Monthly Committee of the Whole Board Meeting
Duluth Public Schools, ISD 709
Agenda
Thursday, September 7, 2023
District Services Center
709 Portia Johnson Dr.
Duluth, MN 55811
4:30 PM

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **AGENDA ITEMS**
    A. Action Items - Consent Agenda
        1) Presentation Items Requiring Approval
        2) Resolutions
        3) Other Action Items
    B. Informational Items
        1) **School Begins, The Last Weeks of Summer, and Transportation Video of Unity in our Community. Story North**
        2) **Supporting Every Student - Kindergarten Task Force Update**   **2**
        3) **Booster Club Guidelines 2023-2024**   **10**
        4) **Improving Systems - Recruiting and Retaining**   **21**
        5) **Improving Systems and Enhancing Board Communication with the Public**
        6) **2022/23 Resolution of Concurrence and Non-Concurrence**
        7) **Student Performance Data and Key Improvement Strategies and Efforts**   **31**
        8) Presentations
    C. Other
4. **ADJOURN**

Kindergarten Task Force

Why Kindergarten Task Force?

- Data-driven and Historical Analysis
- Evaluating Systems
- Advancing Equity
- Core Values

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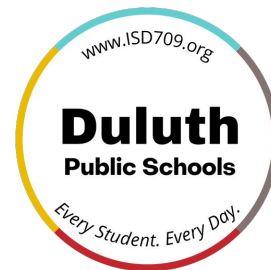
Collaboration
Working in partnership with staff, families, students and community.

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

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Why Kindergarten Task Force? Data-Driven

	Grade	22/23	Risk Level	Stowe (Early Reading) %	Gain/Loss	Lakewood (Early Reading) %	Gain/Loss	Laura Mac (Early Reading) %	Gain/Loss	Myers-Wilkins (Early Reading) %	Gain/Loss	Piedmont (Early Reading) %	Gain/Loss	Homecroft (Early Reading) %	Gain/Loss	Congdon (Early Reading) %	Gain/Loss	Lester Park (Early Reading) %	Gain/Loss	Lowell Eng/Mis (Early Reading) %	Gain/Loss	Lowell NV (Spanish Early Reading) %	Gain/Loss	District (Early Reading) %	Gain/Loss	
Post-COVID	22/23	Fall	Low	36		71		43		38		38		57		57		65		46		95		54.6		22/23 Post-COVID
			Some	54		29		47		55		47		34		30		30		33		5		36.4		
			High	10		0		10		7		16		9		13		4		20		0		8.9		
		Spring	Low	28	-8	71	0	51	8	11	-27	12	-26	40	-17	47	-10	61	-4	19	-27	83	-12	42.3	-12.3	
			Some	34	-20	22	-7	20	-27	47	-8	31	-16	41	7	30	0	33	3	26	-7	11	6	29.5	-6.9	
			High	38	28	7	7	29	19	42	35	57	41	18	9	23	10	6	2	56	36	6	6	28.2	19.3	
	21/22	Fall	Low	28		68		26		32		35		66		65		61		45		91		51.7		21/22
			Some	49		28		41		44		35		32		25		35		38		9		33.6		
			High	23		5		33		24		30		3		11		4		17		0		15.0		
		Spring	Low	15	-13	68	0	12	-14	21	-11	35	0	35	-31	51	-14	53	-8	17	-28	66	-25	37.3	-14.4	
			Some	23	-26	28	0	33	-8	21	-23	30	-5	47	15	29	4	20	-15	23	-15	22	13	27.6	-6.0	
			High	62	39	5	0	55	22	59	35	35	5	18	15	20	9	27	23	59	42	12	12	35.2	20.2	
Pre-COVID	18/19	Fall	Low	23		39		14		18		42		65		60		51		35				38.6		18/19 Pre-COVID
			Some	41		29		36		26		26		30		24		37		35				31.6		
			High	36		32		50		56		32		4		16		13		29				29.8		
		Spring	Low	5	-18	55	16	25	11	10	-8	55	13	52	-13	61	1	81	30	35	0			42.1	3.6	
			Some	21	-20	26	-3	14	-22	6	-20	18	-8	17	-13	18	-6	11	-26	16	-19			16.3	-15.2	
			High	74	38	18	-14	61	11	84	28	27	-5	30	26	20	4	9	-4	48	19			41.2	11.4	
	17/18	Fall	Low	37		29		50				36		30		60		66		23				41.4		17/18
			Some	34		45		22				36		34		19		29		43				32.8		
			High	29		26		28				28		36		21		5		34				25.9		
		Spring	Low	0	-37	18	-11	22	-28			53	17	36	6	51	-9	83	17	26	3			36.1	-5.3	
			Some	29	-5	42	-3	22	0			19	-17	30	-4	30	11	9	-20	17	-26			25	-8	
			High	71	42	39	13	56	28			28	0	34	-2	19	-2	8	3	57	23			39.0	13.1	
	16/17	Fall	Low	33		30		42		40		36		60		75		66		47				47.7		16/17
			Some	42		45		30		35		37		19		19	19	23		16				29.6		
			High	25		24		27		25		27		21		6		11		37				22.6		
		Spring	Low	14	-19	42	12	36	-6	21	-19	35	-1	55	-5	63	-12	73	7	32	-15			41.2	-6.4	
			Some	14	-28	18	-27	30	0	19	-16	24	-13	30	11	16	-3	19	-4	16	0			20.7	-8.9	
			High	72	47	39	15	33	6	60	35	42	15	15	-6	21	15	8	-3	53	16			38.1	15.6	

Why Kindergarten Task Force? Evaluating Systems

P-3 Leadership
- Analyzed Historical Data
  - Across elementary as a system
- Current Practice
  - Asked ourselves if current practices best matched needs of young learners

"Kinder" Garden: Where Our Young Learners Blossom & Grow
- Vertical Professional Development
  - Collaboration between PreK & K-5 programs
  - From PreK to kinder to administrators
- Playful Learning Embedded in Instruction
  - Socially interactive; actively engaging; developmentally aligned; joyful
  - Research supported in multiple realms

New Elementary Schedule
- Classroom Structure
  - Opportunity to reimagine kindergarten classroom structure
- Instruction Expectations
  - Recognize need for expectations in meeting instructional minutes while at the same time prompting developmentally appropriate learning environment and engagement

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Why Kindergarten Task Force? Advancing Equity

Kindergarten provides children with a safe, culturally responsive, and developmentally appropriate environment and the opportunity to receive a world-class education.

Kindergarten offers access to opportunities for all children and families including developmentally appropriate, evidence-based instruction, and programming; interaction with similar-aged peers; and meal services, transportation, and out-of-school programs.

- MN Department of Education

Kindergarten Plays a Critical Role in Educational Equity

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Kindergarten Vision Statement

In Duluth Public Schools, every kindergartener, every day, will be welcomed into a safe and supportive space where they are academically challenged with developmentally appropriate, joyful, and playful learning experiences. Students are empowered to discover their creativity and curiosity to foster a foundation of lifelong learning.

Consistent, Common Kinder Experience

Collaboration: District-wide Expectations

- No matter where a child attends elementary school within Duluth Public Schools, they will receive a consistent, common, engaging kindergarten experience

- Shared learning, conversation, and decisions surrounding literacy instruction and playful learning integration

- Creating common language around daily instructional blocks

Discovery Labs
Small group, open-ended activities; freedom to discover learning through student choice with materials and through exploration

Learning Labs
Core math & literacy block activities: small group, grade level, standards aligned, content-focused

WIN (What I Need Time)
A time for interventions and services; enrichment and remediation; whole group and/or small group

When I Play, I Learn!

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District Partnership

Through collaboration with kindergarten teachers and shared learning, proposal to District in support of integrated playful learning opportunities.

- **Approved Investment**
  - Materials and resources supporting meaningful, intentional embedded playful learning

- **Integral to Developmentally Appropriate Instruction**
  - Part of bringing playful learning back into kindergarten

- **Critical to developing students who can...**
  - Experience joy in learning
  - Self-regulate
  - Collaborate and communicate successfully with peers
  - Practice developmentally appropriate skills

Outside Organizations   10

All financial activity of outside organizations, including banking, accounting and reporting must not be managed, accounted or reported by the district, nor are they part of the school district's General Fund 01. However, the district business office may provide guidance to the groups listed below regarding the processing of transactions between the district and these groups. These groups **cannot** use the district's tax identification number. Examples of such groups include, but are not limited to, the following:

- Booster Club
- Parent Teacher Organizations (PTOs)
- Staff related accounts (Sunshine Funds)
- School Foundations

Due to potential conflicts of interest, school employees must not direct or influence the activities of the groups listed above or similar groups. For example, employees cannot be a controlling member on a board of these organizations.

Actions Booster Clubs Should:

- Volunteer time and raise money.
- Contribute funds to better enhance the team or organization's performance.
- Print promotional items like team schedules and programs (subject to approval by the head coach/AD).
- Organize team events, such as team meals. Listen and work closely with the head coach.
- Discuss as official business any item that meets the definition or function of a booster club as outlined on the previous page.

Actions Booster Clubs Should Not:

- Openly discuss or perform a performance review of the head coach or coaching staff.
- Review the performance of a coach. Staff evaluations are solely the responsibility of the school district.
- Openly discuss playing time issues.
- Connect funding to playing a role in hiring or firing of coaches or directors.
- Offer up a petition by booster club members to hire/fire a coach.
- Plan, organize, or attempt to implement an off-season training program without direction or consent from the head coach.
- Discuss as official business any item that does not meet the definition and function of a booster club as outlined on the previous page.
- Organize a off-season camp using the school name without consent of the School and the Head Coach.

Banquets

- The head coach is responsible for all facets of the end-of-season awards banquet. The head coach may delegate these responsibilities to the booster club; however, the program and the agenda must be approved by the head coach.
- The awards given out at the banquet are the sole responsibility of the head coach.
- Alcohol should not be present at banquets.

Advertising

- The Activities office **must approve** all advertisements in printed programs or other print materials for events. Please email or fax a copy of your ads for approval prior to printing.
- The Activity office reserves the right to pull programs that have not been approved or are not consistent with district values.

Fundraisers

- Fundraising is a necessary part of high school athletics today. We are very thankful for the efforts of parents and booster clubs.
- Be aware that membership on a team and/or playing time is not affected in any way by the amount of money raised by a participant.
- Booster club donations should be refunded to students who do not make the final roster.

Booster Clubs Sponsored Captains' Practices

- No coaches — paid or volunteer – can supervise captains' practices. Adult supervision is required at captains' practices.
- Captains' practices may be scheduled up to two weeks before the start of the season. Student participation should never be mandated or required.

MSHSL Basics

- Coaches are allowed to work with their teams only during the designated MSHSL season and the summer waiver period.
- Booster clubs are prohibited from paying for an athlete's sport participation fee or for fees to attend a camp or clinic.
- Visit the Minnesota State High School League website for more information, www.mshsl.org.

Thank You!

This document was created to set guidelines for communication between booster clubs and our high school program. It is meant to be a tool used to better relationships, clarify procedures and rules, and set the stage for a successful season.

Parents, without your help we would not be able to provide quality activity programs for all Duluth Public Schools students.

Thank you.

For more information, visit isd709.org

Duluth Schools Activities Offices

Denfeld High School
(Phone)218-336-8830 - AD x1948
East High School
(Phone) 218-336-8845 - AD x2151
Lincoln Park Middle School
(Phone) 218-336-8880
Ordean East Middle School
(Phone) 763-506-6821

Rev. 8/31/23

Booster Club Reference Guide

A reference guide for Booster Clubs on guidelines & procedures required by: Duluth Public Schools

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Purpose of Booster Clubs

A booster club is defined as "an organization that is formed to **help support the efforts of a sports team or organization**. Support is shown in many ways, including volunteering time, raising money, and contributing funds to better enhance the team or organization's performance."

Title IX Compliance

Title IX regulations prohibit aiding and perpetuating discrimination by "providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students."

Communication/Conflict Protocol

This communication protocol was developed to help promote direct communication so problems and concerns can be addressed quickly, efficiently, and effectively between parties involved.

COACH/ADVISOR/DIRECTOR
Students are encouraged to express their concerns directly with their coach/advisor. Parents can contact the coach/advisor via email or telephone.

↓

VARSITY HEAD COACH/HEAD ADVISOR
If the concern is not resolved, then the student and parent should discuss the matter with the activity's Varsity Head Coach/Head Advisor. If the head coach/head advisor is the person you contacted previously, please proceed to the next step.

↓

ACTIVITIES DIRECTOR
If a student or parent is dissatisfied with the response from the Head Coach or Head Advisor, please contact the Activities Director at your school.

↓

PRINCIPAL
If you still have concerns after speaking with the Activities Director, please contact the Principal at your school.

↓

ASSISTANT SUPERINTENDENT
If your concern has not been resolved through the Principal's office, please contact the Assistant Superintendent Office - 218-336-8739

Getting Started

Define your mission: Your mission statement should define who the booster is, why you exist, who will benefit from your work and what your core priorities and activities are.

Choose a name: Check for name availability and reserve your booster club name with the Minnesota Secretary of State Office – www.sos.state.mn.us.

Enlist and Elect a board of directors: At minimum you will need to have a President, Treasurer, and Secretary. It is also recommended to have a Vice President and chairs for your various activity committees.

Notify the school/administration: Please provide the Athletic Director at your school with your new booster club information.

Legal Compliance

Each Club will remain in good standing with State and Federal Laws to be recognized as a "Booster Club" by the district.

Obtain a Federal Tax ID #:

Organizations must be incorporated before applying for Federal ID # (EIN). When opening bank accounts, you may be asked to provide your EIN.

Complete your Articles of Incorporation:

The articles establish the existence of your new nonprofit organization. The Minnesota Council of Nonprofits website has templates for creating your Articles of Incorporation.

Develop your Bylaws:

How your organization will run on a day to day basis is defined in the bylaws. The roles of the board members are explained and the rules of how the organization will operate are defined in the bylaws.

Incorporate as a Nonprofit Organization:

File your Articles of Incorporation with the Minnesota Secretary of State. This can be done online and there is a small fee.

501c3 – Income Tax Exempt:

A 501c3 is a specific type of public charity that has gained permission from the IRS to raise money from the public for an approved purpose and is exempted from paying federal income tax. Applications and annual filings are required.

File form 1023ez to be an exempt organization.

Charitable Organization:

An organization that solicits or intends to solicit contributions from Minnesota residents in excess of $25,000 are required to register with the Charities Divisions of the Attorney General's Office.

Suggested Practices for Finances

1) Treasurer report should contain all transactions that took place prior to the meeting.
2) Finances of each club should be open to all members
3) A paid coach should not have check writing authority.
4) It is vital that **two people** should be involved in the authorization and signing of any check.
5) All purchases must go through the school district (see below).
6) At least two members should tabulate all funds collected.
7) Boosters may not use Duluth Public Schools' Tax ID or Tax Exempt Numbers.
8) For the purpose of good communication with families, Duluth Public Schools may need to request tax statements, receipts, expenditures, and balances.
9) Boosters should not pay any coach directly or play a role in the amount a coach is paid.

Purchasing

Booster clubs wishing to purchase equipment for their teams must go through the head coach and the activities director for approval. **Boosters clubs should not purchase equipment independently.** When equipment is purchased from donated funds it becomes the property of the school district.

After approval, the booster club should donate the funds to the activities department, specifying its purpose. The activities office will then complete a purchase order. All equipment and supplies must be shipped to school office.

The activities department cannot give out the school district tax-exempt number. Sponsors making donations must follow the above process for purchasing equipment.

Billing to Booster Clubs

All transportation, fees, and equipment purchases must be approved by the head coach and the Activities Director.

Prior to the trip the activities department will bill booster clubs for bus transportation that exceeds the district budget.

The activities department will bill booster clubs for any fees for tournaments or games that exceed the given district budget.

The district may bill booster clubs for supplies/equipment that exceeds the district budget. All donations must be turned into the Activities Office prior to ordering.

Duluth Public Schools Booster Club Information

A booster club is defined as "an organization that is formed to help support the efforts of a sports team or Activity program. Support is shown in many ways, including volunteering time, raising money, and contributing funds to better enhance the team or organization's performance."

Booster clubs may raise money by printing promotional items like team schedules and programs, however, they MUST be given clearance by the Activities Department. They can organize team events, such as pre- or post-game dinners or social events during the season. Booster clubs may perform, meet, or organize in accordance with the ISD 709 rules and guidelines governing booster clubs.

1. What type of fundraising group are you?

   Mark only one oval.

   ◯ External Booster Club (outside of ISD 709) - Registered 501c3

   ◯ External Team Support Group - Not a registered Booster Club

   ◯ Internal club or activity (inside of ISD 709)

2. What sport or activity is your club representing?

   _____

3. What is the official name of your booster club or support group?

   _____

4. Who is the main contact for your booster club, please provide contact information

    _____

5. Please provide the members of your Booster Club Board or group

    _____

6. If applicable, what is your Federal Taxpayer Identification number

    _____

7. If applicable, what is your State Employer's ID number

    _____

8. Booster Clubs/Groups set up as non-profits need to demonstrate to the district that they are complying with applicable laws pertaining to reporting of revenue and expenditures as a for profit corporation, partnership or individual. Does your booster club comply?

    Mark only one oval.

    ◯ Agree

9. Booster Clubs must comply with applicable charitable laws, which include:

Check all that apply.

☐ Become Incorporated in the State of Minnesota

☐ Register with the State Attorney General's Office as a charitable organization

☐ Requested recognition from the IRS as an exempt organization by filing Form 1023

☐ Applicable with the IRS and annually file Charitable Organization Annual Report with the Minnesota Attorney General's office?

10. We understand that Booster clubs wishing to purchase athletic equipment for their teams must go through the head coach and the athletic department for approval.

Mark only one oval.

◯ Agree

11. **Actions Booster Clubs SHOULD DO**

Check all that apply.

☐ Support the team, coaching staff, and participants by volunteering time and to raise money

☐ Contribute funds to enhance the performance of the team or organization.

☐ Print promotional items like team schedules, programs (subject to approval by the head coach/AD)

☐ Help organize team events (ie team meals, banquets, etc.) in collaboration with the head coach

☐ Discuss as official business any item that meets the definition or function of a booster club as outlined.

☐ Provide financial statements (detailed assessments) regarding booster club accounts to all parents and coaches if requested.

12. **Actions Booster Clubs SHOULD NOT DO**

Check all that apply.

☐ Openly discuss or distribute a performance review of the head coach or coaching staff.

☐ Openly discuss playing time issues.

☐ Use booster funds to influence the hiring/firing of any member of the coaching staff

☐ Offer up a petition by booster club members to hire/fire a coach.

☐ Plan, organize, or attempt to implement an offseason training program without direction or consent from the head coach

☐ Discuss as official business any item that does not meet the definition and function of a booster club as outlined on the previous page.

☐ Organize a off-season camp using the school name without consent of the School and the Head Coach.

13. **Advertising -** *The Activities offices must approve all advertisements in printed programs for Denfeld and East events.*

Check all that apply.

☐ Game programs must be approved by the Activities Officer. Please email or fax a copy of your ads for approval prior to the Activities Director at EHS or DHS.

☐ Duluth East and Denfeld Activity offices reserve the right to pull programs that have not been approved or not consistent with district values. This includes businesses that do not meet our education athletic program culture.

☐ Booster clubs or teams are not allowed to post advertisements or signage on ISD 709 property, buildings, fences, or grounds (unless approved by the activities office).

☐ These activities must be coordinated through the East and Denfeld Activities Offices.

14. We understand that Boosters clubs should not purchase equipment independently and when equipment is purchased, from donated funds, it becomes the property of the school district.

Mark only one oval.

◯ Agree

15. We understand that after the head coach and the activities director have approved an equipment request, the booster club should donate the funds to the athletic department, specifying its purpose

Mark only one oval.

◯ Agree

16. Booster clubs should not order materials directly or have materials shipped to a home.

Mark only one oval.

◯ Agree

17. Booster Clubs must comply with all of the following

Check all that apply.

☐ Treasurer report should contain all transactions that took place prior to the meeting

☐ Finance of each booster club should be open to 100% of all members

☐ At no time should a paid coach have check writing authority

☐ It is It is mandatory that two people should be involved in the authorization and signing of any check

☐ All purchases must go through the school district Activities Office

☐ At least two members should tabulate all funds collected

☐ Boosters should not pay any coach directly or play a role in the amount a coach is paid

18. Title IX Compliance

Title IX regulations prohibit aiding and perpetuating discrimination by "providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students."

Mark only one oval.

◯ Agree

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Recruiting and Retaining

Improving Systems-Progress Monitoring Committee of the Whole

September 7, 2023

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Our Vision

The Duluth Public Schools Recruitment and Retention Plan will serve as the strategic blueprint for recruiting, hiring and retaining quality employees in the Duluth Public School District.

It is a yearly process of attracting, developing, supporting and retaining highly qualified teachers and support staff at schools and across the district.

Key Tasks

- Define Recruitment Needs

- Develop a compelling recruitment message

- Create a recruitment/retention plan

Recruitment Needs

- Assess staffing requirements across all departments and identify where recruitment is needed.
  - Meet with building and department leaders three times during the school year to review staffing.
- Identify all viable applicants and to motivate individuals to seek employment within our district.
  - Discuss strategies to fill hard-to-fill positions.

Recruitment messaging

- Candidates need motivation to work for ISD709.

- That motivation comes from the recruitment message.

- Employer messaging affects recruitment of new employees, retention and engagement of current employees, and the overall perception of the District.

Recruitment Messaging

- Who are we?
  - Alignment of mission, vision and core values
- Why are we an employer of choice?
  - Work Environment
  - Culture
  - Career
- What do we offer?
  - Benefits
  - Compensation
  - Professional Development

Recruitment/Retention Plan

This is the first phase of a multi-year development process of attracting, developing and retaining highly qualified teachers and staff at our schools and across the district.

Recruitment/Retention Plan

- Updated, abbreviated, job specific application process
- Clear Recruitment Materials
- Hiring Timelines
- Increase job posting locations, Utilize Social Media
- Attend job fairs/recruitment events
- Grow your Own
- Diverse screening and interview teams
- Staff Interview Training

https://www.isd709.org/careers/apply-now

https://business.calm.com/resources/blog/tackling-teacher-stress-burnout-post-pandemic/?utm_source=linkedin&utm_medium=social&utm_campaign=Q3_23_DuluthPublicSchools_Blog

Questions?

Student Performance Data
&
Key Improvement Strategies and Efforts

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Grounding

- How well a child does in school is not simply measured by how high they score on a test.

- We use several types and levels of data to assess how to best support our students.

- This is just one type of high-level data we use. It's primary purpose is a "system check" to gauge our district's implementation of state standards.

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Categories and Levels of Data

	Student Achievement Data	Student Non-Academic Data	Perception Data	Program Data	Fidelity Data
Question	How are our students doing?	Who are we?	How are we seen by others and how do we see ourselves?	How effective are our programs, policies, and processes?	Are we doing what we said we would?
Description	Data from classwork and various assessments	All other student data	Opinions and perceptions of us and how we are doing	Info about the effectiveness of programs, policies, and processes	Measures adult behavior and extent to which a strategy or system is implemented

Center for Educational Leadership also looks at **levels of data**, and emphasizes the importance of street-level data.

- Satellite - Large grain, points in a general direction, requires further investigation
- Map -Medium grain, points in a slightly more direction
- Street - Fine-grain, require focused listening and observation, inform and shape our next moves

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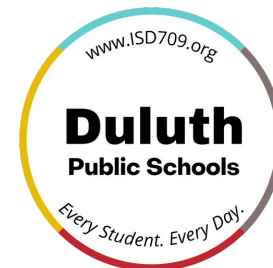
Balanced Assessment System

	Formative Assessments	Formal Classroom Assessments	Diagnostic Intervention Assessments	Interim Benchmark and Screening Assessments	External Summative Assessments
	Classroom		District or School		State
Purpose	·Assesses learning during lessons to guide next steps in instruction	·Assesses retained learning across related lessons	·Diagnoses strengths and/or areas for growth	·Identifies skill gaps and offers recommendations for instruction and intervention	·Evaluates implementation of state standards
Description	·Provides evidence of learning as it is developing ·Useful to educators and students to inform next steps in learning	·Provides evidence of retained learning across related lessons ·Most useful to educators and students to adjust learning and instruction	·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	·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	·Provides summarized evidence of retained learning of the standards ·Most useful to school and district leaders to evaluate curriculum and programs
How Often	·Ongoing, during learning	·Weekly, monthly	·As needed	·2-3 times per year	·Once per year
Examples	·Exit tickets, class polls	·End of unit assessments, quizzes, performance tasks	·FASTBridge ·PRESS ·Bridges	·FASTBridge ·Desired Results Developmental Profile	·MCA, MTAS ·ACCESS

Additional Context for Reviewing New Data

- The Summary of Achievement Data includes the test results for all students who took the MCA or MTAS.
- This data is reported as Percent Proficient.
  - Percent Proficient = percentage of students who met or exceeded the state standards on the state tests
- Cells with 10 or fewer students are intentionally left blank to maintain student data privacy.
- State assessments were not administered in 2019-2020 due to the pandemic.
- There were historically low testing participation rates in 2021.

Additional Context for Reviewing New Data

- Data included in Minnesota Report Card and 2023 North Star data calculated using 8 state-defined racial and ethnic codes.
    - Primary difference is the state definition of American Indian
    - Historic data was recalculated beginning in 2018-2019
    - Historic North Star Accountability data was not recalculated

- State Definition of American Indian:
    - Persons having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
    - Any student or descendent from a U.S. (other than Hawaiian) or Canadian tribe, regardless of other racial backgrounds.

Summary of Achievement Data

All Students Tested

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READING by Group	Increase	Decrease	Stayed Same	Above State	Below State	On Par with State
	American Indian Asian English Learners Free/Reduced	All Students Hispanic or Latino Black or African American White Two or More Races	Special Education	All Students American Indian Asian Hispanic or Latino White English Learners Free/Reduced	Black or African American Two or More Races Special Education	38
READING by Grade	4 5 6	3 7 8 10		3 4 5 6 7 8 10		
READING by School	Lakewood Laura MacArthur Lowell Lowell Spanish Imm Piedmont Denfeld Merritt Creek	Congdon Homecroft Lester Park Stowe Lincoln Park East Chester Creek Rockridge	Myers-Wilkins	Congdon Homecroft Lakewood Lester Park Lowell Spanish Immersion Ordean East East	Laura MacArthur Lowell Myers-Wilkins Piedmont Stowe Lincoln Park Denfeld Chester Creek Merritt Creek Rockridge	

MATH by Group	Increase	Decrease	Stayed Same	Above State	Below State	On Par with State
	American Indian Asian Hispanic or Latino English Learners Free/Reduced	Black or African American Two or More Races	All Students White Special Education	Asian Hispanic or Latino English Learners	American Indian Black or African American White Two or More Races Special Education Free/Reduced	All Students
MATH by Grade	4 6 7	3 8 11	5	4 5 7	6 11	3 8
MATH by School	Congdon Lakewood LauraMacArthur Lowell Lowell Spanish Imm Ordean East Merritt Creek Rockridge	Piedmont Denfeld Chester Creek	Homecroft Myers-Wilkins Stowe Lincoln Park East	Congdon Homecroft Lakewood LesterPark Lowell Spanish Imm Ordean East East	Laura MacArthur Lowell Myers-Wilkins Piedmont Stowe Lincoln Park Denfeld ALC Chester Creek Merritt Creek Rockridge	

SCIENCE by Group	Increase	Decrease	Stayed Same	Above State	Below State	On Par with State
	Asian Hispanic or Latino Two or More Races Free/Reduced	American Indian Black or African American White Special Education	All Students	All Students American Indian Asian Hispanic or Latino White Two or More Races English Learners Special Education Free/Reduced	Black or African American	40
SCIENCE by Grade		High School	5 8	5 8 High School		
SCIENCE by School	Congdon Laura MacArthur Lowell Spanish Imm Myers-Wilkins Lincoln Park Merritt Creek	Homecroft Lakewood Lowell Piedmont Stowe Ordean East Denfeld East Rockridge	Lester Park	Congdon Homecroft Lakewood Lester Park Lowell Lowell Spanish Immersion Piedmont Ordean East East	Laura MacArthur Myers-Wilkins Stowe Lincoln Park Denfeld Merritt Creek	

Celebrations – Achievement Data (All Students Tested)

- Grade 5 is above the state in all three tested areas.
- Asian, Hispanic or Latino, and English Learners are above the state in reading, math, and science.
- Laura MacArthur, Lowell Spanish Immersion, and Merritt Creek made increases in reading, math, and science.
- Congdon, Homecroft, Lakewood, Lester Park, Lowell Spanish Immersion, Ordean East, and East are above the state average in reading, math, and science.

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Challenges - Achievement Data (All Students Tested)

- Reading, math, and science proficiency for Black or African American students decreased and is below the state in all three tested areas
- Special Education is below the state in reading and math; performance decreased or stayed the same in all three tested areas
- Laura MacArthur, Myers-Wilkins, Stowe, Lincoln Park, Denfeld, and Merritt Creek are below the state average in reading, math, and science

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North Star Accountability Update

North Star Accountability System

- Purpose: Identifies schools for support under the federal Every Student Succeeds Act (ESSA)
  - Required for the state to receive Title I funds
- Uses several indicators to identify schools, including:
  - Stage 1: Academic Achievement, Progress Toward English Proficiency
  - Stage 2: Academic Progress, Graduation Rates
  - Stage 3: Consistent Attendance
- Uses the MCA and MTAS data reported in previous slides to determine academic achievement and academic progress.
  - Specific enrollment criteria to determine if and to which school a student will "count"
  - Students who "opt-out" or are absent are considered not meeting the standards/not proficient in accountability calculations

North Star Accountability System

- We use "All Students Tested" for our systems check rather than North Star calculations for Academic Achievement
- Identifications occur every 3 years; 2023 is not an identification year
- In 2022, our district + 7 schools were identified as needing additional support. Two additional schools did not meet exit criteria and are also receiving support.
- 2022 and 2023 North Star data by racial group should not be compared - federal race codes were used in 2022; state race codes were used in 2023
- Graduation Rates and Consistent Attendance data are reported one year behind other data
- 2021 and 2022 Consistent Attendance data should not be compared due to differences in calculations used and variations in attendance practices across the state during the pandemic

North Star Accountability System

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.		

North Star Accountability System

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
Note: Stowe was previously identified, did not meet exit criteria, and will receive continuous, comprehensive support.		

Additional Data

Internal District Data Reports

Public File: District-At-A-Glance Reading, Math, and Science Results By School

Public File: District At-A-Glance Reading, Math, and Science Results By Student Group

Public File: District At-A-Glance Reading, Math, and Science Results By Grade

Public File: Reading, Math, and Science Results By School, By Grade

Public File: Reading, Math, and Science Results, By School, By Student Group

Public File: Reading, Math, and Science Results By Student Group (with Comparison Data)

State, District, School North Star Accountability Data

2023 North Star Accountability Data File

2022 North Star Accountability Data File

Additional Data Available on MDE Website

education.state.gov › Data Center › Data Reports and Analytics › Accountability and Assessment

education.state.gov › Data Center › MN Report Card

Assessment

Continue to support and monitor the implementation of the District's standardized continuous improvement processes used across all of our schools

Implement student data warehousing system to ensure:
- Each school's CIT has easy access to student outcome data needed to monitor progress toward meeting school improvement goals
- Each school's Tier 2 team has easy access to academic and behavioral data needed to identify and proactively respond to individual student needs
- CITs and Tier 2 teams are using valid and common data for decision-making

Literacy Priority Work

- **Literacy Frameworks: New for 2023/2024:**
  - K-2 & 3-5 Literacy Frameworks & ELA Elementary Guide Page
    - Science of Reading aligned and Read Act requirements
    - K-2 phonics instruction: new resource UFLI; training 8/31/23
    - 3-5 Science of Reading vocabulary instruction; training 8/31/23
    - Fidelity use of District approved, research aligned resources
  - MS 6-8 revised ELA Pacing Guides

- **Elementary Schedule: New for 2023/2024**
  - Designated grade level core tier 1 literacy blocks
    - K-2 ~120 minutes; 3-5 ~90 minutes
    - All students exposed to grade level standards based literacy instruction
  - WIN blocks designated & staggered
    - Tier 2 intervention and extension
  - Common collaboration time for grade level teams

- **Literacy Strategies Practice Profile (LPMS)**

Improving Results (all content areas)

- **PLC Reboot**
  - District PLC Committee; met August 8th
  - PLC Handbook revision; district-wide common agenda
  - Literacy focus K-5; content driven 6-12
- **Teacher Clarity Focus**
  - Introduced to Teacher Clarity August 29th
  - Work accomplished through PLCs
    - Standards, units, learning targets, success criteria, relevancy, assessment
- **Content Area Committees**
  - Beginning Fall 2023
  - Review curriculum standards, resource alignment
  - Moving toward guaranteed and viable curriculum (GVC)
- **Kindergarten Task Force**

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Special Education Efforts

- UFLI Literacy Instruction focus Grades K-2
- Supervisors to support classroom teachers with core instruction
- Training to ensure Individual Education Plans (IEPs) are written with robust goals and objectives
- Focus on the MTSS process to ensure students are offered Tier 1 and Tier 2 supports in general education prior to considering special education eligibility.

MnMTSS

Infrastructure for Continuous Improvement

Family and Community Engagement
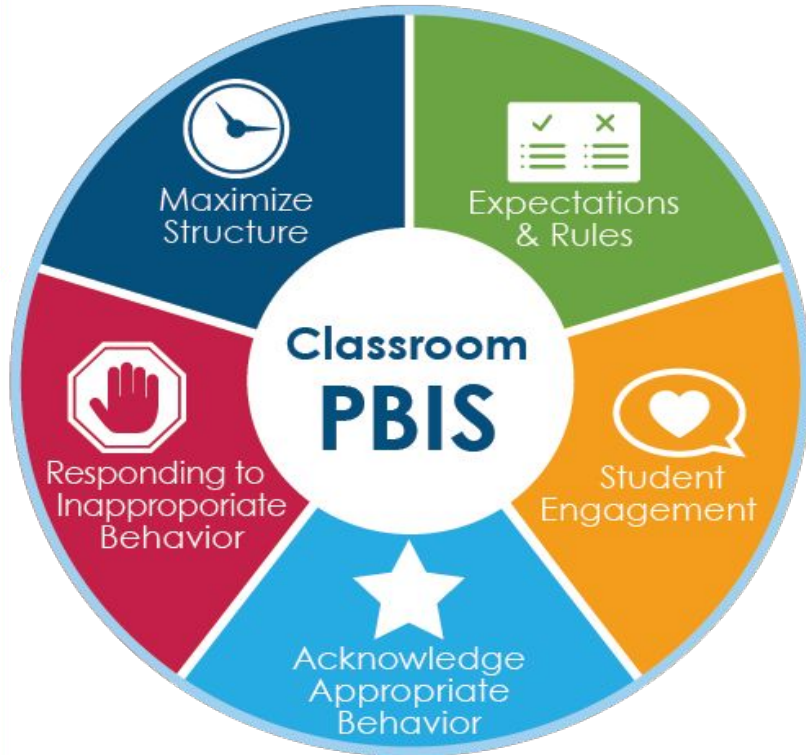
Multi-Layered Practices and Support

Assessment

Data-Based Decision Making

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Positive Behavioral Interventions & Supports

- 6 Schools Refresher Training through PBIS

- 7 Schools Full Cohort Training through PBIS

- Asynchronous Training for Transportation
  - Bus expectations

- Continued Team Stipends (Project AWARE)

- Continued Bi–monthly Meetings
  - Coaching, training, and support of the school's SEB MTSS Coordinators from the district SEB MTSS Coordinator & the district Climate Coordinator

Social-Emotional Learning Curriculum

- Second Step is a Pre-K-8th grade social emotional learning curriculum

    - Year 3 of 5 year commitment (ESSER funded) for Second Step digital curriculum

    - Year 2 completion data (goal 85%)

        - Elementary = 91.7%; Middle = 85.8%

- Purchased Second Step posters and staff lanyards, Spanish posters, bullying prevention kits for elementary, and after-school time kits for Keyzone

- Purchased SEL curriculum for East H.S. for 3 years - BASE Education.

    - Currently in implementation and planning phase for roll out this year

Restorative Practices

- Trained support staff and leadership in restorative foundations and circles along with some teachers in circle.

- Provided optional opportunities for circle training & continue to provide annually

- Posters and Restorative Chat cards to all sites

- All staff trained on Restorative Chats (August 2022)

- All district/building administrators and leadership trained in The Fundamentals of Restorative Practices (June 2023)

- Purchased and distributed Circle Forward restorative books for all school sites (May 2023)

Additional SEB MTSS Efforts

- Alignment of data systems and monitoring

Project AWARE:

- Purchased Tier 2 SEL curriculum for all schools
  - Provide Social Thinking curriculum training to elementary staff providing tier 2 interventions

- Conduct other trainings per the AWARE grant
  - Youth Mental Health First Aid, etc.

- Conducted mental health awareness events last May during mental health awareness month
  - Doing another event this year

American Indian Education Program

- Academic tutoring/homework monitoring

- Graduation credit monitoring

- Promote a positive educational climate for our students

- Work with students, parents, and school staff to ensure student success

- Cultural activities for students, families, and community

- Assistance in cultural curriculum development and lesson planning to help meet the AI focused state standards

- Educate the school community about American Indian language, history, and culture.

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American Indian Education Program

- Check & Connect

- Misaabekong Ojibwe Immersion program (K-5)

- 5 American Indian Home School Liaisons

- Support/mentor Ojibwe language teachers/program

- Family engagement opportunities

Office of Education Equity: 2023-25 Achievement and Integration Plan

OEE / A&I Programming District-wide

- Social Emotional Learning Specialist
- 12 Integration Specialists
- Family Engagement program
- Recruitment/Retention program
- Professional Development program
- Ojibwe Immersion Classroom Assistants
- Office Support Specialist Position
- Ojibwe Language Classes and Indigenous Cultural Enrichment programming

Questions? Contact Nate Smith @ 218-336-8714 or nathan.smith@isd709.org

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Office of Education Equity: 2023-25 Achievement and Integration Plan

OEE / A&I Programming at Myers-Wilkins

- Young Scholars Program
- Social Emotional Learning Specialist
- OEE/Myers-Wilkins Duluth Community School Collaborative After-school and Summer School Programming
- KG Instructional Assistants
- Licensed Teacher Reading and Math Interventionists
- Intervention Learning Materials
- In-school Learning Opportunities and Field Trips

Questions? Contact Nate Smith @ 218-336-8714 or nathan.smith@isd709.org

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Early Childhood: Duluth Preschool

Key focus areas for Preschool include:

- Continued full implementation of the Pyramid Model.
  Title II funding will be used to support ongoing Pyramid training and coaching

- Second Step lessons aligned with Pyramid Model implementation

- Developing strong Tier 2 social emotional interventions

- P-3 vertical collaboration for seamless transitions to kindergarten

- Continued integration of Circle of Security Classroom
  - [Circle of Security Classroom](#)