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State of Minnesota
HOUSE OF REPRESENTATIVES

EIGHTY-NINTH SESSION

H. F. No. **194**

01/15/2015 Authored by Slocum and Bly

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; establishing additional accountability measures for charter
1.3 schools serving at-risk student populations; amending Minnesota Statutes 2014,
section 124D.10, subdivision 10.

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

1.6 Section 1. Minnesota Statutes 2014, section 124D.10, subdivision 10, is amended to
1.7 read:

1.8 Subd. 10. **Pupil performance.** (a) A charter school must design its programs to
1.9 at least meet the outcomes adopted by the commissioner for public school students. In
1.10 the absence of the commissioner's requirements, the school must meet the outcomes
1.11 contained in the contract with the authorizer. The achievement levels of the outcomes
1.12 contained in the contract may exceed the achievement levels of any outcomes adopted by
1.13 the commissioner for public school students.

1.14 (b) Notwithstanding other law to the contrary, a charter school where at least 70
1.15 percent of enrolled pupils are eligible to participate in the graduation incentives program
1.16 under section 124D.68 or where the charter school contract limits admission to pupils
1.17 eligible to participate in the graduation incentives program under section 124D.68 is
1.18 subject to statewide accountability measures applicable to public schools under chapter
1.19 120B, but consistent with the alternative measures established under this paragraph
1.20 and Minnesota Graduation Standards. For eligible schools, the written charter contract
1.21 under subdivision 6 between the charter school authorizer and the school's board of
1.22 directors shall be based on the student academic, career and college readiness, and student
1.23 engagement performance measures established under this paragraph.

2.1 (1) Thirty percent of any performance evaluation of a charter school under this
2.2 paragraph shall be based on longitudinal data showing student achievement and growth
2.3 on a nationally or state-normed assessment for groups of ten or more students who
2.4 are continuously enrolled in the charter school for at least 120 school days before the
2.5 assessment is administered.

2.6 (2) Forty percent of any student performance evaluation of a charter school under
2.7 this paragraph shall be based on demonstrated growth in any four of the following
2.8 postsecondary and workforce readiness measures, as stipulated in the charter school
2.9 contract and demonstrated by the requisite evidence: a three-year average graduation rate
2.10 for students who complete high school in four, five, or six years; a three-year graduation
2.11 rate for noncontinuously enrolled students who complete high school in seven years;
2.12 average student drop-out rate for students who leave the charter school in a single year
2.13 without pursuing an education alternative; the participation rate and composite score of
2.14 those students in a school year taking a national postsecondary or workforce readiness
2.15 assessment such as the ACT, PSAT, SAT, ACCUPLACER, or ASVAB; the percentage of
2.16 students in the 12th grade cohort as identified by the number of completed course credits
2.17 at the beginning of the school year who graduate within that school year; the percentage
2.18 of students in a school year who successfully transfer to another education program,
2.19 including those leading to a diploma, credential or degree, or care and treatment program;
2.20 the percentage of students in the previous school year who complete an education
2.21 program, receive a diploma, enroll in a postsecondary program or institution, enlist in the
2.22 military, or obtain full-time employment; the percentage of students in a school year
2.23 who successfully complete the number of course credits they need to stay on track to
2.24 graduate within an established timeline; the percentage of students in a school year who
2.25 successfully meet work certification or pre-apprenticeship program requirements; or the
2.26 percentage of students in a school year who earn dual enrollment credits through the
2.27 Postsecondary Enrollment Options Act or other dual credit program.

2.28 (3) Thirty percent of any student performance evaluation of a charter school under
2.29 this paragraph shall be based on data from any three of the following student engagement
2.30 measures applied to groups of ten or more students who are continuously enrolled in
2.31 the charter school for at least 120 days: a three-year average daily attendance rate; a
2.32 demonstrated percentage improvement in attendance by a cohort; a three-year average of
2.33 the total number of days students are reported as truant; the number of student dropouts
2.34 who enroll in the school and remain continuously enrolled throughout that school year;
2.35 the percentage of students in a school year or a 12-month period who participate in
2.36 and demonstrate growth on character and social competency assessments measuring

3.1 decision-making skills, career readiness, education or aspiration goals, and similar
3.2 characteristics or competencies; and the percentage of students in a school year who meet
3.3 the community service goals in their individual learning plan as measured by the charter
3.4 school's citizenship and community outcomes rubric.

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