

This Document can be made available in alternative formats upon request

State of Minnesota
HOUSE OF REPRESENTATIVES

EIGHTY-NINTH SESSION

H. F. No. 1270

02/26/2015 Authored by Urdahl and Lucero
The bill was read for the first time and referred to the Committee on Education Innovation Policy

1.1 A bill for an act
1.2 relating to education; requiring public high school students to take the Minnesota
1.3 comprehensive assessments in order to graduate; amending Minnesota Statutes
1.4 2014, sections 120B.02, subdivision 2; 120B.023, subdivision 1; 120B.30,
1.5 subdivision 1; 120B.35, subdivision 3; 120B.36, subdivision 1; 124D.861,
1.6 subdivisions 1, 3.

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

1.8 Section 1. Minnesota Statutes 2014, section 120B.02, subdivision 2, is amended to read:

1.9 Subd. 2. **Graduation requirements.** To graduate from high school, students must
1.10 demonstrate to their enrolling school district or school their satisfactory completion of
1.11 the credit requirements under section 120B.024 and their understanding of academic
1.12 standards on ~~a nationally normed college entrance exam~~ the graduation assessments under
1.13 section 120B.30, subdivision 1. A school district must adopt graduation requirements that
1.14 meet or exceed state graduation requirements established in law or rule.

1.15 **EFFECTIVE DATE.** This section is effective for the 2015-2016 school year and
1.16 later.

1.17 Sec. 2. Minnesota Statutes 2014, section 120B.023, subdivision 1, is amended to read:

1.18 Subdivision 1. **Benchmarks implement, supplement statewide academic**
1.19 **standards.** (a) The commissioner must supplement required state academic standards
1.20 with grade-level benchmarks. High school career and college-ready benchmarks may
1.21 cover more than one grade. Schools must offer and students must achieve all benchmarks
1.22 for an academic standard to satisfactorily complete that state standard.

1.23 (b) The commissioner shall publish benchmarks in the State Register and transmit
1.24 the benchmarks in any other manner that informs and guides parents, teachers, school

2.1 districts, and other interested persons and makes them accessible to the general public. The
 2.2 commissioner must ~~use~~ support incorporating career and college readiness benchmarks
 2.3 ~~in developing career and college readiness~~ summative and normative assessments under
 2.4 ~~section 120B.30~~. The commissioner may charge a reasonable fee for publications.

2.5 (c) Once established, the commissioner may change the benchmarks only with
 2.6 specific legislative authorization and after completing a review under section 120B.021,
 2.7 subdivision 4.

2.8 (d) The benchmarks are not subject to chapter 14 and section 14.386 does not apply.

2.9 **EFFECTIVE DATE.** This section is effective for the 2015-2016 school year and
 2.10 later.

2.11 Sec. 3. Minnesota Statutes 2014, section 120B.30, subdivision 1, is amended to read:

2.12 Subdivision 1. **Statewide testing.** (a)(1) The commissioner, with advice from
 2.13 experts with appropriate technical qualifications and experience and stakeholders,
 2.14 consistent with subdivision 1a, shall include in the comprehensive assessment system,
 2.15 for each grade level to be tested, state-constructed tests developed as computer-adaptive
 2.16 reading and mathematics assessments for students that are aligned with the state's required
 2.17 academic standards under section 120B.021, include multiple choice questions, and are
 2.18 administered annually to all students in grades 3 through ~~7~~ 8. Reading and mathematics
 2.19 assessments for all students in grade 8 must be aligned with the state's required reading and
 2.20 mathematics standards, be administered annually, and include multiple choice questions.
 2.21 State-developed high school tests aligned with the state's required academic standards
 2.22 under section 120B.021 and administered to all high school students in a subject other than
 2.23 writing must include multiple choice questions. The commissioner shall establish one or
 2.24 more months during which schools shall administer the tests to students each school year.

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

2.31 (2) Students enrolled in grade 8 in the ~~2010-2011 or~~ 2011-2012 school year are
 2.32 eligible to be assessed under (i) the graduation-required assessment for diploma in reading,
 2.33 mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision
 2.34 1, paragraph (c), clauses (1) and (2), (ii) the WorkKeys job skills assessment, (iii) the
 2.35 Compass college placement test, (iv) the ACT assessment for college admission, or (v) a

3.1 nationally recognized armed services vocational aptitude test. Students enrolled in grade
 3.2 8 in the 2012-2013 school year or a later school year fulfill their state graduation test
 3.3 requirements under section 120B.02, subdivision 2, by taking Minnesota comprehensive
 3.4 assessments in grade 9 for writing, grade 10 for reading, and grade 11 for mathematics.

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

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

3.9 (1) mathematics;

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

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

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

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

3.16 ~~(c) For Students enrolled in grade 8 in the 2012-2013 school year and later, students'~~
 3.17 ~~state graduation requirements, based on a longitudinal, systematic approach to student~~
 3.18 ~~education and career planning, assessment, instructional support, and evaluation, include~~
 3.19 ~~the following must:~~

3.20 (1) demonstrate understanding of required academic standards ~~on a nationally~~
 3.21 ~~normed college entrance exam and benchmarks; and~~

3.22 ~~(2) achievement and career and college readiness tests in mathematics, reading, and~~
 3.23 ~~writing, consistent with paragraph (c) and to the extent available, to monitor students'~~
 3.24 ~~continuous development of and growth in requisite knowledge and skills; analyze~~
 3.25 ~~students' progress and performance levels, identifying students' academic strengths and~~
 3.26 ~~diagnosing areas where students require curriculum or instructional adjustments, targeted~~
 3.27 ~~interventions, or remediation; and, based on analysis of students' progress and performance~~
 3.28 ~~data, determine students' learning and instructional needs and the instructional tools and~~
 3.29 ~~best practices that support academic rigor for the student; and~~

3.30 ~~(3) consistent with this paragraph and section 120B.125, (2) participate in~~
 3.31 ~~age-appropriate exploration and planning activities and career assessments to encourage~~
 3.32 ~~students to identify personally relevant career interests and aptitudes and help students and~~
 3.33 ~~their families develop a regularly reexamined transition plan for postsecondary education~~
 3.34 ~~or employment without need for postsecondary remediation.~~

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

4.4 Expectations of schools, districts, and the state for career or college readiness under
4.5 this subdivision must be comparable in rigor, clarity of purpose, and rates of student
4.6 completion. A student ~~under clause (2)~~ must receive targeted, relevant, academically
4.7 rigorous, and resourced instruction, which may include a targeted instruction and
4.8 intervention plan focused on improving the student's knowledge and skills in core subjects
4.9 so that the student has a reasonable chance to succeed in a career or college without need
4.10 for postsecondary remediation. Consistent with sections 120B.13, 124D.09, 124D.091,
4.11 124D.49, and related sections, an enrolling school or district must actively encourage a
4.12 student in grade 11 or 12 who is identified as academically ready for a career or college
4.13 to participate in courses and programs awarding college credit to high school students.
4.14 Students are not required to achieve a specified score or level of proficiency on an
4.15 assessment under this subdivision to graduate from high school.

4.16 ~~(d) To improve the secondary and postsecondary outcomes of all students, the~~
4.17 ~~alignment between secondary and postsecondary education programs and Minnesota's~~
4.18 ~~workforce needs, and the efficiency and cost-effectiveness of secondary and postsecondary~~
4.19 ~~programs, the commissioner, after consulting with the chancellor of the Minnesota State~~
4.20 ~~Colleges and Universities and using a request for proposal process, shall contract for~~
4.21 ~~a series of assessments that are consistent with this subdivision, aligned with state~~
4.22 ~~academic standards, and include career and college readiness benchmarks. Mathematics,~~
4.23 ~~reading, and writing assessments for students in grades 8 and 10 must be predictive of a~~
4.24 ~~nationally normed assessment for career and college readiness. This nationally recognized~~
4.25 ~~assessment must be a college entrance exam and given to students in grade 11. This~~
4.26 ~~series of assessments must include a college placement diagnostic exam and contain~~
4.27 ~~career exploration elements. The commissioner and the chancellor of the Minnesota~~
4.28 ~~State Colleges and Universities must collaborate in aligning instruction and assessments~~
4.29 ~~for adult basic education students and English learners to provide the students with~~
4.30 ~~diagnostic information about any targeted interventions, accommodations, modifications,~~
4.31 ~~and supports they need so that assessments and other performance measures are accessible~~
4.32 ~~to them and they may seek postsecondary education or employment without need for~~
4.33 ~~postsecondary remediation. When administering formative or summative assessments~~
4.34 ~~used to measure the academic progress, including the oral academic development, of~~
4.35 ~~English learners and inform their instruction, schools must ensure that the assessments are~~

5.1 accessible to the students and students have the modifications and supports they need to
5.2 sufficiently understand the assessments.

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

5.14 ~~(2) Students in grade 10 or 11 not yet academically ready for a career or college based~~
5.15 ~~on their growth in academic achievement between grades 8 and 10 must take the college~~
5.16 ~~placement diagnostic exam before taking the college entrance exam under clause (3).~~
5.17 ~~Students, their families, the school, and the district can then use the results of the college~~
5.18 ~~placement diagnostic exam for targeted instruction, intervention, or remediation and~~
5.19 ~~improve students' knowledge and skills in core subjects sufficient for a student to graduate~~
5.20 ~~and have a reasonable chance to succeed in a career or college without remediation.~~

5.21 ~~(3) All students except those eligible for alternative assessments must be given the~~
5.22 ~~college entrance part of these assessments in grade 11. (2) A student under this clause who~~
5.23 ~~demonstrates attainment of required state academic standards, which include career and~~
5.24 ~~college readiness benchmarks, on these assessments is academically ready for a career or~~
5.25 ~~college and is encouraged to participate in courses awarding college credit to high school~~
5.26 ~~students. Such courses and programs may include sequential courses of study within~~
5.27 ~~broad career areas and technical skill assessments that extend beyond course grades.~~

5.28 ~~(4) (3) As appropriate, students through grade 12 must continue to participate in~~
5.29 ~~targeted instruction, intervention, or remediation and be encouraged to participate in~~
5.30 ~~courses awarding college credit to high school students.~~

5.31 ~~(5) A study to determine the alignment between these assessments and state~~
5.32 ~~academic standards under this chapter must be conducted. Where alignment exists, the~~
5.33 ~~commissioner must seek federal approval to, and immediately upon receiving approval,~~
5.34 ~~replace the federally required assessments referenced under subdivision 1a and section~~
5.35 ~~120B.35, subdivision 2, with assessments under this paragraph.~~

6.1 (e) In developing, supporting, and improving students' academic readiness for a
6.2 career or college, schools, districts, and the state must have a continuum of empirically
6.3 derived, clearly defined benchmarks focused on students' attainment of knowledge and
6.4 skills so that students, their parents, and teachers know how well students must perform to
6.5 have a reasonable chance to succeed in a career or college without need for postsecondary
6.6 remediation. The commissioner, in consultation with local school officials and educators,
6.7 and Minnesota's public postsecondary institutions must ensure that the foundational
6.8 knowledge and skills for students' successful performance in postsecondary employment
6.9 or education and an articulated series of possible targeted interventions are clearly
6.10 identified and satisfy Minnesota's postsecondary admissions requirements.

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

6.14 (g) The school board granting students their diplomas may formally decide to
6.15 include a notation of high achievement on the high school diplomas of those graduating
6.16 seniors who, according to established school board criteria, demonstrate exemplary
6.17 academic achievement during high school.

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

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

6.29 (j) The commissioner shall include the following components in the statewide
6.30 public reporting system:

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

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

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

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

7.6 (k) For purposes of statewide accountability, "career and college ready" means a
7.7 high school graduate has the knowledge, skills, and competencies to successfully pursue a
7.8 career pathway, including postsecondary credit leading to a degree, diploma, certificate, or
7.9 industry-recognized credential and employment. Students who are career and college ready
7.10 are able to successfully complete credit-bearing coursework at a two- or four-year college
7.11 or university or other credit-bearing postsecondary program without need for remediation.

7.12 (l) For purposes of statewide accountability, "cultural competence," "cultural
7.13 competency," or "culturally competent" means the ability and will to interact effectively
7.14 with people of different cultures, native languages, and socioeconomic backgrounds.

7.15 **EFFECTIVE DATE.** This section is effective for the 2015-2016 school year and
7.16 later.

7.17 Sec. 4. Minnesota Statutes 2014, section 120B.35, subdivision 3, is amended to read:

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

7.23 (b) The commissioner, in consultation with a stakeholder group that includes
7.24 assessment and evaluation directors, district staff, experts in culturally responsive teaching,
7.25 and researchers, must implement a model that uses a value-added growth indicator and
7.26 includes criteria for identifying schools and school districts that demonstrate medium and
7.27 high growth under section 120B.299, subdivisions 8 and 9, and may recommend other
7.28 value-added measures under section 120B.299, subdivision 3. The model may be used
7.29 to advance educators' professional development and replicate programs that succeed in
7.30 meeting students' diverse learning needs. Data on individual teachers generated under the
7.31 model are personnel data under section 13.43. The model must allow users to:

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

7.33 (2) for all student categories, report and compare aggregated and disaggregated state
7.34 growth data using the nine student categories identified under the federal 2001 No Child

8.1 Left Behind Act and two student gender categories of male and female, respectively,
8.2 following appropriate reporting practices to protect nonpublic student data.

8.3 The commissioner must report measures of student growth, consistent with this
8.4 paragraph, including the English language development, academic progress, and oral
8.5 academic development of English learners and their native language development if the
8.6 native language is used as a language of instruction.

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

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

8.16 (2) a rigorous coursework measure indicating the number and percentage of high
8.17 school graduates in the most recent school year who successfully completed one or more
8.18 college-level advanced placement, international baccalaureate, postsecondary enrollment
8.19 options including concurrent enrollment, other rigorous courses of study under section
8.20 120B.021, subdivision 1a, or industry certification courses or programs.

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

8.26 (d) When reporting student performance under section 120B.36, subdivision 1, the
8.27 commissioner annually, beginning July 1, 2014, must report summary data on school
8.28 safety and students' engagement and connection at school. The summary data under this
8.29 paragraph are separate from and must not be used for any purpose related to measuring
8.30 or evaluating the performance of classroom teachers. The commissioner, in consultation
8.31 with qualified experts on student engagement and connection and classroom teachers,
8.32 must identify highly reliable variables that generate summary data under this paragraph.
8.33 The summary data may be used at school, district, and state levels only. Any data on
8.34 individuals received, collected, or created that are used to generate the summary data
8.35 under this paragraph are nonpublic data under section 13.02, subdivision 9.

9.1 (e) For purposes of statewide educational accountability, the commissioner must
 9.2 identify and report measures that demonstrate the success of learning year program
 9.3 providers under sections 123A.05 and 124D.68, among other such providers, in improving
 9.4 students' graduation outcomes. The commissioner, beginning July 1, 2015, must annually
 9.5 report summary data on:

9.6 (1) the four- and six-year graduation rates of students under this paragraph;

9.7 (2) the percent of students under this paragraph whose progress and performance
 9.8 levels are meeting career and college readiness benchmarks under section ~~120B.30~~,
 9.9 ~~subdivision 1~~ 120B.023; and

9.10 (3) the success that learning year program providers experience in:

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

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

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

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

9.16 The commissioner may include in the annual report summary data on other education
 9.17 providers serving a majority of students eligible to participate in a learning year program.

9.18 (f) The commissioner, in consultation with recognized experts with knowledge and
 9.19 experience in assessing the language proficiency and academic performance of English
 9.20 learners, must identify and report appropriate and effective measures to improve current
 9.21 categories of language difficulty and assessments, and monitor and report data on students'
 9.22 English proficiency levels, program placement, and academic language development,
 9.23 including oral academic language.

9.24 **EFFECTIVE DATE.** This section is effective for the 2015-2016 school year and
 9.25 later.

9.26 Sec. 5. Minnesota Statutes 2014, section 120B.36, subdivision 1, is amended to read:

9.27 Subdivision 1. **School performance reports.** (a) The commissioner shall report
 9.28 student academic performance under section 120B.35, subdivision 2; the percentages of
 9.29 students showing low, medium, and high growth under section 120B.35, subdivision
 9.30 3, paragraph (b); school safety and student engagement and connection under section
 9.31 120B.35, subdivision 3, paragraph (d); rigorous coursework under section 120B.35,
 9.32 subdivision 3, paragraph (c); the percentage of students under section 120B.35,
 9.33 subdivision 3, paragraph (b), clause (2), whose progress and performance levels are
 9.34 meeting career and college readiness benchmarks under sections ~~120B.30, subdivision 1~~
 9.35 120B.023, and 120B.35, subdivision 3, paragraph (e); longitudinal data on the progress of

10.1 eligible districts in reducing disparities in students' academic achievement and realizing
 10.2 racial and economic integration under section 124D.861; the acquisition of English, and
 10.3 where practicable, native language academic literacy, including oral academic language,
 10.4 and the academic progress of English learners under section 124D.59, subdivisions 2 and
 10.5 2a; two separate student-to-teacher ratios that clearly indicate the definition of teacher
 10.6 consistent with sections 122A.06 and 122A.15 for purposes of determining these ratios;
 10.7 staff characteristics excluding salaries; student enrollment demographics; district mobility;
 10.8 and extracurricular activities. The report also must indicate a school's adequate yearly
 10.9 progress status under applicable federal law, and must not set any designations applicable
 10.10 to high- and low-performing schools due solely to adequate yearly progress status.

10.11 (b) The commissioner shall develop, annually update, and post on the department
 10.12 Web site school performance reports.

10.13 (c) The commissioner must make available performance reports by the beginning
 10.14 of each school year.

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

10.18 (e) School performance data are nonpublic data under section 13.02, subdivision 9,
 10.19 until the commissioner publicly releases the data. The commissioner shall annually post
 10.20 school performance reports to the department's public Web site no later than September 1,
 10.21 except that in years when the reports reflect new performance standards, the commissioner
 10.22 shall post the school performance reports no later than October 1.

10.23 **EFFECTIVE DATE.** This section is effective for the 2015-2016 school year and
 10.24 later.

10.25 Sec. 6. Minnesota Statutes 2014, section 124D.861, subdivision 1, is amended to read:

10.26 Subdivision 1. **Program to close the academic achievement and opportunity gap;**
 10.27 **revenue uses.** (a) The "Achievement and Integration for Minnesota" program is established
 10.28 to pursue racial and economic integration and increase student academic achievement,
 10.29 create equitable educational opportunities, and reduce academic disparities based on
 10.30 students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

10.31 (b) For purposes of this section and section 124D.862, "eligible district" means a
 10.32 district required to submit a plan to the commissioner under Minnesota Rules governing
 10.33 school desegregation and integration, or be a member of a multidistrict integration
 10.34 collaborative that files a plan with the commissioner.

11.1 (c) Eligible districts must use the revenue under section 124D.862 to pursue
 11.2 academic achievement and racial and economic integration through: (1) integrated
 11.3 learning environments that prepare all students to be effective citizens and enhance
 11.4 social cohesion; (2) policies and curricula and trained instructors, administrators, school
 11.5 counselors, and other advocates to support and enhance integrated learning environments
 11.6 under this section, including through magnet schools, innovative, research-based
 11.7 instruction, differentiated instruction, and targeted interventions to improve achievement;
 11.8 and (3) rigorous career and college readiness programs for underserved student
 11.9 populations, ~~consistent with section 120B.30, subdivision 1~~; integrated learning
 11.10 environments to increase student academic achievement; cultural fluency, competency,
 11.11 and interaction; graduation and educational attainment rates; and parent involvement.

11.12 **EFFECTIVE DATE.** This section is effective for the 2015-2016 school year and
 11.13 later.

11.14 Sec. 7. Minnesota Statutes 2014, section 124D.861, subdivision 3, is amended to read:

11.15 Subd. 3. **Public engagement; progress report and budget process.** (a) To
 11.16 receive revenue under section 124D.862, the school board of an eligible district must
 11.17 incorporate school and district plan components under section 120B.11 into the district's
 11.18 comprehensive integration plan.

11.19 (b) A school board must hold at least one formal annual hearing to publicly report its
 11.20 progress in realizing the goals identified in its plan. At the hearing, the board must provide
 11.21 the public with longitudinal data demonstrating district and school progress in reducing
 11.22 the disparities in student academic performance among the specified categories of students
 11.23 and in realizing racial and economic integration, consistent with the district plan and the
 11.24 measures in paragraph (a). At least 30 days before the formal hearing under this paragraph,
 11.25 the board must post its plan, its preliminary analysis, relevant student performance data,
 11.26 and other longitudinal data on the district's Web site. A district must hold one hearing to
 11.27 meet the hearing requirements of both this section and section 120B.11.

11.28 (c) The district must submit a detailed budget to the commissioner by March 15 in
 11.29 the year before it implements its plan. The commissioner must review, and approve or
 11.30 disapprove the district's budget by June 1 of that year.

11.31 (d) The longitudinal data required under paragraph (a) must be based on student
 11.32 growth and progress in reading and mathematics, as defined under section 120B.30,
 11.33 subdivision 1, and student performance data and achievement reports from fully adaptive
 11.34 reading and mathematics assessments for grades 3 through 7 beginning in the 2015-2016
 11.35 school year under section 120B.30, subdivision 1a, and either (i) school enrollment

12.1 choices, (ii) the number of world language proficiency or high achievement certificates
12.2 awarded under section 120B.022, subdivision 1a, or the number of state bilingual and
12.3 multilingual seals issued under section 120B.022, subdivision 1b, or (iii) school safety
12.4 and students' engagement and connection at school under section 120B.35, subdivision 3,
12.5 paragraph (d). Additional longitudinal data may be based on: students' progress toward
12.6 achieving career and college readiness benchmarks under section ~~120B.30, subdivision~~
12.7 ~~120B.30, subdivision~~ 120B.023; or rigorous coursework completed under section 120B.35, subdivision 3,
12.8 paragraph (c), clause (2).

12.9 **EFFECTIVE DATE.** This section is effective for the 2015-2016 school year and
12.10 later.