Minnesota Department of
Education

Efficacy of Achievement and Integration Plans

Fiscal Year 2017

Report to the Legislature

As required by Minnesota Statutes,

Sections 124D.861 Subd. 5

COMMISSIONER:

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Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately $6,330.32. Most of these costs involved staff time in analyzing data from surveys and preparing the written report. Incidental costs include paper, copying and other office supplies.

Estimated costs are provided in accordance with Minnesota Statutes 2015, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

Legislative Charge

Minnesota Statutes, section 124D.861, subdivision 5. The commissioner must evaluate the efficacy of district plans in reducing the disparities in student academic performance among the specified categories of students within the district, improving students' equitable access to effective and diverse teachers, and in realizing racial and economic diversity and integration. The commissioner shall report evaluation results to the kindergarten through grade 12 education committees of the legislature by February 1 of every odd-numbered year.

Introduction

This report responds to the legislative charge to evaluate the efficacy of districts' achievement and integration (AI) plans for realizing the goals of the program: pursuing racial and economic integration and increasing student achievement. In order to do so, Minnesota Department of Education (MDE) asked districts to submit annual progress reports documenting outcomes for each year of their three-year AI plan starting with the 2014-15 school year, the first full year of plan implementation following enactment of legislation passed during the 2013 legislative session that redefined and renamed the program.[1]

The progress report which districts complete asks them to indicate the extent to which they are making progress toward their AI plan goals for student achievement and integration (see the AI Progress Report template in the Appendix of this legislative report). In addition to providing an ongoing basis for plan evaluation, the progress report was designed to have district staff engage in a process of continuous improvement by reflecting on and refocusing their work. This annual report also creates opportunities for agency staff to provide targeted technical assistance to districts.

This legislative report presents data submitted by school districts following implementation of their AI plans during the 2014-15 and 2015-2016 school years, respectively. For both years, districts responded to the same questions to indicate the extent they were on track to meet their plan goals.

Districts are required to develop and report on plans which, in part, reflect their eligibility for the AI program. Based on Minnesota Rules part 3535.0110 subpart 1, districts participate in the program as a *racially isolated district*, an *adjoining district*, *voluntary district* or because the district has one or more *racially identifiable schools*. The table below lists the number of districts and schools in these categories for the 2014-2015 school year.

Racially Isolated Districts	Adjoining Districts	Voluntary Districts	Racially Identifiable Schools	Districts with Racially Identifiable Schools
41	78	9	45	15

The data in this report reflects districts' self-reported progress toward their AI plan goals and is separated into two sections, one for district-wide plans and one for *racially identifiable schools* (RIS). District-wide plans are those developed by racially isolated, adjoining, and voluntary districts. If MDE had determined there was a racially identifiable school within a district, those

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[1] Minn. Stat. § 124D.861 and 124D.862

districts had created plans specific to those schools and were to report on progress toward those plan goals.

When developing their plans, districts choose activities specified in AI legislation[2] they believe would enable them to meet their plan goals. Districts' annual progress reports reflect the efficacy of districts' efforts to implement these activities and to realize the outcomes for students stated in their plan goals. The activities specified in AI legislation are listed here:

1. Innovative and integrated pre-K to grade 12 learning environments that offer school enrollment choices.

2. Family engagement initiatives that involve families in their students' academic life and success.

3. Professional development opportunities for teachers and administrators focused on improving the academic achievement of all students.

4. Increased programmatic opportunities focused on rigor and college and career readiness for underserved students and including students enrolled in alternative learning centers.

5. Recruitment and retention of teachers and administrators with diverse racial and ethnic backgrounds.

Note that the requirement in Minnesota Statutes, section124D.861, subdivision 5, to *evaluate the efficacy of district achievement and integration plans for improving students' equitable access to effective and diverse teachers* was added in the 2016 legislative session. School districts submitted their three-year achievement and integration plans to the commissioner for review and approval following the 2013 legislative session, prior to this requirement being added to Minnesota Statutes, section 124D.861, subdivision 2(a)(1). As a result, districts did not address this issue in their achievement and integration plans or report on it to the commissioner following the first two years of plan implementation.

Findings

Less than half of responding districts report they are on track to meet their achievement goals by the end of year three. A higher percentage of districts report making some or significant progress toward their integration goals by the end of year two (over 50 percent). Districts were asked to describe their progress by explaining what was going well, reflecting on what they've learned, and by identifying areas of strength and concern. Many of those comments are included in the body of this legislative report. Note that these comments and he overall results reported here are based on incomplete reporting from districts and schools (see the Appendix for a list of non-reporting schools and districts).

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[2] Minn. Stat. § 124D.861 subd. 2(a)

This report is organized into two main sections: District-Wide Plans and Racially Identifiable School Plans. Within each section, data and comments on achievement goals are presented then followed by data and comments on integration goals.

DATA

I.   DISTRICT-WIDE PLANS

ACHIEVEMENT GOAL

Districts' AI plans must contain goals for reducing disparities in academic achievement among all students and specific categories of students under section 120B.35, subdivision 3, paragraph (b), excluding the student categories of gender, disability, and English learners (Minn. Stat. § 124D.861 subd. 2(a)). Categories of students include the following: Hispanic/Latino, American Indian/Alaska Native, Asian, black, Native Hawaiian/Pacific Islander, white, free and reduced-price lunch.

Districts chose to set a gap reduction goal for math or reading or a proficiency increase goal for specific student groups in either math or reading. Districts could have chosen to set goals in one or each of these four areas. In year one progress reports, districts indicated whether they were on track to meet their math or reading goals by the end of the three-year plan cycle after one year of plan implementation. Achievement goals varied by content area and student group.

YEAR ONE: 2014-2015

Just over 96 percent (96.1) of participating districts submitted progress reports to MDE by December 2015 (N = 126). See the Appendix for a list of non-reporting districts.
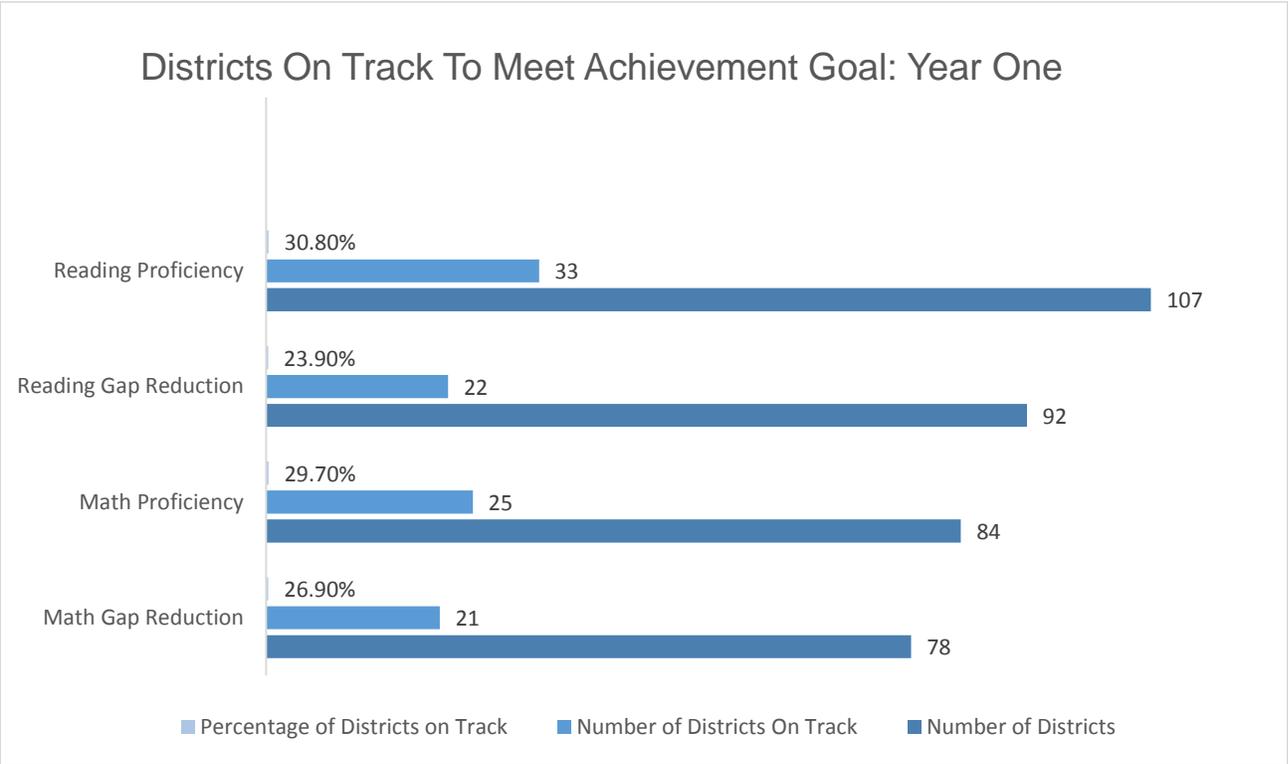
Reading Proficiency and Gap Reduction Goals
- 30.8 percent of districts that included a reading proficiency goal reported being on track to increase the proficiency rate of select students groups as measured by the state reading accountability test (33 of 107).

- 23.9 percent of districts that included a reading achievement gap goal reported being on track to decrease the achievement gap between select student groups on state reading accountability tests (22 of 92).

Math Proficiency and Gap Reduction Goals
- 29.7 percent of districts that included a math proficiency goal reported being on track to increase the proficiency rate of select students groups as measured by the state math accountability tests (25 of 84).

- 26.9 percent of districts that included a math achievement gap goal reported being on track to decrease the achievement gap between select student groups on state mathematics accountability tests (21 of 78).

The graph below reflects the number of districts which reporting being on track to meet their reading or math proficiency or gap reduction goals. The percentage listed is the percentage of districts which reported being on track.

Districts On Track To Meet Achievement Goal: Year One

Reading Proficiency
- 30.80%
- 33
- 107

Reading Gap Reduction
- 23.90%
- 22
- 92

Math Proficiency
- 29.70%
- 25
- 84

Math Gap Reduction
- 26.90%
- 21
- 78

■ Percentage of Districts on Track   ■ Number of Districts On Track   ■ Number of Districts

Comments from District Progress Reports

- All student groups demonstrated an increase in proficiency from baseline; however, we need to see more accelerated growth for all student groups in order to meet our 2017 goals for both proficiency and gap reduction. An analysis of our data resulted in a restructuring of our reading block for K-8 students for 2015-16, including 60 minutes of targeted instruction in reading for all students.

- The shared professional development through our integration collaborative efforts has had the largest impact on student achievement and experiences in learning. There has been an increase in culturally and linguistically responsive instruction in classrooms to promote learning of all students.

- Infrastructure changes need to be addressed, specifically tracking starting in grade four which is preventing all students from receiving grade level standards.

- Year one goals have been met for achievement gap reduction in reading for Hispanic and black students. American Indian and FRP groups are still areas of concern.

- The development of a common vision and cultural shift needed for improving mathematics learning is just beginning. Progress in these areas is expected to increase more efficiently in year two.

- Overall, students are demonstrating increased levels of proficiency in reading. Staff are collaborating in PLCs and receiving professional development on literacy and reading strategies. Cultural liaisons are participating in staff professional learning communities,

providing professional development strategies to staff, and providing direct service and instruction to students.

- Using an equity lens would require districts to reflect on the lack of equity reflected in their achievement results. Equity data would cause us to develop a plan based on access, opportunity gaps.

- Since 2013, data on grade eight algebra participation is moving in the opposite direction desired when the gap between non-FRP and FRP participation was 29 percent. Tracking of students beginning in grade seven is eliminating the impact of the work being done at the elementary schools, where students are taught mathematics in heterogeneous groups. The positive outcome of this data analysis is awareness of this increasing instructional concern.

- While the target goal was not achieved, positive gains were made in district-wide, FRP and non-FRP students. This growth in all areas indicates the intervention plans, implemented strategies, and curriculum work has redirected student achievement in a positive direction. The primary area of concern came in student performance in the informational text area. In order to make significant gains in order to be on track with district goals, this area must see exceptional growth.

- Climate issues – some are easier to fix, some require long term efforts. Need time, training. What do we put in place to address social and cultural dynamics that play a role in impacting achievement rates for some students?

- While the non-FRP population held steady, the FRP subgroup showed increases in proficiency. The proficiency gap did decrease, but neither the proficiency goal nor gap decrease goal were met. The district has begun a math curriculum review and will seek out best practices to provide the best possible education for our students.

YEAR TWO: 2015-2016

Ninety percent (90.2) of participating districts (133) submitted progress reports to MDE by December 2016 (N = 120). See page 22 of this report for a list of non-reporting districts.
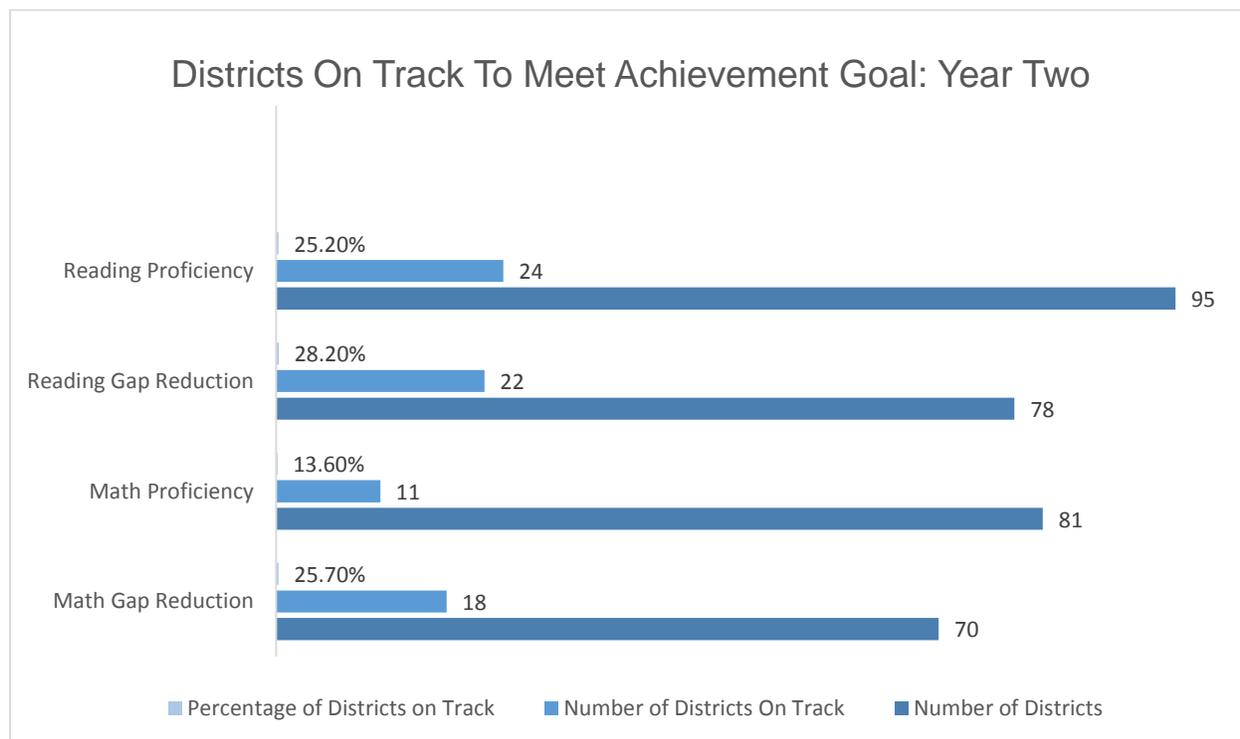
Reading Proficiency and Gap Reduction Goals

- 25.2 percent of districts that included a reading proficiency goal reported being on track to increase the proficiency rate of select students groups as measured by the state reading accountability test (24 of 95).

- 28.2 percent of districts that included a reading achievement gap goal reported being on track to decrease the achievement gap between select student groups on state reading accountability tests (22 of 78).

Math Proficiency and Gap Reduction Goals

- 13.6 percent of districts that included a math proficiency goal reported being on track to increase the proficiency rate of select students groups as measured by the state math accountability tests (11 of 81).

- 25.7 percent of districts that included a math achievement gap goal reported being on track to decrease the achievement gap between select student groups on state mathematics accountability tests (18 of 70).

Districts On Track To Meet Achievement Goal: Year Two

	Percentage of Districts on Track	Number of Districts On Track	Number of Districts
Reading Proficiency	25.20%	24	95
Reading Gap Reduction	28.20%	22	78
Math Proficiency	13.60%	11	81
Math Gap Reduction	25.70%	18	70

Comments from Districts

- Although goals were not met, the district is confident that improvement has been made. Programs are in place now to show increase, improvement for our third year.

- We have made small progress towards improving student learning, but it is not on track. We have had to reset our district goals and thus realign our AI goals based on district-wide performance.

- The three-year target goal for reading was met in year two through curricular changes, on-going standard alignment analysis, and Title 1 interventions.

- FRP students made small gains in proficiency and gap reduction. Efforts have been increased in our Response to Intervention (RTI) identification process but further interventions, focused specifically on FRP students must be implemented to see marked improvement.

- Decreased gap between FRP and non-FRP students; gaps in math decreased in all subgroups.

- The gap between the reading proficiency of white students and FRP students decreased from 25.8 to 10.8. The gap between all students and protected students in math has decreased from 35.0 to 25.2.

- The achievement gap has narrowed for our American Indian, Hispanic, and FRP students. We saw a gap increase for our Asian students and will need to identify and address the underlying cause. Reading gap remained at 15.5 for our black students despite an increase in reading proficiency.This remains an area of concern.

- Our literacy gap decreased in 2015-16 by 4.2 percentage points, from 12 percent to 7.8 percent. Continuing to focus on literacy through staff development.

- Our achievement gap was reduced by more than 50 percent for FRP in math. We will continue to work to make sure our non-FRP does not go down any further, and our proficiency in FRP continues to increase, for a further gap reduction.

- [Our district] conducted wide scale professional development on American Indian topics, and also increased American Indian family involvement. The focus on American Indian topics may support the gap reduction on MCA math scores. Hispanic and black math scores have stagnant growth. As a result, [our district] has adopted new and rigorous math curriculum, articulated from grades K-5. The math leadership teams are participating in Mathematical Mindsets professional development.

- The proportion of protected class and non-protected class students enrolled in the advanced algebra course shows a move toward equity.

- Areas of concern are ensuring all students have access to the same learning opportunities and quality teachers. The eighth-grade math instructor implemented the "No Zero" concept. Using this concept resulted in our eight grade math scores increasing from 58.1 percent in 2013 to 73.7 percent in 2014. For the 2014-2015 school year, 68.8 percent of the students were proficient. For the 2015-2016 school year, 76.2 percent of the students were proficient. In the prior year this group of students' proficiency level in grade seven was at 53.8 percent so the students continue to make growth gains and increase in the percent of students proficient.
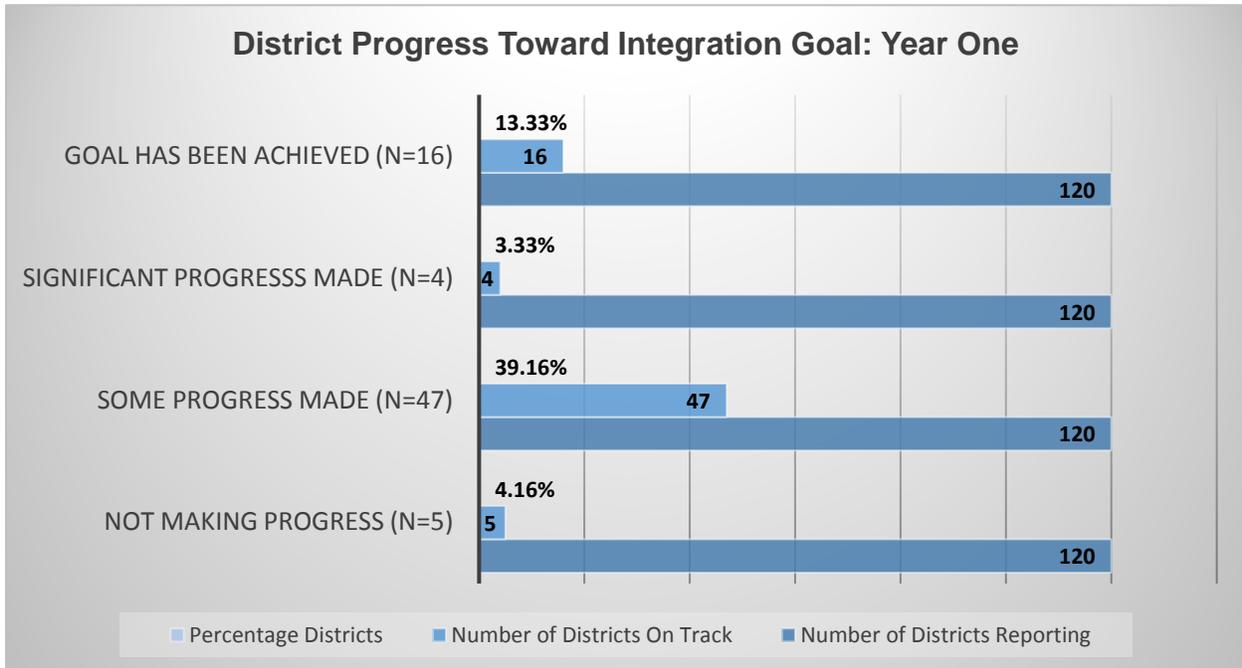
INTEGRATION GOAL

Districts' AI plans must contain goals for increasing racial and economic diversity and integration in schools and districts (Minn. Stat. § 124D.861 subd. 2(a)). Based on Minnesota Rules 3535.0170, districts that are racially isolated collaborate with adjoining and voluntary districts to plan and implement integration activities for their students to take part in together. These are the activities that would support districts' integration goal.

The graphs below lists districts' self-reported progress toward their AI plan integration goal after one and two years of plan implementation, respectively. The progress report asks districts to indicate the level of progress made using the following categories: goal was achieved, significant progress, some progress, not making progress, other.

More than 95 percent (95.2) percent of districts reported implementing cross-district integration interventions with other districts as required by Minnesota Rules 3535.0170 (120 of 125).

YEAR ONE: 2014-2015

District Progress Toward Integration Goal: Year One

	Percentage	Number On Track	Number Reporting
GOAL HAS BEEN ACHIEVED (N=16)	13.33%	16	120
SIGNIFICANT PROGRESSS MADE (N=4)	3.33%	4	120
SOME PROGRESS MADE (N=47)	39.16%	47	120
NOT MAKING PROGRESS (N=5)	4.16%	5	120

■ Percentage Districts   ■ Number of Districts On Track   ■ Number of Districts Reporting
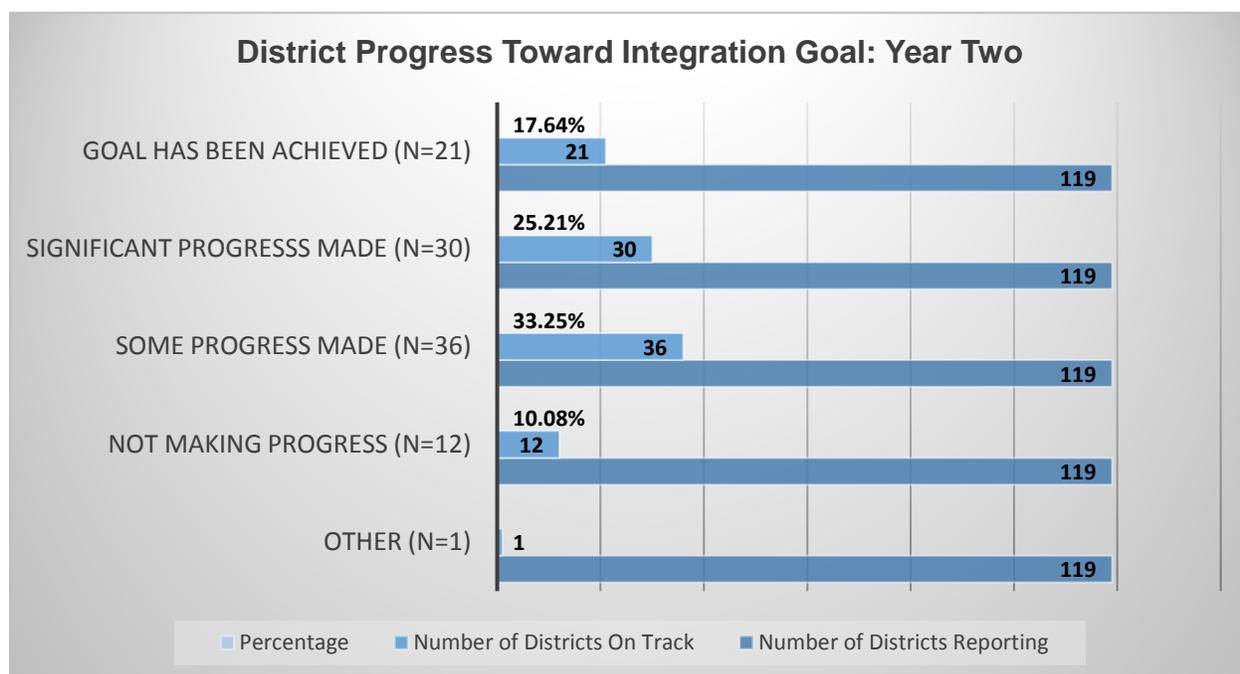
Comments from Districts

- We have had success with our Youth Frontier Retreats. The student retreats integrate our students with students from [our adjoining AI districts]. These retreats focus on social-emotional learning and building positive relationships with others. Students who attend in previous years often ask when they can attend again. They enjoy mixing with other schools and the fun activities. Some districts reported that integration activities were challenging because of time and distance between schools, the loss of a collaborative partner or staff, and/or scheduling issues.

- Summer college course has allowed our students from three school districts to take college psychology together including a college visit. Demographics of 23 students: 10 minority, six FRP, eight boys, 15 girls. Course successes: (10 A, 6 A-, 3 B+, 1 B, 1 B-, 1 C+ and 1 C).

- Our student contact activities continue to promote cultural awareness as evidenced by observation and evaluation. We have met our 90 percent participation goal. Furthermore, college and career readiness activities have opened a world of opportunity to students with otherwise limited exposure. Visits to college and career environments have been a noticeable catalyst for goal setting and increased desire to pursue postsecondary education.

- Could do better on integration initiatives within the collaborative.

- [Integration activities] have shown great promise. We were able to reach our student recruitment targets for three of our five collaborative member districts, and the student group's racial and socio-economic demographics… Students and parents were, in general, extremely pleased with the program's outcomes.

- Integration work must focus on the hearts and minds of adults making decisions that impact students.

- [Our] students participate in activities with students [from adjoining districts] to increase college and career readiness. They participate in a postsecondary preparation retreat. This is a good opportunity for students from each district to better understand cultural and socioeconomic differences and similarities. The students also attend a career exploration day to learn more about careers they may pursue and postsecondary education necessary for various careers. This is an effective activity to help students better understand the variety of postsecondary opportunities (educational and work-related) available to them. This also helps the students understand the importance of preparing for their future plans while they are still in high school.

YEAR TWO: 2015-2016

District Progress Toward Integration Goal: Year Two

GOAL HAS BEEN ACHIEVED (N=21)	17.64% / 21	119
SIGNIFICANT PROGRESSS MADE (N=30)	25.21% / 30	119
SOME PROGRESS MADE (N=36)	33.25% / 36	119
NOT MAKING PROGRESS (N=12)	10.08% / 12	119
OTHER (N=1)	1	119

■ Percentage ■ Number of Districts On Track ■ Number of Districts Reporting

Comments from Districts

- Over 50 percent of students participating in summer seminar with [our racially isolated district] and not on honors track were successful in honors English in ninth grade.

- Students have benefitted from the ability to learn more about different cultural styles, ways of communicating, and norms of behavior in groups that are different from the ones they normally have access to.

- Again, as in the previous year, sustaining and developing as a collaborative is complicated by a multitude of challenges. We continue to research opportunities beyond a surface level of cultural awareness to a higher standard than mere tolerance.

- We again hosted a seventh and ninth grade retreat integrated with schools [from our racially isolated district]. We also had a workshop, Somali Culture 101, to educate staff in order to better support our students.

- The student activities with [our racially isolated district] not only promote cultural awareness, differences and similarities, but have also made students more aware of postsecondary (educational) and career (work-related) environments and opportunities after high school.

- Sustaining and growing collaborative opportunities is a challenge due to staff turnover, location, and commitment.

II.   RACIALLY IDENTIFIABLE SCHOOLS

Forty-five schools were identified as racially identifiable as defined by Minnesota Rules 3535.0110 subdivision 6. School districts are required to develop and implement an AI plan for each of these racially identified schools (RIS). Progress reports were submitted for each of the racially identified schools; 14 of these progress reports were incomplete. See the Appendix at the end of this report for lists of schools that did not submit reports or submitted incomplete reports.

RIS plans must meet the same goal requirements described for district-wide plans above.

ACHIEVEMENT GOAL

As with district-wide achievement and integration (AI) plans, districts chose to set a gap reduction goal for math or reading or a proficiency increase goal in reading or math for specific student groups at their RIS. Goals could be set in one or all of these four areas. Districts indicated in their progress reports whether they were on track to meet the math or reading goal by the end of the three-year plan cycle after one year of implementing their plan. Achievement goals varied by content area and student group.

YEAR ONE: 2014-2015
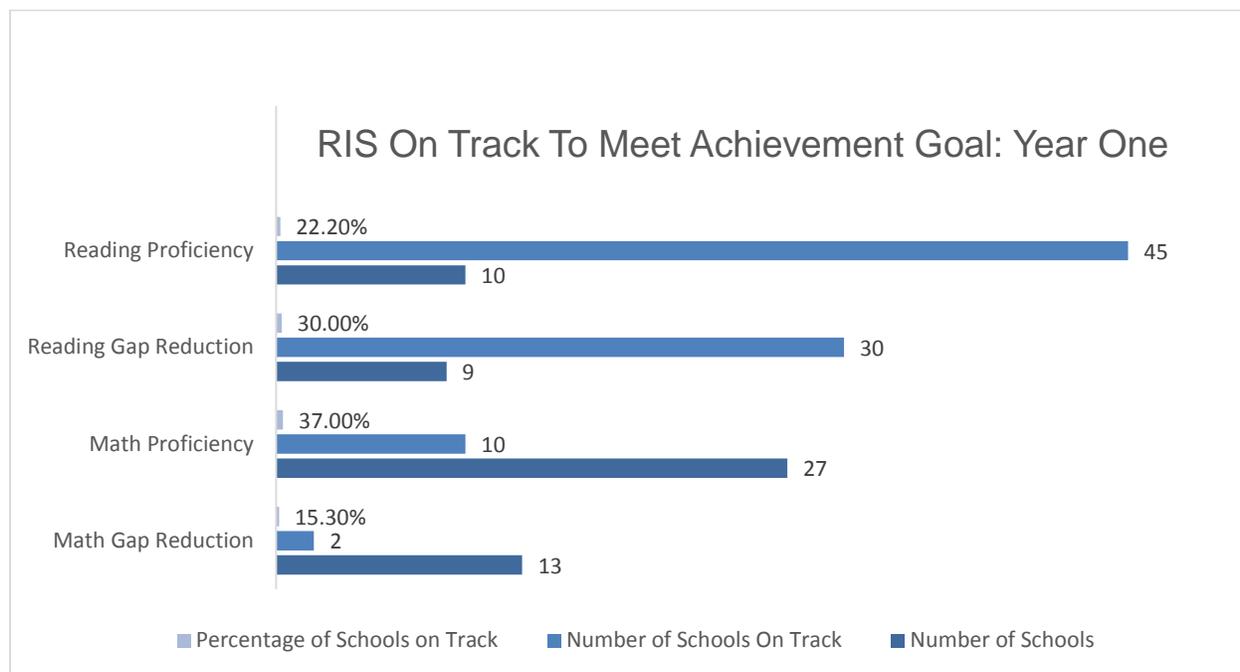
Reading Proficiency and Gap Reduction Goals

- 22.2 percent of RIS that included a reading proficiency goal reported being on track to increase the proficiency rate of select students groups as measured by the state reading accountability test (10 of 45).

- 30 percent of RIS that included a reading achievement gap goal reported being on track to decrease the achievement gap between select student groups on state reading accountability tests (9 of 30).

Math Proficiency and Gap Reduction Goals

- 37 percent of RIS that included a math proficiency goal reported being on track to increase the proficiency rate of select students groups as measured by the state math accountability tests (10 of 27).

- 15.3 percent of RIS that included a math achievement gap goal reported being on track to decrease the achievement gap between select student groups on state mathematics accountability tests (2 of 13).

The graph below reflects the number of RIS on track to meet their reading or math proficiency or gap reduction goals. The percentage listed is the percentage of districts which reported being on track for meeting their goal.

RIS On Track To Meet Achievement Goal: Year One

Category	Percentage of Schools on Track	Number of Schools On Track	Number of Schools
Reading Proficiency	22.20%	45	10
Reading Gap Reduction	30.00%	30	9
Math Proficiency	37.00%	10	27
Math Gap Reduction	15.30%	2	13

RIS Comments

RIS reported being challenged to provide enough time and staff to ensure all students have the opportunity to receive the support they need, to provide the most effective collaboration techniques to streamline instruction and interventions utilizing data, and to ensure that core curriculum is meeting all of the standards needed for our students to become successful learners.

One district reporting using an equity team at each of their RIS to promote and engage in culturally relevant instructional practices.

Several schools documented positive impacts on student achievement that resulted from using grade level data teams to assess each student's needs on an ongoing basis and on-going staff development for implementation of new research-based interventions.

Districts reported that the following changes enabled them to make progress on meeting their AI plan achievement goal:

- Using specialists to provide additional support and instruction.

- Providing additional training for teachers on strategies to support all students in the core curriculum.

- Teachers meeting collaboratively to discuss learning targets and levels of proficiency on standards.

- Aligning AI plan interventions to the current content.

- Using parent volunteers to provide one-to-one practice with foundational skills.

- Providing on-going staff development for implementation of new research-based interventions.

- Assessment of each student's needs on an ongoing basis by grade level data teams.
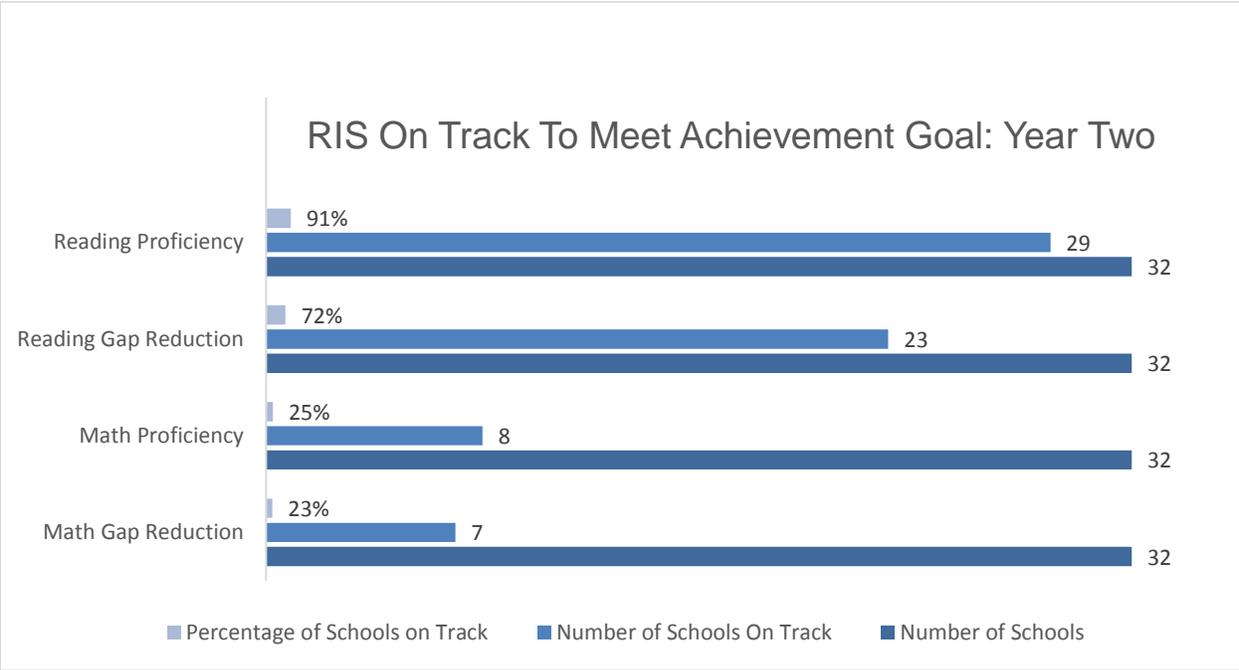

ACHIEVEMENT GOAL

YEAR TWO: 2015-2016

Reading Proficiency and Gap Reduction Goals

- 91 percent of RIS that included a reading proficiency goal reported being on track to increase the proficiency rate of select students groups as measured by the state reading accountability test (29 of 32).

- 70 percent of RIS that included a reading achievement gap goal reported being on track to decrease the achievement gap between select student groups on state reading accountability tests (23 of 32).

Math Proficiency and Gap Reduction Goals

- 25 percent of RIS that included a math proficiency goal reported being on track to increase the proficiency rate of select students groups as measured by the state math accountability tests (8 of 32).

- 22.2 percent of RIS that included a math achievement gap goal reported being on track to decrease the achievement gap between select student groups on state mathematics accountability tests (7 of 32).

RIS On Track To Meet Achievement Goal: Year Two

Category	Percentage of Schools on Track	Number of Schools On Track	Number of Schools
Reading Proficiency	91%	29	32
Reading Gap Reduction	72%	23	32
Math Proficiency	25%	8	32
Math Gap Reduction	23%	7	32

Legend: ■ Percentage of Schools on Track ■ Number of Schools On Track ■ Number of Schools
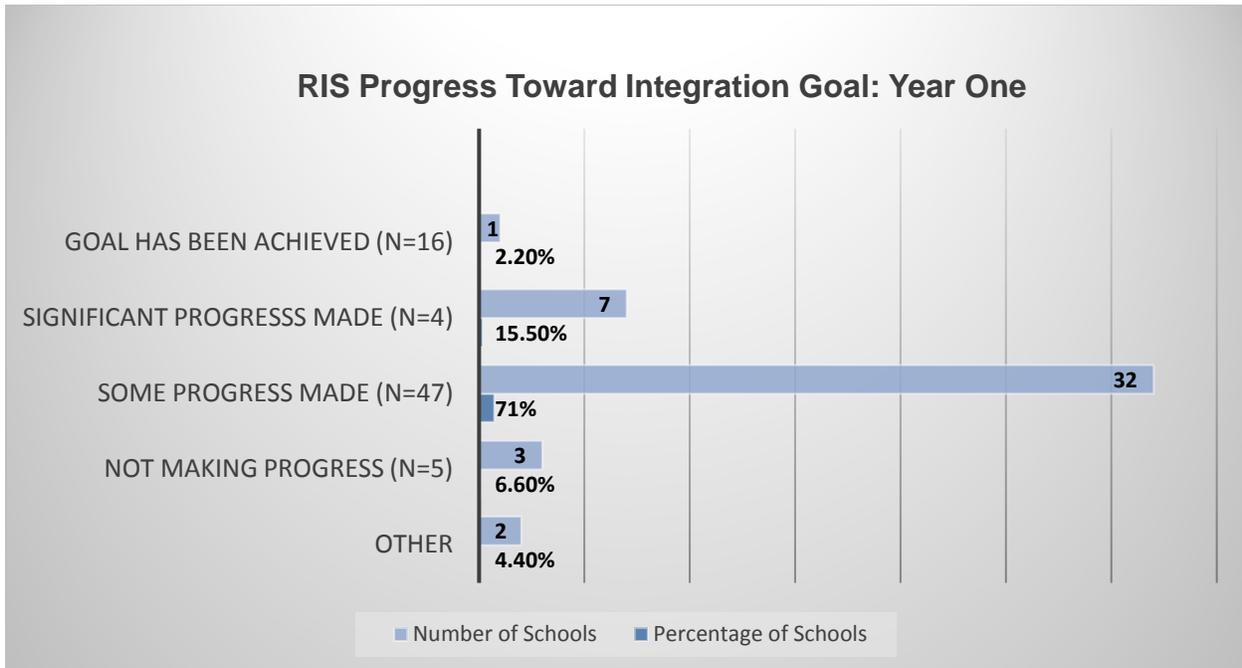
RIS Comments

- During the 2015-2016 school year, our district struggled with upholding a diverse, leadership workforce. We have been intentional about bringing key leaders iinto buildings. Two of four leasership hires are from diverse backgrounds.

- Each student group (all, American Indian, black, Hispanic, white, non-FRP, FRP) made progress, reflected by increases in overall reading proficiency. However, no student group is on track to meet the 2017 goal at this time. The district began a new strategic implementation plan for MTSS Academics at three elementary sites across the district.

- The continued work with the Literacy Collaborative model has increased our RIS's cultural proficiency due to the focus on individual students. The Data Days and PLCs focusing on individuals in classrooms helped staff members closely look at student growth, needs and next teaching steps. It empowered teachers to look for small shifts and teaching points that would make the biggest impacts.

- RIS experienced a 4.5 percentage point drop in reading proficiency. The Spanish immersion program is growing and we have learned that achieving this goal will take more time, staffing and implementation of tiered interventions in reading.

INTEGRATION GOAL

AI plans for RIS must contain goals for increasing racial and economic diversity and integration (Minn. Stat. § 124D.861 subd. 2(a)). Based on Minnesota Rules 3535.0160, districts with RIS convene a council to assist with planning integration activities at each RIS. These activities that are meant to enable districts to meet their integration goal and must align with the activities districts may include in their plans based on Minnesota Statutes, section 124D.861 subdivision 2(a) and listed on page 5 of this report.

YEAR ONE: 2014-2015

The graph below lists progress toward AI plan integration goals after one year of plan implementation. The progress report asks districts to indicate the level of progress made using the following categories: goal was achieved, significant progress, some progress, not making progress, other. Almost 69 percent (68.8) percent of racially identified school reported on intra-district integration interventions implemented with other schools in the district (31/45).

RIS Comments

RIS progress reports addressed several issues related to making progress toward their integration goals.

Challenges included the geographic location of the school as a barrier to increasing racial and diversity in the student population. Districts also reported having to limit enrollment based on facility capacity, staffing, technology, and budget constraints.

Classroom Partnerships. Classroom and grade-level partnerships with other schools in the same district were used as strategies to increase racial diversity at some RIS. The intra-district classroom partnerships focused on improving academic achievement, social-emotional development, and racial and socio-economic integration.

The classroom partnerships share innovative educational methods and practices that promote multicultural education. The teachers involved in partnerships team teach, share classes, switch classrooms, and stay connected using technology. The students participate in joint reading and writing projects, Skype, attend field trips related to the curriculum standards, and learn about each other's culture. A challenge is for staff to make the make the time to plan and organize these AI activities in addition to planning for regular instruction.
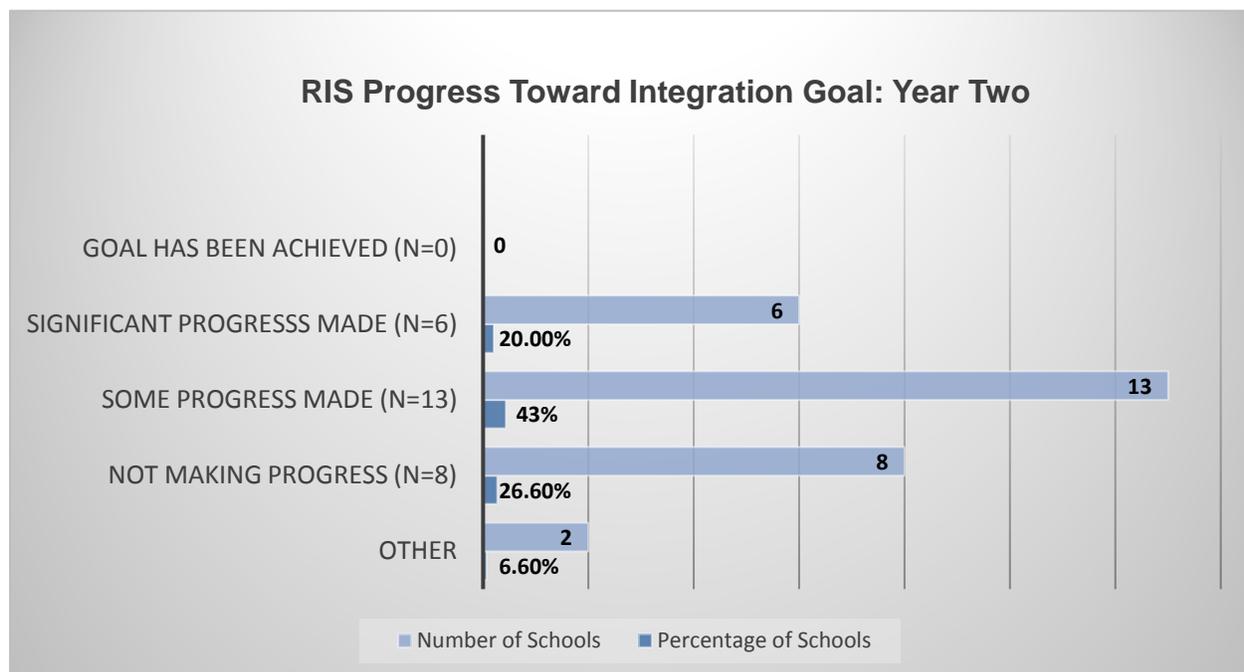
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Marketing. Districts reported efforts to market the RIS school programs and to educate families in the district about programmatic options available and the process for enrolling.

Parent Engagement. Schools reported creating parent action committees to generate more opportunities for parent and guardians to be meaningfully involved in their child's school and to increase community support. The schools reported a generally positive level of interest and excitement and an increased level of satisfaction with the school.

Professional Development. Schools also reported that professional development and training opportunities for staff has enhanced culturally responsive teaching. The staff have a clear understanding of the needs of the students and are dedicated to student success and achievement. One school reported "Incorporating an African American culture program at the school, and they achieved a two-point gain in reading proficiency."

School Choice. Cross-district magnet programs and school choice programs within a district were mentioned as strategies being used to increase integration at the RIS sites.

YEAR TWO: 2015-2016

RIS Progress Toward Integration Goal: Year Two

GOAL HAS BEEN ACHIEVED (N=0)	0
SIGNIFICANT PROGRESSS MADE (N=6)	6 / 20.00%
SOME PROGRESS MADE (N=13)	13 / 43%
NOT MAKING PROGRESS (N=8)	8 / 26.60%
OTHER	2 / 6.60%

■ Number of Schools   ■ Percentage of Schools

RIS Comments

- We did not meet our annual goal of continuing to decrease the percentage of protected class students at our RIS.

- All students in racially isolated schools within our district will have priority enrollment to magnet schools choices through [our inter-district integration] collaborative… which include magnet schools, which provide a larger choice of options for all students… and provides free transportation for those students who choose to be a part of the program. The purpose

of magnet programming is to eliminate, reduce or prevent minority group isolation in elementary through secondary schools.

- Enrollment has increased by 13 percent, from 400 students to 460. We remain a racially diverse school with about 80 percent of our students coming from a wide variety of backgrounds and cultures. We saw only a slight increase in our percentage of white students.

- Our racially isolated schools have great enrollment, and small incremental growth is occurring at both. Both schools either a STEM or fine arts academic focus in order to encourage, engage, and retain our students and allow them to compete globally with a growing international marketplace.

Conclusion

After two years of implementing a three-year achievement and integration plan, less than half of responding districts state they are on track to meet their achievement goals by the end of the final plan year. A higher percentage of districts reported making some or significant progress toward their integration goals (more than 50 percent). Note that these results are based on incomplete reporting from the districts and schools listed in the Appendix at the end of this report.

Determining the efficacy of district's achievement and integration plans is complex for a variety of reasons, including the interplay between this plan and other district initiatives, the willingness and ability of districts to collaboratively implement student activities, and fiscal resources. Districts' data point to other factors influencing successful plan implementation, including staff turnover, the need for culturally responsive teaching, misconceptions about racial integration, and a focus on student deficits, rather than the need to examine systemic barriers to educational equity. Also evident is an inclination to focus on achievement exclusive of integration, a lack of connection between academic achievement scores and school climate, and a focus on using AI revenue for existing programs rather than creating new opportunities to address the ongoing needs of underserved students.

In their progress reports, districts touched on these issues and on the ways they are responding to them. Many comments from the districts indicate an intent to rethink, adjust, and continue to implement their activities in order to realize their intended achievement outcomes. This level of engagement suggests a continuous improvement mindset that, if sustained, could lead to significant changes for students.

Districts that reported being on track to meet their three-year goal provided specific examples of instructional, curricular, and other changes that may have contributed to a reductions in their achievement gaps or to increasing students' reading or math proficiency. For example, one racially isolated district in the Twin Cities metro area briefly described its strategy to meet the needs of a specific student group in order to meet its goal of attaining 60 percent or higher math proficiency for all student groups by 2017: "[our district] conducted wide scale professional development on American Indian topics, and also increased American Indian family involvement." Districts also reported on efforts to address the following issues in order to meet their AI plan achievement goal:

- Curriculum alignment/mapping.
- Ensuring all students have access to the same learning opportunities.
- Increasing access to gifted and talented services for traditionally underrepresented students.
- Providing additional staff training on using data and standards-based interventions.

As seen by the tables included in this report, a higher percentage of districts reported making some or significant progress toward their integration goals by the end of year two (more than 50 percent). For those districts with district-wide plans, meeting their integration goal often means they've meet attendance goals for programs they've implemented other districts in their integration collaborative. These cross-district programs for students range from short-term programs that bring students together for annual field trips, to weekend activities that meet occasionally throughout a schoolyear, to summer programs where students from racially

isolated districts work daily and build relationships with students from adjoining districts over the course of one to two weeks.

An example of one such program has been replicated by other districts: an early college summer program jointly run by three districts in the southwestern part of the state. The program was designed to provide targeted support to students who would otherwise not qualify for early college programs. With additional support, students completed the program having earned college credits, developed a belief in their potential to attend college, and established relationships with students from racial and economic backgrounds different from their own.

A small number of AI plans include magnet programs intended to increase racial and economic integration at racially identifiable schools. Beyond simply meeting or maintaining enrollment targets set by the schools, more data is needed to document how integration efforts funded with AI revenue are meeting the purpose of the AI program to increase racial and economic integration. For example, the purpose of several magnet programs included in districts' AI plans is described as addressing schools' longstanding status as racially identifiable; however, it isn't clear how this is happening given the schools' ongoing participation in such magnet programs and their ongoing status as racially identifiable based on racial enrollment disparities, which remain unchanged.

The AI program is unique in that it is the only state aid education program with an explicit focus on increasing racial and economic integration as well as increasing educational equity and addressing the academic achievement gap. While the correlation between racially integrated schools and increased academic, employment, health, and social-emotional outcomes for all students is well documented,[3] creating and sustaining systems that increase educational equity remains a challenge because of the complexities inherent in systems change.

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[3] https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/. (2016, February 9). How Racially Diverse Schools and Classrooms Benefit All Students.

APPENDIX

Year One Non-Reporting Schools and Districts

2014-2015 progress reports were not submitted to MDE for the school districts listed below.

1. Osakis Public School District

2. Pine City Public School District

3. Truman Public School District

4. Lyle Public School District

2014-2015 progress reports for the racially identifiable schools listed in the table below were incomplete.

District Name	School Name
Minneapolis Public Schools	Andersen Community
Minneapolis Public Schools	Bethune Elementary
Minneapolis Public Schools	Bryn Mawr Elementary
Minneapolis Public Schools	Green Central Park Elementary
Minneapolis Public Schools	Hall International
Minneapolis Public Schools	Henry Senior High School
Minneapolis Public Schools	Hmong International Academy
Minneapolis Public Schools	Jenny Lind Elementary
Minneapolis Public Schools	Lucy Laney @ Cleveland Park Elementary
Minneapolis Public Schools	Nellie Stone Johnson Elementary
Minneapolis Public Schools	North Academy Arts and Communications
Minneapolis Public Schools	Olson Middle School
Minneapolis Public Schools	Sheridan Elementary
Minneapolis Public Schools	Sullivan Elementary

YEAR TWO Non-Reporting Schools and Districts

2015-2016 progress reports were either incomplete or not submitted to MDE for the school districts listed below.

1. Belle Plaine Public Schools
2. East Central School District
3. Jackson County Central Schools
4. Lake Park-Audubon Public Schools
5. Lyle Public Schools

6. M.A.C.C.R.A.Y
7. Minneapolis Public Schools
8. Mountain Lake Public Schools
9. Pine Island
10. RTR Public Schools
11. Sibley East Public Schools
12. Truman Public Schools

2015-2016 progress reports for the racially identifiable schools listed in the table below were either incomplete or not submitted to MDE.

District Name	School Name
Minneapolis Public Schools	Andersen Community
Minneapolis Public Schools	Anishinabe Academy Elementary
Minneapolis Public Schools	Bethune Elementary
Minneapolis Public Schools	Anwatin Middle School
Minneapolis Public Schools	Bryn Mawr Elementary
Minneapolis Public Schools	Cityview Community School
Minneapolis Public Schools	Folwell Arts Magnet
Minneapolis Public Schools	Green Central Park Elementary
Minneapolis Public Schools	Hall International
Minneapolis Public Schools	Henry Senior High School
Minneapolis Public Schools	Hmong International Academy
Minneapolis Public Schools	Jefferson Elementary
Minneapolis Public Schools	Jenny Lind Elementary
Minneapolis Public Schools	Lucy Laney @ Cleveland Park Elementary
Minneapolis Public Schools	Nellie Stone Johnson Elementary
Minneapolis Public Schools	North Academy Arts and Communications
Minneapolis Public Schools	North Senior High
Minneapolis Public Schools	Olson Middle School
Minneapolis Public Schools	Pierre Bottineau Elementary
Minneapolis Public Schools	Pillsbury Middle School
Minneapolis Public Schools	Sheridan Elementary
Minneapolis Public Schools	Sullivan Elementary
Minneapolis Public Schools	Wellstone International High