



Achievement and Integration (AI) Progress Report 2015-2017

District ISD# and Name: Heron Lake-Okabena Independent School District #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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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	Oct. 20, 2015	12/1/2016	
Enter link to AI report		http://www.ssc.mntm.org	https://www.isd330.org/site/default.aspx?PageID=1

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 proficiency rate for all students enrolled the full academic year in grades 3-8, 10 and 11 at Heron Lake/Okabena on all state reading accountability tests (MCA, MOD, and MTAS) will increase from 43.6% in 2013 to 64.6% in 2017. The gap in reading between non-FRP and FRP will decrease from 46.0% to 21.3% 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	43.6	55.6	52.0	<input type="checkbox"/>	60.6	44.5	<input type="checkbox"/>		65.6	51.1	<input type="checkbox"/>	+7.9
Protected Class	22.2	40.2	28.6	<input type="checkbox"/>	47.2	26.7	<input type="checkbox"/>		52.2	45.5	<input type="checkbox"/>	+23.3
American Indian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
Asian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
Hispanic	22.2	40.2	28.6	<input type="checkbox"/>	47.2	26.7	<input type="checkbox"/>		52.2	45.5	<input type="checkbox"/>	
Black	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
White	46.1	58.1	55.5	<input type="checkbox"/>	63.1	46.7	<input type="checkbox"/>		68.1	52.6	<input type="checkbox"/>	+6.5
Non-FRP	66.6	65.9	73.6	<input type="checkbox"/>	69.9	59.4	<input type="checkbox"/>		73.9	67.6	<input type="checkbox"/>	+1.0
FRP	20.6	38.6	30.4	<input type="checkbox"/>	45.6	25.0	<input type="checkbox"/>		52.6	32.3	<input type="checkbox"/>	+11.7

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	N/A	<input type="checkbox"/>	N/A
Protected Class	23.9	17.9	26.9	<input type="checkbox"/>	15.9	20.0	<input type="checkbox"/>		15.9	7.1	<input checked="" type="checkbox"/>	-16.8
American Indian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
Asian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
Hispanic	23.9	17.9	26.9	<input type="checkbox"/>	15.9	20.0	<input type="checkbox"/>		15.9	7.1	<input checked="" type="checkbox"/>	-16.8

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	N/A	<input type="checkbox"/>	N/A
White	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	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	N/A	<input type="checkbox"/>	N/A
FRP	46.0	27.3	43.2	<input type="checkbox"/>	24.3	29.8	<input type="checkbox"/>		21.3	35.3	<input type="checkbox"/>	-10.7

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	All sub-categories of students showed an increased percentage of reading proficiency, however none of the sub-groups reached the year 1 goal. The gap between non-FRP and FRP students decreased slightly but is still very high at 42.9%.
Year 2 2015-16	
Year 3 2016-17	Although the goal was not met in year 3 for all sub-categories, the reading proficiency in all sub-categories increased. The gap between FRP and Non-FRP decreased from 46% to 25.3% which did not meet the goal but was a significant improvement.

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 Heron Lake/Okabena on all state mathematics accountability tests (MCA, MOD, and MTAS) will increase from 41.9% baseline to 63.9% in 2017. The gap between the Non-FRP and FRP will decrease from 41.6% to 19.3% 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	41.9	57.9	38.6	<input type="checkbox"/>	60.9	37.5	<input type="checkbox"/>		63.9	45.7	<input type="checkbox"/>	+3.8
Protected Class	11.1	31.1	13.6	<input type="checkbox"/>	35.1	15.4	<input type="checkbox"/>		40.1	22.2	<input type="checkbox"/>	+11.1
American Indian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
Asian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
Hispanic	11.1	31.1	13.6	<input type="checkbox"/>	35.1	15.4	<input type="checkbox"/>		40.1	22.2	<input type="checkbox"/>	+11.1
Black	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	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	48.4	62.4	42.1	<input type="checkbox"/>	65.4	38.8	<input type="checkbox"/>		68.4	50.9	<input type="checkbox"/>	+2.5
Non-FRP	62.7	64.4	57.6	<input type="checkbox"/>	67.4	50.5	<input type="checkbox"/>		70.4	66.7	<input type="checkbox"/>	+4.0
FRP	21.1	41.1	19.6	<input type="checkbox"/>	46.1	24.5	<input type="checkbox"/>		51.1	23.8	<input type="checkbox"/>	+2.7

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	N/A	<input type="checkbox"/>	N/A
Protected Class	37.3	31.3	30.2	<input checked="" type="checkbox"/>	30.3	23.4	<input checked="" type="checkbox"/>		28.3	28.7	<input type="checkbox"/>	-8.6
American Indian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
Asian	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
Hispanic	37.3	31.3	30.2	<input type="checkbox"/>	30.3	23.4	<input checked="" type="checkbox"/>		28.3	28.7	<input type="checkbox"/>	-8.6
Black	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
White	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	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	N/A	<input type="checkbox"/>	N/A
FRP	41.6	23.3	38.0	<input type="checkbox"/>	21.3	26.0	<input type="checkbox"/>		19.3	42.9	<input type="checkbox"/>	+1.3

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)

Year 1 2014-15	The proficiency in math of protected class and FRP students went down. Only 13.6% of protected class students were proficient in math. Math proficiency among protected class students is a high concern and will continue to receive attention in the year ahead.
Year 2 2015-16	The gap in math did decrease for Hispanic students from 30.2 to 23.4%, and the gap for FRP students decreased from 38% to 26%.
Year 3 2016-17	The gap in math increase for Hispanic students from 23.4% last year to 28.7%, and the gap for FRP students increased from 26% to 42.9%. The math proficiency in protected class students increased from 15.4% to 22.2%.

III. Integration SMART Goal Statement(s)

The participation by HLO students in an ongoing, cross-district integrated program will increase from 0 students to 12 students by 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	No students from HLO participated in the cross-district El Sistema program. However, a group of students are planning to participate in the related Celebration of the Young Musicians festival program during 2015-16.
Year 2 2015-16	No students from HLO participated in the El sistema program. This goal will be changed in new AI plan.
Year 3 2016-17	Although the El Sistema program was offered to HL-O, no students participated in the program. HLO has decided not to participate in this program during the next 2 years plan.

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 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: This goal will change in new plan.	<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	All juniors took the ACT. 30% of seniors had at least 1 AP course. All seniors completed a career plan before graduation. 85% of the students attended a career / college fair. 95% of juniors took the ASVAB test.
Year 2 2015-16	
Year 3 2016-17	12th grade career plan -45% entered information (written form) into a program called Naviance, 85% verbalized a plan to school social

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	All students in grades 3 through 9 had a multi-district integrated learning experience with adjacent racially isolated school districts. Additionally, an interventionist is working with elementary students who are struggling to attain reading and/or math proficiency. A
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.