADOPTED PURSUANT TO SECTIONS 22-11-403 TO 22-11-406, WHICH
10 STRATEGIES MAY INCLUDE ELIMINATING OR MODIFYING COURSES.

11 **SECTION 2. Act subject to petition - effective date.** This act
12 takes effect at 12:01 a.m. on the day following the expiration of the
13 ninety-day period after final adjournment of the general assembly (August
14 6, 2014, if adjournment sine die is on May 7, 2014); except that, if a
15 referendum petition is filed pursuant to section 1 (3) of article V of the
16 state constitution against this act or an item, section, or part of this act
17 within such period, then the act, item, section, or part will not take effect
18 unless approved by the people at the general election to be held in
19 November 2014 and, in such case, will take effect on the date of the
20 official declaration of the vote thereon by the governor.