## HOUSE RESEARCH

## Bill Summary

FILE NUMBER: H.F. 320 DATE: February 23, 1999

**Version:** A delete everything amendment,

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**Subject:** State expectations for school achievement

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## Overview

In Minnesota Statutes 1998, section 120B.35, the state requires a school district to determine whether student achievement levels at the site meet state expectations. The law anticipates that the legislature will set state expectations regarding student achievement levels after receiving recommendations from the commissioner of children, families and learning, which were submitted December 1998. The delete everything amendment to HF 320 proposes to implement recommendations contained in the report by establishing state expectations for student attendance and for student performance in the third, fifth, eighth and eleventh grades, and adopting a composite index approach that converts student performance on a statewide assessment into a single score on a weighted index. The delete everything amendment also proposes to establish a time line by which school sites, depending on their demographic characteristics, must meet state performance expectations.

## 1 Student achievement levels.

Subd. 1. State expectations for school achievement; time lines; department assistance. (a) Requires a school site that does not meet state expectations according to the time line in paragraph (b) to work with the school district to adopt or revise a plan to raise student achievement levels to meet state expectations. Defines state expectations, which apply beginning the 1998-1999 school year except for eleventh grade student performance, to mean: (1) a 90 percent student attendance rate at the school; (2) a school composite index score of 60 and at least 85 percent of third and fifth grade students achieve a performance level higher than "1;" and (3) 70 percent of eighth grade students receive a passing score on the state's reading and math basic skills tests. Adds to the definition of state expectations for the 1999-2000 school year and later the requirement a school composite index score of 60 and at least 85 percent of eleventh grade students achieve a performance level higher than "1."

(b) Establishes a time line by which schools must meet state expectations:

a school where up to 25 percent of students are eligible to receive a free or reduced meal or where up to 20 percent of students transfer into the school during a single school year must meet state expectations within three consecutive school years;

a school where between 26 and 35 percent of students are eligible to receive a free or reduced meal or where between 21 and 30 percent of students transfer into the school during a single school year must meet state expectations within four consecutive school years; and

- a school where more than 35 percent of students are eligible to receive a free or reduced meal or where more than 30 percent of students transfer into the school during a single school year must meet state expectations within five consecutive school years.
- (d) Permits the officials of a school that is failing to meet state expectations under the time line in paragraph (b) or adequate yearly progress under subdivision 2 to ask the commissioner to review students' academic progress, which the commissioner must do within 30 days. Allows the commissioner to extend the time line by which the school must meet state expectations. Requires the commissioner to annually report to the legislature on the extensions granted and their rationale.
- Subd. 2. Composite index to define state expectations. (a) Directs the department to use a composite index to convert students' performance on a state assessment to a single score on a weighted index. Determines a school site index score by multiplying the proportion of students who score a "1" or "2" or "3" or "4" times the weight assigned to that performance score, and then adding together the products of each of the four levels for each grade and subject tested. Makes the index score a school site receives during the 1999-2000 school year the baseline against which to compare subsequent index scores. Makes a target index score of 60 the state's initial goal for educating students and anticipates that this goal will be reexamined as student performance results change. Requires each school site to meet an annual improvement rate determined by dividing the amount of time available to the site under subdivision 1, paragraph (b), into the difference between the baseline index score for the school site and the target index. Structures scoring on the composite index to give greater weight to the improved scores of the lowest performing students so that school sites have an incentive to accelerate and intensify educational opportunities for low performing students and to develop and expand effective methods of instruction. Assigns a weight of "0" to a score of "1", a weight of "50" to a score of "2", a weight of "100" to a score of "3" and a weight of "125" to a score of "4."
  - (b) Requires a school that is making adequate yearly progress, but has a mean index score that is below the mean index score of other schools with similar percentages of students eligible to receive a free or reduced price meal, to show improvement in student performance levels.
- **Effective date.** Makes section 1 effective for the 1998-1999 school year.