

Duluth Public Schools Committee of the Whole

Supporting Every Student: Accountability

September 5, 2024



OUR MISSION

Every student, every day will be empowered with learning opportunities for growth, creativity and curiosity, in preparation for their future in a global community.

OUR VISION

Duluth Public Schools provides an academically engaging, safe and inclusive environment with high expectations and responsible use of resources.

OUR CORE VALUES

Learning



Developing a love of learning through life-long inquiry.

Excellence



Having high standards for all through accountability, integrity and authenticity.

Equity



Creating conditions of justice, fairness and inclusion so all students have access to the opportunities to learn and develop to their fullest potential.

Collaboration



Working in partnership with staff, families, students and community.

Belonging



Providing a welcoming and accessible environment where everyone feels safe, seen and heard.

Background

District Assessment Plan



Minnesota Department of Education

MDE

Calendar of district assessments posted on website at least one week prior to assessments being administered (no later than October 1st)

- [Assessment Website](#)
- [2024-2025 District Testing Calendar](#)

Limits on total testing time for taking locally adopted district-wide and state assessments:

- **Grades 1-6:** not to exceed 10 hours per school year
- **Grades 7-12:** not to exceed 11 hours per school year



Reading to **E**nsure **A**cademic **D**evelopment Act

READ Act requires mandatory screening of every child in K, 1st, 2nd, and 3rd grades using an approved screening tool.

- **FastBridge**
 - Approved screening tool
 - Duluth already uses this assessment
- **3 Times per Year**
 - Within the first and last six weeks of school
- **Measure Foundational Reading Skills**
 - Phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia
- **Data Submitted to MDE**
 - Through READ Act Local Literacy Plan
 - Due annually by June 15



Background

North Star Accountability



North Star Accountability

Overarchingly...

Minnesota North Star system designed to fulfill requirements of federal **Every Student Succeeds Act** (ESSA), which was signed into law December 2015

Identification

- Identification occurs every 3 years
 - 2024/2025: year 3 in current cycle
 - Next identification - August 2025
- Identify individual schools and districts for support and/or recognition
- Both overall performance and performance of specific student groups are considered



As a side note...

- *North Star Accountability* uses different (more complicated) calculations for reporting data. Hence, data accessed through any category with “North Star” cited on [MDE Report Card](#) will not equal the basic data reported in this presentation due to the different components included in calculations.

North Star Accountability

3 Stages to the Identification Process

- **Stage 1**
 - Math Achievement
 - Reading Achievement
 - Progress Toward English Language (EL) Proficiency
- **Stage 2**
 - Math Progress (elem/middle schools)
 - Reading Progress (elem/middle schools)
 - 4 & 7 year grad rates (high schools)
 - All 4 of indicators for district identification
- **Stage 3**
 - Consistent Attendance



2 Types of Support for Schools

- **Comprehensive Support**
 - Ongoing onsite technical assistance coordinated with school's district
 - Support customized based on the school's context, student population, specific needs
- **Targeted Support**
 - Most support from school district; some provided by Regional Center of Excellence (RCE)

North Star Accountability: Identification

Schools Receiving Comprehensive Support / Reason(s) for Identification	
Laura MacArthur Elementary	Lowest 5% of Title I schools based on Stages 1-4
Myers-Wilkins Elementary	Student group performing similarly to the lowest 5% of Title I schools for two identification cycles
Piedmont Elementary	Student group performing similarly to the lowest 5% of Title I schools for two identification cycles
Duluth Area Learning Center	Four-year graduation rate below 67%

North Star Accountability: Identification

Schools Receiving Targeted Support / Reason for Identification	
Lowell Elementary	Student group performing similarly to the lowest 5% of Title I schools based on Stages 1-4
Myers-Wilkins Elementary	Student group performing similarly to the lowest 5% of Title I schools based on Stages 1-4
Academic Excellence Online	Student group performing similarly to the lowest 5% of Title I schools based on Stages 1-4
Stowe and Congdon were previously identified and did not meet exit criteria. They will receive continued support.	

Data



Balanced Assessment System

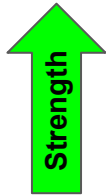
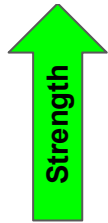
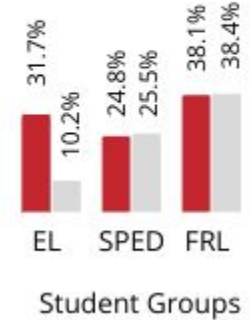
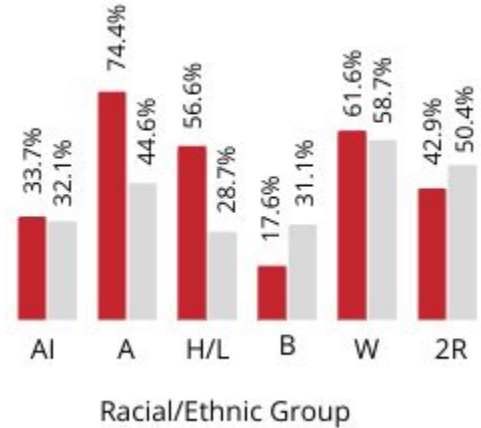
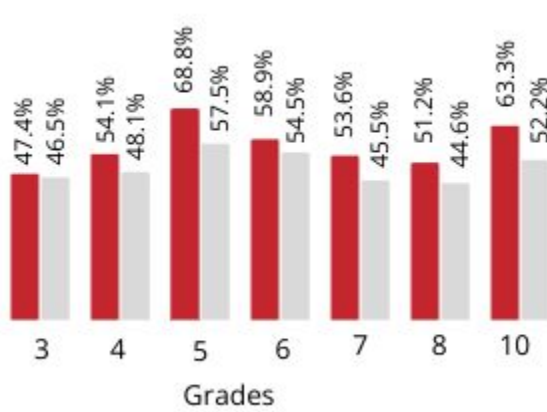
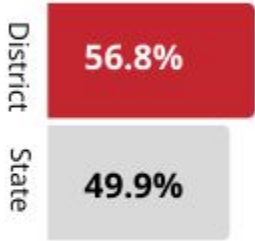
Fast
Bridge

MCA

	Formative Assessments	Formal Classroom Assessments	Diagnostic Intervention Assessments	Interim Benchmark and Screening Assessments	External Summative Assessments
	Classroom		District or School		State
Purpose	<ul style="list-style-type: none"> Assesses learning during lessons to guide next steps in instruction 	<ul style="list-style-type: none"> Assesses retained learning across related lessons 	<ul style="list-style-type: none"> Diagnoses strengths and/or areas for growth 	<ul style="list-style-type: none"> Identifies skill gaps and offers recommendations for instruction and intervention 	<ul style="list-style-type: none"> Evaluates implementation of state standards
Description	<ul style="list-style-type: none"> Provides evidence of learning as it is developing Useful to educators and students to inform next steps in learning 	<ul style="list-style-type: none"> Provides evidence of retained learning across related lessons Most useful to educators and students to adjust learning and instruction 	<ul style="list-style-type: none"> Provides evidence of student strengths and needs in specific skill areas to inform instructional supports Most useful to educators to inform targeted instruction and intervention in specific skill areas 	<ul style="list-style-type: none"> Provides one piece of data used to identify students who may benefit from additional support Most useful to groups of teachers school leaders for measuring progress and longer-term planning 	<ul style="list-style-type: none"> Provides summarized evidence of retained learning of the standards Most useful to school and district leaders to evaluate curriculum and programs
How Often	<ul style="list-style-type: none"> Ongoing, during learning 	<ul style="list-style-type: none"> Weekly, monthly 	<ul style="list-style-type: none"> As needed 	<ul style="list-style-type: none"> 2-3 times per year 	<ul style="list-style-type: none"> Once per year
Examples	<ul style="list-style-type: none"> Exit tickets, class polls 	<ul style="list-style-type: none"> End of unit assessments, quizzes, performance tasks 	<ul style="list-style-type: none"> FASTBridge PRESS Bridges 	<ul style="list-style-type: none"> FASTBridge Desired Results Developmental Profile 	<ul style="list-style-type: none"> MCA, MTAS ACCESS

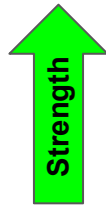
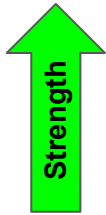
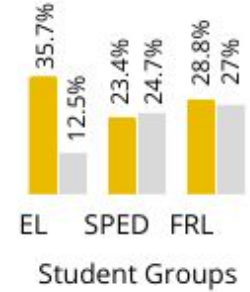
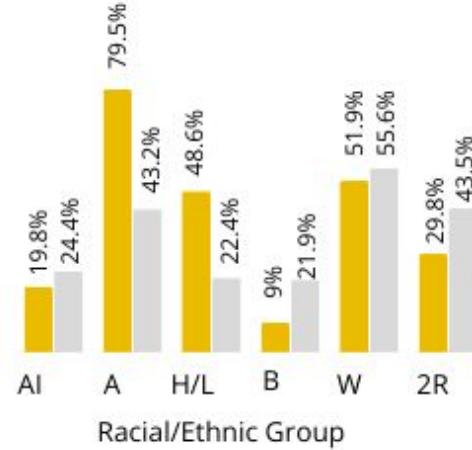
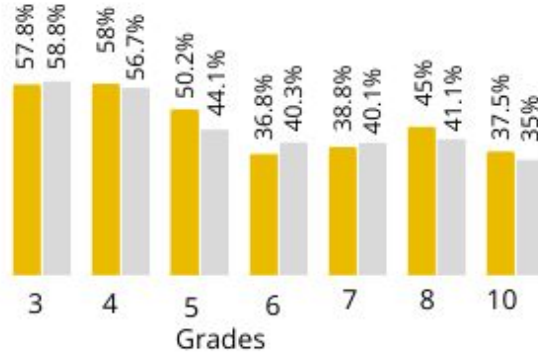
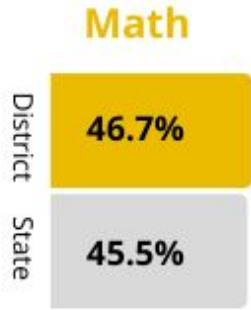
2024 Math MCA

Reading



KEY: AI - American Indian, A - Asian, H/L - Hispanic or Latino, B - Black, W - White, 2R - 2 or More Races, EL - English Learner, FRL - Free/reduced price meals, SPED - Special Education

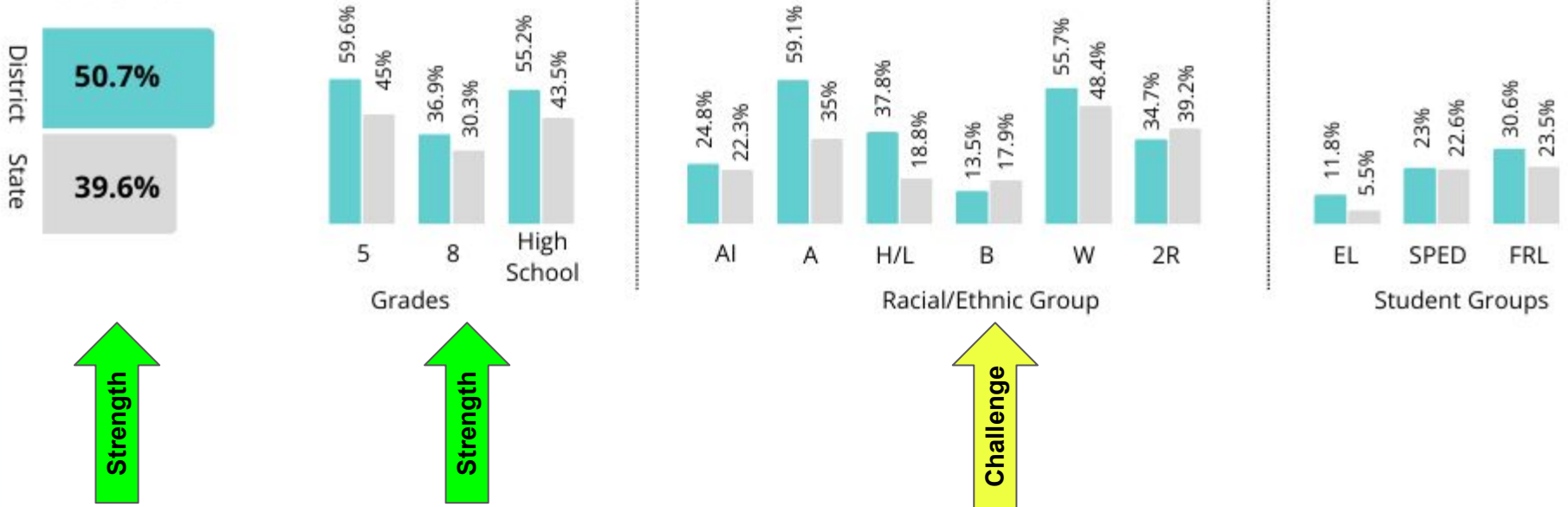
2024 Math MCA



KEY: AI - American Indian, A - Asian, H/L - Hispanic or Latino, B - Black, W - White, 2R - 2 or More Races, EL - English Learner, FRL - Free/reduced price meals, SPED - Special Education

2024 Science MCA

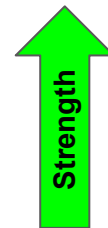
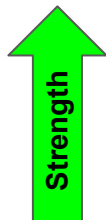
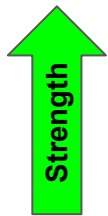
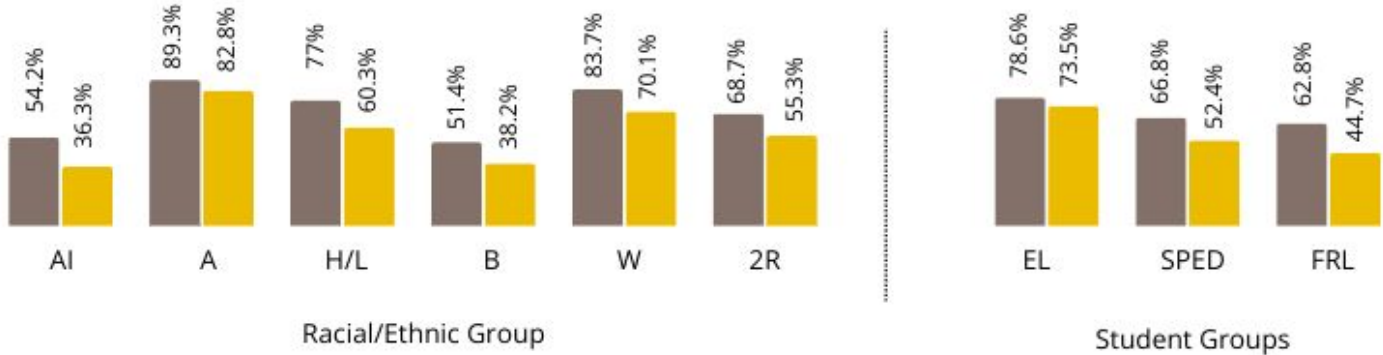
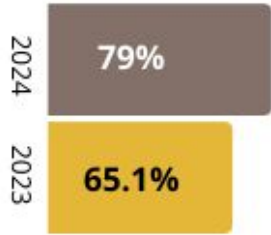
Science



KEY: AI - American Indian, A - Asian, H/L - Hispanic or Latino, B - Black, W - White, 2R - 2 or More Races, EL - English Learner, FRL - Free/reduced price meals, SPED - Special Education

2024 Consistent Attendance: North Star Acct

Consistent Attendance (Students attend 90% or more of the time enrolled)



KEY: AI - American Indian, A - Asian, H/L - Hispanic or Latino, B - Black, W - White, 2R - 2 or More Races, EL - English Learner, FRL - Free/reduced price meals, SPED - Special Education

FastBridge: Kindergarten

Kindergarten					
Fast Bridge Early Reading Screening Assessment					
Fall to Spring: % of Students at "Low Risk"					
F / S	Yr	% "Low Risk"	Growth	5 Yr Avg	
Post-COVID	Fall	2023	54.8%	-8.4%	-7.1%
	Spring	2024	46.4%		
	Fall	2022	50.1%	-12.3%	
	Spring	2023	37.8%		
	Fall	2021	47.3%	-13.2%	
	Spring	2022	34.1%		
Pre-COVID	Fall	2018	38.6%	3.5%	
	Spring	2019	42.1%		
	Fall	2017	41.4%	-5.3%	
	Spring	2018	36.1%		
Avg Incoming (Fall) Kinder			46.4%	-7.1%	
Avg Outgoing (Spring) Kinder			39.3%		

**Percentage of students meeting at "no risk" or above per established benchmarks (proficient)

Kindergarten					
Fast Bridge Early Math Screening Assessment					
Fall to Spring: % of Students at "Low Risk"					
F / S	Yr	% "Low Risk"	Growth	3 Yr Avg	
Post-COVID	Fall	2023	70.7%	-7.8%	-1.8%
	Spring	2024	62.9%		
	Fall	2022	66.0%	1.0%	
	Spring	2023	67.0%		
	Fall	2021	65.5%	1.5%	
	Spring	2022	67.0%		
Pre-COVID	Fall	2018	--%	---%	
	Spring	2019	---%		
	Fall	2017	--%		
	Spring	2018	---%		
Avg Incoming (Fall) Kinder			67.4%	-1.8%	
Avg Outgoing (Spring) Kinder			65.6%		

**Percentage of students meeting at "no risk" or above per established benchmarks (proficient)

FastBridge: 1st Grade

1st Grade						
Fast Bridge Early Reading Screening Assessment						
Fall to Spring: % of Students at "Low Risk"						
F / S	Yr	% "Low Risk"	Growth	5 Yr Avg		
Post-COVID	Fall	2023	33.6%	12.8%	13.1%	
	Spring	2024	46.4%			
	Fall	2022	33.6%	14.0%		
	Spring	2023	47.6%			
	Fall	2021	29.3%	11.5%		
	Spring	2022	40.8%			
	Pre-COVID	Fall	2018	31.8%		12.5%
		Spring	2019	44.3%		
Fall		2017	38.9%	14.8%		
Spring		2018	53.7%			
Avg Incoming (Fall) 1st Grade			33.4%	13.1%		
Avg Outgoing (Spring) 1st Grade			46.6%			

**Percentage of students meeting at "no risk" per established benchmarks (proficient)

1st Grade					
Fast Bridge Early Math Screening Assessment					
Fall to Spring: % of Students at "Low Risk"					
F / S	Yr	% "Low Risk"	Growth	3 Yr Avg	
Post-COVID	Fall	2023	62.5%	1.1%	3.0%
	Spring	2024	63.6%		
	Fall	2022	67.0%	0.0%	
	Spring	2023	67.0%		
	Fall	2021	63.0%	8.0%	
	Spring	2022	71.0%		
Pre-COVID	Fall	2018	--%	---%	
	Spring	2019	---		
	Fall	2017	--%		
	Spring	2018	---		
Avg Incoming (Fall) 1st Grade			64.2%	3.0%	
Avg Outgoing (Spring) 1st Grade			67.2%		

**Percentage of students meeting at "no risk" per established benchmarks (proficient)

FastBridge: 2nd Grade

2nd Grade					
Fast Bridge aReading Screening Assessment					
Fall to Spring: % of Students at "Low Risk"					
	F / S	Yr	% "Low Risk"	Growth	5 Yr Avg
Post-COVID	Fall	2023	43.7%	5.7%	5.5%
	Spring	2024	49.4%		
	Fall	2022	48.0%	10.0%	
	Spring	2023	58.0%		
	Fall	2021	45.0%	12.0%	
	Spring	2022	57.0%		
Pre-COVID	Fall	2018	66.0%	-10.0%	
	Spring	2019	56.0%		
	Fall	2017	59.0%	10.0%	
	Spring	2018	69.0%		
Avg Incoming (Fall) 2nd Grade				52.3%	5.5%
Avg Outgoing (Spring) 2nd Grade				57.9%	

**Percentage of students meeting at "no risk" or above per established benchmarks (proficient)

2nd Grade					
Fast Bridge aMath Screening Assessment					
Fall to Spring: % of Students at "Low Risk"					
	F / S	Yr	% "Low Risk"	Growth	5 Yr Avg
Post-COVID	Fall	2023	61.3%	2.3%	2.6%
	Spring	2024	63.6%		
	Fall	2022	62.2%	0.6%	
	Spring	2023	62.8%		
	Fall	2021	59.2%	2.4%	
	Spring	2022	61.6%		
Pre-COVID	Fall	2018	67.9%	-1.1%	
	Spring	2019	66.8%		
	Fall	2017	69.2%	8.7%	
	Spring	2018	77.9%		
Avg Incoming (Fall) 2nd Grade				64.0%	2.6%
Avg Outgoing (Spring) 2nd Grade				66.5%	

**Percentage of students meeting at "no risk" or above per established benchmarks (proficient)

District Goal(s)



Goal Setting

Through a labor management process, the District and DFT holds an annual QSC meeting to determine district goals.

- **Meeting was held August 22, 2024**
 - Reviewed TDE Plan
 - Reflection on 2023/2024 goal and results
 - Reviewed data from last year
 - Discussed and set goals for 2024/2025

Teacher Development & Evaluation Plan (TDE)

Through joint agreement, Duluth Public Schools and Duluth Federation of Teachers (DFT) collaboratively developed an annual teacher evaluation process, which includes a goal setting process. *Please see statutory language below along with a link to the Approved TDE Plan:*

Student Learning and Achievement – Measures of Student Growth

(“The 35%”)

Statutory Language

- The teacher evaluation process must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results.

[Duluth/DFT Approved TDE Plan](#)

Goal Setting: Reflection on 2023/2024 Goal

2023-24 District Goal: By Spring 2024, reading proficiency for the student groups Black and Special Education will increase, as measured by all accountability assessments (MCA+ MTAS, All Students Tested). For the purpose of TDE, the results will be scored using the rubric below and will be reviewed at the August 2024 QSC Meeting.

Reading Proficiency		2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	Difference
Black or African American	District	23.5	22.1	23.5	16.7	17.6	+ 0.9
	State	34.7	30.7	30.7	30.5	31.1	+ 0.6
Special Education	District	24.6	24.0	24.0	24.0	24.8	+ 0.8
	State	29.8	25.8	25.7	25.6	25.5	- 0.1

2024/2025 District Goals

2024-25 District Goal: QSC August 22, 2024

Duluth Public School will make incremental progress towards the READ Act goal of every MN child reading at or above grade level every year beginning in Kindergarten as measured by leveled indicators (FastBridge, MCAs, DRDP, Graduation rates).

***Fall 2024, each teacher will align themselves with the most appropriate leveled indicator below and document it in Frontline; Goal Setting Form; Beginning of Year; District Goal. The District Goal above and the chosen indicator (from below) should both be documented. For the end of year reflection and rating, each teacher will use the rating aligned with their chosen indicator (below for their documentation. Ratings for each indicator will be shared by the District at the end of the school year.*



2024/2025 District Goal with Leveled Indicators

Leveled Indicators:

Literacy Readiness for Kindergarten

- Pre-school

Kindergarten

- FastBridge earlyReading fall 2024 to spring 2025 growth

Primary Elementary

- 1st & 2nd Grades
- FastBridge earlyReading fall 2024 to spring 2025 growth

Intermediate Elementary

- 3rd, 4th, & 5th Grades
- MCA Reading - percent of students proficient - 2024 to 2025 growth

Middle School

- 3rd, 4th, & 5th Grades
- MCA Reading - percent of students proficient - 2024 to 2025 growth

High School

- 10th Grade
- MCA Reading - percent of students proficient - 2024 to 2025 growth