

HOUSE RESEARCH

Bill Summary

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Overview

The 2007 Minnesota Legislature removed the statutory requirement that the education commissioner use four to six designations on the Minnesota school report card to identify high and low performing public schools based on students' demonstrated level of proficiency in achieving adequate yearly progress mandated by the federal No Child Left Behind Act. The 2007 Legislature directed an advisory group of curriculum and measurement experts to recommend how to structure school performance data and school performance report cards to "fully, fairly, and accurately report student achievement and emphasize school excellence under Minnesota's system of educational accountability and public reporting." The legislature also directed the group of experts to recommend how (1) to evaluate student achievement using multiple measures of student growth and (2) to identify outstanding schools based on student achievement and achievement growth using objective performance measures consistent with the highest standards in the field of education measures and accountability.

To achieve this goal, a joint group of legislators worked with recognized experts and interested stakeholders throughout the interim to gather information and develop recommendations for a Minnesota school report card bill draft that are reflected in the summary below. The proposal includes several state accountability indicators that are separate from but compliment adequate yearly progress expectations under the federal No Child Left Behind Act: a state student growth indicator that uses data from currently administered assessments to measure individual students' educational growth based on their prior achievement

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and to identify schools and districts that demonstrate exceptional growth; two measures indicating the extent to which current high school graduates have completed (1) the course work important for postsecondary academic and career opportunities, and (2) rigorous courses of study and industry certification courses; and an indicator showing students' self-reported sense of school safety, school engagement, and the quality of students' relationship with teachers, administrators and other students.

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1 Definitions.

Subd. 1. Definitions. Indicates that the definitions in this section apply to Minnesota Statutes, chapter 120B, governing Minnesota's educational accountability system.

Subd. 2. Growth. Defines "growth" as the comparison between a student's achievement score at two distinct points in time.

Subd. 3. Value-added. Defines "value-added" as the amount of achievement a student demonstrates above an established baseline for students' academic performance.

Subd. 4. Growth-based value-added. Defines "growth-based value-added" as a value-added system of assessments that measures the difference between an established baseline of academic growth and a student's own academic growth over time.

Subd. 5. Progress. Defines "progress" as a comparison between the average achievement of two different student groups at two different points in time. Explains that growth, unlike progress, allows educators to compare one student's academic achievement over time.

Subd. 6. State growth norm. Defines "state growth norm" as an established statewide average, percentile, or standard applicable to all students in a particular grade benchmarked to an established school year. Declares that beginning in the 2008-2009 school year, the state growth norm is benchmarked to 2007-2008 school year data for students until the education commissioner revises the state academic standards. Directs a recognized Minnesota assessment group composed of assessment and evaluation directors and staff and researchers, in collaboration with the Office of Educational Accountability, to establish a new state growth norm each time the commissioner revises the state academic standards and directs the commissioner to implement the new state growth norm and to establish criteria for identifying schools and school districts that demonstrate exceptional growth in order to advance educators' professional development and replicate programs that succeed in meeting students' diverse learning needs.

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Makes this section effective immediately.

- 2 Statewide testing and reporting system.** Directs the commissioner by the 2008-2009 school year to report assessment results using a growth-based value-added indicator of student achievement. Makes technical changes.

Makes this section effective immediately.

- 3 System accountability.** Directs the state Department of Education to maintain an educational accountability and public reporting system that promotes greater academic achievement, preparation for higher academic education, preparation for the world of work, responsible citizenship, and the arts. Expects the commissioner to use a growth-based value-added indicator of student achievement over time and to report student growth levels.

Makes this section effective immediately.

- 4 Student academic achievement and growth.**

Subd. 1. School and student indicators of growth and achievement. Directs the commissioner to maintain a system for measuring and reporting academic achievement and individual student growth. Requires the system to measure both the current adequate yearly progress of schools and the growth of individual students over time. Requires the system to identify schools with high growth levels and schools with low growth levels that need improvement. Strikes an outdated direction to the commissioner.

Subd. 2. Expectations for federally mandated student academic achievement.

(a) Directs school districts to determine whether academic achievement levels at school sites meet federally mandated expectations for adequate yearly progress and to work with school sites that do not meet those expectations.

(b) Requires school sites that do not meet federally mandated expectations for adequate yearly progress to develop continuous improvement plans.

(c) Directs the commissioner to assist school districts and school sites that do not meet federally mandated expectations for adequate yearly progress.

Subd. 3. Student growth; other state measures. (a) Declares that the state's educational system measuring individual students' educational growth is based on indicators of achievement growth that show a student's prior achievement.

(b) Directs the commissioner to use a growth-based value-added system. Directs the commissioner to apply the state growth norm to students in grades 4 through 8 beginning in the 2008-2009 school year. Requires the model to report student growth above the state norm and, for all student categories with a cell size of at least 20, to report and compare aggregated and disaggregated state growth data using the nine student categories identified under the federal No Child Left Behind Act and a tenth student gender category.

(c) Also requires the commissioner, beginning July 1, 2011, to annually report on the

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Minnesota student report card two core measures indicating the extent to which current high school graduates are prepared for postsecondary academic and career opportunities: a preparation measure indicating the number and percent of high school graduates in the most recent school year who successfully completed course work important to preparing them for postsecondary academic and career opportunities; and a rigorous coursework measure indicating the number and percent of high school graduates in the most recent school year who successfully completed rigorous academic coursework or industry certification courses. Requires the commissioner to analyze and report separate categories of student information using the nine student categories identified under the federal No Child Left Behind Act and a tenth student gender category.

(d) Also requires the commissioner, beginning July 1, 2011, to annually report an aggregate score showing students' average self-reported sense of school safety, school engagement, and the quality of the students' relationship with teachers, administrators, and other students. Requires the commissioner to consistently gather the data from students in grades 4 or 5, in one grade level in grades 6 through 8, and one grade level in high school as determined by the commissioner in consultation with experts.

Subd. 4. Improving schools. Directs the commissioner to annually report by August 1 to the public and the legislature best practices learned from those schools that demonstrate exceptional growth compared to the state growth norm.

Directs the commissioner to use learned best practices to provide additional assistance and intervention support to a district or school site that does not meet either federally mandated expectations or the state growth norm.

Makes subdivision 3, paragraph (b) applicable in the 2009 - 2020 school year and later. Makes subdivision 3, paragraph (c) applicable in the 2010-2011 school year and later. Makes subdivision 3, paragraph (d), applicable to high school students in the 2009-2010 school year and later and to students in grades 4 through 8 in the 2010-2011 school year and later.

5 School accountability; appeals process.

Subd. 1. School performance report cards. Directs the commissioner to report student academic performance under the federally mandated adequate yearly progress measure, student academic growth based on individual student achievement, school safety and student engagement, rigorous course work, two separate student-to-teacher ratios, staff characteristics excluding salaries, student enrollment demographics, district mobility and extracurricular activities.

Subd. 2. Adequate yearly progress data. Declares that all data the department uses to determine adequate yearly progress status, set state growth norms, and determine student growth are nonpublic data until ten days after the appeals process concludes. Directs the department to annually post federally mandated adequate yearly progress data and state student growth data to its public Web site by September

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Makes this section effective immediately. Directs the commissioner to continue to use an existing school safety measure through the 2008-2009 school year for purposes of reporting school performance under subdivision 1.

6 **Growth-based value-added assessment program.** Directs the commissioner to implement a growth-based value-added assessment program. Strikes language related to a trial program.

Makes this section effective immediately.

7 **Implementing a student growth-based value-added system.** (a) Directs the education commissioner to convene a group of assessment and evaluation experts and interested educators and parents to examine the actual statewide performance of students using Minnesota's growth-based value-added system and establish criteria for identifying schools and school districts that demonstrate exceptional growth in order to advance educators' professional development and replicate programs that succeed in meeting students' diverse learning needs.

(b) Directs the commissioner to report to the legislature by February 15, 2009 .

Makes this section effective immediately and applicable to school report cards in the 2008-2009 school year and later.

8 **Implementing rigorous course work measures related to student performance.** (a) Directs the education commissioner to convene a group of experts and interested stakeholders to develop a model projecting anticipated performance of each high school on preparation and rigorous course work measures that compares the school with similar schools. Requires the model to use information about entering high school students based on 8th grade achievement levels, student mobility, student attendance, and ten designated student categories. Directs the commissioner to use the anticipated level of entering students' performance to provide a context for interpreting graduating students' actual performance.

(b) Directs the commissioner also to propose an expanded high school student data system to report preparation and rigorous coursework measures and facilitate additional research on college readiness and the development of a state P-16 longitudinal data system.

Makes this section effective immediately and applicable to school report cards beginning July 1, 2011 .

9 **Implementing measures for assessing students' sense of school safety, engagement in school, and the quality of their relationship with teachers, administrators, and other students.** (a) Directs the commissioner to consult with interested stakeholders and convene a group of experts to examine the question of what student survey instrument best meets specified state accountability requirements.

(b) Directs the commissioner to report to the legislature by February 15, 2009 .

Makes this section effective immediately and applicable to school report cards beginning

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July 1, 2011 .

- 10** **Growth-based value-added system.** Directs the commissioner to use a growth-based value-added system consistent with the growth-based value-added model described in a document labeled “Educational Report Card Growth Model February 2008” that has been deposited with named state libraries and the state revisor’s office. Directs a recognized Minnesota assessment group composed of assessment and evaluation directors and staff and researchers to determine whether the implemented state growth-based value-added model is consistent with the document and to report its determination to the legislature by February 15, 2009 .

Makes this section effective immediately.