

# Integration Rule and Statute Alignment Work Group

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# Charge to Work Group

## **ACHIEVEMENT AND INTEGRATION: RECOMMENDATIONS FOR CONFORMING CHANGES.**

- *The education commissioner shall review Minnesota Rules, parts 3535.0100 to 3535.0180, for consistency with Minnesota Statutes, sections 124D.861 and 124D.862, and*
- *Make recommendations to the education committees of the legislature by February 15, 2014, for*
- *Revising the rules or*
- *Amending applicable statutes.*

# 2013 Statute Changes

## 124D.861 ACHIEVEMENT AND INTEGRATION FOR MINNESOTA

### Plan Requirements

## 124D.862 ACHIEVEMENT AND INTEGRATION REVENUE

### Funding

# [124D.861] ACHIEVEMENT AND INTEGRATION FOR MINNESOTA

## **Subdivision 1. Program to close the academic achievement and opportunity gap; revenue uses.**

- (a) The "Achievement and Integration for Minnesota" program is established to pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.
- (b) For purposes of this section and section 124D.862, "eligible district" means a district required to submit a plan to the commissioner under Minnesota Rules governing school desegregation and integration, or be a member of a multidistrict integration collaborative that files a plan with the commissioner.

# 2013 Statute

## **Subdivision 1. Program to close the academic achievement and opportunity gap; revenue uses.**

(c) Eligible districts must use the revenue under section 124D.862 to pursue academic achievement and racial and economic integration through:

- (1) integrated learning environments that prepare all students to be effective citizens and enhance social cohesion;
- (2) policies and curricula and trained instructors, administrators, school counselors, and other advocates to support and enhance integrated learning environments under this section, including through magnet schools, innovative, research-based instruction, differentiated instruction, and targeted interventions to improve achievement; and

# 2013 Statute

## **Subdivision 1. Program to close the academic achievement and opportunity gap; revenue uses.**

- (3) rigorous, career and college readiness programs for underserved student populations, consistent with section 120B.30, subdivision 1; integrated learning environments to increase student academic achievement; cultural fluency, competency, and interaction; graduation and educational attainment rates; and parent involvement

# 2013 Statute

## Subd. 2. **Plan implementation; components.**

(a) The school board of each eligible district must formally develop and implement a long-term plan under this section.

The plan must be incorporated into the district's comprehensive strategic plan under section 120B.11.

# 2013 Statute

## Subd. 2. Plan implementation; components. (a) continued

Plan components may include:

- innovative and integrated prekindergarten through grade 12 learning environments that offer students school enrollment choices;
- family engagement initiatives that involve families in their students' academic life and success;
- professional development opportunities for teachers and administrators focused on improving the academic achievement of all students;
- increased programmatic opportunities focused on rigor and college and career readiness for underserved students, including students enrolled in alternative 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;
- or recruitment and retention of teachers and administrators with diverse racial and ethnic backgrounds.

# 2013 Statute

## Subd. 2. Plan implementation; components. (continued)

The plan must contain goals for:

- (1) reducing the disparities in academic achievement among all students and specific categories of students under section 120B.35, subdivision 3, paragraph (b), excluding the student categories of gender, disability, and English learners; and
- (2) increasing racial and economic integration in schools and districts.

# 2013 Statute

## Subd. 2. Plan implementation; components. (continued)

- (b) Among other requirements, an eligible district must implement effective, research-based interventions that include formative assessment practices to reduce the disparities in student academic performance among the specific categories of students as measured by student progress and growth on state reading and math assessments and as aligned with section 120B.11.
- (c) Eligible districts must create efficiencies and eliminate duplicative programs and services under this section, which may include forming collaborations or a single, seven-county metropolitan areawide partnership of eligible districts for this purpose.

# 2013 Statute

## Subd. 3. Public engagement; progress report and budget process.

- (a) To receive revenue under section 124D.862, the school board of an eligible district must incorporate school and district plan components under section 120B.11 into the district's comprehensive integration plan.
- (b) A school board must hold at least one formal annual hearing to publicly report its progress in realizing the goals identified in its plan. At the hearing, the board must provide the public with longitudinal data demonstrating 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 plan and the measures in paragraph (a).

At least 30 days before the formal hearing under this paragraph, the board must post its plan, its preliminary analysis, relevant student performance data, and other longitudinal data on the district Web site. A district must hold one hearing to meet the hearing requirements of both this section and section 120B.11

# 2013 Statute

## **Subd. 3. Public engagement; progress report and budget process.**

- (c) 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

# 2013 Statute

## Subd. 3. Public engagement; progress report and budget process.

- (d) The longitudinal data required under paragraph (a) must be based on student growth and progress in reading and mathematics, as defined under section 120B.30, subdivision 1, and student performance data and achievement reports from fully adaptive reading and mathematics assessments for grades 3 through 7 beginning in the 2015-2016 school year under section 120B.30, subdivision 1a, and either
- (i) school enrollment choices,
  - (ii) the number of world language proficiency or high achievement certificates awarded under section 120B.022, subdivision 1, paragraphs (b) and (c), or
  - (iii) (iii) school safety and students' engagement and connection at school under section 120B.35, subdivision 3, paragraph (d).

# 2013 Statute

## Subd. 3. Public engagement; progress report and budget process.

- Additional longitudinal data may be based on: students' progress toward career and college readiness under section 120B.30, subdivision 1;
- or rigorous coursework completed under section 120B.35, subdivision 3, paragraph (c), clause (2).

# 2013 Statute

## Subd. 4. Timeline and implementation.

- A board must approve its plan and submit it to the department by March 15. If a district that is part of a multidistrict council applies for revenue for a plan, the individual district shall not receive revenue unless it ratifies the plan adopted by the multidistrict council.
- Each plan has a term of three years.
- For the 2014-15 school year, an eligible district under this section must submit its plan to the commissioner for review by March 15, 2014.
- For the 2013-14 school year only, an eligible district may continue to implement its current plan until the commissioner approves a new plan under this section.

# 2013 Statute

## Subd. 5. 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.
- The commissioner shall report evaluation results to the kindergarten through grade 12 education committees of the legislature by February 1 of every odd-numbered year.

# 124D.862 ACHIEVEMENT AND INTEGRATION REVENUE

## Funding

# 2013 Statute

## Subdivision 1. Initial achievement and integration revenue.

- (a) An eligible district's initial achievement and integration revenue equals the sum of
  - (1) \$350 times the district's adjusted pupil units for that year times the ratio of the district's enrollment of protected students for the previous school year to total enrollment for the previous school year and
  - (2) the greater of zero or 66 percent of the difference between the district's integration revenue for fiscal year 2013 and the district's integration revenue for fiscal year 2014 under clause (1).
- (b) In each year, 0.3 percent of each district's initial achievement and integration revenue is transferred to the department for the oversight and accountability activities required under this section and section 124D.861.

# 2013 Statute

## **Subd. 2. Incentive revenue.**

An eligible school district's maximum incentive revenue equals \$10 per adjusted pupil unit. In order to receive this revenue, a district must be implementing a voluntary plan to reduce racial and economic enrollment disparities through intradistrict and interdistrict activities that have been approved as a part of the district's achievement and integration plan.

## **Subd. 3. Achievement and integration revenue.**

Achievement and integration revenue equals the sum of initial achievement and integration revenue and incentive revenue.

## **Subd. 4. Achievement and integration aid.**

For fiscal year 2015 and later, a district's achievement and integration aid equals 70 percent of its achievement and integration revenue.

# 2013 Statute

## **Subd. 5. Achievement and integration levy.**

A district's achievement and integration levy equals its achievement and integration revenue times the levy percentage specified in H.F. No. 677 or a similarly styled bill.

For Special School District No. 1, Minneapolis, Independent School District No. 625, St. Paul, and Independent School District No. 709, Duluth, 100 percent of the levy certified under this subdivision is shifted into the prior calendar year for purposes of sections 123B.75, subdivision 5, and 127A.441.

# 2013 Statute

## **Subd. 6. Revenue uses.**

- (a) At least 80 percent of a district's achievement and integration revenue received under this section must be used for innovative and integrated learning environments, school enrollment choices, family engagement activities, and other approved programs providing direct services to students.
- (b) Up to 20 percent of the revenue may be used for professional development and staff development activities and placement services.
- (c) No more than ten percent of the total amount of revenue may be spent on administrative services.

## **Subd. 7. Revenue reserved.**

Integration revenue received under this section must be reserved and used only for the programs authorized in subdivision 2.

# 2013 Statute

## **Subd. 8. Commissioner authority to withhold revenue.**

- (a) The commissioner must review the results of each district's integration and achievement plan by August 1 at the end of the third year of implementing the plan and determine if the district met its goals.
- (b) If a district met its goals, it may submit a new three-year plan to the commissioner for review.
- (c) If a district has not met its goals, the commissioner must:
  - (1) develop a district improvement plan and timeline, in consultation with the affected district, that identifies strategies and practices designed to meet the district's goals under this section and section 120B.11; and
  - (2) use up to 20 percent of the district's integration revenue, until the district's goals are reached, to implement the improvement plan.