

Achievement and Integration

Data and Reporting Requirements

Minnesota Statutes, section 124D.861, Subd. 3. (d)

The longitudinal data required under paragraph (a) must be based on student growth and progress in reading and mathematics, as defined under section 120B.30, subdivision 1, and student performance data and achievement reports from fully adaptive reading and mathematics assessments for grades 3 through 7 beginning in the 2015-2016 school year under section 120B.30, subdivision 1a, and either (i) school enrollment choices, (ii) the number of world language proficiency or high achievement certificates awarded under section 120B.022, subdivision 1, paragraphs (b) and (c), or (iii) school safety and students' engagement and connection at school under section 120B.35, subdivision 3, paragraph (d). Additional longitudinal data may be based on: students' progress toward career and college readiness under section 120B.30, subdivision 1; or rigorous coursework completed under section 120B.35, subdivision 3, paragraph (c), clause (2).

Introduction

The section of the Achievement and Integration statute referenced above lists specific longitudinal data requirements. In order to develop a plan and establish valid goals, district staff should be familiar with all relevant data, particularly with the final outcome data requirements discussed here. Included in this document are details about the required data such as specific measures that may be used, eligible grade levels, information for reporting purposes and timelines for data availability.

Purpose ((Minn. Stat. § 124D.861, Subd. 1 (a))

1. To pursue racial and economic integration,
2. To increase academic achievement,
3. To create equitable educational opportunities,
4. To reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds.

Plans **must** contain goals for (Minn. Stat. § 124D.861, Subd. 2(a))

1. Reducing the disparities in academic achievement among *all* students *and* specific categories of students: American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, Black, and Free or Reduced-Price Lunch (FRP) (Minn. Stat. § 120B.35, Subd3. Paragraph (b)),
2. Increasing racial and economic integration in schools and districts.

Detailed Description of the Measures

Directions: Please note that the data description tables are broken into sections that reflect the language of the statute. Districts *must* report on Achievement data (**Table 1**); *and*, districts *must also* report on at least one of these three data options: *School Enrollment Choices, World Language Proficiency Certificates, or School Safety (Table 2)*. There are also optional longitudinal data that districts may choose to report on (**Table 3**). All of these data will be used for final outcome reporting, as well as planning and goal development. Note also that some rows include a purpose statement; this was included in order to further describe the measure as well as its connection with achievement and integration work.

Table 1: Achievement Data (required)

Measure	Eligible Grades	Report on	Timeline/Available
MCA, Achievement	(Beginning in 2015-2016) 3-7	1. Student growth and progress 2. Gap Trends <ul style="list-style-type: none"> • Math (Target based on 2011) • Reading (Target based on (2013) 	June-Aug

Table 2: Additional Reporting (at least one required)

Directions: In order to meet the reporting requirements, in addition to reporting the data listed above in Table 1, districts *must also* report on at least one of these three data options listed in Table 2 below. These data options include *School Enrollment Choices, World Language Certificates, or School Safety*.

Measure	Eligible Grades	Important Details	Report on	Timeline/Available
Option: District or School Enrollment Choices	K-12	<ul style="list-style-type: none"> • District enrollment choices pertain to enrollment from a collaborative member district into your district. • School enrollment choices pertain to Racially Identifiable schools only. 	Based on October 1 enrollment data.	

Measure	Eligible Grades	Important Details	Report on	Timeline/Available
<p>Option: World Language Proficiency Certificates (Minn. Stat. § 120B.022)</p> <p>Purpose: Earning the certificate builds confidence, encourages a global perspective and supports integration of English learners (ELs). Also, earning this certificate encourages students to take more than two years of language courses. Students need an intermediate-low proficiency level (usually after three years of courses at high-school level courses) to test into second year courses at the college level.</p>	<p>K-12; <i>any</i> student who is likely to pass (ELL, standard language course, Magnet, or AP/IB student, any).</p>	<ul style="list-style-type: none"> • Certificates issued by MDE. • Students must pass a validated assessment measuring: reading, writing, speaking and listening. • Passing = Intermediate Low based on the ACTFL Proficiency Guidelines. *Some languages might require a Novice –High rating for reading and writing due to the overall difficulty of the language. (Ask for details). • Validated assessment examples: WIDA/Access-equivalent to ACTFL intermediate-low, AP Exams, IB Exams, ELPAC/MLPA, STAMP, AAPPL. (Ask for details) 	<p>Number of certificates issued within a school year. Disaggregated by grade level and/or student group if possible. Note: do not disaggregate data in categories containing fewer than 10 students.</p>	<p>Typically students are tested at year end; depends on the assessment.</p> <p>AP exams given in May.</p> <p>IB exam dates vary. (Ask for details)</p>
<p>World Language High Achievement Certificates (Minn. Stat. § 120B.022)</p>	<p>K-12; <i>any</i> student who is likely to pass (EL, standard language course, Magnet, or AP/IB student, any).</p>	<ul style="list-style-type: none"> • Certificates issued by MDE. • Students must pass a validated assessment measuring: reading, writing, speaking and listening. • Passing = Pre-Advanced Level *Some languages might require only an Intermediate-Mid score for reading and writing due to the overall difficulty of the language. (Ask for details) 	<p>Number of certificates issued within a school year. Disaggregated by grade level and/or student group if possible. Note: do not disaggregate data in categories containing less than 10 students.</p>	<p>Typically students are tested at year end; depends on the assessment.</p> <p>AP exams given in May.</p> <p>IB exam dates vary. (Ask for details)</p>

Measure	Eligible Grades	Important Details	Report on	Timeline/Available
<p>Option: School Safety (Minn. Stat. § 120B.35, Subd. 3, paragraph (d)).</p> <ul style="list-style-type: none"> • School Safety • Student Engagement • Connection at School <p>Purpose: These three factors are critical to a student’s ability to learn and grow at school.</p>	<p>Previously given to grades: 6, 9, and 12.</p> <p>Beginning this year (2013-14), survey was given to grades: 5, 8, 9, and 11.</p>	<p>This is a census survey. Generally, close to 90 percent of districts participate.</p> <p>Summary data are sent directly to district superintendents.</p> <p><u>Survey</u> (http://education.state.mn.us/MDE/StuSuc/SafeSch/MNStudentSurvMN/index.html) is anticipated to be fully on-line by 2016.</p> <p><u>Summary data</u> (http://w20.education.state.mn.us/MDEAnalytics/Data.jsp) can also be found on the Data Reports and Analytics website. Scroll down to “Student Data” click on “Minnesota Student Survey” click on the drop down arrow to select your district.</p>	<ul style="list-style-type: none"> • School Safety • Student Engagement • Connection at school <p>*Note: there are more data available within the MN Student Survey, but these are the three factors named in the Achievement and Integration statute.</p> <p>*Note: These data are not to be used or reported at the Student Level.</p>	<p>Survey is given every three years. Next survey will be school year 2016-17.</p> <p>District level data: November.</p> <p>Building level data: December/January.</p> <p>State level data: January.</p> <p>ALC data: September.</p>

Table 3: Longitudinal Data (optional)

Directions: Districts *must* report on Achievement data (Table 1); districts must also report on at least one of three data options: *School Enrollment Choices*, *World Language Certificates*, or *School Safety* (Table 2). Finally, there are optional longitudinal data that districts may choose to report on listed below in Table 3.

Districts can choose to report on *any, any combination, or none* of the following data. These data are not required but may be helpful when demonstrating progress toward Achievement and Integration Plan goals.

Measure	Eligible Grades	Important Details	Report on	Timeline/Available
College and Career Readiness “Must be predictive of a nationally normed assessment for career and college readiness.” (Minn. Stat. § 120B.30 (d)) Such as: (ACT) EXPLORE	8-9	All students are eligible. *The State only pays for the eighth grade assessment. *Assessment includes a career planning component and an interest inventory.	Number and percent of students on-track to being college ready in: English, math, reading, science and composite score. EXPLORE Benchmarks are aligned with ACT College Ready Benchmarks.	Assessment is typically given during fall. Data are available approximately one month after testing.
College and Career Readiness “Must be predictive of a nationally normed assessment for career and college readiness.” Minn. Stat. § 120B.30 (d) Such as: (ACT) PLAN	10	All students are eligible. Not all schools offer this assessment.	Number and percent of students who met the College Ready Benchmarks in: English, math, reading, science and composite score. Disaggregated (if possible).	Assessment is typically given during fall. Data are available approximately one month after testing.

Measure	Eligible Grades	Important Details	Report on	Timeline/Available
<p>College and Career Readiness (Minn. Stat. § 120B.30) This has to be a nationally normed college entrance exam.</p> <p>Such as: ACT or SAT</p>	<p>10-12; typically taken in the 11th- grade year</p>	<p>All students are eligible.</p> <p>Students must register to take the test.</p>	<p>Number and Percent of students who met the College Ready Benchmarks in: English, math, reading, science and composite score. Disaggregated (if possible).</p>	<p>Assessment is given during fall and spring.</p>
<p>Rigorous Coursework (Minn. Stat. § 120B.35, Subd. 3, paragraph (c), clause 2 and Minn. Stat. § 120B.021., Subd. 1a)</p> <p>Purpose: To develop students' intellectual, emotional, and social capacity and to prepare students for college and career success in a rapidly globalizing world.</p> <p>Although progress has been made toward closing the equity gaps in participation and success among protected class students and low-income students, challenges remain.</p>	<p>9-12</p>	<p>Eligibility individually determined by schools and districts.</p>	<p>“Number and percent” (disaggregated, if possible) “of high school graduates in the most recent school year who successfully completed one or more college-level” course options: (Minn. Stat. § 120B.35, Subd. 3, paragraph (c), clause 2)</p> <ul style="list-style-type: none"> • Advanced Placement (AP) • International Baccalaureate (IB) • Post-Secondary Enrollment Option (PSEO) • Concurrent Enrollment • Industry Certification Courses or Programs (CTE) 	<p>Data available after completion, at the end of: quarters, semesters, and/or the school year.</p>