



2023–24 Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically using the unique link that was sent to the A&I Contact and Superintendent. You can copy your responses from this template into the electronic form.

District Name: ISD 625 Saint Paul Public Schools

A&I Contact: Stacey Gray Akyea

Title: Executive Chief, Equity, Strategy & Innovation

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2023–24 school year (SY)?

Yes No

What year of your Achievement & Integration plan are you reporting on?

Year 1 (3-year plan spans July 1st, 2023 – June 30, 2026)

Year 2 (3-year plan spans July 1st, 2022 – June 30, 2025)

Did you have a Racially Identifiable School (RIS) in the 2023–24 SY?

Yes No

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 A&I materials:

<https://www.spps.org/about/departments/innovation/strategic-plan>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2023-2024 SY.

Provide the date of the school board annual public meeting to review progress on the Achievement and Integration plan for the 2023-24 SY: December 3, 2024

2023–24 Achievement and Integration (A&I) Progress Report

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 was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2023–24 A&I plan goals for each of those schools were on track or have been 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).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2023–24 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2023–24 SY.

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Complete the tables below if you are reporting on year 1 or year 2 of your 3-year plan (July 1, 2023–June 30, 2026 OR July 1, 2022–June 30, 2025).

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2023–24 SY)	On Track?
<p>The percentage of students meeting the college readiness benchmark in reading after calculating the difference in size of student racial groups will go from 22.3% in 2023 to 31% in 2026</p>	<p>Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity</p>	<p>SOI ACT in 2023 was 22.3%</p>	<p>22.7%</p>	<p>Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met</p>

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
SPPS identified needs based on ACT data. Data is look at overall as well as disaggregated by race/ethnicity.
- *What strategies are in place to support this goal area?*
 - AVID (Advancements Via Individual Determination) programming: AVID is a school-wide transformation effort focused on leadership, systems, instruction, and culture, and is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum
 - Equity professional development and Student Equity Development and Leadership: PD and leadership development is intended to 1) build consciousness and awareness of factors that inhibit fairness, justice, and educational equality in our schools; 2) learn, practice, and model the use of the Courageous Conversations about Race (CCAR) Protocol to engage, sustain, and deepen conversations about race and “the broader scope of diversity and the variety of factors that contribute to a racialized problem.” (Singleton, 2015); and 3) learn strategies, tools, and frameworks that will aid in improving the quality of instruction and assist in creating inclusive environments.
 - Immersion Language programs: IL programs help students achieve academic success in all content areas while becoming multilingual, literate in more than one language, and gaining sociocultural competence. Students in language immersion programs often have higher reading levels than their peers in traditional classrooms. SPPS has nine elementary/middle district magnet schools and programs that focus on language immersion, which all students living in the city are eligible to attend. The language immersion magnet school programs help reduce the number of racially isolated schools.
- *How well are you implementing your strategies?*

The strategies are implemented as intended and meeting the targets for all but one indicator after the first year of the grant. The indicators, targets, and actual results these strategies include:

Strategy	Indicators	Target	Actual Results
Advancement Via Individual Determination (AVID)	The percent of HS AVID students currently taking one or more AP, IB or Project Lead the Way course will be equal to or greater than the percent of all HS students.	AVID % > than district %	AVID=32.3% District=31%
Equity Professional Development and Student Equity Development and Leadership	The Equity Office will provide 11 professional development sessions per month for district educators, staff, or administrators over an 11-month period.	121	132
	The Equity Office will increase the number student leadership opportunities to eight or more by 2026	6	5

Immersion Language Programs	The percentage of students of color in language immersion programs achieving typical or aggressive growth in literacy will increase at a greater rate than the district.	(D) 61% (LI) 63%	(D) 51% (LI) 51%
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- *How do you know whether it is or is not helping you make progress toward your goal?*

Two of the four indicators for the three strategies used to support the goal of improving reading college readiness met their target, demonstrating progress towards our achievement goal. The programs continue to adjust and improve based on data and other feedback. Note – Language Immersion indicator was equal.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2023-24 SY)	On Track?
Goal 2: By 2026 increase from 3 in 22-23 SY to 7 the number of student groups identified by race/ethnicity enrolling in SPPS magnet schools at the same rate they enroll into the district within 2 percentage points.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	3 of 7	7 of 7	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input checked="" type="checkbox"/> Goal Met

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
Enrollment, achievement and graduation data disaggregated by race, school and grade level.
- *What strategies are in place to support this goal area?*
 - Beyond Our Walls Equity Summit and Youth Ambassador Integration with West and South Saint Paul: Beyond Our Walls stands on the belief that we must engage our entire community in combating inequity in its various forms. Addressing inequity in education should be a collective effort and extends far beyond Saint Paul Public School District. Saint Paul Public Schools, in partnership with West Saint Paul, and South St. Paul will participate in the Beyond Our Walls SPPS Equity Summit and Youth Ambassadors, the student equity development and leadership program connected to the Equity Summit experience. The opportunities provide learning opportunities for the purposes of increasing cultural fluency, competence, and interaction.
 - Transportation for Magnet School Choice: The Magnet School Program in Saint Paul helps to reduce the number of identified racially isolated schools with nearly all Magnet schools reflecting the district's diversity. Busing to schools is key to the success of this work.
 - Student Placement Center services: The Student Placement Center (SPC) serves as the first stop for most families seeking enrollment in an SPPS school; therefore, it is a key component of the district's school integration efforts. The SPC oversees the district's school choice and application process for students entering all grades, Pre-K through twelve. A significant feature is the ability to have multilingual staff provide information to families in their own language.
 - Language and Culture Studies Programs: Culturally relevant practices within student learning and programming can foster a sense of empowerment for students. Opportunities include: 1) An ethnic studies course provides an experience where culturally relevant practices are grounded in learning environments in which racial and ethnic identity is valued and contributes to successful academic outcomes. 2) Students have the opportunity to participate in the American Indian culture and language programs that focus on the history, language and culture of American Indian people. The program is offered at Harding High School and American Indian Magnet school with some courses available virtually. 3) In the fall of 2023, the district introduced an East African studies program which is available to all students across the district.
 - Immersion Language programs: DLI programs help students achieve academic success in all content areas while becoming multilingual, literate in more than one language, and gaining sociocultural competence. Students in language immersion programs often have higher reading levels than their peers in traditional classrooms. SPPS has nine elementary/middle district magnet schools and programs that focus on language immersion, which all students living in the city are eligible to attend.
 - Virtual Learning Course opportunities: Virtual learning opportunities provide SPPS students, regardless of geographic location or socioeconomic background, equitable access to educational opportunities they might not otherwise have if only offered onsite.
- *How well are you implementing your strategies?*
The implementation of strategies, measured against the indicator targets, has shown mixed results. While some indicators have met their targets, others have fallen short. Moving forward, the strategies will be reviewed, and practices will be adjusted to better align with the targets for the 2024-2025 period and improve overall implementation. The following outlines the indicators, targets, and results:

Strategy	Indicators	Target	Actual Results
Beyond Our + Walls SPPS Equity Summit and Youth Ambassador Integration with West St. Paul & South Saint Paul	Saint Paul Public Schools will increase the number of staff participants to 90 or more by 2026.	70	59
	West St. Paul will increase the number of staff participants to 14 or more by 2026.	10	4
	South St. Paul will increase the number of staff participants to 14 or more by 2026.	10	1
	The total number of district staff participation will increase to 108 or more by 2026.	90	64
	Saint Paul Public Schools will increase the number of Youth Ambassadors to 12 or more by 2026.	8	12
	West St. Paul will increase the number of Youth Ambassadors to 7 or more by 2026.	5	2
	South St. Paul will increase the number of Youth Ambassadors to 6 or more by 2026.	4	3
	The total number of Youth Ambassadors participation will increase to 25 or more by 2026.	17	17
Magnet School Choice Transportation	The percent of students transported to school and from school for integration purposes will be equal to or greater than 63% of all students transported to and from school.	63%	62%
Student Placement Center	The percentage of on-time kindergarten school-choice applications will be within +/- 5% of kindergarten enrollment for 5 of the 7 race/ethnicity categories.	5 of 7	5 of 7
	Family feedback indicates the likelihood of enrolling in Saint Paul schools.	85%	93.0%
Language and Culture Studies Programs	The percentage of American Indian students participating in the introductory language and culture program at American Indian Magnet and Harding High School will remain below 50%. (Demonstrating the opportunity and participation of all students at the sites.)	< 50%	14%
	Students report they have a better understanding and appreciation of other communities different from their own because of their experience in the Ethnic Studies Course.	93%	76%
	The East African American Studies Program will be successfully launched and implemented by 2026 as measured by student enrollment in the program.	25	186
Immersion Language Programs	Each language immersion program will enroll at least 1% of their student population from each of the 7 district areas (A, B, C D E F1 and F2).	100%	78% (7 of 9 sites)
Virtual Learning Courses	For each of the student racial and ethnic demographic student groups with more than 30 students, the racial / ethnic demographic characteristics of students enrolled in districtwide virtual courses will reflect, within 3 percentage points, the racial / ethnic demographics of the 9-12 student population in SPPS for that academic year.	80% of student groups (n>30)	40% (2 of 5 student groups with n>30)

- *How do you know whether it is or is not helping you make progress toward your goal?*

Although not all targets were fully met, the overall integration goal has been achieved. Moving forward, specific programs and strategies will continue to evolve and adapt in order to reach their individual targets, with the ultimate aim of fostering even greater integration.

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2023- 24 SY)	On Track?
SPPS will increase students' equitable access to racially and ethnically diverse teachers from 22% percent in 2023 to 26% by 2026.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity	22%	25.8%	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

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

Student enrollment and teaching staff demographics.

- *What strategies are in place to support this goal area?*

Recruitment and retention: Hiring a more inclusive teacher pool that is more representative of our student demographics requires intentional hiring practices and providing ongoing support. Adoption of a districtwide recruitment and retention strategy aims to ensure SPPS can hire a greater percentage of new teacher hires earlier in the recruitment season

- *How well are you implementing your strategies?*

Strategy	Indicators	Target	Actual Results
Recruitment and retention	The recruitment specialist will attend an increasing number of recruitment fairs each year.	6	25

- *How do you know whether it is or is not helping you make progress toward your goal?*

The goal and target were met.

****Please note: If you have more than three goals, copy and paste additional A&I Goal tables below.**

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2023–24 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

From the moment families enter the Student Placement Center to enroll in one of our schools, they encounter a system designed to foster integration and ensure that all students feel welcome. Our magnet schools offer unique opportunities for students across the district to attend schools that align with their specific interests, whether academic or cultural. The district provides a diverse range of programs and strategies that support integration, spanning various content areas and cultural experiences. For example, students can deepen their understanding and appreciation of their own culture and others through programs like Cultural Ethnic Studies, immersion language programs, and the Beyond Our Walls equity summit. A new addition to our offerings is the East African Studies program, which provides elementary students with the chance to explore a rich cultural curriculum. At the high school level, students benefit from an expanded array of courses that not only cater to their personal interests but also help them meet graduation requirements.

Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section 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: Txuj Ci Hmong Language and Culture Lower (formerly Phalen Lake Elementary)

Achievement and Integration RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2023- 24 SY)	On Track?
Increase academic achievement of our Asian American students from 24.5% proficient in reading based on 2022 MCA reading results to 32% proficient by 2026.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	24.5%	29.3%	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

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

In 2022-23 SY, the school’s overall reading proficiency on the MCA was 26.8%, with Asian students scoring the lowest on the MCA at 24.5%, making it the lowest achieving student group. Hmong reading scores disaggregated by years in Hmong Dual Language Program by grade level to identify support for late entry students.

- What strategies are in place to support this goal area?

Strategy 1: Improve Reading Instruction: Teachers learn about Science of Reading and explicitly teach foundational reading skills in K-2 grades including phonological awareness, phonemic awareness. Teachers use FAST assessments, progress monitoring data, and diagnostic assessments to determine teaching focus for small group instruction.

Strategy 2: Increased academic support for late entry students in immersion program: Provide additional academic support for students in grades 3-5 within intensive Hmong language and literacy interventions to raise student achievement.

Strategy 3: Engage families in learning with their students: Provide 5 engaging learning opportunities for both students and parents through family field trips on Saturdays periodically throughout the school year. Increased parent-child engagement can lead to a positive impact on student learning and achievement.

- How well are you implementing your strategies?

Strategy	Indicator	2023-24 Target	2023-24 Result
Improve reading instruction	K-5 teacher practices around reading and language instruction will align with our grade level, school and district goals as measured by walk-through data.	85% of K-5 teachers are using identified practices.	K-2 84% (English) 79% (Hmong Phonics)
	Teachers report that PD time is dedicated to providing teachers time for reflection, feedback, and revision of instructional practices to increase student achievement in the areas of reading and math.	85% of K-5 teachers are using identified practices.	K-2 85% K-5 teachers reported using Math HMH for large group instruction.
Increased academic support for late entry students	Students who are new to the program in grades 3-5 will make above average growth in Hmong language and literacy as measured by the Hmong	50% of students new to the program making above average growth	30% of 71 students receiving Hmong interventions made significant

in Immersion program	Reading and Language Assessments from fall to spring.		growth and 28% of the 71 made average growth.
Engage families	Parents participating in school activities will report an increase in awareness of their child's capacity to learn and ways to support that learning.	75% of parents	70% of parents

- *How do you know whether it is or is not helping you make progress toward your goal?*

The indicators show teachers are making changes to their instruction per the school plan and results. There is work to improve the reading practices (both in English and Hmong). The results of the MCA also indicate the changes in instruction are positively impacting Asian students' reading achievement with MCA scores increasing nearly 5% from the prior year. The large number of parents that came out for the field trips demonstrates their interest in supporting their students' needs and learning.

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2023-24 SY)	On Track?
Retain the percentage of staff of color (currently 69%), representative of the student body.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity	69%	73%	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

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

Student enrollment and staffing / teacher data disaggregated by race/ethnicity.

- *What strategies are in place to support this goal area?*

Strategy: Culturally relevant professional development: Txuj Ci will work to retain the current percentage of staff of color through PD that builds community, provides support, and encompasses the needs of its diverse staff.

- *How well are you implementing your strategies?*

Strategy	Indicator	2023-24 Target	2023-24 Results
Culturally relevant professional development	Number of staff of color remains consistent at 69% or increases.	69%	73%

In 2023-24, PD included culturally-specific topics and experiences that reflected our teachers and students. The intentional staff PD included exploration of our names and the meaning behind our names with a shared experience of painting a name plate to visibly display outside our classroom spaces. Different speakers were invited to share Hmong Spoken Word pieces, exploring identity and making connections to empowering our students to embrace their identities as a positive part of who they are.

- *How do you know whether it is or is not helping you make progress toward your goal?*

The last of the three PDs was the end of the year there which was a celebratory and reflection retreat. Almost all staff expressed gratitude towards the time and interactions they had with their peers and expressed that Txuj Ci was a caring school community. Additionally, the percent of staff of color increased 4%.

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2023-24 SY)	On Track?
Provide the opportunity for 100% of 4 th and 5 th graders to participate in an outdoor learning experience and engage in cross-cultural learning.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	N/A	97% participation	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

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

Student enrollment demographics and review of experiences available at Txuj Ci prior to the grant.

- *What strategies are in place to support this goal area?*

Strategy: Provide the opportunity for 100% of 4th and 5th graders to participate in an outdoor learning experience and engage in cross-cultural learning.

- *How well are you implementing your strategies?*

Strategy	Indicator	2023-24 Target	2023-24 Result
Culturally relevant professional development	Students will participate in outdoor learning experiences during the school year.	95-100% student participation	97% student participation
	Increase students' knowledge, understanding and appreciation for other cultures and languages as measured by student surveys after the field trips.	75% of students	82% of 4 th graders

- *How do you know whether it is or is not helping you make progress toward your goal?*

97% of students were able to attend one of the field trips either to Eagle Bluff Environmental Center or the Hmong Agape Garden. Students were engaged during the field trips and indicated they learned something new about Hmong culture, got to try a new experience they have never done before, and/or tried to say something new in the Hmong language.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with your partnering RIS site(s) and non-RIS site(s) during the 2023–24 school year. Also, consider ways that your A&I plan strategies have increased integration within your RIS site(s). *Only 1 RIS integration narrative is needed regardless of the number of RIS sites.*

The Agape Hmong Garden is a newly established outdoor learning space that gave students the opportunity to explore the deep connection between the Hmong culture and nature. Students learned how the Hmong people integrate nature into their daily routines, from traditional house structures to farming practices and everyday tools. This space provided students from Txuj Ci with a unique opportunity to engage in cultural learning together, fostering a deeper appreciation for cultural diversity. Additionally, the 5th-grade field trip to Eagle Bluff provided extended outdoor learning time, which has historically been unavailable to students at Txuj Ci due to limited resources and access. Txuj Ci is committed to closing this gap by providing all 5th-grade students, regardless of background, with enriching opportunities to engage with nature. This initiative not only broadens students' environmental knowledge and potential career interests but also promotes greater racial and economic integration. Through both experiences, students have reported gaining new insights, discovering interests, and enjoying opportunities that, for many, would otherwise be out of reach. By offering these experiences, Tjux is creating a more inclusive educational environment where all students can thrive and grow.