A BILL FOR AN ACT

CONCERNING CRITERIA APPLIED IN DETERMINING PERFORMANCE RATINGS FOR ENTITIES IN THE ELEMENTARY AND SECONDARY PUBLIC EDUCATION SYSTEM.

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://leg.colorado.gov.)

For purposes of determining annual accreditation categories for school districts and the state charter school institute (institute), and for determining a public school's performance plan, the bill requires the state board of education (state board) to establish weighted values that assign greater value to high school graduation rates that are based on more
rigorous course work requirements for achievement of a high school diploma.

The bill requires the state board to compare school district performance based on school district size to ensure that accreditation categories are fairly and equitably assigned across school districts of similar size.

The state board shall also assign greater value to public schools, school districts, and the institute for graduation requirements that meet or exceed the Colorado commission on higher education's suggested college admission course requirements.

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

SECTION 1. In Colorado Revised Statutes, 22-11-204, amend (5)(a)(I)(F), (5)(b)(I)(F), and (5)(c)(I)(F); and add (4)(a)(VI), (4)(b)(VI), and (4)(c)(VI) as follows:

22-11-204. Performance indicators - measures. (4) The department shall determine the level of attainment of each public high school, each school district, the institute, and the state as a whole on the postsecondary and workforce readiness indicator by using, at a minimum, the following measures:

(a) For each public high school, the department shall calculate:

(VI) Beginning in the 2020-21 school year, the percentage of students enrolled in the public high school who successfully complete an advanced placement course in a subject other than English language arts or math and earn a score of three or higher on the end-of-course advanced placement exam and the percentage of students who successfully complete a concurrent enrollment course in a subject other than English language arts or math and earn a grade of "B" or higher in the course.

(b) For each school district and the institute, the department shall
(VI) Beginning in the 2020-21 school year, the overall percentage of students enrolled in the district public high schools or institute charter high schools who successfully complete an advanced placement course in a subject other than English language arts or math and earn a score of three or higher on the end-of-course advanced placement exam and the percentage of students who successfully complete a concurrent enrollment course in a subject other than English language arts or math and earn a grade of "B" or higher in the course.

(c) For the state, the department shall calculate:

(VI) Beginning in the 2020-21 school year, the overall percentage of students enrolled in the public high schools of the state who successfully complete an advanced placement course in a subject other than English language arts or math and earn a score of three or higher on the end-of-course advanced placement exam and the percentage of students who successfully complete a concurrent enrollment course in a subject other than English language arts or math and earn a grade of "B" or higher in the course.

(5) The department shall determine the level of attainment of each public school, each school district, the institute, and the state as a whole on the performance indicator that concerns the progress made in closing the achievement and growth gaps by using the following measures:

(a) (I) For each public school, the department shall disaggregate by student group:
(F) For each public high school, the percentage of students enrolled in the eleventh grade in the public high school who score at each achievement level of the standardized, curriculum-based, achievement, college entrance examination or the percentages of students enrolled in each of the grade levels included in the public high school who score at each achievement level on the assessments administered pursuant to section 22-7-1006.3 by the public high school; the percentages of students graduating from the public high school who receive a diploma that includes a postsecondary and workforce readiness endorsement or an endorsement for exemplary demonstration of postsecondary and workforce readiness; the graduation and dropout rates; beginning in the 2016-17 school year, the percentages of students graduating from the public high school who, in the school year immediately following graduation from high school, enroll in a career and technical education program, community college, or four-year institution of higher education; and, beginning in the 2020-21 school year, the percentage of students enrolled in the public high school who demonstrate college and career readiness, based on the demonstration options available to the students enrolled in the public high school, at the higher achievement level adopted by the state board that indicates a student is prepared, without needing remediation, to enroll in general education core courses; AND, BEGINNING IN THE 2020-21 SCHOOL YEAR, THE PERCENTAGE OF STUDENTS ENROLLED IN THE PUBLIC HIGH SCHOOL WHO SUCCESSFULLY COMPLETE AN ADVANCED PLACEMENT COURSE IN A SUBJECT OTHER THAN ENGLISH LANGUAGE ARTS OR MATH AND EARN A SCORE OF THREE OR HIGHER ON THE END-OF-COURSE ADVANCED PLACEMENT EXAM AND THE PERCENTAGE OF STUDENTS WHO SUCCESSFULLY COMPLETE A CONCURRENT
ENROLLMENT COURSE IN A SUBJECT OTHER THAN ENGLISH LANGUAGE ARTS OR MATH AND EARN A GRADE OF "B" OR HIGHER IN THE COURSE.

(b) (I) For each school district and the institute, the department shall disaggregate by student group:

(F) The overall percentage of students enrolled in the eleventh grade in the district public high schools or the institute charter high schools who score at each achievement level of the standardized, curriculum-based, achievement, college entrance examination or the percentages of students enrolled in each of the grade levels included in the public high schools who score at each achievement level on the assessments administered pursuant to section 22-7-1006.3 by the public high schools; the overall percentages of students graduating from the district public high schools, or the institute charter high schools, who receive a diploma that includes a postsecondary and workforce readiness endorsement or an endorsement for exemplary demonstration of postsecondary and workforce readiness; the overall graduation and dropout rates for the district public high schools or the institute charter high schools; beginning in the 2016-17 school year, the overall percentages of students graduating from the district public high schools or the institute charter high schools who, in the school year immediately following graduation from high school, enroll in a career and technical education program, community college, or four-year institution of higher education; and; beginning in the 2020-21 school year, the overall percentage of students enrolled in the district public high schools or institute charter high schools who demonstrate college and career readiness, based on the demonstration options adopted by the district charter high school, school district, or institute charter high school, at the
higher achievement level adopted by the state board that indicates a student is prepared, without needing remediation, to enroll in general education core courses; and, beginning in the 2020-21 school year, the overall percentage of students enrolled in the district public high schools or institute charter high schools who successfully complete an advanced placement course in a subject other than English language arts or math and earn a score of three or higher on the end-of-course advanced placement exam and the percentage of students who successfully complete a concurrent enrollment course in a subject other than English language arts or math and earn a grade of "B" or higher in the course.

(c) (I) For the state, the department shall disaggregate by student group;

(F) The percentage of students enrolled in the eleventh grade in the public high schools in the state who score at each achievement level of the standardized, curriculum-based, achievement, college entrance examination or the percentages of students enrolled in each of the grade levels included in the public high schools in the state who score at each achievement level on the assessments administered pursuant to section 22-7-1006.3 by the public high schools; the overall percentages of students graduating from the public high schools in the state who receive diplomas that include postsecondary and workforce readiness endorsements or endorsements for exemplary demonstration of postsecondary and workforce readiness; the overall graduation and dropout rates for the public high schools in the state; beginning in the 2016-17 school year, the percentages of students graduating from the
public high schools in the state who, in the school year immediately following graduation from high school, enroll in a career and technical education program, community college, or four-year institution of higher education; and, beginning in the 2020-21 school year, the overall percentage of students enrolled in the public high schools of the state who demonstrate college and career readiness, based on the demonstration options available to the students enrolled in each public high school, at the higher achievement level adopted by the state board that indicates a student is prepared, without needing remediation, to enroll in general education core courses; AND, BEGINNING IN THE 2020-21 SCHOOL YEAR, THE OVERALL PERCENTAGE OF STUDENTS ENROLLED IN THE PUBLIC HIGH SCHOOLS OF THE STATE WHO SUCCESSFULLY COMPLETE AN ADVANCED PLACEMENT COURSE IN A SUBJECT OTHER THAN ENGLISH LANGUAGE ARTS OR MATH AND EARN A_SCORE_OF_THREE OR HIGHER ON THE END-OF-COURSE ADVANCED PLACEMENT EXAM AND THE PERCENTAGE OF STUDENTS WHO SUCCESSFULLY COMPLETE A CONCURRENT ENROLLMENT COURSE IN A SUBJECT OTHER THAN ENGLISH LANGUAGE ARTS OR MATH AND EARN A GRADE OF "B" OR HIGHER IN THE COURSE.

SECTION 2. In Colorado Revised Statutes, 22-11-503, add (2)(a.5) as follows:

22-11-503. Performance reports - contents - rules. (2) The state board shall adopt rules specifying the information to be included in the school performance reports, the school district and institute performance reports, and the state performance report. The information shall be consistent for each type of report and, at a minimum, shall include the following:

(a.5) THE REPORT SUBJECT'S NUMBER OF ENROLLED STUDENTS AND
NUMBER OF CREDITS REQUIRED FOR GRADUATION, AS REPORTED
Pursuant to Section 22-11-504 (1)(d) and (2)(d).

SECTION 3. Act subject to petition - effective date. This act takes effect at 12:01 a.m. on the day following the expiration of the ninety-day period after final adjournment of the general assembly (August 8, 2018, if adjournment sine die is on May 9, 2018); except that, if a referendum petition is filed pursuant to section 1 (3) of article V of the state constitution against this act or an item, section, or part of this act within such period, then the act, item, section, or part will not take effect unless approved by the people at the general election to be held in November 2018 and, in such case, will take effect on the date of the official declaration of the vote thereon by the governor.