Minnesota Department of Education

Achievement and Integration Program Guidance

In accordance with Minnesota Statutes 2013, section 124D.861-862, Minnesota's Achievement and Integration program was established to close Minnesota's academic achievement and opportunity gap.

Purpose

Participating districts are to pursue racial and economic integration and to increase academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' racial, ethnic and economic backgrounds.

Eligible districts are those required to submit a plan to the commissioner under Minnesota's School Desegregation/Integration Rule 3535.0110 and those districts that are members of a multidistrict integration collaborative that files a plan with the commissioner.

Use of Revenue

Districts must use Achievement and Integration revenue to pursue academic achievement and racial and economic integration through the strategies listed below. For the purposes of the achievement and integration program, an integrated learning environment is defined as programming designed to reduce both enrollment and academic achievement disparities based on students' racial, ethnic and economic backgrounds.

1) Integrated learning environments to prepare students to be effective citizens, and enhance social cohesion.
2) Integrated learning environments to increase cultural fluency, competency, and interaction, graduation and educational attainment rates, and family involvement.
3) Policies, curricula, and trained instructors, administrators, counselors, and other advocates to support and enhance integrated learning environments.
4) Support and enhance integrated learning environments designed to increase student academic achievement and reduce racial and economic enrollment disparities through magnet schools, innovative and research-based instruction, differentiated instruction, and targeted interventions to improve achievement.
5) Rigorous career and college readiness programs for underserved students populations consistent with Minnesota's Statewide Testing and Reporting System under 120B.30 Subd. 1.

The two parts which follow are tools for eligible school districts to use when developing achievement and integration plans and budgets as specified in Minnesota Statutes, section 124D.861 and section 124D.861-862.

PART I: OVERVIEW OF ACHIEVEMENT AND INTEGRATION PLAN REQUIREMENTS

Plan Development and Public Engagement

_____The school board of each eligible district must formally develop and implement a three-year plan. This achievement and integration plan must be incorporated into the district's World's Best Workforce Plan.

As written in the Minnesota Statutes 124D.861 Subd. 2, the district's achievement and integration plan must include the following:

Plan Goals

A district's Achievement and Integration plan must include the following two types of goals:

_____ A) Goals for reducing disparities in academic achievement among all students, and for students included in the following subgroups:

1. American Indian/Alaskan Native
2. Asian/Pacific Islander
3. Hispanic
4. Black
5. Free or Reduced Price Lunch

_____ B) Goals for increasing racial and economic integration within schools or between districts. The type of racial and economic integration goal will depend upon the district's qualifying status as a racially isolated, adjoining, or voluntary district, or a district with one or more racially identifiable schools as defined by Minnesota's School Desegregation/Integration Rule 3535.0110.

Those districts with racially identifiable schools will include one or more goals in the achievement and integration plan for increasing racial and economic integration at district schools relative to enrollment at the racially identifiable school.

Plan Components

_____Plan components may include the following:

1. Innovative integrated Pre-K to Grade 12 School Enrollment Choices designed to increase student academic achievement and to reduce racial and economic enrollment disparities.
2. Family engagement initiatives that involve families in students' academic life and success.
3. Professional development opportunities for teachers and administrators for improving academic achievement of all students.
4. Increased programmatic opportunities focused on rigor and college and career readiness for underserved students including students enrolled in an area learning centers under section 123A.05, public alternative programs under section 126C.05, subdivision 15, and contract alternative programs under section 124D.69, among other underserved students.
5. Recruitment and retention of teachers and administrators with diverse racial and ethnic backgrounds.

_____ A district must implement research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd. 2 (b)).

MDE recommends that effective interventions include the following:

- Defined and measureable goals and outcomes
- Evidence of effectiveness (experimental studies)
- Data to drive decision making
- Fidelity measures to ensure implementation as intended
- Culturally responsive components
- Alignment with state and local standards
- Family and parent/community engagement components

_____ Districts must also create efficiencies and eliminate duplicative programs and services which may include forming collaboratives or a single, seven-county metropolitan partnership of eligible districts for this purpose (Subd. 2 (c)).

Public Reporting

_____A school board must hold at least one formal annual hearing to publicly report its progress in realizing the goals included in its achievement and integration plan. At the hearing, the board must provide the public with the longitudinal data described below in order to demonstrate district and school progress in reducing the disparities in student academic performance among the specified categories of students and in realizing racial and economic integration, consistent with the district's achievement and integration plan as well as its World's Best Workforce plan (Subd. 3 (b)).

A district must hold one hearing to meet the hearing requirements for both the Achievement and Integration program and the World's Best Workforce plan (Subd. 3 (b)).

Progress Report

_____At least 30 days before this formal hearing, the board must post its achievement integration plan, its preliminary analysis, relevant student performance data, and other longitudinal data on the district website (Subd. 3 (b)).

Longitudinal Data

Districts are required to report on the following data annually to the public (Subd. 3 (d)).

1. Longitudinal data based on student growth and progress in reading and mathematics, as defined under section 120B.30, subdivision 1,
2. student performance data and achievement reports from fully adaptive reading and mathematics assessments for grades three through seven beginning in the 2015-2016 school year under section 120B.30, subdivision 1a,
3. and either
    a. school enrollment choices, this data should reflect the impact of those enrollment programs funded with district's achievement and integration revenue, or general

enrollment patterns by race/economic status that may result from academic programs included in district's plan,

b. the number of world language proficiency or high achievement certificates awarded under section 120B.022, subdivision 1, paragraphs (b) and (c),
c. or school safety, engagement, connection at school under section 120B.35, subdivision 3, paragraph (d).

4. Additional data may be based on
   a. career/college readiness (testing) at school under section 120B.30, subdivision 1, paragraph (d)
   b. or rigorous coursework (achieve/growth) completed under section 120B.35, subdivision 3, paragraph c, clause (2).

Plan Timeline and Implementation

_____A board must approve its plan and submit it to the department by March 15. Each plan has a term of three years (Subd. 4).

Budget Process and Considerations

_____To receive achievement and integration revenue, an eligible district's school board must incorporate school and district plan components from their World's Best Workforce plan into its achievement integration plan (Subd. 3 (a)).

_____ If a district that is part of a multidistrict collaborative applies for revenue to implement its achievement and integration plan, the individual district shall not receive achievement and integration revenue unless it ratifies the plan adopted by its collaborative's multidistrict council (Subd. 4).

_____The district must submit a detailed budget to the commissioner by March 15 in the year before it implements its plan. The commissioner must review, and approve or disapprove the district's budget by June 1 of that year (Subd. 3 (c)).

MDE's Achievement and Integration Budget Guidelines will include additional details on budget development and submission.

Evaluation

The commissioner must evaluate the efficacy of district plans in reducing the disparities in student academic performance among the specified categories of students within the district and in realizing racial and economic integration (Subd. 5).

The commissioner shall report evaluation results to the legislature by February 1 of every odd-numbered year (Subd. 5). In addition to reviewing data published on district's website (Subd. 3 (b)), the commissioner shall develop a form and process for districts to report on the efficacy of their respective achievement and integration plans.

Achievement and Integration Plan Alignment and Community Input

_____For districts notified by MDE of a racially identifiable school, the district's achievement and integration plan will align with the district's World's Best Workforce plan (Subd. 3) and include strategies designed to increase achievement and decrease racial and economic enrollment disparities at the identified school(s).

_____For districts within an achievement and integration collaborative, the collaborative plan will be developed with input from the Multidistrict Collaborative Council to complement and support the goals of each member district's achievement and integration plan.

_____The collaborative plan will include interdistrict enrollment programs eligible for incentive revenue within the collaborative as detailed in member district plans (Subd. 4). The purpose of the collaborative plan is to create efficiencies and eliminate duplicative achievement integration funded programs and services for member districts (124D.861 Subd. 2 (c)).

_____Districts will use the process outlined in the Minn Rule 3535.0160 & 3535.0170 to receive input on its achievement and integration plan from the districts' Community Collaboration Council (for racially identifiable schools) and/or from Multidistrict Collaboration Councils (for collaboratives established around a racially isolated district).

Part II: Revenue Requirements

Initial Revenue

The sum of the following: (1) $350 x pupil units x ratio of district's enrolled protected students from previous year to total enrollment for previous year and (2) greater of zero or 66 per cent of the difference between the district's revenue for FY 2013 and the district's revenue for FY 2014 in (1) above.

.3 percent deduction

This percentage of each district's initial revenue will be transferred to the department for oversight and accountability in the manner determined by the department.

Incentive Revenue

A district's maximum incentive revenue equals $10 per adjusted pupil unit. Districts will qualify to receive this revenue if they are implementing a voluntary plan to reduce racial and economic enrollment disparities through intradistrict and interdistrict activities included in their approved achievement and integration plan.

Revenue Uses

_____At least eighty percent of a district's achievement and integration revenue must be used for innovative and integrated learning environments, school enrollment choices, family engagement activities, and other approved programs providing direct services to students.

_____Up to twenty percent of the revenue may be used for professional development and staff development activities and a district's placement services.

_____No more than ten percent of revenue within a budget may be spent on administrative services.

_____Achievement and integration revenue must be used only for the programs approved as part of the district's achievement and integration plan.

Results of Plans
The commissioner must review the results of each district's plan at the end of the third year and determine if the district met its goals. If goals are met, the district may submit a new three-year plan.

If the district has not met its goals, the commissioner must develop an improvement plan and timeline, in consultation with the district, which identifies strategies and practices designed to meet the district's goals.

If goals are not met, the commissioner will develop a process to use up to 20 per cent of districts funds for the improvement plan until the goals are reached (Subd. 8).