

# Duluth Public Schools



## 2019 North Star Accountability Data Update

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October 2019

# Purpose of Today

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Provide an overview of:

- North Star Accountability System
- Previous North Star Identifications
- North Star Definitions, Interpretation Guidelines, and Current Data



# Review of Accountability in Minnesota: A Brief History

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2001

## NCLB

No Child Left Behind (NCLB) was the federal law that updated the Elementary and Secondary Education Act (ESEA) of 1965. States were required to label schools in varying degrees of failure based upon the student proficiency on standardized tests.

2012

## NCLB Waiver

Minnesota developed a new, “more coherent accountability system” that included multiple measurements to identify schools for recognition and support. It was a waiver from the requirements of NCLB.

2013

## WBWF

Minnesota adopted World’s Best Workforce (WBWF), a state accountability plan which requires school districts to annually align budgets and improvement strategies to five common statewide goals.

2015

## ESSA

Every Student Succeeds Act (ESSA) replaced NCLB and changed many portions of ESEA. States were empowered to develop systems and policies that focus on equity and continuous improvement for all students.

2018

## North Star

The Minnesota Department of Education worked closely with a diverse group of stakeholders to shape the North Star Accountability System. It satisfies the requirements of ESSA and WBWF.

# North Star Accountability System: Stages of Identification

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## STAGES IN THE IDENTIFICATION PROCESS

Stage

1

Math Achievement, Reading Achievement,  
Progress toward English Language  
Proficiency

Stage

2

Math Progress, Reading Progress  
(elementary and middle schools), 4-year  
and 7-year Graduation Rates (high schools)

Stage

3

Consistent Attendance

# Review:

## Schools Identified for Support in 2018

Schools	Stage 1			Stage 2				Stage 3	Level of Support
	Math Achievement	Reading Achievement	EL Progress	Math Progress	Reading Progress	4-Year Grad Rate	7-Year Grad Rate	Consistent Attendance	
Congdon	SpEd	SpEd						SpEd	Targeted
Myers-Wilkins	SpEd	SpEd			SpEd			SpEd	Targeted
Piedmont	SpEd Two or More	SpEd		SpEd	SpEd Two or More			SpEd Two or More	Targeted
Stowe	SpEd FRL	SpEd			SpEd FRL			SpEd FRL	Targeted
Denfeld						SpEd FRP			Comprehensive
ALC						All White FRL			Comprehensive

# Review:

## Schools Identified for Recognition in 2018

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Schools	Specific Area
Lakewood	Math Progress Students who receive free or reduced price lunch
Lester Park	Reading Progress Overall
Ordean East	Reading Progress Hispanic students

# Reminders

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- Broad overview, layers of analysis
- Many ways to report the data, depending on purpose
  - Definitions of the measures vary
  - Which students are included in the groups vary
  - Numbers vary slightly, depending on source

# Example #1 Reading Achievement

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2018-2019 Duluth Public Schools Overall Reading Achievement, All Accountability Tests (MCA + MTAS)		
All Students Tested	Students Meeting Enrollment Criteria	North Star Accountability
62.6	63.3	61.7

Source:

[Education.mn.gov](http://Education.mn.gov) > [Data Center](#) > [Minnesota Report Card](#)



# Example #2 Graduation Rates

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## 2018-2019 Duluth Public Schools Overall 4-year Graduation Rate (for year 2017-2018)

Source #1	Source #2	Source #3	Source #4
78.1	78.09	78.08	78.0876494023904

### Sources:

- 1) [Education.mn.gov](#) > [Data Center](#) > [Minnesota Report Card](#)
- 2) [Education.mn.gov](#) > [Data Center](#) > [Data Reports and Analytics](#) > [Student Data](#) > [Data](#) > [Graduation Rate](#)
- 3) [Education.mn.gov](#) > [Data Center](#) > [Data Reports and Analytics](#) > [Accountability and Assessment](#) > [North Star Files](#)
- 4) [Education.mn.gov](#) > [Data Center](#) > [Data Reports and Analytics](#) > [Student Data](#) > [Data](#) > [Graduation Rate \(math\)](#)

# **Stage 1: Academic Achievement and Progress Toward English Language Proficiency**

# Stage 1: Academic Achievement

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## **Interpretation Guidelines – North Star Academic Achievement**

Students take state assessments (MCA and MTAS) to measure proficiency levels in reading and math

Students' scores translate to achievement levels (Does Not Meet, Partially Meets, Meets, Exceeds)

Students who meet or exceed are considered proficient

Score =  $\frac{\text{The number of students who are proficient}}{\text{The number of students who were expected to participate in the test}}$

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# Stage 1: Academic Achievement

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## **Interpretation Guidelines – North Star Academic Achievement**

Students expected to participate = Half an academic year, December 15, Accountability Window

Students who do not test and are expected to participate (including parent opt-outs) factor in as Does Not Meet

Opt-outs, Reading = 37; Math = 46 (Ordean East had the greatest number)

Must have 20 students in a group to “count” for North Star Academic Achievement

<b>STAGE 1: Academic Achievement District Reading</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
All Students	62.37	63.51	63.38	61.74
American Indian or Alaska Native	40.36	39.43	42.44	39.74
Asian	60.93	70.68	70.17	73.43
Native Hawaiian or Other Pacific Islander	*	*	*	*
Hispanic or Latino	52.8	43.13	46.46	44.85
Black or African American	25.92	26.95	25.94	24.00
White	67.42	68.88	69.05	67.15
Two or More Races	54.94	52.90	52.55	51.68
English Learner	31.03	28.57	41.66	40.00
Special Education	33.49	28.91	28.61	26.33
Free/Reduced Priced Meals	45.05	45.33	43.69	42.47

Source: [Education.mn.gov](http://Education.mn.gov) > [Data Center](#) > [Data Reports and Analytics](#) > [Accountability and Assessment](#) > [North Star Files](#)

<b>STAGE 1: Academic Achievement District Math</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
All Students	57.7	58.18	58.29	55.02
American Indian or Alaska Native	35.15	37.16	37.01	26.58
Asian	66.66	75.00	73.68	73.33
Native Hawaiian or Other Pacific Islander	*	*	*	*
Hispanic or Latino	35.55	34.28	34.73	37.62
Black or African American	24.56	23.66	18.25	20.35
White	63.22	63.12	64.36	60.81
Two or More Races	42.96	48.55	44.53	41.96
English Learner	29.62	41.17	47.36	42.50
Special Education	29.64	27.82	29.50	25.52
Free/Reduced Priced Meals	39.85	40.25	38.83	35.15

Source: [Education.mn.gov](http://Education.mn.gov) > [Data Center](#) > [Data Reports and Analytics](#) > [Accountability and Assessment](#) > [North Star Files](#)

# Academic Achievement

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## Reading

- Overall achievement rates are above the state average
- Consistent with the state's results, overall achievement rates decreased
- Achievement rates for each student group decreased or stayed the same, with one exception. Achievement rates for Asian students increased
- Persistent gaps remain

## Math

- Overall achievement rates are above the state average
- Consistent with the state's results, overall achievement rates decreased
- Achievement rates for each student group decreased or stayed the same, with two exceptions. Achievement rates for Hispanic students and Black students increased
- Persistent gaps remain

# Stage 1: Progress Toward English Proficiency

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## **Interpretation Guidelines - Progress Toward English Proficiency**

Students take ACCESS for ELLs to measure English proficiency levels in four domains (reading, writing, listening, and speaking)

Students' scores are categorized as Beginning, Intermediate, or Advanced

Individualized target scores and timelines are calculated based on first ACCESS score and grade level

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# Stage 1: Progress Toward English Proficiency

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## **Interpretation Guidelines – Progress Toward English Proficiency**

Points are assigned based on the each student's percent of progress made toward individual goal

School/District Scores = Average number of progress points its students receive

Students expected to participate = Half an academic year, December 15, Accountability Window

Must have 20 students in a group to “count” for North Star

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STAGE 1: Progress Toward English Proficiency	2015-2016	2016-2017	2017-2018	2018-2019
All Students	*	*	67.55	61.47 <sup>(43)</sup>

Source: Education.mn.gov > Data Center > Data Reports and Analytics > Accountability and Assessment > North Star Files

# Progress Toward English Proficiency

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- Progress toward English proficiency decreased

## **Stage 2: Academic Progress and Graduation Rates**

# Stage 2: Academic Progress

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## **Interpretation Guidelines – North Star Academic Progress**

Students take state assessments (MCA and MTAS) to measure proficiency levels in reading and math

Students' scores translate to achievement levels (Does Not Meet, Partially Meets, Meets, Exceeds)

Students' achievement levels are examined from one year to the next; points are assigned to to students who increase achievement levels and to students who maintain a P or higher

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# Stage 2: Academic Progress

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## **Interpretation Guidelines - North Star Academic Progress**

School/District Score = Average progress score/points

Students expected to participate = Half an academic year, December 15, Accountability Window

Must have 20 students in a group to “count” for North Star Academic Progress

# Stage 2: Academic Progress

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## Interpretation Guidelines – North Star Academic Progress

This Year → Previous Year ↓	Does Not Meet Standards	Partially Meets Standards	Meets Standards	Exceeds Standards
Exceeds Standards	0	0	0	3
Meets Standards	0	0	2	5
Partially Meets Standards	0	2	6	9
Does Not Meet Standards	0	8	12	15

STAGE 2: Academic Progress District Reading	2015-2016	2016-2017	2017-2018	2018-2019
All Students	2.59	2.35	2.48	2.27
American Indian or Alaska Native	2.14	2.14	2.47	2.00
Asian	2.3	3.00	2.02	3.89
Native Hawaiian or Other Pacific Islander	*	*	*	*
Hispanic or Latino	1.84	1.63	2.18	2.22
Black or African American	2.24	1.88	1.77	1.51
White	2.67	2.45	2.58	2.33
Two or More Races	2.58	1.98	2.23	2.16
English Learner	*	*	2.11	3.62
Special Education	2.08	1.56	1.67	1.86
Free/Reduced Priced Meals	2.35	2.08	2.21	2.06

Source: [Education.mn.gov](https://education.mn.gov) > [Data Center](#) > [Data Reports and Analytics](#) > [Accountability and Assessment](#) > [North Star Files](#)



STAGE 2: Academic Progress District Math	2015-2016	2016-2017	2017-2018	2018-2019
All Students	2.21	2.14	2.10	1.94
American Indian or Alaska Native	1.69	1.94	1.51	1.34
Asian	2.38	2.21	2.55	1.91
Native Hawaiian or Other Pacific Islander	*	*	*	*
Hispanic or Latino	1.84	1.34	1.95	1.33
Black or African American	1.72	1.9	1.16	1.11
White	2.32	2.22	2.22	2.07
Two or More Races	1.78	1.81	1.89	1.71
English Learner	*	*	1.88	0.83
Special Education	1.46	1.57	1.48	1.39
Free/Reduced Priced Meals	1.84	1.85	1.77	1.54

Source: [Education.mn.gov](http://Education.mn.gov) > Data Center > Data Reports and Analytics > Accountability and Assessment > North Star Files

# Academic Progress

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## Reading

- Overall academic progress rates decreased
- Academic progress rates increased for the following student groups: Asian, Hispanic, English Learner, and Special Education. All other groups decreased or stayed the same

## Math

- Overall academic progress rates decreased
- Academic progress rates decreased for each student group

# Stage 2: Graduation Rates

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## **Interpretation Guidelines – North Star Graduation Rates**

North Star graduation indicators include 4-year and 7-year graduation rates

At the beginning of grade 9, students are placed in a graduation cohort

When a student transfers from one MN public high school to another, they transfer to their new school's cohort

If a student leaves the MN public school system, is incarcerated, or dies, they are removed from the cohort

# Stage 2: Graduation Rates

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## **Interpretation Guidelines - North Star Graduation Rates**

Grade rate = The number of graduates divided by total number of students in the cohort (graduates, dropouts, continuing students, and unknown students)

Must have 20 students in a group to “count” for North Star Graduation

Summer graduates “count” for the grad rate of whichever school they ended up graduating from

STAGE 2: Graduation Rates District	4-Year			
	2014-15	2015-16	2016-17	2017-18
All Students	78.39	75.13	76.04	78.09 <sup>(753)</sup>
American Indian or Alaska Native	28.57	37.84	54.84	45.71 <sup>(35)</sup>
Asian	93.33	68.75	83.33	84.21 <sup>(19)</sup>
Native Hawaiian or Other Pacific Islander	*	*	*	*
Hispanic or Latino	69.23	73.33	73.68	71.43 <sup>(21)</sup>
Black or African American	44.44	36.59	36.84	63.64 <sup>(44)</sup>
White	82.92	80.49	80.41	82.14 <sup>(599)</sup>
Two or More Races	63.16	62.86	62.86	60.00 <sup>(35)</sup>
English Learner	*	*	*	*
Special Education	54.96	48.62	57.63	61.48 <sup>(122)</sup>
Free/Reduced Priced Meals	62.24	55.52	60.98	61.80 <sup>(356)</sup>

Source: Education.mn.gov > Data Center > Data Reports and Analytics > Student Data > Data > Graduation Rate

STAGE 2: Graduation Rates District	7-Year			
	2014-15	2015-16	2016-17	2017-18
All Students	81.45	82.72	80.67	84.15 <sup>(738)</sup>
American Indian or Alaska Native	48.65	47.37	58.33	52.17 <sup>(23)</sup>
Asian	84.62	87.50	82.35	93.33 <sup>(15)</sup>
Native Hawaiian or Other Pacific Islander	*	*	*	*
Hispanic or Latino	60.00	85.71	82.35	84.62 <sup>(13)</sup>
Black or African American	62.75	46.67	47.50	57.45 <sup>(47)</sup>
White	85.03	86.87	84.03	87.14 <sup>(622)</sup>
Two or More Races	73.91	75.00	73.68	83.33 <sup>(18)</sup>
English Learner	*	*	*	*
Special Education	71.33	66.67	66.41	74.58 <sup>(118)</sup>
Free/Reduced Priced Meals	68.07	68.24	64.36	73.09 <sup>(353)</sup>

# Graduation

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- Overall 4-year and 7-year graduation rates increased
- Overall 4-year and 7-year graduation rates are below the state averages
- 4-year graduation rates increased for the following student groups: Asian, Black, Special Education, White, and Free and Reduced Priced Lunch. All other groups decreased or stayed the same
- 7-year graduation rates increased for all student groups, with one exception. 7-year graduation rates for American Indian students decreased
- Persistent gaps remain

## **Stage 3: Consistent Attendance**



# Consistent Attendance

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## **Interpretation Guidelines – North Star Consistent Attendance**

Consistent attendance is the percentage of students who are not chronically absent

Chronically absent = Students who are absent 10% or more of the time

Student must be enrolled at least 50% of the days in a school year to “count”

Must have 20 students in a group to “count” for North Star Consistent Attendance

<b>STAGE 3: Consistent Attendance District</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
All Students	87.69	85.46	83.22	82.74
American Indian or Alaska Native	61.23	63.02	55.00	58.39
Asian	94.49	88.33	96.42	92.10
Native Hawaiian or Other Pacific Islander	*	*	*	*
Hispanic or Latino	78.98	82.03	80.30	79.05
Black or African American	70.41	65.27	62.55	57.07
White	91.19	89.11	87.44	87.24
Two or More Races	77.68	75.68	68.70	70.35
English Learner	82.05	78.94	90.38	84.61
Special Education	79.15	71.62	67.48	68.09
Free/Reduced Priced Meals	78.01	73.82	69.16	68.12

Source: [Education.mn.gov](https://education.mn.gov) > [Data Center](#) > [Data Reports and Analytics](#) > [Accountability and Assessment](#) > [North Star Files](#)

# Consistent Attendance

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- The overall percentage of students who consistently attend school decreased
- The overall percentage of students who consistently attend school is below the state average
- Attendance rates for each student group decreased or stayed the same, with two exceptions. Achievement rates for American Indian students and students who are Two or More Races increased
- Persistent gaps remain



# Additional Data

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Additional data, including state, district, and schools may be found on MDE website following this path:

[education.mn.gov](http://education.mn.gov) > [Data Center](#) > [Data Reports and Analytics](#) > [Accountability and Assessment](#) > [North Star Files](#)

or by clicking this link:

<http://w20.education.state.mn.us/MDEAnalytics/DataTopic.jsp?TOPICID=450>

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