

Duluth

Public Schools

WORLD'S BEST WORKFORCE

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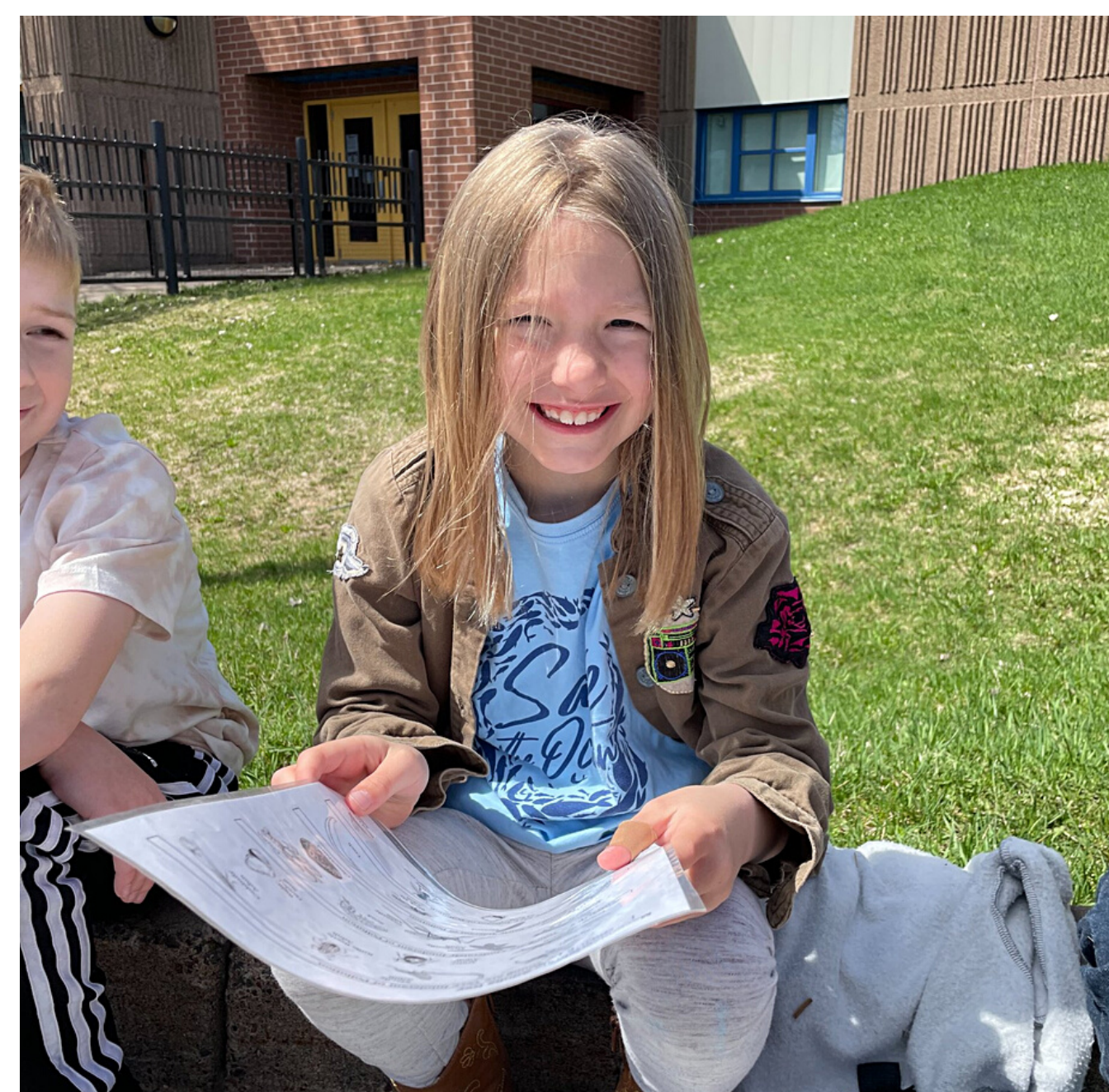
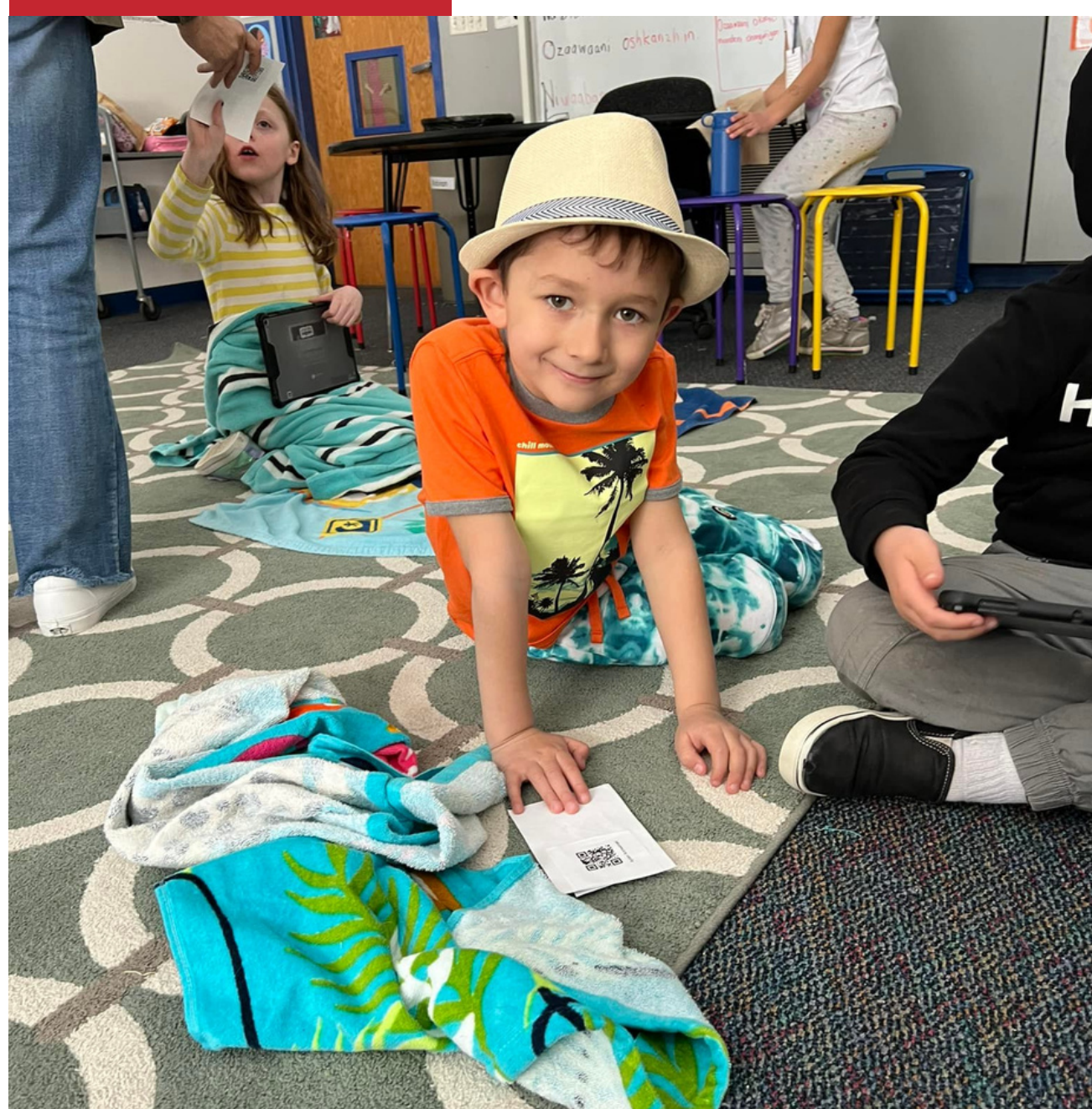


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Introduction

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 letting 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

Each school has a Continuous Improvement Team (CIT) that includes voices of stakeholders including educators, parents, and the community. The primary purpose of the school CIT is to provide a leadership structure to improve student achievement. CITs develop School Improvement Plans (SIPs) that are based on the results of the school's Comprehensive Needs Assessment (CNA) and are aligned with the district's strategic plan. The CIT is accountable for making the school improvement work happen, including developing, implementing, and monitoring the SIP.



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 are delivered in varying intensities (multiple tiers) based on student needs.

Safe and Welcoming

Creating an accepting, supportive school culture and climate for every student is an essential strategy for 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 & World's Best Workforce

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.

- Stage 1:
 - Math Achievement
 - Reading Achievement
 - Progress Toward English Language Proficiency
- Stage 2 (Elementary/Middle)
 - Math Progress
 - Reading Progress
- Stage 3 (High School):
 - Consistent Attendance
- Stage 4: (One-time adaptation due to the pandemic)
 - Maintenance in Enrollment

Schools identified for support receive one of two types: Comprehensive or Targeted.

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Comprehensive is the highest level of support and comes from the Regional Centers of Excellence to schools. Duluth schools that we identified for Comprehensive Support include

- Area Learning Center
- Myers-Wilkins
- Piedmont
- Laura MacArthur
- Stowe

Targeted offers support to schools from the school district. Duluth schools that we identified for Targeted Support include:

- Academic Excellence Online
- Congdon Park
- Lowell
- Piedmont

The Duluth Public School District as a whole has been identified under the World's Best Workforce as a district with the highest percentage of schools identified for Comprehensive and/or Targeted Support. The district will receive additional support from the Regional Centers of Excellence (RCE) and Collaborative Partnerships to Advance Student Success (COMPASS).



Access to Excellent and Diverse Teachers

The majority of Duluth Public Schools teachers hold a master's degree or higher (68.09%) which is considerably higher than the state average. Nearly 86% have more than 3 years of experience.

The focus of the Office of Education Equity 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);
- Provide staff and teachers of Color with access to the training being offered each year;
- Provide additional resources for them throughout the year (learning materials, presenters, trainings, etc.);
- Offer Mentorship to interested staff of color;
- The Office of Education Equity Coordinator provides training for Human Resource staff on recruitment strategies;
- Office of Education Equity 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;
- Human Resources Team will attend Job Fairs, ensure that job advertisement language is focused on diverse applicants and that job posting locations are chosen to attract the most diverse candidate pool, will provide opportunity for and will seek diverse members for all interview panels.

Additionally, the district partners with The College of St. Scholastica to offer a CITS 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 and 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, Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (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.

In 2021, 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 students 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
2022	94.1	96.4

Kindergarten Readiness

Measures used for the 2021-2022 goals are FAST test scores administered at the start of the kindergarten year. These scores give information about letters, sounds, and number sense.

While these measures provide important information, they don't give a picture of the whole child.

Moving forward, the Desired Results Developmental Profile will be used which aligns with Minnesota Department of Education's Early Childhood Indicators of Progress. While the sample will only include children who have attended the Duluth Public Schools Preschool Program, it more accurately captures all areas of development.

Duluth Preschool blends School Readiness, Head Start, Voluntary Pre-Kindergarten, and Pathways II Early Learning Scholarship funds to offer high-quality preschool programming to 363 students in seven of the nine elementary schools.

GOAL

2021-2022 GOAL: *All students are ready for school or Kindergarten readiness will be 90%, with no student group below 85%, by 2025.*

Percent Proficient	2017-2018	2018-2019	2019-2020	2020-2021*	2021-2022
All Students	44.5	41.8	37.5	48.7	51.3

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

2022-2023 GOAL: *By Spring of 2023, 4-year-old children who participate in Duluth Public Schools preschool programs will score within the "End of the Year Before Kindergarten Range" in 4 out of 5 domains as measured by the Desired Results Developmental Profile. Domains include Approaches to Learning, Social & Emotional, Language & Literacy, Cognition, and Physical. Growth across all demographic groups will be monitored.*

Systems, Strategies & Supports

- Continue to provide preschool at sites across the city that have the highest needs.
- Work with community childcare/preschool centers to improve kindergarten transition.
- Engage in dialogue with professionals serving the birth to grade three age group utilizing the Pre-Kindergarten-Third Grade (P3) Committee to ensure seamless transitions throughout the early years of a child's life.
- Use all possible funding sources to continue to offer as many early childhood classrooms as possible throughout the district.
- Continue the use of the Pyramid Model in pre-kindergarten classrooms to support social/emotional/behavioral development.
- Utilize practice-based coaching in preschool classrooms to provide support and individualized professional development for teaching staff
- Implement meetings between pre-kindergarten and kindergarten teachers to improve kindergarten transitions.
- Strive to engage families in all areas of preschool programming.
- Continue to support high-quality inclusive classrooms by collaborating with Early Childhood Special Education.
- Continue providing high-quality Early Childhood Family Education (ECFE) and parent education services in schools and sites district-wide so that all families have access.



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:

- Ensure the curriculum is up to date with Minnesota state standards.
- Identifying before the end of kindergarten, first-grade, and second-grade students who are at risk of not learning to read at grade level by the end of second grade.
- Using data to help ensure learning for all students.
- Provide training to staff to reach this goal.
- Communicating with parents and guardians about the reading ability of their children.



GOAL

By spring of 2025, the percentage of all tested 3rd grade students who meet or exceed the standards in reading will increase from 52.8% in 2022 to 62.0% as measured by the annual state accountability assessments (MCA + MTAS).

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested						
Reading		2016-17	2017-18	2018-19	2020-21	2021-22
All Students	District	58.8	62.0	60.5	54.0	52.8
	State	56.8	55.9	54.6	48.5	48.1
American Indian or Alaska Native	District	29.6	57.6	29.2	8.7	23.1
	State	33.3	34.7	32.0	25.22	24.4
Asian	District	45.5	*	54.5	60.0	*
	State	47.2	49.6	46.3	40.66	38.0
Hawaiian or Other Pacific Islander	District	*	*	*	*	*
	State	50.0	44.6	37.1	34.33	32.2
Hispanic or Latino	District	44.4	60.0	66.7	33.3	58.8
	State	34.4	33.8	33.3	26.84	28.2

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Read Well by Grade Three

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested						
Reading		2016-17	2017-18	2018-19	2020-21	2021-22
Black or African American	District	25.8	15.2	25.6	7.1	16.0
	State	32.7	31.9	32.4	25.7	28.4
White	District	64.8	68.9	67.1	60.5	57.4
	State	66.2	65.2	63.7	56.8	57.3
Two or More Races	District	48.6	38.2	45.5	44.6	34.8
	State	52.4	51.7	51.9	46.0	46.4
English Learner	District	*	*	*	*	*
	State	23.8	21.4	19.4	12.2	15.9
Special Education	District	30.1	34.0	22.9	25.0	23.3
	State	33.2	31.3	32.1	27.1	27.3
Free/Reduced Priced Meals	District	42.2	43.2	41.2	31.0	29.2
	State	38.4	37.4	35.5	27.9	28.3

2022-2023 Goal: By 2024-2025, 62.0% of third-grade students will be proficient in reading, as measured by the annual statewide accountability assessments (all students tested). No student group will have a proficiency rate lower than 57.0%

Systems, Strategies & Supports

- Ensure the curriculum is up to date with Minnesota state standards.
- Common understanding across all schools on best practices for teaching students to read.
- Training for elementary teachers on best practices and resources for teaching reading.
- Implementation of small group reading programs to provide additional reading support to students in need.
- Implementation of tools to teach individual students and whole classes in specific reading skills that are most needed by those students.
- Academic interventionists receive ongoing training and support for the implementation of Tier II interventions matched to student needs
- Academic interventionists to receive ongoing training and support for the implementation of FASTBridge progress monitoring assessments
- Regular review of data through data retreats and Data Review Teams (DRT)
- Elementary and middle school interventionists receive training and coaching using data
- Implementation of a program that teaches students foundational skills for being able to read.



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.

Our goal is to continue to work as a team to implement evidence-based practices to ensure high achievement for all students.



GOAL

2021-2022 Goal: 90% Reading and math proficiency, with no student group below 85%, by 2025.

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested						
Reading		2016-17	2017-18	2018-19	2020-21	2021-22
All Students	District	63.8	63.5	62.6	56.4	56.6
	State	60.2	59.9	59.2	52.5	51.1
American Indian or Alaska Native (Federal Definition)	District	43.0	43.4	41.1	27.5	21.6
	State	35.8	36.3	36.1	27.7	28.1
American Indian or Alaska Native (State Definition)	District	**	**	42.3	29.8	27.3
	State	**	**	41.3	33.0	32.9
Asian	District	71.9	69.0	73.4	58.8	74.1
	State	53.1	54.6	54.3	50.0	46.6
Hispanic or Latino	District	43.6	48.0	46.6	38.4	50.0
	State	38.4	38.5	38.3	31.4	31.0

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Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested						
Reading		2016-17	2017-18	2018-19	2020-21	2021-22
Hawaiian or Other Pacific Islander	District	*	*	*	*	*
	State	52.6	48.6	43.2	32.0	28.7
Black or African American	District	26.7	25.8	23.5	22.1	23.5
	State	34.0	34.3	34.7	30.7	30.7
White	District	69.1	69.3	68.1	61.7	61.6
	State	68.8	68.5	67.8	59.5	59.4
Two or More Races	District	53.2	51.9	53.0	42.4	40.2
	State	55.8	56.2	55.4	49.7	48.9
English Learner	District	13.6	29.6	20.7	25.0	15.4
	State	14.7	14.3	13.6	9.1	11.5
Special Education	District	26.8	26.6	24.6	24.0	24.0
	State	30.4	30.0	29.8	25.8	25.7
Free /Reduced Price Meals	District	45.7	44.0	43.6	35.4	33.1
	State	40.9	40.8	40.0	32.4	31.5

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High Achievement for All Students

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested						
Math		2016-17	2017-18	2018-19	2020-21	2021-22
All Students	District	59.1	58.8	55.2	45.4	46.0
	State	58.7	57.2	55.0	44.2	44.8
American Indian or Alaska Native (Federal Definition)	District	40.3	38.9	26.3	12.9	10.2
	State	30.9	29.8	27.5	17.8	18.7
American Indian or Alaska Native (State Definition)	District	**	**	31.3	16.3	17.5
	State	**	**	32.9	22.1	23.2
Asian	District	76.9	74.1	76.7	72.2	69.0
	State	57.0	56.1	55.0	43.3	42.2
Hispanic or Latino	District	35.3	35.1	38.6	36.3	31.1
	State	35.7	33.9	31.7	21.1	22.4
Hawaiian or Other Pacific Islander	District					
	State	46.8	41.2	44.0	27.9	24.9
Black or African American	District	24.2	19.1	19.2	10.7	11.2
	State	29.1	28.6	27.3	18.0	20.1

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Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested						
Math		2016-17	2017-18	2018-19	2020-21	2021-22
Two or More Races	District	48.4	44.7	42.4	30.4	30.4
	State	52.1	50.0	48.1	38.4	40.0
English Learner	District	43.5	46.4	40.7	29.4	20.0
	State	20.7	19.7	17.7	9.2	12.2
Special Education	District	27.1	28.1	23.2	20.4	21.4
	State	29.9	28.6	27.7	22.5	23.8
Free/ Reduced Price Meals	District	40.9	39.5	35.2	23.9	24.5
	State	38.5	36.6	34.2	22.7	23.4

2022-2023 Goal: By 2024-2025, 63.8% of students will be proficient in reading, as measured by the annual statewide accountability assessments (all students tested). No student group will have a proficiency rate lower than 58.8%.

2022-2023 Goal: By 2024-2025, 59.1% of students will be proficient in math, as measured by the annual statewide accountability assessments (all students tested). No student group will have a proficiency rate lower than 54.1%.

Systems, Strategies & Supports

- Rewriting of district curriculum plan to include learning materials and teaching strategies that benefit a diverse student population.
- Ongoing implementation of the Misaabekong Ojibwe Language Immersion and the Nueva Visión Spanish Immersion programs at Lowell Elementary
- Development of district practices for analyzing and addressing disproportionality in discipline practices
- Students needing additional support in math and reading have specialists in their buildings to work with them. Digital resources such as Reading Plus and IXL support reading and math instruction.
- Training for elementary teachers on the proper application of math and reading instructional resources (Math Expressions and Wonders).
- Implementation of social-emotional learning curriculum (Second Step) district-wide for pre-kindergarten through 8th grade.
- Each school has access to community mental health therapy providers on-site. Students can be referred or self-referred to those services.
- Each school has a coordinator and a team that is focused on developing the social, emotional, behavioral multi-tiered system of support in their building. These teams aim to create more positive opportunities for students to feel connected to school and provide students with meaningful support that can meet all student's social, emotional, and behavioral needs.
- District-wide completion of a reliable and effective measurement tool to assess whether core features of school-wide Positive Behavioral Interventions and Supports (PBIS) are in place and utilized in our schools.
- To support the recovery services needs the Special Service Department added two extra weeks to the Extended School Year (ESY) Program. The ESY program tripled in students needing this support.
- The district received the Project AWARE Mental Health grant in 2022 which will continue until September 2026. This grant was awarded by the Minnesota Department of Education and is funded through SAMHSA (Substance Abuse and Mental Health Services Administration) in order to build more comprehensive mental health services across our district.

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- AWARE grant supports further development of our mental health continuum of support district-wide. Many training opportunities have been and will continue to be provided to support staff with learning more about mental health, suicide prevention and suicide risk protocol response, trauma-responsive practices, etc.
- AWARE grant is paying to provide restorative practices circle training for all school behavior support staff as well as School Resource Officers and Community Schools Coordinators.
- 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
- Ongoing training, coaching, and support for continuous improvement teams on selecting, implementing, and monitoring evidence-based practices.
- Schools identified for Comprehensive or Targeted support will be implementing and monitoring evidence-based practices in partnership with the Regional Centers of Excellence.
- As an identified District in need of improvement through the World's Best Workforce legislation, a comprehensive needs assessment and key priorities will be identified.
- Teachers work within Professional Learning Communities (PLCs) to review student data, identified learning targets, and plan lessons to support student learning needs.
- Site continuous improvement teams set building-level goals, identify and monitor instructional strategies and review data.
- Principal coaching to ensure instructional leadership that positively impacts student outcomes
- Training for principals and administrators on Leading Equitable Schools.

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

- The district expanded the Check and Connect program to include Lincoln Park, Ordean East, Denfeld, East, and the Area Learning Center. Check and Connect provides mentors to students in grades 8-12 who are at risk of dropping out of school, based on attendance, grades, and behavior data.
- Duluth Public Schools expanded CTE offerings and availability to students in grades 9-12. Based on 2021 State Data, 93% of CTE Concentrators (150 hrs +, 1 career field) graduated high school within 4 years, with ALL disaggregated race/ethnicity student groups at or above 73%.
- Duluth Public Schools provides a multitude of options for students to succeed through our Area Learning Center, Academic Excellence Online offerings, and homebound and homeless student support.
- Integration Specialists are providing student supports to improve academic proficiency, increase graduation rates and improve college or career readiness.
- Duluth Public Schools will work to align systems of support to identify areas for credit recovery and early intervention including School Within a School at both middle schools and high schools.



GOAL

By Spring of 2025, the four-year graduation rate of the All Students group will increase to 90%. No student group will have a four-year graduation rate below 85%.

Graduation Rate		4-Year				
		2016- 17	2017-18	2018-19	2019-20	2020-21
All Students	District	76.04	78.09	76.01	75.41	71.46
	State	82.51	82.68	83.68	83.82	83.33
American Indian or Alaska Native	District	54.84	45.71	55.00	45.16	*
	State	49.45	50.65	50.78	55.74	52.5
Asian	District	83.33	84.21	*	*	*
	State	84.38	85.51	87.55	89.07	87.4
Hawaiian or Other Pacific Islander	District	*	*	*	*	*
	State	71.73	62.74	60.78	73.07	65.57
Hispanic or Latino	District	73.68	71.43	66.67	77.78	53.57
	State	66.02	66.26	69.91	70.35	69.31
Black or African American	District	36.84	63.64	57.45	53.19	39.47
	State	64.87	64.74	69.92	69.21	70.41

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Graduation

Graduation Rate		4-Year				
		2016- 17	2017-18	2018-19	2019-20	2020-21
White	District	80.41	82.14	81.11	81.85	76.71
	State	87.49	88.04	88.65	88.95	88.32
Two or More Races	District	62.86	60.00	50.00	48.38	59.15
	State	69.65	71.11	72.32	73.49	74.6
English Learners	District	*	*	*	*	*
	State	63.54	64.68	67.17	66.16	64.74
Special Education	District	57.63	61.48	54.55	64.16	52.47
	State	60.71	61.17	63.01	64.97	63.96
Free/Reduced Lunch	District	60.98	61.80	55.21	54.71	51.56
	State	69.07	68.95	71.04	71.58	70.27
Graduation Rate		7-Year				
		2016- 17	2017-18	2018-19	2019-20	2020-21
All Students	District	80.67	84.15	81.39	81.94	82.50
	State	86.09	86.95	88.06	88.37	88.95

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Graduation Rate		7-Year				
		2016- 17	2017-18	2018-19	2019-20	2020-21
American Indian or Alaska Native	District	58.33	52.17	47.62	65.71	56.41
	State	56.25	55.91	58.29	60.38	62.63
Asian	District	82.35	93.33	93.75	*	*
	State	87.41	89.7	91.18	92.17	93.11
Native Hawaiian or Other Pacific Islander	District	*	*	*	*	*
	State	62.79	78.78	80.85	78.72	83.72
Hispanic or Latino	District	82.35	84.62	82.35	69.56	81.81
	State	70.53	73.37	75.73	76.3	77.57
Black or African American	District	47.50	57.45	43.18	59.52	68.29
	State	70.56	72.11	76.68	77.04	78.75
White	District	84.03	87.14	86.36	85.37	85.99
	State	89.99	90.67	91.53	92.0	92.40
Two or More Races	District	73.68	83.33	69.44	74.28	65.78
	State	76.01	77.43	77.86	79.51	80.26

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Graduation

Graduation Rate		7-Year				
		2016- 17	2017-18	2018-19	2019-20	2020-21
English Learners	District	*	*	*	*	*
	State	72.79	76.58	76.52	78.65	79.42
Special Education	District	66.41	74.58	67.50	73.43	73.64
	State	76.12	76.73	78.4	78.35	79.96
Free/Reduced Lunch	District	64.36	73.09	65.97	70.69	69.02
	State	75.04	76.02	78.17	78.52	79.71



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”.

With the new goal the district has set for college and career readiness, we are working toward better preparing students with the knowledge, skills, mindset, and experiences to successfully navigate toward a viable career.

GOAL

2021-2022: ACT Composite score will increase .2 each year through 2025.

ACT Composite Score	2017-18	2018-19	2019-20	2020-21	2021-22
District	21.3	22.3	23.0	23.2	22.1
State	21.3	21.4	21.3	21.6	21.0
Nation	20.8	20.7	20.6	20.3	19.8

2022-2023: By the end of their 9th grade year, 90% of students will use the exploration tools in the Minnesota Career Information System to develop a Personal Learning Plan based on their individual interests, skills, and career goals.

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 expanded CTE offerings and availability to students grades 9-12. The district expanded technical certification offerings, articulated college credits, Work Based Learning (WBL) programming, and experiential learning offerings. Based on 2021 statewide data, 93% of CTE Concentrators (150+ hours, 1 career field) graduate high school within four years. 52% of them then went on to a 2-year (23%), 4-year (18%), or in-state career opportunities (7%) after graduation.
- Duluth Public Schools has hired a Work Based Learning Coordinator to develop experiential learning internships as an extension of our Career and Technical Education plans related to Perkins V requirements
- Duluth Public Schools is providing a minimum of 5 district-wide experiential opportunities for career and college awareness: site-based College and Career Fairs, Construct Tomorrow, Tour of Manufacturing; Specific College and Career Months
- Integration Specialists are providing student supports to improve academic proficiency, increase graduation rates and improve college or career readiness
- The Perkins consortium provides the Minnesota Career Information System (MCIS) to all secondary and residential sites. Duluth Public Schools will train all counselors, Career Technical Education (CTE) staff, and career center staff on MCIS during the 2022-23 school year.
- Students will develop a college and career exploration plan that is updated annually.
- The Office of Education Equity is partnering with the MN Association of Counselors of Color (MnACC) to bring a college fair to Duluth with representatives from more than 60 colleges and universities. MnACC is a noncompetitive post-secondary collaborative dedicated to improving access to higher education for Minnesota's students of color.
- Students have the opportunity to earn concurrent college credit through our College in the Schools (CITS) and Advanced Placement (AP) courses. Additionally, students take an exam and earn world language college credit through the MN Bilingual Seals program.
- Articulated credit can be earned in our career and technical pathways classes.
- Course catalog offerings have been expanded to provide a pathway for students to earn their Associate of Arts (AA) degree upon the completion of high school beginning with the 2023-24 school year.

Glossary

Tier I Supports

- Involves the delivery of high-quality core instruction that meets the needs of most students in the class.
- A core curriculum that is research-based.
- Instructional practices that are culturally and linguistically responsive.
- Universal screening to determine students' current levels of performance.
- Differentiated learning activities to address student needs.
- Accommodations to ensure all students have access to the instructional program.
- Problem-solving to identify interventions, as needed, to address behavior problems that prevent students from demonstrating the academic skills they possess.

Tier II Supports

- Involves the delivery of research-based intervention(s) of moderate-intensity to address the learning or behavioral challenges of most at-risk students. This is provided in addition to the daily core instruction.
- Typically involves adult-led small-group instruction.
- Duration of typically 10-15 weeks of 20-40 minute sessions 3-4 times weekly.
- Uses clearly articulated validated interventions.
- Evidence-based rather than research-based.
- High degree of fidelity of intervention implementation.
- Frequent progress monitoring every 1-4 weeks.

Social-Emotional Learning

- Is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that support their success in school and in life.

Multi-Tiered Support Systems (MTSS)

- As a systemic foundation for addressing inequity and improving outcomes for all students.

Positive Behavior Interventions and Supports (PBIS)

- Evidence-based framework for preventing problem behavior, providing instruction and support for positive and prosocial behaviors, and supporting social, emotional and behavioral needs for all students.