



Achievement and Integration (AI) Progress Report 2015-2017

District ISD# and Name:			
Racially Identifiable School sit	e: at you have a Racially Identifiable Schoo	ol (RIS) please complete a Progr	ress Report for each RIS.
Document prepared by:			
Name:	Tit	tle:	
E-mail:	Pr	none:	
2015 Date submitted:	2016 Date Submitted:	2017 Da	te Submitted:
Annual Public Meeting			
•	public meeting to report on progress Workforce (WBWF) annual meeting. ou are reporting on.		
Al Report on District Website			
	district's annual WBWF/AI meeting, a d that plan's goals, relevant student p		•
Required Information	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017
Enter date of public meeting			
Enter link to Al report			
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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	ement SI	MART Goa	al Statem	nent(s)								
Δ	. Reading	Proficien	cy INCREA	SE:	_					_		_	_
	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												
E	B. 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					l	i .			I	I		

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. Mathem	44.00 1 1 011	<i></i>										
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)

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Year 1		
2014-15		
Year 2		
2015-16		
Year 3 2016-17		
2016-17	7	

	III.	Integration	SMART	Goal	Statement	S
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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 All 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)).

School enrollment choices	Year 1 2014-2015 Number and percent of enrolled	Year 2 2015-2016 Number and percent of enrolled	Year 3 2016-2017 Number and percent of enrolled students
	students	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 AI 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:

concern and my.		
Year 1		
2014-15		
Year 2		
2015-16		
Year 3		
2016-17		

B. The number of World Language Proficiency certificates awarded:

	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017
Type of Certificates	Number of Certificates Awarded	Number of Certificates Awarded	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	
Year 2 2015-16	
Year 3 2016-17	
2016-17	

D.	. OPTIONAL Data on student's progress toward college and career readiness or rigorous course work completed: Results
	could include 8th 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.

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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.