

Title I, Part A: Assessments

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)

Minnesota will continue to administer the Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS). These assessments are aligned to the most recent version of Minnesota’s Academic Standards. The current assessments have been submitted to peer review. When Minnesota’s Academic Standards are revised the MCA and MTAS will be aligned to the most recent version.

2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):
 - i. Does the state administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
 Yes
 No
 - ii. If a state responds “yes” to question 2(i), does the state wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
 - a. The student instead takes the end-of-course mathematics assessment the state administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 - b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
 - c. In high school:
 1. The student takes a state-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the state administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 2. The state provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
 3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.
 Yes
 No

- iii. If a state responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the state the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

N/A

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4):

- iv. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.

Beginning in 2018 Minnesota will provide translations in Spanish, Somali and Hmong for math and science MCAs. The translations will be of academic words using a pop-up in the online test and a word list in the paper accommodation.

During stakeholder input meetings in 2016, it was determined that Minnesota’s definition for “languages other than English that are present to a significant extent in the participating student population” was the three most populous languages in Minnesota other than English, based on the 2016 home languages. As demonstrated in the table below Spanish, Somali and Hmong are the three languages other than English that are the three most populous. The table below demonstrates the significant difference between the numbers of students with these home languages in comparison to the other home languages.

Counts per Home Language based on 2016 MCA Administration

Language	Avg. per grade
Spanish	Around 4,000
Somali	Under 2,000
Hmong	Under 1,750
Karen	Under 500
Vietnamese	Under 350
Russian	Around 200
Oromo	Under 200
Ojibwa, Chippewa, Anishinaabemowin	Under 25

In 2017, Minnesota will continue to conduct research related to English learners and the most meaningful and appropriate translations presentation. This will involve literature reviews as well as stakeholder engagement with Minnesotans that speak a language other than English at home. At this time, some of our questions include the value of including audio, prioritization of adding more languages by grade level or by language, and prioritization of translated supporting documentation. Minnesota plans to have these as face-to-face meetings and webinars with discussion with educators and families of English learners and smaller user/focus groups to obtain student feedback.

- v. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

N/A

- vi. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

N/A

- vii. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
 - a. The state's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
 - b. A description of the process the state used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
 - c. As applicable, an explanation of the reasons the state has not been able to complete the development of such assessments despite making every effort.

N/A