

**Achievement and Integration (AI) Progress Report 2015-2017**

**District ISD# and Name:** Waterville-Elysian-Morristown ISD #2143

**Racially Identifiable School site:** \_\_\_\_\_  
*If you have been notified by MDE that you have a Racially Identifiable School (RIS) please complete a Progress Report for each RIS.*

**Document prepared by:** \_\_\_\_\_  
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**2015 Date submitted:** \_\_\_\_\_ **2016 Date Submitted:** 12-14-16 **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 7, 2015	
Enter link to AI report		<a href="http://www.wem.k12.mn.us">www.wem.k12.mn.us</a>	

## Integration Achievement Goal

Goal Statement: The proficiency gap between All Students, Special Education Students and Free and Reduced Priced Lunch Students enrolled for the full academic year of the grades tested within the WEM District on the state MCA Math and Reading will decrease as follows by increasing the proficiency of All Students, Special Education Students, and Free or Reduced Price Lunch Student groups as follows within our District.

As predicated in MDE's No Child Left Behind Waiver, Target proficiency levels are based upon reducing achievement gaps by 50% no later than the 2016-17 school year.

### 2015-16 MCA Test Results Compared to Targets

**Table A Target Percentage Proficiency Increase: Math**

<u>Name of District</u>	<u>Baseline</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17*</u>	<u>Total Increase</u>	<u>Relative to 16-17 Target</u>
WEM						
All Students	51.3	69.2	66.8	75.7	15.5	-8.9
Special Ed	24.4	64	41.5	75	17.1	-33.5
FRP Lunch	44.5	65.5	61.4	72.25	16.9	-10.85

**Table B Target Percentage Proficiency Increase: Reading**

<u>Name of District</u>	<u>Baseline</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17*</u>	<u>Total Increase</u>	<u>Relative to 16-17 Target</u>
WEM						
All Students	58.7	69.1	64.8	79.5	6.1	-14.7
Special Ed	36.7	57.7	28	68.4	-8.7	-40.4
FRP Lunch	46.6	59.96	64.7	73.32	18.1	-8.62

\*Denotes Target Year

### Analysis of Progress Toward Goals

Based upon our 2015-16 MCA test results, 5 of our 6 proficiency areas exceed our baseline.

### Longitudinal Data

For longitudinal data, the WEM School District administered the Minnesta Student Survey in the Spring of 2016 to students in grades 5, 8, 9 and 11.

### Intra-district Integration for Racially Identifiable Schools

The continued partnership between the Faribault and WEM School Districts creates opportunities for students in both Districts. WEM has expanded their AVID program to the 8th grade in their Junior High. WEM and Faribault elementary students participate in Kindess Retreats in December and take a joint field trip in the spring to Quarry Hill. We are looking to extend the opportunities for the two districts to combine together for a 7th grade courage retreat and a 9th grade respect retreat. When this occurs, a particular group of students will be together for multiple times throughout their school career. We would also like to share resources and partner more for college field trips. WEM and Faribault also provides upper classmen a chance to work together as leaders for the elementary Kindness Retreats. We look forward to expanding these leadership opportunities for the Courage and Respect Retreats in the future.