



Achievement and Integration (AI) Progress Report 2015-2017

District ISD# and Name: I.S.D. #542 Battle Lake Public School

Racially Identifiable School site: **Pelican Rapids**

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:

Name: Jeff Drake _____ Title: Superintendent _____

E-mail: jdrake@isd542.org _____ Phone: (218) 862-4605 _____

2015 Date submitted: December 4, 2015 **2016 Date Submitted:** _____ **2017 Date Submitted:** _____

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	December 14, 2015		
Enter link to AI report			

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 GAP between the non-FRP and FRP students enrolled in the full academic year for all grades tested within ISD 542 Battle Lake Schools on all state Reading accountability tests (MCA, MOD, MTAS) will DECREASE as follows within our District (see Table B) by INCREASING the proficiency of non-FRP student groups as follows within our District (see Table A):

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				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Protected Class				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
American Indian				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Asian				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Hispanic				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Black				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
White				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Non-FRP	81.9%	84%	80.2%	<input type="checkbox"/>	87%		<input type="checkbox"/>		89%		<input type="checkbox"/>	
FRP	55.2%	62%	61.6%	X	68%		<input type="checkbox"/>		73%		<input type="checkbox"/>	

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	26.7%	22.0%	18.6%	X	19%		<input type="checkbox"/>		16%		<input type="checkbox"/>	
Protected Class				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
American Indian				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Asian				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Hispanic				<input type="checkbox"/>			<input type="checkbox"/>				<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
<i>Black</i>				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
<i>White</i>				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
<i>Non-FRP</i>				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
<i>FRP</i>				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	

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	We met our goal for Reading Proficiency FRP and for GAP DECREASE. Unfortunately, we did not reach our goal under non-FRP, although are proficiency percentage continues to rank well above the state average.
Year 2 2015-16	
Year 3 2016-17	

II. Achievement SMART Goal Statement(s)

The proficiency GAP between the non-FRP and FRP students enrolled in the full academic year for all grades tested within ISD 542 Battle Lake Schools on all state Math accountability tests (MCA, MOD, MTAS) will DECREASE as follows within our District (see Table D) by INCREASING the proficiency of non-FRO and FRO student groups as follows within our District (see table C):

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>				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
<i>Protected Class</i>				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
<i>American Indian</i>				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
<i>Asian</i>				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
<i>Hispanic</i>				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
<i>Black</i>				<input type="checkbox"/>			<input type="checkbox"/>				<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
<i>White</i>				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
<i>Non-FRP</i>	74.8%	85.5%	77%	<input type="checkbox"/>	86.5%		<input type="checkbox"/>		87%		<input type="checkbox"/>	
<i>FRP</i>	49.5%	68.8%	49.5%	<input type="checkbox"/>	68.5%		<input type="checkbox"/>		72.5%		<input type="checkbox"/>	

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
<i>All students</i>	24.8%	17%	27.5%	<input checked="" type="checkbox"/>	16%		<input checked="" type="checkbox"/>		14.5%		<input checked="" type="checkbox"/>	
<i>Protected Class</i>				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
<i>American Indian</i>				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
<i>Asian</i>				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
<i>Hispanic</i>				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
<i>Black</i>				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
<i>White</i>				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
<i>Non-FRP</i>				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
<i>FRP</i>				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	

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	We did not meet our proficiency goal for Non-FRP or FRP groups, although the Non-FRP group increased from 74.7% to 77%. Both the Non-FRP and FRP group proficiency percentage are well above the state averages. Our gap between Non-FRP and FRP increased by almost 3%. We have adopted a new, more rigorous math curriculum and upgraded our math support programs as well with increased aide time and new supplemental software. This should help improve the scores of all groups.
Year 2 2015-16	
Year 3 2016-17	

III. Integration SMART Goal Statement(s)

Our Integration goal was to increase student knowledge and exposure to other cultures and to continue to grow participation in our Chinese program.

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	Chinese program participation grew slightly despite overall declining enrollment in the district. Cultural awareness increased among our students through participation in the Chinese program. Unfortunately, exposure to students with other cultural backgrounds was extremely limited as there was no coordinator in place at the qualifying district.
Year 2 2015-16	
Year 3 2016-17	

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
Goal has been achieved. Significant progress toward reaching goal by end of plan. Some progress toward reaching goal. Not making progress as expected. Other- please explain:	Goal has been achieved. Significant progress toward reaching goal by end of plan. Some progress toward reaching goal. Not making progress as expected. Other- please explain:	Goal has been achieved. Significant progress toward reaching goal by end of plan. Some progress toward reaching goal. Not making progress as expected. 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>

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	Comparative data from the 2010 and 2013 Minnesota Student Surveys revealed that a significant increase in students who report experiencing acts of bullying either "never" or "once or twice" occurred. 94% of students reported experiencing acts of bullying either "never" or "once or twice" in 2013, up from 87% in 2010.
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	
Year 3 2016-17	

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	
Year 3 2016-17	

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.