



2024–25 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 Superintendent. You can copy your responses from this template into the electronic form.

District Name: Fridley Public Schools

A&I Contact: Amy Cochran

Title: Senior Officer of Academics and Innovation

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2024–25 school year (SY)?

Yes No

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

Year 1 (3-year plan spans July 1st, 2024 – June 30, 2027)

Year 2 (3-year plan spans July 1st, 2023 – June 30, 2026)

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

Did you have a Racially Identifiable School (RIS) in the 2024–25 SY?

Yes No

Provide the direct website link to the A&I materials:

<https://www.fridleyschools.org/about-us/departments/teaching-learning/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 2024-2025 SY.

Provide the date of the school board annual public meeting to review progress on the Achievement and Integration plan for the 2024-25 SY: October 21, 2025

2024–25 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 2024–25 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 2024–25 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 2024–25 SY.

**The first part of the report is for districts reporting on year 1 or year 2 of their plan cycle. The second part of the report is for districts reporting on year 3 of their plan cycle.*

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Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2024-25 SY)	On Track?
<p>The percent of students who identify as Hispanic or Latino that are enrolled by October 1st each year, will increase proficiency on the MCA-III Reading from 22.6% in Spring 2022 to 31.6% in Spring 2026 for all grades tested.</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>22.6% in Spring 2022</p>	<p>17.1- 2023 20.4- 2024 19.4- 2025</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>
<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? What strategies are in place to support this goal area? How well are you implementing your strategies? How do you know whether it is or is not helping you make progress toward your goal?</p> <p>When this goal was established, the statewide proficiency rate on the MCA-III Reading assessment for students who identify as Hispanic/Latino was 31.4%. Fridley Public Schools was significantly below this benchmark. Our key indicators of progress set an expectation to increase proficiency by 3% each year in 2024, 2025, and 2026. Current data shows that we are not on track to meet this goal, as proficiency rates have not increased annually; in fact, our percentage of students proficient has declined. To address this challenge, we implemented two primary strategies: (1) provide targeted professional development to support staff in meeting the academic reading needs of Hispanic/Latino students, and (2) engage families in listening sessions to better understand their experiences and identify opportunities for improvement.</p> <p>Several actions align with these strategies:</p> <ul style="list-style-type: none"> ● K–4 teachers are in year two of Science of Reading training, with a focus on strategies that support multilingual learners. ● Wit & Wisdom, a culturally responsive literacy curriculum, has been implemented districtwide (grades 5–8 in year two; grades K–4 in year one). ● Staff have received training on culturally responsive practices and on using data literacy tools such as ELLevation. ● A district Multilingual Coordinator was hired to support programming and instruction. ● A Hispanic Family Liaison was hired to strengthen communication and partnerships with families. ● Multiple multilingual family breakfasts have been hosted, serving as listening sessions with Hispanic/Latino families. <p>Because many of these efforts were only recently implemented, we anticipate stronger results in the 2025–26 school year as the strategies mature.</p>				

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2024- 25 SY)	On Track?																											
<p>As part of the NWSISD #6078 Collaborative, Fridley Public Schools will participate in magnet programming (IB PYP, MYP, DP, and CP) seeking racial and economic integration and provide opportunities to develop individual identity by increasing levels of awareness regarding college and career opportunities.</p> <p>Over the next three years, FPS will aim to increase grade 10-12 students' scores on the <i>Future Work Connection</i> assessment; specifically, for students who identify as American Indian from a score of 2.61 to 3.00 and for students who identify as Asian/Pacific Islander from a score of 2.79 to 3.00. These two student groups were below the average baseline score of 3.00 in 2022-23.</p>	<p>Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity</p>	<table border="1"> <thead> <tr> <th>Race</th> <th>N</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>All Average</td> <td>459</td> <td>3.00</td> </tr> <tr> <td>American Indian</td> <td>7</td> <td>2.61</td> </tr> <tr> <td>Asian/Pacific Islander</td> <td>43</td> <td>2.79</td> </tr> <tr> <td>Black</td> <td>195</td> <td>3.04</td> </tr> <tr> <td>Hispanic</td> <td>66</td> <td>3.01</td> </tr> <tr> <td>Multiracial</td> <td>46</td> <td>3.11</td> </tr> <tr> <td>Non-Dis closed</td> <td>16</td> <td>3.02</td> </tr> <tr> <td>White</td> <td>86</td> <td>3.00</td> </tr> </tbody> </table>	Race	N	Score	All Average	459	3.00	American Indian	7	2.61	Asian/Pacific Islander	43	2.79	Black	195	3.04	Hispanic	66	3.01	Multiracial	46	3.11	Non-Dis closed	16	3.02	White	86	3.00	<p>Only our seniors were surveyed in the 24-25 school year so we do not have full Grades 10-12 data. In addition, we did not have any students in the American Indian group that took the assessment therefore have no data to report. Asian/Pacific Islander Grade 12 students scored a 2.92 and the goal is 3.0 so we are moving close to that goal.</p>	<p>Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met</p>
Race	N	Score																													
All Average	459	3.00																													
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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? What strategies are in place to support this goal area? How well are you implementing your strategies? How do you know whether it is or is not helping you make progress toward your goal?

The strategies we implemented align well with our continued development of our IB Programmes, specifically our Career-Related Programme, and support the partnership with NWSISD for magnet schools. We have emphasized creating opportunities for students to develop their own identity by increasing their level of awareness regarding college and career opportunities. Some of the strategies we have implemented include:

- Utilizing a college and career development program (such as Xello) for grades 9-12
 - Specifically in AVID classes and also as an advising tool for the College and Career center
 - All 11th grade students in Health/PE 3 utilize Xello for a careers unit
- Expand the use of a college and development program into grades 5-8 to begin the self-identity development and college/career readiness earlier- Elective class that all students
- Partnering with NWSISD and other organizations for college and career field trips and experiences
 - National College Fair
- Post secondary awareness day for seniors- day to explore multiple pathways (7 options)
- Expand our CTE course opportunities for students in high school
 - CNA
 - EMR/EMT
- Expand our capacity to offer or support student internships and work-based learning opportunities
 - Genesys Works- IT internship program to seniors (5 - 10 seniors leave in the afternoon and go to a professional internship)
 - Work Based learning course
 - Personal/Professional Skills course

- Students leave 2-3 hours of school day and work at least 15 hours
- Expand opportunities and connections to our AVID programming
- Partnering with Get Ready through FY2024
 - Funding for experiential opportunities
 - Funding for programs such as Xello

Fridley Public Schools is on track to meet our college and career readiness and integration goal, as demonstrated by progress toward key indicators of success. We have expanded access to college and career exploration opportunities, strengthened partnerships through NWSISD, and embedded postsecondary readiness strategies throughout our International Baccalaureate (IB) Programmes.

To identify needs in this goal area, we use participation data in AVID, Xello, CTE courses, and internships, as well as enrollment and demographic data from magnet schools. This data is disaggregated by student groups, including race/ethnicity, English Learner status, and free/reduced-price lunch eligibility, to monitor equitable access. Student surveys provide additional insights into their awareness of postsecondary options, confidence in readiness, and development of self-identity.

Our strategies are directly aligned with our IB framework and the mission of the NWSISD collaborative. These include implementing Xello as a career development tool for grades 9–12, integrating it into AVID and Health/PE courses. All students in grades 5 - 8 take a College and Career Readiness course. Students participate in field trips and experiential opportunities such as the National College Fair and Post-Secondary Awareness Day, and they benefit from partnerships with NWSISD, Get Ready, and other organizations. At the high school level, we have expanded Career and Technical Education (CNA, EMR/EMT) and work-based learning through programs such as Genesys Works, which connects seniors with professional internships. Our AVID program continues to provide structured support for postsecondary preparedness, while open enrollment and desegregation transportation legislation ensure access and racial integration across magnet schools.

Implementation has been strong, with sustained participation in Xello, consistent demand for CTE and internship opportunities, and dedicated funding for experiential programming. These strategies are supported by clear alignment to our IB Programmes, ensuring coherence across PreK–12.

We know our strategies are helping because participation and completion rates are increasing, survey results show growth in student awareness of career and college options, and enrollment patterns in magnet schools demonstrate progress toward integrated learning environments. Feedback from students and staff confirms that opportunities such as AVID, CTE, and internships are making a meaningful difference in readiness for college, career, and life. We have more than hit our target on the key indicators of progress by ensuring that about 90% of our students in grades 9 - 12 receive college and career lessons in advisory. Through a combination of targeted strategies, strong partnerships, and data-driven monitoring, Fridley Public Schools is successfully advancing its goal to prepare all students for postsecondary success while fostering equitable, integrated educational opportunities.

Future Work Connection Assessment Results- Grades 10-12

Race/Ethnicity	2022-23 (Baseline)		2023-24		2024-25 12th Grade Only	
	n	Score/4	n	Score/4	n	Score/4
All Average	459	3.00	288	2.99	130	3.23
American Indian	7	2.61	0	0	1	3.0
Asian/Pacific Islander	43	2.79	26	2.95	18	2.92
Black	195	3.04	131	2.92	55	3.22
Hispanic	66	3.01	41	2.99	27	3.26
Multiracial	46	3.11	25	3.07	9	3.29
Non-Disclosed	16	3.02	0	0	0	0
White	86	3.00	52	3.03	20	3.43

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2024-25 SY)	On Track?
Develop and implement a student-based teacher preparation pathway by FY26. We will increase the number of students, specifically BIPOC students, enrolled in our concurrent enrollment introduction to education course from 0 high school students in FY23 to 20 high school students enrolled in by FY26.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity	0 Students enrolled in 22-23 and 23-24 school year	9 students enrolled in the course 5- black 2- white 1- Hispanic/Latino 1- Asian	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? What strategies are in place to support this goal area? How well are you implementing your strategies? How do you know whether it is or is not helping you make progress toward your goal?

Fridley Public Schools has made strong progress toward our goal of developing and implementing a student-based teacher preparation pathway by FY26. Our measurable target is to increase the number of high school students, specifically BIPOC students, enrolled in our concurrent enrollment Introduction to Education course from zero in FY23 to 20 by FY26. We are currently on track to meet this goal, as we had 9 students enrolled in the 2024–25 school year.

We identified this need through local and statewide staffing data, which show that students of color are underrepresented in the education workforce. Enrollment and achievement data, disaggregated by race and ethnicity, highlight the importance of developing intentional pathways that recruit and inspire BIPOC students to pursue teaching careers.

Several strategies are in place to support this work. In partnership with Anoka-Hennepin Community College, we implemented a concurrent enrollment Introduction to Education course, giving students access to college credit while still in high school. As part of the course, students complete a 30-hour field experience within our own school system, allowing them to engage directly with classrooms and role models. Additionally, we are developing a formal Education Career Pathway within our course catalog that will align with the International Baccalaureate Career-related Programme.

Implementation is progressing well. The concurrent enrollment course has been well received, and student feedback and enrollment trends demonstrate that this strategy is helping us make meaningful progress toward our goal. By expanding access and encouraging BIPOC students to explore education as a career, we are building on Fridley’s strong tradition of hiring alumni while also working to diversify our future workforce.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025
We will increase the number of students, specifically BIPOC students, enrolled in our concurrent enrollment introduction to education course.	0 (Promotion and baseline)	10 students/staff

Integration : Narrative is required. 200-word limit.

Fridley Public Schools has been intentional in creating opportunities for integrated learning environments that reflect the diversity of our community and prepare all students for success. Through a strong partnership with the Northwest Suburban Integration School District (NWSISD), Fridley has implemented strategies designed to reduce both enrollment and achievement disparities among students of different racial, ethnic, and economic backgrounds. A cornerstone of this work is our International Baccalaureate (IB) magnet school program, which provides rigorous, globally focused learning experiences that welcome students from across the metro area.

This partnership has also created meaningful professional development opportunities for staff and rich learning experiences for students. For example, our Multilingual Coordinator collaborates with colleagues in other districts who share similar roles, exchanging strategies to support multilingual learners more effectively. Additionally, our schools have expanded access to a multicultural library, which serves as a valuable resource in celebrating and honoring cultural diversity across classrooms. Students also participate in a wide range of field trips that broaden their perspectives, allowing them to experience different cultures, communities, and learning opportunities firsthand.

Together, these efforts highlight Fridley Public Schools' commitment to equity, inclusion, and preparing students to thrive in an interconnected world.