



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: North St. Paul/Oakdale/Maplewood

A&I Contact: Lynn Pham

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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.isd622.org/about/educational-equity>

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: November 25, 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.

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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, 2024–June 30, 2027 OR July 1, 2023–June 30, 2026).

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2024- 25 SY)	On Track?

Copy the SMART goal statement from your plan implemented in the 2024–25 SY.	Check one of the following: Achievement Goal Integration Goal Teacher Equity	Copy the baseline starting point from your plan implemented in the 2024–25 SY.	Provide the result for the 2024–25 SY that directly ties back to the established goal.	Check one of the following: On Track x Not on Track Goal Met
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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?*

Type response here

MCA Reading: Percent Proficient			
	2023	2024	2025
Students of Color	30.5%	30.2%	30.5%
White Students	51.3%	51.1%	55.2%
Difference	20.8%	20.9%	24.7%

SY25 Progress Update: Not on Track

The proficiency gap between students of color and white students on the MCA Reading assessment increased by four percentage points from 2024 to 2025. The percentage of students of color who were proficient on the MCA Reading assessment maintained (30.2% in 2024 and 30.5% in 2025) whereas the percentage of white students who were proficient increased (51.1% in 2024 to 55.2% in 2025), resulting in an increase in the difference from 20.9 percentage points in 2024 to 24.7 percentage points in 2025.

Disaggregated data showed white students increased in proficiency from the prior year while the students of color maintained relatively the same proficiency rate from the prior year.

Strategies implemented:

1. AVID - District 622 provided services at 4 secondary sites. AVID prepared students for college readiness and success. They provided tutorials, organizational support, and college tours. They also hosted caregiver nights. District 622 served 213 middle school students and 356 students in high school.

2. Freedom Schools - Scholars were taught the Freedom Schools Integrated Reading Curriculum that focused on reducing summer learning loss through enriched reading. Assessments showed over 96% of scholars experienced no summer literacy learning loss. 43% of students tested increased by 1 level or higher.

3. Middle and High School Pathways - YouScience was used to identify interests and talents. The district used this data to work with students during WIN time. Staff engaged in one-on-one conversations to advise students in career exploration, experiential opportunities and course selection. Post-secondary options panels were held and students learned about a wide variety of four-year institutions, two-year institutions, trade schools, and apprenticeships.

ISD 622 will work to strengthen data collection to meet the needs of students in reading using CaptiRead Basix.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2024- 25 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2024–25 SY.	Check one of the following: ☐ Achievement Goal ☐ Integration Goal ☐ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2024–25 SY.	Provide the result for the 2024–25 SY that directly ties back to the established goal.	Check one of the following: ☐ ☐ x ☐ On Track ☐ ☐ Not on Track ☐ ☐ 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?*

Type response here

	2022-2023	2023-2024	2024-2025
Staff of Color	17.8%	20.5%	20.6%

SY25 Progress Update: On Track

The percentage of racially diverse staff maintained at 21% in 2025.
Data showed that the district is on track in this goal area.

Strategies implemented:

1. Professional development focusing on racial equity, brain development, and restorative practices - Various professional development sessions focused on meeting the needs of marginalized groups of students in ISD 622. Professional development included Urban Leadership Academy, Restorative Practices, Characteristics of a Racial Equity leader, SEL, and brain development.

2. Work collaboratively with HR to recruit and retain staff of color - ISD 622 welcomed 11 new teachers from the Philippines to fill the special education vacancies in the district. Additionally District 622 created a Leadership Development department that focused on retention for leaders of color in the district. Professional development was set aside for Assistant Principals, Associate Administrators, and Deans to learn together in a cohort.

3. Support from Cultural Liaisons - A large component of retaining and recruiting BIPOC staff is customized support from Cultural Liaisons. They assist all schools and departments with interpreting, cultural events, classroom support, and affinity groups. Overall feedback from staff surveys indicated that Cultural Liaisons are the essential bridge between caregivers and staff.

ISD 622 is looking for residency and apprenticeship opportunities to increase the number of BIPOC staff in the district.

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2024-25 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2024–25 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2024–25 SY.	Provide the result for the 2024–25 SY that directly ties back to the established goal.	Check one of the following: _x_ On Track ___ Not on Track ___ 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*

Data showed the district is on track in this goal area. Partnerships were identified between Mahtomedi and ISD 622 in 2024-2025.

1. Athletics – Superfans

- Joint initiative through the Metro East Conference for students who support school athletics and events. Focused on leadership and peer influence to promote positive fan behavior.

2. French Partnership

- CIS French Field Day brought students together for conversation and cultural exchange entirely in French.

3. DECA

- Mahtomedi and Tartan DECA advisors collaborated to host joint practice sessions for spring competitions.

4. GSA (Gender & Sexuality Alliance)

- Shared interest in joint student events, such as a regional Queer Prom or social meetups. Builds inclusion and visibility for LGBTQ+ students across districts.

5. BASE/STAND

- Partnership between Mahtomedi's Building Awareness Surrounding Equity (BASE) and Socially Together and Naturally Diverse (STAND) student groups.
- Explored field trips and shared projects to promote student leadership and equity dialogue.

6. American Indian Education Collaboration

- End-of-Year Celebration hosted by Mahtomedi's Parent Advisory Committee with 45 attendees from both districts engaged in Indigenous games and family activities.
- Two Family Culture Nights hosted by District 622 with Mahtomedi families.

ISD 622 will work on implementing more ways to gather feedback with the partnerships and events.