



Achievement and Integration (AI) Progress Report 2015-2017

| District ISD# and Name: | | | |
|----------------------------------|---|---------------------------------------|---------------------------|
| Racially Identifiable School sit | te: nat you have a Racially Identifiable Scho | ool (RIS) please complete a Progr | ress Report for each RIS. |
| Document prepared by: | | | |
| Name: | | itle: | |
| E-mail: | F | Phone: | |
| 2015 Date submitted: | 2016 Date Submitted: | 2017 Da | te Submitted: |
| Annual Public Meeting | | | |
| - | a public meeting to report on progres Workforce (WBWF) annual meeting you are reporting on. | · · · · · · · · · · · · · · · · · · · | - · |
| Al Report on District Website | | | |
| | district's annual WBWF/AI meeting, d that plan's goals, relevant student | • | • |
| Required Information | Year 1 2014-2015 | Year 2 2015-2016 | Year 3 2016-2017 |
| Enter date of public meeting | | | |
| Enter link to Al report | | | |
| | | | |

Instructions: Please provide the information requested below to document progress toward the goals in your approved Achievement and Integration Plan for your district and RIS.

| I. Achiev | vement SI | MART Goa | al Statem | ent(s) | | | | | | | | |
|---------------------|------------------|---------------------------|-----------|--|---------------------------|--------|--|-------------|---------------------------|--------|----------------------------------|-------------------|
| | | | | | | | | | | | | |
| A. Reading | g Proficien | cy INCREA | ISE: | | | | | | | | | |
| Name of District | Baseline data | Year 1 2014-15 Goal | Actual | On Track? Check box if yes | Year 2 2015-16 Goal | Actual | On Track? Check box if yes | On Track | Year 3 2016-17 Goal | Actual | Met Goal? Check box if yes | Total Increase |
| All students | | | | | | | | | | | | |
| Protected Class | | | | | | | | | | | | |
| American Indian | | | | | | | | | | | | |
| Asian | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | |
| Black | | | | | | | | | | | | |
| White | | | | | | | | | | | | |
| Non-FRP | | | | | | | | | | | | |
| FRP | | | | | | | | | | | | |
| 3. Reading | GAP DECI | REASE: | | | | | | | | | | |
| Name of District | Baseline data | Year 1 2014-15 Goal | Actual | On Track? Check box if yes | Year 2 2015-16 Goal | Actual | On Track? Check box if yes | On Track | Year 3 2016-17 Goal | Actual | Met Goal? Check box if yes | Total Decrease |
| All students | | | | | | | | | | | | |

Protected

Class American

Indian Asian Hispanic

| Name of District | Baseline data | Year 1 2014-15 Goal | Actual | On Track? Check box if yes | Year 2 2015-16 Goal | Actual | On Track? Check box if yes | On Track | Year 3 2016-17 Goal | Actual | Met Goal? Check box if yes | Total Decrease |
|---------------------|------------------|---------------------------|--------|--|---------------------------|--------|--|-------------|---------------------------|--------|----------------------------------|-------------------|
| Black | | | | | | | | | | | | |
| White | | | | | | | | | | | | |
| Non-FRP | | | | | | | | | | | | |
| FRP | | | | | | | | | | | | |

C. Provide a short description of progress toward the achievement goal for your district and RIS: (explain what is going well, what you have learned, areas of strength, and areas of concern)

Year 1
2014-15
Year 2
2015-16
Year 3
2016-17

II. Achievement SMART Goal Statement(s)

A. Mathematics Proficiency INCREASE:

| a macmon | | | — — . | | | | | | | | | |
|---------------------|------------------|---------------------------|--------|--|---------------------------|--------|--|-------------|---------------------------|--------|----------------------------------|-------------------|
| Name of District | Baseline data | Year 1 2014-15 Goal | Actual | On Track? Check box if yes | Year 2 2015-16 Goal | Actual | On Track? Check box if yes | On Track | Year 3 2016-17 Goal | Actual | Met Goal? Check box if yes | Total Increase |
| All students | | | | | | | | | | | | |
| Protected | | | | | | | | | | | | |
| Class | | | | | | | | | | | | |
| American | | | | | | | | | | | | |
| Indian | | | | | | | | | | | | |
| Asian | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | |
| Black | | | | | | | | | | | | |

| Name of District | Baseline data | Year 1 2014-15 Goal | Actual | On Track? Check box if yes | Year 2 2015-16 Goal | Actual | On Track? Check box if yes | On Track | Year 3 2016-17 Goal | Actual | Met Goal? Check box if yes | Total Increase |
|---------------------|------------------|---------------------------|--------|--|---------------------------|--------|--|-------------|---------------------------|--------|----------------------------------|-------------------|
| White | | | | | | | | | | | | |
| Non-FRP | | | | | | | | | | | | |
| FRP | | | | | | | | | | | | |

B. Mathematics GAP DECREASE:

| Name of District | Baseline data | Year 1 2014-15 Goal | Actual | On Track? Check box if yes | Year 2 2015-16 Goal | Actual | On Track? Check box if yes | On Track | Year 3 2016-17 Goal | Actual | Met Goal? Check box if yes | Total Decrease |
|---------------------|------------------|---------------------------|--------|--|---------------------------|--------|--|-------------|---------------------------|--------|----------------------------------|-------------------|
| All students | | | | | | | | | | | | |
| Protected Class | | | | | | | | | | | | |
| American Indian | | | | | | | | | | | | |
| Asian | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | |
| Black | | | | | | | | | | | | |
| White | | | | | | | | | | | | |
| Non-FRP | | | | | | | | | | | | |
| FRP | | | | | | | | | | | | |

C. Provide a short description of progress toward the achievement goal for your district and RIS: (explain what is going well, what you have learned, areas of strength, and areas of concern)

| , - | |
|-------------------|--|
| Year 1 2014-15 | |
| | |
| Year 2 | |
| Year 2 2015-16 | |
| Year 3 2016-17 | |
| 2016-17 | |
| | |

| III. | Integration | SMART | Goal | Statement(| S |
|------|-------------|--------------|------|------------|---|
|------|-------------|--------------|------|------------|---|

A. Provide a short description of progress toward the integration goal for your district or RIS: (explain what is going well, what you have learned, areas of strength, and areas of concern)

| Year 1 | |
|---------|--|
| 2014-15 | |
| Year 2 | |
| 2015-16 | |
| Year 3 | |
| 2016-17 | |

B. Indicate level of progress that has been made toward achieving your integration goal(s) above:

| Year 1 | Year 2 | Year 3 |
|---|---|---|
| 2014-2015 | 2015-2016 | 2016-2017 |
| Goal has been achieved. Significant progress toward reaching goal by end of plan. Some progress toward reaching goal. Not making progress as expected. Other- please explain: | Goal has been achieved. Significant progress toward reaching goal by end of plan. Some progress toward reaching goal. Not making progress as expected. Other- please explain: | Goal has been achieved. Significant progress toward reaching goal by end of plan. Some progress toward reaching goal. Not making progress as expected. Other- please explain: |

III. Longitudinal Data Analysis. Choose one of the options below—either A, B, or C.

All districts are to report on one of the longitudinal data sets in A, B, or C below based on its relevance to the goals in the Al plan for your district and RIS. Districts may also report on college and career readiness as listed in D below (Minn. Stat. 124D.861 supd.3 (d)).

| A. | School | enrollment | choices | impacted | by | your A | l plan: |
|----|--------|------------|---------|----------|----|--------|---------|
|----|--------|------------|---------|----------|----|--------|---------|

| School enrollment choices | Year 1 2014-2015 Number and percent of enrolled students | Year 2 2015-2016 Number and percent of enrolled students | Year 3 2016-2017 Number and percent of enrolled students |
|--|--|--|--|
| Intradistrict choice with transportation provided by district. | | | |
| Intradistrict choice with transportation provided by family. | | | |
| Cross-district enrollment through Al school choice program; transportation provided by district. | | | |
| Cross-district enrollment through Al school choice program, transportation provided by family. | | | |

Trends in school enrollment choices, or other comments about what is going well, what have you learned include areas of strength and areas of concern and why:

| Year 1 | |
|---------|--|
| 2014-15 | |
| Year 2 | |
| 2015-16 | |
| Year 3 | |
| 2016-17 | |

B. The number of World Language Proficiency certificates awarded:

| Type of Certificates | Year 1 2014-2015 Number of Certificates Awarded | Year 2 2015-2016 Number of Certificates Awarded | Year 3 2016-2017 Number of Certificates Awarded |
|----------------------|---|---|---|
| | | | |

C. Indicators of school safety, students' engagement and connection at school: Results could include state and local school climate, health and safety surveys disaggregated by student groups and grade levels as included in the Minnesota Student Survey.

| Year 1 | |
|--|--|
| Year 1 2014-15 | |
| Year 2 | |
| 2015-16 | |
| Year 3 | |
| 2016-17 | |
| Year 2 2015-16 Year 3 2016-17 | |

| D. | . OPTIONAL Data on student's progress toward college and career readiness or rigorous course work completed: Results |
|----|--|
| | could include 8 th grade MCA math proficiency scores, participation in AP/IB courses by student group, and/or ACT performance |
| | and proficiency scores by student group. |

| Year 1 | |
|---------|--|
| 2014-15 | |
| Year 2 | |
| 2015-16 | |
| Year 3 | |
| 2016-17 | |

IV. Cross-District Integration or Intra-district Integration for Racially Identifiable Schools

Please summarize the impact of the interventions you are implementing with other districts in your integration collaborative. For a racially identifiable school summarize the impact of integration interventions for that school. Briefly describe how this work has enabled your district to realize racial and economic integration and increase academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic and economic backgrounds.

| Opport | armico, ana roduco doducimo diopartico bacca en ciadorilo arvorco racial, cumo ana cochemio backgroundo. |
|---------|--|
| Year 1 | |
| 2014-15 | |
| Year 2 | |
| 2015-16 | |
| Year 3 | |
| 2016-17 | |

Please return this completed progress report by **December 15 of each plan year** to mde.integration@state.mn.us. *Electronic submission is required*.

Submit general questions to Office of Equity and Innovation staff at mde.integration@state.mn.us.