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: District One91 Burnsville Eagan Savage

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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: Type response here

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: October 23, 2025

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.

Integration Summary

Narrative is required. 200-word limit.

During the 2025–26 school year, Burnsville-Eagan-Savage District 191 completed Year 3 of its FY23–FY26 Achievement and Integration (A&I) plan while concluding its partner district collaboration with Lakeville Area Schools (ISD 194) and transitioning into an expanded partnership with Bloomington Public Schools (ISD 271). Collaboration focused on equitable instruction, transition programming, and culturally responsive systems. Joint initiatives centered on Advancement Via Individual Determination (AVID), rigorous course access, and Indian Education programming. Secondary educators, social workers, and cultural liaisons utilized cross-district networks to implement WICOR strategies and target transition-year support (grades 5–6 and 8–9). Our Indian Education staff engaged families through the American Indian Parent Advisory Committee (AIPAC), the Dream Catcher Project, and the annual South of the River Powwow, which brought hundreds of community members together. We finalized K–12 Tier 1 ethnic studies learning trunks and embedded Culturally Proficient School Systems (CPSS) indicators across learning environments. District 191 and Bloomington Public Schools initiated joint Multi-District Collaborative Council (MDCC) meetings involving parents, staff, and leadership, creating shared capacity to expand college-credit course access and address racial disparities across partnering school communities.
This year established a strong foundation for future progress in collaboration and student support. To learn more, visit the American Indian Education Program or AVID sites.

Year 3 Progress Report (July 1, 2023–June 30, 2026)

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2025–26 SY)	On Track?
Increase four-year graduation rate for all students at BHS from 86% in 2022 to 90% in 2025	Check one of the following: _**X**_ Achievement Goal _**X**_ Integration Goal ___ Teacher Equity	Our 2021 Baseline Graduation Rates All students: 86%	The four-year graduation rate for all students at Burnsville High School (BHS) was 83.6% in 2025.	Check **one** of the following: ___ Goal Met _**X**_ Goal Not Met

How do you know if you have met/not met your goal?

To evaluate progress, District 191 examined longitudinal four-year cohort graduation data disaggregated across student demographic and racial/ethnic groups. Burnsville High School graduated 83.6% (383 out of 458) of all students in the class of 2025, which reflects a 3.7 percentage point increase from 79.9% in 2024, but falls 4.4 percentage points short of our 88.0% target. Disaggregated cohort trends revealed notable gains: students identifying as Two or More Races achieved 89.5% (17 of 19), Asian students achieved 87.9% (29 of 33), Black or African American students achieved 83.6% (107 of 128), and Native and Indigenous students attained 100.0% (3 of 3). Burnsville Alternative High School also improved its four-year graduation rate from 57.9% to 63.9% (101 of 158 students).

District 191 supported this goal through schoolwide Advancement Via Individual Determination (AVID), family partnerships led by cultural liaisons and social workers, expanded access to college-credit coursework, and Culturally Proficient School Systems (CPSS) instructional practices. Strategy implementation was monitored using AVID Annual Certification and teacher evaluation rubrics. While the 88.0% target was not met, our strategic supports contributed to a four percentage point rebound in 2025, confirming that transition interventions and tiered student monitoring are stabilizing graduation trajectories.

Achievement and Integration Goal 2

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
Increase the four-year graduation rate for Latino students from 66% in 2021 to 78% in 2025	Check one of the following: _**X**_ Achievement Goal _**X**_ Integration Goal ___ Teacher Equity	2021 Baseline Graduation Rates Latino students: 66%	The four-year graduation rate for all students at Burnsville High School (BHS) BHS Latino student four-year graduation rate was 62% (67 out of 108) in 2025.	**Check one of the following:** ___ Goal Met _**X**_ Goal Not Met

How do you know if you have met/not met your goal?

Disaggregated cohort graduation data identified an ongoing need for targeted academic and credit recovery interventions for Latino high school scholars. For the class of 2025, the four-year graduation rate for Latino students at Burnsville High School reached 62.0% (67 of 108 students). While this result fell short of the 78.0% goal (and the intermediate 70.0% benchmark), it represents a 7.8 percentage point increase over the 2024 graduation rate of 54.2% (65 of 120 students).

Key strategies included targeted bilingual support from cultural liaisons, social worker check-ins, AVID elective cohorts, affinity-based academic support planning, and student-family engagement academies. Implementation integrity was evaluated via student attendance tracking, quarterly on-track credit reviews, and family outreach logs. These interventions helped more Latino seniors complete graduation requirements, reversing a multi-year decline and providing the framework for our 2026–2029 A&I plan collaboration with Bloomington Public Schools.

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. We have seen an increase in the collective efficacy of all staff members by focusing on professional development that supports staff with learning to implement strategies that support the success of all students.

Achievement and Integration Goal 3

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**

Increase the four-year graduation rate for Native and Indigenous students from 67% in 2021 to 80% in 2025.	Check one of the following: _**X**_ Achievement Goal _**X**_ Integration Goal ___ Teacher Equity	2021 BHS Native and Indigenous Students: 67%	The four-year graduation rate for Native and Indigenous students at Burnsville High School (BHS) student four-year graduation rate was 100% (3 out of 3 students) in 2025	**Check one of the following:** _**X**_ Goal Met ___ Goal Not Met

How do you know if you have met/not met your goal?

Longitudinal graduation tracking underscored the necessity of focused, culturally affirming programming for Native and Indigenous students, whose small cohort sizes make percentage outcomes variable year to year. In 2025, 100% (3 out of 3) of Native and Indigenous seniors at Burnsville High School graduated on time, surpassing the 72.0% target and up from 40.0% (2 of 5) in 2024.

Key strategies included Indian Education programming, the Dream Catcher Project, close coordination with the American Indian Parent Advisory Committee (AIPAC), and community events such as the South of the River Powwow. Staff provided individualized academic check-ins, family advocacy, and culturally relevant curriculum trunks. Annual surveys and family feedback indicate that enhanced school connectedness, individualized social-emotional support, and active parent collaboration directly supported full graduation attainment for this cohort.

Achievement and Integration Goal 4

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
Increase the percentage of racially and economically diverse incoming kindergarteners meeting fall pre-reading literacy benchmark for all Black, Indigenous, students of color from 35% in fall 2022 to 55% in fall of 2025	Check one of the following: _**X**_ Achievement Goal _**X**_ Integration Goal ___ Teacher Equity	Fall 2022 baseline data: All BIPOC students: 35%	Fall 2025 results for fall prereading literacy benchmark All BIPOC Kindergarten students: from 34% FY23 to 37% in FY25 Native and Indigenous students: from 46% in FY23 declined to 36% in FY 24.	**Check one of the following:** ___ Goal Met **X** Goal Not Met

How do you know if you have met/not met your goal?

District 191 utilized fall early literacy screener composite data disaggregated across student demographic and racial groups. In fall 2025, 34.0% of incoming BIPOC kindergarten students met early literacy benchmarks, falling short of the 55.0% target (and down from 37.0% in fall 2024). Across the entire 2025–26 kindergarten cohort (434 students screened), 39.9% met benchmark against a 50.0% district benchmark goal. Notably, 47.0% of former Voluntary Pre-Kindergarten (VPK) students met the benchmark compared to 36.0% of non-VPK peers. Furthermore, during the 2025–26 school year, BIPOC students demonstrated significant within-year growth, progressing from 34.0% proficient in the fall to 50.0% in the spring.

Strategies deployed included the Family Engagement Academy, targeted outreach by cultural liaisons and social workers to early-childhood families, and districtwide elementary educator training in the science of reading (CAREI-ALL and Minnesota READ Act implementation). While fall baseline proficiency indicates persistent community-wide readiness gaps at entry, the 13-point within-year jump among BIPOC kindergarteners confirms that early literacy interventions and evidence-based reading instruction are accelerating skill development once students enter kindergarten.

Achievement and Integration Goal 5

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
Increase the percentage Latino students meeting fall pre-reading literacy benchmark from 10% in 2022 to 30% in 2025	Check one of the following: _**X**_ Achievement Goal _**X**_ Integration Goal ___ Teacher Equity	10.0% (Fall 2022 baseline pre-reading literacy)	Fall 2025 results for fall prereading literacy benchmark Latino students: from 13% FY23 to 14% FY25	**Check one of the following:** ___ Goal Met _**X**_ Goal Not Met

How do you know if you have met/not met your goal? Please provide additional details including the information requested below.

Screening data disaggregated by language and ethnicity highlighted the need for expanded bilingual early-learning experiences. In fall 2025, 14.0% of incoming Latino kindergarten students met pre-reading literacy benchmarks against a 30.0% target. While the fall entry benchmark was not met, this represents a 4.0 percentage point increase over the 10.0% baseline and an increase from 13.0% in fall 2024. Moreover, during the 2025–26 school year, Latino kindergarteners showed within-year growth, climbing from 14.0% meeting benchmark in the fall to 37.3% in the spring (+23.3 percentage points).

Interventions included bilingual family literacy partnerships, targeted preschool enrollment outreach through cultural liaisons, structured literacy foundational skill blocks, and tier-one phonetic coaching aligned with the READ Act. The +23.3 percentage point within-year leap demonstrates that early literacy pedagogy and structured reading instruction are closing acquisition gaps during the kindergarten year, pointing to a need for expanded pre-kindergarten enrollment prior to school entry.

Achievement and Integration Goal 6

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
Increase the percentage of for Native and Indigenous incoming kindergarteners meeting fall pre-reading literacy benchmark students from 20% in 2022 to 40% in 2025.	Check one of the following: _**X**_ Achievement Goal _**X**_ Integration Goal ___ Teacher Equity	20.0% (Fall 2022 baseline pre-reading literacy)	**36.0%** meeting benchmark in Fall 2025 (2 out of 5 students)	**Check one of the following:** ___ Goal Met _**X**_ Goal Not Met

How do you know if you have met/not met your goal?

Pre-reading composite data disaggregated by racial groups identified early literacy needs among incoming Native and Indigenous learners. In fall 2025, 36.0% (2 of 5 students) of Native and Indigenous kindergarteners met early reading benchmarks, which fell short of the 40.0% goal. Cohort sizes for this student group remain small (5 or fewer students), meaning single-student fluctuations substantially shift reported percentages.

Strategies included early family engagement via the American Indian Parent Advisory Committee (AIPAC), home literacy kits, culturally affirming learning materials, and targeted instructional screening under the READ Act. Early childhood staff collaborated with Indian Education staff to foster community connections prior to kindergarten entry. District 191 will continue connecting families to early education screenings and the VPK program, where students consistently outperform non-VPK peers on entry benchmarks.

Achievement and Integration Goal 7

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
Decrease the demographic disproportionality of BIPOC students in rigorous high school courses from 17% in 2021-2022 to 8% in 2025-2026.	Check one of the following: ___ Achievement Goal __**X**__ Integration Goal ___ Teacher Equity	**17.6%** disproportionality in 2021–2022	**10.4%** disproportionality in 2025–2026 (a 4.2 percentage point closure from **14.6%** in 2024–25)	**Check one of the following:** ___ Goal Met **X Goal Not Met** *(Substantial Progress: 7.2 percentage point total reduction)*

How do you know if you have met/not met your goal?

To evaluate equity in advanced academics, high school course enrollment was cross-referenced with student demographic and racial data. In the 2025–26 school year, the disproportionality rate for BIPOC students in rigorous courses dropped to 10.4%. While this fell just short of our long-term 8.0% target, it represents a 4.2 percentage point decrease from 2024–25 (14.6%) and a cumulative 7.2 percentage point reduction from the 17.6% baseline.

Implemented strategies included AVID Schoolwide systems, proactive high school registration advice, removal of course prerequisite barriers, and teacher professional development centered on Culturally Proficient School Systems (CPSS). Implementation was tracked through course scheduling audits and AVID site team reviews. These efforts expanded BIPOC enrollment across Advanced Placement (AP), CIS, and concurrent enrollment courses, and this priority will continue as a primary collaborative focus with our FY26–29 Achievement and Integration plan.

Achievement and Integration Goal 8

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
Increase the percentage of students accessing teachers/classrooms demonstrating culturally responsive instruction aligned with CPSS Lesson Study Tools from 72.0% in 2022 to 90.0% in 2026.	Check one of the following: ___ Achievement Goal ___ Integration Goal **X** Teacher Equity	72.0% in 2022	**95.0%** of classrooms demonstrated culturally responsive instructional indicators. (Companion Slide Metric: Grade 11 ACT Composite was 17.9; MCA Reading BIPOC/White gap was 30.2%).	**Check one of the following:** __**X**__ Goal Met ___ Goal Not Met

How do you know if you have met/not met your goal?

District 191 evaluated classroom practice and equitable pedagogy using annual CPSS instructional walkthrough rubrics, staff self-assessments, and student perception surveys. Districtwide implementation showed that 95.0% of assessed learning environments demonstrated culturally responsive instruction aligned with CPSS indicators, exceeding our 90.0% benchmark.

District 191 embedded CPSS competencies into new teacher onboarding, instructional leadership coaching, and teacher evaluation cycles. Classrooms integrated ethnic studies standards, student voice and choice protocols, and Tier 1 differentiation. While standardized outcome disparities remain—evidenced by a 30.2% reading MCA proficiency gap between BIPOC and White students and an eleventh-grade average ACT composite of 17.9—teachers report higher

student engagement, a stronger sense of belonging, and decreased learning barriers in CPSS-aligned classrooms, establishing the instructional foundation for ongoing achievement gains.

Summary Table of Goals & Outcomes for Year 3

Goal Description	Baseline	FY26 Target	FY26 Actual Result	Final Status
Goal 1: BHS 4-Year Grad Rate (All Students)	84.4% (2021)	88.0%	**83.6%** (84%)	**Goal Not Met**
Goal 2: BHS 4-Year Grad Rate (Latino Students)	66.0% (2021)	70.0%	**62.0%**	**Goal Not Met**
Goal 3: BHS 4-Year Grad Rate (Native/Indigenous)	67.0% (2021)	72.0%	**100.0%**	**Goal Met**
Goal 4: Kindergarten Literacy (All BIPOC Students)	35.0% (2022)	40.0%	**34.0%**	**Goal Not Met**
Goal 5: Kindergarten Literacy (Latino Students)	10.0% (2022)	25.0%	**14.0%**	**Goal Not Met**
Goal 6: Kindergarten Literacy (Native/Indigenous)	20.0% (2022)	50.0%	**36.0%** (2/5)	**Goal Not Met**
Goal 7: Rigorous Coursework Disproportionality	17.6% (2022)	8.0%	**10.4%**	**Goal Not Met** *(Progress)*
Goal 8: Teacher Equity / CPSS Classroom Access	72.0% (2022)	90.0%	**95.0%**	**Goal Met**