

# Achievement and Integration for Minnesota

## Topic Selection Background Information

March 2020

<b>Program Overview</b>	<p>Achievement and Integration for Minnesota provides school district funding for the purpose of pursuing “racial and economic integration” and increasing student academic achievement by reducing “academic disparities based on students’ diverse...backgrounds.” Eligible districts include (1) those required to submit a plan to improve school integration and reduce student-achievement disparities and (2) members of multidistrict collaborations submitting such a plan. The Minnesota Department of Education evaluates districts’ plans for progress toward their goals. Achievement and integration revenue began in the 2013-2014 school year, replacing Minnesota’s former integration revenue program.</p>
<b>Possible Evaluation Issues</b>	<p>To what extent are the program’s rules aligned with state statutes, and have any misalignments affected which school districts get funding? To what extent does the Minnesota Department of Education review and hold school districts accountable for meeting the goals established in their achievement and integration plans? Has the program made a positive impact on academic achievement or integration?</p>
<b>State Resources</b> <i>Medium</i>	<p>For the 2018-2019 school year, statewide spending of achievement and integration revenue was an estimated \$70.2 million. This amount represents only 70 percent of the revenue that is aid from the state; the remaining 30 percent is from local school district levies.</p>
<b>State Control</b> <i>High</i>	<p>Statutes and administrative rules specify school district eligibility, calculation of the revenue, the process to complete districts’ required plans, and criteria to evaluate the plans.</p>
<b>Impact</b> <i>Medium-High</i>	<p>In Fiscal Year 2018, 38 school districts received revenue because their proportions of students of color exceeded concentrations in adjoining districts by at least 20 percentage points. Another 15 school districts received revenue because one or more of their schools had high concentrations of protected-class students as compared with the district as a whole. An additional 82 school districts received revenue for working on integration efforts with the districts containing high concentrations of students of color.</p>
<b>Timeliness</b> <i>Medium</i>	<p>Achievement and Integration for Minnesota has been operating for six years and should be evaluated to determine its effectiveness; however, an evaluation does not appear urgent.</p>
<b>Feasibility</b> <i>Medium-High</i>	<p>The topic is feasible for evaluation using standard evaluation techniques, including interviews, quantitative analyses, and file reviews. However, certain data (e.g., on the process districts follow) are available only from school districts.</p>
<b>Balance</b> <i>Medium</i>	<p>One other education topic is on the list of candidates for possible evaluation. In 2005, OLA evaluated what was then called “integration revenue.”</p>
<b>Discussion</b> <i>Good topic but not urgent</i>	<p>Achievement and integration revenue is a good topic for evaluation, but it is not urgent. The program could be evaluated in a future year.</p>