

# HOUSE RESEARCH

## Bill Summary

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**Authors:** Slocum

**Subject:** Additional accountability measures for charter schools serving at-risk student populations

**Analyst:** Lisa Larson

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### Overview

Establishes additional accountability measures for charter schools with most or all enrolled students eligible to participate in the graduation incentives program. Bases 30 percent of the performance evaluation on longitudinal data showing student achievement and growth on a nationally or state-normed assessment. Bases 40 percent of the performance evaluation on postsecondary and workforce ready measures stipulated to in the charter contract and demonstrated by evidence. Bases 30 percent of the performance evaluation on student engagement measures for students continuously enrolled in the charter school for at least 120 days.

### Section

- 1 Pupil performance.** (a) Makes charter schools where 70 percent or more of enrolled students are eligible to participate in the graduation incentives program subject to statewide accountability measures, consistent with the measures under this paragraph and state high school graduation requirements. Requires the contract for these charter schools to be based on student academic, career and college readiness, and student engagement and performance measures under this paragraph.
- (1) Bases 30 percent of the performance evaluation on longitudinal data showing student achievement and growth on a nationally or state-normed assessment for groups of 10 or more students who are continuously enrolled for at least 120 days before the assessment is administered.
- (2) Bases 40 percent of the performance evaluation on demonstrated growth in any four of the following postsecondary and workforce ready measures, as stipulated in the charter

## **Section**

contract and demonstrated by the requisite evidence: a three-year average graduation rate for students who complete high school in four, five, or six years; a three-year graduation rate for noncontinuously enrolled students who complete high school in seven years; average student drop-out rate for students who leave the charter school in a single year without pursuing an educational alternative; the participation rate and composite score of those students in the school year who take a national or workforce readiness assessment; the percentage of students in the 12<sup>th</sup> grade cohort as identified by the number of course credits at the beginning of the school year who graduate within that school year; the percentage of students in a school year who successfully transfer to another education program; the percentage of students in the previous school year who complete an education program, receive a diploma, enroll in a postsecondary program, enlist in the military or find full-time employment; the percentage of students in a school year who successfully complete the number of course credits they need to stay on track to graduate; the percentage of students in a school year who meet work certification or pre-apprenticeship program requirements; or the percentage of students in a school year who earn dual enrollment credits.

(3) Bases 30 percent of the performance evaluation on data from any three of the following student engagement measures applied to groups of 10 or more students continuously enrolled in a charter school for at least 120 days: a three-year average daily attendance rate; a demonstrated percentage improvement in attendance by a cohort; a three-year average of the total number of days students are reported as truant; the number of student dropouts who enroll in the school and remain continuous enrolled throughout that school year; the percentage of students in a school year or a 12-month period who participate in and demonstrate growth on character and social competency assessments; and the percentage of students in a school year who meet the community service goals in the individual learning plan.

Makes this section effective for the 2016-2017 school year and later.