



- requires that each LEP adopt a written policy by which the LEP decides, in consultation with schools and parents, whether to request pencil and paper state tests; and
- provides some flexibility to LEPs in the number, frequency, timing, and administration of early reading and school readiness tests.

The bill repeals the existing statute that governs state testing and recreates the statutory provisions that relate to testing in languages other than English, testing children with disabilities, exempting from testing the children that participate in nonpublic, home-based educational programs and nonpublic schools, disseminating and using test results, allowing nonpublic schools to administer the state tests, and appropriating moneys to fund the state tests.

The bill repeals references to the postsecondary and workforce planning, preparation, and readiness tests and clarifies that students' demonstration of postsecondary and workforce readiness is determined in part by scores on the state tests administered in high school.

**Background**

Under existing law, the CDE is required to administer a statewide test in:

- ELA to students enrolled in grades 3 through 10;
- math to students enrolled in grades 3 through 8 plus 3 additional math tests in high school;
- science to students once in elementary school, once in middle school, and once in high school; and
- social studies to students once in elementary school, once in middle school, and once in high school.

**State Expenditures**

***This bill reduces expenses for the statewide system of assessments in K-12 public education by \$1,643,051 in FY 2015-16 and by \$1,683,051 in FY 2016-17.*** Reduced expenses are a result of eliminating the number of tests administered in high schools. Reduced costs are offset by increasing costs to provide any test in a paper and pencil format, and to modify information systems at the CDE. Total (net) reductions in state expenditures are displayed in Table 1 and described below.

<b>Table 1. Net Expenditures Under HB 15-1323</b>		
<b>Cost Components</b>	<b>FY 2015-16</b>	<b>FY 2016-17</b>
Reduced testing	(\$2,372,671)	(\$2,372,671)
Paper and pencil test options	689,620	689,620
Information management systems	40,000	0
<b>TOTAL</b>	<b>(\$1,643,051)</b>	<b>(\$1,683,051)</b>

**Reduced testing.** The bill results in the administration of fewer English language arts and math tests in public high schools. Based on student enrollment numbers in public high schools, the CDE will administer approximately 54,512 fewer ELA tests in high school and approximately 80,860 fewer math tests. Current administration costs are \$16.87 per ELA test and \$17.97 per math test. Total costs savings from reduced testing is estimated at \$2,372,671 in both FY 2015-16 and FY 2016-17.

**Paper and pencil options.** The bill permits a LEP to request tests using paper and pencil administration. Currently, the CDE budget request for science and social studies tests assumes almost 100 percent of test administrations will be accomplished online. For ELA and math, the current request assumes one half the tests are administered online and one half using pencil and paper formats.

The bill is anticipated to increase the number of science and social studies test administrations requiring pencil and paper. The assumed number of ELA and math tests given in pencil and paper format are unchanged. Costs increase for pencil and paper administration as a result of printing costs, transportation costs, and scoring costs. Assuming that 20 percent of science and social studies tests will be requested in a pencil and paper format, state expenses increase by about \$689,620.

**Information management systems.** The bill permits a LEP to choose to administer additional tests in high school for which the state must pay the cost. The CDE will have increased costs to track and facilitate testing and data collection that exceeds the statewide minimum in some districts. Modifying information management systems is estimated to increase costs by \$40,000 in FY 2015-16 only.

### **School District Impact**

Statewide testing at the local level creates both direct and indirect costs for school districts. As part of the House Bill 14-1202 Standards and Assessment Task Force, the consulting firm of Augenblick, Palich, and Associates (APA) prepared a study of test use in Colorado and identified three categories of costs for school districts.<sup>1</sup> These costs include one-time expenses to ensure a school district has the capacity to administer tests, such as the cost to purchase needed technology if it is not already owned by the school district; ongoing opportunity costs as a result of student and staff time spent administering and taking tests that could have otherwise been spent on instruction or other functions; and ongoing direct costs incurred to prepare for and administer tests, including the direct cost to purchase testing materials, the cost of hiring additional test proctors and classroom substitutes during test days, and any material management costs.

In conducting their study, APA discovered that direct costs range dramatically between districts and represent different resource starting points and capacity capabilities. Though not a perfect correlation, APA found that smaller districts tend to have higher per-student cost than larger districts.

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<sup>1</sup> Study of Assessment Use in Colorado Districts and Schools. November 2014. Augenblick, Paliach and Associates. Retrieved from <http://www.cde.state.co.us/cdedepcom/finalapareport>

This bill reduces the total number of statewide tests administered by the state in school districts. Therefore, schedule, workload and administrative costs related to statewide testing are also reduced at the school and district level.

Pursuant to Section 22-32-143, C.R.S., school districts and Boards of Cooperative Educational Services (BOCES) may submit estimates of fiscal impacts within seven days of a bill's introduction. As of the date of this fiscal note, no summaries of fiscal impacts were submitted by districts or BOCES for this bill. If summaries of fiscal impacts are submitted by districts or BOCES in the future, they will be noted in subsequent revisions to the fiscal note and posted at this address: <http://www.colorado.gov/lcs>

### **Effective Date**

The bill takes effect upon signature of the Governor, or upon becoming law without his signature.

### **State Appropriations**

For FY 2015-16, this bill reduces state General Fund appropriations by \$1,643,051 to the Colorado Department of Education.

### **State and Local Government Contacts**

Education