



2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: ISD 625, Saint Paul Public Schools Grades Served: PreK - 12

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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

☒ Yes ☐ No

[List of districts with a Minnesota Department of Education \(MDE\) approved Achievement and Integration plan during the 2019-20 school year.](#)

This report has three parts:

- [WBWF](#): Required for all districts/charters.
- [Achievement and Integration](#): Required for districts that were implementing an MDE approved
 - Achievement and Integration plan during the 2019-20 school year. *No charter schools should complete this section.*
- [Racially Isolated School](#): Required for districts that were implementing an MDE approved
 - Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 school year. *No charter schools should complete this section.*

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2019-20) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-20 school year.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

The school board annual meeting to review the progress on the World's Best Workforce Plan and Achievement and Integration plan for the 2019-2020 school year was planned for March of 2020. Due to the pandemic that forced school closures in March, this did not happen in a public forum. The 2019-2020 progress reports are shared on the SPPS strategic plan website.

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its

school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2019-20 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Cedrick Baker	Chief of Staff	
Kate Wilcox-Harris	Chief Academics Officer	x
Jacqueline Turner	Chief Operations Officer	x
David Watkins	Chief of Schools	
Cheryl Carlstrom	Director Title I Federal Programs	x
John Bobolink	Supervisor Indian Education	x
Myla Pope	Assistant Director of Equity	x
Megan Sheppard	Dir - Equal Employment & Opp	x
Kenyatta McCarty	Executive Director Human Resources	x
Benjamin Lacina	Supervisor - Talent Development	x
Joshua Delich	Asst. Superintendent	x
Kimberly Cordes-Sween	Senior Budget Analyst	x
Yeu Vang	Assistant Superintendent Multi Lingual Learning	
Marcy Doud	Assistant Superintendent Specialized Services	
Marshall Davis	Supervisor K-12 Science	x
Lori Erickson	Assistant Director of the Office of Early Learning	x
Jayne Williams	Director of Student Placement	x
Ryan Fell	Program Manager Title I and Achievement and Integration	x
Catherine Rich	Principal - Phalen Hmong Studies Magnet.	x
Stacey Gray Akayea	Director, Research, Evaluation and Assessment	

Holly Miller	Program Evaluator - REA	x
Alison Horner	Research Analyst - REA	x
Karen Randall	Asst. Director of Strategic Planning	
Beth Putnam	Assistant Director - Alternative Programs	
Community Involvement	https://www.spps.org/Page/2976 Accomplished through the Strategic Planning Process and the 2021 budget survey.	x

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It

is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
 - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
 - Who was included in conversations to review equitable access data?

SPPS's Human Resources Team analyzes equitable access data on a monthly basis. However, due to the recent pandemic, regular functions of the HR team have shifted to the immediate needs of addressing teacher and support staff shortages due to COVID, addressing staff accommodations, and other issues related to providing educational services. Typically, the team regularly pulls data together from the district's HR system to analyze equitable access data by race and economic indicators.

Those who review data on equitable access of teachers includes:

*HR Team
Achievement and Integration Team
Senior Leadership Team
St. Paul Federation of Teachers (SPFE)
Principals
Teachers
School Leadership Teams*

- What strategies has the district initiated to improve student equitable access to experienced, in- field, and effective teachers?
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

The St. Paul Urban Teacher Residency (SUTR) brings together Saint Paul Public Schools (SPPS) with the University of St. Thomas (UST), to address shortages, building a more diverse, better-prepared, highly-skilled cohort of teachers and teacher mentors. SPPS also provides SPPS Mentor/Mentee supports (affinity groups) to new teachers. SPPS also provides the Peer Assistance and Review (PAR) program (induction support for new teachers). SPPS and SPFE negotiated this induction framework as part of the 2009-2011 teacher labor agreement. On average, the PAR team is able to support around 150+ probationary and tenured educators a year. SPPS is exploring establishing a "Grow Your Own" program to create a pathway for SPPS students and Paraprofessionals to enter the teaching field.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Student equitable access to teachers Oct. 1, 2019								
	Am Indian	Asian	Hisp	Black	White	Multi R.	Unknown	Total FTES
Current Teacher FTES by Race	58.8	293	130.2	185.3	2617.81	n/a	8.6	3293.71
Percent of Teachers	2%	9%	4%	6%	79%	n/a	.3%	
% more needed for Equitable Representation	0%	22%	10%	19%	0%	n/a	n/a	
Total Students 10/1/2019	Am Indian 330 1%	Asian 11,359 31%	Hisp 5,346 14%	Black 9,415 25%	White 7,607 21%	Multi R 2,868 8%	n/a	Total Students 36,925

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

SPPS uses high-touch recruitment methods, actively prioritizing and following-up with prospective applicants of color, building relationships, and offering support. SPPS participates in key recruitment events with Metropolitan State University's School of Urban Education and with the University of Minnesota's Teacher-Scholars of Color Program. The St. Paul Urban Teacher Residency (SUTR) brings together SPPS with the University of St. Thomas, to address shortages, building a more diverse, better-prepared, highly skilled cohort of teachers and teacher mentors. The SUTR program also uses a "navigating pairs" model matching a resident teacher of color with a current teacher of similar background.

The SPPS new teacher Mentor/Mentee Program is individualized, differentiated and flexible to meet professional growth goals for educators just entering the field of education or those coming to Saint Paul Public Schools with previous experience. SPPS provides the Peer

Assistance and Review (PAR) program (induction support for new teachers). On average, the PAR team is able to support around 150+ probationary and tenured educators a year. SPPS plans to develop a Grow Your Own program to recruit teacher candidates from non-traditional populations that are more likely to reflect local diversity and more likely to stay in their communities.

2020 MDE Report Card Data

Student Access Based on Free or Reduced-Price Meals			
This district has 66.61% of students receiving free or reduced-price meals and is considered a high-poverty district.			
Percentage of experienced educators.	Educators at St. Paul Public School District	Educators in high-poverty districts statewide	Educators in low-poverty districts statewide
Note: An experienced educator has more than three years of experience.			
Percent experienced	84.03%	78.50%	88.60%
Number experienced	2,216	7,888	17,969
This district has 66.61% of students receiving free or reduced-price meals and is considered a high-poverty district.			
Percentage of licensed educators.	Courses at St. Paul Public School District	Courses in high-poverty districts statewide	Courses in low-poverty districts statewide
Note: Licensed educators have a license or permission in the subject areas of the courses being taught.			
Percent taught by licensed educators	97.00%	94.83%	97.13%
Number taught by licensed educators	10,426	24,749	41,615
This district has 66.61% of students receiving free or reduced-price meals and is considered a high-poverty district.			
Percentage of Teachers with Advanced Degrees.	Educators at St. Paul Public School District	Educators in high-poverty districts statewide	Educators in low-poverty districts statewide
Note: Educators with advanced degrees possess a master's degree more more.			
Percent with advanced degrees	66.78%	48.54%	64.12%
Number with advanced degrees	1,761	4,877	13,003

MDE Report Card Data 2020

Student Access by Race/Ethnicity			
This district has 78.79% students of color or American Indian or Alaska Native students and is considered to have a high number of students of color or American Indian or Alaska Native students.			
Percentage of experienced educators. Note: An experienced educator has more than three years of experience.	Educators at St. Paul Public School District	Educators in districts with high populations of students of color and American Indian or Alaska Native students statewide	Educators in districts with low populations of students of color and American Indian or Alaska Native students statewide
Percent experienced	84.03%	82.01%	84.62%
Number experienced	2,216	15,307	7,176
This district has 78.79% students of color or American Indian or Alaska Native students and is considered to have a high number of students of color or American Indian or Alaska Native students.			
Percentage of licensed educators. Note: Licensed educators have a license or permission in the subject areas of the classes being taught.	Courses at St. Paul Public School District	Courses in districts with high populations of students of color and American Indian or Alaska Native students statewide	Courses in districts with low populations of students of color and American Indian or Alaska Native students statewide
Percent taught by licensed educators	97.00%	96.19%	94.94%
Number taught by licensed educators	10,426	42,437	17,810
This district has 78.79% students of color or American Indian or Alaska Native students and is considered to have a high number of students of color or American Indian or Alaska Native students.			
Percent of educators with advanced degrees. Note: Educators with advanced degrees possess a master's degree or more.	Educators at St. Paul Public School District	Educators in districts with high populations of students of color and American Indian or Alaska Native students statewide	Educators in districts with low populations of students of color and American Indian or Alaska Native students statewide
Percent with advanced degrees	66.78%	54.01%	44.74%
Number with advanced degrees	1,761	10,081	3,794

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

X District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

X District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

World's Best Workforce Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Goal	Result	Goal Status
All children are ready for school: 70% of students show proficiency in beginning to develop a knowledge of letters as measured by the Work Sampling System assessment. <i>SPPS MET its goal, "All students ready for school." The goal was for 70% of students to show proficiency in beginning to develop a knowledge of letters as measured by the Work Sampling System assessment; in 18-19 75% of children showed proficiency. In 2019-20 the data was not collected due to Covid-19.</i>	2019-20: Work Sampling Data in the Spring was not collected due to COVID-19. SPPS was on track for the multi-year goal to be met based on previous data collected in 2017 - 2019. —	<i>Check one of the following:</i> ☒ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ District/charter does not enroll students in grade 3 ☐ Unable to Report

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
 - *SPPS uses PALS for letter ID. Routinely this data is disaggregated by student groups. Teachers and coaches receive an Excel spreadsheet detailing literacy assessment results. The results are used to support routine coaching discussions.*
- **What strategies are in place to support this goal area?**
 - *Job embedded bi-weekly coaching for early childhood educators.*
 - *Teacher use of disaggregated data to support planning/instruction for each student.*
 - *Intentional planning for small group instruction and for a literacy rich environment.*
 - *Full and half-day pre-K programs are available at schools across the district. Additional pre-K seats are made available each year.*
 - *Early Childhood Family Education (ECFE) provides classes for children birth to Kindergarten and their parents.*
 - *Early Childhood Special Education (ECSE) provides services for eligible children ages birth through Kindergarten.*
 - *The Kindergarten summer transition program supports Kindergarten readiness for students who have had limited experience in classroom settings.*

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
All students in third grade achieve grade-level literacy: 43.4% of 3rd graders are proficient in Reading by 2019 as measured by the MCA + MTAS. <i>SPPS is not on track to meet its goal, "All students in third grade achieving grade-level literacy." The goal was for 43.4% of third graders to reach proficiency in reading by 2019 as measured by the MCA + MTAS. In 2018-19, 35.8% of third graders were proficient.</i>	2019-2020: No MCA, FAST assessment data or other achievement data was available to assess this goal.	<i>Check one of the following:</i> ☐ On Track (multi-year goal) ☒ Not On Track (multi-year goal) Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ District/charter does not enroll students in grade 3 ☒ Unable to Report

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
 - *SPPS data review includes MCA, MTAS, FastBridge Reading Assessment, ACCESS, and walk-through data disaggregated by student racial, ethnic and economic groups.*
- **What strategies are in place to support this goal area?**
 - *District programs align support for school evidence based practices.*
 - *District programs provide professional development to educators, administrators and school staff on high quality evidence based practices which includes individual, small group and school based coaching to expand skill set and effectiveness in reading instruction.*
 - *Reading intervention teachers provide targeted supports for students who need supplemental services in order to improve towards grade level proficiency.*
 - *Use of school-based district coaches (learning leads) to help implement district initiatives across high need schools.*
 - *Implementation of new phonics curriculum 2018-2019 with aligned professional development for teacher*

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<i>Close the achievement gap(s) between student groups: 2017) Reduce the range between the student groups with the highest average proficiency and the lowest average proficiency in reading as measured by MCA III. White = 72.1 and Native 20.0 (range 48.4)).</i> <i>SPPS DID NOT MEET its one-year goal, "Close the Achievement gap(s) between student groups." The goal was to reduce the range between the student groups with the highest average proficiency and the lowest in reading as measured by the MCA + MTAS to less than 48.4%; in 2018-19 the range was 49.4%.</i>	2018-19: White = 74.1, Black = 24.7 (Range=49.4) 2019-2020: No MCA, FAST assessment data or other achievement data was — available to assess this goal.	Check one of the following: ☐ On Track (multi-year goal) ☒ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☒ Unable to Report

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
 - *Walk-through data*
 - *Formative assessments*
 - *MCA and MTAS*
 - *Access*
- **What strategies are in place to support this goal area?**
 - *Schools implement evidence-based practices that address needs of students.*
 - *District programs align support for school evidence based practices.*
 - *District programs provide professional development for staff on high quality evidence-based practices which includes individual, small group and school based coaching.*
 - *Use of school-based district coaches (learning leads) to help implement district initiatives across high need schools.*
 - *All staff attend Beyond Diversity, professional development, aligned SPPS's racial equity policy*
 - *Educators and administrators engage in professional development in culturally relevant instruction.*
 - *Bilingual Education Assistants work alongside classroom teachers to support English language skills and academic achievement of emergent bilinguals.*
 - *Parent Advisory Committees make recommendations regarding the education and needs of specific student groups*

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. Naviance milestone completion. Use the "Vision Card" metric: 75% of students completed Naviance components for grade level (grades 9 - 12). <i>SPPS did not meet its multi-year goal for, "All students are career- and college-ready by graduation." The goal was for 75% of students to complete the Naviance components for their grade level (9-12); in 2019-20, 55.6% of students completed the Naviance</i>	2019-20: 55.6% The results were impacted by the transition to Distance Learning in the spring of 2020 due to Covid-19. Prior to COVID, SPPS was on track to make this goal.	Check one of the following: ☒ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☒ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ Unable to Report

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

- *Monthly and year-end progress reports*
- *Counselor Contact Log Data - student contacts by grade and ethnicity*
- *Senior Survey*
- *ACT scores*
- *Accuplacer*
- *National Clearinghouse data.*

What strategies are in place to support this goal area?

- *Provide monthly reports to track progress.*
- *Naviance training and updates*
- *Use College and Career (CC) Counselor as milestone completion leads, also targets small groups and individuals for completion (classroom lessons as appropriate)*
- *Counselor On Special Assignment (COSA) support classroom lessons, small groups, and individuals also supports milestone completion*
- *One-on-one support from Naviance lead on Naviance as activities, curriculum, and tools.*
- *Focus on Freshman program gives freshman students the support they need to get connected at high school and stay on-track to graduate on-time.*
- *Specialized courses such as Career and Technical Education (CTE), Advanced Placement (AP), International Baccalaureate (IB), Advancement Via Individual Determination (AVID), College in the Schools (CIS), Concurrent Enrollment (CE).*
- *Well established partnerships with College Access Partners.*

All Students Graduate

Goal	Result	Goal Status
2018-19 metric 70% or more students graduate in four years. Result 75% (2016) <i>This is a lagging indicator. SPPS MET its goal, "All students graduate." For the 2017-18 school year the goal was for 70% or more to graduate; in 2018-19 76.9% of students graduated</i>	Lagging indicator: 2018-19 - 76.3% —	<i>Check one of the following:</i> — On Track (multi-year goal) — Not On Track (multi-year goal) X Goal Met (one-year goal) — Goal Not Met (one-year goal) — Met All (multiple goals) — Met Some (multiple goals) — Met None (multiple goals) — District/charter does not enroll students in grade 12 — Unable to Report

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
 - *Credit accumulation by grade, disaggregated by race, gender, SpEd, EL, FRL*
 - *disaggregated 4 year graduation rate and on-track for graduation data*
 - *Senior Survey Data:*
 - *Specialized services quarterly data booklets.*
- **What strategies are in place to support this goal area?**
 - *School and district interventions to support students earning credits*
 - *Credit make-up (Evening High School, S-Term)*
 - *Counselors provide direct guidance to students*
 - *Focus on Freshman*
 - *Graduate to Greatness/Senior Persistence*
 - *Office of Support monitoring student list with school administrators*
 - *Check and Connect for students receiving special education services*
 - *American Indian Social Worker Support*
 - *AVID (Advancement Via Individual Determination)*
 - *Focus on Academic Achievement and Career & College Readiness:*
 - *Classroom lessons emphasizing the importance of: attendance, working hard, achievement, successful transitions to middle>high school>life, career exploration,*
 - *Connecting students and families to resources - tutoring, interventions, etc.*
 - *Family support: family nights, family conferencing, student-led conferences, student-family conferences*
 - *Social Emotional Support: Focus on the Mindsets & Behaviors for Student Success*

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year.

Use pages

10-15 if you are reporting on Year 3 of your three-year plan (years 2017-20). If you are reporting on year 1 of your three-year plan (years 2019-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-

20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals ([Minn. Stat. § 124D.862, subd. 8](#)).

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Reduce the largest difference among student racial groups as measured by the percent of students who improve or maintain their achievement level on the MCA reading exam. <i>Due to COVID-19 MCA data and other achievement data were not available to report this goal.</i>	Check one of the following: ☒ Achievement Goal ☐ Integration Goal	Baseline: 2016 largest gap was 12 points between Black students at 60% and Asian students at 72%	Unable to report	Check one of the following: ☐ Goal Met ☐ Goal Not Met ☒ Unable to Report

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
 - *Monthly and year-end progress reports*
 - *Walk-through data*
 - *Formative assessments*
- **What strategies are in place to support this goal area?**
 - *Schools implement evidence-based practices that address needs of students.*
 - *District programs align support for school evidence-based practices.*
 - *District programs provide professional development for staff on high-quality evidence-based practices which includes individual, small group and school-based coaching.*
 - *Use of school-based district coaches (learning leads) to help implement district initiatives across high need schools.*
 - *All staff attend Beyond Diversity, professional development, aligned SPPS's racial equity policy*
 - *Educators and administrators engage in professional development in culturally relevant instruction.*
 - *Bilingual Education Assistants work alongside classroom teachers to support English language skills and academic achievement of emergent bilinguals.*
 - *Parent Advisory Committees make recommendations regarding the education and needs of specific student groups.*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Increase the district graduation rates for all student groups of color by 2 percentage pts by 2020, as measured by the MDE 4-year graduation rates. <i>The goal was met for Asian and American Indian, but not for Hispanic and Black students groups.</i>	Check one of the following: <u> X </u> Achievement Goal <u> </u> Integration Goal	Baseline 2016 rate: American Indian 50.0%, Asian 77.6%, Black 70.7%, Hispanic 71.8%	Percentage point increase (target is +2.0% for each student group). American Indian +6.6% Asian +3.8% Black -3% Hispanic -4%	Check one of the following: <u> </u> Goal Met <u> X </u> Goal Not Met <u> </u> Unable to Report

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
 - *Credit accumulation school level reports by grade, disaggregated by race, gender, SpEd, EL, FRL*
- **What strategies are in place to support this goal area?**
 - *School and district interventions to support students earning credits*
 - *ALC offerings to make-up credits (Evening High School, S-Term) o School counselors provide direct guidance to students*
 - *Focus on Freshman*

- *Graduate to Greatness/Senior Persistence*
- *Advancement Via Individual Determination (AVID) and AVID Tutoring o American Indian Language and Culture Studies*
- *Supplemental support and transition services for American Indian Students*
- *Student leadership and engagement programs.*
- *Colleges & Universities Tour*

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
To support families as they navigate the school choice process, SPPS will deliver and/or participate in 200 or more outreach events related to school choice each school year through SY19-20. SPPS did not meet the goal of 200 outreach events.	Check one of the following: ☐ Achievement Goal ☒ Integration Goal	Baseline: SY15-16, 195 events	For 2019-20 SPPS delivered or participated in 73 outreach activities.	Check one of the following: ☐ Goal Met ☒ Goal Not Met ☐ Unable to Report

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
 - *Enrollment on-time or early submission data vs late enrollment data: Students/families applying for enrollment late spring through the start of school are in many instances not aware of the opportunity to access SPPS's robust school choice process and options at the annual onset in early January. The aforementioned results in families not having access to some enrollment options.*
- **What strategies are in place to support this goal area?**
 - *Work with ECFE, area day/childcare sites, Parks & Recreation, Head Start and community organizations to provide small and large group presentations as well as outreach at community events.*

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

- *Beginning of the grant SPPS had 5 RIS (Mississippi, Obama, Highwood Hills, Riverview and Phalen). As of 2019 only one RIS school remains.*
- *The A&I plan included opportunities for both inter-district and intra-district classroom partnership activities. With SPPS's racially and socioeconomically diverse portfolio of schools, SPPS is able to achieve*

authentic integration experiences by pairing classrooms from different schools in the district. SPPS anticipates these A&I opportunities to support stronger school cultures and achievement at the secondary level because of the common experiences and relationships established during their elementary years.

- *Students are able to experience an enriched blend of science, culture and team building. Students are empowered to lead and learn from students of diverse backgrounds.*
- *Transportation funding provides more access to school choice options across the school district.*
- *Data shows that our magnet schools' student demographics reflects the district's student population.*
- *Student placement services help families better understand and navigate the school choice process.*

Impacts from Distance Learning

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

- *SPPS integration activities with our partner district partially occurred, however plans were cut short due to the COVID-19 closure of schools. Some activities continued by moving to an online environment (such as racial equity professional development, parent groups, and outreach).*
- *Student achievement data was not available for the spring of 2020. In addition to the cancellation of the MCA's, SPPS did not complete district formative and summative assessments. The formative assessments used earlier in the year would not include all students - only those who were not meeting benchmarks were tested in the winter - therefore, did not reflect all students' progress through the winter. The use of grades would not accurately reflect SPPS academic performance because students were held harmless and were given passing grades.*
- *The 2020-2023 Achievement and Integration plan was completed and submitted prior to COVID. Data used to inform the new plan was based on prior achievement data, implementation data, feedback from stakeholders. This summer, SPPS worked with our partner district and others to revise our processes for continuing with achievement and integration activities due to the inability to meet in person.*

Racially Identifiable Schools

If your district's 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for [districts with one or more racially identifiable schools](#).

Provide the information requested below for each of the racially identifiable schools in your district.

School Name: Highwood Hills

Highwood Hills - Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-2020) Actual	On Track?
The percentage of 4th and 5th graders making medium or high growth as measured on the annual MCA math tests will increase from 55% to 62% by 2020 <i>Due to COVID-19 MCA data and other achievement data were not available to report this goal.</i>	Check one of the following: x Achievement Goal ___ Integration Goal	2016-17: 55%	Unable to Report	Check one of the following: ___ Goal Met ___ Goal Not Met _x_ Unable to Report

Data

- Formative assessment data is reviewed in aggregate and disaggregated as needed to determine specific outcomes/interventions for student groups.

Strategies

- Targeted math supports.
- Professional development and collaboration opportunities.
- Time for staff to focus on prevention efforts and build strong positive relationships with students to prevent lost instructional time.

Highwood Hills - Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
For three consecutive years, Highwood Hills will meet 95% or more of the projected enrollment numbers as measured by October 1 enrollment figures in 2017, 2018, and 2019	Check one of the following: ___ Achievement Goal X Integration Goal	(Baseline for SY16-17: actual enrollment was 113% of projected enrollment.)	Highwood Hills met this goal all three years in a row with enrollment as a percentage of projected: 17-18=109% 18-19=99% 19-20=110%	Check one of the following: __X__ Goal Met ___ Goal Not Met ___ Unable to Report

Data

- Enrollment data

Strategies

- Increase the number of family engagement opportunities per year.
- Establish partnerships with various stakeholders in the community.
- Partner with Communications and Family Engagement Department to enhance school marketing.

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

- *At the start of the grant, Highwood Hills was identified as an RIS school. They are no longer identified as of this reporting period. Highwood Hills used data with intentionality to inform decision-making. For example, they met regularly with families and looked at their data to identify how and in what ways they were improving student and family engagement. Similarly, Highwood Hills educators looked at their formative math assessments and other student surveys to identify specific needs and successful ways to engage students to improve math achievement.*

Phalen Lake - Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
The percent of students scoring proficient in reading will increase from 33% to 38% by 2020 as measured on the annual MCA reading test. <i>Due to COVID-19 MCA data and other achievement data were not available to report this goal.</i>	Check one of the following: ☒ Achievement Goal ☐ Integration Goal	(2016 baseline: 33.2%)	<i>Unable to report</i>	Check one of the following: ☐ Goal Met ☐ Goal Not Met ☒ Unable to Report

Data

- Formative assessments -
- MCA prior to spring 2020.

Strategies

- Provide targeted small-group reading instruction with students K-5 through implementation of specific goal setting utilizing *The Continuum of Literacy Learning* as a guide towards accelerating acquisition of grade level skills.
 - Implement a repeated reading intervention with targeted students identified as just below grade level benchmark on fall assessments.

Phalen Lake - Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
By 2020 increase from < 1% to 3% the number of White families visiting Phalen Lake Hmong Studies Magnet when considering a school for their child.	Check one of the following: ☐ Achievement Goal ☒ Integration Goal	(2017 estimated < 1%)	<i>During the 2018-19 school year, white families represented 10.5% of families visiting Phalen Lake Elementary.</i> <i>Results for 2019-2020 < 3%</i>	Check one of the following: ☐ Goal Met ☐ Goal Not Met ☒ Unable to Report

Data

- Enrollment data
- Family attendance data (school visitation opportunities).
- Disaggregated by White and Non White

Strategies

- Promote awareness of family engagement events at PLHSM and provide information about our programming at those events.
- Promote our intended goal with our stakeholders.
- Partner with district Communications and Family Engagement Departments to enhance school marketing materials

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

- *Because Phalen Lake Hmong Studies Elementary is a heritage language school, there has been a misconception about who can enroll, however, school staff have been very intentional about their marketing and family engagement events that have demonstrated increased awareness and interest of other families. Only the 19-20 school year was Phalen unable to show an increase in the % of white parents visiting Phalen when considering a school for their child. Previous years there has been an increase from less than 3% to 10.5%. COVID-19 and SPFE strike have interrupted the outcome in 2019-2020.*

School Name: Obama

Obama - Achievement and Integration Goal 5

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
55% of 4th and 5th grade black scholars who participate in the Schoolwide Enrichment Model will make medium or high growth by 2020 as measured on the annual MCA math and literacy tests (Revised for remainder of the grant due to math results of 51.7% and Reading results of 51.1% on SY17-18 MCA). <i>Due to COVID-19 MCA data and other achievement data were not available to report this goal.</i>	Check one of the following: ☒ Achievement Goal ☐ Integration Goal	(Baseline SY15-16: 56%)	Unable to Report	Check one of the following: ☐ Goal Met ☐ Goal Not Met ☒ Unable to Report

Data

- MCA and SEM participation data

Strategies

- Expand our Schoolwide Enrichment Program to provide enrichment clusters based on scholar's' area of interests, learning preference and expression style.

- *Provide professional development for teachers to enable them to move forward with the Schoolwide Enrichment Model program with understanding and confidence. Training will be focused on our goals of building capacity, enhancing understanding, knowledge and background, putting information into context, putting knowledge to work, creating ongoing support, and using evaluation data to improve the program.*

Obama - Achievement and Integration Goal 6

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Barack and Michelle Obama Elementary School will increase racial and economic integration of students by increasing enrollment of students that aren't eligible for FRPL from 10% in 2017-2018 to 14% in 2019 - 2020.	Check one of the following: ☐ Achievement Goal ☒ Integration Goal	2017-2018: % not F&R 10%	<i>Results for 2019-2020 is 15% non free and reduced lunch students. (see results below).</i>	Check one of the following: ☒ Goal Met ☐ Goal Not Met ☐ Unable to Report

October 1 Data	Enrollment	Free & Reduced Priced Lunch	Non Free and Reduced Priced Lunch (NFRPL)	% NFRPL
2019-2020	350	299	51	15%
2018-2019	313	271	42	13%
2017-2018	314	283	31	10%

Data

- *MDE Compensatory Report for Oct. 1, 2019*

Strategies

- *Foster mutually meaningful engagement with parents and other members of our school community.*

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-2020 school year. In what ways have the integration strategies increased racial and economic integration at that site?

- *At the start of the grant, Barack and Michelle Obama Elementary was identified as an RIS school. They are no longer identified as of this reporting period. The school's principal was in her first year at the school in 2018-2019. With the change in administration, some partnerships did not continue and goals were changed during the 2018-2019 school year. The school has an intentional focus on working with the*

community and establishing a school enrichment model. Implementation of SEM is progressing. Initial data shows a decrease in the number of students who qualify for free or reduced priced lunch.

School Name: Mississippi

Mississippi - Achievement and Integration Goal 7

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
The percentage of 4th and 5th graders making medium or high growth, as measured on the annual MCA reading tests, will increase from 71% to 83% by 2020. <i>Due to COVID-19 MCA data and other achievement data were not available to report this goal.</i>	Check one of the following: ☒ Achievement Goal ☐ Integration Goal	(Baseline: 2016-2017 = 71.2%)	<i>Unable to report</i>	Check one of the following: ☐ On Track ☐ Not on Track ☒ Unable to Report

Data

- MCA test results, not for 2020 due to Covid-19.

Strategies

- Provide targeted reading supports in small groups for identified students.

Mississippi - Achievement and Integration Goal 8

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<i>By 2020, MCAS will establish a clear arts integration focus as measured by the establishment of a planning committee and meeting accountability measures.</i>	Check one of the following: ☐ Achievement Goal ☒ Integration Goal	<i>(2017 Baseline: no committee and no arts integration measures established)</i>	2 events - Art Crawl in October and 3rd grade showcase in December. <i>Additional events were canceled due to Covid-19.</i>	Check one of the following: ☒ Goal Met ☐ Goal Not Met ☐ Unable to Report

Data

- Parent feedback after events.

Strategies

- Establish a committee to lead the strategic work in developing a more robust arts program.
- Establish accountability measures to ensure arts integration goals are met

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

- At the start of the grant, Mississippi Creative Arts was identified as an RIS school. They are no longer identified as of this reporting period. Collaboration with community arts organizations and more family engagement with art-focused events increases the awareness and interest in diverse enrollment at the school.

School Name: Riverview

Riverview - Achievement and Integration Goal 9

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
The percentage of 4th grade students who make medium to high growth will increase from 71% to 81% as measured by the MCA III Reading assessment by 2020. <i>Due to COVID-19 MCA data and other achievement data were not available to report this goal.</i>	Check one of the following: ☒ Achievement Goal ☐ Integration Goal	(2016-2017 = 70%)	<i>Unable to report</i>	Check one of the following: ☐ On Track ☐ Not on Track ☒ Unable to Report

Data

- MCA Results, not available in 2020 due to Covid-19.

Strategies

- Provide targeted reading interventions and supports in small groups for identified students.
- Provide professional development and collaboration opportunities for staff on English Language Arts standards and Guided Reading.

Riverview - Achievement and Integration Goal 10

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Riverview will host four parent engagement events each school year through 2020.	Check one of the following: ☐ Achievement Goal ☒ Integration Goal	Less than 4 events per year (2016-2017).	<i>7 events occurred in 2019-20 (4 in-person and 3 online events)</i>	Check one of the following: ☒ Goal Met ☐ Goal Not Met ☐ Unable to Report

Data

- *Family events attendance data, input to our Family Engagement Plan by families.*

Strategies

- *To offer various opportunities throughout the school year for current families, as well as community members.*
- *To include parents to partner with Riverview to develop and implement these events.*
- *To increase awareness of Riverview as an option for both the community program as well as the Spanish Dual Immersion program.*

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

- *At the start of the grant, Riverview Westside School of Excellence was identified as an RIS school. They are no longer identified as of this reporting period. Riverview Westside School of Excellence has exceeded their family and community engagement goals over the last two school years. Intentionally engaging families and the community has shown greater interest in the school.*

Impacts from Distance Learning

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

- *Family engagement activities continued by moving to an online environment. Academic learning also continued online with varying levels of success. School Choice transportation was on hold due to school closure and the move to distance learning. Some inter-district activities were discontinued.*
- *Student achievement data was not available for the spring of 2020. In addition to the cancellation of the MCA's, SPPS did not complete district formative and summative assessments. The formative assessments used earlier in the year would not include all students - only those who were not meeting benchmarks were tested in the winter - therefore, did not reflect all students' progress through the winter. The use of grades would not accurately reflect SPPS academic performance because students were held harmless and were given passing grades.*
- *The 2020-2023 Achievement and Integration plan was completed and submitted prior to COVID. Data used to inform the new plan was based on prior achievement data, implementation data, and feedback from stakeholders. This summer, SPPS worked with our partner district and others to revise our processes for continuing with achievement and integration activities due to the inability to meet in person.*