



Board Meeting Date: Feb 28, 2023

Title: Achievement and Integration Plan for 2024-2026

Type: Action

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Dr. Sayali Amarapurkar, South Asian Cultural Liaison

Description: The Minnesota Department of Education requests that districts who receive Achievement and Integration revenue maintain a three year plan to include goals, strategies and key indicators of progress. Administration was consulted with over 120 stakeholders from November of 2022 through February of 2023 to prepare this plan. The proposed plan has been aligned to other strategic initiatives. The plan also references a partnership with the school district of Hopkins.

Recommendation: Administration is seeking board action of approval on the Achievement and Integration three year plan.

Desired Outcomes from the Board: Approve the proposed plan.

Attachments:

- See attached report

A and I plan 2024-2026 school years Edina Public Schools

Background:

Every three years, Minnesota school districts applying for Achievement and Integration revenue are asked to complete an Achievement and Integration three year plan and proposed budget.

Districts have been asked to utilize these **equity criteria** to guide their planning process.

1. Access—Students and their families have access to rigorous, high-quality educational experiences, decision-making, initiatives, resources, and viable school choice options.
2. Participation—Enrollment and meaningful participation in rigorous career and college readiness and other academic programs as well as enrichment and extracurricular programs are proportionate to enrollment when disaggregated by race, ethnicity, and economic background.
3. Representation—School culture, climate, staff, curriculum are inclusive, culturally relevant, and representative of the diversity of the students and the school community.
4. Outcomes—Efforts result in positive measurable outcomes that are not predictable by race, ethnicity, or economic background.

Three required goal areas for the Achievement and Integration include:

- Reduction in academic disparities for specific groups of students.
- Increase in racial and economic diversity and integration in schools/districts.
- Increase in equitable access to effective and more diverse teachers.

Five required strategies include:

- Innovative and integrated preK-12 learning environments.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.

The Process: Listen to and learn from stakeholders

Input from stakeholders regarding the most critical needs of students was collected from the following groups:

- World's Best Workforce Committee
- American Indian Parent Group representatives
- Cultural Liaisons and Equity and Inclusion Specialist
- The Teaching and Learning Department
- Elementary Principals
- Secondary Principals
- Early Learning Coordinator
- EHS Avid Coordinator
- A focus group of 40 Senior AVID students
- The Multi-Tiered Systems of Support Committee
- High School Counselors
- The Edina/Hopkins A and I Team

- District Equity Advisory Committee

Note: Over 120 people have been consulted in the development of the three year A and I plan.

Common Themes collected from the various stakeholder conversations included:

- Closing of achievement gaps in literacy and numeracy.
- Power of Fastbridge to close literacy gaps.
- Create more support for students of color(?)
 - to participate in advanced courses.
- The district needs a systemic approach to intervention. (i.e. M.T.S.S., Early Intervention).
- AVID is making a difference for students (builds skills, supports transitions, and increases AP participation and college acceptance).
- Develop and communicate Pathways that blend school and work in order to prepare learners for college and career, i.e. Internships.
- Critical to diversify our teacher and administrative workforce – recruitment and retention.
- Staff need additional professional learning on cultural competency to support equity efforts in the district.
- Families need support navigating the educational system.
- Partnerships will be critical – business, higher education.

The A and I plan was collaboratively developed and aligned to the WBWF plan, the district data metrics plan, the district strategic plan, and the comprehensive literacy plan. Three year goals, aligned strategies, and Key Indicators of Progress (KIP) are included to help articulate the direction of the school district. KIPs were developed to both monitor implementation of strategies and assess impact of those strategies on the goal areas.

Edina Achievement and Integration Plan for 2024-2026:

Academic Disparities Goals

Goal 1: By the end of 2026 school year, EPS will increase the percentage of African American/Black, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and Native American/American Indian students who meet all four benchmarks in the Edina Data Metrics plan related to career and college readiness to 80% from current baseline. These benchmarks include :

- Successful completion of Algebra I before 8th Grade or in 8th grade with a B or better.
- Successful completion of Biology in High School with a B or better.
- Successful completion of ELA course US Literature and Composition with a B or better.
- Passing Score on the MN Civics Test Data

Strategy Category: Innovative and integrated preK-12 learning environments.

1. Increase engaging Secondary Pathways to include badges, microcredentials, certifications, internships, and college credit opportunities aligned with the Minnesota Career Fields, Cluster & Pathways Chart. Edina Pathways programming will include increased access to career and technical education courses for student groups not enrolling in these courses at the same rate as their peers. Through targeted outreach and ongoing support to students and their families this strategy is designed to decrease racial and economic enrollment disparities. This is meant to increase access to the following courses for underrepresented groups of students: Engineering, Manufacturing and Technology; Health Science; Human Services (including Education); Business, Management and Administration; and Agriculture, Food and Natural Resources. “Well-designed pathways connect students to real-world learning opportunities. In doing so, pathways enhance student engagement, broaden student access to social capital, and create a platform for teaching 21st century skills through the high school educational context. In these ways, pathways provide a more equitable approach for educating all students.” Hester, C. (2020). *The Career Pathways Approach: A Way Toward Equity?* Policy and Practice Brief. California Collaborative on District Reform. Retrieved February 5, 2023 from <https://files.eric.ed.gov/fulltext/ED610392.pdf>.

Strategy Category: Family engagement initiatives to increase student achievement.

2. Cultural Liaisons will build positive relationships between staff and families by facilitating communication between school staff and families from a range of racial, ethnic, and socioeconomic backgrounds. Liaisons will provide resources and organize learning opportunities for staff and families. The goal is to empower families from all racial, ethnic, and economic backgrounds to work with schools to improve achievement for their students. Close cooperation between schools, parents, and the community is one of the keys to closing achievement gaps. Parent involvement has a strong, direct

impact on student achievement. Educating parents on student progress and how they can help at home improves student learning.

Strategy Category: Professional development opportunities focused on academic achievement of all students.

3. 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 can 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.

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 (80%) on the Fastbridge Reading Assessments by the end of 2026.

Strategy Category: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

4. Students in grades K-9 will be screened and their progress monitored for development of reading skills using the Fastbridge assessment system, and will receive timely interventions supported by the Screening to Intervention feature. Intervention staffing will provide support for learning.

KIPS for Academic Disparities Goals

Goal and Strategy Targets	Spring 2024 Target	Spring 2025 Target	Spring 2026 Target
Successful completion of Algebra I before 8 th Grade or in 8 th grade with a B or better. (2022 Baseline for all: 82.16%)	60%	70%	80%
Successful completion of Biology in High School with a B or better. (2022 Baseline for all: 66.52%)			

<p>Successful completion of ELA course US Literature and Composition with a B or better. (2022 Baseline for all: 58.77%)</p> <p>Passing Score on the MN Civics Test Data (2022 Baseline for all: 93.26%)</p>			
<p>% of Seniors participating in a Career Pathway earning microcredentials, industry certifications, internships, apprenticeships, college credit by student group to include African American/Black, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and Native American/American Indian students</p> <p>Baseline example: 186 students earned Bilingual Seals in 2022 (All student groups)</p>	60%	70%	80%
<p>% of families indicating high level of engagement disaggregated by race and ethnicity</p>	70%	80%	90%
<p>Global Score on Self-Evaluation of the MDE MTSS framework Implementation</p> <p>Baseline Winter 2023 is Global Score = 45.5%</p>	55%	65%	75%
<p>% of Black, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and American Indian students at benchmark on Fastbridge Reading in grades K-9</p> <p>K-1 Baseline Winter Fastbridge 2023: African American/Black = 62% Hispanic/Latino = 50%</p> <p>Gr. 2-9 Baseline Winter Fastbridge 2023: African American/Black = 47% Hispanic/Latino = 50%</p> <p>Note: Some student group cell sizes are too small to report. Goal is 80% for all student groups.</p>	70%	75%	80%

Integration Goal

Goal 3: The percent 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 by the end of 2026.

Strategy Category: Innovative and integrated preK-12 learning environments.

5. AVID summer bridge for incoming 9th graders offered through the Edina/Hopkins joint district partnership will bring together teachers and students from both districts for an intensive three-week experience. A primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while developing their literacy and numeracy skills. Targeted students from both districts will work together to advance their skills in STEAM. AVID Summer Bridge provides our AVID 9th graders opportunities to build and use AVID strategies in a collaborative and highly engaging environment. Using Algebra, Science, AVID curriculum, and College Readiness components, students experience increased preparation for the upcoming school year. Experiential learning includes visits to college campuses, a tour and discussions with professionals in the workplace, a history based field trip, and an outdoor base (day) camp. This is the ideal balance between summer fun, enriched learning, and networking for our AVID students from Edina and Hopkins Schools.

Strategy Category: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

6. 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 AVID students take an AP course, help promote integration of students in advanced classes and equip students with skills needed for success in college, career, and civic life.

Strategy Category: Professional development opportunities focused on academic achievement of all students.

7. 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 four day training, staff will gain skills in breaking down barriers and supporting student engagement and learning, especially for students and families from traditionally underserved groups.

KIPS for Integration Goal

Goal and Strategy Targets	Spring 2024 Target	Spring 2025 Target	Spring 2026 Target
% of students in grades 9-12, in student group, participating in advanced courses disaggregated by race/ethnicity Baseline EHS Demographics, Winter of 2023	60%	70%	80%

= African American/Black = 51.5% Hispanic/Latino = 49.5%			
# of incoming 9th grade students successfully completing AVID Summer Bridge No Baseline: New Offering	15	20	25
% of staff who are trained in CPSS Baseline = 148 (3 cohorts)	25%	50%	75%

Diverse Staff Goal

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 35% (administrators) by the end of the 2026 school year.

Strategy Category: Recruitment and retention of racially and ethnically diverse teachers and administrators.

8. EPS will increase the number of diverse staff participating in a licensure preparation program. The district will work with the Normandale Community College Sirtify program, TNTP - Teach MN, and the Black Men Teach nonprofit in Hopkins, MN, in order to increase the number of staff working toward a teacher license. Additional organizations to explore include the MDE Visiting Teacher Program, Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota, and the Minnesota Education Equity Partnership (MNEEP) to find teachers with common backgrounds to provide mentors from a similar background to enhance and boost their confidence.

9. EPS will focus on retention strategies to include support for staff of color across the district. Support efforts will include sessions for staff of color to share and connect about climate dynamics and build a sense of community and networking. The district will provide additional “resources” for staff of color throughout the year to include learning materials, presenters, trainings, and mentorship. The district will develop a recruitment team that attends job fairs, assists in job postings, and serves on screening process teams, and will contract with individuals and ask current teachers of color to serve on the recruitment team to ensure a diverse team. Sense of belonging responses will be measured on the Panorama survey as an indicator of likelihood of retention.

10. EPS will grow our student education pathway to encourage students to pursue education as a career opportunity. An education pathway as described in the Human Services Career Cluster Wheel will be refined to include introductory education courses in high school, teaching internships through Edina Community Education Services, and advanced courses through Normandale Community College.

KIPS for Diverse Staff Goal

Goal and Strategy Targets	Spring 2024	Spring 2025	Spring 2026
Increase in % of teachers and administrators of color Baseline Data, Winter 2023: 53/678 = 7.8% teachers, 6/30 = 20% administrators Note: Representation across demographic groups will be analyzed and this target represents a summary.	Teachers: 10% Admin: 25%	Teachers: 15% Admin: 30%	Teachers: 20% Admin: 35%
# of staff of color in education pathway working toward teaching/administrative licensure Baseline Winter of 2023 =	7	10	13
% of staff of color reporting a high sense of belonging on the Panorama survey No Current Baseline Data	70%	80%	90%
# of students in education pathway earning certificates/college credits No Current Baseline Data	10	15	20

Creating Efficiencies:

Our Achievement and Integration Plan creates efficiencies by enabling us and our adjoining district to jointly plan and implement cross-district opportunities for student learning, interaction, and growth. This plan allows for an intentional focus on the achievement gaps within our district and allows for an intentional focus on success for our students who may be falling through the cracks. This plan creates efficiencies by relating the Achievement and Integration Plan, Goals, and Strategies from the District Strategic Plan, the World’s Best Workforce Goals, and the American Indian Education Plan. By supplementing each of these areas, our efficiency and effectiveness of carrying out our goals and strategies increases, as well as our ability to positively affect the lives and well-being of our students and educators.

Final Checklist

- MDE Required Plan Criteria Checklist Plan submitted on MDE A&I Plan format.
- School Board and Superintendent approval and signature.
- Achievement Goal(s).
- Integration Goal(s).
- Teacher Diversity and Effectiveness Goal(s).

- Goals are written as S.M.A.R.T. goals.
- Goals are student-centered.
- Goals do not specify outcomes for English Learners, Special Education, or gender-specific groups.
- Each strategy is one of the types listed in the plan drop-down menu.
- Narrative for each strategy.
- Integration Strategies with Adjoining A&I Districts(s).
- Strategies do not have the effect of segregating students by race, ethnicity, or economic status.
- Key Indicators of Progress (KIPS).
- Strategies targeting enrollment disparities have minimum of one KIP that will track enrollment disparities by disaggregating race, ethnicity, or FRPL.
- Integration strategies have indicators to track participation by race, ethnicity, and FRPL to help track the extent to which that strategy is increasing racial and economic integration.
- Creating Efficiencies Section.

General Budget and Associated Expenditures:

- Approximately 1.3 million
- Direct Service (80 %)
 - Intervention Teachers
 - Cultural Liaisons
 - Equity Specialist
 - AVID Elective Teachers
 - AVID Coordinator EHS
 - AVID Programming/Curriculum
 - AVID Tutors
 - AVID Bridge Teachers
 - Transportation
 - Scholarships
- Indirect Services (20%)
 - Professional Learning
 - Culturally Proficient School Systems
 - Multi-Tiered Systems of Support
 - AVID
 - Administrative Oversight