DEPARTMENT OF EDUCATION

2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Hmong College Prep Academy

Grades Served: K-12

WBWF Contact: Danijela Duvnjak

Title: Director of Teaching and Learning

Phone: 651-209-8002

Email: danijela.duvnjak@hcpak12.org

A and I Contact: N/A

Title:

Phone:

Email:

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes   No

List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

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.
    - https://www.hcpak12.org/site/Default.aspx?PageType=6&SiteID=4&SearchString=wbwf
- Provide the direct website link to the A&I materials

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 Achievement and Integration plan for the 2018-19 school year.

The Board Meeting will occur on January 29th 2020

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 2018-19 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)
Pao Yang	Community Resident	n/a
Lisa Yang	Parent	n/a
Nou Her	Support Staff	n/a
Danijela Duvnjak	Support Staff	n/a
Lisa Berken	Teacher	n/a
Adora Her	Student	n/a
Aemillianna Thao	Parent	n/a
Cecelia Lee	Parent	n/a

Equitable Access to Excellent and Diverse Educators

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters 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 taught for three or fewer 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.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below. Limit response to 400 words.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

    o How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

We review the licenses of our teachers to confirm they are licensed in the area in which they teach annually. We identify which candidates come to us with prior experience, and if so, how much experience. We review teacher evaluation data twice per year to ensure students are receiving high quality instruction. (48 words)

    o Who was included in conversations to review equitable access data?

Our administration, school board, ELL Coordinator, Literacy Coaches, Instructional Coaches, and Special Education Manager review equitable access data. This is done on a yearly basis and is also a critical part of the district's hiring process. Additionally, through student surveys and focus groups we seek feedback from students on the quality and meaningfulness of instruction they receive. (57 words)

    o What equitable access gaps has the district found?

No gaps exist for access to teachers licensed in their content area in mainstream general education classrooms. Several years ago we identified a gap existed for our Special Education and English Language Learners as they did not necessarily have instruction from a content-licensed teacher. However, over the past three years all credit-bearing courses are co-taught with a content-licensed teacher. (59 words)

    o What are the root causes contributing to your equitable access gaps?

The root cause that previously existed was a result of not having Special Education teachers and teachers of English Language Learners who were dual licensed. However, we have eliminated this gap by 1) having co-taught classes with a content teacher and 2) encouraging our Special Education and ELL teachers to gain content licensure, and 3) working with our Special Education and ELL teachers to collaborate with content teachers, including breaking down and better understanding content standards. (76 words)

    o What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

We have a district-wide instructional rubric in which teachers are evaluated twice a year and also receive feedback from coaches throughout the year. The hiring process for new candidates to our school includes a special look at abilities to differentiate so that all students may access grade level curriculum. (49 words)

    o What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Instructional and Literacy Coaches work with teachers to ensure that instructional progress is being made. This is reviewed through both teacher and student data. Hiring decisions are partially based on teacher instructional growth based on our instructional rubric. (38 words)

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- ● Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.

    - o Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?

Although most of our students are Hmong and Karen, the majority of our teachers are not Hmong or Karen. (19 words).

    - o How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Nearly 100% of our teachers would need to be Hmong or Karen to reflect our student population. (17 words)

    - o What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

We always seek to interview candidates who represent our Hmong and Karen students. However, there is not a large candidate pool who represent these backgrounds. (25 words)

    - o What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

We have outreach efforts to local universities, we participate in the yearly education job fair, post positions on our website, and collaborate with Hmong American Partnership and Karen Organization of Minnesota to broadcast open teaching positions. We also encourage current teachers and staff to share openings through word-of-mouth so that local communities of color learn about our district. Finally, we have several graduates who have gone to college and come back to be hired in our district.

We will continue to pursue the outreach efforts noted above. Our College Prep program includes frequent guest speakers that range from college representatives to professionals in various fields to community advocates. We will continue to seek members of the Hmong and Karen communities to be guest speakers so that our students' culture and community is reflected in these learning experiences that extend beyond the campus. (142 words)

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

YES   District/charter publicly reports 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.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

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

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year. **By the start of the 2018-19 school year, 70% of students will meet kindergarten readiness goals as evidenced by our administration and registrar's office reaching out to pre-k families to make sure they complete pre-k screenings.**	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* **At the start of the 2018-19 school year, 82% of students met kindergarten readiness goals as evidenced by our administration and registrar's office reaching out to pre-k families to make sure they complete pre-k screenings.**	***Check one of the following:*** __ On Track (multi-year goal) __ Not On Track (multi-year goal) _x_ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in kindergarten

Narrative is required; 200-word limit.

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

We have reviewed data of incoming kindergarteners who have completed the pre-k screening and a kindergarten readiness program. We have reviewed this data by ethnicity and socioeconomic factors. (28 words)

- What strategies are in place to support this goal area?

Our administration and registrar's office has worked diligently to educate perspective families on the importance of the pre-k screening, information on how to access the pre-k screening, and following up with enrolled families to identify the outcomes of the pre-k screening. Additionally, we began a summer program for incoming kindergarteners to help support the transition to kindergarten. (57 words)

- How well are you implementing your strategies?

We have not perfected our system as we do not yet have 100% of our incoming students meeting kindergarten readiness goals, but we are making progress by having a majority of our students who are ready. (36 words)

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

We have had a significant increase in the past 5 years of students who are meeting kindergarten readiness goals. We attribute this increase to our concerted efforts to provide outreach and accessibility to our perspective K families. (37 words)

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year. **By the spring of 2019, 45% of our 3rd grade students will achieve grade level literacy as evidenced by proficiency on the 3rd grade reading MCA.**	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* **In the spring of 2019, 23% of our 3rd grade students achieved grade level literacy as evidenced by proficiency on the 3rd grade reading MCA.** **2019 Disaggregated Data:** **All: 23% proficiency** **FRP: 21% proficiency** **SpEd: 10% proficiency** **ELL: 6% proficiency**	***Check one of the following:*** __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) _x_ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 3

Narrative is required; 200-word limit.

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

The 2019 goal was created by adjusting expectations based on 2018 results. We created these goals based on previous grade-level proficiency, as indicated by meeting or exceeding on the MCA Reading Test. This SMART goal reflects 3rd grade reading readiness. We identified that our language learners and special education learners are less likely to reach proficiency on the Reading MCA compared to their peers.   (64 words)

- What strategies are in place to support this goal area?

Professional development surrounding 1) reading and workshop models, 2) developing a tiered model of support to target all levels of learners and 3) prioritizing and breaking down standards, and creating common rigorous grade level assessments will support quality learning and instruction. (41 words)

- How well are you implementing your strategies?

The district leadership team attended training to learn about creating a Multi-Tiered Support System. The strategies listed above are implemented at weekly PLCs with follow-up from 4 instructional coaches and a director of teaching and learning. (36 words)

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

We know we are currently making progress toward our goal by the creation of common assessments and using data to make instructional decisions.

We will have further data in the winter when we have winter MAP data to compare against fall MAP. (42 words)

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year.	*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	*Check one of the following:* __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) _x_ Met None (multiple goals)
By the end of the 2018-2019 school year, students in grades 3-8 will increase their proficiency in reading from 34% (in 2018) to 46% as measured by meeting or exceeding on the Minnesota MCA reading accountability assessments.	**In 2019, 34% of students in grades 3-8 were proficient in reading by meeting or exceeding on the Minnesota MCA reading accountability assessments.**	
By the end of the 2018-2019 school year, students in grade 10 will increase their proficiency in reading from 41% (in 2018) to 55% as measured by meeting or exceeding on the Minnesota MCA reading accountability assessments.	**In 2019, 48% of students in grade 10 were proficient in reading by meeting or exceeding on the Minnesota MCA reading accountability assessments.**	
By the end of the 2018-2019 school year, students in grades 3-8 will increase their proficiency in math from 42% (in 2018) to 49% as measured by meeting or exceeding on the Minnesota MCA math accountability assessments.	**In 2019, 36% of students in grades 3-8 were proficient in reading by meeting or exceeding on the Minnesota MCA math accountability assessments.**	
By the end of the 2018-2019 school year, students in grade 11 will increase their proficiency in math from 46% (in 2018) to 53% as measured by meeting or exceeding on	**In 2019, 44% of students in grade 11 were proficient in reading by meeting or exceeding on the Minnesota MCA math accountability assessments.**	

the Minnesota MCA math accountability assessments.	**2019 Disaggregated Data:** **FRP Reading MCA:** **3-8th grades: 32% proficiency** **10th grade: 47% proficiency** **FRP Math MCA:** **3-8th grades: 33% proficiency** **11th grade: 47% proficiency** **SpEd Reading MCA:** **3-8th grades: 10% proficiency (data cell too small to count towards accountability)** **10th grade: 6% proficiency (data cell too small to count towards accountability)** **SpEd Math MCA:** **3-8th grades: 11% proficiency (data cell too small to count towards accountability)** **11th grade: 14% proficiency (data cell too small to count towards accountability)** **ELL Reading MCA:** **3-8th grades:12% proficiency** **10th grade: 8% proficiency** **ELL Math** **3-8th grades: 18% proficiency** **11th grade: 3% proficiency**	

Narrative is required; 200-word limit.

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

The 2019 goals were created by adjusting expectations based on 2018 results. We created these goals based on previous grade-level proficiency, as indicated by meeting or exceeding on the MCA Tests. The leadership team reviewed this data on a more disaggregated level, including socioeconomic level, ethnicity, SpEd, and language proficiency. We identified that our FRP students, language learners and special education learners are less likely to reach proficiency on the MCA compared to their peers. Total: 75 words

- What strategies are in place to support this goal area?

Professional development surrounding literacy across content areas and the use of language objectives. (13 words)

- How well are you implementing your strategies?

The strategies listed above are implemented at weekly PLCs with follow-up from instructional coaches and a director of teaching and learning. (21 words)

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

We know we are currently making progress toward our goal by the creation of common assessments, teachers reviewing the data to make instructional decisions with the support of their instructional coaches and director. We also monitor that language objectives are posted visually and communicated, and that teachers are using language proficiency data to make instructional decisions.

We will have further data in the winter when we have winter MAP data to compare against fall MAP. (75 words)

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year. **By the end of the 2018-2019 school year, students in grade 8 will show career-and-college readiness by increasing their proficiency in math from 60% (in 2018) to 64% as measured by meeting or exceeding on the Minnesota MCA math accountability assessment.**	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* **In 2019, 46% of students in grade 8 showed career-and-college readiness by achieving proficiency in math by meeting or exceeding on the Minnesota MCA math accountability assessments.** **2019 Disaggregated Data:** **Overall 8th grade MCA Math proficiency: 46%** **FRP: 45% proficiency** **SpEd: 10% proficiency** **ELL: 15% proficiency**	*Check one of the following:* __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) _x_ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals)

Narrative is required; 200 word limit.

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

The 2019 goal was created by adjusting expectations based on 2018 results. We created the goal based on previous grade-level proficiency, as indicated by meeting or exceeding on the MCA Math Test. The leadership team reviewed this data on a more disaggregated level, including socioeconomic level, ethnicity, SpEd, and language proficiency. We identified that our FRP students, language learners and special education learners are less likely to reach proficiency on the MCA compared to their peers.

2019 Disaggregated Data:

Overall 8th grade MCA Math proficiency: 46%
FRP: 45% proficiency
SpEd: 10% proficiency
ELL: 15% proficiency

Total: 103 words

- What strategies are in place to support this goal area?

We adopted new curriculum in 2018-19, College Prep Math, which focuses on conceptual thinking rather than only procedural math. Two instructional coaches support the implementation of the curriculum full-time.

Additionally, an ELL section of math has been created that is co-taught with a content and ELL teacher. (47 words)

- How well are you implementing your strategies?

District leadership is confident with the implementation of the new curriculum based on feedback from teachers. Additionally, two coaches support the co-taught ELL math section and are in the process of aligning it to standards. (35 words)

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

Classroom assessments are reviewed to identify students' progress toward mastery of grade-level standards. (13 words)

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year. **By the spring of 2020, 90% of our 12th grade students will be able to graduate in four years as evidenced by completing MN State graduation credit requirements.**	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* **In spring 2019, 96.4% of our 12th grade students were able to graduate in four years as evidenced by completing MN State graduation credit requirements.**	***Check one of the following:*** _X_ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 12

Narrative is required; 200-word limit.

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

We identify students who graduated based on state graduation credit requirements We also identify the length of time students took to meet these requirements.

We particularly review the data of our students who are ELL and new-to-country and fall within the criteria of SLIFE. (44 words)

- What strategies are in place to support this goal area?

Administration, Counseling, and grade-level advisors work together closely to monitor the number of credit-bearing courses students, including SLIFE and new to country kids take during their high school years. In cases where students will age-out without graduating, we work with local adult basic education agencies to provide a smooth transition for our students.

We have three counselors who are dedicated to reviewing grades and graduation progress, communicating with students and families, and making sure each student has a post-graduation plan. (80 words)

- How well are you implementing your strategies?

We feel positive about our implementation of these strategies. All students who are not on track to graduate have an individualized plan to support them. (25 words)

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

Each quarter the leadership team meets to identify students who are not on track to graduate, their progress, and what is necessary to make sure they get on track to graduate. (31 words)

Achievement and Integration -- Hmong College Prep Academy Does NOT participate.

This portion is only required for districts with an approved A&I plan during the 2018-19 school year.
View list of participating districts.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: __ Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check **one** of the following: __ On Track __ Not on Track __ Goal Met

Narrative is required; 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?

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: __ Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check **one** of the following: __ On Track __ Not on Track __ Goal Met

Narrative is required; 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?

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative:

Racially Identifiable Schools

If your district's 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: __ Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check **one** of the following: __ On Track __ Not on Track __ Goal Met

Narrative is required; 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?

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: __ Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check **one** of the following: __ On Track __ Not on Track __ Goal Met

Narrative is required; 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?

Please Note: If there are additional goals for this school, copy and paste this A&I goal table below.

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-19 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:

Please Note: Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.