

1.1 moves to amend H.F. No. 1376, the delete everything amendment
1.2 (H1376DE1), as follows:

1.3 Page 8, after line 6, insert:

1.4 "Sec. 4. Minnesota Statutes 2016, section 120B.021, subdivision 1, is amended to read:

1.5 Subdivision 1. **Required academic standards.** (a) The following subject areas are
1.6 required for statewide accountability:

1.7 (1) language arts;

1.8 (2) mathematics;

1.9 (3) science;

1.10 (4) social studies, including history, geography, economics, and government and
1.11 citizenship that includes civics consistent with section 120B.02, subdivision 3;

1.12 (5) physical education;

1.13 (6) health, for which locally developed academic standards apply; and

1.14 (7) the arts, for which statewide or locally developed academic standards apply, as
1.15 determined by the school district. Public elementary and middle schools must offer at least
1.16 three and require at least two of the following four arts areas: dance; music; theater; and
1.17 visual arts. Public high schools must offer at least three and require at least one of the
1.18 following five arts areas: media arts; dance; music; theater; and visual arts.

1.19 (b) For purposes of applicable federal law, the academic standards for language arts,
1.20 mathematics, and science apply to all public school students, except the very few students
1.21 with extreme cognitive or physical impairments for whom an individualized education
1.22 program team has determined that the required academic standards are inappropriate. An
1.23 individualized education program team that makes this determination must establish
1.24 alternative standards.

2.1 (c) Beginning in the 2016-2017 school year, the department must adopt the most recent
2.2 ~~National Association of Sport and Physical Education~~ SHAPE America (Society of Health
2.3 and Physical Educators) kindergarten through grade 12 standards and benchmarks for
2.4 physical education as the required physical education academic standards. The department
2.5 may modify and adapt the national standards to accommodate state interest. The modification
2.6 and adaptations must maintain the purpose and integrity of the national standards. The
2.7 department must make available sample assessments, which school districts may use as an
2.8 alternative to local assessments, to assess students' mastery of the physical education
2.9 standards beginning in the 2018-2019 school year.

2.10 (d) District efforts to develop, implement, or improve instruction or curriculum as a
2.11 result of the provisions of this section must be consistent with sections 120B.10, 120B.11,
2.12 and 120B.20."

2.13 Page 8, line 22, delete "or" and insert a comma and after the second "school" insert ",
2.14 or nonpublic school"

2.15 Page 15, after line 23, insert:

2.16 "Sec. 9. Minnesota Statutes 2016, section 120B.31, is amended by adding a subdivision
2.17 to read:

2.18 Subd. 3a. **Rollout sites; report.** The commissioner of education shall designate up to
2.19 six school districts or charter schools as rollout sites.

2.20 (a) The rollout sites should represent urban school districts, suburban school districts,
2.21 nonurban school districts, and charter schools. The commissioner shall designate rollout
2.22 sites and notify the schools by August 1, 2017, and the designated school districts or charter
2.23 schools will have the right to opt-out or opt-in as rollout sites by September 1, 2017.

2.24 (b) The commissioner must consult stakeholders and review the American Community
2.25 Survey to develop recommendations for best practices for disaggregated data. Stakeholders
2.26 consulted under this paragraph include at least:

2.27 (1) the rollout sites;

2.28 (2) parent groups; and

2.29 (3) community representatives.

2.30 (c) The commissioner shall report to the legislative committees having jurisdiction over
2.31 kindergarten through grade 12 education policy and finance by February 1, 2018. The
2.32 commissioner may research best practices from other states that have disaggregated data

3.1 beyond the requirements of the most recent reauthorization of the Elementary and Secondary
3.2 Education Act. The recommendations may address:

3.3 (1) the most meaningful use of disaggregated data, including but not limited to which
3.4 reports should include further disaggregated data;

3.5 (2) collection of additional student characteristics, including but not limited to ensuring
3.6 enhanced enrollment forms:

3.7 (i) provide context and the objective of additional data;

3.8 (ii) are designed to convey respect and acknowledgment of the sensitive nature of the
3.9 additional data; and

3.10 (iii) are designed to collect data consistent with user feedback;

3.11 (3) efficient data-reporting approaches when reporting additional information to the
3.12 department;

3.13 (4) the frequency by which districts and schools must update enrollment forms to meet
3.14 the needs of the state's changing racial and ethnic demographics; and

3.15 (5) the criteria for determining additional data. This recommendation should include a
3.16 recommendation for frequency of reviews and updates of the additional data and should
3.17 also identify the approach of updating any additional census data and data on new enrollees.
3.18 This recommendation must consider additional student groups that may face education
3.19 disparities and must take into account maintaining student privacy and providing
3.20 nonidentifiable student level data.

3.21 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

3.22 Sec. 10. Minnesota Statutes 2016, section 120B.31, subdivision 4, is amended to read:

3.23 Subd. 4. **Student performance data.** In developing policies and assessment processes
3.24 to hold schools and districts accountable for high levels of academic standards under section
3.25 120B.021, the commissioner shall aggregate and disaggregate student data over time to
3.26 report summary student performance and growth levels and, under section 120B.11,
3.27 subdivision 2, clause (2), student learning and outcome data measured at the school, school
3.28 district, and statewide level. The commissioner shall use the student categories identified
3.29 under the federal Elementary and Secondary Education Act, as most recently reauthorized,
3.30 and student categories of:

3.31 (1) homelessness;

4.1 (2) ethnicity; under section 120B.35, subdivision 3, paragraph (a), clause (2);

4.2 (3) race; under section 120B.35, subdivision 3, paragraph (a), clause (2);

4.3 (4) home language; ~~immigrant; refugee status;~~

4.4 (5) English learners under section 124D.59;

4.5 (6) free or reduced-price lunch; and

4.6 (7) other categories designated by federal law to organize and report the data so that
 4.7 state and local policy makers can understand the educational implications of changes in
 4.8 districts' demographic profiles over time as data are available.

4.9 Any report the commissioner disseminates containing summary data on student performance
 4.10 must integrate student performance and the demographic factors that strongly correlate with
 4.11 that performance.

4.12 **EFFECTIVE DATE.** This section is effective for the 2019-2020 school year and later.

4.13 Sec. 11. Minnesota Statutes 2016, section 120B.35, subdivision 3, is amended to read:

4.14 Subd. 3. **State growth target; other state measures.** (a)(1) The state's educational
 4.15 assessment system measuring individual students' educational growth is based on indicators
 4.16 of achievement growth that show an individual student's prior achievement. Indicators of
 4.17 achievement and prior achievement must be based on highly reliable statewide or districtwide
 4.18 assessments.

4.19 (2) For purposes of paragraphs (b), (c), and (d), the commissioner must analyze and
 4.20 report separate categories of information using the student categories identified under the
 4.21 federal Elementary and Secondary Education Act, as most recently reauthorized, and, in
 4.22 addition to "other" for each race and ethnicity, and the Karen community, ~~other student~~
 4.23 ~~categories as determined by the total Minnesota population at or above the 1,000-person~~
 4.24 ~~threshold based on the most recent decennial census, including ethnicity; race; refugee status~~
 4.25 seven of the most populous Asian and Pacific Islander groups, three of the most populous
 4.26 Native groups, seven of the most populous Hispanic/Latino groups, and five of the most
 4.27 populous Black and African Heritage groups as determined by the total Minnesota population
 4.28 based on the most recent state demographer's report; English learners under section 124D.59;
 4.29 home language; free or reduced-price lunch; ~~immigrant;~~ and all students enrolled in a
 4.30 Minnesota public school who are currently or were previously in foster care, except that
 4.31 such disaggregation and cross tabulation is not required if the number of students in a

5.1 category is insufficient to yield statistically reliable information or the results would reveal
5.2 personally identifiable information about an individual student.

5.3 (b) The commissioner, in consultation with a stakeholder group that includes assessment
5.4 and evaluation directors, district staff, experts in culturally responsive teaching, and
5.5 researchers, must implement a model that uses a value-added growth indicator and includes
5.6 criteria for identifying schools and school districts that demonstrate medium and high growth
5.7 under section 120B.299, subdivisions 8 and 9, and may recommend other value-added
5.8 measures under section 120B.299, subdivision 3. The model may be used to advance
5.9 educators' professional development and replicate programs that succeed in meeting students'
5.10 diverse learning needs. Data on individual teachers generated under the model are personnel
5.11 data under section 13.43. The model must allow users to:

5.12 (1) report student growth consistent with this paragraph; and

5.13 (2) for all student categories, report and compare aggregated and disaggregated state
5.14 student growth and, under section 120B.11, subdivision 2, clause (2), student learning and
5.15 outcome data using the student categories identified under the federal Elementary and
5.16 Secondary Education Act, as most recently reauthorized, and other student categories under
5.17 paragraph (a), clause (2).

5.18 The commissioner must report measures of student growth and, under section 120B.11,
5.19 subdivision 2, clause (2), student learning and outcome data, consistent with this paragraph,
5.20 including the English language development, academic progress, and oral academic
5.21 development of English learners and their native language development if the native language
5.22 is used as a language of instruction, and include data on all pupils enrolled in a Minnesota
5.23 public school course or program who are currently or were previously counted as an English
5.24 learner under section 124D.59.

5.25 (c) When reporting student performance under section 120B.36, subdivision 1, the
5.26 commissioner annually, beginning July 1, 2011, must report two core measures indicating
5.27 the extent to which current high school graduates are being prepared for postsecondary
5.28 academic and career opportunities:

5.29 (1) a preparation measure indicating the number and percentage of high school graduates
5.30 in the most recent school year who completed course work important to preparing them for
5.31 postsecondary academic and career opportunities, consistent with the core academic subjects
5.32 required for admission to Minnesota's public colleges and universities as determined by the
5.33 Office of Higher Education under chapter 136A; and

6.1 (2) a rigorous coursework measure indicating the number and percentage of high school
6.2 graduates in the most recent school year who successfully completed one or more
6.3 college-level advanced placement, international baccalaureate, postsecondary enrollment
6.4 options including concurrent enrollment, other rigorous courses of study under section
6.5 120B.021, subdivision 1a, or industry certification courses or programs.

6.6 When reporting the core measures under clauses (1) and (2), the commissioner must also
6.7 analyze and report separate categories of information using the student categories identified
6.8 under the federal Elementary and Secondary Education Act, as most recently reauthorized,
6.9 and other student categories under paragraph (a), clause (2).

6.10 (d) When reporting student performance under section 120B.36, subdivision 1, the
6.11 commissioner annually, beginning July 1, 2014, must report summary data on school safety
6.12 and students' engagement and connection at school, consistent with the student categories
6.13 identified under paragraph (a), clause (2). The summary data under this paragraph are
6.14 separate from and must not be used for any purpose related to measuring or evaluating the
6.15 performance of classroom teachers. The commissioner, in consultation with qualified experts
6.16 on student engagement and connection and classroom teachers, must identify highly reliable
6.17 variables that generate summary data under this paragraph. The summary data may be used
6.18 at school, district, and state levels only. Any data on individuals received, collected, or
6.19 created that are used to generate the summary data under this paragraph are nonpublic data
6.20 under section 13.02, subdivision 9.

6.21 (e) For purposes of statewide educational accountability, the commissioner must identify
6.22 and report measures that demonstrate the success of learning year program providers under
6.23 sections 123A.05 and 124D.68, among other such providers, in improving students'
6.24 graduation outcomes. The commissioner, beginning July 1, 2015, must annually report
6.25 summary data on:

6.26 (1) the four- and six-year graduation rates of students under this paragraph;

6.27 (2) the percent of students under this paragraph whose progress and performance levels
6.28 are meeting career and college readiness benchmarks under section 120B.30, subdivision
6.29 1; and

6.30 (3) the success that learning year program providers experience in:

6.31 (i) identifying at-risk and off-track student populations by grade;

6.32 (ii) providing successful prevention and intervention strategies for at-risk students;

7.1 (iii) providing successful recuperative and recovery or reenrollment strategies for off-track
7.2 students; and

7.3 (iv) improving the graduation outcomes of at-risk and off-track students.

7.4 The commissioner may include in the annual report summary data on other education
7.5 providers serving a majority of students eligible to participate in a learning year program.

7.6 (f) The commissioner, in consultation with recognized experts with knowledge and
7.7 experience in assessing the language proficiency and academic performance of all English
7.8 learners enrolled in a Minnesota public school course or program who are currently or were
7.9 previously counted as an English learner under section 124D.59, must identify and report
7.10 appropriate and effective measures to improve current categories of language difficulty and
7.11 assessments, and monitor and report data on students' English proficiency levels, program
7.12 placement, and academic language development, including oral academic language.

7.13 (g) When reporting four- and six-year graduation rates, the commissioner or school
7.14 district must disaggregate the data by student categories according to paragraph (a), clause
7.15 (2).

7.16 (h) A school district must inform parents and guardians that volunteering information
7.17 on student categories not required by the most recent reauthorization of the Elementary and
7.18 Secondary Education Act is optional and will not violate the privacy of students, their
7.19 families, parents, or guardians. The notice must state the purpose for collecting the student
7.20 data.

7.21 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later
7.22 for rollout sites under Minnesota Statutes, section 120B.31, subdivision 3a. This section is
7.23 effective for the 2019-2020 school year and later for all other schools."

7.24 Page 24, lines 30 and 31, delete the new language

7.25 Page 26, after line 28, insert:

7.26 "(d) The school board must make available annual training opportunities to enable a
7.27 special education teacher serving on an individualized education program team to further
7.28 develop the knowledge, skills, and cultural competency necessary to appropriately serve
7.29 students. For purposes of this section "cultural competency," means the ability and will to
7.30 interact effectively with people of different cultures, native languages, and socioeconomic
7.31 backgrounds."

7.32 Page 26, delete section 20

8.1 Page 33, after line 3, insert:

8.2 "Sec. Minnesota Statutes 2016, section 122A.415, subdivision 4, is amended to read:

8.3 Subd. 4. **Basic alternative teacher compensation aid.** (a) The basic alternative teacher
8.4 compensation aid for a school with a plan approved under section 122A.414, subdivision
8.5 2b, equals 65 percent of the alternative teacher compensation revenue under subdivision 1.
8.6 The basic alternative teacher compensation aid for a charter school with a plan approved
8.7 under section 122A.414, subdivisions 2a and 2b, equals \$260 times the number of pupils
8.8 enrolled in the school on October 1 of the previous year, or on October 1 of the current year
8.9 for a charter school in the first year of operation, times the ratio of the sum of the alternative
8.10 teacher compensation aid and alternative teacher compensation levy for all participating
8.11 school districts to the maximum alternative teacher compensation revenue for those districts
8.12 under subdivision 1.

8.13 (b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative
8.14 teacher compensation aid entitlement must not exceed \$75,840,000 for fiscal year 2016 and
8.15 \$88,118,000 for fiscal year 2017 and later. The commissioner must limit the amount of
8.16 alternative teacher compensation aid approved under this section so as not to exceed these
8.17 limits by not approving new participants or by prorating the aid among participating districts,
8.18 intermediate school districts, school sites, and charter schools. The commissioner may also
8.19 reallocate a portion of the allowable aid for the biennium from the second year to the first
8.20 year to meet the needs of approved participants.

8.21 (c) Basic alternative teacher compensation aid for an intermediate district or other
8.22 cooperative unit equals \$3,000 times the number of licensed teachers employed by the
8.23 intermediate district or cooperative unit on October 1 of the previous school year."

8.24 Page 33, line 6, delete "sections 122A.414, 122A.415, and 126C.10," and insert "section
8.25 122A.415, subdivision 4, paragraph (c),"

8.26 Page 33, line 8, before the period insert "based on its staffing as of October 1 of the
8.27 previous fiscal year as reported to the department in a manner determined by the
8.28 commissioner"

8.29 Renumber the sections in sequence