

ESTIMATE OF NCLB-RELATED STATE COSTS:

Description of Cost Categories

Note: This document describes the cost categories that Minnesota Department of Education officials used to prepare estimates of NCLB-related costs. The bulleted lists indicate the main activities for each cost category.

GENERAL ADMINISTRATIVE COSTS

- 1. Overall Management of Elementary and Secondary Education Act (ESEA) Programs and Funding**
 - Develop consolidated ESEA plan, consolidated state application workbooks, and other federally-required reports.
 - Develop and coordinate the department’s ESEA implementation strategy—for the purpose of providing direction to department, school district, and school staff.
 - Review the content of the ESEA and related federal guidance. Provide guidance to school district staff and others about what the law says and means.
 - Attend meetings, conferences, or training sessions regarding ESEA requirements.
 - Allocate federal ESEA funds to Minnesota school districts and other eligible recipients, based on formulas or competitive processes.
 - Provide assurance that fund recipients comply with legal requirements and good financial management practices.
 - Ensure that deficiencies identified through audits, monitoring, or evaluation are corrected.
 - Implement procedures to receive and resolve complaints raised regarding program administration.
 - Notify the U.S. Secretary of Education of major factors brought to MDE’s attention that have significantly affected student academic achievement.
 - Perform other general ESEA administrative duties (besides those identified in expenditure categories below).

STANDARDS

- 2. Modify Profile of Learning Standards in Reading, Math, and Science**
 - Create grade-level benchmarks.
 - Conduct other activities needed to bring the Profile of Learning standards into compliance with NCLB.

3. Develop New Minnesota Academic Standards in Reading, Math, and Science

- Create standard-setting committees.
- Research models of high-quality standards from other states.
- Convene, oversee, and support standard setting committees.
- Develop draft standards.
- Carry out public review of draft standards.
- Solicit comments from national experts.
- Revise draft standards.
- Carry out other activities needed to develop the new standards.
- Shepherd new standards through the Legislature.

***ASSESSMENT DEVELOPMENT, MAINTENANCE, AND
ADMINISTRATION***

4. Develop, Maintain, and Administer the 3rd and 5th Grade Reading and Math MCAs

- Prepare RFP for the development, maintenance, and administration of the assessments.
- Select the contractor.
- Administer the contract.
- Oversee the contractor and its work.
- Administer, support, and oversee assessment and citizen committees.
- Establish achievement levels and cut scores.
- Coordinate and oversee the overall assessment process.
- Conduct other activities related to the development, maintenance, or administration of the respective test.

5. Develop, Maintain, and Administer the 7th Grade Reading and Math MCAs

(Activities are the same as #4 above)

6. Develop, Maintain, and Administer the 10th Grade Reading MCA and 11th Grade Math MCA

(Activities are the same as #4 above)

7. Develop, Maintain, and Administer the 4th, 6th, and 8th Grade Reading and Math MCAs

(Activities are the same as #4 above)

8. Develop, Maintain, and Administer the Grades 3-5, 6-9, and 10-12 Science MCAs

(Activities are the same as #4 above)

9. Develop, Maintain, and Administer the TEAEs

(Activities are the same as #4 above)

10. Develop, Maintain, and Administer the MNSOLOMs (Grades 3-12)

- Develop MNSOLOM.
- Establish achievement levels and cuts scores.
- Distribute MNSOLOM guidelines to districts.
- Collect assessment data from districts.
- Compile assessment data.
- Conduct other activities needed to develop, maintain, and administer the MNSOLOM.
- Coordinate and oversee the overall assessment process.

11. Develop, Maintain, and Administer the Minnesota Alternate Assessments (MAAs)

- Develop MAA.
- Establish achievement levels and cuts scores.
- Distribute MAA guidelines to districts.
- Collect assessment data from districts.
- Compile assessment data.
- Conduct other activities needed to develop, maintain, and administer the MAA.
- Coordinate and oversee the overall assessment process.

12. Coordinate the NAEP

- Coordinate NAEP assessment activities.

13. Conduct Assessment-Related Research/Evaluation (Not for AYP Determination or Report Cards)

- Conduct miscellaneous research/evaluation related to scores on the MCAs, TEAEs, MNSOLOMs, MAAs, and NAEPs. *(Note: These analyses are not for the purpose of determining AYP or preparing NCLB/state report cards.)*

IMPLEMENT A “SINGLE ACCOUNTABILITY SYSTEM”

14. Plan the “Single Accountability System” and Monitor Its Validity

- Determine (with assistance from key stakeholders) the components of the accountability system, and define the respective roles of state and local educational agencies in this system.
- Define key measures, such as “attendance” and “graduation.”
- Define “adequate yearly progress” in a way that is statistically valid and reliable—e.g., choosing minimum cell sizes for AYP determinations (proficiency and participation), deciding how data will be aggregated across grades, and deciding how AYP will be determined for special education and LEP subgroups.
- Assess the overall validity of the accountability system.
- Determine the components of the “star system” for rating all schools in the state.
- Conduct other activities required to plan for a single accountability system.

15. Calculate AYP

- Design, develop, and administer the data corrections interface used by school districts.
- Communicate with school districts regarding the AYP determination process (general information, requests for data verification, and ongoing contacts).
- Design and revise the calculation system for computing AYP.
- Improve MDE databases in order to calculate AYP (e.g., new fields in ORG unit, transitional label for LEP students, data fields to track whether individual students graduate in four years).
- Extract data from relevant databases (demographic, attendance, graduation, and testing data) and build NCLB database.
- Determine AYP status for schools and school districts.
- Design and administer a procedure by which schools and school districts may appeal preliminary AYP determinations.
- Notify parents in cases where school districts have been identified for improvement or corrective action.
- Conduct other activities required to calculate AYP.

16. Produce the NCLB Report Cards and Make Them Publicly Available

- Develop a website for the AYP lists (preliminary and final lists).
- Communicate the AYP lists to public through means other than the website (e.g., press).
- Develop and maintain websites showing comparative test score data for schools and school districts, including data for the 3rd and 5th grade tests and new tests (e.g., 7,10,11).

- Design and compile the NCLB report cards, including gathering appropriate data needed to calculate required components of the report cards. (*Note: Costs of integrating STARSS data with teacher licensing data to provide information on the percentage of classes taught by highly qualified teachers is included in #24.*)
- Make the NCLB report cards publicly available (e.g., post on website, distribute in other ways, publish in various languages).
- Conduct other activities required to produce or publish the NCLB report cards.

17. Produce the State Report Cards and Make Them Publicly Available

- Design the state report cards.
- Compile information for the state report cards (including calculating schools' performance on the star system and integrating data from various reporting systems).
- Make the state report cards publicly available (e.g., post on website, distribute in other ways, publish in various languages).
- Conduct other activities required to produce or publish the state report cards.

18. Assist School Districts in Meeting Reporting Requirements

- Provide school districts with templates for information that must be reported to parents when a school is identified for improvement.
- Help school districts meet the parents right-to-know requirements.
- Conduct other activities to help districts meet reporting requirements.

19. Recognize Outstanding Schools and Teachers

- Identify distinguished schools, as defined in federal law.
- Identify and provide financial rewards to teachers in distinguished schools.
- Conduct other activities to recognize high-performing schools.

<i>SANCTIONS AND SERVICES</i>

20. Provide Technical Assistance (Regarding Curriculum and Ways to Improve Student Achievement)

- Determine effective education methods and strategies documented in scientifically-based research.
- Help school districts to develop or identify effective curricula that are aligned with the state's academic achievement standards.

- Establish a statewide system of intensive and sustained support and improvement for school districts and schools receiving ESEA funds—including school support teams, distinguished teachers and principals, and other approaches.
- Review school and school district improvement plans—for schools and school districts that have failed to make AYP for at least two consecutive years.
- Offer technical assistance to schools or school districts identified under ESEA for school improvement, corrective action, or restructuring.
- Collect and disseminate information about effective parental involvement practices.
- Provide other technical assistance related to curriculum and improved student achievement.

21. Administer Supplemental Services

- Solicit potential providers to offer supplemental services (including annual notifications regarding application procedures).
- Write rules governing supplemental services providers (including cost of administrative law judge)
- Develop and apply criteria for selecting providers.
- Maintain an updated list of approved providers, by school district.
- Monitor the quality and effectiveness of the services offered by providers.
- Conduct other activities required to administer supplemental services.

22. Undertake Corrective Actions

- Take corrective actions regarding schools needing improvements if the local education agency fails to carry out its responsibilities.
- Take corrective actions regarding school districts needing improvement.
- Provide hearings to school districts prior to implementing corrective action.
- Notify parents and the public about corrective actions that MDE takes.
- Conduct other activities required to administer NCLB-related corrective actions.

<i>TEACHER/PARAPROFESSIONAL QUALIFICATIONS</i>

23. Adopt Policies and Plans to Implement NCLB’s Requirements Regarding Teacher/Paraprofessional Qualifications

Teachers

- Define what constitutes a highly qualified teacher.
- Develop means for current teachers who are not highly qualified to demonstrate subject matter competence (HOUSSE standard).

- Determine the baseline and the annual measurable objectives that must be attained to ensure that all teachers are highly qualified by 2005-2006 (in the aggregate and for high-poverty schools).
- Determine which teachers are not highly qualified (based on licensure area and major).
- Integrate STARSS data with teacher licensing data in order to determine the percentage of classes taught by highly qualified teachers.

Paraprofessionals

- Determine how paraprofessionals can meet the NCLB qualifications, including an option to meet a rigorous standard of quality through a formal state or local assessment.
- Develop a portable state-level credential for paraprofessionals (including obtaining legislative approval).
- Determine the baseline and targets for the percentage of qualified paraprofessionals (including the collection of data from school districts).

Miscellaneous

- Adopt other policies or plans to help ensure that teachers and paraprofessionals meet NCLB requirements.

24. Administer New Tests and Licensing Procedures Needed for Teachers/Paraprofessionals to Demonstrate Qualifications

- Validate and administer new subject-matter tests for teachers, including reimbursement of expenses for teachers validating the tests.
- Administer the licensing of paraprofessionals, including the development and administration of a test.
- Conduct other activities to assess whether teachers/paraprofessionals meet NCLB requirements.

25. Determine the State's Standard for High-Quality Professional Development and Help Districts Comply With It

- Convene the Minnesota Statewide Staff Development Advisory Council to define high-quality professional development in accordance with NCLB and to devise new reporting requirements for professional development.
- Determine the baseline and annual measurable objectives for the percentage of teachers receiving high-quality professional development (including the collection of data from school districts and revision of reporting requirements).
- Help school districts understand the NCLB definition of high-quality professional development and develop professional development activities.
- Conduct other activities related to determining professional development standards and helping school districts comply with the standards.

26. Monitor Compliance with NCLB Requirements Regarding Teacher/Paraprofessional Qualifications

- Monitor the school districts' application of the HOUSSSE standard.
- Review the progress of school districts and schools in increasing the number of highly qualified teachers and the number of teachers receiving high-quality professional development.
- Provide technical assistance to school districts (and schools within them) that fail to meet the annual measurable objectives after the second year of the state plan.
- Enter into agreements with school districts on their use of Title II funds (for districts who fail to meet the annual measurable objectives after the third year of the state plan and who have failed to make AYP for three consecutive years).
- Conduct other activities to monitor compliance with NCLB requirements regarding teacher/paraprofessional qualifications.