

North Star Presentation: Part II

October 2018

What is the North Star Plan?

- Academic Achievement
- Progress Towards English Language Proficiency
- Academic Progress
- Graduation Rates
- Consistent Attendance

What is World's Best Workforce?

- 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

What is the Record of Continuous Improvement for Suspensions?

- Supports WBWF Plan
- Outlines Strategies
- Part of Continuous Improvement Process
- Reduce Suspensions/Expulsions

What is the Continuous Improvement Process?

Kindergarten Readiness
 Grade 3 Reading Proficiency
 High Achievement for All Student Groups
 College and Career Readiness
 Increased Graduation Rates
 Disproportionality

Why Do We Use The Continuous Improvement Process?

Follows an Implementation Science

Supported by Regional Centers for Excellence
 and the Minnesota Department of Education

Proven to be Effective

Continuous Improvement Data Chart

Reading English Learner	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Congdon					
Homecroft					
Lakewood					
L. MacArthur					
Lester Park					
Lowell					
Myers-Wilkins					
Piedmont					
Stowe					
Lincoln Park					
Ordean East					
Denfeld					

Congdon Park Elementary School

Kindergarten Readiness Goal

- a. Increase from 60% to 80%

Reading Goal

- b. Increase by .685%

Math Goal

- a. Increase by 1.34%

Congdon Park Elementary School

Achievement Gap Goal

- a. Free/Reduced student group will increase by 4.2% in Math
- b. Special Education student group will increase by 5.3% in Math
- c. Free/Reduced student group will increase by 4.2% in Reading
- d. Special Education student group will increase by 7.38% in Reading

Homecroft Elementary School

Kindergarten Readiness Goal

- a. Increase from 38.3% to 43.3%

Third Grade Reading Proficiency Goal

- a. Increase from 67.8% to 70.97%

Achievement Gap Goal

- a. All Students student group will increase from 67.4% to 72.8% in Reading
- b. All Students student group will increase from 74.1% to 76.37% in Math

Lakewood Elementary School

Kindergarten Readiness Goal

- a. Increase to 60%

Third Grade Reading Proficiency Goal

- a. Increase from 73.9% to 76.2%

Achievement Gap Goal

- a. Free/Reduced student group will increase from 64.3% to 67.3% in Reading
- b. Special Education student group will increase from 64.3% to 67.3% in Math

Laura MacArthur Elementary School

Third Grade Reading Proficiency Goal

- a. Increase from 44.6% to 51%

Achievement Gap Goal

- a. All Students student group will increase from 46.7% to 52.8% in Reading
- b. All Students student group will increase from 53.9% to 59% in Math

Disproportionality Goal

- a. Reduce Black/African American suspension days from 30.26% to 27.51%

Lester Park Elementary School

Reading Goal

- a. Increase from 86.8% to 87.3%

Math Goal

- a. Increase from 81% to 82.2%

Achievement Gap Goal

- a. Free/Reduced student group will increase from 75.2% to 76.4% in Reading
- b. Special Education student group will increase from 52.2% to 56.9% in Reading
- c. Free/Reduced student group will increase from 56.3% to 60.4% in Math
- d. Special Education student group will increase from 52.2% to 56.9% in Math

Lowell Elementary School

Third Grade Reading Proficiency Goal

- a. Increase from 60.7% to 64.9%

Achievement Gap Goal

- a. All Students student group will increase from 68.5% to 71.57% in Reading
- b. All Students student group will increase from 75.3% to 77.4% in Math

Myers-Wilkins Elementary School

Kindergarten Readiness Goal

- a. Increase from 19% to 30%

Third Grade Reading Proficiency Goal

- a. Increase from 34.3% to 41.3%

Achievement Gap Goal

- a. Black/African American student group will increase from 17.1% to 27.1% in Reading
- b. Special Education student group will increase from 14.3% to 24.3% in Math

Disproportionality Goal

- a. Reduce Black/African American suspension by 20%

Piedmont Elementary School

Third Grade Reading Proficiency Goal

- a. Increase from 48.7% to 52%

Achievement Gap Goal

- a. American Indian student group will increase from 16.7% to 29.7% in Reading
- b. American Indian student group will increase from 8.4% to 29.4% in Math

Piedmont Elementary School

Achievement Gap Goal

- a. All students will increase from 52.6% to 55.6% in Reading
- b. All students will increase from 50.7% to 53.7% in Math

Attendance Goal

- a. American Indian, Two or More Races, Special Education; improve attendance by 10% for students who students that are in school 70% of the day or less

Stowe Elementary School

Kindergarten Readiness Goal

- a. Increase from 59% to 80%

Third Grade Reading Proficiency Goal

- a. Increase from 52.2% to 65%

Stowe Elementary School

Achievement Gap Goal

- a. Black/African American student group will increase from 14.2% to 45% in Reading
- b. Black/African American student group will increase from 28.5% to 45% in Math

Disproportionality Goal

- a. Reduce Black/African American suspension by 50%

Lincoln Park Middle School

Reading School Goal

- a. Increasing from 23% to 50%
 - i. Grade 6 - achieve high growth from 21% to 50%
 - ii. Grade 7 - achieve high growth from 27% to 50%
 - iii. Grade 8 - achieve high growth from 35% to 50%

Math School Goal

- a. Increasing from 22% to 50%
 - i. Grade 6 - achieve high growth from 17% to 50%
 - ii. Grade 7 - achieve high growth from 16% to 50%
 - iii. Grade 8 - achieve high growth from 40% to 50%

Lincoln Park Middle School

Disproportionality Goal

- a. Decrease by 50%
 - i. American Indian reduce OSS from 10.54% to 5%
 - ii. Black reduce OSS from 28.91% to 14%
 - iii. White reduce OSS from 34.35% to 17%
 - iv. Special Education reduce OSS from 9% to 4%
 - v. Free/Reduced lunch reduce OSS from 19% to 9%

Lincoln Park Middle School

Attendance Goal

- a. The percent of truant students (7 or more unexcused absences) will decrease from 48% to 25%
 - i. American Indian reduce truancy from 14% to 7%
 - ii. Black reduce truancy from 14% to 7%
 - iii. White reduce truancy from 23% to 11%
 - iv. Special Education truancy from 14% to 7%
 - v. Free/Reduced lunch truancy from 40% to 20%

Ordean East Middle School

Reading Goal

All student groups will increase reading proficiency by the target rate increase necessary to be on track to meet the state's goal of 85% proficiency by 2025

Ordean East Middle School

Math Goal

All student groups will increase math proficiency by the target rate increase necessary to be on track to meet the state's goal of 85% proficiency by 2025

Denfeld High School

Reading School Goal

- a. Increase from 46.7% to 52.9%

Achievement Gap Goal

- a. American Indian/Alaska Native from 36.8% to 43.7%
- b. Black/African American from 13.6% to 23.8%
- c. White from 52.2% to 56.9%
- d. Two or More Races from 47.4% to 52.8%
- e. Special Education from 14% to 24.2%
- f. Free/Reduced Lunch from 33.3% to 40.7%

Denfeld High School

Graduation Rate Goal

- a. Increase from 80.3% to 82%

Disproportionality Goal

- a. Decrease suspensions by 25%

Duluth East High School

Achievement Gap Goal

- a. Black/African American student group will increase from 50% to 55% in Reading
- b. American Indian/Alaska Native student group will increase from 50% to 55% in Math

Graduation Rate Goal

- a. Increase from 92.94% to 93.5%

Duluth East High School

Career and College Readiness Goal

- a. Increase strategies for college and career readiness for students at all levels and in all categories.
- b. Increase participation in college and career readiness activities for the Free/Reduce group and protected class students.
- c. Provide additional opportunities and resources for students in poverty for accessing college and career readiness opportunities.

Alternative Learning Center

Four Year Graduation Rate Goal

- a. Increase from 30% to 35%

Attendance Goal

- a. Increase consistent attendance rate from 50% to 60%

Residential Programs

Math Goal:

For students enrolled 90 school days or more, the student will increase performance on STAR Math test by a minimum of $\frac{1}{2}$ grade level from pre to post-test. (It is expected that on average a student will gain $\frac{1}{2}$ grade for a 90 school day enrollment).

Reading Goal:

For students enrolled 90 school days or more, the student will increase performance on STAR Reading test by a minimum of $\frac{1}{2}$ grade level from pre to post-test. (It is expected that on average a student will gain $\frac{1}{2}$ grade for a 90 day enrollment).