



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Burnsville-Eagan-Savage Schools, District 191

Grades Served: Early Childhood-Adult Basic Education

WBWF Contact: Dr. Jenna Mitchler

Title: Director of Curriculum, Instruction and Assessment

Phone: 952-707-2008

Email: jmitchler@isd191.org

A and I Contact: Dr. Jenna Mitchler

Title: Director of Curriculum, Instruction and Assessment

Phone: 952-707-2008

Email: jmitchler@isd191.org

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkForce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A & I Requirement: Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- *Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*
- *Provide the direct website link to the A & I materials.*
- <http://www.isd191.org/learning/overview/district-reporting>
- <http://www.isd191.org/learning/achievement-integrated-student-services>

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

- *Provide the date of the school board annual public meeting to review progress on the WBWF plan (and A&I plan for participating districts) for the 2017-18 school year.*

December 13th, 2018

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Abigail Alt	Parent/School Board Member	
Adeline Navarro	Parent	
Chris Bellmont	District Principal	Yes
Donna Jensen	Parent	
Ileann Angulo	Parent	
Jeana Stout	Parent	Yes
John Murray	Parent	
Jorge Gomez	Parent	
Karla McHugh	Parent	
Maria Ruhland	District Teacher	
Mary Lopez	District Cultural Liaison	
Mulki Hussein	Parent	
Robert VandenBoom	School Board Chair	
SamSam Jama	Parent	
Stacey Stanley	Director of Curriculum, Instruction and Assessment	Yes

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
 - *Who is included in the conversations to review equitable access data and when do these occur?*
 - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
 - *What are the root causes contributing to your gaps?*
 - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
- *Access to Diverse Teachers*
 - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
 - *What efforts are in place to increase the diversity of the teachers in the district?*

Burnsville-Eagan-Savage Schools works to ensure:

- **Equitable Access to Experienced, Effective, and In-Field Teachers**
 - Conversations to review access data occur in executive planning committee meetings and hiring committee meetings.
 - Student access to staff, particularly intervention, enrichment and ADSIS funded staff, is determined by academic and social-emotional data including MAP and MCA scores. The human resources department maintains data regarding the numbers and demographics of teachers. This data has revealed that the number of teachers of color, including American Indian teachers, is not comparable to the number of students of color enrolled.
 - Some of the root causes include staff bias and assumptions related to culture and race, something the district is working to address through its adoption of a Culturally Proficient School Systems (CPSS) framework.
 - The district has made a strong and determined push to incorporate a CPSS framework. This framework ensures that all staff and school board members are trained in cultural proficiency and use a lens of cultural proficiency when engaging in their work.
- **Access to Diverse Teachers**
 - The district has acknowledged that the demographics of the teachers within our schools do not match the demographics of our community and has made a commitment to change this.
 - The human resource and the systems improvement and student achievement (SISA) departments are currently working to recruit and hire additional staff of color and encourage hiring committees to use the tools of cultural proficiency, adopted with the integration of the Culturally Proficient School Systems (CPSS) framework three years ago. The district has also applied for and been awarded the Grow Your Own Grant for student programming - a grant which has allowed the district to develop an Education Pathway for students who attend both Burnsville High School and Burnsville Alternative High School. Students of diverse backgrounds interested in education as a career option have been recruited to participate in this pathway. The district also provides a

program for educational assistants to learn English language skills and prepare for the ParaPro test.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

X District/charter publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

X My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

All Students Ready for School

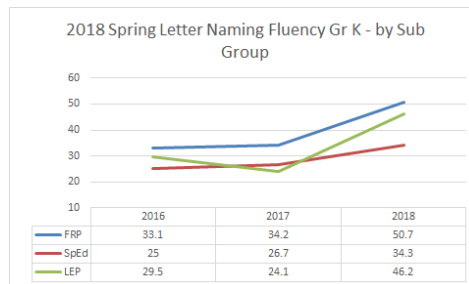
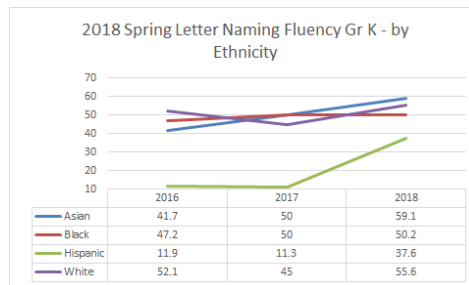
X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
---	---------------	--------------------

Provide the established SMART goal for the 2017-18 school year.

The average percentage of incoming kindergartners meeting or exceeding benchmark on the AIMSweb Letter/Name Fluency (LNF) fall assessment will increase from 41.6% in 2016-17 to 43.6% in 2017-18 (+2%).

Provide the result for the 2017-18 school year that directly ties back to the established goal.

The percentage of incoming kindergartners meeting or exceeding benchmark on the AIMSweb letter/name fluency fall assessment in fall 2017 was 38.1 %.



Check **one** of the following:

Multi-Year Goal:

- On Track
- Not On Track

One-Year Goal

- Goal Met
- Goal Not Met

District/charter does not enroll students in kindergarten

Bulleted narrative is appreciated. 200-word limit.

- *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?*

In Burnsville-Eagan-Savage Schools:

- The AIMSweb Letter/Name Fluency (LNF) Fall Assessment has been used to collect data and determine this area of need in the past. The district has examined the data disaggregated by student groups including Asian, Black, Hispanic, White, FRP, LEP and Special Education as can be seen in the above graphs. Benchmark proficiency for incoming Hispanic students has increased, which is essential as data from this student group has represented intense need for support. Incoming Black kindergarten students performed lower, and Asian kindergarten students performed slightly lower. Incoming White kindergarten students showed a slight increase. FRP and LEP students also slightly increased in 2017-18.

- Early childhood programs continue to screen students. There has also been an increase in access to preschool experiences including free voluntary preschool. Letter/name fluency lessons are both an embedded and explicit part of the kindergarten curriculum.
- Teachers and staff have expressed commitment to the kindergarten curriculum including a new material from Collaborative Classrooms. The new material and instructional strategies emphasize LNF.
- Three-year trend data suggests that students are making increasing progress on the LNF benchmarks throughout their kindergarten year.

All Students in Third Grade Achieving Grade-Level Literacy

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status																																				
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The percentage of all 3rd grade students demonstrating proficiency on the Minnesota Comprehensive Assessments (MCA) III spring reading assessment will increase from 43.7% in the spring of 2017 to 45.7% in the spring of 2018 (+2%).</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>In 2017-18, the percentage of all 3rd grade students demonstrating proficiency on the spring reading Minnesota Comprehensive Assessment (MCA) III 48.8%.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>MCA Reading Gr 3 - 3-Yr Trend by Ethnicity</caption> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>53.3</td> <td>48.4</td> <td>59.6</td> </tr> <tr> <td>Black</td> <td>33.5</td> <td>36.2</td> <td>32.8</td> </tr> <tr> <td>Hispanic</td> <td>25.2</td> <td>24.2</td> <td>32.9</td> </tr> <tr> <td>White</td> <td>62.7</td> <td>59.1</td> <td>67.2</td> </tr> </tbody> </table> <table border="1" style="margin: 10px auto;"> <caption>MCA Reading Gr 3 3-Yr Trend by Population Group</caption> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>FRP</td> <td>33.9</td> <td>33.4</td> <td>34.1</td> </tr> <tr> <td>SpEd</td> <td>22.3</td> <td>18</td> <td>27.7</td> </tr> <tr> <td>LEP</td> <td>24.5</td> <td>22.2</td> <td>18</td> </tr> </tbody> </table> </div>		2016	2017	2018	Asian	53.3	48.4	59.6	Black	33.5	36.2	32.8	Hispanic	25.2	24.2	32.9	White	62.7	59.1	67.2		2016	2017	2018	FRP	33.9	33.4	34.1	SpEd	22.3	18	27.7	LEP	24.5	22.2	18	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p>X Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>
	2016	2017	2018																																			
Asian	53.3	48.4	59.6																																			
Black	33.5	36.2	32.8																																			
Hispanic	25.2	24.2	32.9																																			
White	62.7	59.1	67.2																																			
	2016	2017	2018																																			
FRP	33.9	33.4	34.1																																			
SpEd	22.3	18	27.7																																			
LEP	24.5	22.2	18																																			

Bulleted narrative is appreciated. 200 word limit.

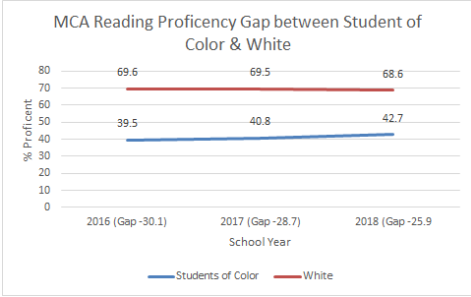
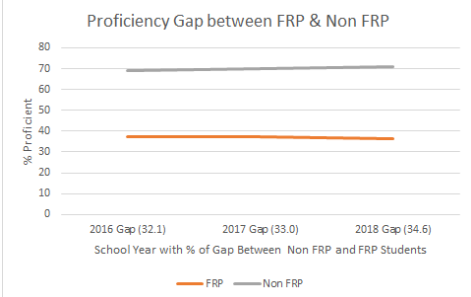
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

- *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?*

In Burnsville-Eagan-Savage Schools:

- The spring MCA III Reading Assessment was used to determine a previous need. The data has been disaggregated by student groups including Asian, Black, Hispanic, White, FRP, LED and Special Education. The graphs above depict this data.
- The district's Leadership Academy has focused on Multi-Tiered Systems of Support (MTSS) and supported all leaders (not only those in schools targeted for support by North Star) in the creation of their school improvement plans. This has helped sites ensure strong systems of support for students and high-functioning site teams. Professional development has been provided to staff at the elementary level around screening, diagnosis and progress monitoring. Early interventions are also a priority. The district has adopted a new literacy curriculum material to support instruction of the MN state standards - Making Meaning.
- A Systems Improvement and Student Achievement (SISA) coach and SISA coordinator have been working closely with sites to ensure fidelity to the literacy program. Staff have been working alongside trainers from Collaborative Classrooms to ensure them the support they need to implement with fidelity.
- Data from our fall MAP has shown that 3rd grade students in 2018-19 have experienced more growth in literacy than their counterparts in 2017-18.

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Goal #1: The district will reduce the achievement gap, as measured by Minnesota Comprehensive Assessment (MCA) reading scores, between students of color and white students by 3.3% annually for a gap of 25.2% in spring of 2018. The gap in spring of 2017 was 28.5%.</p> <p>Goal #2: The district will reduce the achievement gap, as measured by MCA reading scores, by between students who receive free/reduced priced meals and students who do not receive Free/Reduced Priced meals by 3.3% annually for a gap of 29.5% in spring of 2018. The gap in spring 2017 was 32.8%.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Results Goal #1: The achievement gap, as measured by the Minnesota Comprehensive Assessment (MCA) reading scores, between students of color and white students was 25.9% in the spring of 2018.</p>  <p>Results Goal #2: The achievement gap, as measured by the Minnesota Comprehensive Assessment (MCA) reading scores, between students who receive free/reduced priced meals and students who do not receive free/reduced priced meals was 34.6% in the spring of 2018.</p> 	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200-word limit.

- *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?*

In Burnsville-Eagan-Savage Schools:

- Both MAP and MCA data has been used to determine a need within the area of literacy. Data has been disaggregated at the district level by student groups. Above are graphs representing the data holistically.
- All sites have school improvement plans with SMART goals related to student achievement data and broken down by student group. A recent review of curriculum revealed the need for standards-based report cards at the elementary level and improved instructional strategies and new curriculum materials. New materials were then adopted along with a focus on PD in K-12 literacy. The district has also been implementing a Culturally Proficient School System (CPSS) framework, which included PD and the induction of several CPSS trained staff into a district advisory committee. Access to technology has also increased in the district.
- The new elementary literacy program has been implemented with fidelity and is resulting in increases in student proficiency, as described above in goal area 2. The ELA review at the secondary level will be monitored for trends. The math data, including MCA and MAP data, shows the need for a curriculum review and, thus, a K-12 review of math has begun in 2018-19.

All Students Career- and College-Ready by Graduation

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>In 2016-17, all students who took the ACT had a mean composite score of 21.2. In 2017-18 the average score for all students who take the ACT will increase by .3 to 21.5.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>In 2017-18, all students who took the ACT had an mean composite score of 20.3.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200 word limit.

- *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?*

In Burnsville-Eagan-Savage Schools:

- We've determined that ACT scores predict college and career readiness. Thus, we've examined scores over the past several years and created a goal based on this data. Data is disaggregated by student group at the district level.
- Students use Naviance to set both academic and professional goals for their futures starting in 8th grade. Counselors have also been engaging in professional development to ensure they can support students with needs including social-emotional, financial, career pathways and academics. Burnsville High School offers career pathways to students which include College in the Schools courses, Advanced Placement courses, PSEO and concurrent enrollment options. These pathways are also available to Burnsville Alternative High School Students (transportation is provided between sites).
- The above strategies have been implemented with fidelity.
- It appears, by the results of the data, that our strategies, however, helpful, are not currently working to fully prepare students for college and career. We believe there is a need for a math curriculum review and continued work with our literacy programming. We also believe that continuing our work with a Culturally Proficient School System (CPSS) will help all staff more clearly see and dismantle inequities in our system.

All Students Graduate

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The four-year graduation rate for Burnsville High School students will increase 1% from 77.8% in 2016 to 78.8% in 2016-17.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>The four-year graduation rate for students was 79.2% in 2016-17.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p>X Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Bulleted narrative is appreciated. 200-word limit.

- *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?*

Burnsville-Eagan-Savage Schools:

- Used four-year graduation data from past years to determine that this was an area of need. This data has been disaggregated by student group at the district level.
- The district’s Leadership Academy (an ongoing professional development workshop for school leaders) has focused on Multi-Tiered Systems of Support (MTSS). This has helped sites ensure strong systems of support for students and high-functioning site teams, collaborative teams (PLCs), and problem-solving teams. Early intervention and support can increase students’ chances of graduating on time. The district has been targeted for support by the North Star indicators, and, thus, the high school and alternative high school are both in the process of conducting needs assessments and action plans.
- The school improvement plans are being created in 2018-19 with the aid of the information compiled on the needs assessments (CNAs). Furthermore, a district team has attended the MTSS summer institute in 2018 and continues to strengthen the systems of support in the district in the 2018-19 school year.
- Trend data from the past three years compared with data from 2019 will help us know if our efforts have been successful.

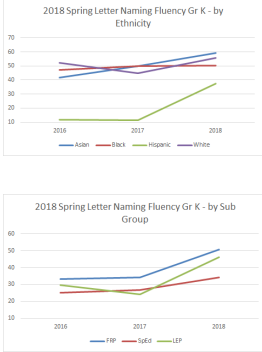
Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p>The percentage of incoming racially and economically diverse kindergarteners meeting or exceeding benchmark on AIMSweb Letter/Name Fluency (LNF) fall assessment will increase by (see linked table) each year of the A&I plan, to 2020.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>See linked table</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>The percentage of students qualifying for FRP who met or exceeded benchmarks on AIMSweb LNF in 2017-18 was 30%. Target was 37%.</p> <p>The percentage of American Indian students who met or exceeded benchmarks on AIMSweb LNF in 2017-18 was 0%. Target was 28%</p> <p>The percentage of Hispanic students who met or exceeded benchmarks on AIMSweb LNF in</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p>

			<p>2017-18 was 15%. Target was 17%</p> 	
--	--	--	---	--

Bulleted narrative is appreciated. 200-word limit.

- 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?

In Burnsville-Eagan-Savage:

- The AIMSweb Letter/Name Fluency (LNF) Fall Assessment has been used to collect data and determine this area of need in the past. The district has examined the data disaggregated by student groups including Asian, Black, Hispanic, White, FRP, LEP and Special Education as can be seen in the above graphs. Benchmark proficiency for incoming Hispanic students has increased, which is essential as data from this student group has represented intense need for support. Incoming Black kindergarten students performed lower, and Asian kindergarten students performed slightly lower. Incoming White kindergarten students showed a slight increase. FRP and LEP students also slightly increased in 2017-18.
- Early childhood programs continue to screen students. There has also been an increase in access to preschool experiences including free voluntary preschool. Letter/name fluency lessons are both an embedded and explicit part of the kindergarten curriculum.
- The early childhood program has targeted three-year olds for early screening. Teachers and staff have expressed commitment to the kindergarten curriculum including a new material from Collaborative Classrooms. The new material and instructional strategies emphasize LNF.
- Three-year trend data suggests that students are making increasing progress on the LNF benchmarks throughout their kindergarten year.

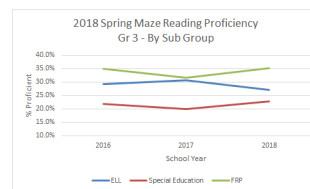
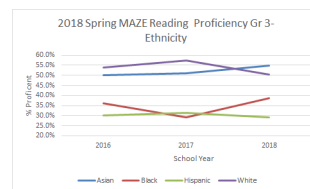
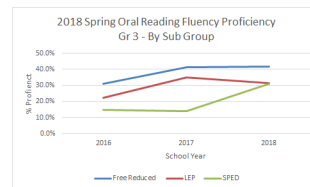
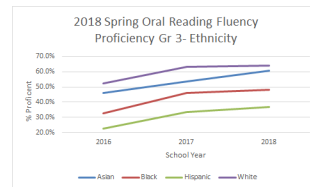
Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
----------------	----------------------------------	----------	-------------------------	-----------

<p><i>Provide the SMART goal statement here.</i></p> <p>The percent of racially and economically diverse 3rd grade students meeting or exceeding benchmark on the AIMSweb ORF spring assessments will increase by (see linked data table) each year of the A&I plan, to 2020.</p>	<p><i>Check one of the following:</i></p> <p><i>X Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p>See linked data table</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>The percentage of students who qualify for FRP who met or exceeded benchmark on the AIMSweb ORF in spring 2018 was 35.3%. To be on track to meet 2020 goals, the 2017-18 target was 51%.</p> <p>The percentage of American Indian students who met or exceeded benchmark on the AIMSweb ORF (count 1 student) spring assessments was 100%. To be on track to meet 2020 goals, the 2017-18 target was 20%.</p> <p>The percentage of Asian/Pacific Islander students who met or exceeded benchmark on the AIMSweb ORF spring assessments was 60.8%. To be on track to meet 2020 goals, the 2017-18 target was 63%.</p> <p>The percentage of Black students who met or exceeded benchmark on the AIMSweb ORF spring assessments was 48.3%. To be on track to meet</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><i>X Not on Track</i></p>
---	--	--	--	--

2020 goals, the 2017-18 target was 46%.

The percentage of Hispanic students who met or exceeded benchmark on the AIMSweb ORF spring assessments was 36.9%. To be on track to meet 2020 goals, the 2017-18 target was 37%.



Bulleted narrative is appreciated. 200-word limit.

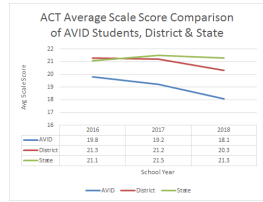
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*

- *How do you know whether it is or is not helping you make progress toward your goal?*

In Burnsville-Eagan-Savage Schools:

- The spring MCA III Reading Assessment and ORF was used to determine a previous need. The data has been disaggregated by student groups including Asian, Black, Hispanic, White, FRP, LED and Special Education.
- The district’s Leadership Academy has focused on Multi-Tiered Systems of Support (MTSS) and supported all leaders (not only those in schools targeted for support by North Star) in the creation of their needs assessments and school improvement plans. This has helped sites ensure strong systems of support for students and high-functioning site teams. Professional development has been provided to staff at the elementary level around screening, diagnosis and progress monitoring. Early interventions are also a priority. The district has adopted a new literacy curriculum material to support instruction of the MN state standards - Making Meaning.
- A Systems Improvement and Student Achievement (SISA) coach and SISA coordinator have been working closely with sites to ensure fidelity to the literacy program. Staff have been working alongside trainers from Collaborative Classrooms to ensure them the support they need to implement with fidelity.
- Data from our fall MAP has shown that 3rd grade students in 2018-19 have experienced more growth in literacy than their counterparts in 2017-18.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?																
<p><i>Provide the SMART goal statement here.</i></p> <p>The average ACT score for students enrolled in AVID will increase by .5 each year over three years from 19.8 in the spring of 2016 to 21.3 in the spring of 2020.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p><i>Spring 2015-16: 19.8</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>The average ACT score for students enrolled in AVID in 2017-18 was 18.1.</p>  <table border="1"> <caption>ACT Average Scale Score Comparison of AVID Students, District & State</caption> <thead> <tr> <th>School Year</th> <th>AVID</th> <th>District</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>19.8</td> <td>21.3</td> <td>21.5</td> </tr> <tr> <td>2017</td> <td>19.2</td> <td>21.2</td> <td>21.5</td> </tr> <tr> <td>2018</td> <td>18.1</td> <td>20.3</td> <td>21.3</td> </tr> </tbody> </table>	School Year	AVID	District	State	2016	19.8	21.3	21.5	2017	19.2	21.2	21.5	2018	18.1	20.3	21.3	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p>
School Year	AVID	District	State																	
2016	19.8	21.3	21.5																	
2017	19.2	21.2	21.5																	
2018	18.1	20.3	21.3																	

Bulleted narrative is appreciated. 200-word limit.

- *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?*

In Burnsville-Eagan-Savage:

- Historical ACT data was used to determine a need to implement strategies to increase college and career readiness. This data was disaggregated by student group including including Asian, Black, Hispanic, White, FRP, LED.
- Students, including those enrolled in AVID courses, use Naviance to set both academic and professional goals for their futures starting in 8th grade. Burnsville High School offers career pathways to students which include College in the Schools courses, Advanced Placement courses, PSEO and concurrent enrollment options. These pathways are also available to Burnsville Alternative High School Students (transportation is provided between sites). Special efforts have been made to enroll a percentage of students who reflect the demographics of the community in rigorous courses, preparing them for college and career.
- The above strategies have been implemented with fidelity.
- It appears, by the results of the data, that our strategies, however, helpful, are not currently working to fully prepare students for college and career. A new AVID district director has been assigned to the AVID program and professional development for administrators and teachers will shift to include AVID Pathways, which we believe may impact students' preparedness for college and career in the future.

Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p>Over the course of the three year grant period, the district's four-year graduation rate will increase by student group from 75% to 84% for Native American students, from 59.8% to 72% for Latino students, and from 69.8% to 77% for Black students.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p> <p>Spring 2016:</p> <p>Native American Students: Count Too Small to Report (CTSR)</p> <p>Latino Students: 48.6%</p> <p>Black Students: 70.3%</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>2017-18 graduation data is not yet available.</p> <p>Spring 2017:</p> <p>Native American Students: Count Too Small to Report (CTSR)</p> <p>Latino Students: 59.1%</p> <p>Black Students: 72.7%</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

Bulleted narrative is appreciated. 200-word limit.

- *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?*

Burnsville-Eagan-Savage Schools:

- Four-year graduation data from past years determined that this was an area of need. This data has been disaggregated by student group.
- The district's Leadership Academy (a workshop for school leaders) has focused on Multi-Tiered Systems of Support (MTSS), including data-based decision-making within collaborative teams. Early intervention and support can increase students' chances of graduating on time. The district has been targeted for support by the North Star indicators, and, the high school and alternative high school are both in the process of conducting needs assessments and action plans. The school improvement plans are being created in 2018-19 with the aid of the information compiled on the needs assessments (CNAs). Furthermore, a district team has attended the MTSS summer institute in 2018 and continues to strengthen the systems of support in the district in the 2018-19 school year.
- These strategies are being implemented with fidelity. The assistant superintendent and director of curriculum, instruction and assessment conduct SIP audits to monitor and evaluate sites' engagement in the CNA and SIP process.
- Trend data from the past three years compared with data from 2019 will help us know our efforts have been effective for some student groups but not all.

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.

ISD 191 and ISD 194 continue to partner on a program called AVID Summer Bridge. The mission of Summer Bridge is: To close the opportunity gap by providing students with an engaging and challenging summer opportunity designed to:

- Strengthen and advance math skills
- Promote confidence in math abilities
- Provide challenging and interactive learning opportunities
- Work toward advancing current math placement

Our A&I plan has increased integration by providing students from both districts an opportunity to engage in academics and extracurriculars together during the summer months. We've also increased integration within

ISD 191 by providing all staff with training in Culturally Proficient School Systems (CPSS). This training has allowed staff and leaders an opportunity to reflect on their biases and assumptions and consider the ways they can strive for deeper integration within their most local context - their classrooms. The district has also used A&I funds to support AVID programming within our district, as well as family engagement activities led, in part, by cultural liaisons, also supported with the A&I grant. Family Involvement for Rich Education (FIRE) activities are also carried out at the schools, facilitated by cultural liaisons and school principals, providing families and school staff opportunities to collaborate and share.

Dr. Jenna Mitchler (ISD 191) and Lydia Lindsoe (ISD 194) have also begun attending MDE supported trainings for A&I together, as they are both new managers of the grant within their districts. Together, they've most recently attended the Dismantling Disparities workshop, where they were able to collaborate and plan additional ways they might partner. They've also met with Pam Booker (MDE) to discuss additional opportunities for collaboration and look forward to building the next three-year plan together.