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State of Minnesota
HOUSE OF REPRESENTATIVES

EIGHTY-NINTH SESSION

H. F. No. 2586

03/08/2016 Authored by Bennett, Peterson, Christensen, Nornes, Erickson and others
The bill was read for the first time and referred to the Committee on Higher Education Policy and Finance
03/10/2016 Adoption of Report: Re-referred to the Committee on Education Innovation Policy

1.1 A bill for an act
1.2 relating to education; offering guidelines for student preparation; amending
1.3 Minnesota Statutes 2015 Supplement, section 120B.30, subdivision 1; proposing
1.4 coding for new law in Minnesota Statutes, chapter 136F.

1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6 Section 1. Minnesota Statutes 2015 Supplement, section 120B.30, subdivision 1, is
1.7 amended to read:

1.8 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts
1.9 with appropriate technical qualifications and experience and stakeholders, consistent with
1.10 subdivision 1a, shall include in the comprehensive assessment system, for each grade
1.11 level to be tested, state-constructed tests developed as computer-adaptive reading and
1.12 mathematics assessments for students that are aligned with the state's required academic
1.13 standards under section 120B.021, include multiple choice questions, and are administered
1.14 annually to all students in grades 3 through 8. State-developed high school tests aligned
1.15 with the state's required academic standards under section 120B.021 and administered
1.16 to all high school students in a subject other than writing must include multiple choice
1.17 questions. The commissioner shall establish one or more months during which schools
1.18 shall administer the tests to students each school year.

1.19 (1) Students enrolled in grade 8 through the 2009-2010 school year are eligible
1.20 to be assessed under (i) the graduation-required assessment for diploma in reading,
1.21 mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision 1,
1.22 paragraphs (c), clauses (1) and (2), and (d), (ii) the WorkKeys job skills assessment, (iii)
1.23 the Compass college placement test, (iv) the ACT assessment for college admission, (v) a
1.24 nationally recognized armed services vocational aptitude test.

2.1 (2) Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are
2.2 eligible to be assessed under (i) the graduation-required assessment for diploma in reading,
2.3 mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision
2.4 1, paragraph (c), clauses (1) and (2), (ii) the WorkKeys job skills assessment, (iii) the
2.5 Compass college placement test, (iv) the ACT assessment for college admission, (v) a
2.6 nationally recognized armed services vocational aptitude test.

2.7 (3) For students under clause (1) or (2), a school district may substitute a score from
2.8 an alternative, equivalent assessment to satisfy the requirements of this paragraph.

2.9 (b) The state assessment system must be aligned to the most recent revision of
2.10 academic standards as described in section 120B.023 in the following manner:

2.11 (1) mathematics;

2.12 (i) grades 3 through 8 beginning in the 2010-2011 school year; and

2.13 (ii) high school level beginning in the 2013-2014 school year;

2.14 (2) science; grades 5 and 8 and at the high school level beginning in the 2011-2012
2.15 school year; and

2.16 (3) language arts and reading; grades 3 through 8 and high school level beginning in
2.17 the 2012-2013 school year.

2.18 (c) For students enrolled in grade 8 in the 2012-2013 school year and later, students'
2.19 state graduation requirements, based on a longitudinal, systematic approach to student
2.20 education and career planning, assessment, instructional support, and evaluation, include
2.21 the following:

2.22 (1) an opportunity to participate on a nationally normed college entrance exam,
2.23 in grade 11 or grade 12;

2.24 (2) achievement and career and college readiness in mathematics, reading, and
2.25 writing, consistent with paragraph ~~(j)~~ (k) and to the extent available, to monitor students'
2.26 continuous development of and growth in requisite knowledge and skills; analyze
2.27 students' progress and performance levels, identifying students' academic strengths and
2.28 diagnosing areas where students require curriculum or instructional adjustments, targeted
2.29 interventions, or remediation; and, based on analysis of students' progress and performance
2.30 data, determine students' learning and instructional needs and the instructional tools and
2.31 best practices that support academic rigor for the student; and

2.32 (3) consistent with this paragraph and section 120B.125, age-appropriate exploration
2.33 and planning activities and career assessments to encourage students to identify personally
2.34 relevant career interests and aptitudes and help students and their families develop a
2.35 regularly reexamined transition plan for postsecondary education or employment without
2.36 need for postsecondary remediation.

3.1 Based on appropriate state guidelines, students with an individualized education program
3.2 may satisfy state graduation requirements by achieving an individual score on the
3.3 state-identified alternative assessments.

3.4 (d) Expectations of schools, districts, and the state for career or college readiness
3.5 under this subdivision must be comparable in rigor, clarity of purpose, and rates of
3.6 student completion.

3.7 (e) The chancellor of the Minnesota State Colleges and Universities, in consultation
3.8 with the commissioner, must identify scores on the Minnesota comprehensive assessments
3.9 for high school math and reading, and for writing when available, indicating when students
3.10 are prepared to successfully complete credit-bearing coursework at a two-year or four-year
3.11 college or university or other credit-bearing postsecondary program, consistent with
3.12 paragraph (q). These scores are intended to be used as guidelines to help inform families,
3.13 students, and teachers about student preparation. A student under paragraph (c), clause (2),
3.14 must receive targeted, relevant, academically rigorous, and resourced instruction, which
3.15 may include a targeted instruction and intervention plan focused on improving the student's
3.16 knowledge and skills in core subjects so that the student has a reasonable chance to succeed
3.17 in a career or college without need for postsecondary remediation. Consistent with sections
3.18 120B.13, 124D.09, 124D.091, 124D.49, and related sections, an enrolling school or district
3.19 must actively encourage a student in grade 11 or 12 who is identified as academically
3.20 ready for a career or college to participate in courses and programs awarding college credit
3.21 to high school students. Students are not required to achieve a specified score or level of
3.22 proficiency on an assessment under this subdivision to graduate from high school.

3.23 (e) (f) Though not a high school graduation requirement, students are encouraged to
3.24 participate in a nationally recognized college entrance exam. With funding provided by
3.25 the state, a district must pay the cost, one time, for an interested student in grade 11 or 12
3.26 to take a nationally recognized college entrance exam before graduating. A student must
3.27 be able to take the exam under this paragraph at the student's high school during the school
3.28 day and at any one of the multiple exam administrations available to students in the district.

3.29 (f) (g) The commissioner and the chancellor of the Minnesota State Colleges
3.30 and Universities must collaborate in aligning instruction and assessments for adult
3.31 basic education students and English learners to provide the students with diagnostic
3.32 information about any targeted interventions, accommodations, modifications, and
3.33 supports they need so that assessments and other performance measures are accessible
3.34 to them and they may seek postsecondary education or employment without need for
3.35 postsecondary remediation. When administering formative or summative assessments
3.36 used to measure the academic progress, including the oral academic development, of

4.1 English learners and inform their instruction, schools must ensure that the assessments are
4.2 accessible to the students and students have the modifications and supports they need to
4.3 sufficiently understand the assessments.

4.4 ~~(g)~~ (h) Districts and schools, on an annual basis, must use career exploration
4.5 elements to help students, beginning no later than grade 9, and their families explore and
4.6 plan for postsecondary education or careers based on the students' interests, aptitudes, and
4.7 aspirations. Districts and schools must use timely regional labor market information and
4.8 partnerships, among other resources, to help students and their families successfully
4.9 develop, pursue, review, and revise an individualized plan for postsecondary education or a
4.10 career. This process must help increase students' engagement in and connection to school,
4.11 improve students' knowledge and skills, and deepen students' understanding of career
4.12 pathways as a sequence of academic and career courses that lead to an industry-recognized
4.13 credential, an associate's degree, or a bachelor's degree and are available to all students,
4.14 whatever their interests and career goals.

4.15 ~~(h)~~ (i) A student who demonstrates attainment of required state academic standards,
4.16 which include career and college readiness benchmarks, on high school assessments
4.17 under subdivision 1a is academically ready for a career or college and is encouraged to
4.18 participate in courses awarding college credit to high school students. Such courses and
4.19 programs may include sequential courses of study within broad career areas and technical
4.20 skill assessments that extend beyond course grades.

4.21 ~~(i)~~ (j) As appropriate, students through grade 12 must continue to participate in
4.22 targeted instruction, intervention, or remediation and be encouraged to participate in
4.23 courses awarding college credit to high school students.

4.24 ~~(j)~~ (k) In developing, supporting, and improving students' academic readiness for a
4.25 career or college, schools, districts, and the state must have a continuum of empirically
4.26 derived, clearly defined benchmarks focused on students' attainment of knowledge and
4.27 skills so that students, their parents, and teachers know how well students must perform to
4.28 have a reasonable chance to succeed in a career or college without need for postsecondary
4.29 remediation. The commissioner, in consultation with local school officials and educators,
4.30 and Minnesota's public postsecondary institutions must ensure that the foundational
4.31 knowledge and skills for students' successful performance in postsecondary employment
4.32 or education and an articulated series of possible targeted interventions are clearly
4.33 identified and satisfy Minnesota's postsecondary admissions requirements.

4.34 ~~(k)~~ (l) For students in grade 8 in the 2012-2013 school year and later, a school,
4.35 district, or charter school must record on the high school transcript a student's progress
4.36 toward career and college readiness, and for other students as soon as practicable.

5.1 ~~(h)~~ (m) The school board granting students their diplomas may formally decide to
5.2 include a notation of high achievement on the high school diplomas of those graduating
5.3 seniors who, according to established school board criteria, demonstrate exemplary
5.4 academic achievement during high school.

5.5 ~~(m)~~ (n) The 3rd through 8th grade computer-adaptive assessment results and
5.6 high school test results shall be available to districts for diagnostic purposes affecting
5.7 student learning and district instruction and curriculum, and for establishing educational
5.8 accountability. The commissioner must establish empirically derived benchmarks on
5.9 adaptive assessments in grades 3 through 8 that reveal a trajectory toward career and
5.10 college readiness, consistent with paragraph (e). The commissioner must disseminate to
5.11 the public the computer-adaptive assessments and high school test results upon receiving
5.12 those results.

5.13 ~~(n)~~ (o) The grades 3 through 8 computer-adaptive assessments and high school tests
5.14 must be aligned with state academic standards. The commissioner shall determine the
5.15 testing process and the order of administration. The statewide results shall be aggregated
5.16 at the site and district level, consistent with subdivision 1a.

5.17 ~~(o)~~ (p) The commissioner shall include the following components in the statewide
5.18 public reporting system:

5.19 (1) uniform statewide computer-adaptive assessments of all students in grades 3
5.20 through 8 and testing at the high school levels that provides appropriate, technically sound
5.21 accommodations or alternate assessments;

5.22 (2) educational indicators that can be aggregated and compared across school
5.23 districts and across time on a statewide basis, including average daily attendance, high
5.24 school graduation rates, and high school drop-out rates by age and grade level;

5.25 (3) state results on the American College Test; and

5.26 (4) state results from participation in the National Assessment of Educational
5.27 Progress so that the state can benchmark its performance against the nation and other
5.28 states, and, where possible, against other countries, and contribute to the national effort
5.29 to monitor achievement.

5.30 ~~(p)~~ (q) For purposes of statewide accountability, "career and college ready" means a
5.31 high school graduate has the knowledge, skills, and competencies to successfully pursue a
5.32 career pathway, including postsecondary credit leading to a degree, diploma, certificate, or
5.33 industry-recognized credential and employment. Students who are career and college ready
5.34 are able to successfully complete credit-bearing coursework at a two- or four-year college
5.35 or university or other credit-bearing postsecondary program without need for remediation.

6.1 ~~(q)~~ (r) For purposes of statewide accountability, "cultural competence," "cultural
6.2 competency," or "culturally competent" means the ability and will to interact effectively
6.3 with people of different cultures, native languages, and socioeconomic backgrounds.

6.4 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and
6.5 later.

6.6 Sec. 2. **[136F.3025] MCA COLLEGE-READY SCORE.**

6.7 A state college or university may not require an individual to take a remedial,
6.8 noncredit course in a subject area if the individual has received a college-ready MCA
6.9 score in that subject area, consistent with section 120B.30, subdivision 1, paragraph (e).

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