



Achievement and Integration (AI) Progress Report 2015-2017

District ISD# and Name: Worthington Independent School District 518

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: 12/4/15 **2016 Date Submitted:** 12/2/16 **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	November 17, 2015	November 21, 2016	
Enter link to AI report	http://www.isd518.net/Websites/isd518/images/ISD518-HomePage/N	http://www.isd518.net/commed	http://www.isd518.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)

Academic Goal: The percentage of students who are proficient in reading will increase from 42.3% in 2013 to 61.3% in 2017 as measured by all state reading accountability tests. The gap between the FRP and Non-FRP will decrease from 32.8% in 2013 to 25.8% 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	42.3	49.3	46.3	<input type="checkbox"/>	56.3	47.3	<input type="checkbox"/>		61.3	43.7	<input type="checkbox"/>	+1.7
Protected Class	32.4	46.0	37.5	<input type="checkbox"/>	53.0	39.1	<input type="checkbox"/>		52.0	35.3	<input type="checkbox"/>	+2.4
American Indian	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
Asian	31.7	45.7	39.2	<input type="checkbox"/>	52.7	37.6	<input type="checkbox"/>		57.7	35.9	<input type="checkbox"/>	+4.2
Hispanic	27.2	45.2	34.7	<input type="checkbox"/>	52.2	37.0	<input type="checkbox"/>		57.2	36.1	<input type="checkbox"/>	+8.9
Black	38.2	52.2	38.7	<input type="checkbox"/>	57.2	42.6	<input type="checkbox"/>		62.2	34.0	<input type="checkbox"/>	+4.2
White	66.2	73.2	67.5	<input type="checkbox"/>	76.2	66.8	<input type="checkbox"/>		79.2	61.0	<input type="checkbox"/>	-5.2
Non-FRP	53.0	72.4	55.1	<input type="checkbox"/>	75.4	54.9	<input type="checkbox"/>		78.4	62.6	<input type="checkbox"/>	+9.6
FRP	31.6	38.6	37.5	<input type="checkbox"/>	45.6	39.7	<input type="checkbox"/>		52.6	35.9	<input type="checkbox"/>	+4.3

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	33.8	25.5	30.0	<input type="checkbox"/>	22.2	27.7	<input type="checkbox"/>		20.2	25.7	<input type="checkbox"/>	-8.1
American Indian	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
Asian	34.5	27.5	28.3	<input type="checkbox"/>	23.5	29.2	<input type="checkbox"/>		21.5	25.1	<input type="checkbox"/>	-9.4
Hispanic	39.0	28.0	32.8	<input type="checkbox"/>	24.0	29.8	<input type="checkbox"/>		22.0	24.9	<input type="checkbox"/>	-14.1

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	28.0	21.0	28.8	<input type="checkbox"/>	19.0	24.2	<input type="checkbox"/>		17.0	27.0	<input type="checkbox"/>	-1.0
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	32.8	33.8	17.6	<input checked="" type="checkbox"/>	29.8	15.2	<input checked="" type="checkbox"/>		25.8	26.7	<input type="checkbox"/>	-6.1

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	Although all categories of students showed improvement in reading, none of the groups improved enough to meet the year one goal. <i>Based on other data collected in Worthington</i>
Year 2 2015-16	Although goals were not met, sub-groups showed growth in reading compared to baseline year. Decreased gap btwn FRP to non-FRP. <i>decreased</i>
Year 3 2016-17	Although the goals were not met, sub-groups in the reading gap showed a decrease in reading, compared to the baseline year. The <i>Hispanic sub-group had a gap decrease of 11.4</i>

II. Achievement SMART Goal Statement(s)

The math proficiency of all students enrolled for the full year, in grades 3-8 & 11, in Worthington School District will increase from a baseline of 38.8% to 65.8% by 2017. The proficiency gap in math between Non-FRP students and FRP students will decrease from a baseline gap of 23.7% to 11.7% 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	38.8	59.8	42.6	<input type="checkbox"/>	62.8	41.8	<input type="checkbox"/>		65.8	38.2	<input type="checkbox"/>	-0.6
Protected Class	25.1	45.1	35.8	<input type="checkbox"/>	49.4	36.6	<input type="checkbox"/>		53.1	31.5	<input type="checkbox"/>	+6.4
American Indian	n/a			<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Asian	30.7	50.7	34.0	<input type="checkbox"/>	53.7	37.4	<input type="checkbox"/>		56.7	33.7	<input type="checkbox"/>	+3.0
Hispanic	26.3	46.3	33.2	<input type="checkbox"/>	51.3	33.5	<input type="checkbox"/>		54.3	31.1	<input type="checkbox"/>	+4.8
Black	18.3	38.3	40.2	<input type="checkbox"/>	43.3	38.8	<input type="checkbox"/>		48.3	29.8	<input type="checkbox"/>	-11.5

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	56.7	68.7	59.8	<input type="checkbox"/>	71.7	56.0	<input type="checkbox"/>		73.7	52.9	<input type="checkbox"/>	-3.8
Non-FRP	48.6	64.7	50.6	<input type="checkbox"/>	67.7	49.0	<input type="checkbox"/>		70.7	52.3	<input type="checkbox"/>	+3.7
FRP	29.0	49.0	34.6	<input type="checkbox"/>	54.0	34.6	<input type="checkbox"/>		59.0	32.0	<input type="checkbox"/>	+3.0

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		<input type="checkbox"/>	n/a		<input type="checkbox"/>				<input type="checkbox"/>	
Protected Class	31.6	23.6	24.0	<input type="checkbox"/>	22.3	19.4	<input checked="" type="checkbox"/>		20.6	21.4	<input type="checkbox"/>	-10.2
American Indian	n/a			<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Asian	26.0	23.5	25.8	<input type="checkbox"/>	18.0	18.6	<input type="checkbox"/>		17.0	19.2	<input type="checkbox"/>	-6.8
Hispanic	30.4	22.4	26.6	<input type="checkbox"/>	20.4	22.5	<input type="checkbox"/>		19.4	21.8	<input type="checkbox"/>	-8.6
Black	38.4	30.4	19.6	<input checked="" type="checkbox"/>	28.4	17.2	<input checked="" type="checkbox"/>		25.4	23.1	<input checked="" type="checkbox"/>	-15.3
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	23.7	15.7	16.0	<input type="checkbox"/>	13.7	14.4	<input type="checkbox"/>		11.7	20.4	<input type="checkbox"/>	-3.3

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 math proficiency of all students increased from 38.8 to 42.6.
Year 2 2015-16	The math proficiency of all students increased from 38.8 baseline to 41.8. The gaps in math proficiency decreased in all subgroups.
Year 3 2016-17	The math proficiency of protected class students increased from the baseline year of 25.1 to 31.5 (year 3). The Black sub-group had a decrease from 38.4 (baseline year) to 23.1 (year 3), meeting their goal.

III. Integration SMART Goal Statement(s)

The participation by Worthington students in an ongoing, cross district integrated program will increase from 0 students in 2013 to 40 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	
Year 2 2015-16	The enrollment of Worthington students in the cross-district El Sistema program was 43 students. 86% of Wgtn. participants are students of color.
Year 3 2016-17	The enrollment of Worthington students in the cross-district El Sistema program was 51 students.

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 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:	<input checked="" 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 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

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	
Year 2 2015-16	88% of 8th-grade students too the Explore and 90% of 10th grade students took the plan and all 11th grade students were given the opportunity to take the ACT + writing.
Year 3 2016-17	64% of juniors took the ACT; 78.9% 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	
Year 2 2015-16	We have been able to provide additional academic support during the school day through interventionists and extensive out-of-school time opportunities that intentionally remove barriers that may prevent protected class students from participating. Every student in
Year 3 2016-17	We have been able to provide additional academic support during the school day through interventionists and extensive out-of-school time opportunities that intentionally remove barriers that may prevent protected class students from participating. Every student in

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.