

Memorandum

To: Keith Dixon
CC: Bill Hanson, Joe Hill, Sharon Witherspoon
From: Ron Hagland
Date: 1/29/2010
Re: Office of Education Equity 2011 Budget Revision Recommendation

This is to inform you that at the regularly scheduled meeting of the Education Equity Advisory Committee of January 27, 2010, the committee passed a motion to recommend to the Duluth School Board the following:

Motion

The Education Equity Advisory Committee recommends the redirection of \$300,000 and \$786,900 from Transportation and Teachers Salaries respectively, in the Office of Education Equity budget for 2011 and dedicates those funds to programming intended to close the achievement gap.

Motion passed unanimously with no dissension and no abstention.

2011 OEE Bdgt Revision Options-Elim. Transpt./Teachers/Teach.s + Transpt./Flat %

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Cumulative	Option	1	2	3	4
Lowell Elementary Magnet School	\$ 324,192	\$ 129,421	\$ 163,400	\$ 292,821	\$ 320,950
Nettleton Elementary Magnet School	\$ 465,379	\$ 108,100	\$ 356,900	\$ 465,003	\$ 460,725
Grant Elementary Magnet School	\$ 243,776	\$ 62,479	\$ 180,600	\$ 243,079	\$ 241,338
Lincoln Park Middle Schools	\$ 103,531		\$ 86,000	\$ 86,000	\$ 102,496
Woodland Middle School	\$ 75,365	\$ -	\$ -	\$ -	\$ 74,611
Denfeld High School	\$ 91,885	\$ -	\$ -	\$ -	\$ 90,966
Central High School	\$ 104,826	\$ -	\$ -	\$ -	\$ 103,778
Morgan Park	\$ 74,564	\$ -	\$ -	\$ -	\$ 73,818
Staff Development	\$ 150,000	\$ -	\$ -	\$ -	\$ 148,500
Recruitment and Retention Budget	\$ 2,809	\$ -	\$ -	\$ -	\$ 2,781
Administrative Budget	\$ 168,590	\$ -	\$ -	\$ -	\$ 166,904
Diversity / Integration Specialist	\$ 145,292	\$ -	\$ -	\$ -	\$ 126,720
Cultural Centers	\$ 204,371	\$ -	\$ -	\$ -	\$ 202,327
Indian Education Community Liaison	\$ 35,581	\$ -	\$ -	\$ -	\$ 35,225
TOTAL CUMULATIVE	\$ 2,190,161	\$ 300,000	\$ 786,900	\$ 1,086,903	\$ 2,151,140

Purposes of Integration Funding Program	
I. Desegregation	Examples of Desegregation
"It's all about the enrollment numbers."	Bussing (forced) students to "racially isolated" sites
	Attracting students to "racially isolated" sites (Magnet Schools)**
	Changing the boundaries
	Spontaneous neighborhood population shifts
II. Integration*	Examples of Integration
	Inter-racial interaction learning activities between sites
	Interculture Competence and/or proficiency
	Inclusive Curriculum Development
	Reduction of Racism (including structural racism)
III. Closing the Achievement Gap*	Examples of Closing the Achievement Gap
	In Minnesota, determined by MCA II scores
*Staff Development on these areas, programming and approaches may apply to any of these areas.	
**Transportation funding is allowable if Desegregation is achieved, or Segregation reduced or interactive learning activities.	

**An Inclusive Developmental Design
for
Closing The Achievement Gap**

Paper # 1--- January 27, 2010

Report submitted by: Ron Hagland, OEE

Title Clarification

I believe it is important to clarify the title of this brief paper for several reasons. First, it is important to note that many people and a number of different groups within, as well as external to, ISD 709 have been involved with addressing not only closing the achievement gap, but also other disparities between white students and students of color. Second, this energy and effort has extended over a period of time and much of the planning that has gone into any program design deserves to be credited in large part to those who have been addressing these issues. Third, this effort continues and if we are to be successful should continue well into the future. All research suggests endeavors that are in the spotlight and continually evaluated are those with the highest probability of success.

Inclusive: 3. Including people of all kinds.

Developmental: 2. Process of change – the process of changing and becoming larger, stronger, or more impressive, successful, advanced, or of causing somebody or something to change in this way.

Design: 1. Create a detailed plan of something.

“Closing Achievement Gap” this phrase refers to the difference of academic test scores for white students and students of color.

In 2005 there was a Minnesota State audit of Integration Funding Program services that were being provided by district and multi-district collaborative throughout the state. Those collaborative that were scrutinized caused legislators to reconsider the effectiveness of how Integration Funding should be used. It was determined in 2009 that “closing the achievement gap” language should be added to Rule 3535 to reduce the achievement disparity between white students and students of color.

While it has long been known that an achievement gap exists, many districts including ISD 709 have either not specifically addressed the problem or have been unsuccessful in their efforts to address the problem. It is the intent of the Duluth community and ISD 709 administration to effectively address the achievement gap.

Inclusion

At this time there are four key groups involved with developing a comprehensive plan to address the achievement gap. The groups in random order are Education Equity Advisory Committee, Community Education Improvement Group, Learning Services Lead Team, Principals, and ISD 709 School Board and Administration. Many members of these various groups may serve on several of the groups involved. However, it is most important to note that the groups are representative of a broad spectrum of interests, organizations and factions from within the Duluth community. These groups as a whole are highly diverse, multiracial and reflect a gender balance.

Developmental

The number of groups and high diversity involved and provided an energetic and constructive dialogue. Some of the groups and some other group members have not been involved with these discussions as long as others. This has not hindered the discussion but has added value to input from everyone who is involved. There's a strong commitment to develop specific and strategic programming that effectively closes the achievement gap. At the same time, there is a realization that we cannot wait for a "perfect" end product to be developed. There are students who need immediate interventions, support, and assistance to achieve academically. So at the same time we are building a paradigm for the future, we are living the beginning of that paradigm today.

Design

The following design has had its origin in discussions with EEAC members, LSLT meetings, Community Education Improvement Group Administration, and Culture Center Parent Advisory Committees. To the greatest degree possible the rudimentary design offered at this time is founded on evidence-based practices.

Assumption 1: Students are individuals – Each student learns at a different rate, may learn through a different style, and is a unique listener and communicator. Therefore, an individualized learning plan is warranted for each student, regardless of where they may place on the assessment continuum. This individualized assessment system is available to teachers on a periodic and ongoing basis.

Assumption 2: An individualized assessment provides the means to develop an Individual Learning Plan (ILP) for each student. Central to the plan are the academic needs and the goals of the student. However, acknowledging students as whole persons reasonably requires the planning process to attend to other needs of the student as well.

Assumption 3: We believe that the Duluth community and ISD 709 have an array of resources to assist students in not only academic, but personal growth as well. The assessment of the student's needs should not stop at the academic realities of the students, but should include an overview of the students' reality. We view the student and the student's family as the two greatest single resources for the student success.

Assumption 4: It is not enough to have knowledge of a student's needs and resources to address those needs in the community. It is critical to develop, coordinate, track, evaluate, communicate, occasionally mediate and modify ILP's on behalf of the student. This will require a dedicated staff position that will focus on those students with the greatest immediate need.

Structural Pieces

1. Assessment

Intense

Strategic

Core

2. Interventions

Intense

Strategic

Core

3. Individual Learning Plan (ILP)—A plan that specifically addresses the immediate learning needs of a student will be developed with input from the student, teacher, parents and secondary learning resources, if necessary.

4. Learning Coach-this job position will be developed to work directly with key and secondary resources on behalf of the student's success. This position will require good writing and communication skills for the incumbent. The individual should be familiar with community resources, cultural nuances of the students and student families, community agencies, and educational system. While a teaching license is not required, it may be desired as a qualification.

The incumbent will work with resources that match the needs of the student and/or the family. The ability to establish and maintain rapport with the student and family will be critical. This

individual may occasionally provide tutoring to the student as well as oversee group study times (Camps).

5. Learning Camps – Math and Reading Camps will be times allotted with a specific focus on math and reading respectively. Ideally, there will be several different types of Camps

Day Camps—These may be held throughout the school year immediately after the school day.

Saturday Camps – these may be held on Saturday mornings to allow greater parent participation.

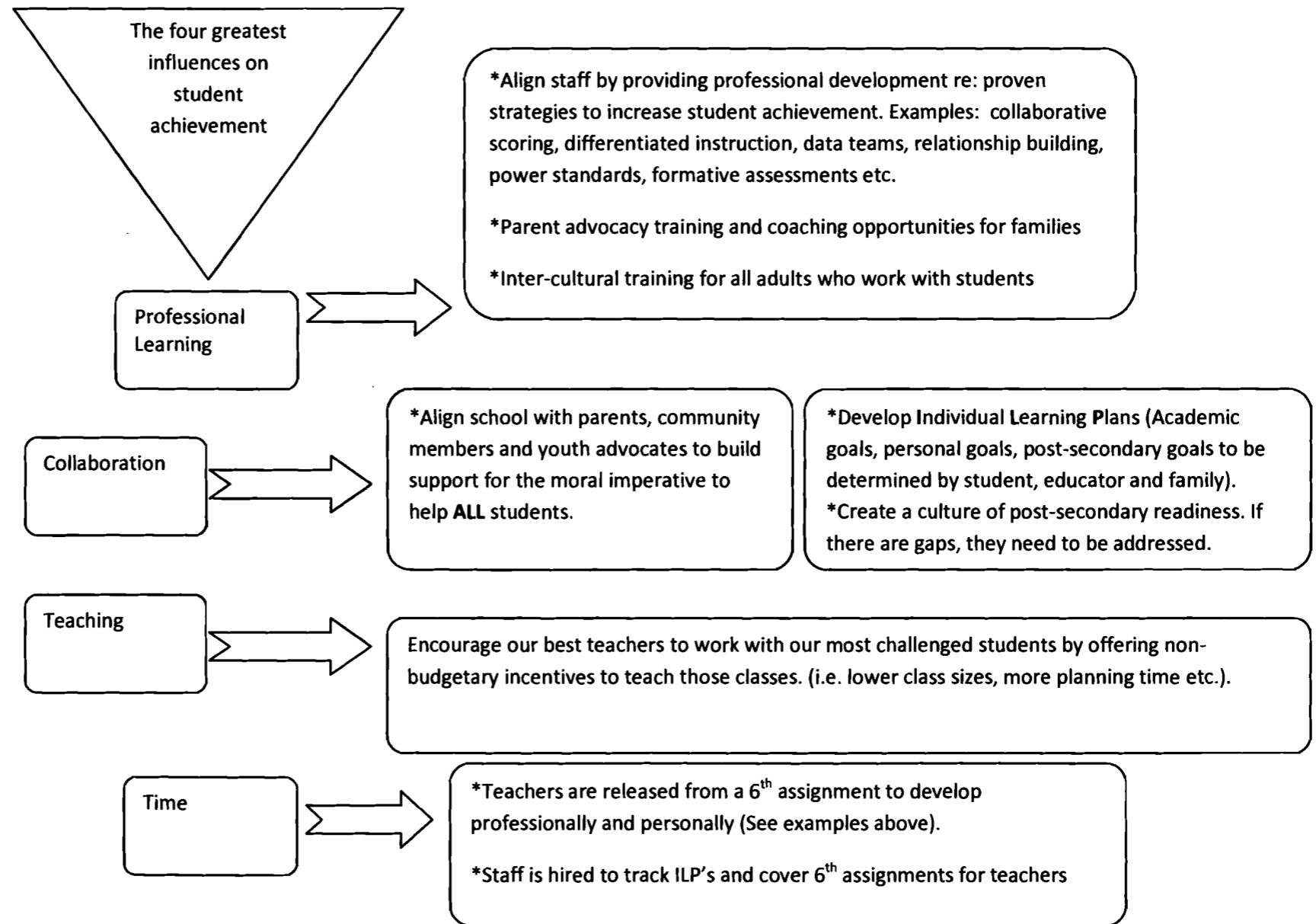
Summer Camps – these may be scheduled at the end of a school year, and prior to the new school year to reinforce math and reading retention.

6. Achievement Agreements –the Learning Coach, will develop Achievement Agreements with parents.

The above items are not all inclusive any means. We need to further sign developmentally appropriate interventions for students. Continue to pursue input from the various involved groups, Principals and Teachers.

Attached you will find a flowchart submitted today by Nathan Glockle, Assistant Principal at East High School.

Continuously assess and evaluate strategies to make necessary and immediate interventions.



“One of the most important tasks of leadership is to make what is extraordinary today become merely superior and brilliant tomorrow.”
--Douglas B. Reeves

Meeting Our Mission Raising the Bar and Closing the Achievement Gap

→ What are we investing in to meet our vision and mission?

	<i>Supported, Successful and Implemented</i>	<i>Supported and Developing</i>	<i>Challenges</i>
<i>Secondary Schools</i>	<ul style="list-style-type: none"> • Read 180 • Math/Algebra Lab • Plato Credit Recovery and Academic Preparation • Extended Day • Summer School 	<ul style="list-style-type: none"> • Focus • Co-Teaching • Excel • Individualized Learning Resource and ILP • Inter-cultural Proficiency Training • Intensive Reading Class 	Alternative Special Education Pull Outs
<i>Elementary</i>	<ul style="list-style-type: none"> • Curriculum Based Interventions – Math and Reading • Extended Day • Summer School 	<ul style="list-style-type: none"> • Excel • Individualized Learning Resource and ILP • Co-teaching • Inter-cultural Proficiency Training • Intensive Reading Class 	Alternative Special Education Pull Outs

→ How are we investing to better meet our vision and mission?

- Integration revenues
- Title revenues
- Compensatory revenues
- Targeted services revenues

**Compensatory Discretionary Allocation
Fiscal Year 06/30/2011**

<u>Elementary</u>	Enrollment 10/1/2009	Free/Red 10/1/09	Projected CompEd Allocated
Congdon Park	477	73	
Grant	206	179	\$ 201,129
Homecroft	368	86	
Lakewood	284	59	
Lester Park	322	52	
Lincoln/Piedmont	362	217	361,274
Lowell	494	168	
MacArthur	441	297	234,027
Nettleton	399	306	506,827
Rockridge	175	29	
Stowe	345	193	111,757
<u>Middle Schools</u>			
Morgan Park	592	316	186,613
Woodland/Ordean	1088	231	13,423
<u>High Schools</u>			
Central	825	267	
Denfeld	913	347	152,496
East	1296	161	
<u>Alternative</u>			
Merritt Creek Acad (081)	86	79	128,907
Focus plus (815)	10	6	
Bethany Crises (615)	4	4	
Chester Creek (575)	57	56	58,558
Woodland Hills (580)	95	87	127,907
Area Learning Ctr (611)	374	242	429,821
Lakeside Acad (640)	8	8	
Early Child SpEd (700)	213	42	
Superior Academy (630)	2	2	
Arrowhead Juv Ctr (605)	28	28	74,227
The Bridge (950)	12	6	
Teen Parent (830)	6	6	13,034
Chisholm House (581)			
 TOTAL DISTRICT	 9,482	 3,541	 \$ 2,600,000

2009 Minnesota Statutes

126C.15 BASIC SKILLS REVENUE; COMPENSATORY EDUCATION REVENUE.

Subdivision 1. **Use of revenue.** The basic skills revenue under section 126C.10, subdivision 4, must be reserved and used to meet the educational needs of pupils who enroll under-prepared to learn and whose progress toward meeting state or local content or performance standards is below the level that is appropriate for learners of their age. Any of the following may be provided to meet these learners' needs:

(1) direct instructional services under the assurance of mastery program according to section 124D.66;

(2) remedial instruction in reading, language arts, mathematics, other content areas, or study skills to improve the achievement level of these learners;

(3) additional teachers and teacher aides to provide more individualized instruction to these learners through individual tutoring, lower instructor-to-learner ratios, or team teaching;

(4) a longer school day or week during the regular school year or through a summer program that may be offered directly by the site or under a performance-based contract with a community-based organization;

(5) comprehensive and ongoing staff development consistent with district and site plans according to section 122A.60, for teachers, teacher aides, principals, and other personnel to improve their ability to identify the needs of these learners and provide appropriate remediation, intervention, accommodations, or modifications;

(6) instructional materials and technology appropriate for meeting the individual needs of these learners;

(7) programs to reduce truancy, encourage completion of high school, enhance self-concept, provide health services, provide nutrition services, provide a safe and secure learning environment, provide coordination for pupils receiving services from other governmental agencies, provide psychological services to determine the level of social, emotional, cognitive, and intellectual development, and provide counseling services, guidance services, and social work services;

(8) bilingual programs, bicultural programs, and programs for learners of limited English proficiency;

(9) all day kindergarten;

(10) extended school day and extended school year programs; and

(11) substantial parent involvement in developing and implementing remedial education or intervention plans for a learner, including learning contracts between the school, the learner, and the parent that establish achievement goals and responsibilities of the learner and the learner's parent or guardian.

2011 OEE Bdgt Revision Options-Elim. Transpt./Teachers/Teach.s + Transpt./Flat %

Cumulative	Budget	Redistribution	Revised
Lowell Elementary Magnet School	\$ 324,192	\$ 292,821	\$ 31,371
Nettleton Elementary Magnet School	\$ 465,379	\$ 465,003	\$ 376
Grant Elementary Magnet School	\$ 243,776	\$ 243,079	\$ 697
Lincoln Park Middle Schools	\$ 103,531	\$ 86,000	\$ 17,531
Woodland Middle School	\$ 75,365	\$ -	\$ 75,365
Denfeld High School	\$ 91,885	\$ -	\$ 91,885
Central High School	\$ 104,826	\$ -	\$ 104,826
Morgan Park	\$ 74,564	\$ -	\$ 74,564
Staff Development	\$ 150,000	\$ -	\$ 150,000
Recruitment and Retention Budget	\$ 2,809	\$ -	\$ 2,809
Administrative Budget	\$ 168,590	\$ -	\$ 168,590
Diversity / Integration Specialist	\$ 145,292	\$ -	\$ 145,292
Cultural Centers	\$ 204,371	\$ -	\$ 204,371
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TOTAL CUMULATIVE	\$ 2,190,161	\$ 1,086,903	\$ 1,103,258

Purposes of Integration Funding Program	
I. Desegregation	Examples of Desegregation
"It's all about the enrollment numbers."	Bussing (forced) students to "racially isolated" sites
	Attracting students to "racially isolated" sites (Magnet Schools)**
	Changing the boundaries
	Spontaneous neighborhood population shifts
II. Integration*	Examples of Integration
	Inter-racial interaction learning activities between sites
	Interculture Competence and/or proficiency
	Inclusive Curriculum Development
	Reduction of Racism (including structural racism)
III. Closing the Achievement Gap*	Examples of Closing the Achievement Gap
	In Minnesota, determined by MCA II scores
*Staff Development on these areas, programming and approaches may apply to any of these areas.	
**Transportation funding is allowable if Desegregation is achieved, or Segregation reduced.	

Title Programs - FY 10
Allocations by Site with Required Set-Asides

Site	Title 1 Basic Fin 401	Title 1 ARRA Fin 470 (one -time)	Title II Fin 414 (Staff Development)	
Districtwide	\$ 1,229,052.70	\$ 1,166,620.00	\$ 645,136.00	Title 1 District budget for both Basic and ARRA includes REQUIRED set asides for AYP = 12%, SES = up to 20%, Parent Involvement 1%, Homeless Youth Education, Neglected & Delinquent Education, Indirect Cost @ 4.81%
Denfeld	\$ 378,270.00	\$ 193,878.00		
Lincoln	\$ 245,916.00	\$ 124,827.00		Includes 10% AYP set aside
Morgan Park	\$ 285,930.00	\$ 146,550.00		Includes 10% AYP set aside
Grant School	\$ 208,761.30	\$ 106,544.00		
L MacArthur	\$ 255,960.00	\$ 131,190.00		
Nettleton	\$ 300,891.00	\$ 153,563.00		
Stowe	\$ 165,240.00	\$ 84,692.00		
St James	\$ 42,930.00	\$ 22,003.00		
NonPublics (all)			\$ 65,697.00	
Total FY 10 YTD	\$ 3,112,951.00	\$ 2,129,867.00	\$ 710,833.00	

Title I — Improving The Academic Achievement Of The Disadvantaged

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by —

- (1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
 - (2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
 - (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
 - (4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
 - (5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
 - (6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
 - (7) providing greater decisionmaking authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
 - (8) providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;
 - (9) promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
 - (10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
 - (11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
 - (12) affording parents substantial and meaningful opportunities to participate in the education of their children.
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All Day Kindergarten

Total Enrollment	680
Current ratio 23.9:1	
Number of required fte	28.45
Ratio funded fte	14.23
Needs based funded fte	<u>3.00</u>
Total funded fte	17.23
Unfunded fte	11.23
Cost per fte	<u>\$ 90,000</u>
Required funding	<u>\$ 1,010,335</u>

Funding Options

Eliminate Noon - Transportation	\$ 100,000
Increase K ratio by two	180,000
Increase grade 1 by 1	90,000
Increase enrollment by 20	60,000
Reduce discretionary fte by 2	180,000
25% from discretionary compensatory	650,000
Total Options	<u>\$ 1,260,000</u>

Note: Current 1st grade ratio is 25.9:1

Per Pupil Allocation Projected 06/30/11 (Adjusted)

Site	School	(a) Budget		General	Comped - D	Desegregation	Title I	Total	\$ Per Pupil
		Enroll	FTE						
	435 Congdon	490	18.5	1,665,000				1,665,000	3,398
	510 Lester	327	13.5	1,215,000				1,215,000	3,716
	475 Homecroft	354	13.7	1,233,000				1,233,000	3,483
	560 Rockridge	167	5.9	531,000				531,000	3,180
	500 Lakewood	284	10.9	981,000				981,000	3,454
	520 Lowell	500	18.8	1,692,000				1,692,000	3,384
	525 MacArthur	458	17.0	1,530,000	175,520		250,000	1,955,520	4,270
	565 Stowe	350	13.6	1,224,000	83,818		165,000	1,472,818	4,208
	310 Lincoln	437	14.7	1,323,000	270,956		245,000	1,838,956	4,208
	470 Grant	254	9.9	891,000	150,847		200,000	1,241,847	4,889
	540 Nettleton	407	15.4	1,386,000	380,120		300,000	2,066,120	5,076
				<u>13,671,000</u>	<u>1,061,261</u>		<u>1,160,000</u>	<u>15,892,261</u>	

(a) Budget fte includes specialist

<p>Desegregation / Integration 2.2 Million</p> <hr/> <ul style="list-style-type: none"> • On-going Programs <hr/> <ul style="list-style-type: none"> • Staff Development <ul style="list-style-type: none"> - Individual Learning Plan - Cultural Competency <hr/> <ul style="list-style-type: none"> • Direct Services to Close Achievement Gap <hr/>

<p>Title I / II 3.8 Million</p> <hr/> <ul style="list-style-type: none"> • Programs <hr/> <ul style="list-style-type: none"> • 10% Staff Development <hr/> <ul style="list-style-type: none"> • Direct Services to Close Achievement Gap <hr/>

<p>Compensatory 6.2 Million</p> <hr/> <ul style="list-style-type: none"> • Staffing Ratio – 3.6 Million <hr/> <ul style="list-style-type: none"> • Discretionary – 2.6 Million <hr/> <ul style="list-style-type: none"> • Kindergarten TBD – 25% <hr/>

<p>Targeted Services 1.4 Million</p> <hr/> <ul style="list-style-type: none"> • Unity <hr/> <ul style="list-style-type: none"> • Middle School ALC <hr/> <ul style="list-style-type: none"> • Elementary ALC <hr/>
