



# **NOBLES COUNTY INTEGRATION COLLABORATIVE**

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**“TO LEARN FROM AND WITH ONE ANOTHER”**



# **NOBLES COUNTY INTEGRATION COLLABORATIVE**

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# Overview

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- NCIC Mission and Purpose.
- MDE Achievement & Integration Program eligibility.
- NCIC school districts.
- NCIC Vision.
- NCIC Programs and Enrollments for 2023-2024.
- Diversity data statewide and within NCIC districts.
- NCIC goals and progress report for 2023-2024.

# NCIC Mission Statement

Promote student success and community acceptance of cultural differences by providing opportunities for students, families, and staff from diverse backgrounds to learn from and with one another.



# SIX SCHOOL DISTRICTS

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- Adrian
- Ellsworth
- Fulda
- Heron Lake-Okabena
- Round Lake-Brewster (RI)
- Worthington (RI)



**Racially Isolated (RI):** Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one (or more) of their adjoining districts.

# NCIC Purpose:

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- Pursue racial and economic integration.
- Increase student achievement.
- Create equitable educational opportunities.
- Reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds.

NCIC is funded through the MN Department of Education (MDE) Achievement & Integration Program.

<https://education.mn.gov/mde/dse/acint/>

## Achievement and Integration Program

### Purpose

The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

- [Read Minnesota Statutes, section 124D.861.](#)
- [Read Minnesota Statutes, section 124D.862.](#)
- Read Minnesota Rules, parts 3535.0100 to 3535.0180 of the [School Desegregation/Integration rules.](#)

### Eligibility

There are four ways that a district can be eligible for the program:

1. **Racially Isolated (RI):** Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.
2. **Adjoining:** District physically adjoins a racially isolated district.
3. **Racially Identifiable School (RIS):** Enrollment of protected-class students at a school is more than 20 percent, compared to the number of protected-class students within the district (for the same grade levels served).
4. **Voluntary:** District participates voluntarily when geographically feasible. Participation must be approved by the Minnesota Department of Education (MDE).

### Required Plan Components

- School Board Approval
- Plan Input



Increase Opportunities for Interaction Between Students in Racially Isolated Districts or Schools and Their Adjacent Districts or Schools

# NCIC Vision

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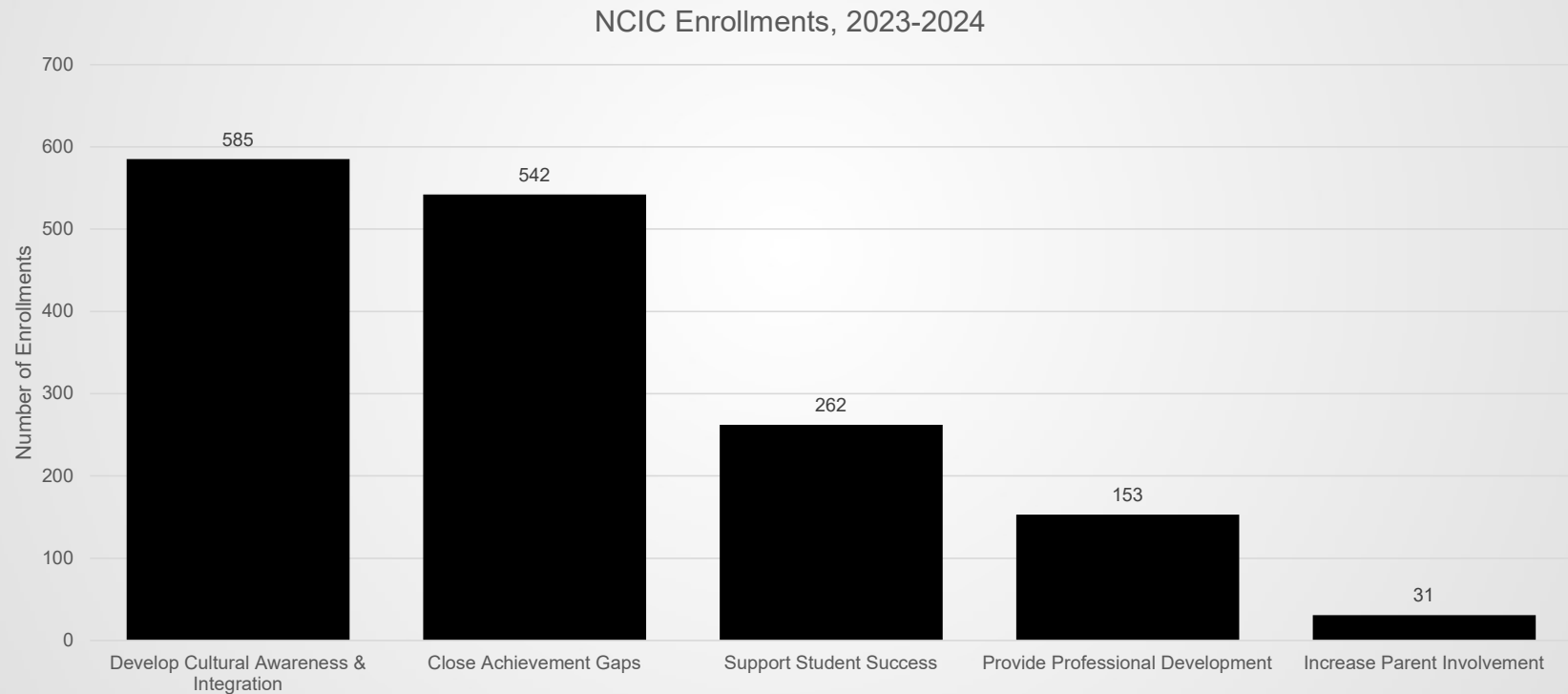
- Develop Cultural Awareness & Integration
- Close Achievement Gaps
- Support Student Success
- Increase Parent Involvement
- Provide Professional Development





# Enrollments by Type of Program

Total enrollments for 2023-2024 = **1573** (Includes members from all six districts)



# Enrollments by Program/Event

2023-2024

Develop Cultural Awareness & Integration	
Odyssey Program, Grades 7-8	37
Dynamic 507 Program, Grades 9-12	63
Hiking Club, Grades 9-12	13
Culture Camp, Adrian, Grades 3-5	12
Culture Camp, Round Lake-Brewster	15
Trip to Badlands South Dakota, Grades 9-12	27
Celebration Chorus, Grade 5	38
Humanity Launch, Grade 7	380
	585

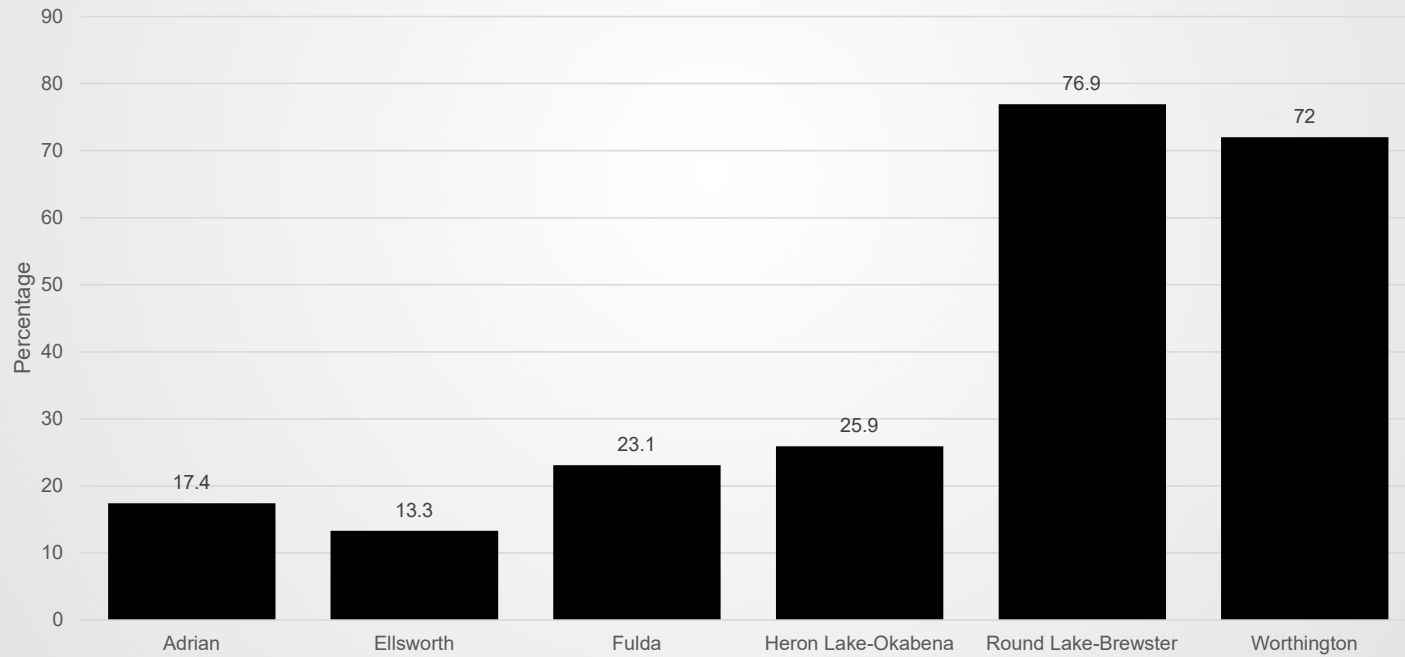
Close Achievement Gaps	
Homework Help, Grades 6-12	11
Summer School, Worthington	32
Summer School, Adjacent Districts	102
Read Naturally, Prairie Elementary	27
Interventionists, Worthington	250
Interventionists, Adjacent Districts	120
	542
Support Student Success	
Lunch & Learn, Grades 1-5	53
Ready, Set, Read!, Grade 3	12
Science Help, Worthington High School	31
Math & Art Camp, Grades 7-8	24
College Visits, Grades 9-12	47
Volunteer Opportunities, Grades 8-12	22
Humanity Launch Volunteers, Grades 10-12	73
	262

Provide Professional Development	
Equity Council/Joint Powers Board Meetings	32
Teacher Pathway Scholarships	26
Equity Advocacy Group	12
Humanity Launch, Community Ed Staff	54
DEI Training, Community Ed Staff	29
	153
Increase Parent Involvement	
Time to Share, Parents and Pre-K	27
Home Visits, Grades 7-12	4
	31

# Diversity in NCIC Member Districts

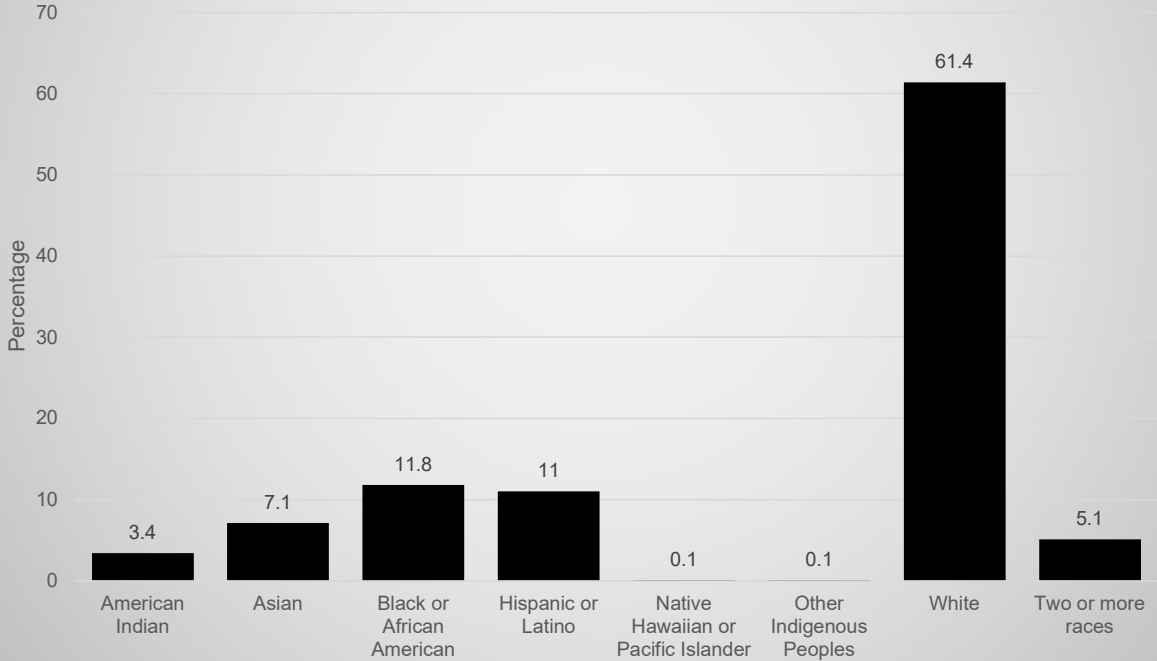
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Enrollment of Racially/Ethnically Diverse Students in NCIC Member Districts, 2024



# Diversity Statewide (MN)

Statewide Enrollment by Race/Ethnicity 2024



# NCIC Achievement & Integration Goals 2023-2026 (Three-year plan)

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## NOBLES COUNTY INTEGRATION COLLABORATIVE

Adrian Ellsworth Fulda Heron Lake-Okabena Round Lake-Brewster Worthington

***NCIC Achievement & Integration Goals are individualized for each member district and are reset every three years.***

# NCIC A&I Goal #1 – Worthington

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Using the Spring FASTBridge aReading assessment, the gap between 2<sup>nd</sup> grade Hispanic and White student proficiency will be reduced by a total of 6% over three years starting from a baseline gap of 31% in Spring of 2022 and being reduced to a gap of 25% by 2026.

## **Results 2023-2024:**

- 25/40 White students scored proficient on the Spring aReading = 62.5%
- 34/151 Hispanic/Latino students scored proficient on the Spring aReading = 22.5% **Gap is 40%.**

# NCIC A&I Goal #1 – Worthington

(cont.) Historical Context – last three years.

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## **2023-2024:**

25/40 White students scored proficient on the Spring aReading = 62.5%

34/151 Hispanic/Latino students scored proficient on the Spring aReading = 22.5%

Gap is 40%

## **2022-2023:**

18/28 White students scored proficient on the Spring aReading = 64.3%

37/142 Hispanic/Latino students scored proficient on the Spring aReading = 26%

Gap was 38.3%

## **2021-2022:**

21/34 White students scored proficient on the Spring aReading = 61.8%

44/145 Hispanic/Latino students scored proficient on the Spring aReading = 30.3%

Gap was 31.5% (baseline)

# A&I Goal #1 – Adrian

Each year between Fall and Spring FastBridge CBMR-English assessments, 20% of the high-risk or some-risk 3rd grade students will improve their score by one level or better (i.e. high-risk to some-risk or some-risk to low-risk). \*Goal is set this way due to insufficient subgroup data.

**Results:** The percentage of high- or some-risk 3<sup>rd</sup> grade students who improved their score by one level on the English Assessment was 44%.



## A&I Goal #1 – Ellsworth

Each year between the Fall and Spring Semester FastBridge aReading assessments, 20% of the high-risk or some-risk 3rd grade students will improve their score by one level or better (i.e. high-risk to some-risk or some-risk to low- or no-risk). \*Goal is set this way due to insufficient subgroup data.

**Results:** There were zero students in the high-risk category. The students in the some-risk category did not move to the low- or no-risk category.

# A&I Goal #1 – Fulda

Each year between the Fall and Spring FastBridge CBMR-English Assessments, 20% of the high-risk or some-risk 3rd grade students will improve their score by one level or better (i.e. high-risk to some-risk or some-risk to low- or no-risk).

\*Goal is set this way due to insufficient subgroup data.

**Results 2023-2024:** 67% of 3<sup>rd</sup> grade students increased their English Assessment score by one level.

# A&I Goal #1 – HLO

Each year between the Fall and Spring FastBridge assessments, 30% of the high-risk or some-risk 3rd grade students will improve their score by one level or better (i.e. high-risk to some-risk or some-risk to low- or no-risk). \*Goal is set this way due to insufficient subgroup data.

**Results:** The number of at-risk 3<sup>rd</sup> grade students who improved their assessment score by one level was 3 of 7 or 42%.

# A&I Goal #1 - RLB

The 3rd grade reading gap between Free & Reduced Priced Lunch students and Non-Free & Reduced Priced Lunch students will decrease from 7% in 2023 to 5% by June 2026.

**Results:** The gap was 35%.

# NCIC A&I Goal #2 – Worthington

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All students' access to effective and culturally knowledgeable staff will increase because the percent of paraprofessional educators who participate in cultural competency training will increase from a baseline in 2023 of 2% to 50% by 2026.

**Results:** The percentage of paraprofessionals that attended cultural competency training was 8.2%. The annual goal has been met, although it is still considerably lower than final goal of 50% in 2026.

## A&I Goal #2 – Adrian

All students' access to effective and culturally knowledgeable educators (teachers and paraprofessionals) will increase because the percent of educators who participate in cultural competency training will increase from a baseline in 2023 of 50% to 75% by 2026. (Member districts commit to providing cultural competency training to paraprofessionals in addition to licensed teachers.)

**Results:** The number of educators who participated in cultural competency training was 95%.

## A&I Goal #2 – Ellsworth

All students' access to effective and culturally knowledgeable educators (teachers and paraprofessionals) will increase because the percent of educators who participate in cultural competency training will increase from a baseline in 2023 of 33% to 50% by 2026. (Member districts commit to providing cultural competency training to paraprofessionals in addition to licensed teachers.)

**Results:** The number of educators that participated in cultural competency training was 42%.

## A&I Goal #2 – Fulda

All students' access to effective and culturally knowledgeable educators (teachers and paraprofessionals) will increase because the percent of educators who participate in cultural competency training will increase from a baseline in 2023 of 29% to 50% by 2026. (Member districts commit to providing cultural competency training to paraprofessionals in addition to licensed teachers.)

**Results:** 45% of educators participated in cultural competency training.



## A&I Goal #2 – HLO

All students' access to effective and culturally knowledgeable educators (teachers and paraprofessionals) will increase because the percent of educators who participate in cultural competency training will increase from a baseline in 2023 of 33% to 50% by 2026. (Member districts commit to providing cultural competency training to paraprofessionals in addition to licensed teachers.)

**Results:** 85% of paraprofessionals participated during the summer training/orientation.

100% of teachers received the training during January in-service.

## A&I Goal #2 - RLB

All students' access to effective educators will improve because the percent of educators (teachers and paraprofessionals) who participate in a cultural competency training will increase from a baseline in 2023 of 60% to 75% by 2026.

**Results:** The number of educators who participated in cultural competency training was 68%.

# NCIC A&I Goal #3 – Worthington

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Out-of-School-Time participants will self-report an increase in their level of comfort with initiating and maintaining positive relationships\* with students different from themselves (racially, ethnically, socioeconomically), from an average comfort level of 2 out of 5 in 2023 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by the end of the 2026 school year.

**Results:** The average participant score on survey questions regarding comfort level interacting or communicating with students different from themselves was 4.54 out of 5.

\*Although the phrasing of the survey questions were not precisely the same as the stated goal, the result exceeded the goal in terms of comfort level with others different from themselves.

## A&I Goal #3 – Adrian

Out-of-school time participants will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically or socioeconomically) from an average comfort level of 2 out of 5 in 2023 to an average comfort level of 4 out of 5 on a 5-point Likert scale (5 being strongly agree) by the end of the 2026 school year.

**Results:** Unfortunately, there is no result for this goal. The Adrian students who participated in NCIC achievement and integration activities last year were not surveyed on their level of comfort interacting with students different from themselves. However, for 2024-2025, we will be surveying them on at least two programs.

## A&I Goal #3 – Ellsworth

Out-of-school time participants will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically or socioeconomically diverse), from an average comfort level of 2 out of 5 in 2023 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by the end of the 2026 school year.

**Results:** Unfortunately, there is no result for this goal. The Ellsworth students who participated in NCIC achievement and integration activities last year were not surveyed on their level of comfort interacting with students different from themselves. However, for 2024-2025, we will be surveying them on at least two programs.

## A&I Goal #3 – Fulda

Out-of-school time participants will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically or socioeconomically diverse), from an average comfort level of 2 out of 5 in 2023 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by the end of the 2026 school year.

**Results:** Students reported all 5s (strongly agree) when asked about their comfort level when interacting with others different than themselves.

## A&I Goal #3 – HLO

Out-of-school time participants will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically or socioeconomically diverse), from an average comfort level of 2 out of 5 in 2023 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by the end of the 2026 school year.

**Results:** The average score was 3 out of 5 in terms of comfort level interacting with students different from themselves.

## A&I Goal #3 – RLB

Out-of-school time participants will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically or socioeconomically diverse), from an average comfort level of 2 out of 5 in 2023 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by the end of the 2026 school year.

**Results:** Unfortunately, there is no result for this goal. The RLB students who participated in NCIC achievement and integration activities last year were not surveyed on their level of comfort interacting with students different from themselves. However, for 2024-2025, we will be surveying them on at least two programs.



# NCIC A&I Goal #4 – Worthington

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Students' access to effective and diverse **educators** will increase because the school district will hire more staff of color from a baseline of 21% in 2023 to 24% in 2026 and ...

**Results:** The percentage of diverse **educators** is 22.7% (130 admins, teachers, and paras out of 572).

The goal has been met in that the percentage for diverse **educators** is over 21%.

Note: the total number of diverse staff is 24.1% (164 out of 680) for the district (includes maintenance, food service, office staff).

# NCIC A&I Goal #4 – Worthington (Cont.)

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NCIC will offer Teacher Pathway Scholarships.

**Results:** The number of scholarship awards was 56 and there were 26 recipients of those awards over the course of three semesters. The total amount dispersed was \$38,325.

Note: In the last two years there have been four graduates from teacher education programs who were NCIC Teacher Pathway Scholarship recipients that were hired at ISD 518. Several other recipients over the course of several years have become teachers in other SW Minnesota districts.

## A&I Goal #4 – Adrian

Students' access to effective and diverse educators will increase because the school district will hire more staff of color from a baseline of 1% in 2023 to 5% in 2026.

**Results:** The number of diverse educators was 1 of 81 or 1.2%.

## A&I Goal #4 – Ellsworth

Students' access to effective and diverse educators will increase because the school district will hire more staff of color from a baseline of 2% in 2023 to 6% in 2026.

**Results:** The number of racially/ethnically diverse educators was 1 of 22 which is [approximately 5%](#).

## A&I Goal #4 - Fulda

Students' access to effective and diverse educators will increase because the school district will hire more staff of color from a baseline of 3% in 2023 to 6% in 2026.

**Results:** The number of diverse educators was 4% for 2023-2024.

## A&I Goal #4 – HLO

Students' access to effective and diverse educators will increase because the school district will hire more staff of color from a baseline of 4% in 2023 to 8% in 2026, and NCIC will award Teacher Pathway Scholarships to increase the qualified applicant pool in the area.

**Results:** The percentage of diverse educators was 6%.

The number of Teacher Pathway Scholarship awards was 56. There were 26 recipients over the course of three semesters. The total amount dispersed was \$38,325.

## A&I Goal #4 - RLB

Student access to effective and diverse educators will increase because the school district will hire additional staff of color to increase the diversity of the staff from 6% in 2023 to 10% in 2026. NCIC will award Teacher Pathway Scholarships to increase the pool of qualified applicants in our area.

**Results:** The percentage of diverse educators was 20%.

The number of Teacher Pathway Scholarship awards was 56. There were 26 recipients over the course of three semesters. The total amount dispersed was \$38,325.



# **NOBLES COUNTY INTEGRATION COLLABORATIVE**

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**Thank you for your time today!**