

HOUSE RESEARCH

Bill Summary

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Overview

Under Minnesota Statutes, section 120B.35, the education commissioner must develop and implement a statewide educational accountability and reporting system that measures the adequate yearly progress of schools and individual students over time. As part of this system, the commissioner must identify assessment models that allow schools and school districts to perform gains-based analysis, which includes evaluating the effects of the teacher, school and school district on student achievement over time. At least one such model must be a value-added assessment model, which uses a school's own historical assessment information to measure a school's influence and educators' effects on student academic progress over time.

This bill proposes to allow the education commissioner to contract with a private provider of a value-added assessment model to assist public schools in assessing and reporting growth in students' academic achievement and to reliably estimate how various teaching arrangements affect student achievement and school and district performance, consistent with Minnesota's statutory testing and reporting requirements.

Section

- 1 Value added assessment program.** (a) Directs the education commissioner to develop a value-added assessment program that assists public schools in assessing and reporting growth in students' academic achievement, consistent with Minnesota's statutory testing and

Section

reporting requirements. Directs that program assessments include longitudinal comparisons in individual students' educational progress over time. Allows school districts, public schools and charter schools to apply to the commissioner to participate in the program. Requires participants to represent urban, suburban and rural geographical areas throughout the state and limits participation to a maximum of 25,000 students.

(b) Allows the commissioner to contract with a private organization that uses a value-added assessment model to reliably estimate how a single teacher teaching multiple subjects to the same students and a team of teachers or other team teaching arrangements affect student achievement and school and district performance. Directs that the model accommodate diverse test data from various sources, including test data that are not vertically scaled, and be able to use sparse or incomplete individual students' test data over grades and subjects without relying on imputation procedures.

2 Value added assessment; appropriation. Appropriates \$250,000 from the general fund to the education commissioner in fiscal year 2005 for the value-added assessment program in section 1.