



Achievement and Integration (AI) Progress Report 2015-2017

District ISD# and Name: #2895 - Jackson County Central Public School District

Racial Identifiable School site:

If you have been notified by MDE that you have a Racially Identifiable School (RIS) you will need to complete a Progress Report for each RIS.

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2015 Date submitted: December 21,2015

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 1, 2015		
Enter link to AI report	http://www.jccschools.com/district_info		

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)

Goal Statement: The proficiency GAP between the Free and Reduced Price students enrolled the full academic year for all grades tested within Jackson County Central School District on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of Free and Reduced Price 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	55.8	N/A	53.1	<input type="checkbox"/>	55.8		<input type="checkbox"/>				<input type="checkbox"/>	
Non-FRP	62.4	63.0	59.9	<input type="checkbox"/>	78.0		<input type="checkbox"/>		83.0		<input type="checkbox"/>	
FRP	44.4	56.0	47.2	<input type="checkbox"/>	65.0		<input type="checkbox"/>		74.0		<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
FRP	18.0	16.1	12.7	X	13.0		<input type="checkbox"/>		9.0		<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)

<p>Year 1 2014-15</p>	<p>JCC students have made progress towards goals, we achieved our achievement gap target closure in reading in one year. We were hoping to decrease the gap to 16.1 by 2014-15. We surpassed that and dropped the gap to 12.7, this is better than our first two years of goals! An area of note is the decrease in Non-FRP scores, but a smaller drop in FRP and we had an overall decrease in proficiency. Our realignment to standards this past summer and fall should help with narrowing gap along with two interventionists' alignment with classroom teachers. Districtwide, there are concerns that incremental falling scores for both FRP and Non-FRP populations are not good, but we will close the gap by 2017.</p>
<p>Year 2 2015-16</p>	
<p>Year 3 2016-17</p>	

II. Integration SMART Goal Statement(s)

100% of 6th grade students in attendance on day of field trip will participate in the integration activity at St. Paul Science and History Museums and State Capital.

A. Provide a short description of progress toward the integration goal for your district and RIS: (explain what is going well, what you have learned, areas of strength, and areas of concern)

<p>Year 1 2014-15</p>	<p>All students were able to participate in this field trip, unless they were ill the day of the trip.</p>
<p>Year 2 2015-16</p>	
<p>Year 3 2016-17</p>	

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

III. Longitudinal Data Analysis. Choose one of the options below—either A, B, or C.

AI 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(s):

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.	#70 or 78%		
Cross-district enrollment through AI school choice program, transportation provided by family.	#20 or 22%		

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	First Year data collected will be used in comparison for future trends in enrollment options. All districts have provided transportation to open enrolled students if distance is reasonable from border of the district.
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	
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

Please summarize the impact of the interventions you are implementing with other districts in your integration collaborative. 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.

<p>Year 1 2014-15</p>	<p>Summer college course has allowed our students from three school districts to take College Psychology together including a college visit. Demographics of 23 students: 9 minority, 6 economically disadvantaged, 1 IEP, 8 boys, 15 girls. Course successes: (10 A, 6 A-, 3 B+, 1 B, 1 B-, 1 C+ and 1 C). Presented at Achievement and Integration Promising Programs Conference.</p>
<p>Year 2 2015-16</p>	
<p>Year 3 2016-17</p>	

Please return this completed progress report by **December 15, 2015** to mde.integration@state.mn.us. **Electronic submission is required.** Address general questions to Cindy Shevlin-Woodcock, Office of Equity and Innovation, 651-582-8604, cindy.shevlin-woodcock@state.mn.us.