



Achievement and Integration Program

Report to the Legislature

As required by Minnesota Statutes, section 124D.861, subdivision 5

For more information

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Legislative Charge

Minnesota Statutes, sections 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' plans for realizing the goals of the Achievement and Integration program. It highlights data submitted by school districts following implementation of their Achievement and Integration plans during the 2014-15, 2015-16, and 2016-17 school years, respectively.

Legislation requiring evaluation of school district's Achievement and Integration plans was passed during the 2013 legislative session. Based on that requirement, Minnesota Department of Education (MDE) asked participating districts to submit annual progress reports documenting outcomes for each year of their three-year Achievement and Integration plan. MDE asked districts to indicate the extent to which they were making progress toward their Achievement and Integration plan goals. Districts responded to the same questions each year. See the [annual progress report form](#) used by school districts to report on their progress.

In addition to providing a means for evaluating these plans, the progress report was designed to have school district staff engage in a process of continuous improvement by reflecting on and refocusing their work. It was also intended to create more opportunities for agency staff to provide technical assistance to districts based on districts' ability to realize the goals in their plans. Finally, the progress report was designed for districts to use at their annual public meeting to report on their Achievement and Integration programs (Minn. Stat. § 124D.861, subd. 3 (b)).

Following the third year of implementing this plan, 2016-17, districts that did not meet one or more of their plan goals were asked to consult with the commissioner to develop an improvement plan and use up to twenty percent of the district's annual integration revenue to implement that improvement plan until the district's goals were met as required by Minnesota Statutes, section 124D.862, subdivision 8 (c) (1) and (2).

Based on Minnesota Rules, part 3535.0110, subpart 1, districts participate in the program as either a racially isolated district, an adjoining district, a 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 2016-17 school year. The total number of districts in the program at that time was 127. Districts' plans reflect how they participate in the program, i.e., as a racially isolated district, an adjoining district, etc.

Table 1

Racially Isolated Districts	Adjoining Districts	Voluntary Districts	Racially Identifiable Schools
41	71	13	54 (in 13 districts)

These are not unduplicated counts: some districts with racially identifiable schools may also be included in the number of racially isolated or adjoining districts.

This legislative report is separated into two sections—one for districtwide plans and one for racially identifiable school (RIS) plans. Districtwide plans are those developed by racially isolated, adjoining, and voluntary districts. If MDE determined there was a racially identifiable school within a district, those districts created plans specific to those schools and reported on their efforts to realize those goals.

Districts implement the types of strategies that were specified in Achievement and Integration legislation and that they believe will enable them to meet their goals. Their annual progress reports reflect the efficacy of districts’ efforts to effectively implement these strategies and realize the outcomes for students stated in their plan goals. The types of strategies specified in Achievement and Integration legislation are listed below.

1. Innovative and integrated pre-K through 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 career and college 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.

To align with Minnesota’s previous federal accountability system under the No Child Left Behind waiver, the commissioner asked districts to set achievement goals for decreasing achievement gaps or for increasing student proficiency by 50 percent. Achievement goals included in the plans varied by content area and student group. Integration goals were based on outcomes chosen by districts.

Note that the requirement to evaluate the efficacy of district achievement and integration plans for improving students’ equitable access to effective and diverse teachers (Minn. Stat. §124D.861, subd. 5) was added during the 2016 legislative session. School districts had already developed and submitted their three-year achievement and integration plans to the commissioner for review and approval following the 2013 legislative session and prior to this new goal requirement being added (see also Minnesota Statutes, section 124D.861, subdivision 2 (a) (1)). Because of the timing, districts were not asked to add goals for increasing equitable access to effective and diverse teachers to their 2015-17 plans.

The Achievement and Integration progress reports also asked districts to describe their progress by explaining what went well, to reflect on what they've learned, and to identify areas of strength and areas of concern. Some of those comments are included in the data section below. Note that these comments and the 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).

Districts that did not meet one or more of their plan goals at the end of three years were required to work in consultation with MDE to create an improvement plan (Minn. Stat. § 124D.862 subd. 8 (c) (1)). That consultation consisted of regional meetings with groups of districts. MDE also provided written guidance on conventional approaches to continuous improvement that emphasized criteria for goals, strategies, and indicators of progress specific to the Achievement and Integration program.

For districts that did not meet their goals, the commissioner must also use up to 20 percent of their annual Achievement and Integration revenue to implement the improvement plans developed in collaboration with the districts until those goals are met (Minn. Stat. § 124D.862, subd. 8). Districts included that improvement funding in their FY 2019 budgets. While these districts were not required to do improvement planning beyond spring 2018, MDE continues to offer support for improvement planning to districts that report not being on track to meet the goals in their current plans.

Findings

After three years of implementing their plans, 3.2 percent (n=4) of districts reported meeting their achievement goals. 54.4 percent (n=68) of reporting districts said they met their integration goals. 1.6 percent (n=2) of districts reported meeting each of their integration and achievement goals.

For the 2015-17 school years there were 54 racially identifiable schools in 13 districts, and a total of 117 achievement goals included in plans for those schools. Three of 13 districts reported meeting one of their RIS achievement goals—that's 23 percent of reporting districts. 17 percent (n=9) of reporting districts said they met each of their integration goals. None of the districts with RIS reported meeting both their RIS integration and achievement goals.

Data

The data presented below was submitted by districts' on their third annual progress report in fall 2017. All data was self-reported and intended to reflect the districts' progress toward each of the goals in their Achievement and Integration plans.

Districtwide Plans: Achievement Goals

Districts' Achievement and Integration plans must contain goals for reducing disparities in academic achievement among all students and specific categories of students under Minnesota Statutes, 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, and those receiving 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 were able to set goals in one or each of these four areas. In their year three progress reports, districts indicated whether they had met their math or reading goals by the end of the three-year plan cycle. Achievement goals varied by content area and by student group. Four districts submitted incomplete achievement data, which means it wasn't possible to determine whether those districts met their goals.

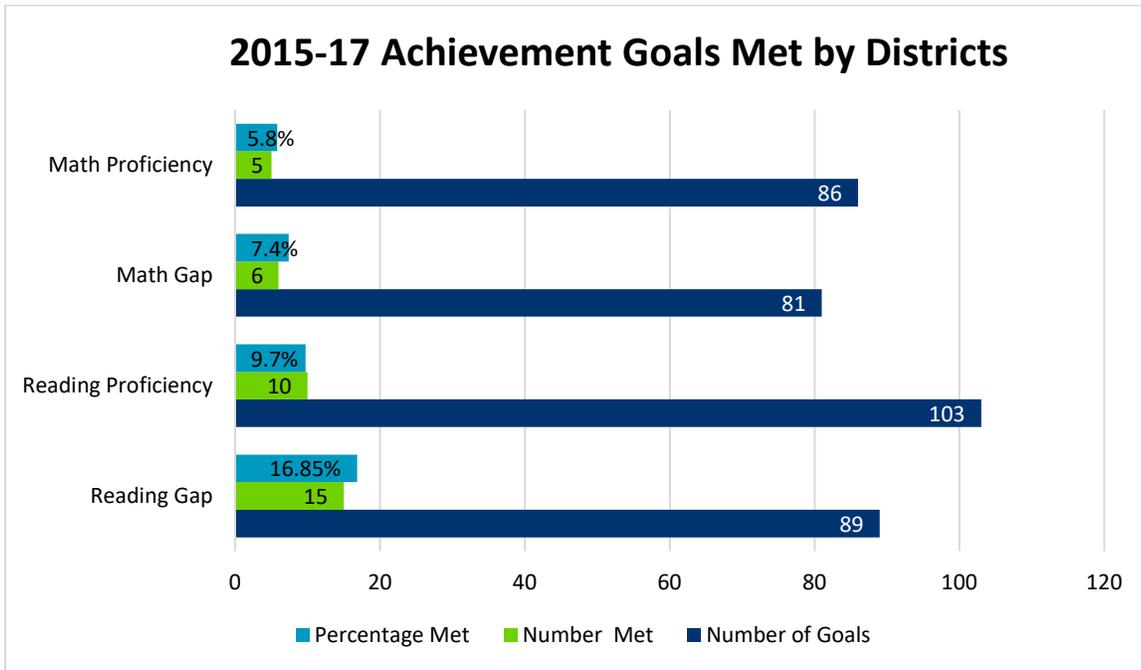
Reading Proficiency and Reading Gap Reduction Goals

- 9.7 percent of districts (10 of 103) that included a reading proficiency goal reported meeting their goal to increase the proficiency rate of select students groups, as measured by the state reading accountability test.
- 16.9 percent of districts (15 of 89) that included a reading achievement gap goal reported meeting their goal to decrease the achievement gap between select student groups on state reading accountability tests.

Math Proficiency and Math Gap Reduction Goals

- 5.8 percent of districts (five of 86) that included a math proficiency goal reported meeting their goal to increase the proficiency rate of specific students groups as measured by the state math accountability tests.
- 7.4 percent of districts (six of 81) that included a math achievement gap goal reported being on track to decrease the achievement gap between specific student groups on state mathematics accountability tests.

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



Sample School District Comments on Achievement Goals

- “Our FRPL proficiency is within 1% of our goal gap decrease. The middle school adopted new math curriculum that increases rigor from 6th grade to 7th grade. We need to continue efforts with our protected class students; they had significant gains in 2015.”
- “The achievement gap between the white student group and each ethnic student group is lower for all student groups in our district than the state with the exception of multi-racial students in all subjects overall and at the elementary level and for reading at the high school level. Our district has vastly outperformed the state in proficiency gains over the time period the MCA-IIIs have been administered.”
- “The district is now in its second year of utilizing a school improvement specialist to help improve rigor and quality of assessments at the high school. At the elementary the school is implementing a new assessment system to help identify students for RTI more efficiently. Through our PLC's the district identified some curriculum changes that need to be made and is working toward implementing new curriculum to address our reading scores at the high school.”
- “We are in our third year of a new elementary curriculum. We did see MCA reading proficiency increases in the elementary, but not in the middle school or high school.”
- “While we did not meet our 2017 goals, our district had higher proficiency rates than in the past couple of years. Achievement was particularly strengthened at grades 3, 6, and 8. Our district had substantial increases in proficiency from the baseline year to 2017 with students of color. Because students of color made larger gains than White students, the gap was lessened. While both FRP and Non-FRP groups made proficiency gains from the baseline year to 2017, Non-FRP student made larger gains. Because MDE changed the racial/ethnic reporting categories this year, the 2016-17 data do not match our initial plan and goals.”

- “Our district data indicated that there was an increase in student confidence level in performing math skills for six out of the ten students who attended the Math Academy Program. Two students moved at least one level (i.e. partially meets to meets). Seven students stayed at the same category, showing that the students were able to maintain their current level of math skills. Not all students made progress. This is an area of concern that will need to be addressed as we continue to work on our new Achievement and Integration Plan goals for the next three years.”
- “We have changed all of our programs. We went from a K-3, 4-6, 7-12 model to a Pre-K-K, 1-4, 5-8 and 9-12 model for our students. Staff were re-assigned to new buildings, new programs, new philosophies (early learners, early elementary, middle school and a true high school model). With these changes come the changes to our intervention programming and planning. All elementary staff were introduced to Responsive Classroom and PRESS as a way to increase core instruction strategies and work on individual student growth plans. With the changes, more focused support is planned for students who struggle in some key areas and higher level enrichment was added for those student who get it. Initial results are showing great gains in our middle school, grades 5-8.”
- “The protected class and Hispanic subcategories met the goal for gap decrease in math. There was a 29.1 percent decrease compared to the baseline year.”

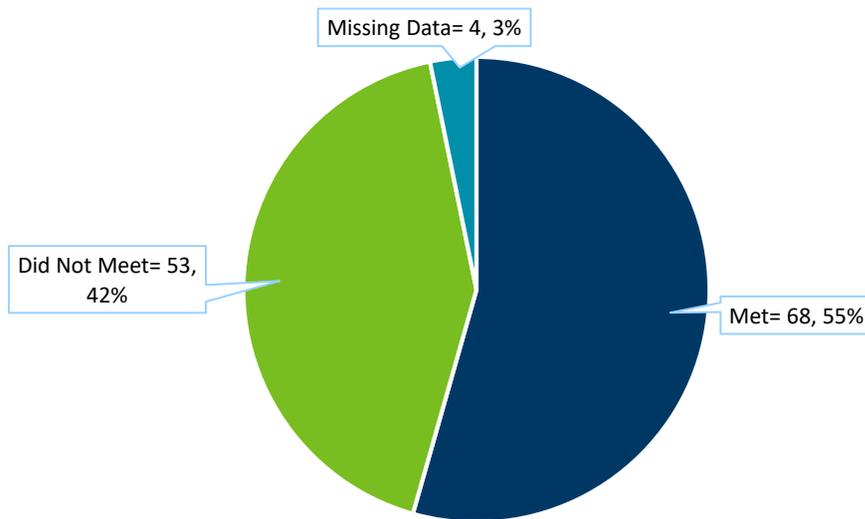
Districtwide Plans: Integration Goals

Districts’ 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 Minn. Rules, part 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. Partnering school districts must also convene a council that is fairly representative of the diversity of each district to assist with planning integration activities. This council must include representation from each districts’ American Indian parent committee, if they have one. These shared integration strategies should support districts’ integration goals.

- 54.4 percent of districts (68 of 125) reporting met their integration goals.
- 42.4 percent of districts (53 of 125) reporting did not meet their integration goals.
- 3.2 percent of districts (4 of 125) were missing data needed to determine whether or not they met their integration goals.

The graph below represents the number of districts that met their integration goals after three years of implementing their plans.

2015-17 District-Wide Integration Goals



Sample School District Comments on Integration Goals

- “Our integration strategy continues to provide inter-district academic and social enrichment programming for over seventy students from our partnering districts. While we were unable to recruit students from one of our adjoining districts, we have had excellent participation from students in three districts, and they have formed lasting friendships over the course of the program. Parents and students both report that the program has been a positive experience for them. This year, students integrated their environmental science work with technology to create public service announcements that will be used by our local utilities to promote conservation. This integrated, interdisciplinary project allowed our students to take the role of citizen scientists in the community, sharing their skills and knowledge in order to make our community a better place. The program continues to enroll students that are representative of our regional demographics and to provide talent development opportunities for a wide variety of students from all backgrounds.”
- “Over three school years, enrollment in our two cross-district magnet schools rose [by] 216 students, which provided approximately a 10% increase in our overall student enrollment.”
- “We have again met our 90% participation goal and although our integration goal has been achieved, it is crucial to continue to collaborate with partner districts to promote cultural awareness. We have a new and growing Guatemalan population with unique cultural challenges and barriers. Cross-district Summer School with students from our partnering districts has continued to provide a means for students behind in credits to catch up and graduate on time.”
- “During the 2016-17 school year we had twelve successful inter-district classroom partnerships which provided twelve teaching staff with culturally responsive teaching strategies and experience and approximately 360 students with opportunities to engage in integrated learning environments. We also

continued a strong partnership involving thirty students from our district and thirty students from our racially isolated district.”

- “Integration remains the strongest part of our plan. We have maintained, expanded, and improved all of our partnerships over the past year. In addition, we have added two significant new partnerships: an equity cohort of teachers between our two districts and a partnership between the three high schools to hold Intentional Social Interactions (ISI) for youth in those buildings. The equity cohort is allowing teachers to collaborate three times throughout the year on restorative practices in the classroom, building a more trauma aware classroom, and making classrooms more culturally welcoming. The meetings spaced throughout the year have been the largest collaboration between teachers of the two districts and teachers are sharing ideas and their experiences implementing the tools in their classrooms. All three high schools will have students participating in each of the ISI’s and the students are building strong connections through the shared planning. We are also adding a new tech camp for our students this summer to give them a strong introduction to the application of their math and science skills.”
- “Two of our students took advantage of the summer school offered by our racially isolated district in the summer of 2017. We hope that a stronger promotional effort during the spring of 2018 will increase the number of our students who take part in this integration activity.”
- “Spring of 2017 was the third year of our collaborative ACT prep course sessions in which most juniors from our partnering districts participated. The academic affect has shown an increase in the number of students taking the ACT as well as every school participating showing increases in their average composite ACT result. Student feedback on our collaborative ACT survey showed students strongly agreed with the sessions being beneficial and feeling better prepared to take the ACT. In addition to the ACT prep, three partnering districts participated in a three-day environmental science camp for 5th graders This experiential opportunity is based pm MN science standards and allows for students from partnering integration districts to integrate with one another to learn and share in science learning.”
- “Our district saw an increase in the number of students participating in our summer program that we run with our partnering districts.”
- “For year three of our integration program with our partnering district, we added an Algebra Bridge class. This additional opportunity for students resulted in twenty-two incoming 9th grade students from our district participating in a summer integration program. Of those new students, 40% were students of color.”

Racially Identifiable School Plans: Achievement Goals

During 2015-17, 54 schools were identified as racially identifiable, based on Minnesota Rules, part 3535.0110, subpart 6. Districts developed and implemented an Achievement and Integration plan for each of these RIS. Progress reports were submitted for each of the RIS’s; 11 of these progress reports were incomplete. See the [Appendix](#) at the end of this report for lists of schools that submitted incomplete reports or did not submit a report.

RIS plans must meet the same requirements described for districtwide plans above. Achievement goals were set to reduce disparities among all students and specific categories of students at the school. Districts could choose

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 set goals in one or each of these four areas. Achievement goals varied by content area and student group. Four districts were missing achievement data needed to determine whether or not RIS achievement goals were met.

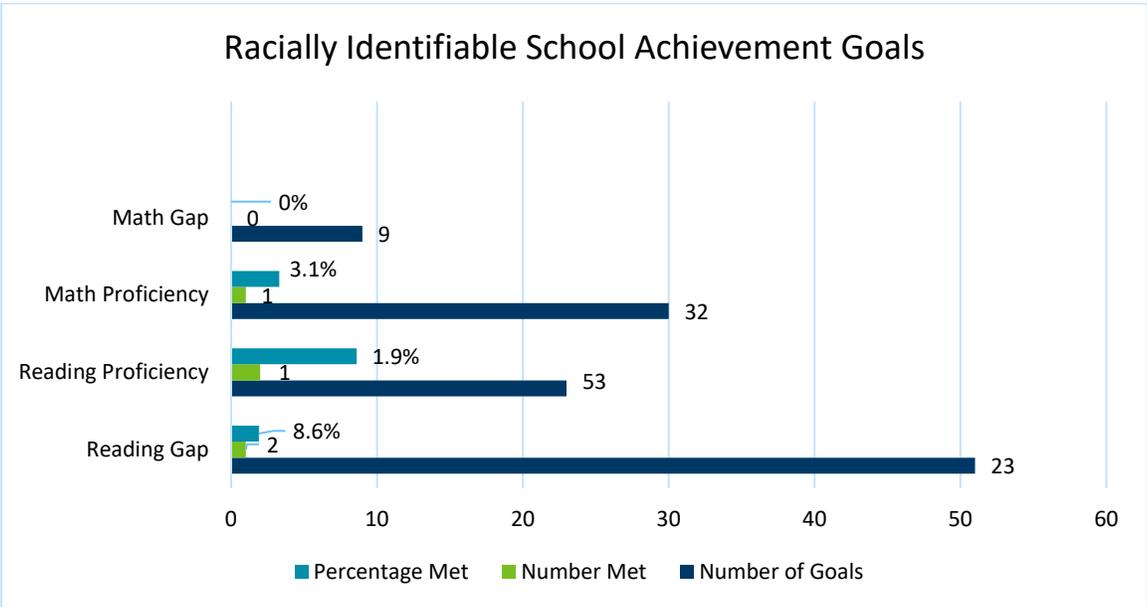
Reading Proficiency and Reading Gap Reduction Goals

- 2.0 percent of RIS plans (one of 49) that included a reading proficiency goal reported meeting their goal to increase the proficiency rate of select students groups as measured by the state reading accountability test.
- 8.6 percent of RIS plans (two of 23) that included a reading achievement gap goal reported meeting their goal to decrease the achievement gap between select student groups on state reading accountability tests.

Math Proficiency and Math Gap Reduction Goals

- 3.1 percent of RIS plans (one of 32) that included a math proficiency goal reported meeting their goal to increase the proficiency rate of specific students groups as measured by the state math accountability tests.
- None of the RIS plans that included a math achievement gap goal reported meeting their goal to decrease the achievement gap between specific student groups on state mathematics accountability tests (zero of 9).

The graph below reflects the number of racially identifiable schools that reported meeting their goal to meet reading or math proficiency or gap reduction goals. The percentage listed is the percentage of schools on track.



Sample School District Comments on Racially Identifiable School Achievement Goals

- “Overall reading proficiency at this school continues to be the lowest in the district and is below the state average. New reading curriculum and additional parent engagement are anticipated to have a positive impact on reading achievement.”
- “Reading proficiency for white students decreased while reading proficiency for students of color increased. We strive to have all students achieve reading proficiency. We will continue to refine best instruction and MTSS to close the achievement gap.”
- “Overall proficiency on reading and math decreased somewhat. However, Asian and African American students hit proficiency targets. Gap reduction goals were made for African American and White students when compared to the state average for white students.”
- “Each student group, with the exception of Non-FRP students, demonstrated increases in proficiency overall. However, none of the student groups met the 2017 goal. We must continue to further implement a quality MTSS Academic plan. Definite areas of concern are proficiency rates and gap decreases for several student groups, with the African American student group as a focus. Two areas of strength are the increase in proficiency rates of American Indian and FRP student groups.”
- “Our school focuses on (1) building culturally competent and confident young people and (2) improving all students' abilities in reading and math. We provide rigorous instruction and clear expectations for our students, and we emphasize that ‘effort makes ability.’ We focus on providing a safe, positive environment that values learning, and, using MTSS for identifying needs and designing actions, we seek to provide services and instruction to students’ specific needs.”
- “MCA scores show low proficiency achievement and a need for continued robust attention to math across grade levels and groups. Preliminary data gathered from the AIR testing platform, shows Proficiency Percentages of 5%, 20% and 17% for 6th, 7th and 8th grade respectively on the MCA III only. Within this overall need to increase math achievement, certain subgroups show an even more pronounced need for attention.”
- “While we did not meet our goals our Hispanic and FRP students continue to show some growth. We hope to speed up that growth and find some additional strategies for our students not showing as much success on the MCA tests.”
- “The district has strengthened its commitment to implementing culturally responsive pedagogy and creating systemic change to ensure equitable student achievement. This year we have strengthen our commitment in both policy . . . and procedures which are outlined in our new A&I plan and budget, with this foundation moving forward I am confident in our ability to affect the much-needed change for our students of color and American Indian students.”
- “Our school experienced a 3.6% drop in math proficiency. The Spanish immersion program is growing and we have learned that achieving this goal will take more time as well as staffing and implementation of tiered interventions in math.”
- “Our diverse student body requires our educators to be very intentional about how we are addressing all aspects of our students’ academic and social emotional needs. One of our strengths is the willingness and desire of keeping high expectations as well as providing wrap-around services for all students. Another strength is the professional development we offer our leadership and staff, specifically

culturally and linguistically responsive instruction that teaches teachers how to incorporate students' cultural heritage into the classroom, which increases student engagement. We have areas of concern because the needs of our students are great and we are challenged with not having enough resources in place to meet the needs of our student body. Some factors that play into our lack of achievement are high transient populations, a high population of new to country students, and a high population of students who live in poverty. These factors are not the only challenges but certainly require time, specialized training and resources that will move our district toward meeting our goals.”

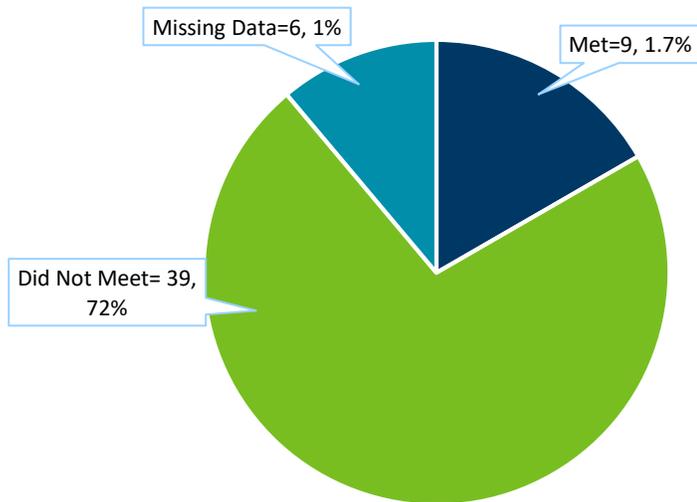
Racially Identifiable School Plans: Integration Goals

These plans must contain goals for increasing racial and economic diversity and integration (Minn. Stat. § 124D.86, subd. 2 (a)). Based on Minnesota Rules, part 3535.0160, school districts convene a council to assist with planning integration activities for each racially identifiable school. This council should be fairly representative of the diversity of the district and include representation from the districts' American Indian parent committee, if it has one. Integration strategies must align with the types of activities listed on page 5 of this report and included in Minnesota Statutes, section 124D.861, subdivision 2 (a).

- 17 percent of RIS (9 of 54) reported meeting their integration goals.
- 72 percent of RIS (39 of 54) reported not meeting their integration goals.
- 11 percent of districts (6 of 54) were missing data needed to determine whether or not they met their integration goals.

The graph below represents the number of racially identifiable schools that met their integration goals after implementing their plans for three years.

2015-17 Racially Identifiable Schools: Integration Goals



Sample School District Comments on Racially Identifiable School Integration Goals

- “Our goal was to create a racially integration school. Enrollment has increased and the district provides transportation to 83% of the students enrolled in the program.”
- “In order to increase school enrollment we are piloting a way to improve after school programming by partnering with Community Education. We are exploring ways to boost the programming available to us and are increasing communication between partnerships in order to work more cohesively to improve and support effective programming.”
- “We were able to deepen classroom partnerships between our RIS and another elementary in the district. This experience provides equitable educational learning opportunities for all students and increases social interactions for students from different racial, ethnic, or socioeconomic backgrounds. To start the year, staff participated in an all school professional development focused on Equity in Education. This enabled teachers from both schools to engage in critical conversations to recognize the importance of, and identify opportunities to, create more equitable classrooms and schools.”
- “All students in our district’s Racially Isolated Schools have priority enrollment in the magnet schools available as part of [our integration collaborative with adjoining districts]. The magnet strategy provides enrollment options for all students within the eight participating districts, and provides free transportation for enrolling students. The purpose of magnet programming is to eliminate, reduce or prevent minority group isolation in elementary through secondary schools. Students participating in any of the magnet schools experience innovative educational methods and practices that promote multicultural education, theme-based activities to support student engagement, and rigorous course of study.”
- “We did not meet our goal of decreasing the percentage of Protected Class students at our RIS although we did make significant progress towards meeting our goal of 47% with a total reduction of 4.6%, down

to 48.7%. The Ojibwe Immersion program continues to be an attractor for American Indian students from the RIS attendance area to attend a non-RIS elementary. Families from both attendance areas use the Transportation Option for Equitable Enrollment Options (free transportation).”

Analysis

Many districts reported making progress toward achievement goals that they weren’t able to fully realize during the three years they had to implement their plans, and were pleased with the work they’d accomplished. For example, one district reported the following: “We are pleased with the 0.2 percent (non-FRP) and 3.7 percent (FRP) increases we've witnessed since our baseline data was established in 2014. Furthermore, these numbers reflect a decrease in the achievement gap of 3.5 percent since the inception of this plan. Our current progress leaves us behind our [goal] targets and will require continued growth in the years ahead. We look forward to pursuing continued improvement [for] this goal.”

A majority of school districts expressed concerns about being required to set goals to reduce their reading or math achievement gaps by 50 percent within the three-year cycle of their Achievement and Integration plans. Districts saw greater value in setting achievement targets that mirrored their district’s capacity to meet them within the three year plan cycle (2015-17).

Districts included a significantly higher number of achievement strategies and expended a much higher proportion of their revenue on achievement strategies than on integration strategies.

When setting their integration goals, districts set participation goals for programs more frequently than they included goals for specific student outcomes. For example, districts would include an enrollment target for a magnet program rather than set a goal to increase positive outcomes for students who enrolled into that magnet program. The higher percentage of integration goals that were met may be a reflection of setting participation targets rather than specifying positive outcomes for students.

Some school district staff were uncertain about who was supposed to be integrated, what integration outcomes they were supposed to create, and who was meant to benefit from integration. Some operated under the assumption that bringing together students of color from different school districts would be considered an integration strategy. Others considered a one-time, single-day event their students attended with students from partnering districts an integration strategy.

Outcomes for racially identifiable schools (RIS) were not as strong as outcomes for districtwide plans. All but one of the school districts with an RIS is in the program because they are also racially isolated or adjoin a racially isolated district; Duluth Public Schools is the exception. The majority of districts have significantly more districtwide strategies and support their districtwide plans with significantly more revenue than their RIS plans.

In the comments included on their annual progress reports to MDE, districts point to other factors influencing successful plan implementation, including staff turnover, the need for culturally-responsive teaching, misconceptions about racial and economic integration, and a focus on student deficits rather than the need to examine systemic barriers to educational equity.

Determining the efficacy of district's Achievement and Integration plans is complex for a variety of reasons, including the following:

- the interplay between this plan and other district initiatives,
- the willingness and ability of districts to collaboratively implement student integration strategies,
- a fiscal incentive for maintaining racially segregated schools and for remaining a racially isolated district, and
- a lack of resources for MDE to conduct an in-depth, comprehensive evaluation of districts' efforts over the three years they implemented their plans.

The Achievement and Integration program is unique in that it is the only state aid-funded education program with an explicit focus on increasing racial and economic integration and reducing achievement disparities. While the correlation between racially integrated schools and increased academic, employment, health and social-emotional outcomes for all students is well documented by social science research, creating and sustaining school systems that increase racial and economic integration and reduce achievement disparities for specific groups of historically underserved students remains a challenge.

Conclusion

After implementing their achievement and integration plans for three years, little more than 3 percent of reporting districts met each of their achievement goals. In contrast, at the end of year one, an average 28 percent of reporting districts stated they were on track to meet their achievement goals in three years.

A higher percentage (over 50 percent) of districts reported making some or significant progress toward their districtwide integration goals.

Based on results for racially identifiable schools, three of 13 districts reporting meeting one achievement goal for their racially identifiable school (23 percent of reporting districts). 17 percent of reporting districts (n=9) said they met each of their RIS integration goals. None of the districts reported meeting both types of goals they set for their RIS.

These results are based on incomplete reporting from the districts and schools listed in the Appendix at the end of this report.

Districts' ability to realize the goals included in their plans was influenced by multiple factors, some of which are pointed out in the narrative responses districts included on their annual progress reports. Many comments indicate an intent to rethink, adjust, and continue to implement the strategies in their plans in order to realize their intended outcomes. Such comments reflect a continuous improvement mindset that, if sustained, could lead to significant increases in positive student outcomes over time.

A comprehensive analysis is needed to identify the barriers to realizing school districts' goals and increasing the efficacy of school districts' Achievement and Integration plans.

Appendix

2016-17 Nonreporting Schools and Districts

2017-18 progress reports for the school districts listed below were either incomplete or not submitted to MDE.

1. Jackson County Central Schools, #2895
2. Lyle Public Schools, #497
3. Sibley East Public Schools, #2310
4. Waterville-Elysian-Morristown, #2143

2017-18 progress reports for the racially identifiable schools listed below were missing data needed to determine progress toward goals for the schools listed.

1. Minneapolis Public Schools: North Senior High, Wellstone International High
2. Robbinsdale Area Schools: Meadow Lake Elementary, NorthPort Elementary
3. Rosemount-Apple Valley-Eagan: Echo Park Elementary, Oak Ridge Elementary
4. St. Cloud Public Schools: Discovery Community Elementary