

# Duluth Public Schools State of the District: Student Achievement

# District Vision and Strategic Planning Update

# District Strategic Planning

A deeper update on the district strategic planning process will be provided at the Committee of the Whole meeting next Tuesday.

In the meantime, more information can be found on our [strategic planning webpage](#).

# District Strategic Directions

## **Strategic Direction 1: *Strategic Planning***

Facilitate development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals

## **Strategic Direction 2: *Transparent Resource Planning and Allocation***

Engage in timely budget planning and actions that consider current and long range information and data; seek balance to meet students' current and future needs and be fiscally responsible to community; distribute resources to meet immediate and long-range objectives

# District Strategic Directions

## **Strategic Direction 3: *Equity-Based Instructional Leadership***

Development and implementation of our instructional leadership team structures ([Leadership Learning Teams](#), including Cabinet, Cabinet+ , Principals+, Elementary and Secondary Leadership Teams) grounded in our partnership with Center for Educational Leadership Leading for Equitable Schools

## **Strategic Direction 4: *Effective Multi-Tiered Systems of Support (MTSS)***

Recommit to supporting MTSS by focusing on assessing current reality and building critical infrastructure (CITs, master schedules, PLCs) through our partnership with the Regional Center of Excellence and engagement in the MnMTSS Cohort

# School and District Accountability Update


# Accountability Update

## **World's Best Workforce (WBWF)**

- Identifies districts in need of additional support under state WBWF legislation
- The Duluth Public School District was one of 15 districts identified in Minnesota based on the percentage of schools identified as needing support under the North Star Accountability System

# Accountability Update

## **North Star Accountability System**

- Identifies schools in need of additional support under the federal Every Student Succeeds Act (ESSA)
  - 6 schools were identified in the Duluth Public School district + 2 schools did not meet exit criteria
  - Identifications are based on several indicators, grouped into stages; Support is provided in varying degrees based on designation
- 



# Accountability Update

## North Star Accountability System

- Short-term adaptations in response to COVID-19 pandemic:
  - Pushed back 3-year identification timeline by one year (2020 and 2021 data not calculated)
  - Assigned more weight to 2019 data
  - Replaced consistent attendance with maintenance of enrollment from 2020-2021 to 2021-2022

# Accountability Update

<b>Stage 1</b>	<b>Academic Achievement</b>	The number of students at the “Meets” or “Exceeds” standards levels, divided by all students in tested grades (reading/math).
	<b>Progress toward English Proficiency</b>	The average progress English learners made toward individual growth targets on tests of English language development.
<b>Stage 2</b>	<b>Academic Progress</b>	A score based on students’ achievement levels from year-to-year.
	<b>Graduation Rates</b>	The percentage of students who graduated in 4 and 7 years.
<b>Stage 3/4*</b>	<b>Consistent Attendance</b>	The percentage of students attending more than 90 percent of the days they are enrolled.

*\*Maintenance of Enrollment replaced consistent attendance 2020-21 into 2021-22 only*

# Accountability Update

## Designation: Targeted

Myers-Wilkins*	Student group(s) performing similarly to the lowest 5% of Title I schools based on performance in Stages 1-4 (at least one indicator in each stage)	Black
Laura MacArthur*		Special Education, Free/Reduced Priced Lunch, Two or More Races
Lowell		Special Education
AEO		White

*Note: \*Myers-Wilkins and Laura MacArthur were also identified in areas under Comprehensive Support. They will receive the greater degree of support. Congdon was previously identified, did not meet exit criteria, and will receive continuous, targeted support.*

# Accountability Update

Designation: Comprehensive Support		
Piedmont	Same student group performing similarly to the lowest 5% of Title I schools for 2 identification cycles (at least one indicator in each stage)	Special Education
Myers-Wilkins		Special Education
Laura MacArthur	Lowest 5% of Title I schools based on performance in Stages 1-4	Average of averages across 3 fiscal years
ALC	Four-year graduation rate below 67%	All Students
<i>Note: Stowe was previously identified, did not meet exit criteria, and will receive continuous, comprehensive support.</i>		

# Accountability Update

Designations By Year	2018	2022
Targeted	4 schools	2 schools
Comprehensive	2 schools	6 schools
District Identification	No	Yes

*Additional detailed accountability data is available at the [end of this report](#)*


# Additional Achievement Data

## Themes - Reading (All Students Tested)

### District Overall

- Steady and above state average
- 9 schools increased, 8 decreased
- State - slightly decreased

### District Student Groups

- Increased: Asian, Hispanic, Black
  - Decreased: American Indian, Two or More Races, English Learners, Free/Reduced Priced Lunch
  - Steady: White, Special Education
- 


# Additional Achievement Data

## Themes - Math (All Students Tested)

### District Overall

- Steady and above state average
- 9 schools increased, 7 decreased, 1 steady
- State - steady

### District Student Groups

- Increased: American Indian (state), Black, White, Special Education, Free/Reduced Price Lunch
  - Decreased: Asian, Hispanic, Two or More Races, English Learners
  - Steady: Two or More Races
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# Additional Achievement Data

## Themes - Science (All Students Tested)

### District Overall

- Decrease and above state average
- 7 schools increased, 5 decreased, 4 steady
- State - decreased

### District Student Groups

- Increased: Hispanic, White, Special Education
- Decreased: American Indian, Asian, Black, Two or More Races, Free/Reduced Priced Lunch

*Additional detailed achievement data is available at the [end of this report](#)*





# World's Best Workforce 2022-2023

# Introduction to WBWF

The WBWF bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each 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.

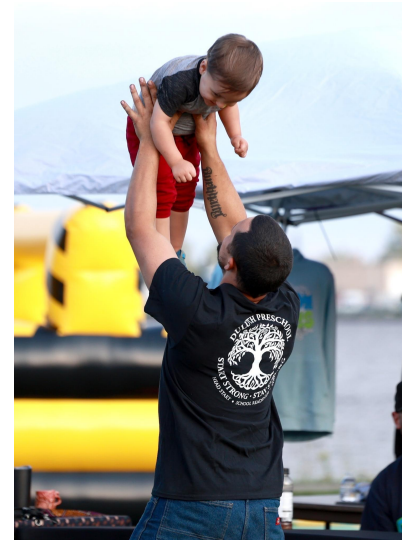
[2021-2022 WBWF Goals and Results](#)

# Introduction to WBWF

- There are many district plans and policies that support World's Best Workforce goal areas.
- Per the legislation, Duluth Public Schools has a WBWF 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.

# Kindergarten Readiness

Using a Nature/Play-based pedagogy, Duluth Preschool works to make sure children have strong bodies, strong minds, and strong families.



# Kindergarten Readiness

- Maintain a focus on Diversity, Equity, Inclusion
- Developmentally Appropriate Practice
- Work to close opportunity gaps



60709 **Duluth**  
Public Schools



# Read Well By Grade 3

- English Language Arts curriculum aligned to MN academic standards:
  - Wonders: evidenced-based, comprehensive ELA program
  - Heggerty: phonemic awareness and phonics instruction
- Establishment of common definition and expectations of ELA instruction components
- Identifying before the end of kindergarten, 1st grade, and 2nd grade students at risk of not being at grade-level by the end of 3rd grade
- Communicating with parents and guardians about the literacy development of their children



# Read Well By Grade 3



- Regular review of data through Data Review Teams (DRT) and Data Retreats
- Implementation of Tier II resources: Leveled Literacy Intervention and PRESS diagnostic tools, class-wide interventions, and targeted interventions
- Academic intervention teachers receive ongoing training and support for Tier II interventions matched to student needs and for effective data meetings using FASTBridge screening and progress monitoring assessments





# High Achievement for All

- Principal Coaching to ensure instructional leadership that positively impacts student outcomes
- Training for principals and administrators on Leading Equitable Schools
- Continuous Improvement Team structure and recommitment to processes





# High Achievement for All

- Training for elementary teachers on the proper application of math and reading instructional resources
- Incorporation of culturally relevant curriculum and instruction



# High Achievement for All

- MTSS Coordinators hired for each school to assist with developing positive school climate
  - Social emotional behavioral MTSS teams in each school focused on developing positive behavioral interventions and supports
- Trained all behavior support staff in conducting restorative practices circles & trained all staff on restorative language/chats
- Implementation of Second Step pre-k through 8th grade
- Mental health therapy services in every school
- Project Aware Grant - funding mental health related trainings, two mental health staff, and other mental health related items

# Graduation



- Expanded the Check and Connect program which provides mentors to students at risk of dropping out of school
- Alignment of systems of support to identify areas of credit recovery and early intervention
- Provide many school options for students to succeed with the goal of graduation

# Graduation

- Planned expansion of Career and Technical Education (CTE) offerings
- Integration Specialists support students in academics and college or career readiness



# College and Career Readiness



- Expansion of career and technical education offerings
- Developing work-based learning internships
- Students develop a college and career exploration plan
- Career Centers to support students in exploring college, career, and military options

# College and Career Readiness

- Opportunities to earn concurrent college credits through College in the Schools (CITS) courses, Advanced Placement (AP) courses and Bilingual Seals proficiency exams
- Opportunity for earning articulated credit for CTE courses through Lake Superior College



# Achievement and Integration Planning Update

- OEE is conducting a Needs Assessment designed by MDE to support possible goal identification for A&I plan planning purposes for the 2022-2025 school years
- A&I goal areas include: Climate, Environment & Resources, Leadership & Governance, Continuous Improvement & Inquiry, Instruction & Assessment, Student Engagement & Outcomes, and Family & Community Engagement

# Achievement and Integration Planning Update

- Potential goal areas identified through Needs Assessment are then aligned with strategies to support MDE's Achievement & Integration goals of:
  - Reducing the disparities in academic achievement among all students
  - Reducing the disparities in equitable access to effective and diverse teachers
  - Increasing racial and economic integration



# American Indian Education Planning Update

The American Indian Education Department is currently in the process of completing the 2022-23 plan.

The 7 goals areas include: support postsecondary preparation for AI students, support academic achievement of AI students, make curriculum relevant to the needs, interests, and cultural heritage of AI students.

# American Indian Education Planning Update

Provide positive reinforcement of the self image of AI students; Develop intercultural awareness among students, parents ,and staff; Supplement(not supplant) State and Federal educational and co-curricular programs.

# Other Significant Efforts

## Digital Learning Initiative - Year 2

- *Cohort* - Modern Classroom Project
  - Best practice professional development including mentorship and the incorporation of technology and individualized and self-paced instruction.
- *Site Goals* - CIT Teams given a “menu” of Digital Learning goals based on site specific needs
- *Training and Resources* -
  - New Teacher Onboarding
  - School Year Professional Development
  - Digital Innovation Website

# Other Significant Efforts

## Curriculum Review and Adoption

- Current implementation of new science curriculum in 3rd and 6th grade, other grades to follow over next two years
- English-Language Arts Committee performing stakeholder needs assessment for revised curriculum
- Social Studies and Mathematics will begin forming review committees and conducting needs assessments this year

# Appendices

## School and District Data


# Additional Accountability Data

# Additional Accountability Data

[2022 North Star Accountability File](#): This is a comprehensive public data file provided by the MN Department of Education that includes information about how students at every school and district in the state performed on each indicator in the accountability system.

[WBWF Data Tables - Duluth Public Schools](#): This is an internal document that lists the district's 2021-2022 WBWF goals and results, and includes a historical look at the district's performance data in each of the goal areas.

[North Star Accountability Business Rules](#): This document provides technical information about the indicators and calculations that are used to identify schools and districts under the North Star Accountability System.



# History of North Star Designations

Elementary Schools	2018 Designation	2022 Designation
Congdon	Targeted	Continuous Support - T
Homecroft	None	None
Lakewood	None	None
Laura MacArthur	None	Comprehensive
Lester Park	None	None
Lowell	None	Targeted
Myers-Wilkins	Targeted	Comprehensive
Piedmont	Targeted	Comprehensive
Stowe	Targeted	Continuous Support - C



# History of North Star Designations

Secondary Schools	2018 Designation	2022 Designation
Lincoln Park	None	None
Ordean East	None	None
Denfeld	Comprehensive	None
East	None	None
ALC	Comprehensive	Comprehensive
AEO	None	Targeted
District	No	Yes


# 2021-2022 WBWF Goals and Results

By 2025...

Kindergarten readiness will be 90%, with no student group below 85%.

- Annual Target: 59%
- Actual Result: 51.3% - Not Met

Third Grade reading proficiency 90%, with no student group below 85%.

- Annual Target: 63%
  - Actual Result: All Students 52.8% - Not Met
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# 2021-2022 WBWF Goals and Results

By 2025...


Achievement Gap - Reading: Reading proficiency 90%, with no student group below 85%.

- Annual Targets: All Students = 64.8%, American Indian = 41.9%, Asian = 65.35%, Black = 37.82%, Hispanic = 50.05%, Two or More Races = 53.05%, White = 67.53%, English Learner = 40%, Special Education = 39.25%, Free/Reduced Lunch = 47.8%
- Actual Results: All Students= 56.6%, American Indian = 21.6%, Asian 74.1%, Black = 23.5%, Hispanic = 50.0%, Two or More Races = 40.2%, White = 61.6%, English Learner = 15.4%, Special Education = 24.0%, Free/Reduced Lunch = 33.1% - Not Met

# 2021-2022 WBWF Goals and Results

By 2025...

Achievement Gap - Math: Math proficiency 90%, with no student group below 85%.

- Annual Targets: All Students = 56.55%, American Indian = 30.92%, Asian = 75.4%, Black = 29.28%, Hispanic = 48.7%, Two or More Races = 44.05%, White = 58.98%, English Learner = 43.3%, Special Education = 36.55%, Free/Reduced Lunch = 39.18%
  - Actual Results: All Students = 46.0%, American Indian = 10.2%, Asian = 69.0%, Black = 11.2%, Hispanic = 31.1%, Two or More Races = 30.4%, White = 51.2%, English Learner = 20.0%, Special Education = 21.4%, Free/Reduced Lunch = 24.5% - Not Met
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# 2021-2022 WBWF Goals and Results

By 2025...

Four-year, on-time graduation rate 90%, with no groups lower than 85%.

- Annual Targets: All Students = 78.3%, American Indian = 53.12%, Asian = 81.0%, Black = 59.56%, Hispanic = 79.22%, Two or More Races = 55.71%, White = 82.48%, Special Education = 68.33%, Free/Reduced Lunch = 69.77%.
- Actual Results: All Students = 71.46%, American Indian = fewer than 10, Asian = fewer than 10, Black = 39.47%, Hispanic = 53.57%, Two or More Races = 59.15%, White = 76.71%, Special Education = 52.47%, Free/Reduced Lunch = 51.56% - Not Met

# 2021-2022 WBWF Goals and Results

By 2025...

College/Career Readiness: ACT Composite scores for each graduating class will increase by .2 each year through 2025.

- Annual Target: 23.4
- Actual Result: 22.1 - Not Met



# Additional Achievement Data


# Additional Achievement Data

## [District At-A-Glance: Reading, Math, and Science By School:](#)

This is an internal document that shows a history of overall performance in reading, math, and science for students across the state, district, and each school. The data includes all accountability tests (MCA + MTAS), all students tested.

## [District At-A-Glance: Reading, Math, and Science By Student Group:](#)

This is an internal document that shows a history of student group performance in reading, math, and science for students across the state and district. The data includes all accountability tests (MCA + MTAS), all students tested.






# Additional Achievement Data

## [District At-A-Glance: Reading, Math, and Science By Grade:](#)

This is an internal document that shows a history of grade-level performance in reading, math, and science for students across the state and district. The data includes all accountability tests (MCA + MTAS), all students tested.

## [All Accountability Tests, By School, By Student Group:](#)

This is an internal document that shows a history of student group performance in reading and math for students across the state, district, and schools. The data includes all accountability tests (MCA + MTAS), all students tested.



# Additional Achievement Data

## [All Accountability Tests, By School, By Grade:](#)

This is an internal document that shows a history of grade-level performance in reading, math, and science for students across the state, district, and schools. The data includes all accountability tests (MCA + MTAS), all students tested.

## [MN Report Card:](#)

This is a public website maintained by the Minnesota Department of Education. It provides data on all schools and districts across the state on a variety of indicators.

