2025–26 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 will be sent to the Superintendent. You can copy your responses from this template into the electronic form.

District Name: Austin Public Schools

A&I Contact: Kristi Beckman

Title: Equity Coordinator

Phone: 507-460-1107

Email: kristi.beckman@austin.k12.mn.us

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2025–26 school year (SY)?

__x_ Yes ___ No

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

___ Year 1 (3-year plan spans July 1st, 2025 – June 30, 2028)
___ Year 2 (3-year plan spans July 1st, 2024 – June 30, 2027)
__x_ Year 3 (3-year plan spans July 1st, 2023 – June 30, 2026)

Did you have a Racially Identifiable School (RIS) in the 2025–26 SY?

___ Yes __x_ No

Provide the direct website link to the A&I materials: https://www.austin.k12.mn.us/district-offices/teaching-and-learning/equity-and-integration

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2025-2026 SY.*

Provide the date of the school board annual public meeting to review progress on the Achievement and Integration plan for the 2025-26 SY: 12/08/2026

2025–26 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 2025–26 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 2025–26 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 2025–26 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.*

Please use this template as an internal tool to gather information. Responses should be submitted electronically. You can copy your responses from this template into the electronic form.

Year 3 Progress Report

(July 1, 2023–June 30, 2026)

If you completed year 3 of your plan during the 2025-2026 school year, complete the charts below.

Achievement and Integration Goal 1

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025- 26 SY)**	**On Track?**
The percentage of students able to identify career pathways related to the integrated STEM enrichment activities they are participating in will increase from a baseline of 0% in 2023-2024 to 90% in 2025-26.	Check one of the following: ___ Achievement Goal _x__ Integration Goal ___ Teacher Equity	0%	95% of students listed one or more STEM careers connected to water conservation on the post-survey.	**Check one of the following:** _x__ Goal Met ___ Goal Not 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?*

Project E3 is an inter-district enrichment program designed to help increase students' confidence and curiosity in STEM career pathways while helping them build connections with students from diverse backgrounds across districts. In pre-surveys, 89% of students could name at least one career in our community connected to water conservation. In post-surveys, 95% of students could list one or more career pathways connected to water.

We also surveyed students about the connections they made with other students during the program. In the pre-survey, 16 students reported that they knew 5 or fewer students in the program. During the post-survey, only three students reported that they knew 5 or fewer students. The number of students who reported they enjoy working with new people while learning a new thing remained consistent (82% pre-survey, 81% post-survey.)

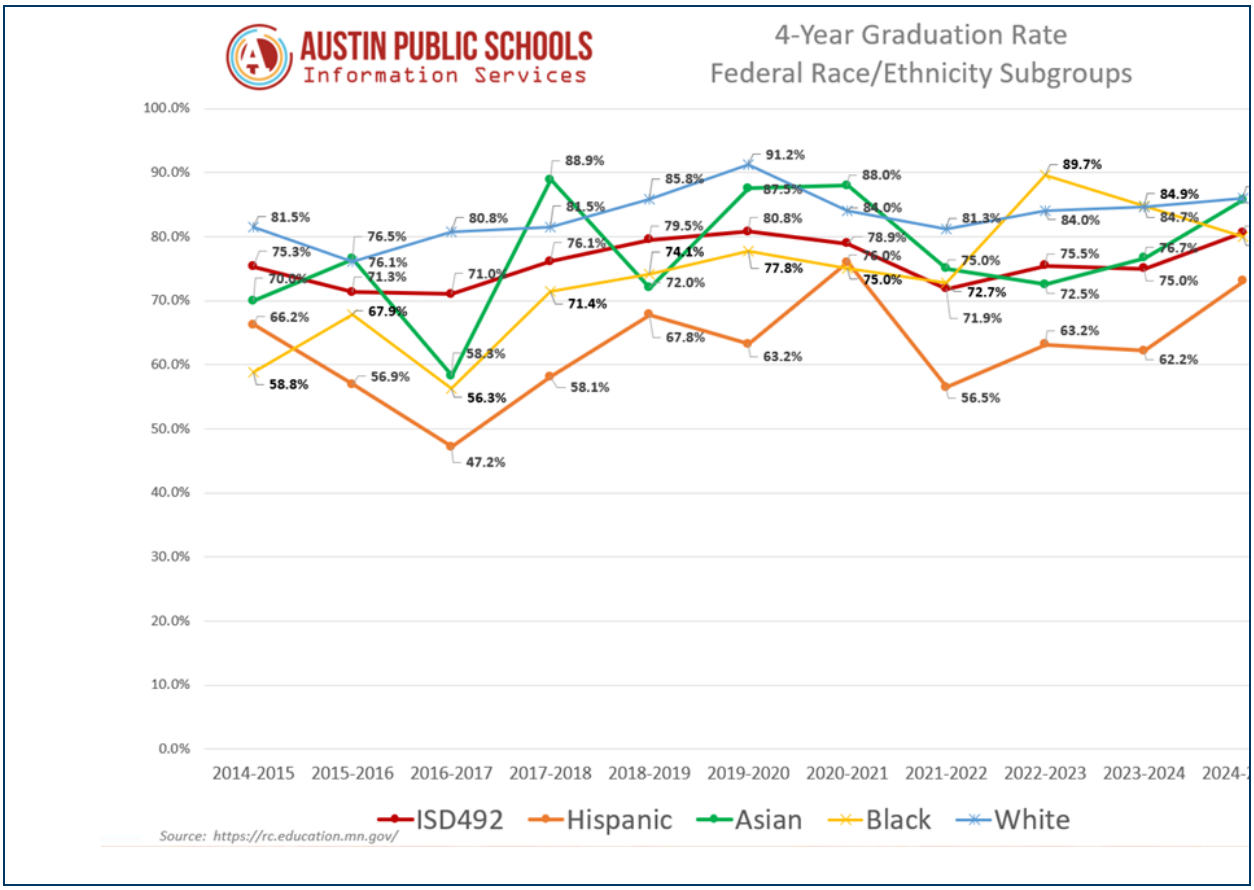
Achievement and Integration Goal 2

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025- 26 SY)**	**On Track?**
The graduation rate for Black/African American students in Austin Public Schools will increase from 75.0% in 2021 to ≥ 80.0% in 2026.	Check one of the following: _x__ Achievement Goal ___ Integration Goal ___ Teacher Equity	75.0%	80.0%	**Check one of the following:** _x__ Goal Met ___ Goal Not 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?*

Disaggregated graduation data by race is used to track progress on this measure. Strategies in place to support this measure include Success Coaches, who provide culturally responsive language support and family engagement, Talking Points, a multilingual, multi-directional communication tool to help empower families to connect with school staff and resources, and a system of strategies to help encourage inclusion in advanced academics, including AVID strategies incorporated into professional learning district-wide and Young Scholars (critical thinking skills) for students in grades K-4. Austin Public Schools saw increases in the four-year graduation rate for nearly all Federal race/ethnicity subgroups between spring 2024 and 2025. The Black student graduation rate fell but still met the goal.
White: 84.9% to 85.9%
Asian: 76.7% to 85.7%
Hispanic: 62.2% to 73.1%
Black: 84.9% to 80.0%
District Average: 75% to 80%



Achievement and Integration Goal 3

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025- 26 SY)**	**On Track?**
Student responses to Minnesota Student Survey questions assessing teacher/student relationships will increase to reflect 90% or higher rate of students responding agree/strongly agree. (See KIPs for baseline data regarding specific questions.)	Check one of the following: ___ Achievement Goal ___ Integration Goal __x_ Teacher Equity	--Student responses to the question "Overall, adults at my school treat students fairly" will increase from 89% agree/strongly agree in 2019 to 95% in 2026. --Student responses to the question "Adults at my school listen to the students." will increase from 86% agree/strongly agree	2025 Results: (Grade 5) Overall adults treat students fairly: 82.9% Adults at my school listen: 84.8% Most teachers are interested in me as a person: 76.5%	**Check one of the following:** ___ Goal Met __x_ Goal Not Met

		in 2019 to 95% in 2026. --Student responses to the question "Most teachers at my school are interested in me as a person" will increase from 76% agree/strongly agree in 2019 to 85% in 2026.		

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?*

We are utilizing the MN Student survey to track our progress on this goal. This tool can be disaggregated, and we have begun utilizing this data as part of our Culturally Responsive School Leadership work. Since the Minnesota Student Survey is only conducted every three years, we are identifying other tools to help gather this information for our upcoming Achievement & Integration plan. During our current three-year integration plan, Austin has become a BARR district. As a part of the BARR program, we have begun conducting an annual student survey that gathers data about safety and engagement. We are currently gathering BARR survey baseline data, and will shift to using this tool as a measure of teacher equity in our upcoming A&I plan.

The Minnesota Student Survey Results for our focus questions are as follows:

Overall, adults at my school treat students fairly:
2025: 81.6%
2022: 87.5%
2019: 89%

Adults at my school listen to the students:
2025: 83.1%
2022: 83.4%
2019: 86%

Most teachers at my school are interested in me as a person:
2025: 75.2%
2022: 79.2%
2019: 76%

Achievement and Integration Goal 4

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2025- 26 SY)	On Track?
APS will support the establishment of an American Indian Education Advisory Committee (AIEPAC) and provide support to ensure that the annual compliance process is completed on an annual basis.	Check one of the following: __x_ Achievement Goal ___ Integration Goal ___ Teacher Equity	0%	Austin Public Schools has an established NAPAC that meets monthly and has complete the annual compliance process for three years.	**Check one of the following:** _x__ Goal Met ___ Goal Not 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?*

APS established a Native American Parent Advisory Committee (NAPAC) in fall 2023. The committee now consists of seven families who consistently attend monthly business meetings, and several additional families who attend monthly cultural events sponsored by the NAPAC. The group now has an established space in the district to host cultural events. They have submitted their fourth plan and budget proposal to the state for AIEA funds and have hired a Native American Success Coach to support their work. Our NAPAC is a dynamic and thriving committee with ongoing and established connections to our Teaching and Learning department, and has helped inform conversations about curriculum, representation, and culture.

****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 2025–26 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

Austin Public Schools continues to evaluate the success of our inter-district integration activities. During the implementation of our 2027-2029 plan, we will make several shifts to increase inter-district integration with our partner schools. We will continue to implement our established strategies, but will welcome Albert Lea students, who will be returning to Project E3. We have also adjusted our interdistrict Robotics connection with Southland, and will begin sending middle school students to a Southland-hosted summer robotics camp.

When the current Achievement & Integration plan was developed, Sumner Elementary was a racially isolated site. Austin Public Schools made strategic changes to our enrollment policy in the 2023-2024 school year, and students are now required to attend their neighborhood schools. Since we have made this change, our enrollment demographics have shifted significantly, and Sumner is no longer considered a racially isolated site. The disparity between non-white student enrollment at Sumner elementary (90.6%) and the average non-white student enrollment in grade-alike buildings in Austin public schools (57.1%) was 33.5% in 2022. This enrollment disparity dropped to 14.45% in 2023-2024, and since we met our goal, we received notification that Sumner is no longer considered a Racially Isolated Site.