



Achievement and Integration Program Evaluation

Fiscal Year 2015

Report

To the

Legislature

As required by

Minnesota Statutes,

sections 124D.861 and 124D.862

COMMISSIONER:

Brenda Cassellius, Ed. D.

**Achievement and Integration Program
Evaluation**

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Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately \$ 467.17. Most of these costs involved staff time in preparing the written report. Incidental costs include paper, copying, and other office supplies.

Estimated costs are provided in accordance with Minnesota Statutes 2011, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

Evaluation Requirements

124D.861 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 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.

Background

The two Achievement and Integration (AI) program statutes referenced above were passed during the 2013 session. This legislation requires eligible districts to submit AI plans to the commissioner for review and approval. These plans are to remain in effect for three years, after which the commissioner must evaluate AI plans as described in the legislation excerpted above.

131 plans were submitted to the commissioner during Spring 2014 for review and approval. These plans are effective July 1, 2014, through June 30, 2017. By August 2017, the plans are to be evaluated to determine the extent to which they enabled districts to meet the legislative goals of reducing disparities in achievement among specified categories of students and in realizing racial and economic integration.

What follows below is an overview of the AI plan evaluation process being developed to evaluate AI plans as described above. This evaluation is scheduled to take place between July 1, 2017, and August 1, 2017.

Evaluation Process Outline

A November 2014 Memorandum of Understanding between the federal regional equity center—Great Lakes Equity Center (GLEC)—and the Minnesota Department of Education (MDE) established that the Center will assist MDE's Office of Equity and Innovation in developing resources to enhance MDE's support for Achievement and Integration (AI) program districts.

Specifically, GLEC will assist MDE with developing an Evaluation Plan which will enable the commissioner to assess the effectiveness and impact of districts' AI plans. In addition, this Evaluation Plan will include components designed to support districts' ability to identify, track and report relevant and valid evaluation information.

The table on the following page summarizes the AI program evaluation plan to date.

| Evaluation Components | Projected Outcome | Key Considerations |
|-----------------------------------|---|---|
| Needs Assessment Process | <p>School districts will be able to identify student needs based on a comprehensive, data-driven needs assessment. Districts will use that data to develop measurable goals and to implement effective targeted interventions. The following steps articulate key questions included in this process:</p> <p>Step 1: What to measure? Step 2: How to collect data? Step 3: How are data displayed? Step 4: What are our data telling us? Step 5: What actions can we take?</p> | <ul style="list-style-type: none"> ▪ Align with WBWF needs assessment. ▪ Align with the longitudinal data analysis required in statute MS 124D.861. ▪ The longitudinal data must be reported publically by districts and should, in part, provide the basis for development of each AI plan. |
| AI Goals | School districts will be able to develop measureable achievement and integration goals based on their needs assessment data. | Identify supports for assisting LEAs, prioritizing support for identifying relevant measurable goals. |
| Key Indicators of Progress (KIP) | <p>KIP will enable school districts to track and report progress toward goals on a regular basis.</p> <p>These indicators will provide a means of analyzing the impact of AI-funded interventions on reducing achievement disparities among specified student groups and increasing racial and economic integration.</p> | Identify supports for assisting districts with analyzing and reporting KIP on a regular basis. |
| Analysis of Progress Toward Goals | <p>To what extent are the AI plans reflecting the following considerations which are specific to and directly support the purpose of the AI program :</p> <ul style="list-style-type: none"> • Representation: content, course programming, decision-making, and stakeholder contributions. • Accessibility to and intentional recruitment of underrepresented groups. • Meaningful Participation: relevant, valid, leading to high quality outcomes. • High Quality Outcomes: academic and social. | <ul style="list-style-type: none"> ▪ MDE is required to evaluate the efficacy of district plans in reducing disparities in academic performance and realizing racial & economic integration (Sect. 30 Subd. 8). ▪ By August 1, 2017 MDE reviews plan results to determine if goals have been met. |

Conclusion

This report summarizes an evaluation process being developed to evaluate current AI plans by the legislative deadline of August 1 after the end of the third year of implementing the plans. The evaluation process is being designed to support

1. districts' ability to report on their progress toward plan goals,
2. the commissioner's ability to analyze the efficacy of districts' AI plans.

Current AI plans will be evaluated between June 30, 2017, and August 1, 2017. Districts will be given guidance explaining how they will be evaluated and what they will be evaluated on. The commissioner will provide technical assistance to districts on managing and reporting on data.