

29.14 **ARTICLE 2**
29.15 **STUDENT ACCOUNTABILITY**

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8.5 **ARTICLE 2**
8.6 **STUDENT ACCOUNTABILITY**

29.16 Section 1. **[120B.018] DEFINITIONS.**

29.17 Subdivision 1. **Scope.** The definitions in this section apply to this chapter.

29.18 Subd. 2. **Academic standard.** "Academic standard" means a summary description
29.19 of student learning in a required content area under section 120B.021 or elective content
29.20 area under section 120B.022.

29.21 Subd. 3. **Career and college ready benchmark.** "Career and college ready
29.22 benchmark" means specific knowledge or skill that a student must attain to complete part
29.23 of an academic standard.

29.24 Subd. 4. **Credit.** "Credit" means the determination by the local school district that a
29.25 student successfully completed an academic year of study or demonstrated attainment of
29.26 applicable subject matter.

29.27 Subd. 5. **Elective standard.** "Elective standard" means a locally adopted
29.28 expectation for student learning in career and technical education or world languages.

29.29 Subd. 6. **Required standard.** "Required standard" means (1) a statewide adopted
29.30 expectation for student learning in the content areas of language arts, mathematics,
29.31 science, social studies, physical education, and the arts or (2) a locally adopted expectation
29.32 for student learning in health or the arts.

29.33 Subd. 7. **School site.** "School site" means a separate facility, or a separate program
29.34 within a facility that a local school board recognizes as a school site for funding purposes.

30.1 Sec. 2. Minnesota Statutes 2012, section 120B.02, is amended to read:
30.2 **120B.02 EDUCATIONAL EXPECTATIONS AND GRADUATION**
30.3 **REQUIREMENTS FOR MINNESOTA'S STUDENTS.**

8.7 Section 1. **[120B.018] DEFINITIONS.**

8.8 Subdivision 1. **Scope.** The definitions in this section apply to this chapter.

8.9 Subd. 2. **Academic standard.** "Academic standard" means a summary description
8.10 of student learning in a required content area under section 120B.021 or elective content
8.11 area under section 120B.022.

8.12 Subd. 3. **Benchmark.** "Benchmark" means specific knowledge or skill that a
8.13 student must master to complete part of an academic standard by the end of the grade
8.14 level or grade band.

8.15 Subd. 4. **Credit.** "Credit" means the determination by the local school district
8.16 that a student has successfully completed an academic year of study or mastered the
8.17 applicable subject matter.

8.18 Subd. 5. **Elective standard.** "Elective standard" means a locally adopted
8.19 expectation for student learning in career and technical education and world languages.

8.20 Subd. 6. **Required standard.** "Required standard" means (1) a statewide adopted
8.21 expectation for student learning in the content areas of language arts, mathematics, science,
8.22 social studies, physical education, (2) a locally adopted expectation for student learning in
8.23 health, and (3) a statewide or locally adopted expectation for student learning in the arts.

8.24 Subd. 7. **School site.** "School site" means a separate facility, or a separate program
8.25 within a facility that a local school board recognizes as a school site for funding purposes.

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44.17 Section 1. Minnesota Statutes 2012, section 120B.02, is amended to read:
44.18 **120B.02 EDUCATIONAL EXPECTATIONS AND GRADUATION**
44.19 **REQUIREMENTS FOR MINNESOTA'S STUDENTS.**

30.4 Subdivision 1. **Educational expectations.** (a) The legislature is committed to
 30.5 establishing rigorous academic standards for Minnesota's public school students. To
 30.6 that end, the commissioner shall adopt in rule statewide academic standards. The
 30.7 commissioner shall not prescribe in rule or otherwise the delivery system, classroom
 30.8 assessments, or form of instruction that school sites must use. ~~For purposes of this chapter,~~
 30.9 ~~a school site is a separate facility, or a separate program within a facility that a local school~~
 30.10 ~~board recognizes as a school site for funding purposes.~~

30.11 (b) All commissioner actions regarding the rule must be premised on the following:

30.12 (1) the rule is intended to raise academic expectations for students, teachers, and
 30.13 schools;

30.14 (2) any state action regarding the rule must evidence consideration of school district
 30.15 autonomy; and

30.16 (3) the Department of Education, with the assistance of school districts, must make
 30.17 available information about all state initiatives related to the rule to students and parents,
 30.18 teachers, and the general public in a timely format that is appropriate, comprehensive, and
 30.19 readily understandable.

30.20 ~~(e) When fully implemented, the requirements for high school graduation in~~
 30.21 ~~Minnesota must require students to satisfactorily complete, as determined by the school~~
 30.22 ~~district, the course credit requirements under section 120B.024, all state academic~~
 30.23 ~~standards or local academic standards where state standards do not apply, and successfully~~
 30.24 ~~pass graduation examinations as required under section 120B.30.~~

30.25 ~~(d)~~ (c) The commissioner shall periodically review and report on the state's
 30.26 assessment process.

30.27 ~~(e)~~ (d) School districts are not required to adopt specific provisions of the federal
 30.28 School-to-Work programs.

30.29 Subd. 2. **Graduation requirements.** To graduate from high school, students must
 30.30 demonstrate to their enrolling school district or school their satisfactory completion of the
 30.31 credit requirements under section 120B.024 and their attainment of academic standards
 30.32 and career and college readiness benchmarks on a nationally normed college entrance
 30.33 exam under section 120B.30. A school district must adopt graduation requirements that
 30.34 meet or exceed state graduation requirements established in law or rule.

31.1 **EFFECTIVE DATE.** This section is effective August 1, 2013, and applies to
 31.2 students entering grade 8 in the 2013-2014 school year and later.

44.20 Subdivision 1. **Educational expectations.** (a) The legislature is committed to
 44.21 establishing rigorous academic standards for Minnesota's public school students. To
 44.22 that end, the commissioner shall adopt in rule statewide academic standards. The
 44.23 commissioner shall not prescribe in rule or otherwise the delivery system, classroom
 44.24 assessments, or form of instruction that school sites must use. ~~For purposes of this chapter,~~
 44.25 ~~a school site is a separate facility, or a separate program within a facility that a local school~~
 44.26 ~~board recognizes as a school site for funding purposes.~~

44.27 (b) All commissioner actions regarding the rule must be premised on the following:

44.28 (1) the rule is intended to raise academic expectations for students, teachers, and
 44.29 schools;

44.30 (2) any state action regarding the rule must evidence consideration of school district
 44.31 autonomy; and

44.32 (3) the Department of Education, with the assistance of school districts, must make
 44.33 available information about all state initiatives related to the rule to students and parents,
 45.1 teachers, and the general public in a timely format that is appropriate, comprehensive, and
 45.2 readily understandable.

45.3 ~~(e) When fully implemented, the requirements for high school graduation in~~
 45.4 ~~Minnesota must require students to satisfactorily complete, as determined by the school~~
 45.5 ~~district, the course credit requirements under section 120B.024, all state academic~~
 45.6 ~~standards or local academic standards where state standards do not apply, and successfully~~
 45.7 ~~pass graduation examinations as required under section 120B.30.~~

45.8 ~~(d)~~ (c) The commissioner shall periodically review and report on the state's
 45.9 assessment process.

45.10 ~~(e)~~ (d) School districts are not required to adopt specific provisions of the federal
 45.11 School-to-Work programs.

45.12 Subd. 2. **Graduation requirements.** To graduate from high school, students must
 45.13 demonstrate to their enrolling school district or school their satisfactory completion of the
 45.14 credit requirements under section 120B.024 and their understanding of academic standards
 45.15 or a nationally normed college entrance exam. A school district must adopt graduation
 45.16 requirements that meet or exceed state graduation requirements established in law or rule.

45.17 **EFFECTIVE DATE.** This section is effective August 1, 2013, and applies to
 45.18 students entering grade 8 in the 2012-2013 school year and later.

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31.3 Sec. 3. Minnesota Statutes 2012, section 120B.021, subdivision 1, is amended to read:

31.4 Subdivision 1. **Required academic standards.** (a) The following subject areas

31.5 are required for statewide accountability:

31.6 (1) language arts;

31.7 (2) mathematics;

31.8 (3) science;

31.9 (4) social studies, including history, geography, economics, and government and

31.10 citizenship;

31.11 (5) physical education;

31.12 (6) health, for which locally developed academic standards apply; and

31.13 (7) the arts, for which statewide or locally developed academic standards apply, as

31.14 determined by the school district. Public elementary and middle schools must offer at least

31.15 three and require at least two of the following four arts areas: dance; music; theater; and

31.16 visual arts. Public high schools must offer at least three and require at least one of the

31.17 following five arts areas: media arts; dance; music; theater; and visual arts.

31.18 ~~The commissioner must submit proposed standards in science and social studies to~~

31.19 ~~the legislature by February 1, 2004.~~

31.20 (b) For purposes of applicable federal law, the academic standards for language arts,

31.21 mathematics, and science apply to all public school students, except the very few students

31.22 with extreme cognitive or physical impairments for whom an individualized education

31.23 program team has determined that the required academic standards are inappropriate. An

31.24 individualized education program team that makes this determination must establish

31.25 alternative standards.

31.26 ~~A school district, no later than the 2007-2008 school year, must adopt graduation~~

31.27 ~~requirements that meet or exceed state graduation requirements established in law or rule.~~

31.28 ~~A school district that incorporates these state graduation requirements before the 2007-2008~~

31.29 ~~school year must provide students who enter the 9th grade in or before the 2003-2004~~

31.30 ~~school year the opportunity to earn a diploma based on existing locally established~~

31.31 ~~graduation requirements in effect when the students entered the 9th grade. (c) District~~

31.32 ~~efforts to develop, implement, or improve instruction or curriculum as a result of the~~

31.33 ~~provisions of this section must be consistent with sections 120B.10, 120B.11, and 120B.20.~~

32.1 ~~The commissioner must include the contributions of Minnesota American Indian~~

32.2 ~~tribes and communities as they relate to the academic standards during the review and~~

32.3 ~~revision of the required academic standards.~~

32.4 Sec. 4. Minnesota Statutes 2012, section 120B.023, is amended to read:

32.5 **120B.023 BENCHMARKS.**

8.26 Sec. 2. Minnesota Statutes 2012, section 120B.021, subdivision 1, is amended to read:

8.27 Subdivision 1. **Required academic standards.** (a) The following subject areas

8.28 are required for statewide accountability:

8.29 (1) language arts;

8.30 (2) mathematics;

8.31 (3) science;

8.32 (4) social studies, including history, geography, economics, and government and

8.33 citizenship;

9.1 (5) physical education;

9.2 (6) health, for which locally developed academic standards apply; and

9.3 (7) the arts, for which statewide or locally developed academic standards apply, as

9.4 determined by the school district. Public elementary and middle schools must offer at least

9.5 three and require at least two of the following four arts areas: dance; music; theater; and

9.6 visual arts. Public high schools must offer at least three and require at least one of the

9.7 following five arts areas: media arts; dance; music; theater; and visual arts.

9.8 ~~The commissioner must submit proposed standards in science and social studies to~~

9.9 ~~the legislature by February 1, 2004.~~

9.10 (b) For purposes of applicable federal law, the academic standards for language arts,

9.11 mathematics, and science apply to all public school students, except the very few students

9.12 with extreme cognitive or physical impairments for whom an individualized education

9.13 program team has determined that the required academic standards are inappropriate. An

9.14 individualized education program team that makes this determination must establish

9.15 alternative standards.

9.16 ~~A school district, no later than the 2007-2008 school year, must adopt graduation~~

9.17 ~~requirements that meet or exceed state graduation requirements established in law or rule.~~

9.18 ~~A school district that incorporates these state graduation requirements before the 2007-2008~~

9.19 ~~school year must provide students who enter the 9th grade in or before the 2003-2004~~

9.20 ~~school year the opportunity to earn a diploma based on existing locally established~~

9.21 ~~graduation requirements in effect when the students entered the 9th grade. (c) District~~

9.22 ~~efforts to develop, implement, or improve instruction or curriculum as a result of the~~

9.23 ~~provisions of this section must be consistent with sections 120B.10, 120B.11, and 120B.20.~~

9.24 ~~The commissioner must include the contributions of Minnesota American Indian~~

9.25 ~~tribes and communities as they relate to the academic standards during the review and~~

9.26 ~~revision of the required academic standards.~~

9.27 Sec. 3. Minnesota Statutes 2012, section 120B.023, is amended to read:

9.28 **120B.023 BENCHMARKS.**

32.6 Subdivision 1. **Benchmarks implement, supplement statewide academic**
 32.7 **standards.** (a) The commissioner must supplement required state academic standards with
 32.8 grade-level benchmarks. High school career and college ready benchmarks may cover
 32.9 more than one grade. ~~The benchmarks must implement statewide academic standards~~
 32.10 ~~by specifying the academic knowledge and skills that Schools must offer and students~~
 32.11 ~~must achieve all benchmarks for an academic standard to satisfactorily complete a that~~
 32.12 ~~state standard. The commissioner must publish benchmarks to inform and guide parents,~~
 32.13 ~~teachers, school districts, and other interested persons and to use in developing tests~~
 32.14 ~~consistent with the benchmarks.~~

32.15 (b) The commissioner shall publish benchmarks in the State Register and transmit
 32.16 the benchmarks in any other manner that informs and guides parents, teachers, school
 32.17 districts, and other interested persons and makes them accessible to the general public. The
 32.18 commissioner must use benchmarks in developing career and college readiness assessments
 32.19 under section 120B.30. The commissioner may charge a reasonable fee for publications.

32.20 (c) Once established, the commissioner may change the benchmarks only with
 32.21 specific legislative authorization and after completing a review under subdivision 2.

32.22 ~~(d) The commissioner must develop and implement a system for reviewing each~~
 32.23 ~~of the required academic standards and related benchmarks and elective standards on a~~
 32.24 ~~periodic cycle, consistent with subdivision 2.~~

32.25 ~~(e)~~ (d) The benchmarks are not subject to chapter 14 and section 14.386 does not
 32.26 apply.

32.27 Subd. 2. **Revisions and reviews required.** (a) The commissioner of education must
 32.28 revise and appropriately embed technology and information literacy standards consistent
 32.29 with recommendations from school media specialists into the state's academic standards
 32.30 and graduation requirements and implement a review six-year cycle for to review and
 32.31 revise state academic standards and related benchmarks, consistent with this subdivision.
 32.32 During each six-year review and revision cycle, the commissioner also must examine the
 32.33 alignment of each required academic standard and related benchmark with the knowledge
 32.34 and skills students need for career and college readiness and advanced work in the
 32.35 particular subject area. The commissioner must include the contributions of Minnesota
 33.1 American Indian tribes and communities as related to the academic standards during the
 33.2 review and revision of the required academic standards.

33.3 (b) ~~The commissioner in the 2006-2007 school year must revise and align the state's~~
 33.4 ~~academic standards and high school graduation requirements in mathematics to require~~
 33.5 ~~that students satisfactorily complete the revised mathematics standards, beginning in the~~
 33.6 ~~2010-2011 school year. Under the revised standards:~~

33.7 (1) ~~students must satisfactorily complete an algebra I credit by the end of eighth~~
 33.8 ~~grade; and~~

9.29 Subdivision 1. **Benchmarks implement, supplement statewide academic**
 9.30 **standards.** (a) The commissioner must supplement required state academic standards with
 9.31 grade-level benchmarks. High school benchmarks may cover more than one grade. ~~The~~
 9.32 ~~benchmarks must implement statewide academic standards by specifying the academic~~
 9.33 ~~knowledge and skills that Schools must offer and students must achieve all benchmarks for~~
 9.34 ~~an academic standard to satisfactorily complete a that state standard. The commissioner~~
 10.1 ~~must publish benchmarks to inform and guide parents, teachers, school districts, and other~~
 10.2 ~~interested persons and to use in developing tests consistent with the benchmarks.~~

10.3 (b) The commissioner shall publish benchmarks in the State Register to inform and
 10.4 guide parents, teachers, school districts, and other interested persons and transmit the
 10.5 benchmarks in any other manner that makes them accessible to the general public. The
 10.6 commissioner must use benchmarks in developing tests under section 120B.30. The
 10.7 commissioner may charge a reasonable fee for publications.

10.8 (c) Once established, the commissioner may change the benchmarks only with
 10.9 specific legislative authorization and after completing a review under subdivision 2.

10.10 ~~(d) The commissioner must develop and implement a system for reviewing each~~
 10.11 ~~of the required academic standards and related benchmarks and elective standards on a~~
 10.12 ~~periodic cycle, consistent with subdivision 2.~~

10.13 ~~(e)~~ (d) The benchmarks are not subject to chapter 14 and section 14.386 does not
 10.14 apply.

10.15 Subd. 2. **Revisions and reviews required.** (a) The commissioner of education must
 10.16 revise and appropriately embed technology and information literacy standards consistent
 10.17 with recommendations from school media specialists into the state's academic standards
 10.18 and graduation requirements and implement a review cycle for state academic standards
 10.19 and related benchmarks, consistent with this subdivision. During each review cycle, the
 10.20 commissioner also must examine the alignment of each required academic standard and
 10.21 related benchmark with the knowledge and skills students need for college readiness
 10.22 and advanced work in the particular subject area. The commissioner must include the
 10.23 contributions of Minnesota American Indian tribes and communities as they relate to the
 10.24 academic standards during the review and revision of the required academic standards.

10.25 (b) ~~The commissioner in the 2006-2007 school year must revise and align the state's~~
 10.26 ~~academic standards and high school graduation requirements in mathematics to require~~
 10.27 ~~that students satisfactorily complete the revised mathematics standards, beginning in the~~
 10.28 ~~2010-2011 school year. Under the revised standards:~~

10.29 (1) ~~students must satisfactorily complete an algebra I credit by the end of eighth~~
 10.30 ~~grade; and~~

33.9 ~~(2) students scheduled to graduate in the 2014-2015 school year or later must~~
 33.10 ~~satisfactorily complete an algebra II credit or its equivalent.~~

33.11 ~~(b) The commissioner also must ensure that the statewide mathematics assessments~~
 33.12 ~~administered to students in grades 3 through 8 and 11 are aligned with the state academic~~
 33.13 ~~standards in mathematics, consistent with section 120B.30, subdivision 1, paragraph~~
 33.14 ~~(b). The commissioner must implement a review of the academic standards and related~~
 33.15 ~~benchmarks in mathematics beginning in the 2015-2016 school year.~~

33.16 ~~(c) The commissioner in the 2007-2008 school year must revise and align the state's~~
 33.17 ~~academic standards and high school graduation requirements in the arts to require that~~
 33.18 ~~students satisfactorily complete the revised arts standards beginning in the 2010-2011~~
 33.19 ~~school year. The commissioner must implement a review of the academic standards and~~
 33.20 ~~related benchmarks in arts beginning in the 2016-2017 school year.~~

33.21 ~~(d) The commissioner in the 2008-2009 school year must revise and align the state's~~
 33.22 ~~academic standards and high school graduation requirements in science to require that~~
 33.23 ~~students satisfactorily complete the revised science standards, beginning in the 2011-2012~~
 33.24 ~~school year. Under the revised standards, students scheduled to graduate in the 2014-2015~~
 33.25 ~~school year or later must satisfactorily complete a chemistry or physics credit or a career~~
 33.26 ~~and technical education credit that meets standards underlying the chemistry, physics,~~
 33.27 ~~or biology credit or a combination of those standards approved by the district. The~~
 33.28 ~~commissioner must implement a review of the academic standards and related benchmarks~~
 33.29 ~~in science beginning in the 2017-2018 school year.~~

33.30 ~~(e) The commissioner in the 2009-2010 school year must revise and align the state's~~
 33.31 ~~academic standards and high school graduation requirements in language arts to require~~
 33.32 ~~that students satisfactorily complete the revised language arts standards beginning in the~~
 33.33 ~~2012-2013 school year. The commissioner must implement a review of the academic~~
 33.34 ~~standards and related benchmarks in language arts beginning in the 2018-2019 school year.~~

33.35 ~~(f) The commissioner in the 2010-2011 school year must revise and align the state's~~
 33.36 ~~academic standards and high school graduation requirements in social studies to require~~
 34.1 ~~that students satisfactorily complete the revised social studies standards beginning in the~~
 34.2 ~~2013-2014 school year. The commissioner must implement a review of the academic~~
 34.3 ~~standards and related benchmarks in social studies beginning in the 2019-2020 school year.~~

34.4 ~~(g) School districts and charter schools must revise and align local academic~~
 34.5 ~~standards and high school graduation requirements in health, world languages, and career~~
 34.6 ~~and technical education to require students to complete the revised standards beginning~~
 34.7 ~~in a school year determined by the school district or charter school. School districts and~~
 34.8 ~~charter schools must formally establish a periodic review cycle for the academic standards~~
 34.9 ~~and related benchmarks in health, world languages, and career and technical education.~~

34.10 ~~Sec. 5. Minnesota Statutes 2012, section 120B.024, is amended to read:~~
 34.11 ~~**120B.024 GRADUATION REQUIREMENTS; COURSE CREDITS.**~~

10.31 ~~(2) students scheduled to graduate in the 2014-2015 school year or later must~~
 10.32 ~~satisfactorily complete an algebra II credit or its equivalent.~~

10.33 ~~(b) The commissioner also must ensure that the statewide mathematics assessments~~
 10.34 ~~administered to students in grades 3 through 8 and 11 are aligned with the state academic~~
 10.35 ~~standards in mathematics, consistent with section 120B.30, subdivision 1, paragraph~~
 11.1 ~~(b). The commissioner must implement a review of the academic standards and related~~
 11.2 ~~benchmarks in mathematics beginning in the 2015-2016 school year.~~

11.3 ~~(c) The commissioner in the 2007-2008 school year must revise and align the state's~~
 11.4 ~~academic standards and high school graduation requirements in the arts to require that~~
 11.5 ~~students satisfactorily complete the revised arts standards beginning in the 2010-2011~~
 11.6 ~~school year. The commissioner must implement a review of the academic standards and~~
 11.7 ~~related benchmarks in arts beginning in the 2016-2017 school year.~~

11.8 ~~(d) The commissioner in the 2008-2009 school year must revise and align the state's~~
 11.9 ~~academic standards and high school graduation requirements in science to require that~~
 11.10 ~~students satisfactorily complete the revised science standards, beginning in the 2011-2012~~
 11.11 ~~school year. Under the revised standards, students scheduled to graduate in the 2014-2015~~
 11.12 ~~school year or later must satisfactorily complete a chemistry or physics credit or a career~~
 11.13 ~~and technical education credit that meets standards underlying the chemistry, physics,~~
 11.14 ~~or biology credit or a combination of those standards approved by the district. The~~
 11.15 ~~commissioner must implement a review of the academic standards and related benchmarks~~
 11.16 ~~in science beginning in the 2017-2018 school year.~~

11.17 ~~(e) The commissioner in the 2009-2010 school year must revise and align the state's~~
 11.18 ~~academic standards and high school graduation requirements in language arts to require~~
 11.19 ~~that students satisfactorily complete the revised language arts standards beginning in the~~
 11.20 ~~2012-2013 school year. The commissioner must implement a review of the academic~~
 11.21 ~~standards and related benchmarks in language arts beginning in the 2018-2019 school year.~~

11.22 ~~(f) The commissioner in the 2010-2011 school year must revise and align the state's~~
 11.23 ~~academic standards and high school graduation requirements in social studies to require~~
 11.24 ~~that students satisfactorily complete the revised social studies standards beginning in the~~
 11.25 ~~2013-2014 school year. The commissioner must implement a review of the academic~~
 11.26 ~~standards and related benchmarks in social studies beginning in the 2019-2020 school year.~~

11.27 ~~(g) School districts and charter schools must revise and align local academic~~
 11.28 ~~standards and high school graduation requirements in health, world languages, and career~~
 11.29 ~~and technical education to require students to complete the revised standards beginning~~
 11.30 ~~in a school year determined by the school district or charter school. School districts and~~
 11.31 ~~charter schools must formally establish a periodic review cycle for the academic standards~~
 11.32 ~~and related benchmarks in health, world languages, and career and technical education.~~

11.33 ~~Sec. 4. Minnesota Statutes 2012, section 120B.024, is amended to read:~~
 11.34 ~~**120B.024 GRADUATION REQUIREMENTS; COURSE CREDITS.**~~

34.12 Subdivision 1. **Graduation requirements.** (a) Students beginning 9th grade in the
 34.13 2011-2012 school year and later must successfully complete the following high school
 34.14 level course credits for graduation:

34.15 (1) four credits of language arts sufficient to satisfy all of the academic standards
 34.16 in English language arts;

34.17 (2) three credits of mathematics, ~~encompassing at least algebra, geometry, statistics,~~
 34.18 ~~and probability including an algebra II credit or its equivalent,~~ sufficient to satisfy all of
 34.19 the academic standard standards in mathematics;

34.20 (3) an algebra I credit by the end of grade 8 sufficient to satisfy all of the grade 8
 34.21 standards in mathematics;

34.22 ~~(3)~~ (4) three credits of science, including at least: (i) one credit in biology; and (ii)
 34.23 one chemistry or physics credit or a career and technical education credit that meets
 34.24 standards underlying the chemistry, physics, or biology credit or a combination of those
 34.25 standards approved by the district, but meeting biology standards under this item does not
 34.26 meet the biology requirement under item (i);

34.27 ~~(4)~~ (5) three and one-half credits of social studies, encompassing at least United
 34.28 States history, geography, government and citizenship, world history, and economics or
 34.29 ~~three credits of social studies encompassing at least United States history, geography,~~
 34.30 ~~government and citizenship, and world history, and one-half credit of economics taught in~~
 34.31 ~~a school's social studies, agriculture education, or business department sufficient to satisfy~~
 34.32 all of the academic standards in social studies;

34.33 ~~(5)~~ (6) one credit ~~in~~ of the arts sufficient to satisfy all of the state or local academic
 34.34 standards in the arts; and

34.35 ~~(6)~~ (7) a minimum of seven elective course credits.

35.1 ~~A course credit is equivalent to a student successfully completing an academic~~
 35.2 ~~year of study or a student mastering the applicable subject matter, as determined by the~~
 35.3 ~~local school district.~~

35.4 Subd. 2. **Credit equivalencies.** (a) A one-half credit of economics taught in a
 35.5 school's agriculture education or business department may fulfill a one-half credit in
 35.6 social studies under subdivision 1, clause (5), if the credit is sufficient to satisfy all of the
 35.7 academic standards in economics.

12.1 Subdivision 1. **Graduation requirements.** (a) Students beginning 9th grade in the
 12.2 2011-2012 school year and later must successfully complete the following high school
 12.3 level course credits for graduation:

12.4 (1) four credits of language arts sufficient to satisfy all of the academic standards
 12.5 in English language arts;

12.6 (2) three credits of mathematics, ~~encompassing at least algebra, geometry, statistics,~~
 12.7 ~~and probability including an algebra II credit or its equivalent,~~ sufficient to satisfy all of
 12.8 the academic standard standards in mathematics;

12.9 (3) an algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th
 12.10 grade standards in mathematics;

12.11 ~~(3)~~ (4) three credits of science, including at least: ~~(i) one credit in of biology; and~~
 12.12 ~~(ii) one chemistry or physics credit or a career and technical education credit that meets~~
 12.13 ~~standards underlying the chemistry, physics, or biology credit or a combination of those~~
 12.14 ~~standards approved by the district, but meeting biology standards under this item does not~~
 12.15 ~~meet the biology requirement under item (i), one credit of chemistry or physics, and one~~
 12.16 ~~elective credit of science. The combination of credits under this clause must be sufficient~~
 12.17 to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other
 12.18 academic standards in science;

12.19 ~~(4)~~ (5) three and one-half credits of social studies, ~~encompassing at least United~~
 12.20 ~~States history, geography, government and citizenship, world history, and economics or~~
 12.21 ~~three credits of social studies encompassing at least United States history, geography,~~
 12.22 ~~government and citizenship, and world history, and one-half credit of economics taught in~~
 12.23 ~~a school's social studies, agriculture education, or business department sufficient to satisfy~~
 12.24 all of the academic standards in social studies;

12.25 ~~(5)~~ (6) one credit ~~in~~ of the arts sufficient to satisfy all of the state or local academic
 12.26 standards in the arts; and

12.27 ~~(6)~~ (7) a minimum of seven elective course credits.

12.28 ~~A course credit is equivalent to a student successfully completing an academic~~
 12.29 ~~year of study or a student mastering the applicable subject matter, as determined by the~~
 12.30 ~~local school district.~~

12.31 Subd. 2. **Credit equivalencies.** (a) A one-half credit of economics taught in a
 12.32 school's agriculture education or business department may fulfill a one-half credit in
 12.33 social studies under subdivision 1, clause (5), if the credit is sufficient to satisfy all of the
 12.34 academic standards in economics.

35.8 (b) An agriculture science course may fulfill a science credit requirement other
 35.9 than the specified science credit in biology under ~~paragraph (a) subdivision 1~~, clause
 35.10 ~~(3) (4)~~, item (i).

35.11 (c) A career and technical education course may fulfill a mathematics or arts credit
 35.12 requirement or a science credit requirement other than the specified science credit in
 35.13 biology under ~~paragraph (a) subdivision 1~~, clause (2), ~~(3)~~, or ~~(5) (4)~~, or (6).

35.14 **EFFECTIVE DATE.** This section is effective August 1, 2013.

35.15 Sec. 6. Minnesota Statutes 2012, section 120B.125, is amended to read:

35.16 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION**

35.17 **TO POSTSECONDARY EDUCATION AND EMPLOYMENT; INVOLUNTARY**

35.18 **CAREER TRACKING PROHIBITED.**

35.19 (a) Consistent with sections 120B.128, 120B.13, 120B.131, 120B.132, 120B.14,
 35.20 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections,
 35.21 school districts ~~are strongly encouraged to~~, beginning in the 2013-2014 school year, must
 35.22 assist all students by no later than grade 9 to explore their college and career interests and
 35.23 aspirations and develop a plan for a smooth and successful transition to postsecondary
 35.24 education or employment. All students' plans must be designed to:

35.25 (1) provide a comprehensive academic plan for completing a college and
 35.26 career-ready curriculum premised on meeting state and local academic standards and
 35.27 developing 21st century skills such as team work, collaboration, and good work habits;

35.28 (2) emphasize academic rigor and high expectations;

35.29 (3) help students identify personal learning styles that may affect their postsecondary
 35.30 education and employment choices;

12.35 (b) An agriculture science ~~course or career and technical education credit~~ may fulfill
 12.36 ~~a the elective science credit requirement other than the specified science credit in biology~~
 13.1 under ~~paragraph (a), clause (3)~~. subdivision 1, clause (4), if the course meets academic
 13.2 standards in science as approved by the district. An agriculture science or career and
 13.3 technical education credit may fulfill the credit in chemistry or physics required under
 13.4 subdivision 1, clause (4), if (1) the credit meets a combination of the chemistry, physics,
 13.5 and biology academic standards as approved by the district and (2) the student satisfies
 13.6 either all of the chemistry academic standards or all of the physics academic standards
 13.7 prior to graduation. An agriculture science or career and technical education credit may
 13.8 not fulfill the biology credit required under subdivision 1, clause (4).

13.9 (c) A career and technical education ~~course credit~~ may fulfill a mathematics or arts
 13.10 credit requirement ~~or a science credit requirement other than the specified science credit in~~
 13.11 biology under paragraph (a) subdivision 1, clause (2), (3), or (5) (6).

13.12 (d) An agriculture education teacher is not required to meet the requirements of
 13.13 Minnesota Rules, part 3505.1150, subpart 1, item B, to meet the credit equivalency
 13.14 requirements of paragraph (b) above.

13.15 **EFFECTIVE DATE.** This section is effective August 1, 2013, and applies to
 13.16 students entering 9th grade in the 2013-2014 school year and later.

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45.19 Sec. 2. Minnesota Statutes 2012, section 120B.125, is amended to read:

45.20 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION**

45.21 **TO POSTSECONDARY EDUCATION AND EMPLOYMENT; INVOLUNTARY**

45.22 **CAREER TRACKING PROHIBITED.**

45.23 (a) Consistent with sections 120B.128, 120B.13, 120B.131, 120B.132, 120B.14,
 45.24 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections,
 45.25 school districts ~~are strongly encouraged to~~, beginning in the 2013-2014 school year, must
 45.26 assist all students by no later than grade 9 to explore their college and career interests and
 45.27 aspirations and develop a plan for a smooth and successful transition to postsecondary
 45.28 education or employment. All students' plans must be designed to:

45.29 (1) provide a comprehensive academic plan for completing a college and
 45.30 career-ready curriculum premised on meeting state and local academic standards and
 45.31 developing 21st century skills such as team work, collaboration, and good work habits;

45.32 (2) emphasize academic rigor and high expectations;

45.33 (3) help students identify personal learning styles that may affect their postsecondary
 45.34 education and employment choices;

35.31 (4) help students ~~succeed at gaining~~ gain access to postsecondary education and
35.32 career options;

35.33 (5) integrate strong academic content into career-focused courses and integrate
35.34 relevant career-focused courses into strong academic content;

36.1 (6) help students and families identify and gain access to appropriate counseling
36.2 and other supports and assistance that enable students to complete required coursework,
36.3 prepare for postsecondary education and careers, and obtain information about
36.4 postsecondary education costs and eligibility for financial aid and scholarship;

36.5 (7) help students and families identify collaborative partnerships of kindergarten
36.6 through grade 12 schools, postsecondary institutions, economic development agencies, and
36.7 employers that support students' transition to postsecondary education and employment
36.8 and provide students with experiential learning opportunities; and

36.9 (8) be reviewed and revised at least annually by the student, the student's parent or
36.10 guardian, and the school or district to ensure that the student's course-taking schedule
36.11 keeps the student "~~on track~~" making adequate progress to meet state and local high school
36.12 graduation requirements and with a reasonable chance to succeed with employment or
36.13 postsecondary education without the need to first complete remedial course work.

36.14 (b) A school district may develop grade-level curricula or provide instruction that
36.15 introduces students to various careers, but must not require any curriculum, instruction,
36.16 or employment-related activity that obligates an elementary or secondary student to
36.17 involuntarily select a career, career interest, employment goals, or related job training.

36.18 (c) ~~School districts are encouraged to seek and use revenue and in-kind contributions~~
36.19 ~~from nonstate sources and to seek administrative cost savings through innovative local~~
36.20 ~~funding arrangements, such as the Collaboration Among Rochester Educators (CARE)~~
36.21 ~~model for funding postsecondary enrollment options, among other sources, for purposes~~
36.22 ~~of implementing this section.~~

36.23 **EFFECTIVE DATE.** This section is effective the day following final enactment.

36.24 Sec. 7. Minnesota Statutes 2012, section 120B.128, is amended to read:

36.25 **120B.128 EDUCATIONAL PLANNING AND ASSESSMENT SYSTEM**

36.26 **(EPAS) PROGRAM.**

46.1 (4) help students ~~succeed at gaining~~ gain access to postsecondary education and
46.2 career options;

46.3 (5) integrate strong academic content into career-focused courses and integrate
46.4 relevant career-focused courses into strong academic content;

46.5 (6) help students and families identify and gain access to appropriate counseling
46.6 and other supports and assistance that enable students to complete required coursework,
46.7 prepare for postsecondary education and careers, and obtain information about
46.8 postsecondary education costs and eligibility for financial aid and scholarship;

46.9 (7) help students and families identify collaborative partnerships of kindergarten
46.10 through grade 12 schools, postsecondary institutions, economic development agencies, and
46.11 employers that support students' transition to postsecondary education and employment
46.12 and provide students with experiential learning opportunities; and

46.13 (8) be reviewed and revised at least annually by the student, the student's parent or
46.14 guardian, and the school or district to ensure that the student's course-taking schedule
46.15 keeps the student "~~on track~~" making adequate progress to meet state and local high school
46.16 graduation requirements and with a reasonable chance to succeed with employment or
46.17 postsecondary education without the need to first complete remedial course work.

46.18 (b) A school district may develop grade-level curricula or provide instruction that
46.19 introduces students to various careers, but must not require any curriculum, instruction,
46.20 or employment-related activity that obligates an elementary or secondary student to
46.21 involuntarily select a career, career interest, employment goals, or related job training.

46.22 (c) ~~School districts are encouraged to seek and use revenue and in-kind contributions~~
46.23 ~~from nonstate sources and to seek administrative cost savings through innovative local~~
46.24 ~~funding arrangements, such as the Collaboration Among Rochester Educators (CARE)~~
46.25 ~~model for funding postsecondary enrollment options, among other sources, for purposes~~
46.26 ~~of implementing this section.~~

46.27 **EFFECTIVE DATE.** This section is effective the day following final enactment.

46.28 Sec. 3. Minnesota Statutes 2012, section 120B.128, is amended to read:

46.29 **120B.128 EDUCATIONAL PLANNING AND ASSESSMENT SYSTEM**

46.30 **(EPAS) PROGRAM.**

36.27 (a) School districts and charter schools may elect to participate in the Educational
 36.28 Planning and Assessment System (EPAS) program offered by ACT, Inc. to provide a
 36.29 longitudinal, systematic approach to student educational and career planning, assessment,
 36.30 instructional support, and evaluation. The EPAS achievement tests include English,
 36.31 reading, mathematics, science, and components on planning for high school and
 36.32 postsecondary education, interest inventory, needs assessments, and student education
 36.33 plans. These tests are linked to the ACT assessment for college admission and allow
 37.1 students, parents, teachers, and schools to determine the student's college readiness before
 37.2 grades 11 and 12.

37.3 (b) The commissioner of education shall provide ACT Explore tests for students
 37.4 in grade 8 and the ACT Plan test for students in grade 10 to assess individual student
 37.5 academic strengths and weaknesses, academic achievement and progress, higher order
 37.6 thinking skills, and college readiness.

37.7 (c) Students enrolled in grade 8 through the 2012-2013 school year who have
 37.8 not yet demonstrated proficiency on the Minnesota comprehensive assessments, the
 37.9 graduation-required assessments for diploma, or the basic skills testing requirements
 37.10 prior to high school graduation may satisfy state high school graduation requirements
 37.11 for assessments in reading, mathematics, and writing by taking the graduation-required
 37.12 assessment for diploma in reading, mathematics, or writing under Minnesota Statutes
 37.13 2012, section 120B.30, subdivision 1, paragraph (c), clauses (1) and (2), the WorkKeys
 37.14 job skills assessment, the Compass computer-adaptive college placement test, or the
 37.15 ACT assessment for college admission.

37.16 (d) ~~The state shall pay the test costs for school districts and charter schools that~~
 37.17 ~~choose to participate in the EPAS program~~ public school students to participate in the
 37.18 assessments under this section. The commissioner shall establish an application procedure
 37.19 and a process for state payment of costs.

37.20 **EFFECTIVE DATE.** This section is effective the day following final enactment
 37.21 and applies through the 2013-2014 school year.

46.31 (a) School districts and charter schools may elect to participate in the Educational
 46.32 Planning and Assessment System (EPAS) program offered by ACT, Inc. to provide a
 46.33 longitudinal, systematic approach to student educational and career planning, assessment,
 46.34 instructional support, and evaluation. The EPAS achievement tests include English,
 47.1 reading, mathematics, science, and components on planning for high school and
 47.2 postsecondary education, interest inventory, needs assessments, and student education
 47.3 plans. These tests are linked to the ACT assessment for college admission and allow
 47.4 students, parents, teachers, and schools to determine the student's college readiness before
 47.5 grades 11 and 12.

47.6 (b) The commissioner of education shall provide ACT Explore tests for students
 47.7 in grade 8 and the ACT Plan test for students in grade 10 to assess individual student
 47.8 academic strengths and weaknesses, academic achievement and progress, higher order
 47.9 thinking skills, and college readiness.

47.10 (c) Students enrolled in grade 8 through the 2011-2012 school year who have
 47.11 not yet demonstrated proficiency on the Minnesota comprehensive assessments, the
 47.12 graduation-required assessments for diploma, or the basic skills testing requirements
 47.13 prior to high school graduation may satisfy state high school graduation requirements for
 47.14 assessments in reading, mathematics, and writing by taking the WorkKeys job skills
 47.15 assessment, the Compass college placement test, or the ACT assessment for college
 47.16 admission.

47.17 (d) ~~The state shall pay the test costs for school districts and charter schools that~~
 47.18 ~~choose to participate in the EPAS program~~ public school students to participate in the
 47.19 assessments under this section. The commissioner shall establish an application procedure
 47.20 and a process for state payment of costs.

47.21 **EFFECTIVE DATE.** This section is effective the day following final enactment.

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13.17 Sec. 5. Minnesota Statutes 2012, section 120B.15, is amended to read:
 13.18 **120B.15 GIFTED AND TALENTED STUDENTS PROGRAMS.**

13.19 (a) School districts may identify students, locally develop programs addressing
 13.20 instructional and affective needs, provide staff development, and evaluate programs to
 13.21 provide gifted and talented students with challenging and appropriate educational programs.

37.22 Sec. 8. **[120B.21] MENTAL HEALTH EDUCATION.**

37.23 School districts and charter schools are encouraged to provide mental health
 37.24 instruction for students in grades 6 through 12 aligned with local health standards and
 37.25 integrated into existing programs, curriculum, or the general school environment of a
 37.26 district or charter school. The commissioner, in consultation with the commissioner of
 37.27 human services and mental health organizations, is encouraged to provide districts and
 37.28 charter schools with:

37.29 (1) age-appropriate model learning activities for grades 6 through 12 that encompass
 37.30 the mental health components of the National Health Education Standards and the
 37.31 benchmarks developed by the department's quality teaching network in health and best
 37.32 practices in mental health education; and

37.33 (2) a directory of resources for planning and implementing age-appropriate mental
 37.34 health curriculum and instruction in grades 6 through 12.

13.22 (b) School districts ~~may~~ must adopt guidelines for assessing and identifying students
 13.23 for participation in gifted and talented programs. The guidelines should include the use of:

13.24 (1) multiple and objective criteria; and

13.25 (2) assessments and procedures that are valid and reliable, fair, and based on current
 13.26 theory and research. Assessments and procedures should be sensitive to underrepresented
 13.27 groups, including, but not limited to, low-income, minority, twice-exceptional, and
 13.28 English learners.

13.29 (c) School districts must adopt procedures for the academic acceleration of gifted
 13.30 and talented students. These procedures must include how the district will:

13.31 (1) assess a student's readiness and motivation for acceleration; and

13.32 (2) match the level, complexity, and pace of the curriculum to a student to achieve
 13.33 the best type of academic acceleration for that student.

14.1 (d) School districts must adopt procedures for early admission to kindergarten
 14.2 or first grade of gifted and talented learners. The procedures must be sensitive to
 14.3 underrepresented groups and must address how the district or charter school will:

14.4 (1) assess a child's readiness and motivation for accelerations;

14.5 (2) assess a child's cognitive abilities, achievement, and performance; and

14.6 (3) monitor the child's adjustment postacceleration.

14.7 The school district shall admit a gifted and talented child to kindergarten or first
 14.8 grade who fails to meet the age requirement under section 120A.20, subdivision 1,
 14.9 paragraph (b), provided the child completes the procedures and meets the criteria for early
 14.10 entrance adopted by the school board under this subdivision.

15.13 Sec. 2. **[120B.21] MENTAL HEALTH EDUCATION.**

15.14 School districts and charter schools may provide mental health instruction for
 15.15 students in grades 6 through 12 aligned with local health and physical education standards
 15.16 and integrated into existing programs, curriculum, or the general school environment of
 15.17 a district or charter school. The commissioner, in consultation with the commissioner
 15.18 of human services and mental health organizations, shall provide districts and charter
 15.19 schools with:

15.20 (1) age-appropriate model learning activities for grades 6 through 12 that encompass
 15.21 the mental health components of the National Health Education Standards and the
 15.22 benchmarks developed by the department's quality teaching network in health and physical
 15.23 education, and best practices in mental health education; and

15.24 (2) a directory of resources for planning and implementing age-appropriate mental
 15.25 health curriculum and instruction in grades 6 through 12.

38.1 EFFECTIVE DATE. This section is effective the day following final enactment.

38.2 Sec. 9. Minnesota Statutes 2012, section 120B.30, subdivision 1, is amended to read:

38.3 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts
 38.4 with appropriate technical qualifications and experience and stakeholders, consistent
 38.5 with subdivision 1a, shall include in the comprehensive assessment system, for each
 38.6 grade level to be tested, state-constructed tests developed from and as computer-adaptive
 38.7 reading and mathematics assessments for students that are aligned with the state's required
 38.8 academic standards under section 120B.021, include multiple choice questions, and be
 38.9 administered annually to all students in grades 3 through 8 7. State-developed high
 38.10 school tests aligned with the state's required academic standards under section 120B.021
 38.11 and administered to all high school students in a subject other than writing must include
 38.12 multiple choice questions. The commissioner shall establish one or more months during
 38.13 which schools shall administer the tests to students each school year. For students enrolled
 38.14 in grade 8 before the 2005-2006 school year, Minnesota basic skills tests in reading,
 38.15 mathematics, and writing shall fulfill students' basic skills testing requirements for a
 38.16 passing state notation. The passing scores of basic skills tests in reading and mathematics
 38.17 are the equivalent of 75 percent correct for students entering grade 9 based on the
 38.18 first uniform test administered in February 1998. Students who have not successfully
 38.19 passed a Minnesota basic skills test by the end of the 2011-2012 school year must pass
 38.20 the graduation-required assessments for diploma under paragraph (e), except that for
 38.21 the 2012-2013 and 2013-2014 school years only, these students may satisfy the state's
 38.22 graduation test requirement for math by complying with paragraph (d), clauses (1) and
 38.23 (3) For students enrolled in grade 8 in the 2005-2006 through 2012-2013 school years,
 38.24 students' state graduation requirements include the requirements under: (i) section
 38.25 120B.128, paragraph (c); (ii) paragraph (c); or (iii) Minnesota Statutes 2012, section
 38.26 120B.30, subdivision 1, paragraph (c), clauses (1) and (2).

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

15.26 EFFECTIVE DATE. This section is effective the day following final enactment.

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47.22 Sec. 4. Minnesota Statutes 2012, section 120B.30, subdivision 1, is amended to read:

47.23 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts
 47.24 with appropriate technical qualifications and experience and stakeholders, consistent
 47.25 with subdivision 1a, shall include in the comprehensive assessment system, for each
 47.26 grade level to be tested, state-constructed tests developed from and as computer-adaptive
 47.27 reading and mathematics assessments for students that are aligned with the state's required
 47.28 academic standards under section 120B.021, include multiple choice questions, and be
 47.29 administered annually to all students in grades 3 through 8 7. Reading and mathematics
 47.30 assessments for all students in grade 8 must be aligned with the state's required reading and
 47.31 mathematics standards, be administered annually, and include multiple choice questions.
 47.32 State-developed high school tests aligned with the state's required academic standards
 47.33 under section 120B.021 and administered to all high school students in a subject other
 47.34 than writing must include multiple choice questions. The commissioner shall establish
 47.35 one or more months during which schools shall administer the tests to students each
 48.1 school year. For students enrolled in grade 8 before the 2005-2006 school year, Minnesota
 48.2 basic skills tests in reading, mathematics, and writing shall fulfill students' basic skills
 48.3 testing requirements for a passing state notation. The passing scores of basic skills tests in
 48.4 reading and mathematics are the equivalent of 75 percent correct for students entering
 48.5 grade 9 based on the first uniform test administered in February 1998. Students who
 48.6 have not successfully passed a Minnesota basic skills test by the end of the 2011-2012
 48.7 school year must pass the graduation-required assessments for diploma under paragraph
 48.8 (e), except that for the 2012-2013 and 2013-2014 school years only, these students may
 48.9 satisfy the state's graduation test requirement for math by complying with paragraph
 48.10 (d), clauses (1) and (3) (1) Students enrolled in grade 8 through the 2009-2010 school
 48.11 year are eligible to be assessed under (i) the graduation-required assessment for diploma
 48.12 in reading, mathematics, or writing under Minnesota Statutes 2012, section 120B.30,
 48.13 subdivision 1, paragraphs (c), clauses (1) and (2), and (d), (ii) the WorkKeys job skills
 48.14 assessment, (iii) a computer-adaptive college placement test, or (iv) the ACT assessment
 48.15 for college admission. (2) Students enrolled in grade 8 in the 2010-2011 or 2011-2012
 48.16 school year are eligible to be assessed under (i) the graduation-required assessment for
 48.17 diploma in reading, mathematics, or writing under Minnesota Statutes 2012, section
 48.18 120B.30, subdivision 1, paragraph (c), clauses (1) and (2), (ii) the WorkKeys job skills
 48.19 assessment, (iii) a computer-adaptive college placement test, or (iv) the ACT assessment
 48.20 for college admission.

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

38.29 (1) mathematics;

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

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

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

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

39.1 (c) For students enrolled in grade 8 in the ~~2005-2006~~ 2013-2014 school year and
39.2 later, ~~only the following options shall fulfill~~ students' state graduation test requirements,
39.3 based on a longitudinal, systematic approach to student education and career planning,
39.4 assessment, instructional support, and evaluation, include the following:

39.5 (1) ~~for reading and mathematics:~~

39.6 (i) ~~obtaining an achievement level equivalent to or greater than proficient as~~
39.7 ~~determined through a standard setting process on the Minnesota comprehensive~~
39.8 ~~assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing~~
39.9 ~~score as determined through a standard setting process on the graduation required~~
39.10 ~~assessment for diploma in grade 10 for reading and grade 11 for mathematics or~~
39.11 ~~subsequent retests;~~

39.12 (ii) ~~achieving a passing score as determined through a standard setting process~~
39.13 ~~on the state-identified language proficiency test in reading and the mathematics test for~~
39.14 ~~English learners or the graduation required assessment for diploma equivalent of those~~
39.15 ~~assessments for students designated as English learners;~~

39.16 (iii) ~~achieving an individual passing score on the graduation required assessment for~~
39.17 ~~diploma as determined by appropriate state guidelines for students with an individualized~~
39.18 ~~education program or 504 plan;~~

39.19 (iv) ~~obtaining achievement level equivalent to or greater than proficient as~~
39.20 ~~determined through a standard setting process on the state-identified alternate assessment~~
39.21 ~~or assessments in grade 10 for reading and grade 11 for mathematics for students with~~
39.22 ~~an individualized education program; or~~

39.23 (v) ~~achieving an individual passing score on the state-identified alternate assessment~~
39.24 ~~or assessments as determined by appropriate state guidelines for students with an~~
39.25 ~~individualized education program; and~~

39.26 (2) ~~for writing:~~

39.27 (i) ~~achieving a passing score on the graduation required assessment for diploma;~~

48.23 (1) mathematics;

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

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

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

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

48.30 (c) For students enrolled in grade 8 in the ~~2005-2006~~ 2012-2013 school year and
48.31 later, ~~only the following options shall fulfill~~ students' state graduation test requirements,
48.32 based on a longitudinal, systematic approach to student education and career planning,
48.33 assessment, instructional support, and evaluation, include the following:

48.34 (1) ~~for reading and mathematics:~~

48.35 (i) ~~obtaining an achievement level equivalent to or greater than proficient as~~
48.36 ~~determined through a standard setting process on the Minnesota comprehensive~~
49.1 ~~assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing~~
49.2 ~~score as determined through a standard setting process on the graduation required~~
49.3 ~~assessment for diploma in grade 10 for reading and grade 11 for mathematics or~~
49.4 ~~subsequent retests;~~

49.5 (ii) ~~achieving a passing score as determined through a standard setting process~~
49.6 ~~on the state-identified language proficiency test in reading and the mathematics test for~~
49.7 ~~English learners or the graduation required assessment for diploma equivalent of those~~
49.8 ~~assessments for students designated as English learners;~~

49.9 (iii) ~~achieving an individual passing score on the graduation required assessment for~~
49.10 ~~diploma as determined by appropriate state guidelines for students with an individualized~~
49.11 ~~education program or 504 plan;~~

49.12 (iv) ~~obtaining achievement level equivalent to or greater than proficient as~~
49.13 ~~determined through a standard setting process on the state-identified alternate assessment~~
49.14 ~~or assessments in grade 10 for reading and grade 11 for mathematics for students with~~
49.15 ~~an individualized education program; or~~

49.16 (v) ~~achieving an individual passing score on the state-identified alternate assessment~~
49.17 ~~or assessments as determined by appropriate state guidelines for students with an~~
49.18 ~~individualized education program; and~~

49.19 (2) ~~for writing:~~

49.20 (i) ~~achieving a passing score on the graduation required assessment for diploma;~~

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39.28 ~~(ii) achieving a passing score as determined through a standard setting process on~~
 39.29 ~~the state-identified language proficiency test in writing for students designated as English~~
 39.30 ~~learners;~~

39.31 ~~(iii) achieving an individual passing score on the graduation-required assessment for~~
 39.32 ~~diploma as determined by appropriate state guidelines for students with an individualized~~
 39.33 ~~education program or 504 plan; or~~

39.34 ~~(iv) achieving an individual passing score on the state-identified alternate assessment~~
 39.35 ~~or assessments as determined by appropriate state guidelines for students with an~~
 39.36 ~~individualized education program.~~

40.1 ~~(1) attainment of required academic standards and career and college readiness~~
 40.2 ~~benchmarks under section 120B.023 as demonstrated on a nationally normed college~~
 40.3 ~~entrance exam, or taking a nationally recognized armed services vocational aptitude~~
 40.4 ~~test at the election of the student;~~

40.5 ~~(2) achievement and career and college readiness tests in mathematics, reading, and~~
 40.6 ~~writing, consistent with paragraph (e) and, to the extent available, to monitor students'~~
 40.7 ~~continuous development of and growth in requisite knowledge and skills; analyze~~
 40.8 ~~students' progress and performance levels, identifying students' academic strengths and~~
 40.9 ~~diagnosing areas where students require curriculum or instructional adjustments, targeted~~
 40.10 ~~interventions, or remediation; and, based on analysis of students' progress and performance~~
 40.11 ~~data, determine students' learning and instructional needs and the instructional tools and~~
 40.12 ~~best practices that support academic rigor for the student; and~~

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

40.18 ~~Based on appropriate state guidelines, students with an individualized education program~~
 40.19 ~~may satisfy state graduation requirements by achieving an individual score on the~~
 40.20 ~~state-identified alternative assessments.~~

49.21 ~~(ii) achieving a passing score as determined through a standard setting process on~~
 49.22 ~~the state-identified language proficiency test in writing for students designated as English~~
 49.23 ~~learners;~~

49.24 ~~(iii) achieving an individual passing score on the graduation-required assessment for~~
 49.25 ~~diploma as determined by appropriate state guidelines for students with an individualized~~
 49.26 ~~education program or 504 plan; or~~

49.27 ~~(iv) achieving an individual passing score on the state-identified alternate assessment~~
 49.28 ~~or assessments as determined by appropriate state guidelines for students with an~~
 49.29 ~~individualized education program.~~

49.30 ~~(1) understanding of required academic standards as demonstrated on a nationally~~
 49.31 ~~normed college entrance exam;~~

49.32 ~~(2) achievement and career and college readiness tests in mathematics, reading, and~~
 49.33 ~~writing, consistent with paragraph (e) and to the extent available, to monitor students'~~
 49.34 ~~continuous development of and growth in requisite knowledge and skills; analyze~~
 49.35 ~~students' progress and performance levels, identifying students' academic strengths and~~
 49.36 ~~diagnosing areas where students require curriculum or instructional adjustments, targeted~~
 50.1 ~~interventions, or remediation; and, based on analysis of students' progress and performance~~
 50.2 ~~data, determine students' learning and instructional needs and the instructional tools and~~
 50.3 ~~best practices that support academic rigor for the student; and~~

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

50.9 ~~Based on appropriate state guidelines, students with an individualized education program~~
 50.10 ~~may satisfy state graduation requirements by achieving an individual score on the~~
 50.11 ~~state-identified alternative assessments.~~

40.21 Expectations of schools, districts, and the state for career or college readiness under
 40.22 this subdivision must be comparable in rigor, clarity of purpose, and rates of student
 40.23 completion. A student under clause (2) must receive targeted, relevant, academically
 40.24 rigorous, and resourced instruction, which may include a targeted instruction and
 40.25 intervention plan focused on improving the student's knowledge and skills in core subjects
 40.26 so that the student has a reasonable chance to succeed in a career or college without need
 40.27 for postsecondary remediation. Consistent with sections 120B.13, 124D.09, 124D.091,
 40.28 124D.49, and related sections, an enrolling school or district must actively encourage a
 40.29 student in grade 11 or 12 who is identified as academically ready for a career or college
 40.30 to participate in courses and programs awarding college credit to high school students.
 40.31 Students are not required to achieve a specified score or level of proficiency on an
 40.32 assessment under this subdivision to graduate from high school.

40.33 (d) Students enrolled in grade 8 in any school year from the 2005-2006 school
 40.34 year to the 2009-2010 school year who do not pass the mathematics graduation-required
 40.35 assessment for diploma under paragraph (c) are eligible to receive a high school diploma
 40.36 if they:

41.1 ~~(1) complete with a passing score or grade all state and local coursework and credits~~
 41.2 ~~required for graduation by the school board granting the students their diploma;~~

41.3 ~~(2) participate in district-prescribed academic remediation in mathematics; and~~

41.4 ~~(3) fully participate in at least two retests of the mathematics GRAD test or until~~
 41.5 ~~they pass the mathematics GRAD test, whichever comes first. To improve the secondary~~
 41.6 ~~and postsecondary outcomes of all students, the alignment between secondary and~~
 41.7 ~~postsecondary education programs and Minnesota's workforce needs, and the efficiency~~
 41.8 ~~and cost-effectiveness of secondary and postsecondary programs, the commissioner, after~~
 41.9 ~~consulting with the chancellor of the Minnesota State Colleges and Universities and using~~
 41.10 ~~a request for proposal process, shall contract for a series of assessments that are consistent~~
 41.11 ~~with this subdivision, aligned with state academic standards, and include career and~~
 41.12 ~~college readiness benchmarks. Mathematics, reading, and writing assessments for students~~
 41.13 ~~in grades 8 and 10 must be predictive of and aligned with a nationally normed assessment~~
 41.14 ~~for career and college readiness. This nationally recognized assessment must be a college~~
 41.15 ~~entrance exam and given to students in grade 11 or 12. This series of assessments must~~
 41.16 ~~include a college placement diagnostic exam and contain career exploration elements.~~
 41.17 ~~Students in grade 11 or 12 may choose to take a nationally recognized armed services~~
 41.18 ~~vocational aptitude test as an alternative to the college and career readiness entrance~~
 41.19 ~~exam under this paragraph. The commissioner and the chancellor of the Minnesota State~~
 41.20 ~~Colleges and Universities must collaborate in aligning instruction and assessments for~~
 41.21 ~~adult basic education students to provide the students with diagnostic information about~~
 41.22 ~~any targeted interventions they need so that they may seek postsecondary education or~~
 41.23 ~~employment without need for postsecondary remediation.~~

50.12 Expectations of schools, districts, and the state for career or college readiness under
 50.13 this subdivision must be comparable in rigor, clarity of purpose, and rates of student
 50.14 completion. A student under clause (2) must receive targeted, relevant, academically
 50.15 rigorous, and resourced instruction, which may include a targeted instruction and
 50.16 intervention plan focused on improving the student's knowledge and skills in core subjects
 50.17 so that the student has a reasonable chance to succeed in a career or college without need
 50.18 for postsecondary remediation. Consistent with sections 120B.13, 124D.09, 124D.091,
 50.19 124D.49, and related sections, an enrolling school or district must actively encourage a
 50.20 student in grade 11 or 12 who is identified as academically ready for a career or college
 50.21 to participate in courses and programs awarding college credit to high school students.
 50.22 Students are not required to achieve a specified score or level of proficiency on an
 50.23 assessment under this subdivision to graduate from high school.

50.24 (d) Students enrolled in grade 8 in any school year from the 2005-2006 school
 50.25 year to the 2009-2010 school year who do not pass the mathematics graduation-required
 50.26 assessment for diploma under paragraph (c) are eligible to receive a high school diploma
 50.27 if they:

50.28 ~~(1) complete with a passing score or grade all state and local coursework and credits~~
 50.29 ~~required for graduation by the school board granting the students their diploma;~~

50.30 ~~(2) participate in district-prescribed academic remediation in mathematics; and~~

50.31 ~~(3) fully participate in at least two retests of the mathematics GRAD test or until~~
 50.32 ~~they pass the mathematics GRAD test, whichever comes first. To improve the secondary~~
 50.33 ~~and postsecondary outcomes of all students, the alignment between secondary and~~
 50.34 ~~postsecondary education programs and Minnesota's workforce needs, and the efficiency~~
 50.35 ~~and cost-effectiveness of secondary and postsecondary programs, the commissioner, after~~
 50.36 ~~consulting with the chancellor of the Minnesota State Colleges and Universities and using~~
 51.1 ~~a request for proposal process, shall contract for a series of assessments that are consistent~~
 51.2 ~~with this subdivision, aligned with state academic standards, and include career and~~
 51.3 ~~college readiness benchmarks. Mathematics, reading, and writing assessments for students~~
 51.4 ~~in grades 8 and 10 must be predictive of and aligned with a nationally normed assessment~~
 51.5 ~~for career and college readiness. This nationally recognized assessment must be a college~~
 51.6 ~~entrance exam and given to students in grade 11 or 12. This series of assessments must~~
 51.7 ~~include a college placement diagnostic exam and contain career exploration elements. The~~
 51.8 ~~commissioner and the chancellor of the Minnesota State Colleges and Universities must~~
 51.9 ~~collaborate in aligning instruction and assessments for adult basic education students to~~
 51.10 ~~provide the students with diagnostic information about any targeted interventions they~~
 51.11 ~~need so that they may seek postsecondary education or employment without need for~~
 51.12 ~~postsecondary remediation.~~

41.24 (1) Districts and schools, on an annual basis, must use the career exploration
 41.25 elements in these assessments to help students, beginning no later than grade 9, and their
 41.26 families explore and plan for postsecondary education or careers based on the students'
 41.27 interests, aptitudes, and aspirations. Districts and schools must use timely regional labor
 41.28 market information and partnerships, among other resources, to help students and their
 41.29 families successfully develop, pursue, review, and revise an individualized plan for
 41.30 postsecondary education or a career. This process must help increase students' engagement
 41.31 in and connection to school, improve students' knowledge and skills, and deepen students'
 41.32 understanding of career pathways as a sequence of academic and career courses that lead
 41.33 to an industry-recognized credential, an associate's degree, or a bachelor's degree and are
 41.34 available to all students, whatever their interests and career goals.

41.35 (2) Students who, based on their growth in academic achievement between grades 8
 41.36 and 10, show adequate progress toward meeting state career and college readiness must
 42.1 be given the college entrance exam part of these assessments in grade 11 or a nationally
 42.2 recognized armed services vocational aptitude test. A student under this clause who
 42.3 demonstrates attainment of required state academic standards, which include career and
 42.4 college readiness benchmarks, on these assessments is academically ready for a career or
 42.5 college and is encouraged to participate in courses and programs awarding college credit to
 42.6 high school students. Such courses and programs may include sequential courses of study
 42.7 within broad career areas and technical skill assessments that extend beyond course grades.

42.8 (3) All students in grade 11 not subject to clause (2) must be given the college
 42.9 placement diagnostic exam so that the students, their families, the school, and the district
 42.10 can use the results to diagnose areas for targeted instruction, intervention, or remediation
 42.11 and improve students' knowledge and skills in core subjects sufficient for the student
 42.12 to graduate and have a reasonable chance to succeed in a career or college without
 42.13 remediation. These students must be given the college entrance exam part of these
 42.14 assessments in grade 12 or a nationally recognized armed services vocational aptitude test.

42.15 (4) A student in clause (3) who demonstrates: (i) attainment of required state
 42.16 academic standards, which include career and college readiness benchmarks, on these
 42.17 assessments; (ii) attainment of career and college readiness benchmarks on the college
 42.18 placement diagnostic part of these assessments; and, where applicable, (iii) successfully
 42.19 completes targeted instruction, intervention, or remediation approved by the commissioner
 42.20 and the chancellor of the Minnesota State Colleges and Universities after consulting with
 42.21 local school officials and educators, is academically ready for a career or college and is
 42.22 encouraged to participate in courses and programs awarding college credit to high school
 42.23 students. Such courses and programs may include sequential courses of study within
 42.24 broad career areas and technical skill assessments that extend beyond course grades.

51.13 (1) Districts and schools, on an annual basis, must use the career exploration
 51.14 elements in these assessments to help students, beginning no later than grade 9, and their
 51.15 families explore and plan for postsecondary education or careers based on the students'
 51.16 interests, aptitudes, and aspirations. Districts and schools must use timely regional labor
 51.17 market information and partnerships, among other resources, to help students and their
 51.18 families successfully develop, pursue, review, and revise an individualized plan for
 51.19 postsecondary education or a career. This process must help increase students' engagement
 51.20 in and connection to school, improve students' knowledge and skills, and deepen students'
 51.21 understanding of career pathways as a sequence of academic and career courses that lead
 51.22 to an industry-recognized credential, an associate's degree, or a bachelor's degree and are
 51.23 available to all students, whatever their interests and career goals.

51.24 (2) Students who, based on their growth in academic achievement between grades 8
 51.25 and 10, show adequate progress toward meeting state career and college readiness must be
 51.26 given the college entrance exam part of these assessments in grade 11. A student under
 51.27 this clause who demonstrates attainment of required state academic standards, which
 51.28 include career and college readiness benchmarks, on these assessments is academically
 51.29 ready for a career or college and is encouraged to participate in courses and programs
 51.30 awarding college credit to high school students. Such courses and programs may include
 51.31 sequential courses of study within broad career areas and technical skill assessments
 51.32 that extend beyond course grades.

51.33 (3) All students in grade 11 not subject to clause (2) must be given the college
 51.34 placement diagnostic exam so that the students, their families, the school, and the district
 51.35 can use the results to diagnose areas for targeted instruction, intervention, or remediation
 51.36 and improve students' knowledge and skills in core subjects sufficient for the student
 52.1 to graduate and have a reasonable chance to succeed in a career or college without
 52.2 remediation. These students must be given the college entrance exam part of these
 52.3 assessments in grade 12.

52.4 (4) A student in clause (3) who demonstrates: (i) attainment of required state
 52.5 academic standards, which include career and college readiness benchmarks, on these
 52.6 assessments; (ii) attainment of career and college readiness benchmarks on the college
 52.7 placement diagnostic part of these assessments; and, where applicable, (iii) successfully
 52.8 completes targeted instruction, intervention, or remediation approved by the commissioner
 52.9 and the chancellor of the Minnesota State Colleges and Universities after consulting with
 52.10 local school officials and educators, is academically ready for a career or college and is
 52.11 encouraged to participate in courses and programs awarding college credit to high school
 52.12 students. Such courses and programs may include sequential courses of study within
 52.13 broad career areas and technical skill assessments that extend beyond course grades.

42.25 (5) A study to determine the alignment between these assessments and state
 42.26 academic standards under this chapter must be conducted. Where alignment exists, the
 42.27 commissioner must seek federal approval to, and immediately upon receiving approval,
 42.28 replace the federally required assessments referenced under subdivision 1a and section
 42.29 120B.35, subdivision 2, with assessments under this paragraph.

42.30 (e) In developing, supporting, and improving students' academic readiness for a
 42.31 career or college, schools, districts, and the state must have a continuum of empirically
 42.32 derived, clearly defined benchmarks focused on students' attainment of knowledge and
 42.33 skills so that students, their parents, and teachers know how well students must perform to
 42.34 have a reasonable chance to succeed in a career or college without need for postsecondary
 42.35 remediation. The commissioner and Minnesota's public postsecondary institutions must
 42.36 ensure that the foundational knowledge and skills for students' successful performance
 43.1 in postsecondary employment or education and an articulated series of possible targeted
 43.2 interventions are clearly identified and satisfy Minnesota's postsecondary admissions
 43.3 requirements.

43.4 (f) A school, district, or charter school must place record on the high school
 43.5 transcript a student's current pass status for each subject that has a required graduation
 43.6 assessment progress toward career and college readiness.

43.7 In addition, (g) The school board granting the students their diplomas may formally
 43.8 decide to include a notation of high achievement on the high school diplomas of those
 43.9 graduating seniors who, according to established school board criteria, demonstrate
 43.10 exemplary academic achievement during high school.

43.11 (e) (h) The 3rd through 8th 7th grade computer-adaptive assessment results and
 43.12 high school test results shall be available to districts for diagnostic purposes affecting
 43.13 student learning and district instruction and curriculum, and for establishing educational
 43.14 accountability. The commissioner must establish empirically derived benchmarks on
 43.15 adaptive assessments in grades 3 through 7 that reveal a trajectory toward career and
 43.16 college readiness. The commissioner must disseminate to the public the computer-adaptive
 43.17 assessments and high school test results upon receiving those results.

43.18 (f) (i) The 3rd through 8th grade grades 3 through 7 computer-adaptive assessments
 43.19 and high school tests must be aligned with state academic standards. The commissioner
 43.20 shall determine the testing process and the order of administration. The statewide results
 43.21 shall be aggregated at the site and district level, consistent with subdivision 1a.

43.22 (g) In addition to the testing and reporting requirements under this section, (j) The
 43.23 commissioner shall include the following components in the statewide public reporting
 43.24 system:

52.14 (5) A study to determine the alignment between these assessments and state
 52.15 academic standards under this chapter must be conducted. Where alignment exists, the
 52.16 commissioner must seek federal approval to, and immediately upon receiving approval,
 52.17 replace the federally required assessments referenced under subdivision 1a and section
 52.18 120B.35, subdivision 2, with assessments under this paragraph.

52.19 (e) In developing, supporting, and improving students' academic readiness for a
 52.20 career or college, schools, districts, and the state must have a continuum of empirically
 52.21 derived, clearly defined benchmarks focused on students' attainment of knowledge and
 52.22 skills so that students, their parents, and teachers know how well students must perform to
 52.23 have a reasonable chance to succeed in a career or college without need for postsecondary
 52.24 remediation. The commissioner and Minnesota's public postsecondary institutions must
 52.25 ensure that the foundational knowledge and skills for students' successful performance
 52.26 in postsecondary employment or education and an articulated series of possible targeted
 52.27 interventions are clearly identified and satisfy Minnesota's postsecondary admissions
 52.28 requirements.

52.29 (f) A school, district, or charter school must place record on the high school
 52.30 transcript a student's current pass status for each subject that has a required graduation
 52.31 assessment progress toward career and college readiness.

52.32 In addition, (g) The school board granting the students their diplomas may formally
 52.33 decide to include a notation of high achievement on the high school diplomas of those
 52.34 graduating seniors who, according to established school board criteria, demonstrate
 52.35 exemplary academic achievement during high school.

53.1 (e) (h) The 3rd through 8th 7th grade computer-adaptive assessment results and
 53.2 high school test results shall be available to districts for diagnostic purposes affecting
 53.3 student learning and district instruction and curriculum, and for establishing educational
 53.4 accountability. The commissioner must establish empirically derived benchmarks on
 53.5 adaptive assessments in grades 3 through 7 that reveal a trajectory toward career and
 53.6 college readiness. The commissioner must disseminate to the public the computer-adaptive
 53.7 assessments, grade 8, and high school test results upon receiving those results.

53.8 (f) (i) The 3rd through 8th grade grades 3 through 7 computer-adaptive assessments,
 53.9 grade 8, and high school tests must be aligned with state academic standards. The
 53.10 commissioner shall determine the testing process and the order of administration.
 53.11 The statewide results shall be aggregated at the site and district level, consistent with
 53.12 subdivision 1a.

53.13 (g) In addition to the testing and reporting requirements under this section, (j) The
 53.14 commissioner shall include the following components in the statewide public reporting
 53.15 system:

43.25 (1) uniform statewide ~~testing~~ computer-adaptive assessments of all students in
 43.26 grades 3 through 8 7 and ~~testing~~ at the high school level that provides appropriate,
 43.27 technically sound accommodations ~~or alternate assessments~~;

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

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

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

44.1 **EFFECTIVE DATE.** This section is effective the day following final enactment
 44.2 and applies to the 2013-2014 school year and later, except that paragraph (a) applies
 44.3 the day following final enactment and the requirements for using computer-adaptive
 44.4 mathematics and reading assessments for grades 3 through 7 apply in the 2015-2016
 44.5 school year and later.

44.6 Sec. 10. Minnesota Statutes 2012, section 120B.30, subdivision 1a, is amended to read:

44.7 Subd. 1a. **Statewide and local assessments; results.** (a) For purposes of this
 44.8 section, the following definitions have the meanings given them.

44.9 (1) "Computer-adaptive assessments" means fully adaptive assessments.

44.10 (2) "Fully adaptive assessments" include test items that are on-grade level and items
 44.11 that may be above or below a student's grade level.

44.12 (3) "On-grade level" test items contain subject area content that is aligned to state
 44.13 academic standards for the grade level of the student taking the assessment.

44.14 (4) "Above-grade level" test items contain subject area content that is above the
 44.15 grade level of the student taking the assessment and is considered aligned with state
 44.16 academic standards to the extent it is aligned with content represented in state academic
 44.17 standards above the grade level of the student taking the assessment. Notwithstanding
 44.18 the student's grade level, administering above-grade level test items to a student does not
 44.19 violate the requirement that state assessments must be aligned with state standards.

53.16 (1) uniform statewide ~~testing~~ computer-adaptive assessments of all students in
 53.17 grades 3 through 8 7 and ~~testing~~ at the ~~grade 8 and high school level levels~~ that provides
 53.18 appropriate, technically sound accommodations ~~or alternate assessments~~;

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

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

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

53.27 **EFFECTIVE DATE.** This section is effective the day following final enactment
 53.28 and applies to the 2013-2014 school year and later, except that paragraph (a) applies
 53.29 the day following final enactment and the requirements for using computer-adaptive
 53.30 mathematics and reading assessments for grades 3 through 7 apply in the 2015-2016
 53.31 school year and later. The series of assessments contracted for under paragraph (d) apply
 53.32 in the 2014-2015 school year and later.

53.33 Sec. 5. Minnesota Statutes 2012, section 120B.30, subdivision 1a, is amended to read:

53.34 Subd. 1a. **Statewide and local assessments; results.** (a) For purposes of this
 53.35 section, the following definitions have the meanings given them.

54.1 (1) "Computer-adaptive assessments" means fully adaptive assessments.

54.2 (2) "Fully adaptive assessments" include test items that are on-grade level and items
 54.3 that may be above or below a student's grade level.

54.4 (3) "On-grade level" test items contain subject area content that is aligned to state
 54.5 academic standards for the grade level of the student taking the assessment.

54.6 (4) "Above-grade level" test items contain subject area content that is above the
 54.7 grade level of the student taking the assessment and is considered aligned with state
 54.8 academic standards to the extent it is aligned with content represented in state academic
 54.9 standards above the grade level of the student taking the assessment. Notwithstanding
 54.10 the student's grade level, administering above-grade level test items to a student does not
 54.11 violate the requirement that state assessments must be aligned with state standards.

44.20 (5) "Below-grade level" test items contain subject area content that is below the
 44.21 grade level of the student taking the test and is considered aligned with state academic
 44.22 standards to the extent it is aligned with content represented in state academic standards
 44.23 below the student's current grade level. Notwithstanding the student's grade level,
 44.24 administering below-grade level test items to a student does not violate the requirement
 44.25 that state assessments must be aligned with state standards.

44.26 (b) The commissioner must use fully adaptive mathematics and reading assessments
 44.27 for grades 3 through 7 beginning in the 2015-2016 school year and later.

44.28 (c) For purposes of conforming with existing federal educational accountability
 44.29 requirements, the commissioner must develop and implement computer-adaptive reading
 44.30 and mathematics assessments for grades 3 through 8 7, state-developed high school
 44.31 reading and mathematics tests aligned with state academic standards, and science
 44.32 assessments under clause (2) that districts and sites must use to monitor student growth
 44.33 toward achieving those standards. The commissioner must not develop statewide
 44.34 assessments for academic standards in social studies, health and physical education, and
 44.35 the arts. The commissioner must require:

45.1 (1) annual computer-adaptive reading and mathematics assessments in grades 3
 45.2 through 8 7, and high school reading and mathematics tests; and

45.3 (2) annual science assessments in one grade in the grades 3 through 5 span, the
 45.4 grades 6 through 8 span, and a life sciences assessment in the grades 9 through 12 span,
 45.5 and the commissioner must not require students to achieve a passing score on high school
 45.6 science assessments as a condition of receiving a high school diploma.

45.7 (d) The commissioner must ensure that for annual computer-adaptive assessments:

45.8 (1) individual student performance data and achievement reports are available within
 45.9 three school days of when students take an assessment;

45.10 (2) growth information is available for each student from the student's first
 45.11 assessment to each proximate assessment using a constant measurement scale;

45.12 (3) parents, teachers, and school administrators are able to use elementary and
 45.13 middle school student performance data to project students' secondary and postsecondary
 45.14 achievement; and

45.15 (4) useful diagnostic information about areas of students' academic strengths and
 45.16 weaknesses is available to teachers and school administrators for improving student
 45.17 instruction and indicating the specific skills and concepts that should be introduced and
 45.18 developed for students at given performance levels, organized by strands within subject
 45.19 areas, and aligned to state academic standards.

54.12 (5) "Below-grade level" test items contain subject area content that is below the
 54.13 grade level of the student taking the test and is considered aligned with state academic
 54.14 standards to the extent it is aligned with content represented in state academic standards
 54.15 below the student's current grade level. Notwithstanding the student's grade level,
 54.16 administering below-grade level test items to a student does not violate the requirement
 54.17 that state assessments must be aligned with state standards.

54.18 (b) The commissioner must use fully adaptive mathematics and reading assessments
 54.19 for grades 3 through 7 beginning in the 2015-2016 school year and later.

54.20 (c) For purposes of conforming with existing federal educational accountability
 54.21 requirements, the commissioner must develop and implement computer-adaptive reading
 54.22 and mathematics assessments for grades 3 through 8 7, state-developed grade 8 and
 54.23 high school reading and mathematics tests aligned with state academic standards, and
 54.24 science assessments under clause (2) that districts and sites must use to monitor student
 54.25 growth toward achieving those standards. The commissioner must not develop statewide
 54.26 assessments for academic standards in social studies, health and physical education, and
 54.27 the arts. The commissioner must require:

54.28 (1) annual computer-adaptive reading and mathematics assessments in grades 3
 54.29 through 8 7, and grade 8 and high school reading and mathematics tests; and

54.30 (2) annual science assessments in one grade in the grades 3 through 5 span, the
 54.31 grades 6 through 8 span, and a life sciences assessment in the grades 9 through 12 span,
 54.32 and the commissioner must not require students to achieve a passing score on high school
 54.33 science assessments as a condition of receiving a high school diploma.

54.34 (d) The commissioner must ensure that for annual computer-adaptive assessments:

55.1 (1) individual student performance data and achievement reports are available
 55.2 within three school days of when students take an assessment except in a year when an
 55.3 assessment reflects new performance standards;

55.4 (2) growth information is available for each student from the student's first
 55.5 assessment to each proximate assessment using a constant measurement scale;

55.6 (3) parents, teachers, and school administrators are able to use elementary and
 55.7 middle school student performance data to project students' secondary and postsecondary
 55.8 achievement; and

55.9 (4) useful diagnostic information about areas of students' academic strengths and
 55.10 weaknesses is available to teachers and school administrators for improving student
 55.11 instruction and indicating the specific skills and concepts that should be introduced and
 55.12 developed for students at given performance levels, organized by strands within subject
 55.13 areas, and aligned to state academic standards.

House Language H0630-3

Senate Language S0978-3

45.20 ~~(b)~~ (e) The commissioner must ensure that all statewide tests administered to
 45.21 elementary and secondary students measure students' academic knowledge and skills and
 45.22 not students' values, attitudes, and beliefs.

45.23 ~~(e)~~ (f) Reporting of assessment results must:

45.24 (1) provide timely, useful, and understandable information on the performance of
 45.25 individual students, schools, school districts, and the state;

45.26 (2) include a value-added growth indicator of student achievement under section
 45.27 120B.35, subdivision 3, paragraph (b); and

45.28 (3)(i) ~~for students enrolled in grade 8 before the 2005-2006 school year, determine~~
 45.29 ~~whether students have met the state's basic skills requirements; and~~

45.30 (ii) ~~for students enrolled in grade 8 in the 2005-2006 school year and later, determine~~
 45.31 ~~whether students have met the state's academic standards.~~

45.32 ~~(d)~~ (g) Consistent with applicable federal law and subdivision 1, paragraph (d),
 45.33 ~~clause (1), the commissioner must include appropriate, technically sound accommodations~~
 45.34 ~~or alternative assessments for the very few students with disabilities for whom statewide~~
 45.35 ~~assessments are inappropriate and for English learners.~~

46.1 ~~(e)~~ (h) A school, school district, and charter school must administer statewide
 46.2 assessments under this section, as the assessments become available, to evaluate student
 46.3 ~~proficiency progress toward career and college readiness in the context of the state's grade~~
 46.4 ~~level academic standards. If a state assessment is not available, a school, school district,~~
 46.5 ~~and charter school must determine locally if a student has met the required academic~~
 46.6 ~~standards. A school, school district, or charter school may use a student's performance~~
 46.7 ~~on a statewide assessment as one of multiple criteria to determine grade promotion or~~
 46.8 ~~retention. A school, school district, or charter school may use a high school student's~~
 46.9 ~~performance on a statewide assessment as a percentage of the student's final grade in a~~
 46.10 ~~course, or place a student's assessment score on the student's transcript.~~

46.11 EFFECTIVE DATE. This section is effective for the 2013-2014 school year and
 46.12 later except the requirements for using computer-adaptive mathematics and reading
 46.13 assessments for grades 3 through 7 apply in the 2015-2016 school year and later.

46.14 Sec. 11. Minnesota Statutes 2012, section 120B.31, subdivision 1, is amended to read:

55.14 ~~(b)~~ (e) The commissioner must ensure that all ~~statewide state~~ tests administered to
 55.15 elementary and secondary students measure students' academic knowledge and skills and
 55.16 not students' values, attitudes, and beliefs.

55.17 ~~(e)~~ (f) Reporting of ~~state~~ assessment results must:

55.18 (1) provide timely, useful, and understandable information on the performance of
 55.19 individual students, schools, school districts, and the state;

55.20 (2) include a ~~value-added~~ growth indicator of student achievement under section
 55.21 120B.35, subdivision 3, paragraph (b); and

55.22 (3)(i) ~~for students enrolled in grade 8 before the 2005-2006 school year, determine~~
 55.23 ~~whether students have met the state's basic skills requirements; and~~

55.24 (ii) ~~for students enrolled in grade 8 in the 2005-2006 school year and later, determine~~
 55.25 ~~whether students have met the state's academic standards.~~

55.26 ~~(d)~~ (g) Consistent with applicable federal law and subdivision 1, paragraph (d),
 55.27 ~~clause (1), the commissioner must include appropriate, technically sound accommodations~~
 55.28 ~~or alternative assessments for the very few students with disabilities for whom statewide~~
 55.29 ~~assessments are inappropriate and for English learners.~~

55.30 ~~(e)~~ (h) A school, school district, and charter school must administer statewide
 55.31 assessments under this section, as the assessments become available, to evaluate student
 55.32 ~~proficiency progress toward career and college readiness in the context of the state's grade~~
 55.33 ~~level academic standards. If a state assessment is not available, a school, school district,~~
 55.34 ~~and charter school must determine locally if a student has met the required academic~~
 55.35 ~~standards. A school, school district, or charter school may use a student's performance~~
 55.36 ~~on a statewide assessment as one of multiple criteria to determine grade promotion or~~
 56.1 ~~retention. A school, school district, or charter school may use a high school student's~~
 56.2 ~~performance on a statewide assessment as a percentage of the student's final grade in a~~
 56.3 ~~course, or place a student's assessment score on the student's transcript.~~

56.4 EFFECTIVE DATE. This section is effective for the 2013-2014 school year and
 56.5 later except the requirements for using computer-adaptive mathematics and reading
 56.6 assessments for grades 3 through 7 apply in the 2015-2016 school year and later. Results
 56.7 related to career and college readiness benchmarks apply in the 2014-2015 school year
 56.8 and later.

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14.11 Sec. 6. Minnesota Statutes 2012, section 120B.31, subdivision 1, is amended to read:

46.15 Subdivision 1. **Educational accountability and public reporting.** Consistent
 46.16 with the direction to adopt statewide academic standards under section 120B.02, the
 46.17 department, in consultation with education and other system stakeholders, must establish a
 46.18 coordinated and comprehensive system of educational accountability and public reporting
 46.19 that promotes greater academic achievement, preparation for higher academic education,
 46.20 preparation for the world of work, citizenship ~~under sections 120B.021, subdivision 1,~~
 46.21 ~~clause (4), and 120B.024, paragraph (a), clause (4), and the arts.~~

46.22 Sec. 12. Minnesota Statutes 2012, section 120B.35, subdivision 3, is amended to read:

46.23 Subd. 3. **State growth target; other state measures.** (a) The state's educational
 46.24 assessment system measuring individual students' educational growth is based on
 46.25 indicators of achievement growth that show an individual student's prior achievement.
 46.26 Indicators of achievement and prior achievement must be based on highly reliable
 46.27 statewide or districtwide assessments.

46.28 (b) The commissioner, in consultation with a stakeholder group that includes
 46.29 assessment and evaluation directors and staff and researchers must implement a model
 46.30 that uses a value-added growth indicator and includes criteria for identifying schools
 46.31 and school districts that demonstrate medium and high growth under section 120B.299,
 46.32 subdivisions 8 and 9, and may recommend other value-added measures under section
 46.33 120B.299, subdivision 3. The model may be used to advance educators' professional
 46.34 development and replicate programs that succeed in meeting students' diverse learning
 47.1 needs. Data on individual teachers generated under the model are personnel data under
 47.2 section 13.43. The model must allow users to:

47.3 (1) report student growth consistent with this paragraph; and

47.4 (2) for all student categories, report and compare aggregated and disaggregated state
 47.5 growth data using the nine student categories identified under the federal 2001 No Child
 47.6 Left Behind Act and two student gender categories of male and female, respectively,
 47.7 following appropriate reporting practices to protect nonpublic student data.

47.8 The commissioner must report separate measures of student growth ~~and proficiency,~~
 47.9 consistent with this paragraph.

47.10 (c) When reporting student performance under section 120B.36, subdivision 1, the
 47.11 commissioner annually, beginning July 1, 2011, must report two core measures indicating
 47.12 the extent to which current high school graduates are being prepared for postsecondary
 47.13 academic and career opportunities:

47.14 (1) a preparation measure indicating the number and percentage of high school
 47.15 graduates in the most recent school year who completed course work important to
 47.16 preparing them for postsecondary academic and career opportunities, consistent with
 47.17 the core academic subjects required for admission to Minnesota's public colleges and
 47.18 universities as determined by the Office of Higher Education under chapter 136A; and

14.12 Subdivision 1. **Educational accountability and public reporting.** Consistent
 14.13 with the direction to adopt statewide academic standards under section 120B.02, the
 14.14 department, in consultation with education and other system stakeholders, must establish a
 14.15 coordinated and comprehensive system of educational accountability and public reporting
 14.16 that promotes greater academic achievement, preparation for higher academic education,
 14.17 preparation for the world of work, citizenship ~~under sections 120B.021, subdivision 1,~~
 14.18 ~~clause (4), and 120B.024, paragraph (a), clause (4), and the arts.~~

47.19 (2) a rigorous coursework measure indicating the number and percentage of high
47.20 school graduates in the most recent school year who successfully completed one or more
47.21 college-level advanced placement, international baccalaureate, postsecondary enrollment
47.22 options including concurrent enrollment, other rigorous courses of study under section
47.23 120B.021, subdivision 1a, or industry certification courses or programs.

47.24 When reporting the core measures under clauses (1) and (2), the commissioner must also
47.25 analyze and report separate categories of information using the nine student categories
47.26 identified under the federal 2001 No Child Left Behind Act and two student gender
47.27 categories of male and female, respectively, following appropriate reporting practices to
47.28 protect nonpublic student data.

47.29 (d) When reporting student performance under section 120B.36, subdivision 1, the
47.30 commissioner annually, beginning July 1, 2014, must report summary data on school
47.31 safety and students' engagement and connection at school. The summary data under this
47.32 paragraph are separate from and must not be used for any purpose related to measuring
47.33 or evaluating the performance of classroom teachers. The commissioner, in consultation
47.34 with qualified experts on student engagement and connection and classroom teachers,
47.35 must identify highly reliable variables that generate summary data under this paragraph.
47.36 The summary data may be used at school, district, and state levels only. Any data on
48.1 individuals received, collected, or created that are used to generate the summary data
48.2 under this paragraph are nonpublic data under section 13.02, subdivision 9.

48.3 (e) For purposes of statewide educational accountability, the commissioner must
48.4 identify and report measures that demonstrate the success of school districts, school sites,
48.5 charter schools, and alternative program providers in improving the graduation outcomes
48.6 of students under this paragraph. When reporting student performance under section
48.7 120B.36, subdivision 1, the commissioner, beginning July 1, 2015, must annually report
48.8 summary data on:

48.9 (1) the four- and six-year graduation rates of students throughout the state who
48.10 are identified as at risk of not graduating or off track to graduate, including students
48.11 who are eligible to participate in a program under section 123A.05 or 124D.68, among
48.12 other students; and

48.13 (2) the success that school districts, school sites, charter schools, and alternative
48.14 program providers experience in:

48.15 (i) identifying at-risk and off-track student populations by grade;

48.16 (ii) providing successful prevention and intervention strategies for at-risk students;

48.17 (iii) providing successful recuperative and recovery or reenrollment strategies for
48.18 off-track students; and

48.19 (iv) improving the graduation outcomes of at-risk and off-track students.

48.20 For purposes of this paragraph, a student who is at risk of not graduating is a student
 48.21 in eighth or ninth grade who meets one or more of the following criteria: first enrolled in
 48.22 an English language learners program in eighth or ninth grade and may be older than other
 48.23 students enrolled in the same grade; as an eighth grader, is absent from school for at least
 48.24 20 percent of the days of instruction during the school year, is two or more years older
 48.25 than other students enrolled in the same grade, or fails multiple core academic courses; or
 48.26 as a ninth grader, fails multiple ninth grade core academic courses in English language
 48.27 arts, mathematics, science, or social studies.

48.28 For purposes of this paragraph, a student who is off track to graduate is a student
 48.29 who meets one or more of the following criteria: first enrolled in an English language
 48.30 learners program in high school and is older than other students enrolled in the same grade;
 48.31 is a returning dropout; is 16 or 17 years old and two or more academic years off track to
 48.32 graduate; is 18 years or older and two or more academic years off track to graduate; or is
 48.33 18 years or older and may graduate within one school year.

48.34 **EFFECTIVE DATE.** Paragraph (e) applies to data that are collected in the
 48.35 2014-2015 school year and later and reported annually beginning July 1, 2015, consistent
 48.36 with the recommendations the commissioner receives from recognized and qualified
 49.1 experts on improving differentiated graduation rates and establishing alternative routes to
 49.2 a standard high school diploma for at-risk and off-track students.

49.3 Sec. 13. Minnesota Statutes 2012, section 120B.36, subdivision 1, is amended to read:

49.4 Subdivision 1. **School performance report cards reports.** (a) The commissioner
 49.5 shall report student academic performance under section 120B.35, subdivision 2; the
 49.6 percentages of students showing low, medium, and high growth under section 120B.35,
 49.7 subdivision 3, paragraph (b); school safety and student engagement and connection
 49.8 under section 120B.35, subdivision 3, paragraph (d); rigorous coursework under section
 49.9 120B.35, subdivision 3, paragraph (c); the percentage of students whose progress and
 49.10 performance levels are meeting career and college readiness benchmarks under section
 49.11 120B.30, subdivision 1; longitudinal data on district and school progress in reducing
 49.12 disparities in students' academic achievement under section 124D.861, subdivision 3; two
 49.13 separate student-to-teacher ratios that clearly indicate the definition of teacher consistent
 49.14 with sections 122A.06 and 122A.15 for purposes of determining these ratios; staff
 49.15 characteristics excluding salaries; student enrollment demographics; district mobility; and
 49.16 extracurricular activities. The report also must indicate a school's adequate yearly progress
 49.17 status under applicable federal law, and must not set any designations applicable to high-
 49.18 and low-performing schools due solely to adequate yearly progress status.

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56.9 Sec. 6. Minnesota Statutes 2012, section 120B.36, subdivision 1, is amended to read:

56.10 Subdivision 1. **School performance report cards reports.** (a) The commissioner
 56.11 shall report student academic performance under section 120B.35, subdivision 2; the
 56.12 percentages of students showing low, medium, and high growth under section 120B.35,
 56.13 subdivision 3, paragraph (b); school safety and student engagement and connection
 56.14 under section 120B.35, subdivision 3, paragraph (d); rigorous coursework under section
 56.15 120B.35, subdivision 3, paragraph (c); the percentage of students whose progress and
 56.16 performance levels are meeting career and college readiness benchmarks under section
 56.17 120B.30, subdivision 1; two separate student-to-teacher ratios that clearly indicate the
 56.18 definition of teacher consistent with sections 122A.06 and 122A.15 for purposes of
 56.19 determining these ratios; staff characteristics excluding salaries; student enrollment
 56.20 demographics; district mobility; and extracurricular activities. The report also must
 56.21 indicate a school's adequate yearly progress status under applicable federal law, and must
 56.22 not set any designations applicable to high- and low-performing schools due solely to
 56.23 adequate yearly progress status.

49.19 (b) The commissioner shall develop, annually update, and post on the department
49.20 Web site school performance ~~report cards~~ reports.

49.21 (c) The commissioner must make available performance ~~report cards~~ reports by the
49.22 beginning of each school year.

49.23 (d) A school or district may appeal its adequate yearly progress status in writing to
49.24 the commissioner within 30 days of receiving the notice of its status. The commissioner's
49.25 decision to uphold or deny an appeal is final.

49.26 (e) School performance ~~report card~~ data are nonpublic data under section 13.02,
49.27 subdivision 9, until the commissioner publicly releases the data. The commissioner shall
49.28 annually post school performance ~~report cards~~ reports to the department's public Web
49.29 site no later than September 1, except that in years when the ~~report card reflects reports~~
49.30 reflect new performance standards, the commissioner shall post the school performance
49.31 ~~report cards~~ reports no later than October 1.

49.32 **EFFECTIVE DATE.** This section is effective for the 2013-2014 school year and
49.33 later.

50.1 Sec. 14. Minnesota Statutes 2012, section 124D.52, is amended by adding a
50.2 subdivision to read:

50.3 Subd. 8. **Standard high school diploma for adults.** (a) The commissioner shall
50.4 adopt rules for providing a standard high school diploma to adults who:

50.5 (1) are not eligible for kindergarten through grade 12 services;

50.6 (2) do not have a high school diploma; and

50.7 (3) successfully complete an adult basic education program of instruction approved
50.8 by the commissioner necessary to earn an adult high school diploma.

50.9 (b) Persons participating in an approved adult basic education program of instruction
50.10 must demonstrate proficiency in a standard set of competencies that reflect the knowledge
50.11 and skills sufficient to ensure that postsecondary programs and institutions and potential
50.12 employers regard persons with a standard high school diploma and persons with a
50.13 standard high school diploma for adults as equally well prepared and qualified graduates.
50.14 Approved adult basic education programs of instruction under this subdivision must issue
50.15 a standard high school diploma for adults who successfully demonstrate the competencies,
50.16 knowledge, and skills required by the program.

56.24 (b) The commissioner shall develop, annually update, and post on the department
56.25 Web site school performance ~~report cards~~ reports.

56.26 (c) The commissioner must make available performance ~~report cards~~ reports by the
56.27 beginning of each school year.

56.28 (d) A school or district may appeal its adequate yearly progress status in writing to
56.29 the commissioner within 30 days of receiving the notice of its status. The commissioner's
56.30 decision to uphold or deny an appeal is final.

56.31 (e) School performance ~~report card~~ data are nonpublic data under section 13.02,
56.32 subdivision 9, until the commissioner publicly releases the data. The commissioner shall
56.33 annually post school performance ~~report cards~~ reports to the department's public Web
56.34 site no later than September 1, except that in years when the ~~report card reflects reports~~
57.1 reflect new performance standards, the commissioner shall post the school performance
57.2 ~~report cards~~ reports no later than October 1.

57.3 **EFFECTIVE DATE.** This section is effective for the 2014-2015 school year and
57.4 later.

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78.18 Section 1. Minnesota Statutes 2012, section 124D.52, is amended by adding a
78.19 subdivision to read:

78.20 Subd. 8. **Standard high school diploma for adults.** (a) The commissioner shall
78.21 adopt rules for providing a standard adult high school diploma to persons who:

78.22 (1) are not eligible for kindergarten through grade 12 services;

78.23 (2) do not have a high school diploma; and

78.24 (3) successfully complete an adult basic education program of instruction approved
78.25 by the commissioner of education necessary to earn an adult high school diploma.

78.26 (b) Persons participating in an approved adult basic education program of instruction
78.27 must demonstrate proficiency in a standard set of competencies that reflect the knowledge
78.28 and skills sufficient to ensure that postsecondary programs and institutions and potential
78.29 employers regard persons with a standard high school diploma and persons with a standard
78.30 adult high school diploma as equally well prepared and qualified graduates. Approved
78.31 adult basic education programs of instruction under this subdivision must issue a standard
78.32 adult high school diploma to persons who successfully demonstrate proficiency in the
78.33 competencies, knowledge, and skills required by the program.

50.17 **EFFECTIVE DATE.** This section is effective the day following final enactment.

79.1 **EFFECTIVE DATE.** This section is effective July 1, 2014.

50.18 Sec. 15. **[126C.101] MINNESOTA'S WORLD'S BEST WORKFORCE.**

50.19 Subdivision 1. **Goals for the world's best workforce.** To create the world's best
50.20 workforce by 2027, Minnesota must strive to: close entirely the academic achievement
50.21 gap among all racial and ethnic groups of students and between students living in poverty
50.22 and students not living in poverty; achieve a 100 percent high school graduation rate;
50.23 achieve 100 percent grade-level literacy for students in third grade; and have 100 percent
50.24 of students attain career and college readiness before graduating from high school.

50.25 Subd. 2. **Strategic plans for attaining the world's best workforce.** (a) A school
50.26 board must formally develop, implement, and periodically review and, where appropriate,
50.27 revise a comprehensive, long-term strategic education and budget plan for student
50.28 achievement premised on research-based strategies and efforts required for a district and
50.29 school to make progress toward realizing the goals in subdivision 1. The strategic plan for
50.30 student achievement must identify the state, regional, and local structures and systems,
50.31 interdistrict, intradistrict, and in-school strategies, inclusive best education practices,
50.32 and collaborative partnerships with regional centers under subdivision 4, postsecondary
50.33 institutions, and local and regional business and industry to work effectively and efficiently
50.34 toward making all students part of the world's best workforce by 2027.

51.1 (b) The components of a board's plan may include: innovative and integrated
51.2 prekindergarten through grade 12 learning environments that include school enrollment
51.3 options; family engagement initiatives that involve families in their students' academic
51.4 life and career success; professional development opportunities for teachers, school
51.5 administrators, and other licensed school professionals focused on improving all students'
51.6 academic achievement and career and college readiness; increased programmatic
51.7 opportunities for all students, including historically underserved students, focused on rigor
51.8 in learning and career and college readiness, and recruitment and retention of teachers
51.9 and school administrators of diverse backgrounds. Plans must include at least formative
51.10 assessment practices, consistent with chapter 120B, and other instructional best practices
51.11 that inform cost-effective, research-based interventions, improve student achievement,
51.12 reduce disparities in students' academic performance, and foster students' career and
51.13 college readiness without need for postsecondary remediation.

51.14 (c) A regional center of excellence, upon request, must assist a school board with
51.15 developing, implementing, reviewing, or revising its education and budget plan.

51.16 Subd. 3. **Budgeting process.** (a) Beginning in the 2014-2015 school year, a school
51.17 board must hold at least one formal hearing by March 1 each year to report to the public
51.18 its progress in realizing the goals contained in its strategic plan for student achievement, to
51.19 review the plan components, and to revise the plan where appropriate. At the hearing, the
51.20 board must provide the public with longitudinal data from at least the three immediately
51.21 preceding school years demonstrating district and school progress in realizing its student
51.22 achievement goals, consistent with the measures for demonstrating progress in paragraph
51.23 (b). At least 30 days before the hearing, the board must post on the district Web site, in
51.24 an understandable, readily accessible format, up-to-date longitudinal data on district
51.25 and school progress. The district, by March 1, must submit to the commissioner and
51.26 its regional center of excellence in an electronic format the district's annual budget for
51.27 continuing to implement its strategic plan for student achievement.

51.28 (b) The longitudinal data required under paragraph (a) at least must be based on
51.29 one or more of the following measures and must report outcomes for all students and
51.30 specific groups of students identified under section 120B.35, subdivision 3: third grade
51.31 at-grade-level literacy rates; reductions in the disparity in academic achievement among
51.32 all racial and ethnic student groups and between students living in poverty and students not
51.33 living in poverty; high school graduation rates; rates for completing rigorous coursework;
51.34 rates for attaining career and college readiness; rates for receiving postsecondary credit
51.35 while enrolled in high school; students' engagement and connection in school; and rates
52.1 for awarding world language proficiency or high achievement certificates under section
52.2 120B.022, subdivision 1, paragraphs (b) and (c).

52.3 (c) For the 2013-2014 school year only, a board, after providing a 30-day notice on
52.4 the district Web site, must hold a formal hearing before March 1, 2014, to inform the
52.5 public about the content of its proposed strategic plan for student achievement under
52.6 this section. The board also must submit its proposed plan by March 1, 2014, to the
52.7 commissioner and its regional center of excellence in an electronic format.

52.8 Subd. 4. **Regional support.** (a) Regional centers of excellence are established to
52.9 assist and support school boards, districts, and schools in implementing this section. The
52.10 centers must collaborate with local and regional service cooperatives, postsecondary
52.11 institutions, integrated school districts, the department, children's mental health providers,
52.12 and other interested entities to equitably support school boards, districts, and schools
52.13 throughout the region. Center support may include assisting districts and schools
52.14 with common principles of effective practice, defining measurable education goals,
52.15 implementing evidence-based practices, engaging in data-driven decision making,
52.16 reducing the use of seclusion and restraints, providing multilayered levels of support,
52.17 supporting culturally responsive teaching and learning, aligning state and local academic
52.18 standards and career and college readiness benchmarks, and engaging parents, families,
52.19 youth, and the local community in district and school programs and activities.

52.20 (b) The department must help the regional centers of excellence meet staff, facilities,
52.21 and technical needs, provide the centers with programmatic support, and work with the
52.22 centers to establish a coherent statewide system of regional support, including consulting,
52.23 training, and technical support, to help school boards, districts, and schools effectively and
52.24 efficiently implement state and federal initiatives.

52.25 Subd. 5. **Evaluation.** (a) The commissioner and each regional center of excellence
52.26 must collaborate in evaluating the success of districts and schools in working effectively
52.27 and efficiently toward creating the world's best workforce by 2027. Where districts and
52.28 schools demonstrate effective use of resources and adequate progress toward realizing
52.29 plan goals, the commissioner and the regional centers of excellence must promote and
52.30 disseminate successful strategies to other districts and schools throughout the state.

52.31 (b) If the commissioner, in consultation with the affected regional center of
52.32 excellence, determines a district or charter school is not making adequate progress in
52.33 realizing its student achievement goals under this section, the department may reduce the
52.34 district's basic general education revenue by up to four percent per fiscal year, and transfer
52.35 that amount to the affected regional center of excellence for the center to use to assist the
52.36 district to effectively and efficiently realize its student achievement goals.

53.1 (c) If, after a district receives assistance under paragraph (b) for at least three
53.2 consecutive school years, the commissioner, in consultation with the affected regional
53.3 center of excellence and the affected district, identifies a school as persistently failing to
53.4 make adequate progress toward realizing the student achievement goals contained in
53.5 the strategic plan, the commissioner may require the school to implement a turnaround
53.6 strategy to improve the school's ability to effectively and efficiently realize those goals.

53.7 **EFFECTIVE DATE.** This section is effective for fiscal year 2014 and later.

53.8 Sec. 16. **STATEWIDE ASSESSMENT AND ACCOUNTABILITY; TRANSITION.**

53.9 Notwithstanding other law to the contrary, students enrolled in grade 8 in the
53.10 2005-2006 through 2012-2013 school years are eligible to be assessed under the amended
53.11 provisions of Minnesota Statutes, section 120B.30, subdivision 1, to the extent such
53.12 assessments are available, under Minnesota Statutes, section 120B.128, paragraph (c), or
53.13 under Minnesota Statutes 2012, section 120B.30, subdivision 1, paragraph (c), clauses
53.14 (1) and (2). Other measures of statewide accountability, including student performance,
53.15 preparation, rigorous course taking, engagement and connection, and transition into
53.16 postsecondary education or the workforce remain in effect.

53.17 **EFFECTIVE DATE.** This section is effective the day following final enactment.

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53.18 Sec. 17. **CAREER PATHWAYS AND TECHNICAL EDUCATION ADVISORY**
 53.19 **TASK FORCE.**

53.20 Subdivision 1. **Recommendations.** (a) A career pathways and technical education
 53.21 advisory task force is established to recommend to the Minnesota legislature, consistent
 53.22 with Minnesota Statutes, sections 120B.30, subdivision 1, and 120B.35, subdivision 3,
 53.23 how to structurally redesign secondary and postsecondary education to:

53.24 (1) improve secondary and postsecondary outcomes for students and adult learners;

53.25 (2) align secondary and postsecondary education programs serving students and
 53.26 adult learners;

53.27 (3) align secondary and postsecondary education programs and Minnesota's
 53.28 workforce needs; and

53.29 (4) measure and evaluate the combined efficacy of Minnesota's public kindergarten
 53.30 through grade 12 and postsecondary education programs.

53.31 (b) Advisory task force members, in preparing these recommendations, must
 53.32 seek the advice of education providers, employers, policy makers, and other interested
 53.33 stakeholders and must at least consider how to:

54.1 (1) better inform students about career options, occupational trends, and educational
 54.2 paths leading to viable and rewarding careers and reduce the gap between the demand for
 54.3 and preparation of a skilled Minnesota workforce;

54.4 (2) in consultation with a student's family, develop and periodically adapt, as
 54.5 needed, an education and work plan for each student aligned with the student's personal
 54.6 and professional interests, abilities, skills, and aspirations;

54.7 (3) improve monitoring of high school students' progress with targeted interventions
 54.8 and support and remove the need for remedial instruction;

54.9 (4) increase and accelerate opportunities for secondary school students to earn
 54.10 postsecondary credits leading to a certificate, industry license, or degree;

54.11 (5) better align high school courses and expectations and postsecondary
 54.12 credit-bearing courses;

54.13 (6) better align high school standards and assessments, postsecondary readiness
 54.14 measures and entrance requirements, and the expectations of Minnesota employers;

54.15 (7) increase the rates at which students complete a postsecondary certificate,
 54.16 industry license, or degree; and

57.5 Sec. 7. **CAREER PATHWAYS ADVISORY TASK FORCE.**

57.6 Subdivision 1. **Recommendations.** (a) A career pathways advisory task force
 57.7 is established to recommend to the Minnesota legislature, consistent with Minnesota
 57.8 Statutes, sections 120B.30, subdivision 1, and 120B.35, subdivision 3, how to structurally
 57.9 redesign secondary and postsecondary education to:

57.10 (1) improve secondary and postsecondary outcomes for students and adult learners;

57.11 (2) align secondary and postsecondary education programs serving students and
 57.12 adult learners;

57.13 (3) align secondary and postsecondary education programs and Minnesota's
 57.14 workforce needs; and

57.15 (4) measure and evaluate the combined efficacy of Minnesota's public kindergarten
 57.16 through grade 12 and postsecondary education programs.

57.17 (b) Advisory task force members, in preparing these recommendations, must
 57.18 seek the advice of education providers, employers, policy makers, and other interested
 57.19 stakeholders and must at least consider how to:

57.20 (1) better inform students about career options, occupational trends, and educational
 57.21 paths leading to viable and rewarding careers and reduce the gap between the demand for
 57.22 and preparation of a skilled Minnesota workforce;

57.23 (2) in consultation with a student's family, develop and periodically adapt, as
 57.24 needed, an education and work plan for each student aligned with the student's personal
 57.25 and professional interests, abilities, skills, and aspirations;

57.26 (3) improve monitoring of high school students' progress with targeted interventions
 57.27 and support and remove the need for remedial instruction;

57.28 (4) increase and accelerate opportunities for secondary school students to earn
 57.29 postsecondary credits leading to a certificate, industry license, or degree;

57.30 (5) better align high school courses and expectations and postsecondary
 57.31 credit-bearing courses;

57.32 (6) better align high school standards and assessments, postsecondary readiness
 57.33 measures and entrance requirements, and the expectations of Minnesota employers;

57.34 (7) increase the rates at which students complete a postsecondary certificate,
 57.35 industry license, or degree; and

54.17 (8) provide graduates of two-year and four-year postsecondary institutions with the
 54.18 foundational skills needed for civic engagement, ongoing employment, and continuous
 54.19 learning.

54.20 **Subd. 2. Task force membership and operation.** (a) Advisory task force members
 54.21 must include representatives of the following organizations from throughout the state:
 54.22 the Minnesota Association of Career and Technical Administrators; the Minnesota
 54.23 Association for Career and Technical Education; University of Minnesota, Minnesota
 54.24 State Colleges and Universities, and secondary and other postsecondary faculty working
 54.25 to develop career and technical educators in Minnesota; the National Research Center
 54.26 for Career and Technical Education; the Department of Education; the Department of
 54.27 Employment and Economic Development; the Minnesota Chamber of Commerce; the
 54.28 Minnesota Business Partnership; the Minnesota Board of Teaching; the Minnesota
 54.29 Association of Colleges for Teacher Education; Minnesota State Colleges and Universities
 54.30 foundational skills and general education faculty; Minnesota Secondary School Principals
 54.31 Association; Minnesota Association of School Administrators; Minnesota School
 54.32 Counselors Association; Minnesota Association of Charter Schools; and any other
 54.33 representatives selected by the task force members. The education commissioner or the
 54.34 commissioner's designee must convene the task force.

58.1 (8) provide graduates of two-year and four-year postsecondary institutions with the
 58.2 foundational skills needed for civic engagement, ongoing employment, and continuous
 58.3 learning.

58.4 **Subd. 2. Membership.** The Career Pathways Advisory Task Force shall have 15
 58.5 members appointed by July 15, 2013, as follows:

58.6 (1) one member appointed by the Minnesota Association of Career and Technical
 58.7 Administrators;

58.8 (2) one member appointed by the Minnesota Association for Career and Technical
 58.9 Education;

58.10 (3) one member appointed by the University of Minnesota who is a faculty member
 58.11 working to develop career and technical educators in Minnesota;

58.12 (4) one member appointed by the Minnesota State Colleges and Universities who is
 58.13 a faculty member working to develop career and technical educators in Minnesota;

58.14 (5) one member appointed by the National Research Center for Career and Technical
 58.15 Education;

58.16 (6) one member appointed by the Minnesota Department of Education;

58.17 (7) one member appointed by the Minnesota Board of Teaching;

58.18 (8) one member appointed by the Minnesota Association of Colleges for Teacher
 58.19 Education;

58.20 (9) one member appointed by the Minnesota State Colleges and Universities from
 58.21 faculty for foundational skills and general education; and

58.22 (10) six members appointed by the commissioner of education who have expertise in
 58.23 any of the areas with which the task force has been charged in subdivision 1.

54.35 (b) The commissioner, upon request, must provide technical assistance to the task
 54.36 force.

55.1 (c) The task force must submit its written recommendations under this section to the
 55.2 legislative committees with jurisdiction over kindergarten through grade 12 education by
 55.3 February 15, 2014.

55.4 **EFFECTIVE DATE.** This section is effective the day following final enactment.

58.24 Subd. 3. **Terms.** Each member shall serve until the task force sunsets, unless
 58.25 replaced by their appointing authority.

58.26 Subd. 4. **First meeting; acting chair; chair.** The commissioner of education shall
 58.27 convene the first meeting by August 15, 2013, and shall act as chair until the task force
 58.28 elects a chair from among its members at the first meeting.

58.29 Subd. 5. **Compensation.** The task force members shall not be compensated and
 58.30 their expenses shall not be reimbursed.

58.31 Subd. 6. **Staff; technical assistance.** The commissioner of education, on request
 58.32 by the task force, will provide technical assistance and provide staff assistance sufficient
 58.33 for the task force to carry out its duties.

58.34 Subd. 7. **Report.** By February 15, 2014, the task force shall submit a written
 58.35 report describing its recommendations to the chairs and ranking minority members of the
 59.1 legislative committees and divisions with primary jurisdiction over kindergarten through
 59.2 grade 12 education.

59.3 Subd. 8. **Sunset.** The task force expires the day after the task force reports to the
 59.4 legislature, or February 15, 2014, whichever is earlier.

59.5 **EFFECTIVE DATE.** This section is effective the day following final enactment.

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24.22 Sec. 12. **CAREER AND TECHNICAL EDUCATION ADVISORY TASK FORCE.**

24.23 Subdivision 1. **Recommendations.** (a) A career and technical education advisory
 24.24 task force is established to make recommendations to the Minnesota legislature for
 24.25 improving (1) student outcomes in grades 11 to 14, (2) alignment between secondary and
 24.26 postsecondary education programs serving students in grades 11 to 14, (3) alignment
 24.27 between education programs for students in grades 11 to 14 and Minnesota's workforce
 24.28 needs, and (4) the efficiency and cost-effectiveness of Minnesota's public secondary and
 24.29 postsecondary programs serving students in grades 11 to 14. Advisory task force members
 24.30 must examine the role of education providers, employers, policy makers, and other
 24.31 interested stakeholders in realizing these improvements.

24.32 (b) In developing recommendations for improving student outcomes, advisory task
24.33 force members must at least consider how to (1) better inform students about career options,
24.34 occupational trends, and educational paths leading to viable and rewarding careers, (2)
24.35 develop and adapt as needed an education and work plan for each student aligned with the
25.1 student's personal and professional interests, abilities, skills, and aspirations, (3) monitor,
25.2 assess, and increase students' achievement levels in high school, (4) better prepare high
25.3 school students for postsecondary education meeting their career goals, and (5) increase the
25.4 rates at which students complete a postsecondary certificate, industry license, or degree.

25.5 (c) In developing recommendations for better aligning Minnesota's secondary and
25.6 postsecondary education programs for students in grades 11 to 14, advisory task force
25.7 members must at least consider how to (1) improve monitoring of high school students'
25.8 progress to better target interventions and support and remove the need for remedial
25.9 instruction, (2) better align high school courses and expectations and postsecondary
25.10 credit-bearing courses, (3) better align high school standards and assessments with
25.11 postsecondary readiness measures and entrance requirements, and (4) increase student
25.12 persistence and completion rates.

25.13 (d) In developing recommendations for better aligning education programs for
25.14 students in grades 11 to 14 and the preparation necessary to meet Minnesota's workforce
25.15 needs, advisory task force members must at least consider how to (1) more closely
25.16 align state kindergarten through grade 12 academic standards, high school graduation
25.17 requirements, and the expectations of postsecondary institutions and Minnesota employers,
25.18 (2) enable more high school students to pursue postsecondary education and training
25.19 leading to a certificate, industry license, or degree in a high-demand and high-reward
25.20 field, (3) reduce the gap between the demand for and preparation of a skilled Minnesota
25.21 workforce, and (4) provide graduates of two-year and four-year postsecondary institutions
25.22 with the foundational skills needed for civic engagement, ongoing employment, and
25.23 continuous learning.

25.24 (e) In developing recommendations for better aligning efficient and cost-effective
25.25 secondary and postsecondary programs for students in grades 11 to 14, advisory task force
25.26 members must at least consider how to (1) give high school students earlier and increased
25.27 access to postsecondary credit-bearing courses, and (2) provide targeted interventions and
25.28 support to help high school students avoid postsecondary remedial instruction.

25.29 (f) In developing recommendations under this subdivision, advisory task force
25.30 members are encouraged to consider how to structurally redesign secondary and
25.31 postsecondary education to (1) align Minnesota's statewide high school assessment system
25.32 with measures of readiness for postsecondary education, (2) provide targeted intervention
25.33 and support to students who are at risk of not graduating or off track for graduating from
25.34 high school, (3) increase and accelerate opportunities for secondary students to earn
25.35 postsecondary credits leading to a certificate, industry license, or degree, and (4) better
26.1 understand students' personal and professional interests, abilities, skills, and aspirations
26.2 and align that understanding with postsecondary education and careers.

55.5 Sec. 18. **STANDARD ADULT HIGH SCHOOL DIPLOMA ADVISORY TASK**
55.6 **FORCE.**

55.7 (a) The commissioner of education shall appoint a nine-member advisory task
55.8 force to recommend programmatic requirements for adult basic education programs of
55.9 instruction leading to a standard adult high school diploma under Minnesota Statutes,
55.10 section 124D.52, subdivision 8.

55.11 (b) The commissioner of education must appoint representatives from the following
55.12 organizations to the task force by July 1, 2013:

55.13 (1) one employee of the Department of Education with expertise in adult basic
55.14 education;

55.15 (2) five adult basic education administrators and teachers from local adult basic
55.16 education programs located in rural, suburban, and urban areas of the state, at least one of
55.17 whom represents the Literacy Action network;

55.18 (3) one employee of the Minnesota State Colleges and Universities with expertise
55.19 in adult basic education;

55.20 (4) one employee of the Department of Employment and Economic Development
55.21 with expertise in adult basic education and employment; and

26.3 Subd. 2. **Task force membership and operation.** (a) Advisory task force
26.4 members must include representatives of the following entities selected by that entity:
26.5 the Minnesota Association of Career and Technical Administrators; the Minnesota
26.6 Association for Career and Technical Education; University of Minnesota and Minnesota
26.7 State Colleges and Universities faculty working to develop career and technical educators
26.8 in Minnesota; the National Research Center for Career and Technical Education; the
26.9 Minnesota Department of Education; the Minnesota Department of Employment and
26.10 Economic Development; the Minnesota Board of Teaching; the Minnesota Association of
26.11 Colleges for Teacher Education; and any other representatives selected by the task force
26.12 members. The education commissioner, or the commissioner's designee, must convene the
26.13 task force. Task force members are not eligible for compensation or reimbursement for
26.14 expenses related to task force activities.

26.15 (b) The education commissioner, upon request, must provide technical assistance to
26.16 the task force.

26.17 (c) The task force must submit its recommendations under this section to the
26.18 legislative committees with jurisdiction over kindergarten through grade 12 education by
26.19 February 15, 2014.

26.20 **EFFECTIVE DATE.** This section is effective the day following final enactment.

79.32 Sec. 3. **STANDARD ADULT HIGH SCHOOL DIPLOMA ADVISORY TASK**
79.33 **FORCE.**

80.1 Subdivision 1. **Establishment.** The commissioner of education shall appoint a
80.2 nine-member advisory task force to recommend programmatic requirements for adult
80.3 basic education programs of instruction leading to a standard adult high school diploma
80.4 under Minnesota Statutes, section 124D.52, subdivision 8.

80.5 Subd. 2. **Membership.** The commissioner of education must appoint representatives
80.6 from the following organizations to the task force by July 1, 2013:

80.7 (1) one employee of the Department of Education with expertise in adult basic
80.8 education;

80.9 (2) five administrators and secondary teachers with expertise in development of
80.10 education curriculum from local adult basic education programs located in rural, suburban,
80.11 and urban areas of the state, at least one of whom represents the Literacy Action network;

80.12 (3) one employee of the Minnesota State Colleges and Universities with expertise
80.13 in adult basic education;

80.14 (4) one employee of the Department of Employment and Economic Development
80.15 with expertise in adult basic education and employment; and

55.22 (5) one member of the Minnesota Chamber of Commerce familiar with adult basic
55.23 education programs under Minnesota Statutes, section 124D.52.

55.24 (c) The commissioner of education must convene the task force. Task force
55.25 members are not eligible for compensation or reimbursement for expenses related to task
55.26 force activities. The commissioner, upon request, must provide technical assistance to
55.27 task force members.

55.28 (d) By February 1, 2014, the task force must submit its recommendations to the
55.29 commissioner of education for providing a standard adult high school diploma to persons
55.30 who are not eligible for kindergarten through grade 12 services, who do not have a
55.31 high school diploma, and who successfully complete an approved adult basic education
55.32 program of instruction necessary to earn an adult high school diploma. The commissioner
55.33 must consider these recommendations when adopting rules under Minnesota Statutes,
55.34 section 124D.52, subdivision 8.

56.1 **EFFECTIVE DATE.** This section is effective the day following final enactment.

56.2 Sec. 19. **IMPLEMENTING DIFFERENTIATED GRADUATION RATE**
56.3 **MEASURES AND EXPLORING ALTERNATIVE ROUTES TO A STANDARD**
56.4 **DIPLOMA FOR AT-RISK AND OFF-TRACK STUDENTS.**

56.5 (a) To implement the requirements of Minnesota Statutes, section 120B.35,
56.6 subdivision 3, paragraph (e), the commissioner of education must consult with recognized
56.7 and qualified experts and the stakeholders listed in paragraph (b) on improving
56.8 differentiated graduation rates and establishing alternative routes to a standard high school
56.9 diploma for at-risk and off-track students throughout the state. The commissioner must
56.10 consider and recommend to the legislature:

80.16 (5) one member of the Minnesota Chamber of Commerce familiar with adult basic
80.17 education programs under Minnesota Statutes, section 124D.52.

80.23 Subd. 4. **First meeting.** The commissioner of education must convene the first
80.24 meeting of the task force by August 1, 2013.

80.30 Subd. 8. **Report.** By February 1, 2014, the task force must submit its
80.31 recommendations to the commissioner of education for providing a standard adult high
80.32 school diploma to persons who are not eligible for kindergarten through grade 12 services,
80.33 who do not have a high school diploma, and who successfully complete an approved adult
80.34 basic education program of instruction necessary to earn an adult high school diploma.
80.35 The commissioner must consider these recommendations when adopting rules under
80.36 Minnesota Statutes, section 124D.52, subdivision 8.

81.3 **EFFECTIVE DATE.** This section is effective the day following final enactment.

80.18 Subd. 3. **Duties.** The duties of the task force shall include:

80.19 (1) reviewing "Minnesota Adult Secondary Credential: a Student Strategy for
80.20 Workforce Readiness and Individual Prosperity," a report submitted in 2012 by the
80.21 Minnesota Adult Secondary Task Force, and other relevant materials; and

80.22 (2) developing specific criteria to be used in awarding the new adult diploma.

80.25 Subd. 5. **Chair.** The commissioner shall appoint a chair.

80.26 Subd. 6. **Compensation.** Task force members are not eligible for compensation or
80.27 reimbursement for expenses related to task force activities.

80.28 Subd. 7. **Assistance.** The commissioner, upon request, must provide technical
80.29 assistance to task force members.

81.1 Subd. 9. **Sunset.** The task force sunsets the day after submitting its report under
81.2 subdivision 8, or February 2, 2014, whichever is earlier.

- 56.11 (1) research-based measures that demonstrate the relative success of school
56.12 districts, school sites, charter schools, and alternative program providers in improving the
56.13 graduation outcomes of at-risk and off-track students; and
- 56.14 (2) state options for establishing alternative routes to a standard diploma consistent
56.15 with the educational accountability system under Minnesota Statutes, chapter 120B.
- 56.16 When proposing alternative routes to a standard diploma, the commissioner also must
56.17 identify highly reliable variables that generate summary data to comply with Minnesota
56.18 Statutes, section 120B.35, subdivision 3, paragraph (e), including: who initiates the
56.19 request for an alternative route; who approves the request for an alternative route; the
56.20 parameters of the alternative route process, including whether a student first must fail a
56.21 regular, state-mandated exam; and the comparability of the academic and achievement
56.22 criteria reflected in the alternative route and the standard route for a standard diploma.
56.23 The commissioner is also encouraged to identify the data, timelines, and methods needed
56.24 to evaluate and report on the alternative routes to a standard diploma once they are
56.25 implemented and the student outcomes that result from those routes.
- 56.26 (b) Stakeholders to be consulted include persons from: state-approved alternative
56.27 programs; online programs; charter schools; school boards; teachers; metropolitan school
56.28 districts; rural educators; university and college faculty with expertise in serving and
56.29 assessing at-risk and off-track students; superintendents; high school principals; and
56.30 the public. The commissioner may seek input from other interested stakeholders and
56.31 organizations with expertise to help inform the commissioner.
- 56.32 (c) The commissioner, by February 15, 2014, must develop and submit to the
56.33 education policy and finance committees of the legislature recommendations and
56.34 legislation, consistent with this section and Minnesota Statutes, section 120B.35,
56.35 subdivision 3, paragraph (e), for:
- 57.1 (1) measuring and reporting differentiated graduation rates for at-risk and off-track
57.2 students throughout the state and the success and costs that school districts, school sites,
57.3 charter schools, and alternative program providers experience in identifying and serving
57.4 at-risk or off-track student populations; and
- 57.5 (2) establishing alternative routes to a standard diploma.
- 57.6 **EFFECTIVE DATE.** This section is effective the day following final enactment
57.7 and applies to school reports beginning July 1, 2015.

UEH0630-157.8 Sec. 20. **APPROPRIATIONS.**59.6 Sec. 8. **APPROPRIATIONS.**

57.9 Subdivision 1. **Minnesota Department of Education.** The sums indicated in this
 57.10 section are appropriated from the general fund to the Department of Education for the
 57.11 fiscal years designated.

57.12 Subd. 2. **Statewide testing and reporting system.** For the statewide testing and
 57.13 reporting system under Minnesota Statutes, section 120B.30:

57.14 \$ 17,550,000 2014

57.15 \$ 20,079,000 2015

57.16 Any balance in the first year does not cancel but is available in the second year.

57.17 Subd. 3. **Educational planning and assessment system (EPAS) program.** For
 57.18 the educational planning and assessment system program under Minnesota Statutes,
 57.19 section 120B.128:

57.20 \$ 829,000 2014

57.21 \$ 0 2015

57.22 Any balance in the first year does not cancel but is available in the second year.

57.23 Sec. 21. **REVISOR'S INSTRUCTION.**

57.24 The revisor of statutes shall renumber Minnesota Statutes, section 120B.023,
 57.25 subdivision 2, as Minnesota Statutes, section 120B.021, subdivision 4. The revisor shall
 57.26 make necessary cross-reference changes consistent with the renumbering.

57.27 Sec. 22. **REPEALER.**

57.28 (a) Minnesota Rules, parts 3501.0505; 3501.0510; 3501.0515; 3501.0520;
 57.29 3501.0525; 3501.0530; 3501.0535; 3501.0540; 3501.0545; and 3501.0550, are repealed.

59.7 Subdivision 1. **Minnesota Department of Education.** The sums indicated in this
 59.8 section are appropriated from the general fund to the Department of Education for the
 59.9 fiscal years designated.

59.10 Subd. 2. **Statewide testing and reporting system.** For the statewide testing and
 59.11 reporting system under Minnesota Statutes, section 120B.30:

59.12 \$ 16,518,000 2014

59.13 \$ 19,198,000 2015

59.14 Any balance in the first year does not cancel but is available in the second year.

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14.19 Sec. 7. **REVISOR'S INSTRUCTION.**

14.20 The revisor of statutes shall renumber Minnesota Statutes, section 120B.023,
 14.21 subdivision 2, as Minnesota Statutes, section 120B.021, subdivision 4. The revisor shall
 14.22 make necessary cross-reference changes consistent with the renumbering.

14.23 Sec. 8. **REPEALER.**

14.24 Minnesota Rules, parts 3501.0505; 3501.0510; 3501.0515; 3501.0520; 3501.0525;
 14.25 3501.0530; 3501.0535; 3501.0540; 3501.0545; and 3501.0550, are repealed, effective
 14.26 for the 2014-2015 school year and later.

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57.30 (b) Minnesota Rules, parts 3501.0010; 3501.0020; 3501.0030, subparts 1, 2, 3, 4,
57.31 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, and 16; 3501.0040; 3501.0050; 3501.0060; 3501.0090;
58.1 3501.0100; 3501.0110; 3501.0120; 3501.0130; 3501.0140; 3501.0150; 3501.0160;
58.2 3501.0170; 3501.0180; 3501.0200; 3501.0210; 3501.0220; 3501.0230; 3501.0240;
58.3 3501.0250; 3501.0270; 3501.0280, subparts 1 and 2; 3501.0290; 3501.1000; 3501.1020;
58.4 3501.1030; 3501.1040; 3501.1050; 3501.1110; 3501.1120; 3501.1130; 3501.1140;
58.5 3501.1150; 3501.1160; 3501.1170; 3501.1180; and 3501.1190, are repealed.

58.6 **EFFECTIVE DATE.** This section is effective the day following final enactment.

59.15 Sec. 9. **REPEALER.**

59.16 Minnesota Rules, parts 3501.0010; 3501.0020; 3501.0030, subparts 1, 2, 3, 4, 5,
59.17 6, 7, 9, 10, 11, 12, 13, 14, 15, and 16; 3501.0040; 3501.0050; 3501.0060; 3501.0090;
59.18 3501.0100; 3501.0110; 3501.0120; 3501.0130; 3501.0140; 3501.0150; 3501.0160;
59.19 3501.0170; 3501.0180; 3501.0200; 3501.0210; 3501.0220; 3501.0230; 3501.0240;
59.20 3501.0250; 3501.0270; 3501.0280, subparts 1 and 2; 3501.0290; 3501.1000; 3501.1020;
59.21 3501.1030; 3501.1040; 3501.1050; 3501.1110; 3501.1120; 3501.1130; 3501.1140;
59.22 3501.1150; 3501.1160; 3501.1170; 3501.1180; and 3501.1190, are repealed effective the
59.23 day following final enactment.