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Overview

This bill requires the commissioner to use statewide test scores and graduation rates to assign schools and districts star ratings and academic achievement score ratings.

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- 1 **State growth target; other state measures.** Eliminates districtwide assessments as indicators of achievement. Eliminates requirement that the commissioner use value-added growth indicator, and identify schools as medium- and high-growth, when reporting student growth.
- 2 **Academic achievement rating system.**
 - Subd. 1. Commissioner duties.** Requires the commissioner to develop an academic achievement rating system that assigns to each school and district a star rating, and an academic achievement score based on measures used to determine the star rating. The star rating and score must be reported annually on school performance reports.
 - Subd. 2. Definitions.** Defines the following terms.
 - (a) “Academic growth rate” means the average level of improvement in statewide test results for the current year over the previous year across all student groups in a school.
 - (b) “Low-income student achievement rate” means 100 minus the average of (1) the difference between the statewide percentages of non-low-income students and low-income students who are rated proficient on the statewide reading test, and (2) the

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difference between the percentages of non-low-income students and low-income students who are rated proficient on the statewide math test.

(c) “Student of color achievement gap score” means 100 minus the average of (1) the difference between the statewide percentages of white students and students of color who are rated proficient on the statewide reading test, and (2) the difference between the statewide percentages of white students and students of color who are rated proficient on the statewide math tests.

(d) “Four-year graduation rate gap score” means 100 minus the difference between the statewide four-year high school graduation rate for non-low-income students and a school’s four-year high school graduation rate for low-income students.

(e) “Low-income students” means students who qualify for free or reduced-price lunch.

(f) “Proficient” means a student meets or exceeds federal accountability standards on statewide assessments in reading and math consistent with the approved ESSA plan.

(g) “Statewide reading test” means the reading assessments developed under section 120B.30, which is the Minnesota Comprehensive Assessment in reading.

(h) “Statewide math test” means the math assessments developed under section 120B.30, which is the Minnesota Comprehensive Assessment in math.

(i) “Students of color” means students who identify themselves as American Indian, Asian, Pacific Islander, Hispanic, Black, or two or more races consistent with section 120B.35, subdivision 3, paragraph (a), clause (2), which requires the commissioner to use the statewide categories under ESSA, in addition to a number of other categories.

Subd. 3. Primary school rating components. Requires the commissioner to base elementary and middle school star ratings on: the percentage of students rated proficient on the statewide reading and math tests, the academic growth rate for the statewide reading and math tests, the low-income student achievement gap score, and the students of color achievement gap score.

Subd. 4. Secondary school ratings components. Requires the commissioner to base high school star ratings on: the percentage of students rated proficient on the statewide reading and math tests, the four-year graduation rate gap score, the low-income student achievement gap score, and the students of color achievement gap score.

Subd. 5. District rating components. Requires the commissioner to base district star ratings on: the percentage of third-grade students rated proficient on the statewide reading tests, the low-income student achievement gap score at the district level, the student of color achievement gap score at the district level, the percentage of high school students rated proficient on the statewide reading and math tests, and the district’s four-year high school graduation rate.

3 School performance reports and public reporting. Requires the commissioner to report the school academic star and academic achievement ratings, and to calculate growth rates as required by ESSA.

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- 4** **Student progress and other data.** Includes data used to set goals for federal expectations in category of nonpublic data until the commissioner publicly releases the data.