2023-24 Achievement and Integration (A&I) Progress Report

1. Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advanceto the next section. You must advance to the end of the form to save your answers. Districts may wish to enter short text as a placeholderto advance in the form and return at a later time to answer the question.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2024.

Save your specific survey link for easy access to your district/charter's summary report.

Contact our A&I Team at MDE.integration@state.mn.us if you need a copy of your specific survey link that was previously emailed to you.

2. Cover Page

1. District Name

0750-01 Rocori Public School District

2. Did you have an MDE approved Achievement and Integration plan implemented in the 2023-24 school year?

Did you have an MDE approved Achievement and Integration plan during 2023-24 SY?

Yes

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

Year 1 (3-year plan spans July 1st, 2023 – June 30, 2026)

Did you have a Racially Identifiable School (RIS) in the 2023-24 SY?

No

A&I Contact Name

Amy Notch

A&I Contact Title

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Annual Report

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.

3. **Provide the link to the district's A&I documentation/materials.**

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.

Provide the direct website link to the A&I materials.

https://www.rocori.k12.mn.us/teaching-learning/achievement-and-integration

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2023-2024 school year.

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

School boards are to hold an annual WBWF 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 in the meeting.

4. **Provide the date of the school board annual public meeting to review progress on the Achievement and Integration plan for the 2023-24 school year.**

09/23/24

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 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 2023-24 A&I plan goals for each of those schools were on track.

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).

5. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2023-24 SY.

75% of students in grades 2-8 receiving free or reduced priced meals will demonstrate average to high growth on the aReading test as measured from fall to spring.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2023-24 SY.

50.9% showed Aggressive to Typical Growth

Year 1 (2023-24) Actual

Provide the result for the 2023-24 school year that directly ties back to the established goal.

46.8% of students who receive FRP made typical to aggressive growth on the aReading test from fall to spring.

Goal met?

Check one of the following:

Not On Track

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?

Report was pulled for grades 2-8 for test growth and sorted on FRP status. The district has cultural liaisons in place as a strategy to meet this goal. Four liaisons serve our students. While surveys about the liaisons indicate a positive impact for transitions to the district, I do not see a direct impact on assessment scores.

6. Do you have another Achievement goal?

Yes

7. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2023-24 SY.

The four year graduation rate for Hispanic or Latino students will increase from 61.1% in 2022% to 77% in 2025.

Baseline

Copy the baseline starting point from the Goal Statement from your plan implemented in the 2023-24 SY.

In 2021-2022, 61% of Hispanic or Latino students graduated in four years.

Year 1 (2023-24) Actual

Provide the result for the 2023-24 school year that directly ties back to the established goal.

In spring of 2024, 18 of 24 students whose federal ethnicity is Hispanic/Latino graduated out of a total of 24; that is a rate of 75% for 2024.

Goal met?

Check one of the following:

On Track

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?

Using local data, the rate was calculated with filters for federal ethnicity and graduation status.

Cultural liaisons and attempts at Grow Your Own teacher programs are part of the district strategies. The liaison program is well-implemented; the Grow Your Own program needs continued development.

8. Do you have another Achievement goal?

No

9. Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2023-24 SY.

The number of students enrolled in ROCORI Public Schools involved in cross-district multicultural learning opportunities will increase by 10% each year 2023-2026.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2023-24 SY.

In year 1, all grade 5 students were involved in a cross-district multicultural learning opportunity with St. Cloud Public School District. That is approximately 7.6% of the district's students.

Year 1 (2023-24) Actual

Provide the result for the 2023-24 school year that directly ties back to the established goal.

7.6% of students were in a cross-district multicultural learning opportunity.

Goal Met?

Check one of the following:

On Track

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?

Recorded number of district students attending YF Kindness Retreat. Retreat was well-received by students, who reported favorable experiences.

10. Do you have another Integration goal?

No

11. Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2023-24 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

(Narrative is required. 200-word limit.)

The district works to create increased family engagement through the use of cultural liaisons. The cultural liaisons provide instructional and family engagement support. There are three liaisons who speak Spanish and English; there is one cultural liaison who speaks Somali and English. The liaisons provide home visits, facilitate communication between home and school, and mentor students.

12. Teacher Equity Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2023-24 SY.

ROCORI will increase the number of Youth Educators each year by at least 2 youth educators to employ at least 6 Youth Educators at ROCORI Summer school by 2026.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2023-24 SY.

We were unable to secure any youth educators for Summer School in 2024; the opportunity was offered to two students who were recommended by their EL teacher.

Year 1 (2023-24) Actual

Provide the result for the 2023-24 school year that directly ties back to the established goal.

No students worked as Youth Educators in the ROCORI Summer School Program this year.

Goal Met?

Check one of the following:

Not On Track

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?

Data used was the list of instructional support from summer school. Information was shared with counselors and high school teachers who recommended students for the program. Positions were offered to recommended students by the summer school coordinator. Students were unable to accept due to limited hours for the position.

13. Do you have another Teacher Equity goal?

No