

Minnesota Department of
Education

Achievement and Integration (AI) Progress Report 2015-2017

District ISD# and Name: ISD#402 Hendricks Public School

Racially Identifiable School site: Lynd

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: 1/130/2015 **2016 Date Submitted:** 12/12/16 **2017 Date Submitted:** 08/25/2017

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	September 15, 2015	November 15, 23016	August 15, 2017
Enter link to AI report	www.hendrickspublicschools.org	www.hendrickspublicschools.org	www.hendrickspublicschools.org

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)

Increase NCE by 1.2 NCE and Increase MCA by 4% in Reading.

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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	30.4	34.4	50	<input checked="" type="checkbox"/>	55	73.2	<input checked="" type="checkbox"/>	Yes	73	73.0	<input checked="" type="checkbox"/>	0
Protected Class	40	44	42.9	<input checked="" type="checkbox"/>	46	44.4	<input checked="" type="checkbox"/>	Yes	50	56.3	<input checked="" type="checkbox"/>	12
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	46.2	50.2	52.2	<input checked="" type="checkbox"/>	57	70.5	<input checked="" type="checkbox"/>	Yes	72	72.2	<input checked="" type="checkbox"/>	2.2
Non-FRP	56.3	57.3	82.6	<input checked="" type="checkbox"/>	82	75.1	<input checked="" type="checkbox"/>	Yes	77	77	<input checked="" type="checkbox"/>	0
FRP	40	44	42.9	<input checked="" type="checkbox"/>	46	44.4	<input checked="" type="checkbox"/>	Yes	48	56.3	<input checked="" type="checkbox"/>	12

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	50.4	34.4	50	<input checked="" type="checkbox"/>	55	73.2	<input checked="" type="checkbox"/>	Yes	73	73	<input checked="" type="checkbox"/>	0
Protected Class	40.	36	42.9	<input type="checkbox"/>	46	44.4	<input checked="" type="checkbox"/>	Yes	48	56.3	<input checked="" type="checkbox"/>	12
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
Black				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
White				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Non-FRP	40.	36	42.9	<input type="checkbox"/>	46	44.4	<input checked="" type="checkbox"/>	Yes	48	56	<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	The summer program went well and it mingled a larger than expected number of minority students with those from RTR and Lynd. We
Year 2 2015-16	The summer program went well and it mingled a larger than expected number of minority students with those from RTR and Lynd. We
Year 3 2016-17	We had a decrease in the number of students taking part in the summer program since RTR did not take part. We did see an increase

II. Achievement SMART Goal Statement(s)

Increase NCE by 1.2 NCE and increase MCA by 4% in Math.

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	30.4	34.4	50.0	<input checked="" type="checkbox"/>	55	61.4	<input checked="" type="checkbox"/>	Yes	65	73	<input checked="" type="checkbox"/>	12
Protected Class	32.8	36.8	50	<input checked="" type="checkbox"/>	53	50	<input checked="" type="checkbox"/>	Yes	54	53.3	<input checked="" type="checkbox"/>	3
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"/>	

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	32.6	36.6	52.2	<input checked="" type="checkbox"/>	57	62.8	<input checked="" type="checkbox"/>	Yes	61	71.4	<input checked="" type="checkbox"/>	9
Non-FRP	30.	34.	54.2	<input checked="" type="checkbox"/>	58	60	<input checked="" type="checkbox"/>	Yes	64	71	<input type="checkbox"/>	11
FRP	32.8	36.8	50	<input checked="" type="checkbox"/>	50	53	<input type="checkbox"/>	Yes	54	53.3	<input checked="" type="checkbox"/>	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	30.4	34.4	50	<input checked="" type="checkbox"/>	57	62.8	<input checked="" type="checkbox"/>	Yes	61	73.2	<input checked="" type="checkbox"/>	11
Protected Class	2.8	+2.8	4	<input checked="" type="checkbox"/>	+3	0	<input type="checkbox"/>	No	+3	0	<input type="checkbox"/>	0
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	-2.8	0	4.2	<input checked="" type="checkbox"/>	+4	0	<input type="checkbox"/>	Yes	+4	+11	<input checked="" type="checkbox"/>	11
FRP	+2.8	0	0	<input checked="" type="checkbox"/>	+3	0	<input type="checkbox"/>	No	+4	0	<input type="checkbox"/>	0

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 summer program went well and it mingled a larger than expected number of minority students with those from RTR and Hendricks.
Year 2 2015-16	The summer program went well and it mingled a larger than expected number of minority students with those from RTR and Lynd. It is
Year 3 2016-17	The summer program went well considering that RTR did not take part on the summer programming. We increase the minority population

III. Integration SMART Goal Statement(s)

Student interaction and parent survey of value of the program for the three areas covered.
 To improve the interaction between the students of the Racially Isolated district—survey will show a 70% approval of the 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	We surveyed the parents of the students who attended the four week session and 81% of the parents approved the program for hte
Year 2 2015-16	We surveyed the parents of the students who attended the four week session and 80% of the parents approved the program for hte
Year 3 2016-17	We surveyed the parents of the students who attended the four week session and 84% of the parents approved the program for the

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 checked="" 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 checked="" 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 Number and percent of enrolled students	Year 2 2015-2016 Number and percent of enrolled students	Year 3 2016-2017 Number and percent of enrolled students
Intradistrict choice with transportation provided by district.		0	0	0
Intradistrict choice with transportation provided by family.		0	0	0
Cross-district enrollment through AI school choice program; transportation provided by district.		63	65	67
Cross-district enrollment through AI school choice program; transportation provided by family.		0	0	0

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	We have increased our number of new students by 20% for the previous year. While we gained that number of new students we have
Year 2 2015-16	We have increased our number of new students by 16% for the previous year. While we gained that number of new students we have
Year 3 2016-17	We have increased our number of new students by 16% for the previous year. While we gained that number of new students we have

B. The number of World Language Proficiency certificates awarded:

Type of Certificates	Year 1 2014-2015 Number of Certificates Awarded	Year 2 2015-2016 Number of Certificates Awarded	Year 3 2016-2017 Number of Certificates Awarded
	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	We do not take the Minnesota Student Survey. Students are taking part in the after school program was significant of the students who
Year 2 2015-16	We do not take the Minnesota Student Survey. Students are taking part in the after school program was significant of the students who
Year 3 2016-17	We do not take the Minnesota Student Survey. Students are taking part in the after school program was significant of the students who

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	N/A
Year 2 2015-16	N/A
Year 3 2016-17	N/A

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	The impact of the activities for the isolated district is the creation of equitable educational opportunities for the students. The students
Year 2 2015-16	The impact of the activities for the isolated district is the creation of equitable educational opportunities for the students. The students
Year 3 2016-17	The impact of the activities for the isolated district is the creation of equitable educational opportunities for the students. The students

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.