

### **MDE Weekly Superintendent Mail**

TO: Superintendents

FROM: Dr. Brenda Cassellius, Commissioner

DATE: December 22, 2011

### MDE NEWS AND INFORMATION

### ANNOUNCEMENTS

### • Commissioner's Dialogue with Superintendents

Thank you to all of you who participated in yesterday's conference call. I am happy to answer your questions and receive comments. I value keeping this dialogue available with you on a regular basis and I invite you to contact me at any time. Karen Cadigan was present to talk about the Race to the Top Early Challenge grant, Sam Kramer provided information about the NCLB waiver request, and Kevin McHenry talked about what is in the works for the legislative session beginning January 24.

To find out more about Minnesota's waiver request, <u>visit the NCLB Waiver Workgroup Web page</u>. There you will find a new resource, "<u>Minnesota's NCLB Waiver Proposal – Explained</u>," which is a helpful document to explain the waiver request to staff and community.

The next conference call is scheduled for **Wednesday**, **January 18**, **9:30-10:30**. Call-in instructions will be sent to you prior to the conference call.

One of the topics we will talk about on January 18 relates to point four of Governor Dayton's 7-Point Plan for Achieving Excellence – Reading Well by 3<sup>rd</sup> Grade. Kari Ross, MDE's reading specialist, will be present to talk about the "Reading Well by Third Grade" initiative and the resources and information that is available for Minnesota schools to use as tools in developing comprehensive literacy programs and practices that lead to increased student achievement at all levels. See the Reading Well by Third Grade Webinar information provided below in the next section.

### Commissioner's Statewide NCLB Waiver Meetings

Commissioner Brenda Cassellius and department staff continue their statewide tour to present information about Minnesota's waiver request. Read the December 6 press release.

Public meetings are scheduled for:

January 4, 3:00 p.m. – Mankato, Intergovernmental Center (Minnesota River Room)

January 17, 3:30 p.m. – Marshall, Marshall High School Theatre (Schwan Center for the Arts)

### **MISCELLANEOUS**

### • Reading Well by Third Grade FAQ Webinar - January 23, 2012

A series of information sessions on the "Reading Well by Third Grade" initiative were offered in the fall and are <u>available on the MDE website</u>. The next event will be a webinar from 9-11:00 a.m. on Monday, January 23, to address frequently asked questions about requirements of local literacy plans, and updates on data submission and plan outlines will be presented. If a district has not yet participated in these events, now would be a great time to get involved. <u>See the registration form</u>.

Questions can be addressed to Kari Ross, State Reading Specialist: <u>kari.d.ross@state.mn.us</u> or 651-582-8455.

#### Paraprofessional Recognition Week, January 16-20, 2012

See the <u>memorandum</u> regarding Paraprofessional Week. Governor Mark Dayton has proclaimed the week of January 16-20, 2012, as Paraprofessional Recognition Week. As part of the celebration of this event, the Minnesota Department of Education is sharing the Governor's Proclamation and strategies that schools may use to honor and recognize paraprofessionals. Please share this information with your staff. For assistance with questions, please contact Joan Breslin-Larson at <u>joan.breslin-larson@state.mn.us</u>. See the attached certificate below.

### • Survey Request Regarding Bullying Prevention DVD

With generous support from 3M, the Minnesota Department of Education mailed a copy of the DVD "Bullying: True Stories and the Words Can Work: When Talking About Bullying," to you in November. We trust you're finding the DVD useful.

Please take a minute to complete the 8-question survey about these materials. **Enter the survey here** or cut and paste this link into your browser: http://survey.constantcontact.com/survey/a07e5fgxitcgvpgyi9e/start

We will appreciate hearing from your students, too, so we've provided a 5-question survey. Please have them cut and paste this link into their browser, or you can print the surveys and mail them to us at the address provided below (<a href="http://survey.constantcontact.com/survey/a07e5fgzsimgvphleq4/start">http://survey.constantcontact.com/survey/a07e5fgzsimgvphleq4/start</a>). We'll include your responses in our report to 3M Foundation. Please show them your appreciation for the resources by taking a few minutes to send us your thoughts.

Best regards, Words Can Work PO Box 1402 Gloucester MA 01930

### • 2011-12 Civil Rights Data Collection

The 2011-12 Civil Rights Data Collection (CRDC) will be a universe collection from all LEAs, schools and state-operated facilities (e.g., schools for the deaf and blind and other facilities for individuals with disabilities and juvenile justice facilities). This is the first collection from a universe of school districts since 2000. Except for Florida and Hawaii, the CRDC will be collected directly from school districts and not through the state education agencies. A successful collection, which keeps the burden on LEAs to a minimum, will depend upon several key steps from all state education agencies.

In preparation for this important data collection, it is important to make sure that leaders at all LEAs are aware of the collection's plans and requirements. The Office for Civil Rights (OCR) has prepared the attached schedule and quick summary of data elements on the CRDC for State Education Agencies—see below. You can also find the 2011-12 FAQ and survey form with definitions on the OCR website

(http://www2.ed.gov/about/offices/list/ocr/data.html?src=rt). Based on feedback from EIMAC, we plan to involve SEAs in our communications about the CRDC by posting regular updates on the 2011-12 CRDC to this and other listservs. Any assistance which you can provide to make sure that critical information is passed on to the appropriate contacts within your state's LEAs would be greatly appreciated. If there is a specific contact person within your SEA that you would like to ensure receives these updates, please e-mail Abby Potts at <a href="mailto:abby.potts@ed.gov">abby.potts@ed.gov</a>.

The first formal step in the 2011-12 CRDC process will be for OCR to send a letter to each superintendent regarding the 2011-12 CRDC. We will notify you in advance through this listserv before these letters are mailed in the coming month. Our basis for this letter is the preliminary list of districts from the 2010-11 CCD. If your state has implemented, or plans to implement, district consolidations or other such changes to this list of districts, please let us know.

Thank you. Please feel free to contact Rebecca Fitch at (Rebecca.fitch@ed.gov) if you have any questions or ideas on how we can make the 2011-12 CRDC a success. You may also contact the Partner Support Center if you have any questions about the CRDC collection. Telephone: 1-855-320-6459; Fax: 1-888-FAX-EDEN (1-888-329-3336); TTY/TDD: 1-888-403-EDEN (1-888-403-3336); EDEN CRDC@ED.GOV

### • Minnesota Board of Teaching Licensure Action

The Minnesota Board of Teaching has taken the following licensure action:

Stark, Durk Lee (FF# 356665) On December 16, 2011, Mr. Stark's teaching license was permanently revoked.

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## **CERTIFICATE OF**



## COMMENDATION

# PARAPROFESSIONAL RECOGNITION WEEK JANUARY 16 – 20, 2012

This certificate is presented as recognition to the more than 25,000 paraprofessionals working in Minnesota schools and educational programs. Therefore, with the appreciation and respect of the people of Minnesota, we recognize:



I have hereunto set my hand and caused the Great Seal of the State of Minnesota to be affixed at the Capitol in the City of Saint Paul, January 10, 2012.



## STATE OF MINNESOTA

Office of the Governor

### **Civil Rights Data Collection**

### **Summary of Major Changes to the 2011-12 CRDC**

- The 2011-12 CRDC will collect from a universe of all LEAs and schools and state-operated educational facilities (e.g., schools for the deaf and blind and other facilities for individuals with disabilities and juvenile justice facilities).
- The 2009-10 CRDC was a two-part collection with all data from the 2009-10 school year. The 2011-12 CRDC will be a single collection with all data from the same school year with an expanded time period for submitting the data.
- All of the data collected in 2009-10 will also be collected in 2011-12. There are two important changes:
  - The addition of preschool suspension and expulsion data.
  - Consistent criteria for the inclusions and exclusions in reporting school finance data.
- The 2011-12 SY CRDC survey form is available on the OCR website: (http://www2.ed.gov/about/offices/list/ocr/data.html)
- For the 2011-12 CRDC, as with all other ED data collections, LEAs will be required to report using the 7 race/ethnicity categories.
- Agencies will continue to have the option of submitting data using a web-based tool or a new more user-friendly flat file.

### 2011-12 CRDC Schedule:

- Advance Website: Fall 2011
  - LEAs login and provide a point of contact for all CRDC activities
  - LEAs Update the list of their schools and facilities
- Collection of CRDC Data: SY 2011-12
- Submission of Part 1 and 2 CRDC Data
  - Pre-collection tools available for districts to create flat files of CRDC data: May 2012
  - Combined Part 1 and 2 submission system: August/September December 2012

### Data Collected by the 2011-12 CRDC

The following is a list of the data that will be collected by the 2011-12 CRDC. The Part 1 data list is point-in-time or "snapshot" data. The Part 2 data list is end-of-year or cumulative data. Data items being collected for the first time by the CRDC are in bold. (*Unless otherwise indicated, all student data is disaggregated by race/ethnicity, sex, disability, and LEP status.*)

### Part 1: Point-in-time or "Snapshot" Data

### School level

 School characteristics, such as grades offered, whether the school is special education, magnet, alternative or charter school, number of single sex academic courses (by content area), and whether students are ability grouped for English/Math (not disaggregated)

- Enrollment, including disaggregated data for total enrollment, limited English proficiency (LEP), disability (Individuals with Disabilities Education Act (IDEA)), Section 504 only, pre-kindergarten and gifted & talented programs
- Algebra I course-taking in grades 7&8, 9&10, or 11&12
- Math and science course-taking and number of courses of each offered:
  - Geometry
  - Algebra II
  - Advanced mathematics (e.g., trig, elementary analysis, analytic geometry, stats, precalc)
  - o Calculus
  - Biology
  - Chemistry
  - Physics
- FTE of first- and second-year teachers, total FTE's, and FTE's meeting all state licensing/certification requirements (not disaggregated)
- FTE of counselors (not disaggregated)
- Data on Advanced Placement (AP) courses:
  - Does the school have students enrolled in AP courses (Y/N)
  - Number of different AP courses offered (not disaggregated)
  - Are students allowed to self-select for participation in AP (Y/N)
  - Students participating in at least one AP course
  - Students taking particular AP courses:
    - AP Math of any kind
    - AP Science of any kind
    - AP Foreign Language of any kind
    - Other AP subjects of any kind
- Students enrolled in an International Baccalaureate program

### District level

- Number of schools
- Number of students served in the district's schools
- Number of students served both in district schools and in non-district facilities
- Number of students awaiting special-education evaluation
- Harassment and bullying policies
- Desegregation order or plan
- Pre-kindergarten and kindergarten programs (length of day and eligibility criteria)

### Part 2: Cumulative or End-of-year Data

### School level

- Number of students who passed Algebra I in grades 7&8, 9&10, or 11&12
- Number of students who:
  - Took AP tests for all their AP courses
  - Took AP tests for some of their AP courses
  - Took AP courses but took NO AP tests
  - Passed all AP tests taken by scoring 3 or higher
  - Passed some of AP tests taken

- Passed no AP tests taken
- SAT or ACT test-taking
- FTE teachers absent more than 10 school days (excluding professional development) (not disaggregated)
- Discipline
  - Preschool suspensions & expulsions
  - o in-school suspension
  - separate categories for one and more than one out-of-school suspension (used to be one category)
  - o corporal punishment
  - expulsion (with and without services)
  - o zero-tolerance expulsion
  - o referral to law enforcement
  - school-related arrests
  - Prior data for students with disabilities was not disaggregated by race/ethnicity or gender
- Interscholastic Athletics (Single-sex sports/teams only)
  - Number of sports, teams, participants (not disaggregated by race/ethnicity or disability)
- Harassment and bullying (students harassed as well as students disciplined, instances)
  - Separate reporting for harassment under Title VI, Title IX, and section 504/ADA
- Restraint and seclusion (students and instances)
  - Mechanical restraint
  - Physical restraint
  - o Seclusions
- Retention (by grade)
- School finance (aligned with ARRA collection)
  - Total personnel salaries
  - Total instructional-staff salaries
  - Teacher salaries
  - Non-personnel expenditures

### District level

- GED course-taking:
  - Did LEA operate a GED program (Y/N)
  - Students aged 16-19 who participated in GED prep program
  - Students aged 16-19 who participated in GED prep program and who received GED credential

### **Other Data**

The following data are also collected by ED and will be included in the final CRDC data file and be available on the CRDC website:

- Students with disabilities served under IDEA, disaggregated by disability category & by education environment
- High-school completers
- o Title I school