

# HOUSE RESEARCH

## Bill Summary

**FILE NUMBER:** H.F. 2180

**DATE:** February 17, 2012

**Version:** As introduced

**Authors:** Garofalo and others

**Subject:** Requiring turnaround strategies for low performing schools

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### Overview

Directs the education commissioner to identify the five percent of lowest performing elementary schools and the five percent of lowest performing high schools based on student proficiency and growth on state reading and math assessments, the rate at which student disparities in growth are reduced, and a four-year high school graduation rate. Requires the schools to submit to one of four turnaround strategies in the proximate school year and allows only effective teachers and principals to be employed at these schools. Requires the commissioner and principals and teachers employed at these schools to develop and implement a specified plan to improve school and student outcomes. Causes a school to remain identified as "lowest performing" for at least three school years and until it demonstrates improved performance as determined by the commissioner.

**1 Federal expectations for student achievement.** (a) Directs the education commissioner to use adequate yearly progress in determining annual measurable objectives for all public schools and school districts based on four domains: student proficiency; individual student growth; the rate by which disparities in student growth are reduced; and a four-year high school graduation rate. Directs the commissioner to publicly report the data for each domain and the combined domains for all public schools and school districts and to rank order all the public schools and school districts based on calculations for each domain and the combined domains.

(b) Directs the commissioner every third year, beginning in the 2012-2013 school year, to identify the five percent of lowest performing elementary schools and the five percent of lowest performing high schools receiving or eligible to receive Title I funds based on the domains listed in paragraph (a). Requires the identified schools and school districts to submit to one of four turnaround strategies in the proximate school year. No later than the 2013-2014 school year, allows only effective or better teachers and principals to be employed in a school subject to a turnaround strategy. Directs the commissioner, in consultation with principals and teachers working in a school under this paragraph, to develop and implement a plan to improve student and school outcomes. Requires the plan to establish terms and conditions of employment, programmatic options for students, professional development for educators, challenging learning opportunities for students, student and family engagement and community partnerships, and, if the school is an elementary school, school readiness

activities. Declares that a school remains identified as "lowest performing" for at least three years and until the commissioner determines the school is demonstrating higher performance in the four listed domains.

Makes this section applicable to the 2012-2013 school year and later.