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Overview

When the 2011 Legislature repealed the integration revenue statute (Minn. Stat. § 124D.86), it established a 12-member advisory task force to develop recommendations “for repurposing integration revenue funds to create and sustain opportunities for students to achieve improved educational outcomes. . . .” In February 2012 the advisory task force submitted its recommendations to the legislature. The task force recommended pursuing specific academic achievement goals, identifying measures for showing annual progress in realizing those specific goals, and ensuring funding stability for districts during the transition between the current and repurposed programs, among other recommendations. This legislation proposes to implement those task force recommendations.

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- 1 School performance report cards.** Makes longitudinal data on district and school progress in reducing disparities in students’ academic achievement under the program to close the academic achievement and opportunity gap a component of Minnesota’s school performance report card.
- 2 Achievement and integration for Minnesota.**
 - Subd. 1. Program to close the academic achievement and opportunity gap.** Establishes a program to promote diversity, pursue racial and economic integration, and increase student academic achievement and equitable educational opportunities in Minnesota public schools. Requires the program to serve students from diverse backgrounds and locations. Allows eligible school districts to use achievement and

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integration revenue to pursue racial and economic integration in schools through (1) in-school educational practices and integrated learning environments and (2) policies, curricula, and advocates to support these practices and environments, which must promote increased student academic achievement, cultural fluency, graduation and educational attainment rates, and parent involvement.

Subd. 2. Plan components. (a) Directs the school board of each eligible school district to develop and implement a long-term plan using collaborative structures and systems, in-school strategies, inclusive best educational practices, and partnerships with higher education institutions and industries. Provides examples of plan components including innovative and integrated preK-12 learning environments that offer enrollment choices, family engagement initiatives, professional development opportunities, increased programmatic opportunities focused on rigor and college and career readiness for underserved students, and recruitment and retention of teachers and administrators with diverse backgrounds. Requires the plan to specify district and school goals for reducing the disparity in academic achievement among all racial and ethnic categories of students and promoting racial and economic integration over time.

(b) Requires an eligible district to implement a cost-effective, research-based intervention that includes formative assessment practices to reduce the disparity in student academic achievement between the highest and lowest performing racial and ethnic categories of students as measured by students' proficiency on state reading and math assessments.

(c) Requires eligible districts to collaborate in creating efficiencies and eliminating duplication of programs and services under this section, which may include forming a single, seven-county metropolitan areawide partnership of school districts.

Subd. 3. Biennial progress; budget process. (a) As a condition of receiving achievement and integration revenue, requires the school board of an eligible district to hold at least one formal hearing by March 1 in the year preceding the current biennium to report to the public its progress in realizing the goals identified in its plan. Requires the school board to provide the public with longitudinal data showing district and school progress in reducing the disparity in academic achievement among all racial and ethnic categories of students and in promoting racial and economic integration. Also requires the district to submit to the education commissioner by March 1 in the year preceding the current biennium a detailed biennial budget for continuing to implement its plan; requires the commissioner to review and approve or disapprove the plan by June 1 in that same year.

(b) Lists six measures districts may use to comply with the requirement for longitudinal data, including the number of world language proficiency or high achievement certificates, student growth and progress toward proficiency in reading or math, adequate yearly progress, preparation for postsecondary academic and career opportunities, completion of rigorous course work, or school safety and student engagement and connection at school.

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Subd. 4. Evaluation. Directs the education commissioner to evaluate the efficacy of district plans in reducing the disparity in academic achievement among all racial and ethnic categories of students and report the commissioner's findings to the legislature by February 1 every fourth year beginning February 1, 2017.

Makes this section effective for fiscal year 2014 and later.

3 Achievement and integration revenue.

Subd. 1. Eligibility. Makes school district eligibility for achievement and integration revenue contingent upon the district having a commissioner-approved biennial achievement and integration plan.

Subd. 2. Achievement and integration revenue. (a) Establishes an achievement and integration revenue formula equal to the sum of (1) an unspecified amount per pupil unit plus (2) an unspecified amount times the district's pupil units for that year times the ratio of the district's enrollment of protected students to the district's total student enrollment for the previous school year.

(b) Transfers .02 percent of a district's achievement and integration revenue to the education department for oversight and accountability activities.

(c) Reduces by an unspecified percent the revenue of a district that does not meet its achievement goals.

(d) Proportionally reallocates any revenue saved under paragraph (c) to those districts meeting their achievement goals.

Subd. 3. Achievement and integration aid. Declares that a district's achievement and integration aid equals 70 percent of its achievement and integration revenue.

Subd. 4. Achievement and integration levy. Declares that a district's achievement and integration levy equals the difference between its achievement and integration revenue and its achievement and integration aid.

Subd. 5. Incentive revenue. Establishes an unspecified amount per pupil unit as a district's maximum incentive revenue. In order to receive this revenue, requires a district to have implemented a voluntary plan to reduce racial enrollment disparities through intradistrict and interdistrict activities that are part of a commissioner-approved district plan.

Subd. 6. Revenue reserved. Reserves and allows achievement and integration revenue to be used only for programs under subdivision 7.

Subd. 7. Revenue uses. Requires at least 80 percent of achievement and integration revenue to be used for innovative and integrated learning environments, family engagement activities, and other approved programs directing serving students. Allows up to 20 percent of this revenue to be used for professional and staff

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development activities; does not allow more than 10 percent of the revenue to be used for administrative expenditures.

Makes this section effective for fiscal year 2014 and later.