

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

Please use this template as an internal tool to gather information.Responses should be submitted electronically using the unique link that was sent to the A&I Contact and Superintendent. You can copy your responses from this template into the electronic form.

**District Name**: Edgerton Public School

**A&I Contact:** Keith Buckridge

**Title**: Superintendent

**Phone**: 507-442-7881

**Email**: kbuckridge@edgertonpublic.com

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2023–24 school year (SY)?

\_X\_\_ Yes \_\_\_ No

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

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

\_X\_\_ Year 2 (3-year plan spans July 1, 2022– June 30, 2025)

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

\_\_\_ Yes \_X\_\_ No

**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 A&I materials: https://www.edgertonpublic.com/domain/91

### 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 SY.*

Provide the date of the school board annual public meeting to review progress on the Achievement and Integration plan for the 2023-24 SY: November 20, 2024

## 2023–24 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](https://www.revisor.mn.gov/statutes/cite/124D.862)).

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 2023–24 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 2023–24 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 2023–24 SY.

**\*Please use this template as an internal tool to gather information. Responses should be submitted electronically. You can copy your responses from this template into the electronic form.**

### Complete the tables below if you are reporting on year 1 or year 2 of your 3-year plan (July 1, 2023–June 30, 2026 OR July 1, 2022-June 30, 2025).

#### Achievement and Integration Goal 1

| **Goal Statement** | **Achievement, Integration, or Teacher Equity Goal?** | **Baseline** | **Actual Result (2023–24 SY)** | **On Track?** |
| --- | --- | --- | --- | --- |
| By differentiating  instruction using  Guided Math, the  percentage of FRP  will increase from  20.39% to 25% in their  proficiency levels as  measured by  Minnesota  Comprehensive  Assessments in Math by 2025. | Check one of the following:  \_X\_\_ Achievement Goal  \_\_\_ Integration Goal  \_\_\_ Teacher Equity | Our FRP students attained 20.39% on the MCA math portion for the baseline year. | Our FRP students attained 21.6% on the MCA math portion. | **Check one of the following:**  \_X\_\_ On Track  \_\_\_ Not on Track  \_\_\_ 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?* * *What strategies are in place to support this goal area?* * *How well are you implementing your strategies?* * *How do you know whether it is or is not helping you make progress toward your goal?*   This data was from our MCA III math achievement rate for the spring of 2024. We looked specifically at our free and reduced population. Part of our professional development this year is to dive deeper into the math scores to help us find our areas of weakness. That will then be reported to our staff so they may make adjustments in their lessons. We will look at our FAST data and compare it to what we are seeing with our MCA III scores to find commonalities. We will continue to use our FAST testing throughout the year as well as our STAR testing to see if we are making progress. | | | | |

#### Achievement and Integration Goal 2

| **Goal Statement** | **Achievement, Integration, or Teacher Equity Goal?** | **Baseline** | **Actual Result (2023- 24 SY)** | **On Track?** |
| --- | --- | --- | --- | --- |
| All K-5 teachers will meet yearly with the Math Specialist to review FAST data and implement math strategies to help deficiencies shown by the data. | Check one of the following:  \_\_\_ Achievement Goal  \_\_\_ Integration Goal  \_X\_\_ Teacher Equity | Our FRP students attained 20.39% on the MCA math portion for the baseline year. | Our FRP students attained 21.6% on the MCA math portion. | Check **one** of the following:  \_X\_\_ On Track  \_\_\_ Not on Track  \_\_\_ 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?* * *What strategies are in place to support this goal area?* * *How well are you implementing your strategies?* * *How do you know whether it is or is not helping you make progress toward your goal?*   The Math Specialist will increase coaching to all tenured and non-tenured math teachers to help teachers of math better understand the results of standards-based instruction and to have a thorough understanding of what students know and are able to do relative to standards-based tasks in addition to supporting conversations about equitable instruction and classroom conditions that shift teacher practice and promote student learning; thus, providing all students access to effective math teachers. | | | | |

#### Achievement and Integration Goal 3

| **Goal Statement** | **Achievement, Integration, or Teacher Equity Goal?** | **Baseline** | **Actual Result (2023- 24 SY)** | **On Track?** |
| --- | --- | --- | --- | --- |
| By 2025, Edgerton Public School students in grades K-12 will self-report an increase in their level of comfort with initiating and maintaining social relationships with students different from themselves (racially/ethnically diverse, socioeconomically diverse) from an average comfort level of 2 out of 5 to an average comfort level of 4 out of 5 as measure by a district-created survey utilizing a 5-point Likert scale. | Check one of the following:  \_\_\_ Achievement Goal  \_X\_\_ Integration Goal  \_\_\_ Teacher Equity | The comfort level was 2 out of 5. | The comfort level was 4 out of 5. | Check **one** of the following:  \_X\_\_ On Track  \_\_\_ Not on Track  \_\_\_ 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?* * *What strategies are in place to support this goal area?* * *How well are you implementing your strategies?* * *How do you know whether it is or is not helping you make progress toward your goal?*   *By partnering with Pipestone Area Schools, we have opened up opportunities for all of our students that participate to learn with different student groups that they normally wouldn’t be able to be with. Not only is it educational, but they also have fun activities that they have the students participate in to increase their interaction.* | | | | |

#### 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 2023–24 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

Working with Pipestone Area, Edgerton Public School students improved their comfort level with building relationships across diverse backgrounds which is essential for fostering empathy, understanding, and respect among peers. It prepares students for an increasingly diverse world where collaboration with people of different perspectives and experiences is vital. Enhancing these social skills during the summer collaboration also contributes to a more inclusive and supportive school environment, reducing instances of misunderstanding and bias. The targeted increase in comfort level reflects the school's commitment to developing well-rounded, socially competent individuals. This initiative aligns with broader goals of promoting equity and inclusion, equipping students with critical interpersonal skills for their future.