



2022–23 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Combined 2022-23 WBWF and A&I Annual Summary & Progress Report**. Each Minnesota district or charter has received an individual link to this electronic form. You can copy your responses from this template into the form.

District or Charter Name: Mankato Area Public Schools (ISD 77)

WBWF Contact: Travis Olson

A&I Contact: Jody Rittmiller & John Lustig

Title: Director of Teaching & Learning

Title: Principal & Director of Administrative Services

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

Yes **No**

What year of your Achievement & Integration plan are you reporting on?

Year 1 (3-year plan spans 2023–25 SY)

Year 3 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 SY?

Yes **No**

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2022–23 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2022–23 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders: [Link](#)

Provide the direct website link to the A&I materials: [link](#)

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2022–23 SY.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2022-23 SY: Nov. 6, 2023

Goals and Results

All Students Ready for School

Does your district/charter enroll students in Kindergarten? Yes

Goal	Result	Goal Status
Kindergarten winter DIBELS will <u>increase</u> from 58% benchmark in 2021-22 to 65% or greater for all students in 2022-23.	Kindergarten winter DIBELS <u>increased</u> from 58% benchmark in 2021-22 to 66% benchmark in 2022-23.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p>X Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional school readiness goals as appropriate.

All Students in Third Grade Achieving Grade-Level Literacy.

Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

Goal	Result	Goal Status
2nd grade spring DIBELS will <u>increase</u> from 66% meeting the spring benchmark in 2021-22 to 72% or greater meeting the spring benchmark in 2022-23.	2nd grade spring DIBELS <u>increased</u> from 66% meeting the spring benchmark in 2021-22 to 68% meeting the spring benchmark in 2022-23.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p>X Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional third-grade literacy goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>3-5 grade Reading MCA test performance difference between student groups will <u>decrease</u> from 30% in 2021- 2022 to 25% in 2022-2023.</p> <p>3-5 grade Math MCA test performance difference between student groups will <u>decrease</u> from 40% in 2021-2022 to 35% in 2022-2023.</p>	<p>3-5 grade Reading MCA test performance difference between student groups <u>decreased</u> from 30% in 2021- 2022 to 26% in 2022-2023. Goal Not Met</p> <p>3-5 grade Math MCA test performance difference between student groups <u>decreased</u> from 40% in 2021-2022 to 32% in 2022-2023. Goal Met</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p>X Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>6-8 grade Reading MCA test performance difference between student groups will <u>decrease</u> from 40% in 2021-2022 to 35% in 2022-2023.</p> <p>6-8 grade Math MCA test performance difference between student groups will <u>decrease</u> from 49% in 2021-2022 to 44% in 2022-2023.</p>	<p>6-8 grade Reading MCA test performance difference between student groups <u>decreased</u> from 40% in 2021-2022 to 35% in 2022-2023. Goal Met</p> <p>6-8 grade Math MCA test performance difference between student groups <u>decreased</u> from 49% in 2021-2022 to 48% in 2022-2023. Goal Not Met</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p>X Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>High school credits attempted vs. credits earned difference between identified racial groups will <u>decrease</u> from 44% in 2021-2022 to 39% in 2022-2023.</p>	<p>High school credits attempted vs. credits earned difference between identified racial groups <u>decreased</u> from 44% in 2021-2022 to 39% in 2022-2023. Goal Met</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><u>x</u> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>

Goal	Result	Goal Status
		<input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional achievement gap goals as appropriate.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Career pathway partnership enrollment will <u>increase</u> from 11% in 2021- 2022 to 16% or greater for all students in 2022-2023.	Career pathway partnership enrollment <u>increased</u> from 11% in 2021- 2022 to 15% for all students in 2022-2023.	<p>Check one of the following:</p> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional career and college readiness goals as appropriate.

All Students Graduate

Goal	Result	Goal Status
4-year graduation rate difference between identified racial groups will <u>decrease</u> from 37% in 2021-22 to 30 % in 2022-23.	Graduation rates not yet available	<p>Check one of the following:</p> <input checked="" type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional graduation goals as necessary.

2022–23 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2022–23 A&I plan goals for each of those schools were on track or have been met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2022–23 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2022–23 SY.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2022–23 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

District and Contact Information

District Name: Mankato Area Public Schools

A and I Contact: Jody Rittmiller

Title: Bridges Principal and Achievement & Integration Coordinator

Phone: 507-387-2800

Email: jrittm1@isd77.org

Complete the tables below if you are reporting on year 1 of your 3-year plan (July 1, 2023–June 30, 2025). *If you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023), please complete the tables below the Racially Identifiable Schools section.*

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022–23 SY)	On Track?
<p>The percentage of students in each student group enrolled in Pre-K school year and summer programming will increase by 1.6% each year.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Black/African American Students 20.8%</p> <p>Two or more races 7.6%</p> <p>Hispanic Students 10.14%</p> <p>FRLP students 17.68%</p>	<p>Black/African American Students 18%</p> <p>Two or more races 9%</p> <p>Hispanic Students 7%</p> <p>FRLP students 53.89%</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p>We are on track with 2 student groups.</p>

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? We are using data from early childhood enrollment to identify needs for this goal area. We are keeping in mind our demographics as a district and continuing to reach out and continue to grow the early childhood programs to mirror our Mankato Area Public Schools demographics.*
- *What strategies are in place to support this goal area?*
 - Scholarships for students to attend Parent Aware Certified Early Learning environments and Summer Pre-K programs
 - Transportation offerings to provide accessibility for families
 - School/Community Liaisons: Provide information, interpretation, and family support for school/parent engagement
- *How well are you implementing your strategies? Our early childhood coordinator has been recruiting and ensuring families are aware of the scholarships and transportation offerings when recruiting for early childhood programs. Our liaisons and interpreters are valuable in making connections.*
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - We meet as a team to go over the data and to check in on progress. We have noticed we are recruiting and our demographics in early childhood are very close to our Mankato Area Public Schools demographics so in many student groups it is maintaining what we currently have accomplished.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
<p>Increase the percentage of Black or African American students who meet or exceed the 3rd-grade Reading MCA from 33.8% to 43.8% and increase the percentage of Hispanic or Latino students who meet or exceed the 3rd-grade Reading MCA from 35% to 45% by 2025 to close the achievement gap.</p>	<p>Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity</p>	<p>Black or African American Students 36.8%</p> <p>Hispanic or Latino 38%</p>	<p>Black or African American Students 38.8%</p> <p>Hispanic or Latino 47.6%</p>	<p>Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met</p> <p>Our goal was met for Hispanic or Latino so we will need to continue to maintain.</p>
<p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> • <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? We have used our Minnesota report card data to monitor progress for our students. We also use Tableau to disaggregate our data.</i> • <i>What strategies are in place to support this goal area?</i> <ul style="list-style-type: none"> o Mentor Coaches: at each K-5 building to utilize Coaching for Equity and Science of Reading to support teachers in implementing best practices in instruction for all students. o School/Community Liaisons: Provide information, interpretation, and family support for school/parent engagement • <i>How well are you implementing your strategies? We have devised a plan to ensure we are using our diversity, equity and inclusion interactive read-alouds in all K-5 classrooms. We partner our reading strategies with building background for our students.</i> • <i>How do you know whether it is or is not helping you make progress toward your goal? We have seen great progress in our student groups data over the last year so we are confident our strategies are making a difference.</i> 				

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
The percentage of students in each student group in Grade 8 who participate in teacher career pathway activities will increase by 2% each year.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity	Black or African American students 10% Two or more races students 6% Hispanic/Latino students 17% American Indian students 2% White students 10%	All student groups 100%	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input checked="" type="checkbox"/> Goal Met

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? We have compiled data based on programming in our advisory periods in both middle schools. Our counselors have been strategic in placing this during advisory to target all students and bring awareness of teacher programming.*
- *What strategies are in place to support this goal area?*
 - Launch Education Pathway at Middle Schools
 - Collaboration with secondary students in education capstone courses
 - Postsecondary engagement for our students in our education pathway
 - Connect students of color with current staff of color within MAPS
 - Middle school students of color who show interest or are referred can also choose to participate in an event with MNSU-Mankato with their families to learn more about support and opportunities at the post-secondary level.
 - School/Community Liaisons: Provide information, interpretation, and family support to facilitate school/parent/student engagement
- *How well are you implementing your strategies? We continue to reach out to our postsecondary resources to create career pathways within our Mankato Area Public Schools. We are also creating partnerships outside of our post-secondary institutions with community partners.*
- *How do you know whether it is or is not helping you make progress toward your goal? We know that we bring awareness each time we discuss partnerships with our students and staff. It is helping to make progress towards this goal.*

Please note: If you have more than three goals, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2022–23 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

As we strive to continue to implement our strategies, we partner with St. Peter and Janesville, Waldorf and Pemberton around our summer programming with StoryArk. We were thrilled to have 26 participants that were working together during this career pathway and targeting racially and economically diverse students. This opportunity has created employment opportunities as well for some of our students. Working to create partnerships such as this are valuable for our students and our districts.

We also feel strongly that our recruitment for early childhood programming has created classrooms that reflect our demographics as a district. Finally, our continued work around the science of reading, intentional practices and consistent work with our literacy evenings for families and our diversity, equity and inclusion interactive read-alouds have also increased integration within our district.

Racially Identifiable Schools

If your district’s A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met
<p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> • <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> • <i>What strategies are in place to support this goal area?</i> • <i>How well are you implementing your strategies?</i> • <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p>				

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met
<p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> ● <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> ● <i>What strategies are in place to support this goal area?</i> ● <i>How well are you implementing your strategies?</i> ● <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p>				

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met
<p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> • <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> • <i>What strategies are in place to support this goal area?</i> • <i>How well are you implementing your strategies?</i> • <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p>				

Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with your partnering RIS site(s) and non-RIS site(s) during the 2022–23 school year. Also, consider ways that your A&I plan strategies have increased integration within your RIS site(s). *Only 1 RIS integration narrative is needed regardless of the number of RIS sites.*

Type response here

Complete the tables below if you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023). *If you are reporting on year 1 of your 3-year plan (July 1, 2022–June 30, 2025), please complete the tables directly below the WBWF section.*

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022–23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 school year that directly ties back to the established goal.	Check one of the following: ___ Goal Met ___ Goal Not Met
<p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> ● <i>What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?</i> ● <i>What strategies were in place to support this goal area?</i> ● <i>How well did you implement your strategies?</i> ● <i>How do you know whether your strategies did or did not help you make progress toward your goal?</i> <p>Type response here</p>				

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met
<p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> • <i>What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?</i> • <i>What strategies were in place to support this goal area?</i> • <i>How well did you implement your strategies?</i> • <i>How do you know whether your strategies did or did not help you make progress toward your goal?</i> <p>Type response here</p>				

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met
<p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> • <i>What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?</i> • <i>What strategies were in place to support this goal area?</i> • <i>How well did you implement your strategies?</i> • <i>How do you know whether your strategies did or did not help you make progress toward your goal?</i> <p>Type response here</p>				

Please note: If you have more than three goals, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2022–23 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

Racially Identifiable Schools

If your district’s A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met
<p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?</i> <i>What strategies were in place to support this goal area?</i> <i>How well did you implement your strategies?</i> <i>How do you know whether your strategies did or did not help you make progress toward your goal?</i> <p>Type response here</p>				

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- *What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?*
- *What strategies were in place to support this goal area?*
- *How well did you implement your strategies?*
- *How do you know whether your strategies did or did not help you make progress toward your goal?*

Type response here

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met
<p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> • <i>What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?</i> • <i>What strategies were in place to support this goal area?</i> • <i>How well did you implement your strategies?</i> • <i>How do you know whether your strategies did or did not help you make progress toward your goal?</i> <p>Type response here</p>				

Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with your partnering RIS site(s) and non-RIS site(s) during the 2022–23 school year. Also, consider ways that your A&I plan strategies have increased integration within your RIS site(s). *Only 1 RIS integration narrative is needed regardless of the number of RIS sites.*

Type response here