



Board Meeting Date: December 2, 2024

Title: Achievement and Integration 2023-2024 Goals Update

Type: Public Hearing

Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming

Description: The district is completing Year 1 of its three-year (2023-24 through 2025-26) Achievement and Integration plan, which focuses on promoting racial and economic integration while reducing academic disparities. Our implementation efforts are guided by three primary objectives: reducing academic achievement gaps, ensuring equitable access to effective and diverse teachers, and increasing integration across our schools.

This summary represents Year 1 progress within the current three-year implementation cycle, which concludes in the 2025-26 school year.

Recommendation: No recommendation is being made at this time. This presentation is an informational update for the board.

Desired Outcome(s) from the Board: Thoroughly read material and prepare initial reactions.

Attachments: Report follows

[12.2.24 A and I update](#)

Year 1 Progress Update (2023-24 School Year)

A. Program Overview

The Achievement and Integration (A&I) Program focuses on increasing racial and economic integration while reducing academic disparities amongst diverse student populations. The program is funded through a combination of 70% state aid and 30% local levy.

B. Core Objectives

The district's three-year plan (2023-24 through 2025-26) addresses three mandated goal areas:

- a. Reducing academic achievement disparities
- b. Improving equitable access to effective and diverse teachers
- c. Increasing racial and economic integration

C. Implementation Requirements

- a. All strategies must directly support integration and disparity reduction
- b. At least one strategy must focus on student integration activities with adjoining districts
- c. Revenue can expand existing initiatives but cannot solely fund current programs
- d. Annual public meetings are required to report progress

D. Racially Identifiable School Status

Cornelia Elementary has been designated as a Racially Identifiable School (RIS) by the Minnesota Department of Education. This designation occurs when the enrollment of protected-class students exceeds the district's protected-class average enrollment by more than 20% for the same grade band.

E. RIS-Specific Goals

As a Racially Identifiable School, Cornelia Elementary maintains focused goals in three key areas:

- a. Academic Achievement
 - i. Reducing academic disparities among all students and specific student categories
- b. Teacher Equity
 - i. Reducing disparities in access to effective and diverse teachers
 - ii. Ensuring equitable distribution of experienced educators
- c. Integration Initiatives
 - i. Increasing racial and economic integration within the school community
 - ii. Implementing specific strategies to reduce racial isolation
 - iii. Aligning with Minnesota Statute § 124D.861, subd. 2 (a)

Achievement and Integration Plan

July 1, 2023 through June 30, 2026

Goal 1: By the end of the 2026 school year, the percentage of African American/Black, Hispanic/Latino, Native Hawaiian or other Pacific Islanders, and Native American/ American Indian students who meet all three benchmarks in the Edina Data Metrics plan related to career and college readiness will increase to 80%:

- | | |
|--|-----------------------------------|
| • Successful completion of Algebra I before 8th grade with a B or better | FY 24: 58.70%
FY 25:
FY 26: |
| • Successful completion of Biology in High School with a B or better | FY 24: 71.05%
FY 25:
FY 26: |
| • Successful completion of ELA course US Literature and Composition with a B or better | FY 24: 63.33%
FY 25:
FY 26: |

Comprehensive Achievement and Civic Readiness (CACR- formerly WBWF) Alignment: All students are career- and college-ready by graduation. Close the achievement gap among all student groups.

Goal Type: Achievement Disparity

1. AVID Program
2. Bridging Cultural and Socio-economic Barriers
3. Building Capacity for Equitable and Culturally Proficient Schools
4. MTSS Professional Development

Goal 2: 80% of African American /Black, Hispanic/Latino, Native Hawaiian or other Pacific Islander, and Native American/American Indian students in Gr.k-9 will be at benchmark on Fastbridge Reading Assessments by the end of the 2026 SY.

- | | | |
|--|------------------------|------------------|
| • *K-1 | African American/Black | Hispanic/ Latino |
| ○ African American/Black | FY 24: 62.7% | FY 24: 55.81% |
| ○ Hispanic/Latino | FY 25: | FY 25 |
| <i>*Some student group cell sizes are too small to report. Goal 80% for all Students of Color as a group</i> | Fy 26: | FY26: |
| • *2-9 | FY 24: 63.50% | FY 24: 68.80% |
| ○ African American/Black | FY 25: | FY 25: |
| ○ Hispanic/Latino | FY 26: | FY 26: |
| <i>*Some student group cell sizes are too small to report. Goal 80% for all Students of Color as a group</i> | | |

Comprehensive Achievement and Civic Readiness (CACR- formerly WBWF) Alignment: All students in grade 3 achieving grade-level literacy. Close the achievement gap among all student groups.

Goal Type: Achievement Disparity

- 1. Bridging Cultural and Socio-economic Barriers
- 2. Building Capacity for Equitable and Culturally Proficient Schools
- 3. MTSS Professional Development

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.

- Percentage of Students of Color enrolled in Advanced courses in comparison to Percent of Students of Color in Edina Schools FY 24: 38.54% vs. 35.57%
FY 25:
FY 26:

Comprehensive Achievement and Civic Readiness (CACR- formerly WBWF) Alignment: Close the achievement gap among all student groups. All students are career- and college-ready by graduation.

Goal Type: Integration

- 1. AVID Program
- 2. Bridging Cultural and Socio-economic Barriers
- 3. Building Capacity for Equitable and Culturally Proficient Schools

Goal 4: Diversify our workforce and increase the number of teachers and administrators of color in Edina Public Schools from 7.8% to 20% (teachers) and 20% to 30% (administrators) by the end of the 2026 school year.

<i>Representation is across demographic groups, and this target represents a summary.</i>	Teachers	Administrators
	FY 24: 67/694 9.6%	FY 24: 7/26 - 26%
	FY 25: 58/692 8.3%	FY 25: 6/25 - 21%
	FY 26:	FY 26:

Comprehensive Achievement and Civic Readiness (CACR- formerly WBWF) Alignment: Close the achievement gap among all student groups

Goal Type: Teacher Equity

1. Building Capacity for Equitable and Culturally Proficient Schools

Strategies and Key Indicators of Progress

1. AVID Program: AVID elective and strategies schoolwide

Advance the AVID program in secondary classrooms as a support mechanism for African American/Black, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and Native American/American Indian students who are typically underrepresented in advanced courses. The support AVID provides, and the expectation that students in AVID take an AP course to help promote integration of students in advanced classes and equip students with skills needed for success in college, career, and civic life.

Key Indicators of progress	2023-2024 Baseline	Target 2025	Target 2026
*Percent of students of color in 9-12 participating in advanced courses disaggregated by race/ethnicity <i>*Some student group cell sizes are too small to report.</i>	African American: 44.67% currently part. Hispanic: 53.91% currently part.		
	2023-2024 Baseline	Actual	Actual
The percentage of HS AVID students currently taking one or more advanced courses will be equal to or greater than the present of all HS students	16.99% AVID students vs. 44.5% of non-AVID students		

2. Bridging Cultural and Socio-economic Barriers

Cultural Liaison builds positive relationships between staff and families by facilitating communication between staff and families from a range of racial, ethnic and socioeconomic backgrounds. Liaison provides resources and organizes learning opportunities for families. The goal is to empower families from all racial, ethnic, and economic backgrounds and to work with schools to improve achievement for all students.

Ready Set K is a Kindergarten series that incorporates social emotional learning and is an early intervention for students who have not participated in preschool. The focus of the program is to provide the students with the skills necessary for a successful start to Kindergarten.

Key Indicators of progress	Target	Target	Target
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	2024	2025	2026
The Department of Achievement Equity and Multilingual Learn Programming will host parent information nights for Multilingual families. Target groups will be Somali and Spanish, 4 events per target group for a total of 8.	8	8	8
	Actual Spanish - 4 Somali - 4		
	Target 2024	Target 2025	Target 2026
90% attendance rate in Ready Set K summer programming <i>*Approximate Attendance</i>	*90%	90%	90%
% of students in Ready Set K who are African American/Black, Hispanic/Latina, Native Hawaiian or other Pacific Islanders, and Native American/ American Indian <i>*Approximate Attendance</i>	*50%	50%	50%

3. Building Capacity for Equitable and Culturally Proficient Schools

Implement Culturally Proficient School Systems framework (formerly known as Tools of Cultural Proficiency) throughout the Edina Public School system so that all staff have the understanding of how to provide a more culturally proficient and inclusive culture.

Additionally, in this training, staff will gain skills in breaking down barriers and supporting student engagement and learning, especially for students and families from historically underserved groups.

Key Indicators of progress	Target 2023-24	Target 2025	Target 2026
Increase the number of all staff who are trained in Culturally Proficient School Systems (CPSS)	Target 25%	50%	75%
	Actual 25% N = 1,600		
Culturally Proficient School modules will be embedded into building staff meetings and district PD	Target: 5 Actual = 0	5	5
Increase or maintain student engagement on panorama student survey; increase the percentage of students who favorable response that they are engaged in school	Target: K-6 60% Target: 6-12	K-6 - 63% 6-12 -32%	K-6 - 66% 6-12 -34%

Spring to Spring score Baseline 2023 K-6 = 59% (50% all elementary nationwide) 6-12 = 27% (20% nationwide)	30%		
	Actual K-6: 59.8% 6-12: 30%		

4. MTSS Professional Development

Professional learning for implementation of the new Edina Multi-Tiered Systems of Support framework. A robust MTSS framework, critical to helping students who are struggling, or not making consistent progress, includes the use of supplemental, evidenced-based intervention programming to aid learning in the classroom. The cycle from assessment to instruction enables the teacher to observe students' responses to targeted interventions and to proceed with instruction supported by ongoing performance data. Based on recent data, the teacher will then plan interventions to meet student needs. Training and support will be provided to principals on the new Edina multi-tiered system of support (MTSS). Applied to preK-12, it will strongly support each and every learner who is not at benchmark in literacy, numeracy and social-emotional learning. Through implementation of this framework our students will experience additional time and support in order to create accelerated growth when falling into either high or some risk categories.

Key Indicators of progress	Target 2023 -24	Target 2025	Target 2026
Global Score on Self-Evaluation of MDE MTSS Framework Implementation Baseline score: Winter 2023 - 45.5%	Target - 55%	65%	75%
	Actual 52.5%		
The percent of relevant classroom teachers completing progress monitoring in Fastbridge.	Target: 70%	80%	90%
	Actual K-3: 90% 4-5: 75% 6-12: 25%		

Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the Type of Strategy drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

RIS Strategy #1: Structured Literacy

Comprehensive Achievement and Civic Readiness (CACR- formerly WBWF) goal area: All racial and economic achievement gaps between students are closed

Type of Strategy: Professional development opportunities focused on academic achievement for all students

Narrative description of this strategy. Structured Literacy is a focus of the district, it aligns with our district strategic plan strategy priority A: Advance Academic Excellence, Growth and Readiness. This goal aligns with Edina Public Schools literacy commitments, helps to establish a viable curriculum, the materials are evidenced based, and the LETRS research will live within the scope and sequences that have been designed for k-5 grade. Structured literacy is rooted in the science of reading, an interdisciplinary body of scientifically-based research about reading and writing. This strategy takes the practice of LETRS training beyond teacher training to the implementation of practices in the classroom.

Location of Services: Cornelia Elementary

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2024 Target	2025 Target	2026 Target
% of k-2 classroom teachers implementing LETRS best practices through the use of sound walls and district adopted resources.	12/12 100%		
Rationale: (use this for narrative)			

<p>We added “through the use of district adopted resources” because:</p> <ul style="list-style-type: none"> • Without the scope and sequences, we don't have systematic and explicit instruction • The materials are evidence-based • They are aligned to EPS literacy commitments • It establishes the guaranteed and viable curriculum. • LETRs research lives within the scope and sequences that are designed K-5. • Evidence-based assessments are embedded within BAR and Sonday Essentials.This allows us to differentiate within our classrooms. • LETRs is knowledge we use WITH district-adopted resources 			
<p>% of Black, Hispanic/Latino, Native Hawaiian or other Pacific Islander and American Indian students at aggressive growth on Fastbridge Reading in grades K-2</p> <p>2023 baseline</p>	<p>K-1: 7 Students 28%</p> <p>2-5: 23 Students 28.05%</p>	KIP 2025	KIP 2026
<p>% of students who require progress monitoring as identified through FASTbridge aReading are being progress monitored.</p> <p>2023 baseline</p>	100%	KIP 2025	KIP 2026

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

RIS Strategy #2: Culturally Proficient Schools Systems

WBWF goal area: All racial and economic achievement gaps between students are closed

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose Innovative and integrated pre-K through grade 12 learning environments as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☒ Increases access to effective and diverse teachers.

Narrative description of this strategy. Cultural Proficiency consists of an interrelated set of four tools, when used authentically, provides the opportunity to improve one’s own practice in service of others. The Tools of Cultural Proficiency are not strategies or techniques. The tools provide us with the means by which to perform our professional responsibilities in every Edina School District role in a Culturally Proficient manner. Being culturally competent or proficient is exemplified by how one uses assessment data, delivers curriculum and instruction, interacts with students, parents and community members, and plans and uses professional development.

Location of Services: Cornelia Elementary

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2024 Target	2025 Target	2026 Target
% of Cornelia staff who have completed Culturally Proficient Schools Training	N=28/115 23%	KIP 2025	KIP 2026

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

RIS Strategy #3: STEAM FOCUS SCHOOL

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed

Choose the type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose Innovative and integrated pre-K through grade 12 learning environments as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. All of Edina Public schools will have a STEAM focus. At Cornelia a specific STEAM focus that sets Cornelia apart from other schools will be established. The purpose of this is to retain students at Cornelia, their neighborhood school, who may consider other choice programming. An outcome is to increase greater racial and economic integration. In the 2023-24 school year Cornelia will develop a specific STEAM focus and work to develop targeted STEAM opportunities. The district communications office will support Cornelia with developing marketing to promote the STEAM focus at Cornelia to neighborhood families.

Location of Services: Cornelia

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2024 Target	2025 Target	2026 Target
Increase the number of targeted STEAM opportunities that students participate within at each grade level	KIP 2024	KIP 2025	KIP 2026
Baseline -	K - 0 activities	K - 2 activities	K - 3 activities
K - 0 activities	1 - 0 activities	1 - 2 activities	1 - 3 activities
1 - 0 activities	2 - 0 activities	2 - 2 activities	2 - 3 activities
2 - 0 activities	3 - 0 activities	3 - 2 activities	3 - 3 activities
3 - 0 activities	4 - 0 activities	4 - 2 activities	4 - 3 activities
4 - 0 activities	5 - 0 activities		

	5 - 0 activities 2023-24 K-5: 0 Activities	5 -2 activities	5 - 3 activities
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This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

**Add timeline history in a narrative description here.

Cornelia is working on strategies that are in direct alignment with the Edina Public Schools Strategic plan. The three goals are focused on Strategy A: Advanced academic excellence, growth and readiness and Strategy B: Ensure equitable and inclusive school culture. These three goals allow Cornelia a more intensive focus on strategy A and strategy B while allowing the district to tap into systems already in place to support their implementation. Prioritizing these goals allows the district to accelerate the implementation of district priorities at Cornelia ensuring all students are getting the support they need and that academic learning gaps are closed.