



Achievement and Integration Program: Introduction

Office of Equity and Opportunity

April 2018

Office of Equity and Opportunity

- **Achievement and Integration**

- Anne Parks, Supervisor
- Yodit Tesfaye, Achievement and Integration Specialist
- Pam Booker, Achievement and Integration Specialist
- Jeanne Redfield, Administrative Assistant

- **World's Best Workforce**

- **Every Student Succeeds Act**

- Program Purpose
- Eligibility
- Program Requirements
- Plans
- Budgets
- Support

- Minnesota Statutes, section 124D.861 Achievement and Integration for Minnesota
- Minnesota Statutes, section 124D.862 Achievement and Integration Revenue
- 3535.0100-0180 School Integration/Desegregation Rules

- To increase racial and economic integration for students
- To reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds



Racially Isolated Districts: Enrollment of protected-class students district-wide is **more** than 20 percent, compared to the number of protected-class students in one of their adjoining districts.

If a district is racially isolated because of the number of enrolled American Indian students, it is not required to participate in the program if:

- American Indian students' unique academic and culturally related educational needs are being addressed by district programs.
- The district has established an American Indian Parent Advisory Committee.

Adjoining: Physically adjoin a racially isolated district.

Integration Outcomes

- Building positive relationships between students of different races, ethnicities and socioeconomic status that are sustained over time.
- Enable students to build their *own* cultural awareness, knowledge and skills to create authentic relationships with people from backgrounds different from their own.

Racially identifiable schools within a district: Enrollment of protected-class students at a school is more than 20% compared to the number of protected-class students within the district (for the same grade levels served).

Protected-Class Students

- African/Black Americans
- Asian/Pacific Americans
- Chicano/Latino Americans
- American Indian/Alaska Native
- Multiracial

Racially Isolated Districts Report

[MDE](#) > [Data Center](#) > Data Reports and Analytics

Search

Minnesota Funding Reports (MFR)

The Minnesota Department of Education (MDE) Program Finance area created the Minnesota Funding Reports (MFR) to provide state, district, school and program level funding information. An interactive search for MFR reports is available by school district, category, year and report. [Read the help document.](#)

Use the Drop Downs to identify the report of interest

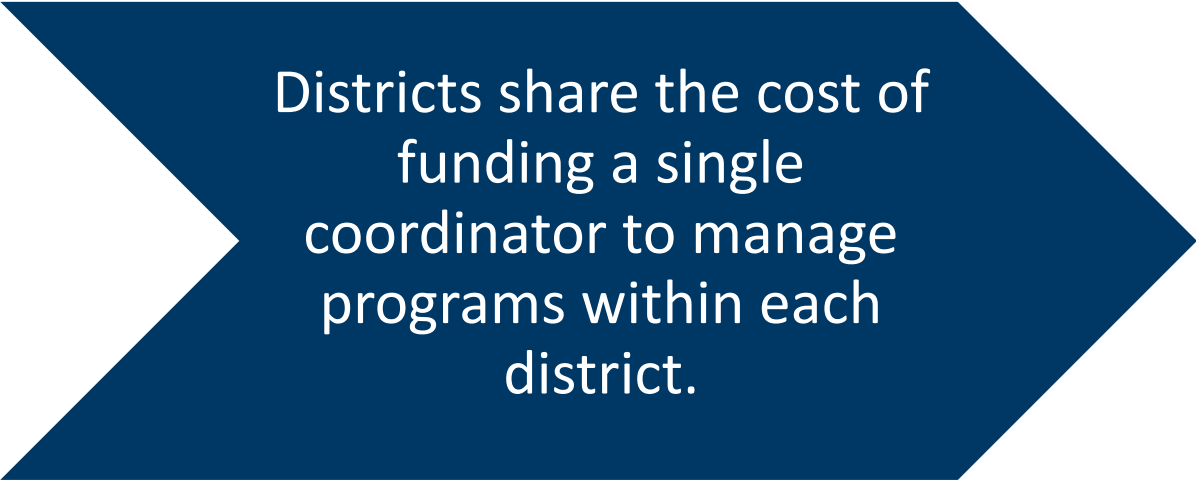
Sort District list by: Name Numb Numb
List District Types: All Standard Co-Ops

District: ANOKA-HENNEPIN PUBLIC SCHOOL DIST. (0011-01) or enter up to 5 districts:
View reports: All Reports (9999-99)
added in the last:
Category: Student
Year: 17-18
Report: Isolated Districts Report

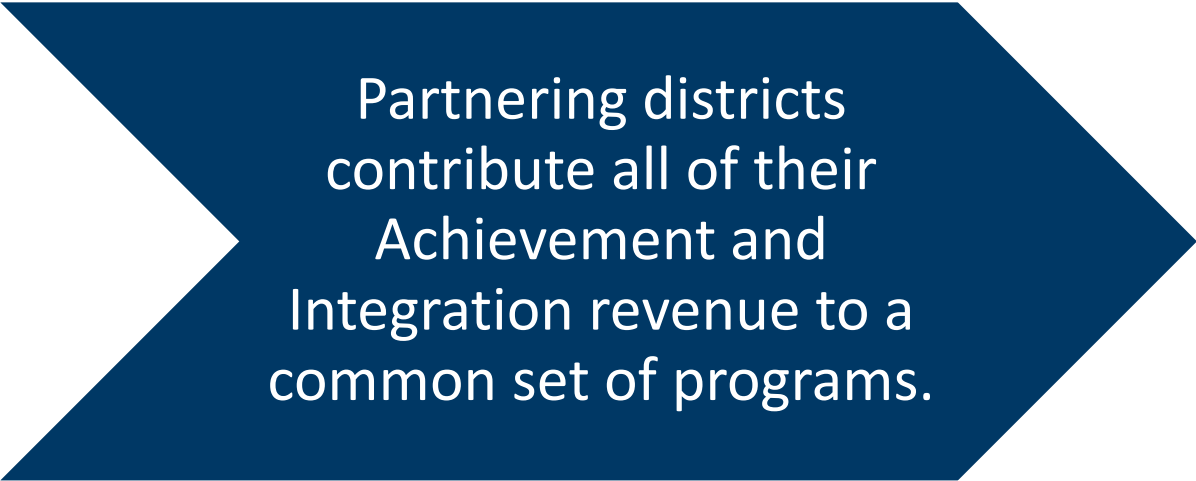
<u>District</u>	<u>Fiscal Year</u>	<u>Report Name</u>	<u>Category</u>	<u>Run Date</u>
0011-01	FY 17-18	Isolated Districts Report	Student	04/03/2018 3:43PM



Partnering Districts



Districts share the cost of funding a single coordinator to manage programs within each district.



Partnering districts contribute all of their Achievement and Integration revenue to a common set of programs.

- Your Achievement and Integration work must *create efficiencies and eliminate duplicative programs.*
- Aid flows to the districts that generate it.

Equity Criteria

- 1. Access**—Students and their families have access to rigorous, high-quality educational experiences, decision-making processes, initiatives, resources, and viable school enrollment choices.
- 2. Participation**—Enrollment and meaningful participation in rigorous college and career readiness and other academic programs, enrichment and extra-curricular programs are proportionate to enrollment when disaggregated by race, ethnicity, and economic background.
- 3. Representation**—School culture, climate, staff, curriculum are inclusive, culturally relevant, and representative of the diversity of the students and the school community.
- 4. Outcomes**—Efforts result in positive measurable outcomes for all students that are not predictable by race, ethnicity, or economic background.

(Great Lakes Equity Center 2015)

Types of Strategies

Integrated Learning
Environments

Family Engagement
Initiatives

Rigorous
Coursework and
Career and College
Readiness

Professional
Development

Recruitment and
Retention of
Diverse staff

Equitable Access to
Effective and
Diverse Teachers

Program Requirements

- Plan
- Budget
- Annual Public Meeting
- Annual Progress Reports
- Evaluation

Plan

- Districts are strongly **encouraged** to use a leadership team to develop, actively manage and evaluate the district's Achievement and Integration program.
- Use existing teams or convene one specifically for Achievement and Integration.

Leadership Team Attributes

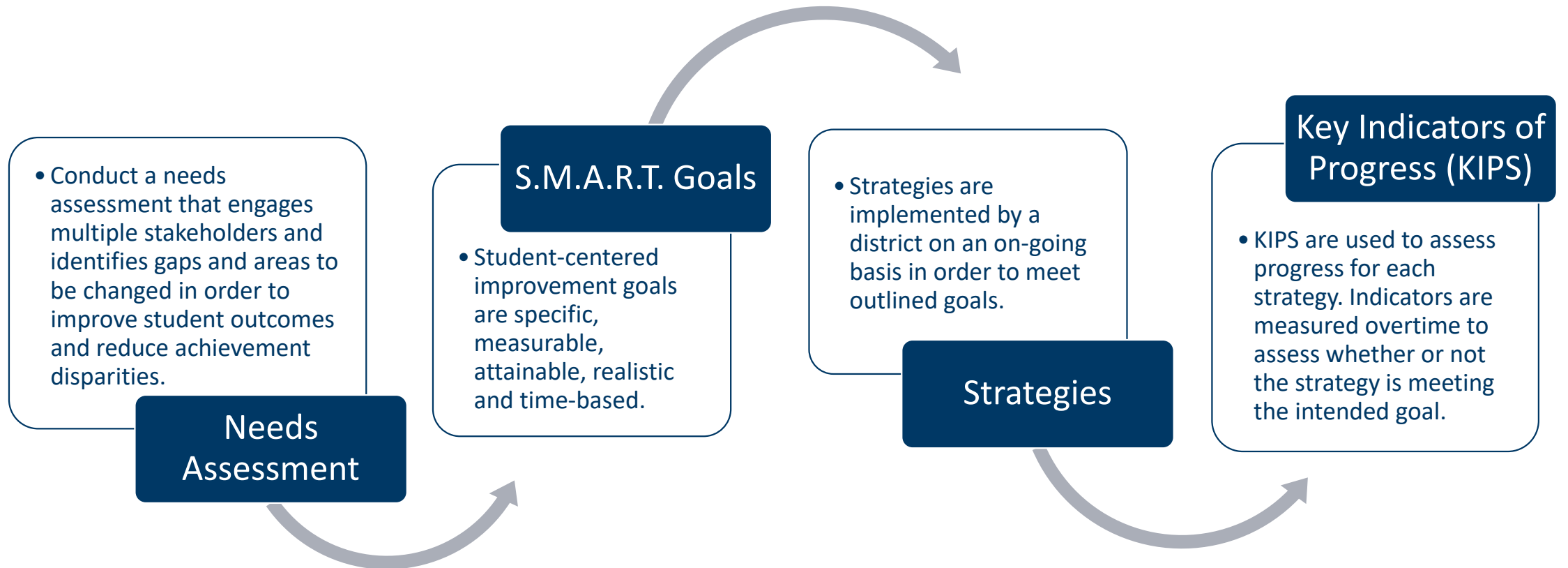
- Knowledge and understanding of equitable practices.
- Adequate time to support the implementation of Achievement and Integration interventions and improvement strategies.
- Expertise on effective, research-based strategies.
- Knowledge of how to guide program development from early exploration to sustaining full implementation.
- Skills for involving stakeholders in meaningful ways.

1. Racially Isolated and Adjoining districts create a **Multidistrict Collaborative Council (MDCC)**.
2. Racially Identifiable Schools create a **Community Collaborative Council (CCC)**.

Council membership reasonably reflects the diversity of participating districts.

Representation from the districts' American Indian Parent Advisory Committee required (if districts have 10 or more American Indian students).

Plan Development



Needs Assessment

Systems data includes policies and practices enacted by adults that impact student learning. Data collection activities include:

- Building Walkthroughs
- Classroom Visits
- Perception Surveys (Parent/Caregiver, Staff, Student)
- Equity Audits
- Curriculum Review

Outcome data reflects the result of policies and practices enacted by adults. Examples include:

- Student Enrollment
- Graduate Rates
- Discipline
- Attendance
- Standardized test scores

Sample Strategy

Goal: The ACT Scores among non-white students in District A will increase from 15 to 21 by 2020.

Aligns with WBWF Area: All students are ready for career and college.

Strategy #1 : Summer Seminar Writing Course

Type of Strategy: Integrated PK-12 Learning Environments

Narrative Description: Summer Seminar is a collaborative program between District A (Racially Isolated) and District B (Adjoining). During Summer Seminar, teachers and students entering 9th grade from both districts to come together for an intensive five-week writing course exploring themes of self identity, community, equity, and integration. Each week, students participate in a field experience that relates to the course themes, then write about their experiences.

Grade Levels to be served: 9-11

Sample Key Indicator of Progress (KIP)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020																																
<p>Summative assessment indicates growth in writing proficiency for the following groups:</p> <table border="0" data-bbox="1477 592 2331 1035"> <tr> <td>All Students</td> <td>XX%</td> <td>XX%</td> <td>XX%</td> </tr> <tr> <td>African American</td> <td>XX%</td> <td>XX%</td> <td>XX%</td> </tr> <tr> <td>American Indian</td> <td>XX%</td> <td>XX%</td> <td>XX%</td> </tr> <tr> <td>Asian</td> <td>XX%</td> <td>XX%</td> <td>XX%</td> </tr> <tr> <td>Hispanic</td> <td>XX%</td> <td>XX%</td> <td>XX%</td> </tr> <tr> <td>White</td> <td>XX%</td> <td>XX%</td> <td>XX%</td> </tr> <tr> <td>Non-FRP</td> <td>XX%</td> <td>XX%</td> <td>XX%</td> </tr> <tr> <td>FRP</td> <td>XX%</td> <td>XX%</td> <td>XX%</td> </tr> </table>	All Students	XX%	XX%	XX%	African American	XX%	XX%	XX%	American Indian	XX%	XX%	XX%	Asian	XX%	XX%	XX%	Hispanic	XX%	XX%	XX%	White	XX%	XX%	XX%	Non-FRP	XX%	XX%	XX%	FRP	XX%	XX%	XX%			
All Students	XX%	XX%	XX%																																
African American	XX%	XX%	XX%																																
American Indian	XX%	XX%	XX%																																
Asian	XX%	XX%	XX%																																
Hispanic	XX%	XX%	XX%																																
White	XX%	XX%	XX%																																
Non-FRP	XX%	XX%	XX%																																
FRP	XX%	XX%	XX%																																
<p>Pre- and post-survey of students reporting academic preparedness for 9th grade English; 10th grade English and ACT Reading/Writing disaggregated by race/ethnicity/district.</p>	80%	90%	100%																																
<p>Pre- and post-survey of students reporting increased familiarity and understanding of peers' cultural, ethnic and economic background.</p>	50%	60%	70%																																

Annual Budget



Supplement, Not Supplant

Minnesota Funding Report

[MDE > Data Center](#) > Data Reports and Analytics

Minnesota Funding Reports (MFR)

The Minnesota Department of Education (MDE) Program Finance area created the Minnesota Funding Reports (MFR) to provide state, district, school and program level funding information. An interactive search for MFR reports is available by school district, category, year and report. [Read the help document.](#)

Use the Drop Downs to identify the report of interest

Sort District list by: Name Numb Numb
List District Types: All Standard Co-Ops

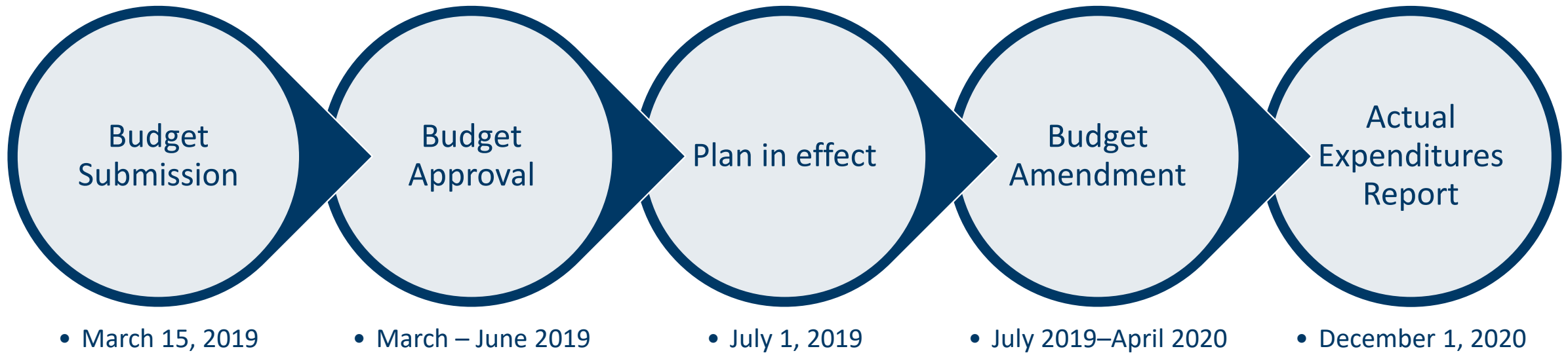
View reports added in the last:

District: ANOKA-HENNEPIN PUBLIC SCHOOL DIST. (0011-01) or enter up to 5 districts:
(9999-99)
Category: All Reports
Year: Aid Entitlement Reports
Report: 19-20
Integration Revenue Report

<u>District</u>	<u>Fiscal Year</u>	<u>Report Name</u>	<u>Category</u>	<u>Run Date</u>
0011-01	FY 19-20	Integration Revenue Report	Aid Entitlement Reports	04/05/2018 11:17AM



Budget Process



Allowable Costs

Direct Student Services Must be at least **80%** of the district's proposed budget

- Must be used for identified interventions providing direct services to students

Professional Development Can be up to **20%** of the district's proposed budget

- Proposed budget under this tab can be used for professional development, staff development activities, and placement services provided by a district. Related expenses such as consultants, supplies, food or materials used during these activities can go under the professional development tab.

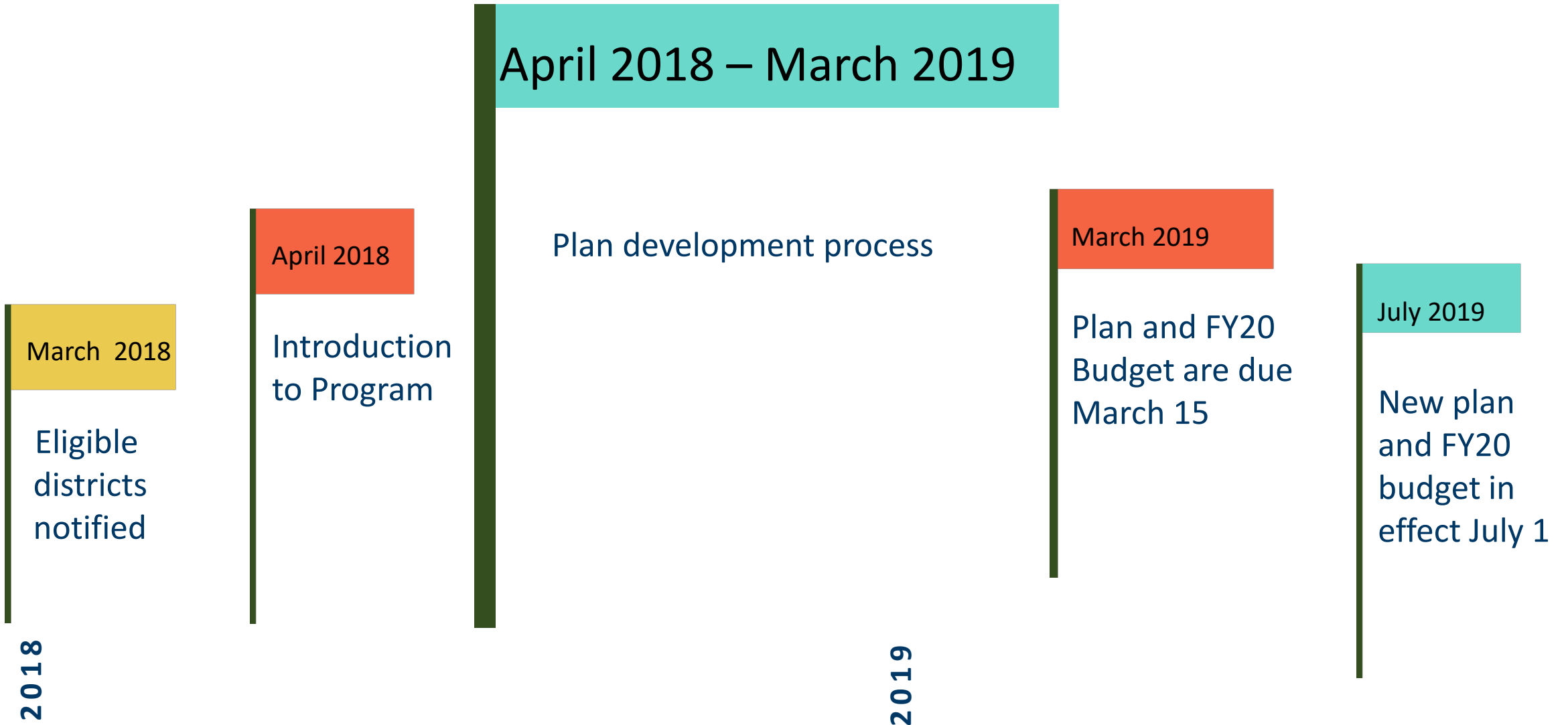
Administrative Costs Should be no more than **10%** of the proposed budget

- Proposed budget under this tab can be used to cover support costs such as supervision, program management, support staff, rent, photocopiers, and general supplies or equipment.

Reporting and Evaluation

- Annual Public Meeting
 - Districts report on progress toward plan goals along with Worlds' Best Workforce (WBWF) progress.
- Progress reports are submitted to the Minnesota Department of Education (MDE) each year.
- Plans are evaluated at the end of the three-year plan cycle.
- Legislative report submitted every odd-numbered year.

Timeline



Next Steps

Step 1: Establish working relationship with partnering district(s)



Step 2: Assemble Achievement and Integration Leadership Team



Step 3: Set up Multidistrict Collaborative Council



Step 4: Conduct a Needs Assessment



Step 5: Develop a three-year Plan with SMART Goals, Strategies, and Key Indicators of Progress (KIPS)

Webinars (overview, plans and budgets, progress reporting)

Online Resources

On-site Work Sessions

Professional Learning and Networking

Cross-divisional Support

Q & A

Thank you!

mde.integration@state.mn.us

651-582-8462