

Achievement and Integration (AI) Progress Report 2015-2017

District ISD#: 2396 **District Name:** Atwater, Cosmos, Grove City (ACGC) Public Schools

Document prepared by:

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2015 Date Submitted: 12/15/15 **2016 Date Submitted:** 12/28/16 **2017 Date Submitted:** _____

Annual Public Meeting and Report on District Website

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.

At least 30 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 Report: 2014-2015	Year 2 Report: 2015-2016	Year 3 Report: 2016-2017
Date of Public Meeting	September 28, 2015	9/26/16	
Link to AI report	http://www.acgc.k12.mn.us/Main_Frame.html	www.acgcfalcons.org under district	

Instructions: Please provide the information requested below to document progress to-ward the goals in your approved Achievement and Integration Plan for your district.

I. Achievement SMART Goal Statement

The proficiency GAP between the free and reduced and non-free and reduced students enrolled the full academic year for all grades tested within ACGC School District on all state Math accountability tests (MCA, MOD, MTAS) will maintain a gap less than 10%.

A. Proficiency Change

Student Group	Baseline Data: 2014	2014-15 Goal	Actual	On Track?	2015-16 Goal	Actual	On Track? <i>Check box if yes</i>	2016-17 Goal	Actual	On Track? <i>Check box if yes</i>	Total Change
Non-FRP	68.3		71.7			65.9					
FRP	61.1		62.1			50.5					
Gap	7.2	Continue >10%	9.6	yes	Continue >10%	15.3	no	Get back to >10%			

B. Provide a short description of progress toward the achievement goal for your district:

Year 1 2014-15	Both student groups increased, but Non-FRP increased at a greater rate widening the achievement gap. The development of a common vision and cultural shift needed for improving mathematics learning is just beginning. Progress in these areas is expected to increase more efficiently in year 2. Areas of concern are ensuring all students have access to the same learning opportunities and quality teachers. Effective in the 2015/2016 school year we have assigned a math teacher on special assignment as a PK-12 Math Coach.
Year 2 2015-16	ACGC saw an increase in the achievement gap between free and reduced students and non-free and reduced students during the 2015/2016 school year. ACGC did extensive research into our data with Margaret Biggerstaff and came to the conclusion that our students were not making their expected growth targets. ACGC developed a plan through professional development, data tracking and student support to target students to reach their expected growth target for the 2016/2017 school year.
Year 3 2016-17	

II. Integration SMART Goal Statement

ACGC will go from having all students in grade 8 (all students are required to take Algebra) having a 10.6% gap in free and reduced versus non-free and reduced to have less than 10% gap between free and reduced and non-free and reduced lunch students according to 2016 MCA-III data.

A. Integration Goal Change for Students Enrolled in Grade 8 Advanced Mathematics Courses

(Difference in participation proportions for each student group should be zero, regardless of the number of students taking the course.)

Student Group	Baseline Data: Fall 2014	2014-15 Goal	Actual: Fall 2015	On Track?	2015-16 Goal	Actual: Fall 2016	On Track?	2016-17 Goal	Actual: Fall 2017	On Track?	Total Change
Non-FRP	60.6% (20/33)	Difference less than 10%	48.5% (16/33/)	YES	Continue >10%	73.3% (33/45)			% (/)		
FRP	50% (16/32)		54.5% (18/33)			50% (10/45)			% (/)		
Gap	10.6		-6%			15.6%					

B. Indicate level of progress that has been made toward achieving your integration goal above: (place X in appropriate box for year reporting)

Year 1: 2014-15

- 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.

Insert explanation as needed.

Year 2: 2015-16

- 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.

Insert explanation as needed.

Year 3: 2016-17

- 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.

Insert explanation as needed.

C. Provide a short description of progress toward the integration goal for your district:

(explain what is going well, what you have learned, areas of strength, and areas of concern; use 200 words or less)

Year 1 2014-15	Math enrichment was added for all 8 th grade students with heterogeneous grouping. OLPA scores were used to track student growth. Co-teaching was used. Learning goals and scales were implemented.
Year 2 2015-16	ACGC did extensive research into our data with Margaret Biggerstaff and came to the conclusion that our students were not making their expected growth targets. ACGC recognizes that our non-free and reduced population is making adequate growth however our free and reduced population is staying the same with little to no growth. ACGC developed a plan through professional development, data tracking and student support to target students to reach their expected growth target for the 2016/2017 school year.
Year 3 2015-16	

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 A, B, or C below Based on its relevance to the goals in the AI plan for your district. Districts may also report on college and career readiness listed in D below (Minn. Stat. §124D.861, Subd.3 (d)).

A. School enrollment choices impacted by your AI plan:

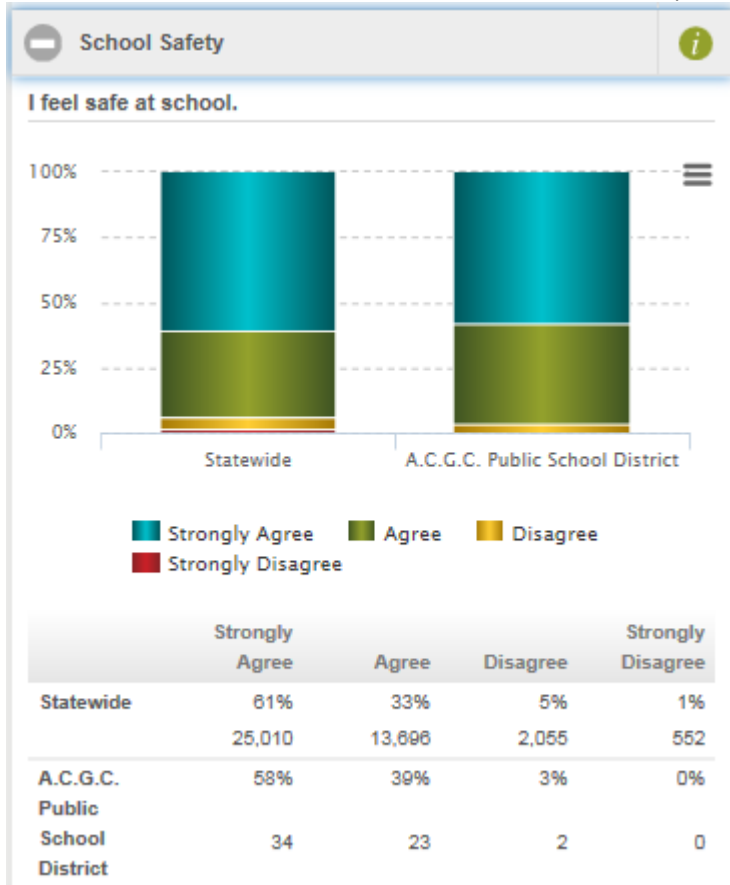
Not applicable to West Central Achievement & Integration Collaborative

B. The number of World Language Proficiency certificates awarded:

Not applicable to West Central Achievement & Integration Collaborative

C. Indicators of school safety, students’ engagement, and student’s 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 Minnesota Student Survey.



Year 1	<i>98% of students at ACGC stated they feel safe at school.</i>
2014-15	<i>ACGC strives to create an environment where students feel safe by building relationship with students through a “check and connect” policy, attendance review committee that meets with students regularly, SEAT and SAT teams all supported by staff.</i>

Year 2 2015-16	94% of students at ACGC stated they feel safe at school. ACGC strives to create an environment where students feel safe by building relationship with students through a "check and connect" policy, attendance review committee that meets with students regularly, SEAT and SAT teams all supported by staff.
Year 3 2016-17	Insert data here. Insert interpretation here.

D. Optional Data on students' progress toward college and career readiness or rigorous course work completed:

Results include 8th grade MCA mathematics proficiency scores, participation in AP/IB courses by student group, and/or ACT performance and proficiency scores by student group.

Year 1 2014-15	Insert data here. Insert interpretation here.
Year 2 2015-16	Insert data here. Insert interpretation here.
Year 3 2015-16	Insert data here. Insert interpretation here.

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 student's diverse racial, ethnic and economic backgrounds.

Year 1 2014-15	Initial changes in student learning which were observed anecdotally showed students were starting to communicate about mathematics in classroom discussion. More work needs to be done to increase persistence in problem solving and student collaboration related to problem solving. The impact the summer Jumpstart course will be measured during the coming year as data is collected on student learning in the regular classroom and on how students performing on OLPA/MCA assessments. Future course enrollment will be available next year.
Year 2 2015-16	ACGC has developed K-12 math formal scales and assessments with a focus on delivering the state standards to students in a hands-on, student led approach where students are given access to multiple ways to think about math, multiple ways to develop math concepts to solve math problems and overall create a learning environment where students explore math. Teachers have access to a TOSA who has a vast knowledge of the state standards and delivering math through formal scales. Most importantly, we are using data to support students where an achievement gap has been identified and have leveled our formal math scales to reach all our students so they in return can meet their expected growth target. In addition, ACGC has students participate in the summer GAMMA, formally known as jump start, with racially diverse Willmar Public schools. We have seen a double digit increase in student participation from 2014/2015 where 8 students participated and in 2015/2016 17 students participated. We feel one reason there was an increase in student participation was we changed the date offered from June to August.
Year 3 2016-17	