

HOUSE RESEARCH

Bill Summary

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Authors: Olsen and others

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Analyst: Lisa Larson

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Overview

Under the federal No Child Left Behind Act, schools and school districts annually must assess students' performance in reading/language arts and mathematics in grades 3 to 8 and in one year in grades 10 to 12 beginning with the 2005-06 school year. All schools must use these assessment results to show incremental progress toward having all students achieve a state-defined level of proficiency in reading/language arts and mathematics by the 2013-14 school year. The federal law is intended to establish strong accountability requirements for improving the academic performance of all students. The grant program in this bill recognizes teachers and those public schools enrolling students in any grade 3 to 8 that are most successful in improving students' performance as demonstrated by measurements of individual students' educational progress over time and high attendance rates.

Section

1 Recognizing public schools with excellent grades 3 to 8 language arts and math teaching and high attendance rates; annual grants.

Subd. 1. Establishment. Establishes an annual grant program to recognize and reward public schools that provide excellent grades 3 to 8 language arts and math teaching. Recognizes schools based on: (1) the results over time of individual students' performance on statewide language arts and math assessments in grades 3 to 8; and (2)

Section

student attendance rates.

Subd. 2. Grant award and fund. Creates a grant fund to allow the education commissioner to annually award up to 10 grants to public schools demonstrating the highest measures of educational progress for students in grades 3 to 8.

Subd. 3. Eligibility. Makes eligible those public schools enrolling students in any grade 3 to 8 that show increases in individual students' educational progress over time and high or improved attendance rates.

Subd. 4. Application process and review. Directs interested public schools to submit an application to the commissioner showing increases in individual students' educational progress and high or improved attendance rates. Directs the commissioner to determine whether an applicant has met the requirements of this section, to give two-third weight to students' educational progress and one-third weight to high or improved attendance rates when evaluating applicants and to rank applicants based on the measures of educational progress.

Subd. 5. Grant awards; proceeds. (a) Allows the commissioner to award up to 10 grants of \$50,000 each, not to exceed the amount of the annual grant appropriation, to those schools showing the highest measures of educational progress. Awards \$40,000 of the grant amount to the teaching staff employed at the school, who must collectively decide to spend the grant on classroom and instructional expenditures related to required academic standards. Prohibits grant proceeds from being used to increase teachers' compensation or to supplant other funds.

(b) Awards \$10,000 of the grant amount to the school employing the teachers receiving a grant under paragraph (a), which the school must also use for classroom and instructional expenditures related to required academic standards. Prohibits grant proceeds from being used to increase teachers' compensation or to supplant other funds. Makes receipt of the grant under this paragraph contingent upon the school obtaining an equal amount of funds or in-kind contributions from local nonpublic sources.

Subd. 6. Dissemination of effective instructional strategies. Directs the commissioner, with assistance from grant recipients, to make information available to schools and school districts describing the effective instructional strategies of the grant recipients.

Makes this section effective for the 2004-2005 school year and later.

2 Appropriation. Appropriates \$500,000 from the general fund in fiscal year 2005 for the grant fund under section 1.

Makes this section effective July 1, 2004.