

# Achievement and Integration Plan for 2020-23

*South Washington County Schools*

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**Thursday, Feb. 6, 2020**

# Minnesota Achievement and Integration Program

The purpose of the *Achievement and Integration for Minnesota* program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. [Read Minnesota Statutes, section 124D.861.](#) [Read Minnesota Statutes, section 124D.862.](#)



# Minnesota Achievement and Integration Program

- State provides funding for voluntary integration
- District applies for funding
- Three-year plan (2020-23)
  - Plan requires approval from the local school board and Minnesota Department of Education
  - Due to the state on March 15



# Achievement and Integration Plan

This plan must contain three types of goals, at least one for each of the following:

- 1. Academic achievement**
- 2. Qualified, effective and more diverse teachers**
- 3. Increase racial and economic integration** excluding the categories of gender, disability and English learners.

(Minn. Stat. § 124D.861, subd. 2 (a)).



# World's Best Workforce

Achievement and Integration goals have to align with the World's Best Workforce (WBWF) plan for the district.

## What is the World's Best Workforce (WBWF)?

- The “Striving for the World's Best Workforce” bill (Under Minnesota Statutes, section 120B.11) was passed in 2013 to ensure every school district in the state is making strides to increase student performance.
- Each district must develop a plan that addresses the following five goals:
  1. All children are ready to start kindergarten.
  2. All third-graders can read at grade level.
  3. All achievement gaps between students are closed.
  4. All students are ready for career and/or postsecondary education.
  5. All students graduate from high school.



# Current Achievement and Integration Plan

- Currently we are in final year of a three-year plan, written in the 2016-17 school year.
- Approved in 2017 by the school board and the Minnesota Department of Education.



# 2017 - 2020 Achievement and Integration Goals

## Goal 1:

- We will increase the percentage of students meeting spring state proficiency targets in reading, in third grade from 71.2 percent in the Spring of 2015 to 79 percent in the Spring of 2020, a total increase of 7.8 percent and an annual increase of 2.6 percent.
- Objective: To decrease the achievement gap in reading of black males, compared to white males, from 18.2 percent in spring 2016 to 10 percent in spring 2020, as measured by MCA Reading, grades 3-8 and 10.



# 2017 - 2020 Achievement and Integration Goals

## Goal 2:

- The percentage of students in District 833, who meet the ACT Reading College Ready Benchmark of 22 will increase from 53 percent in the Class of 2016 to 65 percent in the Class of 2020, an annual increase of 3 percent.





# Strategies That Supports the Current Achievement and Integration Plan

- Family and Community Engagement Activities
- Academic Success Coaches
- Professional Development for employees
- Cultural Liaisons
- Young Scholars Program
- Be Your Dream Program
- Youth Executive Board
- Recruitment of Culturally Diverse staff
- AVID
- ACT prep
- Pre-School Programming: Collaboration with a racially isolated District-St. Paul Public Schools
- Nature's Engineers Summer Camp: Collaboration with a Racially Isolated District-Rosemount-Apple Valley-Eagan
- Summer programming: Collaboration with Stillwater Public Schools
- HBCU Fair



# Proposed Achievement and Integration Goals for 2020-23



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# 2020 - 2023 Achievement and Integration Goals

- Reviewed district data and strategic plan
- Think Tank with Achievement and Integration Parent and Principal Advisory Team



# 2020-23

## Achievement and Integration Goals will focus on...

- Policies
- Procedures
- Practices
- Adult Behavior
- What's Best for Our Students



# 2020-23 Proposed Increase Racial and Economic Integration Goal

**Students that meet one or more of the school readiness risk factors will have a prekindergarten experience prior to enrolling into kindergarten from XX\* percent to 100 percent by 2023.**

**\*Baseline data will be collected in the fall of 2020.**

World's Best Work: All children are ready for school.



# 2020-23 Proposed Achievement Goal

- Increase the percentage of racially diverse students succeeding in AP/IB courses from 16.8 percent to 22.8 percent from 2020-23.
- Primarily applies to Black, Hispanic/Latino, and American Indian students

AP/IB Course Enrollment by Race:  
SY 2018-19

|                                     | #     | %     |
|-------------------------------------|-------|-------|
| Hispanic/Latino                     | 666   | 5.2   |
| American Indian                     | 25    | 0.2   |
| Asian                               | 2015  | 15.7  |
| Black                               | 920   | 7.2   |
| Native Hawaiian<br>Pacific Islander | 3     | 0.0   |
| White                               | 8655  | 67.5  |
| 2 or More Races                     | 532   | 4.2   |
| Total                               | 12816 | 100.0 |

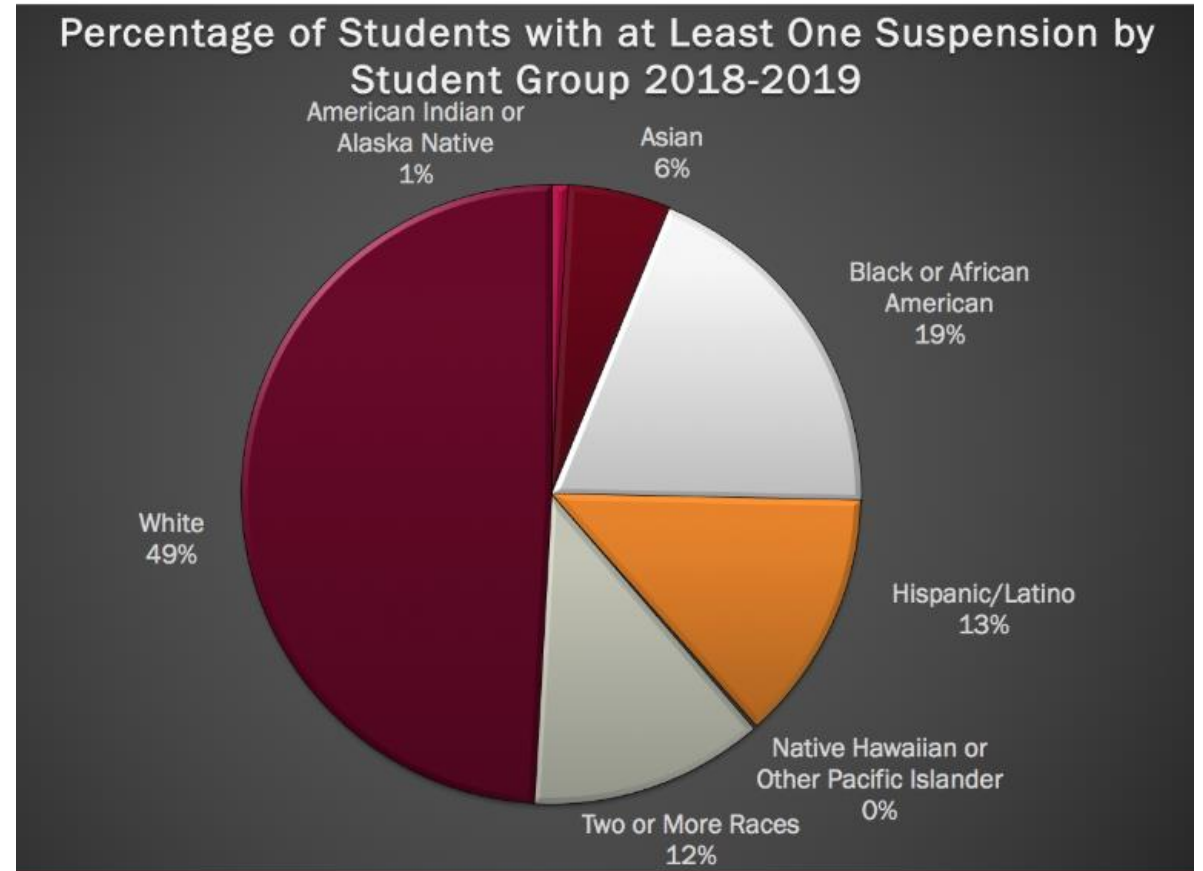


# 2020-23 Proposed Goal

## Increase Racial and Economic Integration Goal

**Decrease the out of school suspension rates of Black and Hispanic/Latino students, from 32 percent in 2018-19 school year to 16 percent in the 2022-23 school year.**

World's Best Workforce: All racial and economic achievement gaps between students are closed.





# Access to effective and more diverse teachers.

**Increase the number of qualified, racially and ethnically diverse teachers from 4.9 percent to 7.9 percent by 2023.**

Increase of 15 teachers per year  
Recruit and Retention Team  
Affinity Groups



# 2020-2023 Proposed Goal Integration

**100 percent of all employees will participate in at least three professional learning opportunities annually on culturally proficient school system by 2023.**



# What's Culturally Proficient School System?

**“Cultural proficiency is a model for shifting the culture of the school or district; it is a model for individual transformation and organizational change. Cultural proficiency is a mind-set, a world view, a way a person or an organization make assumptions for effectively describing, responding to, and planning for issues that arise in diverse environments. For some people, cultural proficiency is a paradigm shift from viewing cultural difference as problematic to learning how to interact effectively with other cultures.”**

Cultural Proficiency: A Manual for School Leaders, 2009, pp. 4. Thousand Oaks, CA: Corwin.

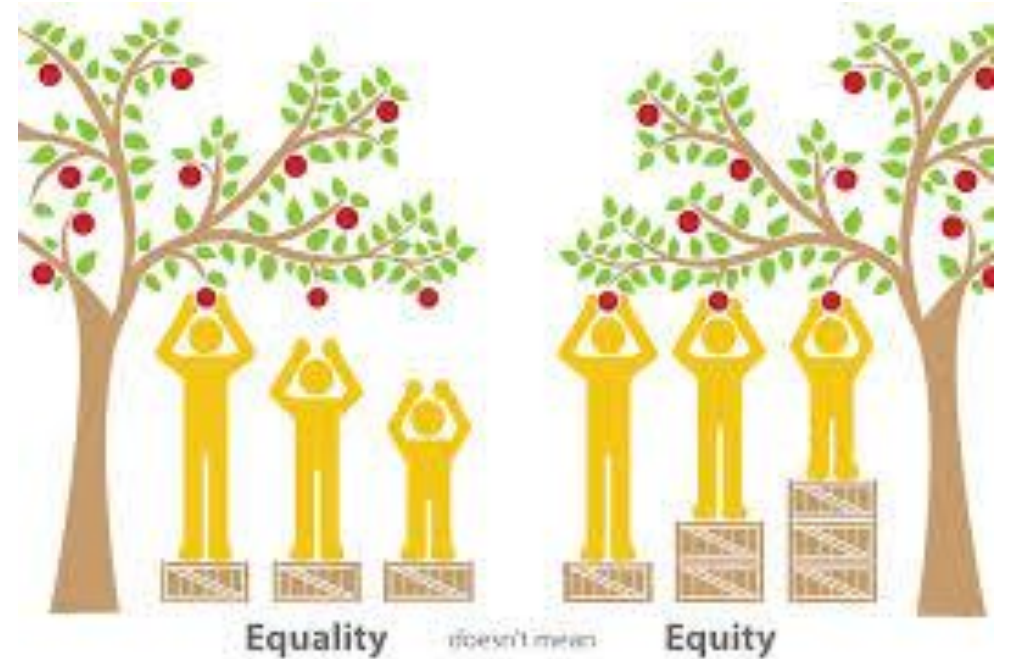


# Equity Leadership Team

## Purpose of the team

- To ensure that each child receives what they need to reach their academic and social potential (whole child)
- Developing and maintain a cultural proficient school system to ensure equity

**Members:** Superintendent, Assistant Superintendent, & Directors



# Achievement and Integration

## Cross District Partnership

- Cross District Partnership
- Hastings, Stillwater, 196 - Rosemount, Apple Valley, Eagan



# Interdistrict Partnership

- Stillwater Area Public Schools, South Washington County Schools and Rosemount-Apple Valley-Eagan and Hastings Public Schools will be collaborating with StoryArk as an integral part of their 2020-23 Statewide Achievement and Integration Programming.
- Funding for this important work will be "braided" combining funds from the Arts Learning Board with Achievement and Integration revenue from the four participating districts.



## Next Steps...

- **Feb. 20:** School Board vote of approval of 2020-23 Achievement and Integration Plan
- **Summer of 2020:** Share goal action steps for 2020-23 Achievement and Integration Goals



# Questions?

