

# Achievement & Integration Plan Information and Presentation

# What is the Achievement & Integration Program?

- This A&I program was established to:
  - Increase racial and economic integration
  - Reduce achievement disparities
  - Increase access to effective and diverse teachers
- 21-23 [Plan linked here](#) - also found on our district website
- 24-26 [Plan linked here](#) - once approved by MDE, will be available on district website
- No major changes in next program plan
  - \*will share more about changes in upcoming slide
- Note: The Achievement & Integration Plan can be edited/updated at any time with approval from Minnesota Department of Education

# How do districts get identified and receive revenue?

- **Racially Isolated (RI):** Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.
- **Adjoining:** District physically adjoins a racially isolated district.
- **Racially Identifiable School (RIS):** Enrollment of protected-class students at a school is more than 20 percent, compared to the number of protected-class students within the district (for the same grade levels served).
- **Voluntary:** District participates voluntarily when geographically feasible. Participation must be approved by the Minnesota Department of Education (MDE).

# What is a racially identifiable school?

- When the difference of enrolled protected students at a school is more than 20 percent when compared to the district's average for students in the same grade levels, the school with the higher percentage is considered a racially identifiable school (RIS).

*\*Districts that are racially isolated or have a racially identifiable school are required to be in the A&I program.*

# What does the phrase “protected class students” refer to?

- When determining which districts are eligible for this program, protected class students means students who self-report as being in one of the race and ethnicity categories used by school districts and MDE to track student enrollment. These categories are African/Black Americans, Asian/Pacific Americans, Chicano/Latino Americans, American Indian/Alaskan Native, and multi-racial.

# Is Achievement and Integration revenue provided through a grant?

- Achievement and Integration revenue is not administered as a grant.
- It is a 70 percent aid, 30 percent levy appropriation.
- A&I aid payments are made to districts through the state's education IDEAS aid system.

# How is A&I funding calculated?

$$\frac{\$350 \times \text{district's adjusted pupil units for the current year} \times \text{Ratio of district's enrollment of protected students (previous school year)}}{\text{Total Enrollment (previous school year)}}$$

# What do districts need to spend funding on?

Strategies aligned with Minnesota Department of Education Achievement and Integration Program Goals:

- Increase racial and economic integration
- Reduce achievement disparities
- Increase access to effective and diverse teachers



# Parameters for Achievement & Integration funding

- Alignment with Minnesota Department of Education Achievement and Integration goals
- Up to 80% Student Supports
- Up to 20% Professional Development
- Up to 10% Administrative Costs

# A&I Plan Input

- Per state statute, the A / I plan developed through input from the community (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).
  - Community collaboration council
    - Education Equity Advisory Council
  - American Indian Parent Advisory Committee
  - Staff and families at Racially Identifiable School - Myers Wilkins Elementary School

# Changes within the next A&I plan

- Adding 1 Integration Specialist and expanding direct student support of the Integration Specialist to all schools (total would now be 12)
  - New schools include: Homecroft Elementary, Lakewood Elementary, Lester Park Elementary, Stowe Elementary, Congdon Park Elementary and our district Residential schools: Arrowhead Academy, Chester Creek Academy, Merritt Creek Academy, Rockridge Academy as well as Arrowhead Regional Juvenile Correctional Center
- Changing Young Scholars Coordinator at Myers-Wilkins Elementary School to: Site Enrichment Coordinator and Young Scholars Program Facilitator
  - Young Scholars support changing from K-5 to K-2 to better align and collaborate with E-Squared @ Myers-Wilkins
  - Tier 1 grade level STEM support and manage STEM resources for Myers-Wilkins.
  - Explore, recruit and partner with community organizations, cultural experts and programs to provide Tier 1 and Tier 2 opportunities and enrichment experiences to classrooms and/or the whole site.
  - collaborate & coordinate with outside organizations and widely share enrichment opportunities/experiences on district website, social media, and expand social media presence to share enrichment opportunities at Myers-Wilkins with a goal to attract new families to Myers Wilkins and in turn, racially and economically desegregate the school
- Narrative strategy and programmatic alignment to district Multi-tiered system of support (MTSS) intervention model
- Updated Key Indicator of Progress (KIP) Goals to better align with narrative strategies and positions

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## District Wide Strategies & Supports

- Coordinator - Office of Education Equity
- Administrative Assistant - Office of Education Equity
- 12 Integration Specialists - *Adding one position and expanding service to all sites*
- Social Emotional Learning Specialist
- Family Engagement Programming
- Ojibwe Language Teacher & Coordinator
- Office of Education Equity Recruitment & Retention program
- Office of Education Equity Professional Development program

# Achievement & Integration

## Strategies & Supports for Racially Identifiable School

### Myers-Wilkins Elementary School

- Young Scholars Program- *Changing to Enrichment Coordinator & Young Scholars Program Facilitator*
- Social Emotional Learning Specialist
- Integration Specialist
- 3 Reading Interventionists (1 at Lowell to support Equitable Enrollment/School Choice)
- 1 Math Interventionist
- 2 KG classroom assistants
- Intervention Materials
- Professional Development
- In school learning opportunities and field trips
- Afterschool and summer school programming
- 2 Ojibwe Immersion classroom assistants (At Lowell to support Equitable Enrollment/School Choice)
- Equitable Enrollment Transportation Option - School Choice partnership for RIS and Lowell Elementary

Input/Thoughts/Reflections/Questions?

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