



Achievement and Integration Progress Report for Racially Identifiable Schools

If your district has been notified by Minnesota Department of Education to have one or more racially identifiable schools, please complete this progress report to document progress toward goals in the Achievement and Integration (A&I) plan approved for each school.

Submit this completed report between **October 15 and December 15, 2018** to MDE.Integration@state.mn.us.

Email questions about this progress report to MDE.Integration@state.mn.us.

District Name: Robbinsdale Area School District

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Title: Director of Achievement and Integration/
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Provide the information requested below for each of the racially identifiable schools in your district.

School Name: Northport Elementaty School **Grades Served:** K-5

Achievement and Integration Goal 1: Decrease the racial and economic achievement gap at Northport Elementaty School

Goal Statement	Achievement or Integration Goal	Baseline	Year 1 (2017-18) Actual	On Track?
<p>Decrease the racial and economic achievement gap at Northport Elementary School</p> <p>RIS Objective 1.1: Dual Language Immerison</p> <p>RIS Objective 1.2: : Early career and college readiness programming and intra district and inter district integrated summer programming to avoid summer slide</p> <p><i>Provide the SMART goal statement here.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Achievement Goal</i></p> <p><input checked="" type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</i></p> <p>2014: 34.9</p> <p>2015: 35.9</p> <p>2016: 29.3</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>2017: 33%</p> <p>2018: 37%</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input checked="" type="checkbox"/> <i>Not on Track</i></p> <p>The Key Indicators of Progress will be updated in the A&I plan to reflect this school based accurate information.</p>

A 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?

- The data currently being utilized to identify the needs in the goal area are based on the School Improvement Plans, the MCA scores, the World's Best Workforce Goals, and the Strategic Priorities. The data is being disaggregated by student groups through regular data meetings and reviewed by principals, teachers, and the Achievement and Integration staff. Attached is the disaggregated data.

Reading	2014	2015	2016	2017	Prelim 2018	difference 2017 to 2018
Total	34.9%	35.9%	29.3%	33%	37%	4%
3	29.7%	39.4%	24.5%	35%	29%	-6%
4	33.0%	24.4%	29.0%	27%	33%	6%
5	42.5%	43.5%	35.6%	36%	48%	12%
American Indian	0.0%	0.0%	50.0%	0%	50%	50%
Asian	40.5%	39.4%	25.7%	40%	38%	-2%
Black/African Am	28.4%	35.7%	30.4%	27%	35%	8%
Hispanic/Latino	32.9%	25.3%	21.6%	28%	29%	1%
Two or more races	40.0%	47.6%	57.9%	43%	59%	16%
Hawaiian/ Pac Islander						
White	54.8%	52.8%	34.5%	57%	54%	-4%
Reg Lunch	44.7%	56.1%	52.8%	48%	49%	2%
F/R Lunch	33.3%	32.3%	26.1%	31%	34%	4%
Female	37.7%	41.0%	32.6%	37%	41%	5%
Male	32.1%	30.7%	26.1%	30%	32%	2%
English Speaker	43.6%	47.6%	38.2%	41%	49%	9%
English Learner	17.6%	10.3%	9.7%	17%	17%	0%
Reg Ed	36.2%	37.5%	31.4%	36%	39%	3%
Spec Ed	23.1%	17.4%	12.1%	6%	11%	4%

How well are you implementing the strategies/interventions in your A&I plan?

- 37% of Northport's students speak Spanish at home. Northport is also identified by the state as a Racially Identifiable School. In an attempt to leverage the growing Spanish speaking population and provide educational instruction that is comprehensive in nature, Robbinsdale Area Schools will offer a dual language class at Northport. This class will help provide school enrollment choices and increase cultural fluency, competency, and interaction with students. The course will be the beginning of Northport expanding its offering and help native Spanish speakers work with English speakers and each year this program will expand as the need arises. This means that Northport will begin an intradistrict/ integration process that will help diversify their students and help stabilize the student population at Northport.
- Camp #smART:** Summer arts program held at Northport Elementary School (a racially identifiable school). #smART provided students with two weeks of creative and inspirational hands-on, engaging, educational activities. Students were able to take part in performing arts, drum circles, puppetry, bookmaking and so much more. Each class focused on ELA standards while integrating art instructional strategies and art standard. This interdistrict intergrated summer camp incorporates hands-on project-based learning that is aligned with the Minnesota state standards.
- The Robbinsdale Spanish Immersion Program was the second language immersion program started in the state of Minnesota. In the Fall of 1987, the program began as a pilot with approximately 100 students at the Olson Elementary School site with the goal of providing local student the opportunity to become bilingual and bicultural in

both English and Spanish. Over the last three decades the program has grown in popularity and success to serve over 1,200 students annually, or approximately 10% of the district's population. Since the beginning, the program has served as a model for other districts with the opening of over 70 more immersion programs in Minnesota. This history is now the driving force for the collaborative approach that Robbinsdale Area Schools has with Northport. The educational staff at the Robbinsdale Spanish Immersion are working collaboratively with the Northport Elementary staff to lend their expert knowledge and strategies in order to create this dual language model.

Using your Key Indicators of Progress (KIPs) in your A&I plan, how do you know whether your strategies/interventions are or are not helping you make progress toward your goal?

- The key indicators of Progress in the A&I plan are actually based on the district data whereas it should be based on the data specifically for Northport Elementary School. If this is the case, we do see some gains in the reading MCA scores of all students from 33 % in 2017 to 37 % in 2018 for an increase of 4 %. The Key Indicators of Progress will be updated in the A&I plan to reflect this school based accurate information.

Integration Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2017-2018 school year. In what ways have the integration strategies increased racial and economic integration at that site?

- Immersion helps **close the achievement gap** between English Learners and their English only counterparts. Research shows that English Learners have a higher rate of success in Immersion Education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in an instructional setting that values both languages and cultures. (Genesee and Lindholm-Leary, 2009)
- Native Spanish Speakers (NSS) have a more positive self-concept and are more likely to remain in school, graduate from high school and attend college as compared to English Learners in English mainstream classes. (Thomas and Collier 2002)
- Families are more engaged in the education of their students. There is more connection to the school community. The school is becoming more than an educational institution in the community. Families are now participating in Family nights revolving around immigration and DACA.
- Through the #SmART summer enrichment program, Northport students are exposed to an intradistrict integrated summer program that focuses on arts integration. This summer enrichment program helps reduce the summer slide and increase student learning opportunities. Each class focused on ELA standards while integrating art instructional strategies and art standard. Classes were led by licensed district teacher as well as instructors from Lyric Arts and musicians Mike Arturi and Al Hagar.
https://drive.google.com/drive/folders/1YF372Z_Qk4kNjIONZAWn8r3qREbNH-NZ?usp=sharing

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