



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

### Annual Public Meeting

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

### Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2023–24 SY)	On Track?
Increase four-year graduation rate for all students from 84.4% in 2021 to 90% in 2025 and a) Latino students from 66% in 2021 to 78% in 2025 and b) Native and Indigenous students from 67% in 2021 to 80% in 2025.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2023–24 SY. 2021 Baseline Graduation Rates All students: 84.4% Latino students: 66% Native and Indigenous Students: 67%	The four-year graduation rate for all students at Burnsville High School (BHS) was 85% in 2022. a) BHS Latino student four-year graduation rate was 59% in 2022. b) BHS Native and Indigenous student four-year graduation rate was 50% in 2022.	<b>Check one of the following:</b> <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

This year, we observed a slight decrease in the four-year graduation rates at Burnsville High School, falling short of our goal of ninety percent. To assess the needs in this area, we analyzed graduation rates over time and disaggregated data by student ethnic and demographic groups to evaluate graduation rates among various subgroups.

The strategies implemented to support our goal included Advancement Via Individual Determination (AVID), Bridging Cultural and Socioeconomic Barriers, Family Engagement, Rigorous Coursework, and Learning Opportunities, as well as building capacity for equitable and culturally proficient schools. We consistently applied AVID strategies, focusing on professional development and active participation in the AVID Annual Certification Process.

Our efforts in professional learning have positively influenced classroom practices, as evidenced by our AVID Annual Certification results. Additionally, we saw progress reflected in the graduation rates at Burnsville Alternative High School, which improved from 42% to 46%, and One91 Virtual Academy, which maintained a baseline graduation rate of 95%.

Furthermore, we noted enhancements in student academic performance and received positive feedback from family and community surveys, indicating that our strategies are making a meaningful impact.

### ***Achievement and Integration Goal 2***

<b>Goal Statement</b>	<b>Achievement, Integration, or Teacher Equity Goal?</b>	<b>Baseline</b>	<b>Actual Result (2023-24 SY)</b>	<b>On Track?</b>
Increase the percentage of racially and economically diverse incoming kindergarteners meeting fall pre-reading literacy benchmark a) all Black, Indigenous, students of color from 35% in fall 2022 to 55% in fall of 2025 and b) Latino students from 10% in 2022 to 30% in 2025 and c) Native and Indigenous students	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2023–24 SY.  Fall 2022 baseline data:  All BIPOC students: 35%  Latino students: 10%	Provide the result for the 2023–24 SY that directly ties back to the established goal.  Fall 2023 results for fall prereading literacy benchmark  All BIPOC students: 34%  Latino students: 13%  Native and Indigenous students: 46%	Check <b>one</b> of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

from 20% in 2022 to 40% in 2025.		Native and Indigenous Students: 20%		
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This year, we continued to focus on kindergarten readiness indicators and have seen growth in the percentage of all kindergarten students meeting early reading benchmarks. However, we did not achieve our goal of having fifty-five percent of BIPOC students meet these benchmarks. In the fall of 2023, the percentage of BIPOC students reaching early reading indicators was 34%, falling short of our goal of 41%. Specifically, Latino students meeting early reading indicators was at 13%, compared to our goal of 17%. Meanwhile, Native and Indigenous students exceeded expectations, achieving 46% against a goal of 40%. While we met our goal for Native Indigenous students, the percentage of BIPOC early learners remained flat at 34%, though Latino early learners showed progress towards their target.

To monitor progress, we analyzed student pre-reading and early reading composite scores, segmented by ethnic and demographic groups to assess the impact across our district. Strategies implemented to support these goals included Bridging Cultural and Socio-Economic Barriers, the Family Engagement Academy, and building capacity for equitable and culturally proficient schools. We consistently applied strategies to enhance our district's capacity by offering professional development for staff, collaborating with cultural liaisons and social workers to support preschool families.

Our efforts have led to classroom environments incorporating strategies from our professional learning, aimed at aligning culturally responsive educational systems with the academic curriculum. We believe these strategies have contributed to our progress, as we are enhancing staff knowledge in early grades and providing coaching and support aligned with the READ Act and science of reading professional development.

**Achievement and Integration Goal 3**

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2023-24 SY)	On Track?
<p>Decrease the demographic disproportionality of BIPOC students in rigorous high school courses from 17% in 2021-2022 to 8% in 2025-2026.</p>	<p>Check one of the following:  <input type="checkbox"/> Achievement Goal  <input checked="" type="checkbox"/> Integration Goal  <input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2023–24 SY.                       2021-2022 Baseline: 17%</p>	<p>Provide the result for the 2023–24 SY that directly ties back to the established goal.                       Result: 13%</p>	<p>Check <b>one</b> of the following:  <input checked="" type="checkbox"/> On Track  <input type="checkbox"/> Not on Track  <input type="checkbox"/> Goal Met</p>
<p>We did not fully meet our goal, with a remaining gap of 13%. To assess our needs, we utilized student course enrollment data, analyzed by ethnic and demographic groups, to monitor enrollment trends in rigorous courses over the past three years.</p> <p>The strategies implemented to support this goal included:</p> <ul style="list-style-type: none"> <li>● <b>Advancement Via Individual Determination (AVID):</b> Focused on career and college readiness, AVID provided rigorous coursework specifically designed for underserved students, including those enrolled in ALC.</li> <li>● <b>Bridging Cultural and Socio-economic Barriers:</b> This initiative aimed to engage families and build partnerships to enhance student achievement.</li> <li>● <b>Family Engagement:</b> We worked to foster partnerships with families to support and promote student success.</li> <li>● <b>Rigorous Coursework and Learning Opportunities:</b> This strategy emphasized career and college readiness through rigorous coursework for underserved students, including those in ALC.</li> <li>● <b>Building Capacity for Equitable and Culturally Proficient Schools:</b> Professional development opportunities were designed to improve the academic achievement of all students.</li> </ul> <p>Throughout the year, we consistently implemented these strategies. Their effectiveness is evident as we have observed an increase in the number of students from underserved groups enrolling in rigorous courses. Additionally, the professional development initiatives aimed at fostering equitable and culturally proficient schools are visibly influencing our learning environments.</p> <p>Moving forward, we will continue to reflect on our practices and adjust our strategies to further close the achievement gap.</p>				

**Achievement and Integration Goal 4**

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2023-24 SY)	On Track?
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<p>Increase the percentage of students accessing teachers/classrooms demonstrating culturally responsive instruction aligned with the CPSS Lesson Study Tools from 72% in 2022 to 90% in 2026.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input checked="" type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2023–24 SY.</p> <p>Baseline 72% in 2022.</p>	<p>Provide the result for the 2023–24 SY that directly ties back to the established goal.</p> <p>Results: 78.1%</p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input checked="" type="checkbox"/> Goal Met</p>
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We successfully achieved our goal with 78.1% of classrooms showcasing culturally responsive instructional strategies. Our emphasis on Culturally Proficient School Systems (CPSS) professional development for new educators and both instructional and operational leaders has yielded positive outcomes. Teachers reported high levels of capacity, and observers noted a more consistent implementation of the identified CPSS classroom indicators.

We have integrated the CPSS classroom indicators into all professional development initiatives and included them in the classroom teacher observation and evaluation rubrics. To assess the needs in this area, we conducted a survey to collect baseline data on teachers' perceptions of demonstrating culturally responsive pedagogy in the classroom. This survey is administered annually.

The strategies we have implemented to support this initiative include:

- Aligning our efforts with the Words Best Work Force goal of closing racial and economic achievement gaps.
- Bridging cultural and socio-economic barriers by engaging families to form partnerships aimed at increasing student achievement.
- Building capacity for equitable and culturally proficient schools through professional development opportunities, equipping staff with strategies to enhance academic outcomes for all students.

**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.

Lakeville District 194 and District 191 collaborated throughout the year to promote equity, access, quality teaching, and social-emotional learning, fostering opportunities for team members to share insights.

In summer 2024, we hosted the Rising 9 Retreat for incoming 8th graders, supported by cultural liaisons, social workers, and counselors from both districts. With Lakeville District 194 transitioning away from AVID, the retreat focused on helping students navigate their shift from middle school to high school, emphasizing critical thinking and relationship building.

Our Indian Education Program staff worked together to review standards for ethnic studies and Indigenous Education, integrating culturally responsive practices and addressing bias. We also collaborated on sessions for the 3rd Annual SW Metro Regional Equity Summit and supported the South of the River Powwow.

Notably, a multilingual student from District 191, who participated in AVID, was selected to speak at a national conference in summer 2024, highlighting successful transitions to U.S. schools. We enhanced family engagement through shared programming, improving Indigenous student graduation rates, and provided professional development on Teacher Equity and culturally responsive pedagogy.

This year marked significant achievements in collaboration, student support, and community engagement, setting a strong foundation for future progress.