



**Achievement and Integration (AI) Progress Report 2015-2017**

**District ISD# and Name:** Adrian Public Schools - ISD 511

**Racially Identifiable School site:** \_\_\_\_\_

*If you have been notified by MDE that you have a Racially Identifiable School (RIS) please complete a Progress Report for each RIS.*

**Document prepared by:**

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**2015 Date submitted:** 12/11/15      **2016 Date Submitted:** 11/30/2016      **2017 Date Submitted:** 09/13/17

**Annual Public Meeting**

AI districts are required to hold a public meeting to report on progress toward their plan goals. This meeting should take place at the same time as your World's Best Workforce (WBWF) annual meeting. In the table below, please provide the date of your district's WBWF/AI meeting for the year you are reporting on.

**AI Report on District Website**

At least thirty days prior to your district's annual WBWF/AI meeting, a district must post the following on its website: the district's AI plan, analysis of progress toward that plan's goals, relevant student performance data, and other longitudinal data. Provide a link to that website in the table below.

| Required Information         | Year 1 2014-2015 | Year 2 2015-2016 | Year 3 2016-2017 |
|------------------------------|------------------|------------------|------------------|
| Enter date of public meeting | 10/19/2015       | 11/21/2016       |                  |
| Enter link to AI report      |                  | www.isd511.net   | www.isd511.net   |

**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. Achievement SMART Goal Statement(s)**

The percentage of students who are proficient in reading will increase from 55.9% in 2013 to 72.9% in 2017 as measured by all state reading accountability tests. The gap between the FRP and Non-FRP will decrease from 19.8% in 2013 to 12.8% in 2017.

**A. Reading Proficiency INCREASE:**

| 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     | 55.9          | 64.9                | 57.2   | <input checked="" type="checkbox"/> | 68.9                | 49.5   | <input type="checkbox"/>            |          | 72.9                | 59.9   | <input type="checkbox"/>   | +4.0           |
| Protected Class  | 28.0          | 46.0                | 44     | <input checked="" type="checkbox"/> | 53                  | 32.3   | <input checked="" type="checkbox"/> |          | 58.0                | 37.1   | <input type="checkbox"/>   | +9.1           |
| American Indian  | n/a           |                     |        | <input type="checkbox"/>            |                     |        | <input type="checkbox"/>            |          |                     |        | <input type="checkbox"/>   |                |
| Asian            | n/a           |                     |        | <input type="checkbox"/>            |                     |        | <input type="checkbox"/>            |          |                     |        | <input type="checkbox"/>   |                |
| Hispanic         | 28.0          | 46.0                | 44.0   | <input checked="" type="checkbox"/> | 53.0                | 32.3   | <input checked="" type="checkbox"/> |          | 58.0                | 37.1   | <input type="checkbox"/>   | +9.1           |
| Black            | n/a           |                     |        | <input type="checkbox"/>            |                     |        | <input type="checkbox"/>            |          |                     |        | <input type="checkbox"/>   |                |
| White            | 59.2          | 68.2                | 59.3   | <input checked="" type="checkbox"/> | 72.2                | 52.4   | <input type="checkbox"/>            |          | 75.2                | 63.9   | <input type="checkbox"/>   | +4.7           |
| Non-FRP          | 68.8          | 70.8                | 67.3   | <input type="checkbox"/>            | 73.8                | 54.9   | <input type="checkbox"/>            |          | 76.8                | 66.9   | <input type="checkbox"/>   | +1.9           |
| FRP              | 43.0          | 46.0                | 44     | <input checked="" type="checkbox"/> | 60.0                | 44.1   | <input checked="" type="checkbox"/> |          | 64.0                | 50.4   | <input type="checkbox"/>   | +7.4           |

**B. Reading 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     | N/A           |                     |        | <input type="checkbox"/>            |                     |        | <input type="checkbox"/>   |          |                     |        | <input type="checkbox"/>   |                |
| Protected Class  | 31.2          | 22.2                | 15.3   | <input checked="" type="checkbox"/> | 19.2                | 20.1   | <input type="checkbox"/>   |          | 17.2                | 26.8   | <input type="checkbox"/>   | -4.4           |
| American Indian  | N/A           |                     |        | <input type="checkbox"/>            |                     |        | <input type="checkbox"/>   |          |                     |        | <input type="checkbox"/>   |                |
| Asian            | N/A           |                     |        | <input type="checkbox"/>            |                     |        | <input type="checkbox"/>   |          |                     |        | <input type="checkbox"/>   |                |
| Hispanic         | 31.2          | 22.2                | 15.3   | <input checked="" type="checkbox"/> | 19.2                | 20.1   | <input type="checkbox"/>   |          | 17.2                | 26.8   | <input type="checkbox"/>   | -4.4           |

| 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            | N/A           |                     |        | <input type="checkbox"/>            |                     |        | <input type="checkbox"/>            |          |                     |        | <input type="checkbox"/>   |                |
| White            | N/A           |                     |        | <input type="checkbox"/>            |                     |        | <input type="checkbox"/>            |          |                     |        | <input type="checkbox"/>   |                |
| Non-FRP          | N/A           |                     |        | <input type="checkbox"/>            |                     |        | <input type="checkbox"/>            |          |                     |        | <input type="checkbox"/>   |                |
| FRP              | 19.8          | 15.8                | 20.2   | <input checked="" type="checkbox"/> | 13.8                | 10.8   | <input checked="" type="checkbox"/> |          | 12.8                | 16.5   | <input type="checkbox"/>   | -9.3           |

**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)

|                       |   |
|-----------------------|---|
| <b>Year 1 2014-15</b> | The percentage of all students proficient in reading in 2014-2015 was 57.2%; this is an increase of 1.3% from the baseline year of 2010-2011. The gap between FRP and Non-FRP decreased from 25.8% to 20.2% over the same time frame. |
| <b>Year 2 2015-16</b> | The gap between the reading proficiency scores of white students and Free/Reduce Price students decreased from 25.8 to 10.8.  |
| <b>Year 3 2016-17</b> | Although we did not meet our goal for year 3, the gap between the reading proficiency scores of white students and FRP students decreased from 25.8 to 16.5. There was a 9.3% gap decrease from the baseline year.                    |

## II. Achievement SMART Goal Statement(s)

The math proficiency scores of all students enrolled the full academic year in grades 3-8, 10 and 11 at Adrian on all state mathematics tests will increase in the ways stated below. The proficiency of all students will increase from 62.7% in 2010-11 to 78.7% in 2016-17. The proficiency GAP for all students enrolled the full academic year in grades 3-8, 10 and 11 at Adrian on all state mathematics accountability tests (MCA, MOD, and MTAS) will decrease from 35% gap in 2011 to 23% gap in 2017.

### A. Mathematics Proficiency INCREASE:

| 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     | 63.7          | 74.7                | 66     | <input checked="" type="checkbox"/> | 76.7                | 56.9   | <input type="checkbox"/>   |          | 78.7                | 60.2   | <input type="checkbox"/>   | -3.5           |
| Protected Class  | 30.0          | 50.0                | 37.8   | <input type="checkbox"/>            | 53.0                | 35.3   | <input type="checkbox"/>   |          | 56.0                | 21.2   | <input type="checkbox"/>   | -8.8           |
| American Indian  | n/a           |                     |        | <input type="checkbox"/>            |                     |        | <input type="checkbox"/>   |          |                     |        | <input type="checkbox"/>   |                |
| Asian            | n/a           |                     | 33.3   | <input type="checkbox"/>            |                     |        | <input type="checkbox"/>   |          |                     |        | <input type="checkbox"/>   |                |
| Hispanic         | 30.0          | 50.0                | 42.3   | <input type="checkbox"/>            | 53.0                | 35.3   | <input type="checkbox"/>   |          | 56.0                | 21.2   | <input type="checkbox"/>   | -8.8           |
| Black            | n/a           |                     |        | <input type="checkbox"/>            |                     |        | <input type="checkbox"/>   |          |                     |        | <input type="checkbox"/>   |                |

| 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            | 65.0          | 75.0                | 69.3   | <input type="checkbox"/>   | 77.0                | 60.5   | <input type="checkbox"/>   |          | 79.0                | 66.0   | <input type="checkbox"/>   | +1.0           |
| Non-FRP          | 74.7          | 77.9                | 78.5   | <input type="checkbox"/>   | 79.9                | 67.8   | <input type="checkbox"/>   |          | 81.9                | 71.5   | <input type="checkbox"/>   | -3.2           |
| FRP              | 52.7          | 64.7                | 53.5   | <input type="checkbox"/>   | 67.7                | 46.0   | <input type="checkbox"/>   |          | 70.7                | 41.8   | <input type="checkbox"/>   | -10.9          |

**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     | n/a           |                     |        | <input type="checkbox"/>   |                     |        | <input type="checkbox"/>   |          |                     |        | <input type="checkbox"/>   |                |
| Protected Class  | 35.0          | 25.0                | 31.5   | <input type="checkbox"/>   | 24.0                | 25.2   | <input type="checkbox"/>   |          | 23.0                | 44.8   | <input type="checkbox"/>   | +9.8           |
| American Indian  | n/a           |                     |        | <input type="checkbox"/>   |                     |        | <input type="checkbox"/>   |          |                     |        | <input type="checkbox"/>   |                |
| Asian            | n/a           |                     |        | <input type="checkbox"/>   |                     |        | <input type="checkbox"/>   |          |                     |        | <input type="checkbox"/>   |                |
| Hispanic         | 35.0          | 25.0                | 31.5   | <input type="checkbox"/>   | 24.0                | 25.2   | <input type="checkbox"/>   |          | 23.0                | 44.8   | <input type="checkbox"/>   | +9.8           |
| Black            | n/a           |                     |        | <input type="checkbox"/>   |                     |        | <input type="checkbox"/>   |          |                     |        | <input type="checkbox"/>   |                |
| White            | n/a           |                     |        | <input type="checkbox"/>   |                     |        | <input type="checkbox"/>   |          |                     |        | <input type="checkbox"/>   |                |
| Non-FRP          | n/a           |                     |        | <input type="checkbox"/>   |                     |        | <input type="checkbox"/>   |          |                     |        | <input type="checkbox"/>   |                |
| FRP              | 22.0          | 13.2                | 25.0   | <input type="checkbox"/>   | 12.2                | 21.8   | <input type="checkbox"/>   |          | 11.2                | 29.7   | <input type="checkbox"/>   | +7.7           |

**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)**

|                       |  |
|-----------------------|--|
| <b>Year 1 2014-15</b> | Slight progress was made in closing the math achievement gap among protected class students, but not enough to reach year 1 goal.  |
| <b>Year 2 2015-16</b> | The gap between all students and protected class students in math has decreased from 35.0 to 25.2.   |
| <b>Year 3 2016-17</b> | The mathematics proficiency of all students increased from 56.9 (year 2) to 60.2 (year 3). An increase of 3.3. Hispanic student math scores improved in year two, but dropped again in year 3. |

**III. Integration SMART Goal Statement(s)**

The participation by Adrian students in an ongoing, cross district integrated program will increase from 0 students in 2013 to 15 students in 2017.

**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)

|                           |   |
|---------------------------|---|
| <b>Year 1<br/>2014-15</b> | Ten students from the Adrian school district participated in El Sistema.  |
| <b>Year 2<br/>2015-16</b> | Ten students from the Adrian school district participated in El Sistema Imagine this school year.   |
| <b>Year 3<br/>2016-17</b> | Three students from Adrian school district participated in El Sistema Imagine this school year. Although our goal was to have 15 students this year, contributing factors could be a lack of time for participation, summer school schedule conflict, and previous El |

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

| Year 1<br>2014-2015   | Year 2<br>2015-2016   | Year 3<br>2016-2017   |
|---|---|---|
| <input type="checkbox"/> Goal has been achieved.<br><input type="checkbox"/> Significant progress toward reaching goal by end of plan.<br><input checked="" type="checkbox"/> Some progress toward reaching goal.<br><input type="checkbox"/> Not making progress as expected.<br><input type="checkbox"/> Other- please explain: | <input type="checkbox"/> Goal has been achieved.<br><input type="checkbox"/> Significant progress toward reaching goal by end of plan.<br><input checked="" type="checkbox"/> Some progress toward reaching goal.<br><input type="checkbox"/> Not making progress as expected.<br><input type="checkbox"/> Other- please explain: | <input type="checkbox"/> Goal has been achieved.<br><input type="checkbox"/> Significant progress toward reaching goal by end of plan.<br><input type="checkbox"/> Some progress toward reaching goal.<br><input checked="" type="checkbox"/> Not making progress as expected.<br><input type="checkbox"/> 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 AI 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 AI plan:**

| <b>School enrollment choices</b>   | <b>Year 1<br/>2014-2015<br/><i>Number and<br/>percent of<br/>enrolled<br/>students</i></b> | <b>Year 2<br/>2015-2016<br/><i>Number and<br/>percent of<br/>enrolled<br/>students</i></b> | <b>Year 3<br/>2016-2017<br/><i>Number and<br/>percent of<br/>enrolled students</i></b> |
|--|--|--|--|
| Intradistrict choice with transportation provided by district.                                   |  |  |  |
| Intradistrict choice with transportation provided by family.                                     |  |  |  |
| Cross-district enrollment through AI 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:

|                           |  |
|---------------------------|--|
| <b>Year 1<br/>2014-15</b> |  |
| <b>Year 2<br/>2015-16</b> |  |
| <b>Year 3<br/>2016-17</b> |  |

**B. The number of World Language Proficiency certificates awarded:**

| <b>Type of Certificates</b> | <b>Year 1<br/>2014-2015<br/><i>Number of Certificates Awarded</i></b> | <b>Year 2<br/>2015-2016<br/><i>Number of Certificates Awarded</i></b> | <b>Year 3<br/>2016-2017<br/><i>Number of Certificates Awarded</i></b> |
|-----------------------------|---|---|---|
|                             | n/a   | n/a   |   |

**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.

|                           |  |
|---------------------------|--|
| <b>Year 1<br/>2014-15</b> |  |
| <b>Year 2<br/>2015-16</b> |  |
| <b>Year 3<br/>2016-17</b> |  |

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

|                           |   |
|---------------------------|---|
| <b>Year 1<br/>2014-15</b> | 100% of 8th-grade students took the Explore assessment. 100% of 10th-grade students took the Plan assessment. 100% of th grade students took the ACT + Writing. |
| <b>Year 2<br/>2015-16</b> | 94% of 8th-grade students took the Explore. 100% of 10th-grade students took the Plan assessment and 91% of 11th-grade students took the ACT + Writing.         |
| <b>Year 3<br/>2016-17</b> | 100% of 9th-grade students took the ACT Aspire test. 90% of juniors took the ACT + Writing.   |

**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.

|                           |  |
|---------------------------|--|
| <b>Year 1<br/>2014-15</b> | Every student in grades 3 through 9 had the opportunity to participate in a cross-district integrated learning experience with students from adjacent racially isolated districts. Additionally, high school students had the opportunity to participate in multi-district college visit |
| <b>Year 2<br/>2015-16</b> | Every student in grades 4, 5, 7, & 9 had the opportunity to participate in cross district integration learning experiences with students from adjacent racially isolated districts.  |
| <b>Year 3<br/>2016-17</b> | Every student in grades 4,5,7, and 9 had the opportunity to participate in cross district integration learning experiences with students from adjacent racially isolated districts. Additionally high school students had the opportunity to participate in multi-district cultural      |

Please return this completed progress report by **December 15 of each plan year** to [mde.integration@state.mn.us](mailto: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](mailto:mde.integration@state.mn.us).