



**DULUTH PUBLIC
SCHOOLS**

**WORLD'S
BEST
WORKFORCE**

4316 Rice Lake Road, Suite 108
Duluth, MN 55811
www.isd709.org

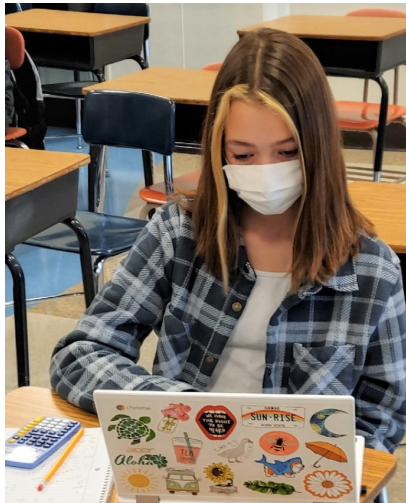


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Introduction

Engage. Achieve. Succeed.
Every Student, Every Day

The path to graduation starts when a child is born and involves everyone.

It begins with quality early childhood education, supporting kindergarten readiness, making sure every child is reading well by grade three, ensuring children who struggle are quickly identified and steps taken to address their needs, and not let them fall behind.

It includes building positive relationships, looking at what each of us can do to ensure every child feels safe, welcomed and accepted at school and helping each child find something in school to engage, excite and inspire them.

From families and community leaders to teachers and staff, all contribute to the well-being and success of Duluth's children.

Thank you for your belief in what we as a community can accomplish together.

Community Vision

We will build on our shared beliefs and values of unity, high achievement and responsible use of resources to create Duluth Public Schools and classrooms that are safe, supportive and inclusive. We will work to inspire every student to achieve their potential, and prepare students to lead productive, fulfilling lives as citizens of Duluth and the wider world.

World's Best Workforce Legislation

The World's Best Workforce bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. For Minnesota to be competitive, we must have students who are college and career ready and students who are poised to lead the state's workforce.

Each school district must develop a plan that addresses the following five goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

There are many district plans and policies that support World's Best Workforce goal areas. Those plans/policies include the following:

- Head Start Annual Plan
- [Local Literacy Plan: Read Well by Grade Three](#)
- [Achievement & Integration](#)
- American Indian Education Plan
- Teacher Development and Evaluation Plan
- [Principal Development and Evaluation Plan](#)
- [Duluth Public Schools MTSS Handbook](#)
- [PLC Handbook](#)
- [Duluth Public Schools Continuous Improvement Handbook](#)
- Duluth Public Schools Staff Development Plan
- Early Kindergarten Procedures:
 - Student Promotion, Retention, and Program Design, [Policy 513](#) and [513R](#)

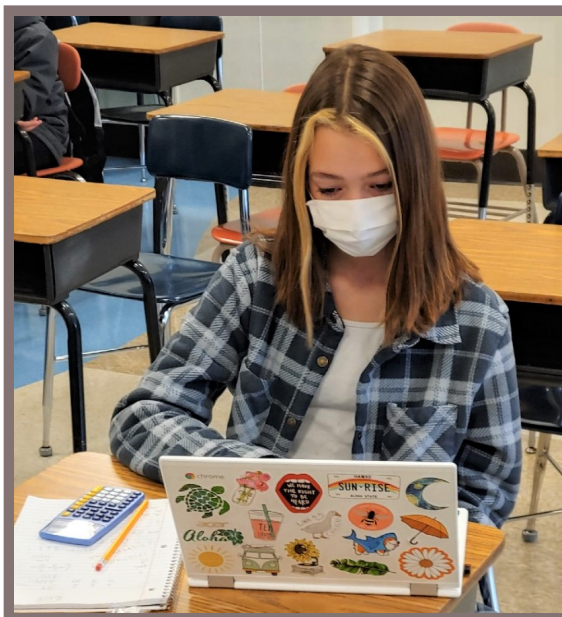
Per the legislation, Duluth Public Schools has a World's Best Workforce Advisory Committee. Participants include representatives from the American Indian Parent Advisory Committee, Achievement & Integration Team, Special Education Committees and other stakeholders.

Staff responsible for developing the plans in each area present information to Advisory Committee members, who provide input and feedback.

School Continuous Improvement Process

The purpose of school Continuous Improvement Teams (CITs) is to improve student achievement and to provide a formal process for teacher leadership to meet this mission. CITs develop School Improvement Plans (SIP) that are based on the results of the school's Comprehensive Needs Assessment (CNA), and are aligned with the district's strategic plan. CITs lead the implementation of the SIP and monitor progress.

In 2017, Duluth Public Schools partnered with the Minnesota Department of Education and the Regional Centers of Excellence to develop a school improvement process that was grounded in Implementation Science as defined by the National Implementation Research Network. In 2021, the school improvement process handbook was updated to reflect minor changes in the process, to provide additional tools, and to include information regarding the district's commitment to equity.



Primary District Strategies

MTSS

A multi-tiered system of support (MTSS) works to ensure each student gets the support needed to be successful. Support can be academic, behavioral, or social-emotional.

Academically, MTSS starts with a strong base of core instruction delivered with fidelity. Student learning assessments guide teachers in the development of further instruction. Specific interventions build on core instruction to support students who have learned the identified information or skills. Integrated instruction and intervention is delivered in varying intensities (multiple tiers) based on student need.

PLCs

Professional Learning Communities (PLCs) are groups of teachers who meet regularly as a team, working collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. They set achievement goals on identified priority learning outcomes, analyze current levels of achievement via common formative and summative assessments, share effective instructional strategies, and research best practices.

PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. See *Duluth Public Schools [PLC Handbook](#)*.

Safe and Welcoming

Creating an accepting, supportive school culture and climate for every student is an essential strategy to improving student achievement. To do so, it's important for stakeholders to participate in conversations about race.

Racism and bias exists in our schools and community. If we are to build healthy, constructive relationships with all students, we need to recognize our own racism and bias and change our thinking and behaviors. When students, staff and parents feel accepted and comfortable in the learning environment, everyone does better.

Duluth Public Schools works to implement Positive Behavioral Interventions and Supports (PBIS) as an approach for helping schools select and organize evidence-based behavioral interventions into an integrated continuum that enhances social behavior outcomes for all students.

Additionally, Duluth Public Schools bullying and harassment policies and procedures are reviewed annually and include staff training.

North Star Accountability System

In August 2018, the Minnesota Department of Education announced the North Star Accountability System. North Star was created in response to federal legislation called the Every Student Succeeds Act, requiring every state to create an accountability system.

The plan supports and adds to World's Best Workforce:

- Stage 1:
 - Math Achievement
 - Reading Achievement
 - English Language Proficiency
- Stage 2:
 - Math Progress
 - Reading Progress
 - Graduation Rates: 4 Year and 7 Year
- Stage 3:
 - Consistent Attendance Schools identified for support receive one of two types: Comprehensive or Targeted

"Comprehensive" is the highest level of support and comes from the Regional Centers of Excellence to schools. "Targeted" offers support to schools from the school district. Schools will be identified as needing additional support in August of 2022.

In both cases, the focus is on completing a comprehensive needs assessment, developing a school improvement plan and monitoring progress with quarterly records of continuous improvement. Equity is a central part of the North Star Plan and CIT processes reflect this by using Duluth Public Schools' Equity Tool and facilitating courageous conversations about race.

Access to Excellent and Diverse Teachers

The majority of Duluth Public Schools teachers hold a Master's degree (73.74%) and have more than 10 years of experience (72.4%), which is considerably higher than the state and most area public and charter schools.

Data is reviewed on an annual basis and includes: years of service, teacher qualifications (degrees) and student population demographics, including but not limited to free/reduced priced lunch, special education services, and transitional housing needs.

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The focus of the Office of Education Equity (OEE) Recruitment & Retention program is to assist in the district goal of diversifying our staff.

This will be done through the following strategies:

- One session/semester for current teachers of color to discuss climate dynamics and build a sense of community and networking for interested teachers of color within the district (retention);
- The OEE professional development program will provide workshops, training, and resources for district staff designed to improve achievement of all students in the Duluth Public Schools and increase culturally responsive teaching and learning. The focus of professional development provided for staff will be in the areas of culturally responsive practices, undoing racism, culturally responsive instruction & curriculum development and integration, and racial identity development. The primary professional development provided will be the CARE (Culture, Abilities, Resilience, and Engagement) Academy;
- Provide additional support and resources for staff of color throughout a year (interracial conflict resolution, professional development opportunities, learning materials, presenters, trainings, etc.);
- Offer mentorship to interested staff of color;
- OEE coordinator provides training for Human Resource staff on recruitment strategies, culturally responsive hiring practices and understanding implicit bias;
- OEE coordinator and community members serve on the district committee working to diversify the staffing of our district;
- Bolster strategic relationships with local postsecondary teacher education programs;
- Potentially offering relocation cost reimbursements for new teachers of color and administrators of color (receipts necessary); and
- Develop a recruitment team that attends job fairs, assists in postings, and serves on screening process teams — contract with individuals and ask current staff of color to serve on the team to ensure a diverse team.

Additionally, the district partners with The College of St. Scholastica to offer a College in the Schools Pathways2Teaching course. Students receive an introduction to teaching and social justice issues in education with the hope of encouraging students of color in Duluth Public Schools to pursue a teaching degree and return teachers to Duluth Public Schools.

Goal Areas & Strategies



Understanding the Data

The data listed in the goals and strategies areas are based on locally administered FASTBridge assessments as well as the state accountability assessments, MCA and MTAS. There is no state accountability data reported in 2019-2020 because the state accountability assessments were canceled due to the COVID-19 pandemic.

Due to the challenges and factors related to the pandemic, the Minnesota Department of Education considers the 2020-2021 school year's assessment results as an outlier and does not support widely comparing 2021 statewide assessment results to previous years or trend data without the appropriate context and considerations.

Fewer students participated in the statewide assessments in comparison to previous years; especially at the higher grade levels. In Duluth Public Schools, some of our student groups tested far fewer student than usual. Most of this was due to extenuating circumstances related to the pandemic.

District Participation Percentages

Year	% Tested Math	% Tested Reading
2017	97.1	98.3
2018	97.1	98.6
2019	97.5	97.8
2020	N/A	N/A
2021	72.3	73.2

Kindergarten Readiness

Duluth Preschool is a collaboration of school readiness, Head Start, voluntary pre-kindergarten, and Pathway I & II Early Learning Scholarship funding sources.

This unique collaboration began in 2016 with classrooms located in seven Duluth Public Schools' elementary buildings. Duluth Preschool classrooms provide high quality early childhood experiences with licensed teachers, parent education, and activities are aligned with Federal Head Start Performance Standards and Minnesota state standards.

Our Duluth Preschool classes are offered with the intention of providing families of children ages 3-5 with a high quality, developmentally-appropriate, fully inclusive and nurturing early childhood experience. Our classrooms provide inclusion opportunities for children with special needs and access to staff from Early Childhood Special Education.

** Kindergarten Readiness is challenging to define. According to the Minnesota Department of Education, a child is ready for kindergarten when he/she: is at least 5 years old by Sept. 1 of the enrollment year; has received early childhood screening; and has received medically accepted immunizations.*

SYSTEMS, STRATEGIES & SUPPORTS:

- Provide comprehensive services of early learning, health and safety, mental health, and healthy families, with an emphasis on reducing the opportunity gap.
- Engage with community childcare/preschool centers to improve kindergarten transition.
- Collaborate with Community Partners to connect families with community resources and provide rich experiences in classrooms.
- Implement Duluth Public Schools early childhood classrooms with blended funding streams to maximize program availability.
- Implement Pyramid model in pre-kindergarten classrooms to support social/emotional/behavior development.
- Use Practice Based Coaching to support teachers in curriculum fidelity and identify areas for individualized professional development.
- Implement data meeting between pre-kindergarten and kindergarten teachers to improve kindergarten transitions.
- Aim for continuous improvement in parent, family, and community engagement.
- Collaborate with early childhood special education to provide high quality, trauma informed, fully inclusive classrooms.
- Continue providing high quality ECFE parent education services.

GOAL

Kindergarten readiness will be 90%, by 2025, as measured by the percent of students on track using the FAST Bridge early Reading. (All Students Tested).

Percent Proficient	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students	45.3	44.5	41.8	37.5	48.7

**Note: An abbreviated assessment battery was administered in 2020-2021 due to the pandemic. Year-to-year comparisons should not be made.*

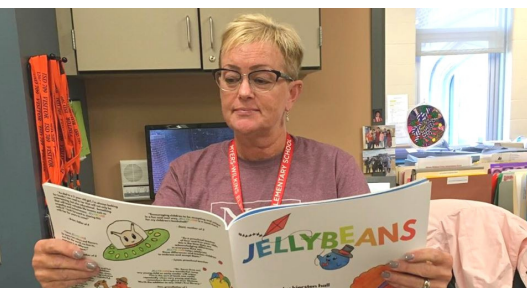
Read Well By Grade Three

Our mission as part of our Local Literacy Plan is to ensure reading proficiency by the end of grade three. We accomplish this mission by:

- Providing comprehensive scientifically based reading instruction consistent with state statutes.
- Ensuring curriculum is aligned with Indicators of Early Literacy and Minnesota English Language Arts (ELA) Standards, which are built on Career and College Ready Standards.
- Identifying before the end of kindergarten, grade 1, and grade 2, students who are at risk of not learning to read at grade-level by the end of second grade.
- Using assessment data to guide instruction to help ensure learning for all students.
- Providing job-embedded staff development that is in line with the goals of the district's literacy plan, which could include scientifically based reading instruction, assessments, classroom management, parent and community involvement, differentiation (meeting individual student's needs), culturally responsive classroom, technology and innovation, and state standards.
- Communicating with parents and guardians about the literacy development of their children.

SYSTEMS, STRATEGIES & SUPPORTS:

- Implementation of English Language Arts (ELA) curriculum resources that are aligned to standards.
- Establishment of a common definition of balanced literacy in Duluth Public Schools.
- Professional development for all elementary teachers on balanced literacy framework.
- Ongoing coaching and support for site level leadership teams on effective Multi-Tiered System of Support (MTSS) implementation.
- Site level leadership teams identifying best practice instructional strategies and developing practice profiles with classroom walkthrough tools to monitor implementation of practices.
- Implementation of Leveled Literacy Intervention (LLI) and Path to Reading Excellence in School Sites (PRESS) Tier II materials.
- Implementation of PRESS diagnostic tools and class-wide intervention support.
- Intervention teams receive training and coaching for implementation of Formative Assessment System for Teachers (FAST) progress monitoring.
- Elementary teams receive coaching for effective data meetings using FAST benchmark data.



GOAL

Third Grade reading proficiency will be 90%, with no student group below 85%, by 2025, as measured by All Accountability Tests (All Students Tested).

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested

Reading		2016-17	2017-18	2018-19	2019-20	2020-21
All Students	District	58.8	62.0	60.5		54.0
	State	56.8	55.9	54.6		48.5
American Indian or Alaska Native	District	29.6	57.6	29.2		8.7
	State	33.3	34.7	32.0		25.22
Asian	District	45.5	*	54.5		60.0
	State	47.2	49.6	46.3		40.66
Hispanic or Latino	District	44.4	60.0	66.7		33.3
	State	34.4	33.8	33.3		26.84
Hawaiian or Other Pacific Islander	District	*	*	*		*
	State	50.0	44.6	37.1		34.33

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested

Reading		2016-17	2017-18	2018-19	2019-20	2020-21
Black or African American	District	25.8	15.2	25.6		7.1
	State	32.7	31.9	32.4		25.71
White	District	64.8	68.9	67.1		60.5
	State	66.2	65.2	63.7		56.84
Two or More Races	District	48.6	38.2	45.5		44.6
	State	52.4	51.7	51.9		46.0
English Learner	District	*	*	*		*
	State	23.8	21.4	19.4		12.18
Special Education	District	30.1	34.0	22.9		25.0
	State	33.2	31.3	32.1		27.14
Free/Reduced Priced Meals	District	42.2	43.2	41.2		31.0
	State	38.4	37.4	35.6		27.89

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

High Achievement for All Students

One of the greatest and most pressing challenges facing Duluth's schools — and school districts across the country — is ensuring high achievement for all students. Our school district examines educational data and breaks it down into various demographics. Locally and nationally, race, ethnicity, socioeconomic status, and special education are areas where we need to increase student achievement. As educators, and as a community, we want all students to realize their full potential. In recent years, Duluth Public Schools has seen growth in many student groups by implementing evidence based interventions. Our goal is to continue to work as a team to implement evidence based practices to ensure high achievement for all students.

SYSTEMS, STRATEGIES & SUPPORTS:

- Teacher leadership teams receive professional development on effective practice for analyzing all types of student data as part of a comprehensive needs assessment.
- Principal and Continuous Improvement Team (CIT) professional development on the topic of how to achieve equity in schools and how to have conversations about race.
- Ongoing implementation of the Misaabekong Ojibwe Language Immersion program at Lowell Elementary.
- Implementation of district practices for analyzing and addressing disproportionality in discipline practices.
- Integration Specialists are providing student supports to improve academic proficiency, increase graduation rates and improve college or career readiness.
- Improve recruitment and retention of racially and ethnically diverse teachers and administration.
- Implement family engagement initiatives to give parents access to district resources and increase communication (Expanded options for communication to families ex. Canvas and Seesaw, Google Meet).
- Provided professional development on best practices instructing in an online environment. The district hired an online specialist to direct professional development and provide learning opportunities for teachers.
- Pre-K through eighth grade will receive Social Emotional Learning in the classroom using the Second Step curriculum.
- Training on restorative practices is being provided to most support staff (deans, social workers, counselors, psychologists, American Indian home school liaisons, integration specialists) & administrators this year.
- Staff received Trauma Responsive Practices training on October's professional development day.
- Alternative Delivery of Specialized Instructional Services (ADSIS) is a matching fund opportunity from MDE that provides our district with intervention support. The reading interventionists are using leveled literacy intervention and for math we have Bridges. This program is important to support students who are at risk in one of these areas and can be afforded the additional support needed before reaching a special education evaluation.
- The Special Services Department has purchased both reading and math curriculum for our elementary resource teachers. We have expanded this curriculum into both middle schools. Our reading curriculum is Reading Passports which also has embedded support for students who struggle with dyslexia. In addition, we have also provided a phonics based curriculum, Explode the Code. RAVE-O is another curriculum designed to target fluency in grades 2-4. The math curriculum is VMath. We have also been responsive to our setting III needs with STARS and LINKS. We have online subscriptions for Moby Max, New2You and others.

GOAL

Reading and math proficiency will be 90%, with no student group below 85%, by 2025, as measured by All Accountability Tests, All Students Tested.

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested

Reading		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	District	59.6	62.3	63.8	63.5	62.6		56.4
	State	59.5	59.9	60.2	59.9	59.2		52.5
American Indian or Alaska Native	District	36.8	40.1	43	43.4	41.1		27.5
	State	35.2	35.7	35.8	36.3	36.1		27.7
Asian	District	66.1	62.7	71.9	69	73.4		58.8
	State	51.9	53.7	53.1	54.6	54.3		50
Hispanic or Latino	District	47.8	52.1	43.6	48	46.6		38.4
	State	37	38.2	38.4	38.5	38.3		31.4
Hawaiian or Other Pacific Islander	District	*	*	*	*	*		*
	State	49.1	47.6	52.6	48.6	43.2		32

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested

Reading		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Black or African American	District	24.2	26.1	26.7	25.8	23.5		22.1
	State	32.8	33.6	34	34.3	34.7		30.7
White	District	64.9	67.5	69.1	69.3	68.1		61.7
	State	67.6	67.9	68.8	68.5	67.8		59.5
Two or More Races	District	42.4	55.1	53.2	51.9	53		42.4
	State	54.8	55.5	55.8	56.2	55.4		49.7
English Learner	District	26.3	13.3	13.6	29.6	20.7		25
	State	17.5	16.9	14.7	14.3	13.6		9.1
Special Education	District	28.3	29.9	26.8	26.6	24.6		24
	State	30	30.4	30.4	30	29.8		25.8
Free/Reduced Price Meals	District	42.7	44.8	45.7	44	43.6		35.4
	State	40.4	40.9	40.9	40.8	40		32.4

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested

Math		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	District	57.6	58.3	59.1	58.8	55.2		45.4
	State	60.2	59.5	58.7	57.2	55		44.2
American Indian or Alaska Native	District	34.7	36.6	40.3	38.9	26.3		12.9
	State	32.5	31.8	30.9	29.8	27.5		17.8
Asian	District	68.8	66.7	76.9	74.1	76.7		72.2
	State	58	57.2	57	56.1	55		43.3
Hispanic or Latino	District	43.6	37.1	35.3	35.1	38.6		36.3
	State	37.6	36.7	35.7	33.9	31.7		21.1
Hawaiian or Other Pacific Islander	District	*	*	*	*	*		*
	State	45.7	44.8	46.8	41.2	44		27.9
Free/Reduced Price Meals	District	42.7	44.8	45.7	44	43.6		35.4
	State	40.4	40.9	40.9	40.8	40		32.4

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested

Math		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Black or African American	District	20.8	25	24.2	19.1	19.2		10.7
	State	30.8	29.9	29.1	28.6	27.3		18
White	District	62.4	63.8	63.9	64.8	61.2		50.3
	State	68.3	68.1	67.6	66.4	64.4		52.3
Two or More Races	District	44.6	43.9	48.4	44.7	42.4		30.4
	State	54.1	53	52.1	50	48.1		38.4
English Learner	District	36.4	11.1	43.5	46.4	40.7		29.4
	State	25.4	23.2	20.7	19.7	17.7		9.2
Special Education	District	28.4	27.7	27.1	28.1	23.2		20.4
	State	30.9	30.4	29.9	28.6	27.7		22.5
Free/Reduced Price Meals	District	40.5	40.4	40.9	39.5	35.2		23.9
	State	40.8	39.7	38.5	36.6	34.2		22.7

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

Graduation

Ensuring that ALL students graduate is a top district priority. Although graduation rates have increased in recent years it is not at an acceptable level. Duluth Public Schools strive to ensure that ALL students are given the support and opportunities needed to successfully complete high school and earn a diploma.

SYSTEMS, STRATEGIES & SUPPORTS:

- Duluth Public Schools is implementing Check and Connect across all secondary schools as a part of a 3-year grant from St. Louis County. Check and Connect is an evidence-based intervention designed to increase graduation rates.
- Duluth Public Schools maintained Career Technical Education (CTE) offerings and availability to students grades 9-12. Students who enroll in two or more CTE offerings graduated at 88.89%; students of color 73%, students with disabilities 67.74%; economically disadvantaged students 78.57% (Based on 2017 enrollment data).
- Duluth Public Schools maintained full implementation of the Building Assets, Reducing Risk (BARR) system of support for all ninth graders at the Denfeld site.
- Duluth Public Schools provides a multitude of options for students to succeed through our Area Learning Center (ALC), Academic Excellence Online (AEO) offerings, homebound and homeless student supports.
- Integration specialists are providing student supports to improve academic proficiency, increase graduation rates and improve college or career readiness.
- Alternative Learning Center (ALC) explored the Minnesota Early Indicator and Response System (MEIRS) data system.
- Due to the challenges of being in full distance learning during first semester, students needed extended time and support to reclaim missing credits. Teachers supported student learning through Canvas modules outside of school time.
- The district and College of St. Scholastica partnered to provide additional tutoring support for students due to the emergency pandemic learning.
- Expanded summer school credit recovery options.
- Grading adjustments (50%) and credit requirement, eliminated final exams for all but College in the Schools.



GOAL

The four-year, on-time graduation rate will be 90%, with no groups lower than 85%, by 2025.

4-year rate (%)		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	District	78.39	75.13	76.04	78.09	76.01	75.41
	State	82.08	82.52	82.68	83.2	83.69	83.83
American Indian or Alaska Native	District	28.57	37.84	54.84	45.71	55	45.16
	State	49.14	49.46	50.65	50.99	50.78	55.74
Asian	District	93.33	68.75	83.33	84.21	*	80
	State	83.46	84.38	85.51	86.59	87.55	89.08
Native Hawaiian or Other Pacific Islander	District	*	*	*	*	*	*
	State	48.89	71.74	62.75	75.61	60.78	73.08
Hispanic or Latino	District	69.23	73.33	73.68	71.43	66.67	77.78
	State	65.86	66.02	66.27	66.75	69.91	70.36

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

4-year rate (%)		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Black or African American	District	44.44	36.59	36.84	63.64	57.45	53.19
	State	62.23	64.88	64.75	67.42	69.93	69.22%
White	District	82.92	80.49	80.41	82.14	81.11	81.85
	State	87.23	87.5	88.05	88.41	88.65	88.96%
Two or More Races	District	63.16	62.86	62.86	60	50	48.39
	State	68.74	69.66	71.12	71.98	72.33	73.49%
English Learners	District	*	*	*	*	*	*
	State	63.96	63.54	64.69	65.65	67.18	66.16
Special Education	District	54.96	48.62	57.63	61.48	54.55	64.17
	State	60.72	60.72	61.18	62.3	63.01	64.97%
Free/Reduced Lunch	District	62.24	55.52	60.98	61.8	55.21	54.71
	State	67.97	69.07	68.95	70.15	71.05	71.59

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

GOAL

The four-year, on-time graduation rate will be 90%, with no groups lower than 85%, by 2025.

7-year rate (%)		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	District	81.45	82.72	80.67	84.15	81.39	81.9
	State	84.36	86.09	86.95	87.53	88.07	88.38
American Indian or Alaska Native	District	48.65	47.37	58.33	52.17	47.62	65.7
	State	53.81	56.25	55.92	57.85	58.29	60.39
Asian	District	84.62	87.5	82.35	93.33	93.75	83.3
	State	84.82	87.42	89.71	91.15	91.19	92.17
Native Hawaiian or Other Pacific Islander	District	*	*	*	*	*	*
	State	69.23	62.79	78.79	68.29	80.85	78.72
Hispanic or Latino	District	60	85.71	82.35	84.62	82.35	69.6
	State	65.41	70.54	73.37	76.3	75.74	76.30

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

7-year rate (%)		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Black or African American	District	62.75	46.67	47.5	57.45	43.18	59.5
	State	64.69	70.57	72.11	73.14	76.68	77.04
White	District	85.03	86.87	84.03	87.14	86.36	85.4
	State	89.12	89.99	90.67	91.09	91.53	92.01
Two or More Races	District	73.91	75	73.68	83.33	69.44	74.3
	State	67.76	76.01	77.44	78.34	77.87	79.52
English Learners	District	*	*	*	*	*	*
	State	67.47	72.8	76.58	76.82	76.52	78.66
Special Education	District	71.33	66.67	66.41	74.58	67.5	73.4
	State	74.39	76.12	76.74	78.14	78.41	78.35
Free/Reduced Lunch	District	68.07	68.24	64.36	73.09	65.97	70.7
	State	72.1	75.05	76.03	77.22	78.17	78.52

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

College and Career Readiness

Minnesota and Duluth Public Schools define career and college readiness as high school graduates having the “knowledge, skills and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.”

SYSTEMS, STRATEGIES & SUPPORTS:

- Duluth Public Schools has partnered through grants with the Duluth Workforce Center to provide a career counselor split between each high school site to help our most at-risk students explore career opportunities.
- Duluth Public Schools, based on local data, has maintained Career Technical Education (CTE) offerings and availability to students grades 9-12. The district maintained technical certification offerings, articulated college credits, Work Based Learning programming, and experiential learning offerings. Based on 2017 enrollment data, 52.8% of all CTE concentrators enrolled in post-secondary (20% in 4 year; 32.3% in 2 year).
- Duluth Public Schools is developing a district-wide career and college readiness framework for grades 6-12.
- Integration Specialists are providing student supports to improve academic proficiency, increase graduation rates and improve college or career readiness.
- Duluth Public Schools maintain Career Centers at both high schools. Host college and military recruiters, career talks, connections to student job opportunities and scholarship support.
- Due to the ongoing pandemic, Duluth Public Schools was unable to provide its goal of a minimum of five district-wide experiential opportunities for career and college awareness: Wisconsin Indianhead Technical College Career Day, Fond du Lac Tribal Community College Career and College Fair, National College Fair, Construct Tomorrow, Tour of Manufacturing, Education Fair; Specific Career Months: College, Apprenticeship, Health and Safety.
- Duluth Public Schools partners with community job sites and seminar classes to teach students employment skills. Students may have a job, or will find a job, with help from the work coordinator. The goal of the work experience program is to help students with job seeking and retention skills, through an individual employment plan.
- Families in Transition provide supports to students K-12 that are experiencing homelessness. The homeless liaison assists with such things as attendance, transportation, connections to community resources, ensuring full participation in school activities, advocacy, ect.

GOAL

ACT Composite Scores for each graduating class will increase by 0.2 each year through 2025. The highest score on the ACT is 36.

District ACT	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	23.3	21.0	21.7	21.3	22.3	23.0	23.2
Statewide	22.7	21.1	21.5	21.3	21.4	19.9	21.6