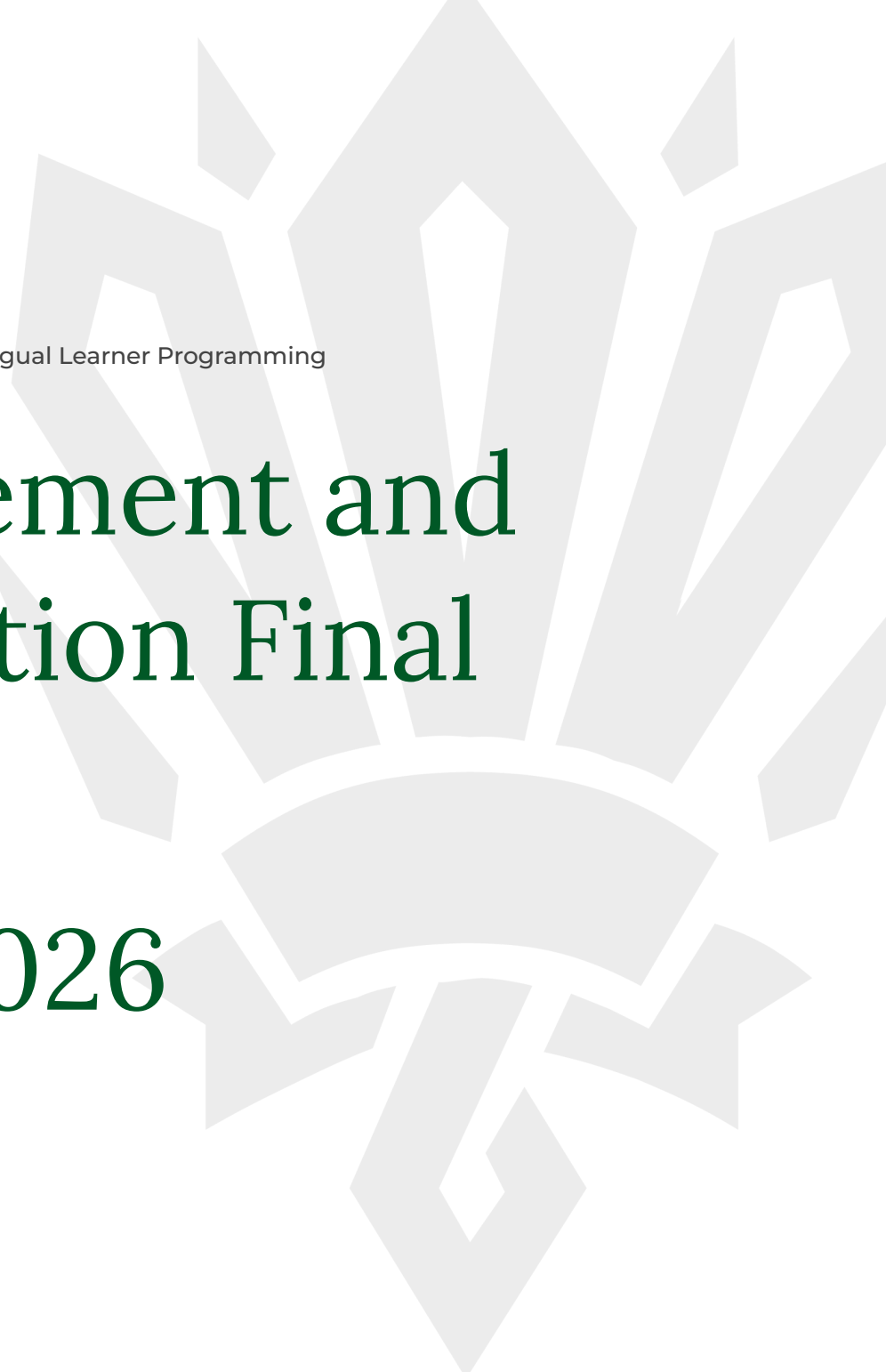


The background of the page features a large, light gray watermark of the Edina Public Schools logo. The logo is a stylized sunburst or starburst design with multiple points radiating from a central circular area.

Achievement Equity and Multilingual Learner Programming

# Achievement and Integration Final Report 2023-2026

This Achievement and Integration (A&I) plan is designed to foster an inclusive and equitable educational environment for all students in Edina Public Schools. Our strategic framework focuses on three main goal areas: **Reducing Academic Disparities** among student groups, excluding categories of gender, disability, and English learners; **Increasing Racial and Economic Integration** in accordance with Minn. Stat. § 124D.861, subd. 2 (a); and **Access to Effective and Diverse Teachers**, focusing on equitable access for all student populations excluding the categories of gender, disability, and English learners. Through these commitments, we aim to eliminate barriers and create equitable opportunities for every learner.



# Reducing Academic Disparities

**Goal 1a:** By the end of the 2025-2026 school year, EPS will increase the percentage of African American/Black students who earn a final grade of B or higher in US Literature and Composition from 37.29% to 46% **Goal: Not Met**

| Student Group              | Baseline (SY 23) | SY 24 Progress | SY 25 Progress | SY 26 Final Data           | Goal Target | Goal Status    |
|----------------------------|------------------|----------------|----------------|----------------------------|-------------|----------------|
| Black/<br>African American | <b>37.29%</b>    | 51.85%         | 48.84%         | <b>32.25%</b><br>[-4.94%]* | 46%         | <b>Not Met</b> |
| White                      | 84.70%           | 88.12%         | 86.29%         | 83.33%<br>[-1.37%]*        |             |                |

\*calculated from baseline

**Goal 1b:** By the end of the 2025-2026 school year, EPS will increase the percentage of Latino/a students who earn a final grade of B or higher in US Literature and Composition from 54.55% to 63 %

| Student Group | Baseline (SY 23) | SY 24 Progress | SY 25 Progress | SY 26 Final Data        | Goal Target | Goal Status    |
|---------------|------------------|----------------|----------------|-------------------------|-------------|----------------|
| Latino/a      | <b>54.55%</b>    | 47.22%         | 80.0%          | <b>50%</b><br>[-4.55%]* | 63%         | <b>Not Met</b> |
| White         | 84.70%           | 88.12%         | 86.29%         | 83.33%<br>[-1.37%]*     |             |                |

\*calculated from baseline



**Goal 2a:** By the end of the 2025-2026 school year, EPS will increase the percentage of African American/Black students in grades K-1 meeting or exceeding benchmark on the FastBridge earlyReading assessment (spring administration) from 62% to 71%

**Goal 2b:** By the end of the 2025-2026 school year, EPS will increase the percentage of Latino/a students in grades K-1 meeting or exceeding benchmark on the FastBridge earlyReading assessment (spring administration) from 50% to 59%

| Student Group              | Baseline (SY 23) | SY 24 Progress | SY 25 Progress | SY 26 Final Data            | Goal Target | Goal Status    |
|----------------------------|------------------|----------------|----------------|-----------------------------|-------------|----------------|
| Black/<br>African American | <b>62%</b>       | 62.7%          | 73.34%         | <b>62.69%<br/>[+0.69%]*</b> | 71%         | <b>Not Met</b> |
| Latino/a                   | <b>50%</b>       | 55.81%         | 45.90%         | 44.62%<br><b>[-5.38%]*</b>  | 59%         | <b>Not Met</b> |

\*calculated from baseline

## Increasing Racial and Economic Integration

**Goal 3:** The Percentage of African American/ Black, Hispanic/ Latino, Native Hawaiian or Other Pacific Islander, and Native American/American Indian students accessing advanced courses will mirror the Edina High School student demographics at the end of the 2026 SY.

| Student Group     | Baseline (SY 23) | SY 24 Progress | SY 25 Progress | SY 26 Final Data | Goal Target | Goal Status    |
|-------------------|------------------|----------------|----------------|------------------|-------------|----------------|
| Students of Color | <b>47.37%</b>    | 50.61%         | 51.23%         | <b>35.53%</b>    | 48.97%      | <b>Not Met</b> |
| All HS Students   | <b>58.87%</b>    | 63.68%         | 63.64%         | 48.97%           |             |                |

\*calculated from baseline



# Access to Effective and Diverse Teachers

**Goal 4:** Diversify our workforce and increase the number of teachers and administrators of color in Edina Public Schools from 7.8% to 10% (teachers).

|                   | Baseline (SY 23) | SY 24 Progress | SY 25 Progress | SY 26 Final Data         | Goal Target | Goal Status    |
|-------------------|------------------|----------------|----------------|--------------------------|-------------|----------------|
| Teachers of Color | <b>7.8%</b>      | 9.6%           | 8.3%           | <b>9.5%<br/>[+1.7%]*</b> | 10%         | <b>Not Met</b> |

\*calculated from baseline

## Strategies and Indicators of Progress

### AVID Program - Supporting Data for Goal 1 and 2

Percent of students of Color in 9-12 participating in advanced courses disaggregated by race/ethnicity

| Student Group           | Baseline (SY 23) | SY 24 Progress | SY 25 Progress | SY 26 Final Data            |
|-------------------------|------------------|----------------|----------------|-----------------------------|
| White Students          | 61.58%           | 67.05%         | 67.34%         | 58%<br><b>[-5.58%]*</b>     |
| Students of Color       | 47.37%           | 50.61%         | 51.23%         | 24.85%<br><b>[-22.52%]*</b> |
| Black/ African American | 39.49%           | 41.38%         | 42.12%         | 16.32%<br><b>[-23.17%]*</b> |
| Latino/a                | 47.60%           | 50.19%         | 58.55%         | 25.0%<br><b>[-22.53%]*</b>  |

\*calculated from baseline



## MTSS Professional Development - Supporting Data for Goals 1, 2 and 3

Global Score on Self-Evaluation of MDE MTSS Framework Implementation

| Baseline (SY 23) | SY 24 Progress | SY 25 Progress | SY 26 Final Data |
|------------------|----------------|----------------|------------------|
| <b>45.5%</b>     | 52.5%          | 66.8%          | <b>65.8%</b>     |

*\*The recorded % represents an improvement over the 2023 academic period; however, a marginal decrease occurred during the 2025-2026 school year. This decline stems from reduced performance in multi-layered support structures for Tier 2. This shift likely reflects a more sophisticated understanding of authentic Tier 2 student interventions as the district enters its third year under the guidance of the MTSS district leads.*

## Building Capacity for Equitable and Culturally Proficient Schools - Supporting Data for Goals 1-4

Increase the number of all staff who are trained in Culturally Proficient School Systems (CPSS)

|                                                    | SY 24 Progress | SY 25 Progress | SY 26 Final Data |
|----------------------------------------------------|----------------|----------------|------------------|
| Staff how have attended 1 day facilitated learning | 25%            | 50%            | 70%              |

*\*The one-day learning session provided by CPSS has been successfully completed by more than 935 staff members. Furthermore, specialized training sessions were conducted for community education summer programming personnel and bus drivers.*



Culturally Proficient School modules will be embedded into building staff meetings and district PD

|                                                    | SY 24 Progress | SY 25 Progress | SY 26 Final Data |
|----------------------------------------------------|----------------|----------------|------------------|
| Number of learning modules presented district wide | 0              | 2              | 4                |

\* Comprising representative educators from the District Office, ELFC, elementary, and high school levels, the Cultural Proficient School Systems (CPSS) Teacher Advisory Team ensures a broad district-wide perspective. This collaborative group, which includes district office personnel, meets 3 to 4 times annually to analyze staff data and provide critical feedback on the implementation of district-wide cultural proficiency initiatives. A primary responsibility of the team is the design and co-development of quarterly learning modules, which are 30–45 minute "bursts" of facilitated learning presented at school sites and the district office. These modules are specifically crafted to deepen staff expertise on CPSS topics, maintaining the district's "Inside-Out" journey as a central focus while aligning daily educational practices with strategic equity priorities.

### Bridging Cultural and Socio-Economic Barriers - Support Goals 1-3

The Department of Achievement Equity and Multilingual Learn Programming will host parent information nights for Multilingual families. Target groups will be Somali, Spanish, 4 events per target group

| Year    | Number of learning modules presented district wide |
|---------|----------------------------------------------------|
| SY 2024 | 6 Somali<br>4 Latino/a                             |
| SY 2025 | 8 Somali<br>4 Latino/a                             |



|         |                        |
|---------|------------------------|
| SY 2026 | 6 Somali<br>2 Latino/a |
|---------|------------------------|

\*The team grew during the 2025-2026 school year with the recruitment of an additional Spanish-speaking liaison. The liaisons team has successfully implemented a consistent meeting schedule. A notable milestone during the 2025-2026 school year was the introduction of a multicultural Edina Resource Night; the event garnered substantial participation and is now intended to be held annually. Although local surges in immigration enforcement led some families to raise safety concerns about attending school functions resulting in fewer Spanish-speaking family nights throughout the 2025-2026 school year, the team ensured all family needs and questions were managed through individual outreach.

## Racially Identified School

**RIS Strategy Goal 1:** Percent of **Cornelia Elementary School** African American/Black, Hispanic/Latino, Native Hawaiian or other Pacific Islander and American Indian students at aggressive growth on Fastbridge Reading in grades K-5 will increase year over year from our baseline year of 2023-24.

**Goal type:** Achievement

| Year | Baseline Data SY 2023 | SY 2024            | SY 2025            | SY 2026            | Goal Status                         |
|------|-----------------------|--------------------|--------------------|--------------------|-------------------------------------|
| K-1  | 39.62% 21 Students    | 24.45% 14 students | 50.0% 22 students  | 41.31% 22 students | <b>Met - Increase from baseline</b> |
| 2-5  | 17.12% 19 students    | 21.67% 26 students | 14.62% 19 students | 25.0% 1 student    | <b>Met</b>                          |

**RIS Strategy Goal 2:** By the end of the 2025-26 school year, 80% of Cornelia staff will have completed Culturally Proficient Schools Training, as measured by district professional development records.

**Goal type:** Teacher Equity

| Year | Baseline SY 24 | SY 2025 | SY 2026 | Goal Status |
|------|----------------|---------|---------|-------------|
|------|----------------|---------|---------|-------------|



|                                           |     |     |     |            |
|-------------------------------------------|-----|-----|-----|------------|
| Staff<br>Completing 1<br>day facilitation | 25% | 51% | 90% | <b>Met</b> |
|-------------------------------------------|-----|-----|-----|------------|

**RIS Strategy Goal 3:** By the end of the 2025-26 school year, 100% of students at each grade level will participate in at least three targeted STEAM opportunities annually, increasing from the 2023-24 baseline, as measured by participation records and grade-level activity logs.

**Goal Type:** Integration Goal

| Year | Baseline SY 24 | SY 2025           | SY 2026 | Goal Status |
|------|----------------|-------------------|---------|-------------|
|      | 0              | 3 per grade level | 3       | <b>Met</b>  |