Detroit Lakes Public Schools Striving for Comprehensive Achievement and Civic Readiness Report Summary

Achievement & Integration Progress Report (A&I)

Annual Board Presentation -- October 2026

DETROIT LAKES
PUBLIC SCHOOLS

VISION

Detroit Lakes Public Schools envisions a future where students are prepared to thrive beyond graduation.

MISSION

Detroit Lakes Public Schools ensures consistent expectations, opportunities, meaningful support, and strong relationships so that every student develops the skills, confidence, and connections needed to thrive beyond graduation.

Aligned for Student Success



Different purposes. | **Shared priorities.** | **One districtwide commitment to continuous improvement.**

Highlight Our Students and Staff

Thank you!

Celebrate the dedication and commitment of our staff and the progress of our students.

District Enrollment and Demographic Snapshot

Enrollment by race/ethnicity	DLPS Count	DLPS Percent	MN Percent
American Indian	470	17.3%	3.6%
Asian	14	0.5%	7.2%
Black or African American	47	1.7%	12.6%
Hispanic or Latino	87	3.2%	11.6%
Native Hawaiian or Pacific Islander	3	0.1%	0.1%
Other Indigenous Peoples	18	0.7%	0.1%
White	2,018	74.3%	59.4%
Two or more races	60	2.2%	5.4%
All students	2,717	100.0%	100.0%
Enrollment by other criteria	**DLPS Count**	**DLPS Percent**	**MN Percent**
English learner	17	0.6%	10.6%
Special education	625	23.0%	19.5%
Free/Reduced-Price meals	989	36.4%	39.0%
Homeless	50	1.8%	1.1%

Source: MDE Report Card

Beyond the MCA Test Scores?

Multi Tiered Systems of Support (MTSS)

MULTIPLE MEASURES
One test score does not define student success.

IDENTIFY NEEDS
Use data to recognize strengths and areas for growth.

RESPOND WITH SUPPORT
Adjust instruction and support student learning.

MONITOR PROGRESS
Measure growth and guide continuous improvement.

★Our goal is proficiency, growth, and continuous improvement, not simply higher test scores.

Striving for Comprehensive Achievement and Civic Readiness Report

Required state outcome areas

1. All children are ready for school.
2. All racial and economic achievement gaps between students are closed.
3. All students are ready for career and college.
4. All students graduate from high school.
5. All students are prepared to be lifelong learners.

Full report on website

Aligned with our Strategic Plan

Reporting: Annual Report, Fall 2027

Goal 1: All children are ready for school.

Increase percentage of incoming kindergarten students meeting the school-readiness benchmark from 58% in fall 2026 to 60% in fall 2027.

Benchmark: Percentage of kindergarten students identified as Low Risk on FastBridge early Readiness

Reporting: Annual Report, Fall 2027

Goal 2: Academic Achievement and Growth

Increase the percentage of students meeting grade-level benchmarks on the MCAs in reading, mathematics and science by two percentage points.

Measurement source: MCA/MTAS, along with FastBridge K–5; Capti READ Basix 4–12; local math measures

Reporting: Annual Report, Fall 2027

Assessment Overview

WHAT MCAs TELL US

Standards Achievement

Measures how students and student groups are performing on Minnesota academic standards.

Helps identify areas of strength and opportunities for continued improvement throughout the district.

One Annual Snapshot

Provides one point-in-time measure of student performance.

It is an important measure, but absolutely not a complete picture of student or school's proficiency.

Part of the Bigger Picture

MCA results are considered alongside other assessments and other relevant data to guide continuous improvement.

Data Considerations

~150 students did not participate in one or more required MCA assessments across the district.

Up to 450 tests not taken.

Reliability and Validity in State and District Comparisons

Sept 2026 - MDE calls for an MCA Assessment Task Force

- Minnesota is reconsidering its current assessment system
- MCA results are useful for statewide accountability but have limitations when used to make judgments about educational effectiveness

Celebrating Success. Committed to Growth.

At or Above the State Average

in almost all areas.

Two Things Can Be True

Celebrate Success

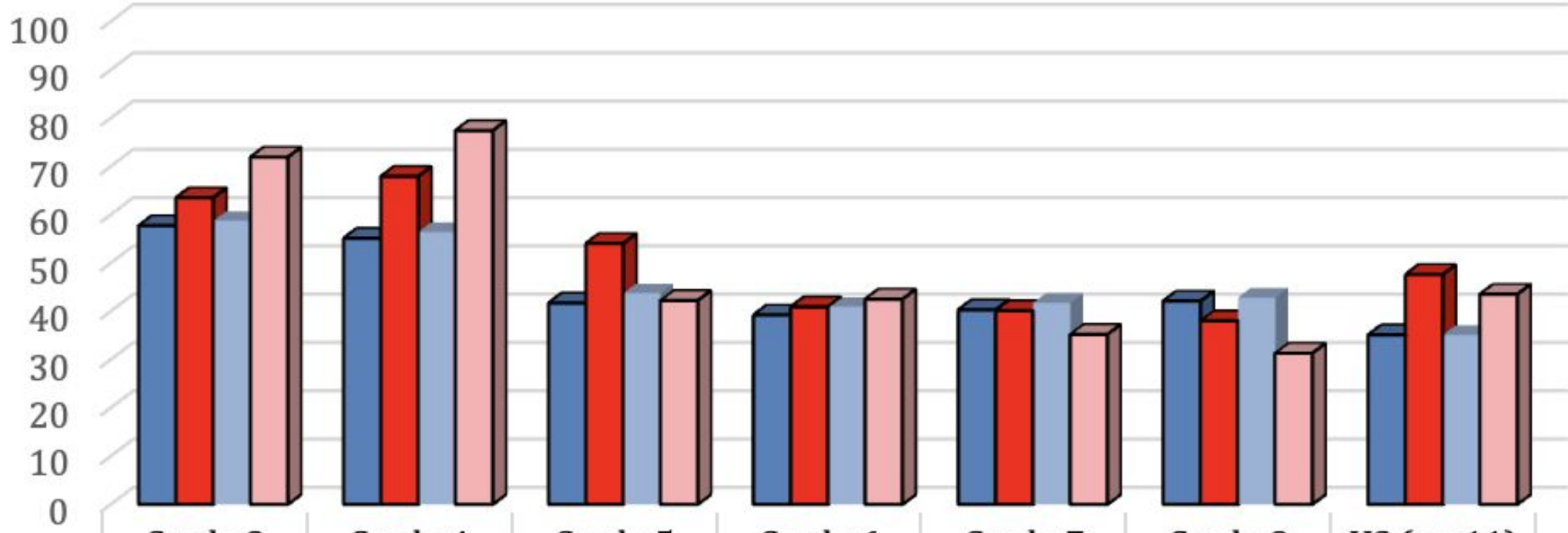
Our students and staff make us proud.

Continue to Grow

We remain committed to improving outcomes.

We celebrate how far we've come while staying focused on what's next.

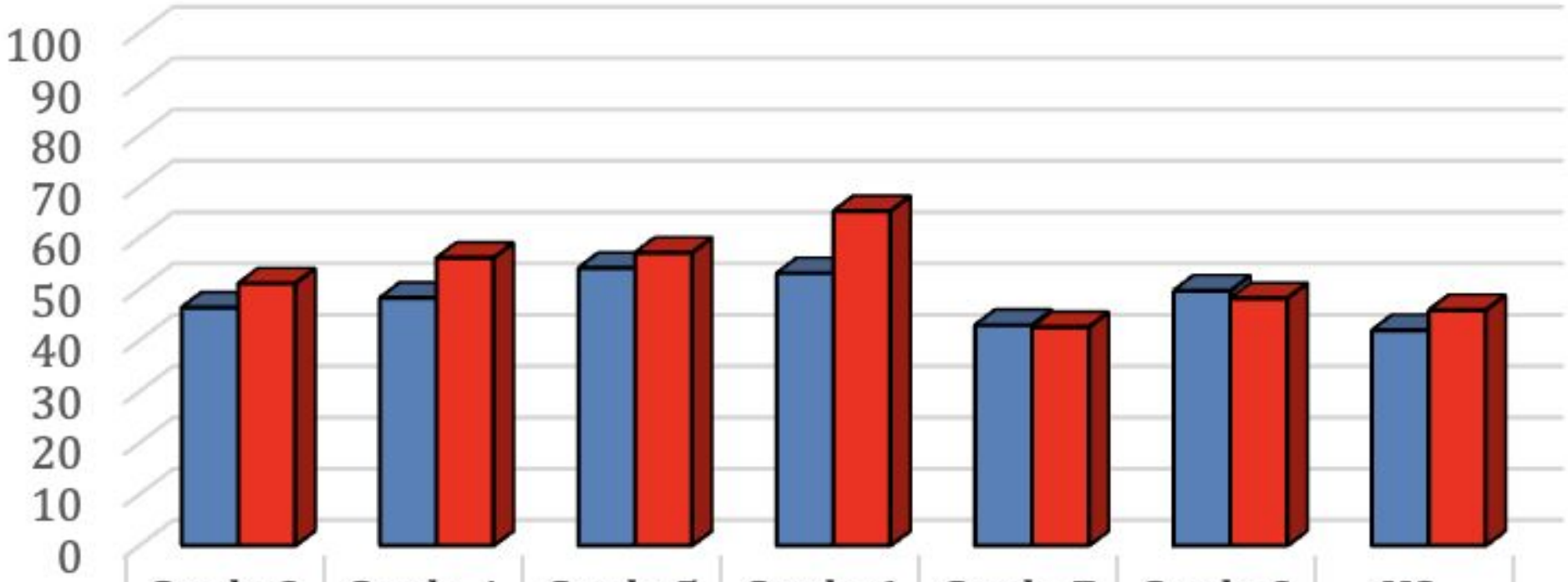
Math MCA



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS (gr 11)
2026 STATE	57.7	55.1	41.7	39.2	40.3	42.1	35.1
2026 DISTRICT	63.5	67.9	54	40.9	40.1	38	47.6
2025 STATE	58.7	56.4	43.7	40.9	41.7	42.8	35.1
2025 DISTRICT	71.9	77.4	42.2	42.5	35.2	31.3	43.5

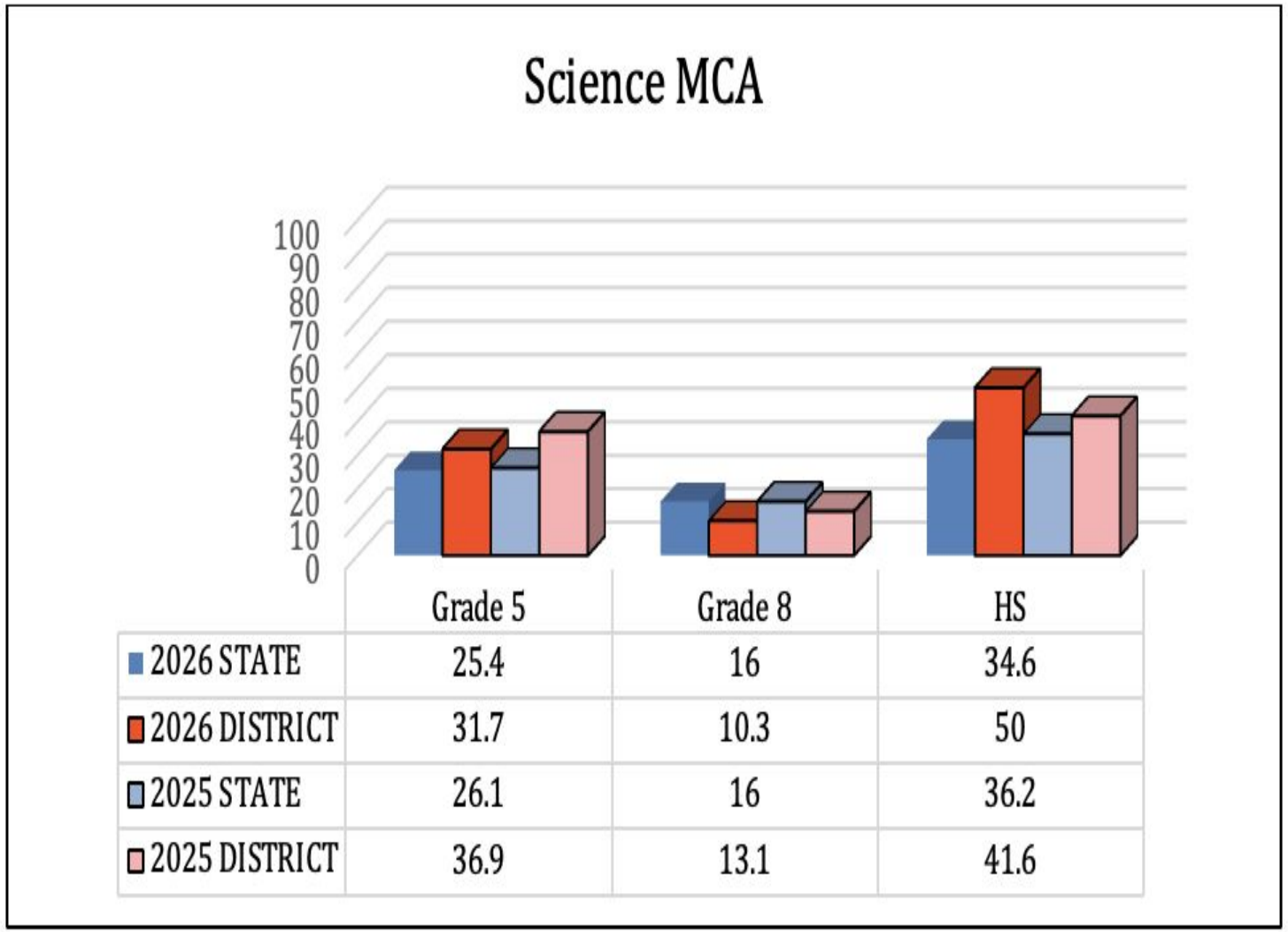
2026 STATE 2026 DISTRICT 2025 STATE 2025 DISTRICT

Reading MCA



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS
2026 STATE*	46.4	48.3	54.1	53.1	43	49.7	42
2026 DISTRICT *	51.1	56.1	57.1	65.2	42.6	48.2	45.89

***Spring 2026 was first administration of Reading MCA-IV. Reading results cannot be compared to prior years.**



	Grade 5	Grade 8	HS
2026 STATE	25.4	16	34.6
2026 DISTRICT	31.7	10.3	50
2025 STATE	26.1	16	36.2
2025 DISTRICT	36.9	13.1	41.6

When science proficiency drops significantly following changes to standards and assessments, we must examine whether the results reflect changes in student learning, assessment expectations, or both.

Goal 3: Career and College Readiness

Increase the percentage of graduating seniors who report feeling prepared or very prepared for life after graduation from 81% in 2026 to 85% in 2027, with a goal of 96% by 2031. *(multi-year)*

Measurement source: Senior Survey

Survey question: How prepared do you feel for life after graduation (college, career, military, trades, workforce, etc.)?

Reporting: Annual Report, Fall 2027

Career and College Exploration

Comprehensive Student Readiness Programs & Career Pathways

Exploration & Preparation

K-8 Foundation
Business visit opportunities (K-8) & College visits starting in Middle School.

Personal Finance (Required)
Essential life-ready skill integrated into the required curriculum.

Personal Learning Plans (Grades 9-12)
Tracked and demonstrated through student portfolio and capstone projects.

High School Academy Model
Courses & offerings reimagined annually based on student enrollment & DEED alignment.

Transitions Program
Continuing education and support tailored for ages 18-22.

Goal: Guaranteed career exploration for all students prior to graduation.

Pathways along with Global Courses

Core specialized career tracks for high school academy learning:

Business & Entrepreneurship and Information Technology
Technology, corporate operations, marketing, and business management skills.

Health Sciences
Medical fields, patient care, healthcare and wellness disciplines.

Human Services
Education, public administration, social work, and community service careers.

Production Pathway
Manufacturing, Building & Trades, and Agricultural Sciences.

Goal 4: Graduation Rates

Graduation Measurement & Pathways

Increase the district four-year graduation rate from 85.1% to 90%.

4-Year Standard Rate

Measures whether a student graduates within four years of entering grade 9.

Baseline Metric

Standard state measurement for cohort completion.

Reporting: Annual Report, Fall 2027

Our Extended Pathways

Students continuing toward a diploma are counted as continuing rather than graduating in 4 years:

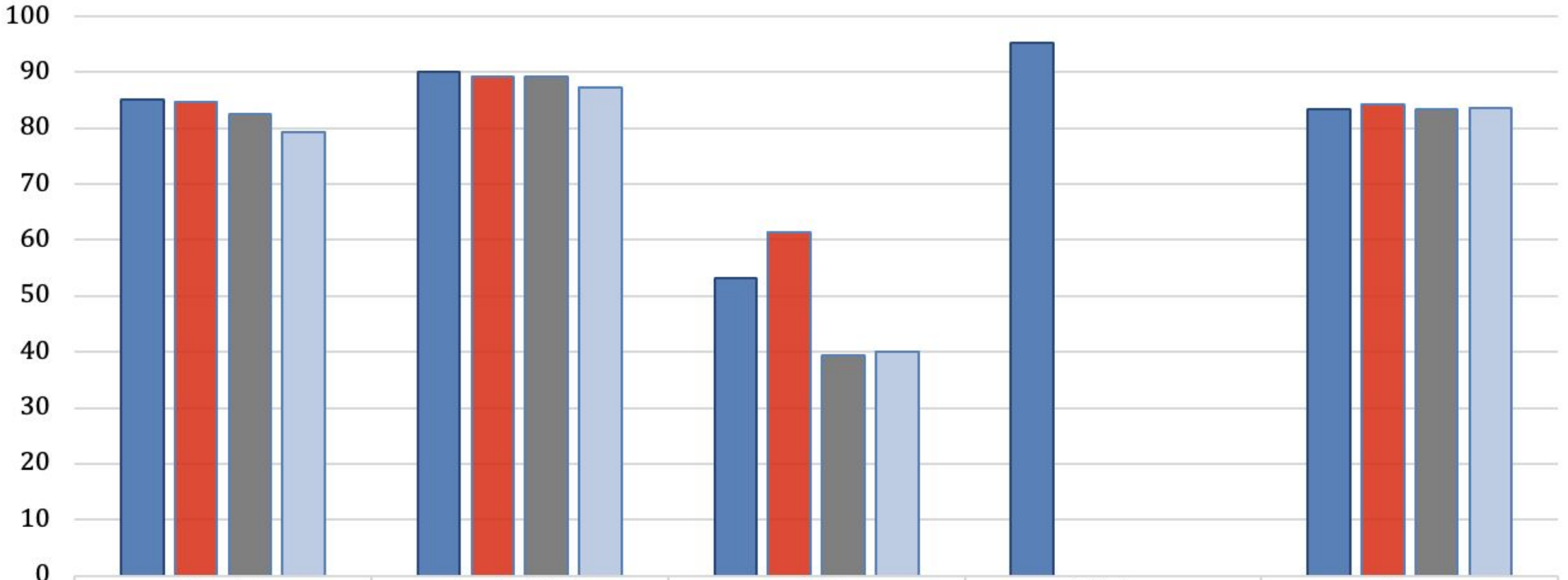
- Laker Transitions
- Project SEARCH
- Area Learning Center
- Other Extended Pathways, such as GED

Comprehensive Review

To understand student progress more fully, the district reviews 4-year data together with:

- **5-Year Completion**
- **6-Year Completion**
- **7-Year Completion**
- **GED Outcomes**

Graduation Trends



	District	Senior High	ALC	E-Laker	State
2025	85.1	90	53.1	95.2	83.3
2024	84.6	89.3	61.5	0	84.2
2023	82.5	89.3	39.4	0	83.3
2022	79.3	87.3	40	0	83.6

2025 2024 2023 2022

Goal 5: Lifelong Learning – Consistent Attendance

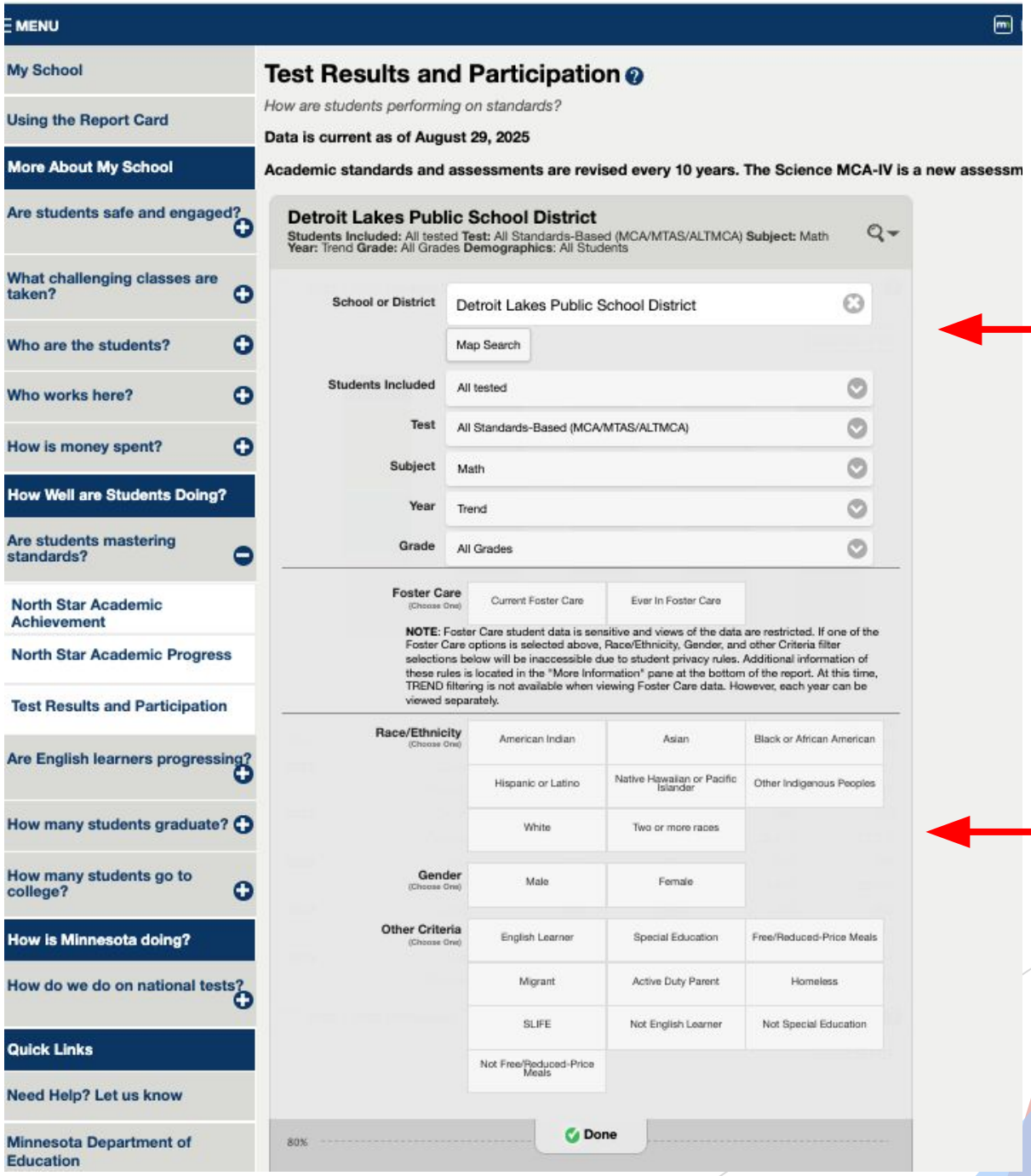
Increase consistent student engagement in learning by increasing the percentage of students attending at least 90% of enrolled school days from 61% in 2025-26 to 66% by 2031. *(multi-year)*

Measurement Source: District attendance data including percentage of students attending at least **90%** of enrolled school days. *MDE Northstar Reports*

Strategies: Family engagement, communication, belonging and wellness

Reporting: Annual Report, Fall 2027

For more details:
[MDE Report Card]



District or school

Filters

QUESTIONS

Next : Required A & I Progress Report for 2025-26

Achievement and Integration (A & I)

Three year plan:

- **Purpose:** Promote integration across diverse schools, expand student opportunities, improve achievement, and reduce achievement gaps.
- Funding used for 3.5 teacher positions to support student success.

COLLABORATION PARTNERS

1. Pelican Rapids
2. Perham
3. Hawley
4. Fergus Falls
5. Detroit Lakes
6. Underwood
7. Frazee
8. Battle Lake

Increase Graduation Rates for American Indian Students

GOAL 1 | Achievement Disparity

✓ **By June 2029, increase four-year graduation rates:**

Detroit Lakes High School: 71.4% (2024) → 80% (2029)

2025 Graduation Rate: 87.9% — exceeds 2029 target

Detroit Lakes Area Learning Center: 41.7% (2024) → 59% (2029)

2025 Graduation Rate: 41.7%

Strategies

- K–5: Targeted reading and math instruction through MTSS interventionists.
- Grades 6–12: Student Success Coordinator
- Instructional coaching to support integration activities and interventionists.
- Monitor academic progress, attendance, engagement, credit completion, and graduation.

Strengthen Staff Capacity Through Peer Coaching

GOAL 2 | Teacher Equity

By June 2029, expand the instructional strategies available to staff serving students in the American Indian Education program through ongoing peer coaching and collaborative support.

- ✓ **Peer coaching sessions: 4 annually (2027) → 9 annually (2029)**

90% of participating staff demonstrate increased confidence and implementation of culturally responsive instructional practices and supports.

Strategies

- Structured peer coaching by instructional coaches and/or the American Indian Education Coordinator.
- Focus on lesson design, instructional strategies, curriculum alignment, and culturally responsive practices.
- Job-embedded peer coaching also supports interventionists.

Intentional Learning Across Communities

GOAL 3 | Integration

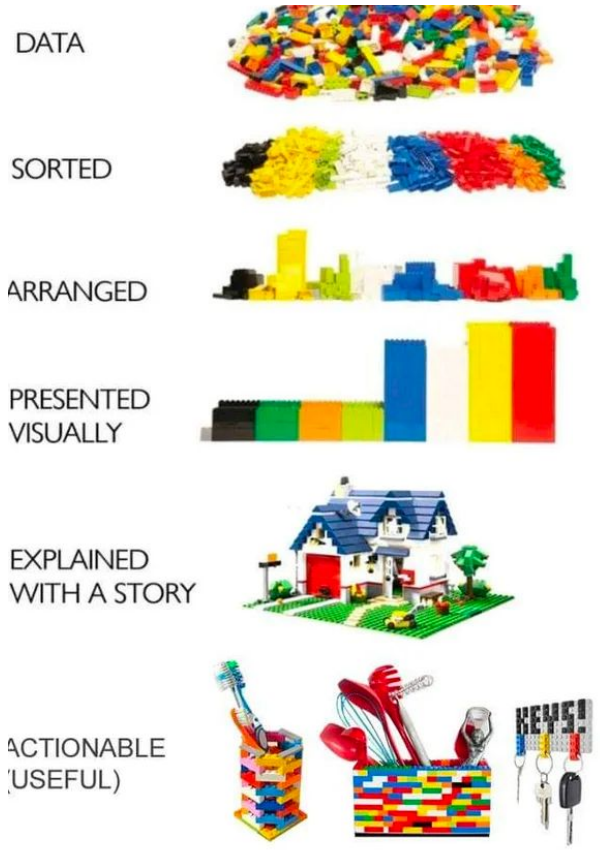
✓ By June 2029, the majority of participating students will demonstrate increased cultural awareness, appreciation for diverse perspectives, and positive interactions with peers from collaborating Achievement and Integration districts.

Measured through student reflections, teacher observations, classroom discussions, student work samples, and participation.

Detroit Lakes & Pelican Rapids Partnership

- Elementary collaboration, currently involving second-grade classrooms.
- 2nd grade student collaboration: authoring books “About Me”
- Classroom lessons, virtual collaboration, shared literacy and cultural learning experiences, and reciprocal field experiences.
- Introduction to Education course exchange.

Commitment to Excellence for Every Learner!



Questions before asking for action to approve the report?