



Achievement and Integration (AI) Progress Report 2015-2017

District ISD# and Name: Ellsworth Public School - ISD 330

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.

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2015 Date submitted: 12/15/15 **2016 Date Submitted:** 12/1/2016 **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		11/21/16	
Enter link to AI report		http://www.ellsworth.mntm.org/d ocuments/1/integration_collaborat	http://www.ellsworth.mntm.org/

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 all students who are proficient in reading will increase from 58.5% in 2013 to 71.5% in 2017 as measured by all state reading accountability tests. The gap between the FRP and Non-FRP will decrease from 16.8% in 2013 to 10.8% 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	58.5	63.5	61.8	<input type="checkbox"/>	67.5	61.7	<input type="checkbox"/>		71.5	71.4	<input type="checkbox"/>	+12.6
Protected Class	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
American Indian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
Asian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
Hispanic	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
Black	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
White	58.5	63.5	61.4	<input type="checkbox"/>	67.2	60.8	<input type="checkbox"/>		71.5	71.1	<input type="checkbox"/>	+12.6
Non-FRP	68.5	73.3	66.5	<input type="checkbox"/>	76.3	66.3	<input type="checkbox"/>		79.3	71.0	<input type="checkbox"/>	+4.7
FRP	48.5	60.5	57.1	<input type="checkbox"/>	64.5	57.1	<input type="checkbox"/>		68.5	67.4	<input type="checkbox"/>	+18.9

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	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
Protected Class	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
American Indian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
Asian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
Hispanic	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<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 Decrease
Black	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
White	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
Non-FRP	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
FRP	20.0	12.8	9.4	<input checked="" type="checkbox"/>	11.8	9.2	<input checked="" type="checkbox"/>		10.8	3.6	<input checked="" type="checkbox"/>	-5.6

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	The reading proficiency of all students improved slightly from 58.8% to 61.8%, but was still a little below the year 1 goal of 63.5%. The achievement gap between Non-FRP and FRP students decreased from 20.0 to 9.4 as the year 1 goal was attained.
Year 2 2015-16	The reading scores held steady. The gap between Non-FRP and FRP students went down slightly from 9.4 to 9.2 percent, which met the year 2 goal.
Year 3 2016-17	The gap between non-FRP and FRP students increased from 9.2 % to 3.6%, a decrease of 5.6% which met the year 3 goal of a gap of 4.0%.

II. Achievement SMART Goal Statement(s)

The percentage of all students who are proficient in math will increase from 63.4% baseline to 80.4% in 2017 as measured by all state mathematics accountability tests. The proficiency GAP for all students enrolled the full academic year in grades 3-8, 10 and 11 at Ellsworth on all state mathematics accountability tests (MCA, MOD, and MTAS) will decrease.

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	63.4	74.4	73.7	<input checked="" type="checkbox"/>	78.4	55.6	<input type="checkbox"/>		80.4	51.4	<input type="checkbox"/>	-12.0
Protected Class	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
American Indian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
Asian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
Hispanic	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
Black	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<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	63.4	74.4	73.7	<input checked="" type="checkbox"/>	78.4	54.5	<input type="checkbox"/>		80.4	50.7	<input type="checkbox"/>	-12.7
Non-FRP	65.7	76.0	79.8	<input checked="" type="checkbox"/>	78.0	58.0	<input type="checkbox"/>		80.0	52.0	<input type="checkbox"/>	-13.7
FRP	61.1	72.1	67.6	<input type="checkbox"/>	74.1	53.2	<input type="checkbox"/>		76.1	41.9	<input type="checkbox"/>	-19.2

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	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
Protected Class	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
American Indian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
Asian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
Hispanic	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
Black	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
White	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
Non-FRP	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	
FRP	4.6	3.9	12.2	<input type="checkbox"/>	3.9	4.8	<input type="checkbox"/>		3.9	10.1	<input type="checkbox"/>	+5.5

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	Both the FRP and non-FRP students improved from the baseline year, but the math gap between the two groups increased.
Year 2 2015-16	The gap between student groups decreased, however proficiency of all group declined, so it was not a year of math improvement.
Year 3 2016-17	The gap between student groups decreased, however proficiency of all group declined, so it was not a year of math improvement. Compared to the baseline year, year 3 had a total gap increase of 5.5%

III. Integration SMART Goal Statement(s)

The participation by Ellsworth students in an on going, cross district integrated program will increase from 0 students in 2013 to 10 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)

Year 1 2014-15	Five students from Ellsworth participated in the cross-district El Sistema program. This is 1/2 of the 3-year goal.
Year 2 2015-16	Seven students from Ellsworth participated in the cross-district El Sistema program. This is 70% of the 3-year goal.
Year 3 2016-17	Nine students from Ellsworth participated in the cross-district El Sistema program. This is 90% of the 3-year goal.

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

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

School enrollment choices	Year 1 2014-2015 <i>Number and percent of enrolled students</i>	Year 2 2015-2016 <i>Number and percent of enrolled students</i>	Year 3 2016-2017 <i>Number and percent of enrolled students</i>
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:

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 <i>Number of Certificates Awarded</i>	Year 2 2015-2016 <i>Number of Certificates Awarded</i>	Year 3 2016-2017 <i>Number of Certificates Awarded</i>
n/a	n/a	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.

Year 1 2014-15	
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 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	100% of juniors took ACT test. 100% graduation rate.
Year 2 2015-16	100% of juniors to ACT test; 92.3% graduation rate.
Year 3 2016-17	100% of juniors took the ACT; 75.0% graduation rate.

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.

Year 1 2014-15	Ellsworth students in grades 3 through 9 have the opportunity to participate in integrated programs with students from adjacent racially isolated school districts. Third and fourth grade students have the opportunity to participate in El Sistema, a multi-district on-going
Year 2 2015-16	Ellsworth students in grades 3,4,5,7,&9 participated in integrated programs with students from adjacent racially isolated school districts. Third and fourth grade students have the opportunity to participate in El Sistema, a multi-district on-going program
Year 3 2016-17	Ellsworth students in grades 3 through 9 had the opportunity to participate in integrated programs with students from adjacent racially isolated school districts. Third through six grade students had the opportunity to participate in El Sistema, a multi-district on-going

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.