



Achievement and Integration (AI) Progress Report 2015-2017

District ISD# and Name: Independent School District No. 535 Rochester Public Schools

Racially Identifiable School site: Gage Elementary

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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2015 Date submitted: 01/12/2016 **2016 Date Submitted:** 12/12/2016 **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 | November 10th, 2015 | November 15th, 2016 | |
| Enter link to AI report | http://www.rochester.k12.mn.us/common/pages/DisplayFile.aspx?itemId=33027403 | http://www.rochester.k12.mn.us/common/pages/DisplayFile.aspx?itemId=33027403 | |

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 proficient on the 2014 Minnesota State Accountability Reading Test will meet or exceed the district and state average.

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 | 42.7% | 58.8% | 50.3% | <input type="checkbox"/> | 59.5% | 45.8% | <input type="checkbox"/> | no | 59.9% | | <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 | | | | <input type="checkbox"/> | | | <input type="checkbox"/> | | | | <input type="checkbox"/> | |
| FRP | | | | <input type="checkbox"/> | | | <input type="checkbox"/> | | | | <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 | | | | <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"/> | |

| 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 | Gage is on pace to reach reading proficiency goal of 69%. Gage had an increase from 56% in 2013-14 to 63% in 2014-15. The Spanish |
| Year 2 2015-16 | Gage experienced a 4.5% drop in reading proficiency. The Spanish immersion program is growing and we have learned that achieving |
| Year 3 2016-17 | |

II. Achievement SMART Goal Statement(s)

The percentage of students proficient on the 2014 Minnesota State Accountability Math Test will meet or exceed the district and state average.

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> | 46.7% | 60.5% | 53.8% | <input type="checkbox"/> | 60.2% | 50.2% | <input type="checkbox"/> | no | 59.5% | | <input type="checkbox"/> | |
| <i>Protected Class</i> | | | | — | | | <input type="checkbox"/> | | | | | |
| <i>American Indian</i> | | | | ⌋ | | | <input type="checkbox"/> | | | | | |
| <i>Asian</i> | | | | △ | | | △ | | | | | |
| <i>Hispanic</i> | | | | △ | | | △ | | | | <input type="checkbox"/> | |
| <i>Black</i> | | | | △ | | | △ | | | | <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> | | | | <input type="checkbox"/> | | | <input type="checkbox"/> | | | | <input type="checkbox"/> | |
| <i>FRP</i> | | | | <input type="checkbox"/> | | | <input type="checkbox"/> | | | | <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> | | | | <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"/> | |
| <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 | Gage elementary is on pace to reach math proficiency goal of 69%. Gage had an increase from 61% in 2013-14 school year to 65% in |
| Year 2 2015-16 | Gage experienced a 3.6% drop in math proficiency. The Spanish immersion program is growing and we have learned that achieving this |
| Year 3 2016-17 | |

III. Integration SMART Goal Statement(s)

Create a racially integrated school at Gage Elementary School.

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 | RPS Spanish Immersion program at Gage currently has 38 kindergarten and 39 1st grade students. We also are also seeking to fill two |
| Year 2 2015-16 | Gage elementary continues to have full enrollment within our program. There's no waiting list at this time and we continue to learn from |
| 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 |
|---|---|--|
| <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: | <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: | <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 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. | 69/707 9.7% | 77/810 9.5% | |
| Intradistrict choice with transportation provided by family. | 8/707 1.1% | 16/810 1.9% | |
| Cross-district enrollment through AI school choice program; transportation provided by district. | N/A | 1/810 0.1% | |
| Cross-district enrollment through AI school choice program, transportation provided by family. | N/A | N/A | |

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 | RPS Spanish Immersion program at Gage currently has 38 kindergarten and 39 1st grade students. We also are also seeking to fill two |
| Year 2 2015-16 | Gage elementary continues to have full enrollment within our program. There's no waiting list at this time and we continue to learn from |
| 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 | |
| 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 | Gage elementary has grown to 77 students and the district provides transportation to 89% of the students enrolled in the program. Two new Spanish immersion instructors will be added to the team for the 2016-17 school year to keep up with projected growth. |
| Year 2 2015-16 | Gage elementary has grown to 94 students and the district provides transportation to 83% of the students enrolled in the program. |
| 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.