



Achievement and Integration Program Report

Report to the Legislature

As required by Minnesota Statutes 2013, section 124D.861, subdivision 5

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As requested by Minnesota Statutes, section 3.197: This report cost approximately \$1,000.00 to prepare, including staff time, printing and mailing expenses.

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Legislative Charge

Minnesota Statutes, section 124D.861, subdivision 5. The commissioner must evaluate the efficacy of district plans in reducing the disparities in student academic performance among the specified categories of students within the district, improving students' equitable access to effective and diverse teachers, and in realizing racial and economic diversity and integration. The commissioner shall report evaluation results to the kindergarten through grade 12 education committees of the Legislature by February 1 of every odd-numbered year.

Introduction

This report responds to the legislative charge to evaluate the efficacy of school districts' plans for realizing the goals included in school districts' Achievement and Integration plans. It includes information on one cohort of school districts with Achievement and Integration plans that were in effect July 1, 2017 to June 30, 2020. A second cohort has plans in effect from July 1, 2019, to June 30, 2022. The report synthesizes data submitted by school districts in the first cohort following implementation of their plans for a second year, 2018-19. Data on the second cohort's plans was not available when this report was prepared.

Legislation requiring evaluation of school districts' Achievement and Integration plans was passed during the 2013 legislative session. Based on that requirement, Minnesota Department of Education (MDE) began asking participating districts to submit annual progress reports documenting outcomes for each year of their three-year Achievement and Integration plan. MDE asked districts to indicate the extent to which they were making progress toward their Achievement and Integration plan goals.

In addition to providing a means for evaluating these plans, the progress report was designed to have school district staff engage in a process of continuous improvement by reflecting on, assessing, and rethinking their work. It was also intended to create more opportunities for agency staff to provide technical assistance to districts. Finally, the progress report was designed for districts to use at an annual public meeting required to report on their Achievement and Integration programs (Minn. Stat. § 124D.861, subd. 3 (b)).

The Achievement and Integration progress reports also asked districts to assess their ability to realize their goals by explaining what went well, reflecting on what they've learned, and identifying areas of strength and areas of concern. Some of those comments are included in the data section below.

To create efficiencies for districts and for the agency, the Achievement and Integration annual progress report was combined with another reporting function in fall 2018. The form MDE asked districts to use for their annual summary report of their World's Best Workforce plan appeared on the same form with the Achievement and Integration progress report. This combined form migrated to an [online survey format](#) in fall 2019 and was used again fall 2020.

Following the third year of implementing their plans, districts that do not meet one or more of their plan goals are to consult with the commissioner to develop an improvement plan (Minn. Stat. § 124D.862, subd 8 (c) (1)). That consultation may consist of meetings with school districts and written guidance. Improvement efforts for

Achievement and Integration are designed to be specific to the types of goals, strategies, and indicators of progress needed to realize the purpose of the program. At the same time, districts are advised to align their planning and coordinate their Achievement and Integration strategies with their other initiatives and priorities to avoid duplicating efforts and to improve the likelihood of realizing positive outcomes for students. This *improvement planning* is meant to be an ongoing process of determining what's working, who is better off, and how data can be used to assess both. Because of the time lag between assessing progress toward goals and the need to submit the next Achievement and Integration plan to MDE for review and approval, improvement planning is based on districts' prior efforts and used to inform districts' current plans.

For districts that did not meet their goals, the commissioner must also use up to 20 percent of their annual Achievement and Integration revenue to implement the improvement plans until those goals are met (Minn. Stat. § 124D.862, subd. 8 (c) (2)). Districts that didn't meet the goals in their 2015-17 plans included this *improvement funding* in their subsequent budgets (for fiscal years 2018, 2019, and 2020). While these districts were not required to do additional improvement planning after reporting on their ability to meet plan goals by the time their plans ended at the end of fiscal year (FY) 2017, MDE continued to actively support ongoing improvement planning efforts for districts that reported not being on track to meet the goals in their current plans.

In contrast with the prior three-year plan cycle, the commissioner did not ask school districts to include goals in their 2018-20 or 2020-22 plans for decreasing achievement gaps or increasing student proficiency by 50 percent. Instead, districts set achievement goals that vary by content area, type of student outcome, metrics used to measure those outcomes, and student groups intended to realize those outcomes. Integration goals also vary by district. Typically, these goals included targets for conventional integration outcomes such as increased cultural competency, increased interest or ability to establish relationships with peers from racial or ethnic backgrounds different from their own, increased participation and representation of underrepresented students. For both types of goals, districts were asked to set targets that reflect positive outcomes for students, rather than outcomes for programs, e.g., increased levels of student engagement rather than higher enrollment targets for schools or trainings offered to staff.

During the 2016 legislative session, districts were required to add a third type of goal to their plans. This means that in addition to setting goals to increase racial and economic integration and reduce academic disparities for specific groups of students, districts are to also add a goal for improving students' equitable access to effective and diverse teachers (Minn. Stat. §124D.861, subd. 5). The first plans to include this third type of goal were those submitted by cohort two districts in their 2020-22 plans.

Based on Minnesota Rules, part 3535.0110, subpart 1, districts participate in the program as either a racially isolated district, an adjoining district, a voluntary district, or because the district has one or more racially identifiable schools. Annual enrollment data determines whether a school is racially identifiable and a district is racially isolated. Adjoining and voluntary districts are determined by physical proximity to a racially isolated district (Minn. R. 3535.0170, subp. 1).

Once approved, Achievement and Integration plans remain in effect for three years (Minn. Stat. § 124D.861, subd. 5). This has the effect of creating stability for districts that experience frequent demographic shifts which

could change a district's status from being racially isolated to not being racially isolated, adjoining, etc. It also avoids creating a situation where districts invest time and effort into developing a plan only to be told months later they're no longer eligible for the program. The three-year timeline for plans applies to racially identifiable schools as well. This accounts for discrepancies between a school or district's status as determined by annual enrollment data and the school or district's inclusion or designation in its Achievement and Integration plan.

The findings of this report are presented in two sections—one for districtwide plans and one for racially identifiable school (RIS) plans. Districtwide plans are those developed by racially isolated, adjoining, and voluntary districts. If MDE determined there was a racially identifiable school within a district, those districts created plans specific to those schools and reported on efforts to realize those school-level goals.

Districts submit plans with goals and strategies that address the needs of their students. Because racially isolated, adjoining, and voluntary districts are required to jointly plan for and implement cross-district integration strategies for their students to participate in together (Minn. R. 3535.0170), their plans include the same cross-district integration strategies and identify their partnering districts.

Developing Plans

Districts' Achievement and Integration plans must contain goals for reducing disparities in academic achievement among all students and specific categories of students under Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b), excluding the student categories of gender, disability, and English learners (Minn. Stat. § 124D.861, subd. 2 (a)). Categories of students include the following: Hispanic/Latino, American Indian/Alaska Native, Asian, black, Native Hawaiian/Pacific Islander, white, and those receiving free and reduced-price lunch.

Unlike prior Achievement and Integration plans, districts were not required to set academic goals that reflected goals related to the state's No Child Left Behind waiver. This resulted in a variety of academic goals, each meant to reflect the specific needs of students across 127 districts. For the first time, districts also received extensive support from MDE for developing their plans. That support utilized resources created in partnership with the state's federally funded equity center—the Midwest and Plains Equity Center. Districts were asked to create plans using a strategic planning process grounded in educational equity. That process was built around four research-based concepts, referred to as *equity criteria*. Those criteria provided an equity lens, centered student needs, and were provided to steer districts' planning process. Those criteria are access, representation, participation, and outcomes. The primary planning resource was the [Achievement and Integration Plan Guide](#), designed to help districts consider how programs and practices may inadvertently privilege some students over others. By addressing the issues surfaced during the needs assessment and by actively engaging community members, districts' plans would be more likely to produce meaningful, sustained results for students.

Districts were encouraged but not required to use this planning guide. Designed to be used by district's leadership teams, the guide provided detailed instructions on gathering multiple kinds of data through community surveys, building walkthroughs, and classroom visits. Districts were also encouraged to review data that measured outcomes for students in the following areas:

1. Student enrollment trends,
2. Proficiency on All State Accountability Measures,
3. Four-Year Graduation Rate,
4. Teacher Demographics, Experience, and Credentials,
5. STEM Course Offerings and Student Enrollment Disparities,
6. School Enrollment Choices,
7. Exclusionary Discipline,
8. Chronic Absenteeism.

Districts were asked to set goals informed by their data analysis and using a specific format to ensure their goals were specific to the needs of students, measurable, attainable, realistic, and time-bound (the S.M.A.R.T. goal format).

Districts implement the types of strategies specified in Achievement and Integration legislation which they believe will enable them to address student academic needs, increase integration, increase equitable access to effective and more diverse teachers—the goals included each Achievement and Integration plan. Districts' annual progress reports reflect their ability to effectively implement their strategies and realize the student outcomes stated in their goals. The types of strategies specified in Achievement and Integration legislation are listed below.

1. Innovative and integrated pre-K through grade 12 learning environments that offer school enrollment choices.
2. Family engagement initiatives that involve families in their students' academic life and success.
3. Professional development opportunities for teachers and administrators focused on improving the academic achievement of all students.
4. Increased programmatic opportunities focused on rigor and career and college readiness for underserved students and including students enrolled in alternative learning centers.
5. Recruitment and retention of teachers and administrators with diverse racial and ethnic backgrounds.

Findings

After two years of implementing their plans, 23 percent (n=29) of districts in cohort one reported meeting at least one of their achievement goals. 23 percent (n=33) of reporting districts said they met their integration goals (most districts set only one). The percentage of districts which reported meeting each of their integration and achievement goals was 2.3 percent (n=3).

During the 2018-19 school year, there were 55 racially identifiable schools (RIS) in 15 districts with Achievement and Integration plans. A total of 89 achievement goals were set for those schools. Two of fifteen districts (Anoka and Bloomington) reported meeting each achievement goal for one of their two RIS—that’s 13 percent of reporting districts. None of the reporting districts reported their RIS integration goals, and none reported meeting all goals set for their RIS.

Findings from district cohort two were not available at the time this report was drafted.

Data

The two tables below list the number of districts and schools in each category when their plans were developed by districts, submitted to and approved by MDE. Note that these are not unduplicated counts: some districts with racially identifiable schools may also be included in the number of racially isolated or adjoining districts.

Table 1 Cohort One

Racially Isolated Districts	Adjoining Districts	Voluntary Districts	Racially Identifiable Schools	Districts with Racially Identifiable Schools
38	74	12	55	15

The total number of districts in cohort one was 127.

Table 2 Cohort Two

Racially Isolated Districts	Adjoining Districts	Voluntary Districts	Racially Identifiable Schools	Districts with Racially Identifiable Schools
19	24	0	1	1

The total number of districts in cohort two is 43.

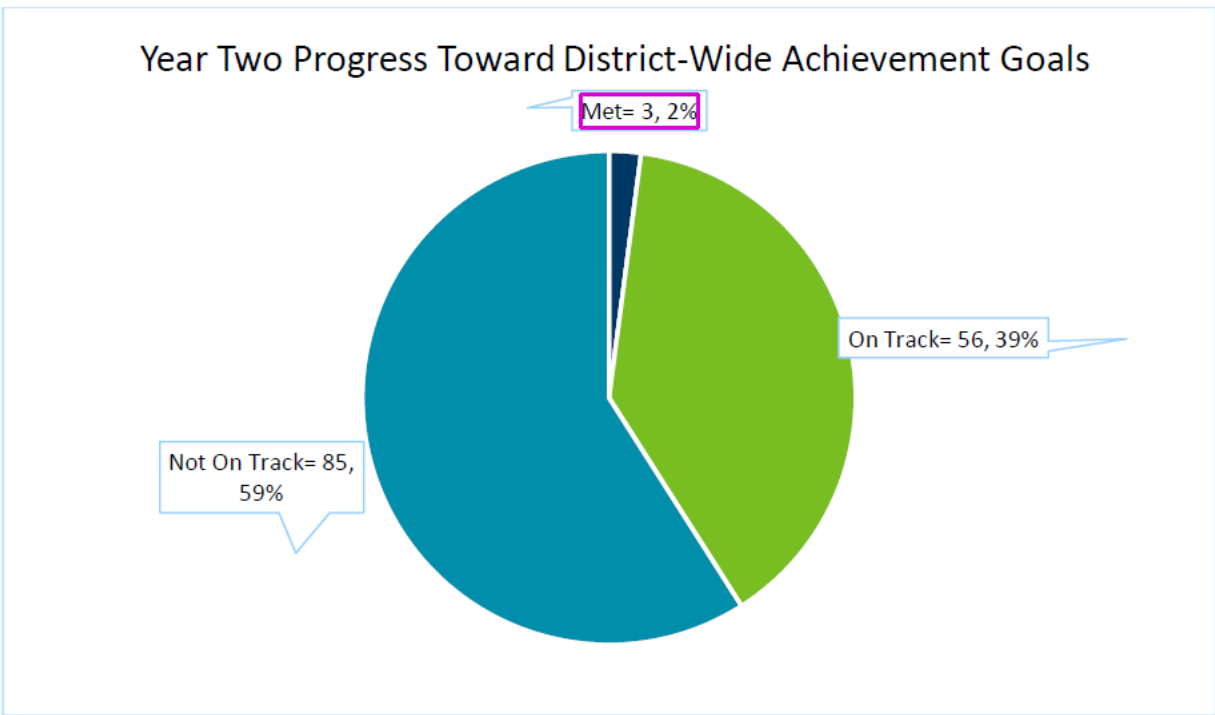
The data presented below was submitted by districts in fall 2018 to report on year two of implementing their 2018-20 Achievement and Integration plans. All data was self-reported and provided to document districts’ progress toward each of the goals in their respective Achievement and Integration plans.

Districtwide Plans: Year Two Progress Toward Achievement Goals

Districts' Achievement and Integration plans must contain goals for reducing disparities in academic achievement among all students and specific categories of students under Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b), excluding the student categories of gender, disability, and English learners (Minn. Stat. § 124D.861, subd. 2 (a)). Categories of students include the following: Hispanic/Latino, American Indian/Alaska Native, Asian, black, Native Hawaiian/Pacific Islander, white, and those receiving free and reduced-price lunch.

- Three districts reported having met each of their achievement goals at the end of year two
- 56 districts reported being on track to meet their achievement goals
- 85 districts reported not being on track to meet their achievement goals.

The chart below reflects districts' self-reported progress toward meeting their student achievement goals. The percentages listed reflect the percent of districts reporting progress toward these goals rather than the percentage of districts participating in the program and submitting progress reports.



Districts are required to post their Achievement and Integration plans to their district websites. Below is an excerpt of achievement goals from district cohort one plans and related comments from these districts' second year progress reports submitted fall 2019.

Goal: The ACT scores for non-white students will increase from 16.34 to 18 by 2020.

Comment: “Our ACT scores have remained relatively steady over the course of our plan, though each of our protected class subgroups has grown. We continue to purposefully recruit and retain students of color in talent development programs such as Young Scholars, Project E3, AVID, and Be Your Best in order to provide students with access to higher-level programming and increase student college readiness skills. We also work with families to help understand the importance of attendance and family engagement. Our success coaches educate newcomers to the community about our education systems and help respond to their unique needs while serving as advocates and cultural liaisons.”

Goal: By June 2020, increase the graduation rate of Protected Class student groups American Indian (36.5% to 41.9%), Black (45.8% to 52.7%), Hispanic (73.3% to 84.3%), and Asian (75.0% to 86.3%) who are prepared to enter a career and/or college by 15%.

Comment: “Our district continues to develop a district plan and the integration of the CCR [career college readiness] Specialist in this process continues. An acceptance and value of the CCR Specialist role in various capacities continues to be challenging at school sites. Limited progress has been made in coordinating efforts at the various middle and high schools, but the level of implementation is not acceptable. Further implementation of direct supports to Protected Class students is needed. A greater level of adjustments to core instruction and strategies/interventions need to be made.”

Goal: The 4-year graduation rate for secondary students will increase from 82.4% to 90% for all student groups by Spring 2020.

Comment: “We examine graduation rate roster data to identify patterns that reflect lower rates of graduation overall, and by student group. Each learner that leaves [our district] is tracked to where they are going and why, to examine trends and determine next actions to support learners through graduation. Data is disaggregated by race/ethnicity, free or reduced price lunch, English learners, and special education. Data suggests that students most likely not to graduate in their 4-year cohort include students eligible for free or reduced price lunch, students who frequently transfer schools, and/or students who have been purposefully identified for continuing their high school education as part of their personal learner map. Strategies include: personal learner maps for students identified as at-risk for graduation; direct support through student and family advocates and social workers; mental health support through contracted services on school sites; contract for credit opportunities at high school; strategies to support sheltered instruction and build academic language; additional opportunities for pre-teaching, re-teaching during flex time. Implementation of strategies are monitored through walkthroughs, instructional rounds, coaching, and professional learning evaluation. Principals report monthly on implementation of strategies and student learning; PLCs examine data weekly to make adjustments to instruction to increase student learning.”

Goal: Increase reading proficiency of third grade students eligible for free or reduced-price meals from 39.9% in 2016 to 69% by June, 2020 as measured by Minnesota Comprehensive Assessments (MCA’s).

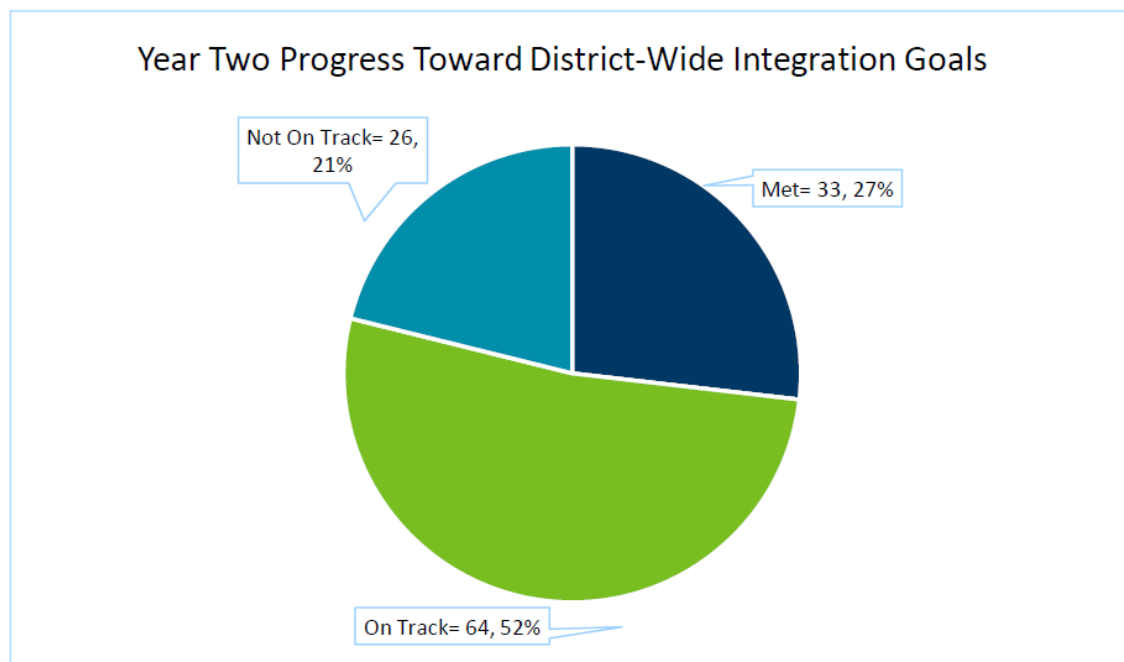
Comment: “Reading interventionist, class size reduction and summer reading program—students receiving these interventions showed growth, which was our primary goal. Therefore we believe the strategies are being effective.”

Districtwide Plans: Year Two Progress Toward Integration Goals

Districts' plans must contain goals for increasing racial and economic diversity and integration in schools and districts (Minn. Stat. § 124D.861, subd. 2 (a)). Based on Minnesota Rules, part 3535.0170, districts that are racially isolated collaborate with adjoining and voluntary districts to plan and implement integration activities for their students to take part in together. Partnering school districts must also convene a council that is fairly representative of the diversity of each district to assist with planning integration activities. This council must include representation from each district's American Indian parent committee, if they have one. These shared integration strategies should support districts' integration goals.

- 33 districts reported having met their districtwide integration goals
- 64 districts reported being on track to meet their districtwide integration goals
- 26 districts reporting not being on track to meet their districtwide integration goals.

The chart below represents districts' self-reported progress toward meeting their integration goals after two years of implementing their plans. The percentages listed reflect the percent of districts reporting progress toward these goals rather than the percentage of districts participating in the program and submitting progress reports.



Plans are required to be posted in their entirety on each district's website. Below is a sample of integration goals included in cohort one 2018-20 plans and related comments from these districts' second year progress reports submitted fall 2019.

Goal: 90% of all students in our district will attain career and post-secondary readiness by June 2020.

Comment: Our integration collaborative is “providing some great programming to the students and [our] High School offers additional career and college readiness in addition to what is offered through the collaborative. For example the ASPIRE and ASVAB test and the district pays for all students to take the ACT assessment. . . . The experiences provided to the students has a positive impact on preparing students for life after high school.”

Goal: By 2020, we will increase our district's racial integration through development of integrated learning environments that prepare students to be effective citizens and enhance social cohesion, as measured by an increase in students from an adjoining district enrolling in courses in [our district].

Comment: “School administrators met with individual, grade level, or department level staff and teams to review and discuss disaggregated student data to make informed instructional decisions. Increase percentage of grade level PLC use of multiple, relevant data sources disaggregated by race to inform instructional decisions, evidenced by PLC data reports. The review of our [indicators in our plan] show we are making progress towards achieving this goal.”

Goal: Increase student's awareness of their own cultural perspectives and other cultural perspectives through classroom partnerships with [our racially isolated district] using critical thinking and reflective practices as measured shared learning activities and pre and post surveys from 0% in 2018 to 50% in 2020.

Comment: “We selected a diverse group of students that have not been chosen for Leadership roles in the past; however, they have demonstrated leadership in one way or another. The [student leadership program] provides an opportunity to build leadership skills, meet other students from [our racially isolated district]. We get feedback from the students monthly and use it to assess how the student's awareness of their own cultural perspectives grow while developing as leaders. The students are reporting an increase of understanding around leadership and feel empowered to use this in their daily lives.”

Goal: Increase representation of Latino students in grades 5-12 within integration programs.

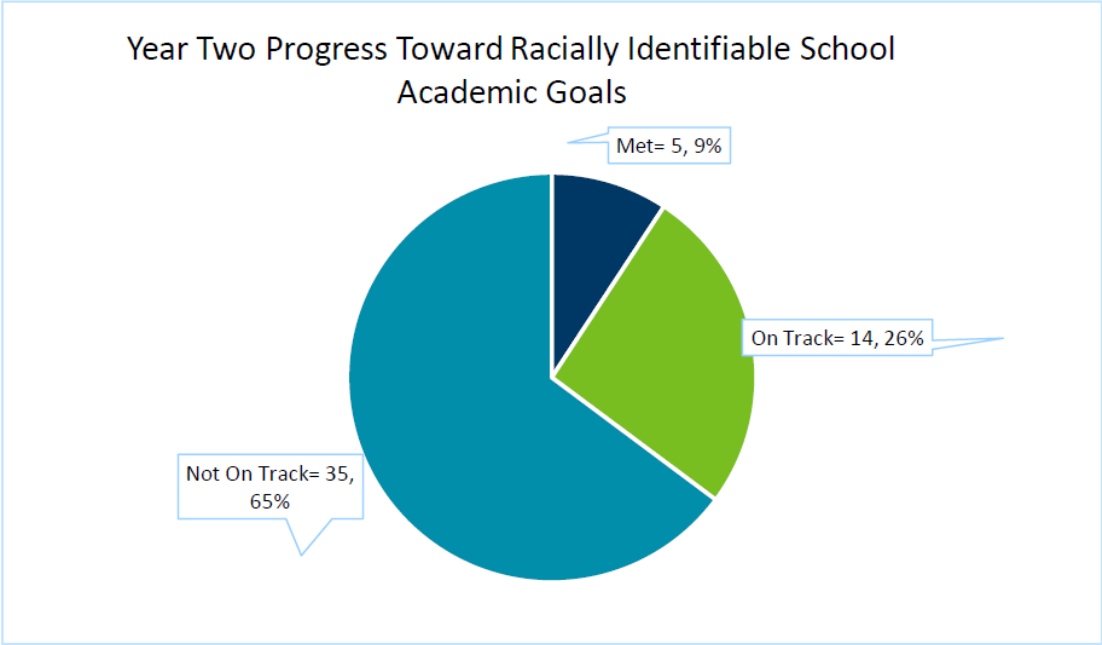
Comment: “When we looked at previous attendance and registration data disaggregated by Latino versus white student groups, we recognized that we had an overall lack of participation from our Latino student group. We held parent meetings at times that correlated with parents' work schedules using our Cultural Liaison. The elementary principal had morning announcements to explain the program, and held student meetings where past students promoted the program. At the high school level, we utilized announcements, flyers and personal recruitment of students through the school counselor. Teachers also promoted the program with individual student groups. Additionally we utilized one of our English Learner paras/translators to recruit students. This staff member also attended the trip to support our Latino Spanish speaking students. We implemented the strategies effectively, and plan to use the same recruiting format this upcoming year. We met our goal.”

Racially Identifiable School Plans: Year Two Progress Toward Achievement Goals

Plans for racially identifiable schools (RIS) must meet the same requirements described for districtwide plans above. Achievement goals were set to reduce disparities among all students and specific categories of students at the school. Districts chose academic goals based on needs assessments that identified disparities for specific

student groups at the school. Districts could set multiple achievement goals. Most set one. Achievement goals varied by content area and student group.

The chart below reflects the self-reported progress toward goals set to reduce academic disparities for students at RIS. The percentage listed is the percentage of districts reporting data for these goals.



Below is a sample of achievement goals set for RIS-included cohort one 2018-20 plans and comments from those districts’ year two (2018-19) RIS progress reports.

Goal: The percent of students making national norm growth in Reading will increase from 46.9% in 2017 to 51.9% in 2020.

Comment: “We must continue to implement and sustain [our Achievement and Integration strategies], family Engagement and Education for and with students that are falling behind in academics, behavior and/or attendance. Our Saturday Leadership Academy is proving to be quite a success. We need to become more vigilant at implementing our strategies. More long range data is needed. However the short range data provided by families we serve is rewarding.”

Goal: Our district will increase by 10% each year, until 2020, the number of students participating in integrated after school activities in order to increase racial and economic integration.

Comment: “Historically, few Hispanic students were able to access the after-school enrichment opportunities at this school because of their socio-economic status. Through the integration funding, we have been able to provide no cost after school enrichment programming and transportation for our students. These programs have become extremely popular and we have been able to develop dance, science, and arts programming for our students who otherwise would not have been able to participate.”

Goal: Decrease the racial and economic achievement gap at this school.

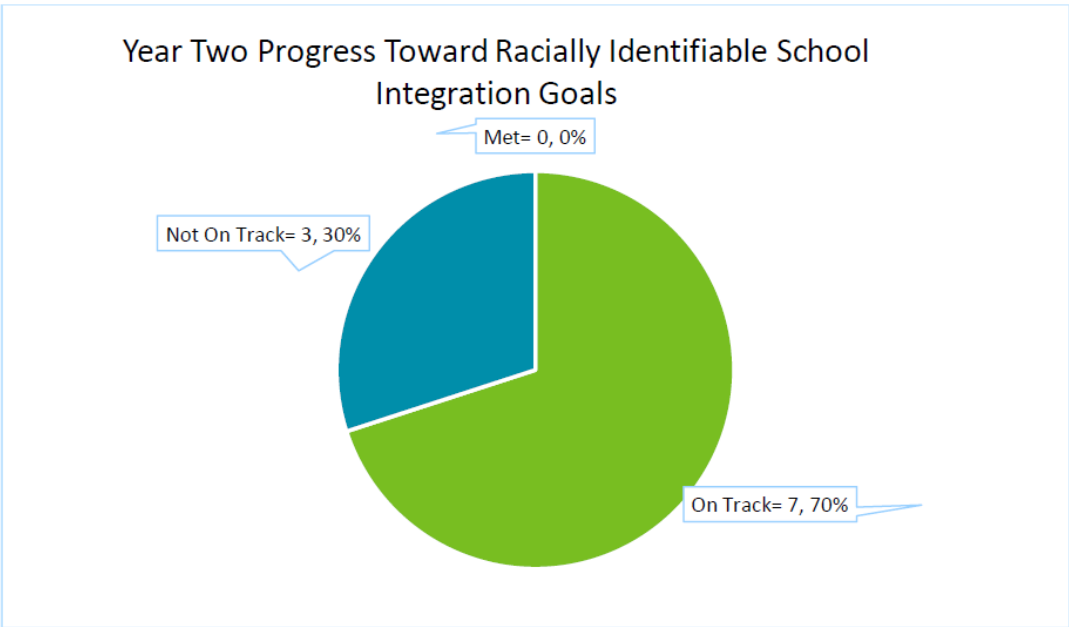
Comment: “Current strategies are being implemented with fidelity. Although the programs are relatively new, we have seen small gains in MCA scores. Despite these gains, school-based data do not yet meet the goals outlined in the district priorities or key indicators of progress.”

Goal: By June 2020, decrease the severe behavior referrals of protected Class students enrolled at this school by 50% from 61 to 30.5 Disciplinary Actions.

Comment: “Based on the key indicator of progress data related to the out-of-school suspension rates in our plan, the strategies provided by the SEL Specialist are assisting in us meeting our goal. Adjustments to instruction and interventions need to continue to be made through Culturally Responsive strategies.”

Racially Identifiable School Plans: Year Two Progress Toward Integration Goals

The chart below reflects the self-reported progress toward integration goals for racially identifiable schools (RIS). The percentage listed is the percentage of districts reporting data for these goals. Districts did not report on progress toward all goals included in their RIS plans.



Below is a sample of integration goals set for RIS included in cohort one 2018-20 plans and comments from those districts’ year two (2018-19) RIS progress reports.

Goal: By 2020 increase the number of white families visiting this school when considering a school for their child from less than 1% to 3%.

Comment: “We met our goal, however we are seeing changes since this outcome first developed. Fewer families now have the opportunity to visit our school because more of our families are returning to the school from pre-K to kindergarten, limiting the number of openings we have in kindergarten.”

Goal: Decrease racial enrollment disparities at the RIS.

Comment: “We were previously on track to meet our Integration Goal, but the RIS has a highly mobile population that resides within the RIS attendance area, so changes can be drastic from year to year. The Ojibwe Immersion program has continued to be an attractor for American Indian students from the RIS attendance area to attend the non-RIS site. Integration Revenue has provided multiple in-school and out-of-school educational opportunities for students and families at the RIS, the Equitable Enrollment Option site, and throughout the district. Access to transportation between the RIS and Equitable Enrollment Option School site has consistently increased each year, providing a viable enrollment option where transportation to-and-from school is not a barrier for families within both attendance areas.”

Goal: Decrease the racial disparity in enrollment between the district average and the racially identifiable school from 33.2% to 20% by 2020.

Comment: “Our students have increased access to arts programs through partnerships with the local Artworks Center and MacPhail Center for Music. Professional development has been expanded for staff. The district also provides transportation for any families who choose to enroll at this racially identifiable school.”

Goal: Students from our racially identified school will increase integration with a non-racially identified school in our district. We will use policies, curriculum or trained instructors or other advocates to support differentiated instruction or targeted interventions.

Comment: “The program has taken several years to work through the barriers that prevented effective student and staff interaction. Maintaining a strategic focus and listening for feedback to address staff and student needs was key to our success. Progress is monitored during the integration strategy in terms of student interactions, reports of student satisfaction, and student achievement.”

Analysis

After implementing their achievement and integration plans for two years, 55 percent of reporting districts (n=65) reported being on track to meet their goals by the time their plan ends in 2020 with three districts reporting having already met each of their achievement goals. In contrast, at the end of year one, 85 percent of reporting districts stated they were on track to meet their achievement goals in three years (n=108).

A higher percentage (52 percent) of districts reported making progress toward their districtwide integration goals (n=65) at the end of year two. Most districts set a single integration goal and multiple achievement goals.

Based on results for racially identifiable schools, districts reported 13 of 55 racially identifiable schools being on track to meet at least one achievement goal for their racially identifiable school (24 percent of racially identifiable schools). None of the reporting districts reported meeting their RIS integration goals. Two districts

reported being on track for one RIS (Rosemount-Apple Valley-Eagan and White Bear Lake). None of the districts reported meeting both types of goals for their RIS.

Districts' ability to realize the goals included in their plans was influenced by multiple factors, some of which are pointed out in the narrative responses districts included on their annual progress reports. Many comments indicate an intent to rethink, adjust, and continue to implement the strategies in their plans in order to realize their intended outcomes. More districts are acknowledging the need to reduce barriers created by implicit racial bias. They're recognizing the need to increase the voices, representation, and meaningful participation of their American Indian students and students of color. Several districts are now revising their curriculum to either include ethnic studies courses or, more significantly, to revamp all courses to reflect the multiracial, multicultural experience of this country—whether or not their student body is racially diverse. These changes reflect the gradual shift of increasing awareness and an improvement mindset that, if sustained, could lead to significant increased outcomes for all students over time.

Outcomes for racially identifiable schools (RIS) continue to be weaker than outcomes for districtwide plans. All but two of the school districts with an RIS are in the program because they are also racially isolated or adjoin a racially isolated district; Duluth Public Schools and St. Louis County Schools are the exception. The majority of districts have significantly more districtwide strategies and support their districtwide plans with significantly more revenue than their RIS plans.

Third year progress reports from these districts will enable MDE to better assess the efficacy of the 2018-20 Achievement and Integration plans. A comprehensive analysis utilizing multiple data sources is needed to identify the barriers to realizing school districts' goals and increasing the efficacy of school districts' Achievement and Integration plans.

Conclusion

Determining the efficacy of districts' Achievement and Integration plans is complex for a variety of reasons, including the following:

- the interplay between this plan and other district initiatives,
- the willingness and ability of adjoining districts to collaboratively implement student integration strategies,
- a fiscal incentive for maintaining racially segregated schools and for remaining racially isolated, and
- a lack of resources for MDE to conduct an in-depth, comprehensive evaluation of districts' capacity and willingness to use their plans to disrupt disparities for their students.

The Achievement and Integration program is unique in that it is the only state aid-funded education program with an explicit focus on increasing racial and economic integration and reducing achievement disparities. While the correlation between racially integrated schools and increased academic, employment, health and social-emotional outcomes for all students is well documented by social science research, creating and sustaining

school systems that increase racial and economic integration and reduce achievement disparities for specific groups of historically underserved students remains elusive, while maintaining racially segregated schools continues to be the norm and to perpetuate race-based disparities.