



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

**District ISD# and Name:** Round Lake-Brewster School District 2907

**Racially Identifiable School site:** Round Lake Brewster School

*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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**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	November 16, 2015	November 21, 2016	
Enter link to AI report	<a href="http://www.rlb.mntm.org/pages/uploaded_files/NCIC%20Information%20Report%202014-2015.pdf">http://www.rlb.mntm.org/pages/uploaded_files/NCIC%20Information%</a>		<a href="http://www.rlb.mntm.org/">http://www.rlb.mntm.org/</a>

**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 Round Lake/Brewster on all state reading accountability tests (MCA, MOD, and MTAS) will increase from 55.9% in 2013 to 72.9% in 2017. The reading proficiency gap between non-FRP students and FRP students will decrease from 25.8 to 4.8 by 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	54.6	<input type="checkbox"/>	68.9	56.4	<input type="checkbox"/>		72.9	61.9	<input type="checkbox"/>	+6.0
Protected Class	28.0	46.0	42.9	<input type="checkbox"/>	53.0	55.0	<input checked="" type="checkbox"/>		58.0	63.3	<input checked="" type="checkbox"/>	+35.5
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	N/A	<input type="checkbox"/>	N/A
Hispanic	28.0	46.0	42.9	<input type="checkbox"/>	53.0	55.5	<input checked="" type="checkbox"/>		58.0	63.3	<input checked="" type="checkbox"/>	+35.3
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	59.2	68.2	57.4	<input type="checkbox"/>	72.2	59.5	<input type="checkbox"/>		75.2	66.7	<input type="checkbox"/>	+7.5
Non-FRP	68.8	60.8	60.4	<input type="checkbox"/>	64.8	65.4	<input checked="" type="checkbox"/>		68.8	77.3	<input checked="" type="checkbox"/>	+8.5
FRP	43.0	55.0	48.8	<input type="checkbox"/>	60.0	47.4	<input type="checkbox"/>		64.0	58.2	<input type="checkbox"/>	+15.2

**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	N/A	<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
Protected Class	31.2	22.2	17.5	<input checked="" type="checkbox"/>	19.2	4.5	<input checked="" type="checkbox"/>		17.2	3.4	<input checked="" type="checkbox"/>	-27.8
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	31.2	22.2	17.5	<input checked="" type="checkbox"/>	19.2	4.5	<input checked="" type="checkbox"/>		17.2	3.4	<input checked="" type="checkbox"/>	-27.8

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
<i>Black</i>	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
<i>White</i>	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
<i>Non-FRP</i>	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
<i>FRP</i>	7.8	5.8	11.6	<input type="checkbox"/>	4.8	18.0	<input type="checkbox"/>		4.8	19.1	<input type="checkbox"/>	+11.3

**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 reading proficiency of protected class and FRP students increased enough to meet the year one goal.
<b>Year 2 2015-16</b>	The reading proficiency of protected class students met the year 2 goal. The gap between FRP and non-FRP students increased.
<b>Year 3 2016-17</b>	The reading proficiency of protected class and non-FRP students met the year 3 goal. The gap between FRP and non-FRP students increased by 11.3 compared to the baseline data.

## 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 Round Lake/Brewster on all state mathematics accountability tests (MCA, MOD, and MTAS) will increase from 63.7% to 78.7% in 2017. The math proficiency gap between all students and FRP students will decrease from 16.1 to 11.1 by 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
<i>All students</i>	63.7	74.7	59.0	<input type="checkbox"/>	76.7	49.5	<input type="checkbox"/>		78.7	61.9	<input type="checkbox"/>	-1.8
<i>Protected Class</i>	30.0	50.0	50.0	<input type="checkbox"/>	53.0	48.3	<input type="checkbox"/>		56.0	60.8	<input checked="" type="checkbox"/>	+30.8
<i>American Indian</i>	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
<i>Asian</i>	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
<i>Hispanic</i>	30.0	50.0	50.0	<input checked="" type="checkbox"/>	53.0	48.3	<input type="checkbox"/>		56.0	60.8	<input checked="" type="checkbox"/>	+30.8
<i>Black</i>	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	65.0	75.0	51.1	<input type="checkbox"/>	77.0	54.1	<input type="checkbox"/>		79.0	66.7	<input type="checkbox"/>	-1.7
Non-FRP	74.7	77.8	69.9	<input type="checkbox"/>	79.8	56.9	<input type="checkbox"/>		81.8	86.4	<input checked="" type="checkbox"/>	+11.7
FRP	52.7	64.7	48.1	<input type="checkbox"/>	67.7	42.1	<input type="checkbox"/>		70.7	56.0	<input type="checkbox"/>	+3.3

**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	N/A	<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
Protected Class	35.0	25.0	1.1	<input checked="" type="checkbox"/>	24.0	5.8	<input checked="" type="checkbox"/>		23.0	5.9	<input checked="" type="checkbox"/>	-29.1
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	35.0	25.0	1.1	<input checked="" type="checkbox"/>	24.0	5.8	<input checked="" type="checkbox"/>		23.0	5.9	<input checked="" type="checkbox"/>	-29.1
Black	N/A	N/A	N/A	<input type="checkbox"/>	N/A		<input type="checkbox"/>		N/A	N/A	<input type="checkbox"/>	N/A
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	16.1	13.1	21.8	<input type="checkbox"/>	12.1	14.8	<input type="checkbox"/>		11.1	30.4	<input type="checkbox"/>	+14.3

**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 math proficiency of Hispanic students increased, but the percent proficient of the other sub-groups decreased.
<b>Year 2 2015-16</b>	The protected class and Hispanic subcategories met the goal for gap decrease in math.
<b>Year 3 2016-17</b>	The protected class and Hispanic subcategories met the goal for gap decrease in math. There was a 29.1 decrease compared to the baseline year.

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

The participation by RLB students in an ongoing, 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)

<b>Year 1 2014-15</b>	No RLB students participated in the ongoing El Sistema program, however, some students will be participating in the related Celebration of the Young Musician program during 2015-2016.
<b>Year 2 2015-16</b>	No RLB students participated in the ongoing El Sistema program, however, 15 students participated in the Celebration of the Young Musician festival.
<b>Year 3 2016-17</b>	No RLB students participated in the El Sistema program. RLB has decided not to participate in El Sistema for the next 3-year 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:	<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:**

<b>School enrollment choices</b>	<b>Year 1 2014-2015 <i>Number and percent of enrolled students</i></b>	<b>Year 2 2015-2016 <i>Number and percent of enrolled students</i></b>	<b>Year 3 2016-2017 <i>Number and percent of 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 2014-15</b>	
<b>Year 2 2015-16</b>	
<b>Year 3 2016-17</b>	

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

<b>Type of Certificates</b>	<b>Year 1 2014-2015 <i>Number of Certificates Awarded</i></b>	<b>Year 2 2015-2016 <i>Number of Certificates Awarded</i></b>	<b>Year 3 2016-2017 <i>Number of Certificates Awarded</i></b>
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.

<b>Year 1 2014-15</b>	Based upon the 2010 survey 91% of our students reported that they did not miss any school due to concerns about other students.
<b>Year 2 2015-16</b>	Based upon the 2015 survey, we did not have enough students take the survey to get results back from MDE.
<b>Year 3 2016-17</b>	Based on the 2017 survey, 91% of students reported that they did not miss any school due to concerns about other students.

**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 2014-15</b>	
<b>Year 2 2015-16</b>	
<b>Year 3 2016-17</b>	

**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 2014-15</b>	RLB students in grades 3 through 9 participated in multi-district integrated learning experiences. RLB also has an interventionist who works with students who are struggling academically and offers a summer school intervention for elementary students through
<b>Year 2 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 2016-17</b>	Every student in grades 4, 5, & 7 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](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).