



Achievement and Integration (AI) Progress Report 2015-2017

District ISD# and Name: Fulda Independent School District 505

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:** 12/15/2016 **2017 Date Submitted:** 09/14/17

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	October 12, 2015	11/28/2016	
Enter link to AI report		http://www.fps.mntm.org/domain	https://www.fps.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 students who are proficient in reading will increase from 59.7% in 2013 to 70.7% in 2017 as measured by all state reading accountability tests. The gap between the FRP and Non-FRP will decrease from 30.6% to 16.9% 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	59.7	64.7	56.6	<input type="checkbox"/>	67.7	51.2	<input type="checkbox"/>		70.7	63.2	<input type="checkbox"/>	+3.5
Protected Class	N/A	N/A	53.8	<input type="checkbox"/>	N/A	46.2	<input type="checkbox"/>		N/A	69.2	<input type="checkbox"/>	
American Indian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	N/A
Asian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	N/A
Hispanic	N/A	N/A	53.8	<input type="checkbox"/>	N/A	46.2	<input type="checkbox"/>		N/A	69.2	<input type="checkbox"/>	+15.4
Black	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	N/A
White	60.0	63.0	57.0	<input type="checkbox"/>	66.0	52.1	<input type="checkbox"/>		69.0	63.2	<input type="checkbox"/>	+3.2
Non-FRP	75.0	70.3	61.0	<input type="checkbox"/>	73.3	65.6	<input type="checkbox"/>		76.3	68.1	<input type="checkbox"/>	-6.9
FRP	44.4	49.4	52.2	<input checked="" type="checkbox"/>	54.4	36.8	<input checked="" type="checkbox"/>		59.4	56.3	<input type="checkbox"/>	+11.9

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"/>	N/A
Protected Class	N/A	N/A	3.2	<input type="checkbox"/>	N/A	5.9	<input type="checkbox"/>		N/A	6.0	<input type="checkbox"/>	0.1
American Indian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	N/A
Asian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	N/A
Hispanic	N/A	N/A	3.2	<input type="checkbox"/>	N/A	5.9	<input type="checkbox"/>		N/A	6.0	<input type="checkbox"/>	0.1

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"/>	N/A
White	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	N/A
Non-FRP	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	N/A
FRP	30.6	20.9	8.8	<input checked="" type="checkbox"/>	18.9	28.8	<input type="checkbox"/>		16.9	11.9	<input checked="" type="checkbox"/>	-18.7

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)

Year 1 2014-15	In reading, the white and non-FRP students did not do as well as the baseline year. The FRP students performed better than the baseline year as the gap decreased. However, we would prefer to see all groups growing in the future.
Year 2 2015-16	Reading scores decreased in all subgroups. The gap between Non-FRP and FRP students increased from 8.8 to 28.8.
Year 3 2016-17	The gap between non-FRP and FRP students decreased from 28.8 to 11.9, meeting the goal for year 3 which was 16.9.

II. Achievement SMART Goal Statement(s)

The proficiency rate for all students enrolled the full academic year in grades 3-8, 10 and 11 at Fulda on all state mathematics and reading accountability tests (MCA, MOD, and MTAS) will increase from 49.2% baseline to 72.2% in 2017. The proficiency GAP in math between Non-FRP and FRP students at Fulda will decrease from 5.6% to 5.0%

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	49.2	64.2	48.5	<input type="checkbox"/>	69.2	52.0	<input type="checkbox"/>		72.2	54.8	<input type="checkbox"/>	
Protected Class	N/A	N/A	30.8	<input type="checkbox"/>	N/A	41.7	<input type="checkbox"/>		N/A	45.5	<input type="checkbox"/>	N/A
American Indian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	N/A
Asian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	N/A
Hispanic	N/A	N/A	30.8	<input type="checkbox"/>	N/A	41.7	<input type="checkbox"/>		N/A	45.5	<input type="checkbox"/>	
Black	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	N/A

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	49.4	64.4	51.1	<input type="checkbox"/>	69.4	53.2	<input type="checkbox"/>		72.4	56.1	<input type="checkbox"/>	+6.7
Non-FRP	52.0	66.4	57.0	<input type="checkbox"/>	69.4	69.2	<input type="checkbox"/>		72.4	55.4	<input type="checkbox"/>	+3.4
FRP	46.4	61.4	40.0	<input type="checkbox"/>	64.4	34.8	<input type="checkbox"/>		67.4	53.8	<input type="checkbox"/>	+7.4

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"/>	N/A
Protected Class	N/A	N/A	20.3	<input type="checkbox"/>	N/A	11.5	<input type="checkbox"/>		N/A	10.6	<input type="checkbox"/>	N/A
American Indian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	N/A
Asian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	N/A
Hispanic	N/A	N/A	20.3	<input type="checkbox"/>	N/A	11.5	<input type="checkbox"/>		N/A	10.6	<input type="checkbox"/>	N/A
Black	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	N/A
White	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	N/A
Non-FRP	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A		<input type="checkbox"/>	N/A
FRP	5.6	5.0	17.0	<input type="checkbox"/>	5.0	34.4	<input type="checkbox"/>		5.0	1.6	<input checked="" type="checkbox"/>	-4.0

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	In math, the white students and non-FRP students showed improvement, but the FRP lunch student proficiency rate went down. The gap increased from only 5.6 to 17. As you look at the graph, the 2014-2015 year is the first year that Fude had enough students in the
Year 2 2015-16	In math, the white students and non-FRP students' scores improved slightly, but the FRP student proficiency rate decreased from 40% to 34.4%
Year 3 2016-17	In math, the white students and FRP students' scores improved, but the non-FRP students proficiency rate decreased from 69.2% to 55.4%. The gap between non-FRP and FRP students decreased to 4.6, meeting the goal for year 3.

III. Integration SMART Goal Statement(s)

The participation by Fulda students in an on-going cross-district integrated program will increase from 0 students in 2013 to 12 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	Six students from Fulda participated in the cross-district El Sistema program, which is 1/2 of the 3-year goal.
Year 2 2015-16	Two students from Fulda participated in the cross-district El Sistema program. This is a decline from the previous year. Some children were out of the program.
Year 3 2016-17	Fulda students did not participate in El Sistema program due to lack of transportation for out of town students and lack of a teacher who wanted to facilitate it.

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 type="checkbox"/> Some progress toward reaching goal. <input checked="" 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 type="checkbox"/> Some progress toward reaching goal. <input checked="" 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	There was a growth of 5% in students on track for success in grade 11 over the past year.
Year 2 2015-16	Over 90% of 11th grade students took the ACT. There was a 95.4% graduation rate.
Year 3 2016-17	100% of 11th grade students took the ACT. There was a 93.3% 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	Fulda students have had opportunities to participate in racially integrated learning opportunities through NCIC programs. These programs increase students exposure to diversity in our area. Additionally summer interventions for elementary students have helped
Year 2 2015-16	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
Year 3 2016-17	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

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.