

# **Duluth Public Schools**

## **Committee of the Whole**

### **Supporting Every Student: Accountability**

September 4, 2025

## OUR MISSION

Every student, every day will be empowered with learning opportunities for growth, creativity and curiosity, in preparation for their future in a global community.

## OUR VISION

Duluth Public Schools provides an academically engaging, safe and inclusive environment with high expectations and responsible use of resources.

## 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.

**Today, we will be presenting and  
discussing information pertaining to:**

**State & Local Assessments Results**  
**&**  
**North Star Accountability Identification**



# STATE ASSESSMENT

## Minnesota Comprehensive Assessments (MCAs)



# 2025 Reading MCA: By Grade & Overall

| MCA Reading: By Grade<br>2024 VS 2025 |                      |                      |                            |
|---------------------------------------|----------------------|----------------------|----------------------------|
| Grade                                 | 2024                 | 2025                 | Increase<br>or<br>Decrease |
|                                       | % Meets +<br>Exceeds | % Meets +<br>Exceeds |                            |
| 3rd                                   | 47.7%                | 50.8%                | 3.1%                       |
| 4th                                   | 54.1%                | 52.6%                | -1.5%                      |
| 5th                                   | 68.8%                | 66.0%                | -2.8%                      |
| 6th                                   | 58.9%                | 61.5%                | 2.6%                       |
| 7th                                   | 53.6%                | 53.1%                | -0.5%                      |
| 8th                                   | 51.2%                | 52.2%                | 1.0%                       |
| 10th                                  | 63.3%                | 53.8%                | -9.5%                      |
| ALL                                   | 56.8%                | 55.7%                | -1.1%                      |

3rd, 6th, &  
8th grades  
made gains  
on MCA  
Reading  
from 2024 to  
2025...

| MCA Reading: By Grade & Overall<br>Duluth Compared to MN |                      |                      |            |
|--|----------------------|----------------------|------------|
| Grade  | Duluth               | MN                   | Comparison |
|  | 2025                 | 2025                 |            |
|  | % Meets +<br>Exceeds | % Meets +<br>Exceeds |            |
| 3rd  | 50.8%                | 46.1%                | 4.7%       |
| 4th  | 52.6%                | 46.3%                | 6.3%       |
| 5th  | 66.0%                | 57.1%                | 8.9%       |
| 6th  | 61.5%                | 54.1%                | 7.4%       |
| 7th  | 53.1%                | 46.2%                | 6.9%       |
| 8th  | 52.2%                | 46.0%                | 6.2%       |
| 10th   | 53.8%                | 51.3%                | 2.5%       |
| ALL  | 55.7%                | 49.6%                | 6.1%       |

All grades  
are above  
the state  
average in  
reading...  
every grade!

# 2025 Reading MCA: State Race / Ethnicity





| MCA Reading: State Race / Ethnicity<br>2024 VS 2025 |                      |                      |            |
|---|----------------------|----------------------|------------|
| State Race /<br>Ethnicity                           | Duluth               | Duluth               | Comparison |
|   | 2024                 | 2025                 |            |
|   | % Meets +<br>Exceeds | % Meets +<br>Exceeds |            |
| American Indian                                     | 33.7%                | 35.5%                | 1.8%       |
| Asian   | 74.4%                | 77.5%                | 3.1%       |
| Hispanic or Latino                                  | 56.6%                | 57.1%                | 0.5%       |
| Black or African Am                                 | 17.6%                | 20.8%                | 3.2%       |
| Two or More Races                                   | 42.9%                | 39.4%                | -3.5%      |
| White   | 61.6%                | 60.5%                | -1.1%      |


★ American Indian; Asian; Hisp/Latino; Black/ African American all realized increases in MCA Reading from 2024 to 2025.







| MCA Reading: State Race/Ethnicity<br>Duluth Compared to MN |                      |                      |            |
|--|----------------------|----------------------|------------|
| State Race /<br>Ethnicity                                  | Duluth               | MN                   | Comparison |
|  | 2025                 | 2025                 |            |
|  | % Meets +<br>Exceeds | % Meets +<br>Exceeds |            |
| American Indian  | 35.5%                | 33.1%                | 2.4%       |
| Asian  | 77.5%                | 44.4%                | 33.1%      |
| Hispanic or Latino   | 57.1%                | 28.7%                | 28.4%      |
| Black or African Am  | 20.8%                | 31.0%                | -10.2%     |
| Two or More Races  | 39.4%                | 50.4%                | -11.0%     |
| White  | 60.5%                | 58.7%                | 1.8%       |


★ Duluth students outperformed MN on average on Reading MCA 2025: American Indian; Asian; Hispanic/Latino; White.

# 2025 Reading MCA: Comparison Groups

| MCA Reading: Comparison Groups<br>2024 VS 2025 |                   |                   |   |
|--|-------------------|-------------------|---|
| Comparison Groups                              | Duluth            | Duluth            | Comparison  |
|  | 2024              | 2025              |   |
|  | % Meets + Exceeds | % Meets + Exceeds |   |
| Special Education                              | 24.8%             | 24.8%             | 0.0%   |
| Not Special Education                          | 51.9%             | 63.7%             | 11.8%  |
| Free or Reduced Meals                          | 38.1%             | 37.3%             | -0.8%   |
| Not Free/Reduced Meals                         | 58.6%             | 66.6%             | 8.0%   |
| English Learner (EL)                           | 31.7%             | 28.2%             | -3.5%   |
| Not English Learner (EL)                       | 46.8%             | 56.0%             | 9.2%   |

 Some comparison groups had significant gains from 2024 to 2025: Not Spec Ed; Not Free/Reduced Meals; Not EL.

| MCA Reading: Comparison Groups<br>Duluth Compared to MN |                   |                   |   |
|---|-------------------|-------------------|---|
| Comparison Groups                                       | Duluth            | MN                | Comparison  |
|   | 2025              | 2025              |   |
|   | % Meets + Exceeds | % Meets + Exceeds |   |
| Special Education                                       | 24.8%             | 25.1%             | -0.3%  |
| Not Special Education                                   | 63.7%             | 54.6%             | 9.1%   |
| Free or Reduced Meals                                   | 37.3%             | 32.6%             | 4.7%   |
| Not Free/Reduced Meals                                  | 66.6%             | 61.1%             | 5.5%   |
| English Learner (EL)                                    | 28.2%             | 9.9%              | 18.3%  |
| Not English Learner (EL)                                | 56.0%             | 54.4%             | 1.6%   |

 When compared with MN, Duluth students outperformed the state on Reading MCA 2025 across most comparison groups.



# 2025 Reading MCA: By Cohorts

|                    | Stowe |       |        | Myers-Wilkins |       |        | Laura MacArthur |       |        | Piedmont |       |        | Congdon Park |       |        |
|--------------------|-------|-------|--------|---------------|-------|--------|-----------------|-------|--------|----------|-------|--------|--------------|-------|--------|
|                    | 2024  | 2025  | Cohort | 2024          | 2025  | Cohort | 2024            | 2025  | Cohort | 2024     | 2025  | Cohort | 2024         | 2025  | Cohort |
| '25 3rd            |       | 14.7% |        |               | 40.4% |        |                 | 31.5% |        |          | 50.0% |        |              | 64.7% |        |
| '24 3rd to '25 4th | 26.3% | 32.4% | 6.1%   | 17.0%         | 20.4% | 3.4%   | 25.6%           | 34.1% | 8.5%   | 37.3%    | 63.9% | 26.6%  | 59.8%        | 64.6% | 4.8%   |
| '24 4th to '25 5th | 30.6% | 45.9% | 15.3%  | 12.5%         | 20.9% | 8.4%   | 24.4%           | 36.4% | 12.0%  | 42.6%    | 58.8% | 16.2%  | 74.7%        | 89.0% | 14.3%  |
| Overall            |       | 31.5% |        |               | 27.8% |        |                 | 33.8% |        |          | 57.6% |        |              | 73.9% |        |

|                    | Lowell ENG/Ojibwe |       |        | Lakewood |       |        | Homecroft |       |        | Lester Park |       |        | Lowell Spanish |       |        |
|--------------------|-------------------|-------|--------|----------|-------|--------|-----------|-------|--------|-------------|-------|--------|----------------|-------|--------|
|                    | 2024              | 2025  | Cohort | 2024     | 2025  | Cohort | 2024      | 2025  | Cohort | 2024        | 2025  | Cohort | 2024           | 2025  | Cohort |
| '25 3rd            |                   | 40.0% |        |          | 74.0% |        |           | 60.3% |        |             | 57.3% |        |                | 52.5% |        |
| '24 3rd to '25 4th | 37.2%             | 45.5% | 8.3%   | 72.9%    | 63.0% | -9.9%  | 68.1%     | 57.5% | -10.6% | 61.0%       | 61.5% | 0.5%   | 43.1%          | 55.1% | 12.0%  |
| '24 4th to '25 5th | 52.9%             | 57.4% | 4.5%   | 73.7%    | 84.6% | 10.9%  | 65.4%     | 81.8% | 16.4%  | 66.3%       | 75.0% | 8.7%   | 59.6%          | 65.2% | 5.6%   |
| Overall            |                   | 47.7% |        |          | 73.3% |        |           | 66.8% |        |             | 65.0% |        |                | 57.1% |        |

|                    | All Elementary |       |        |
|--------------------|----------------|-------|--------|
|                    | 2024           | 2025  | Cohort |
| '25 3rd            |                | 50.1% |        |
| '24 3rd to '25 4th | 47.7%          | 52.6% | 4.9%   |
| '24 4th to '25 5th | 54.1%          | 66.2% | 12.1%  |
| Overall            |                | 56.3% |        |

90% of the elem cohorts (4th & 5th grades) had growth in reading!

   = Double Digit Growth



# 2025 Math MCA: By Grade & Overall

| MCA Math: By Grade<br>2024 VS 2025 |                      |                      |                            |
|------------------------------------|----------------------|----------------------|----------------------------|
| Grade                              | 2024                 | 2025                 | Increase<br>or<br>Decrease |
|                                    | % Meets +<br>Exceeds | % Meets +<br>Exceeds |                            |
| 3rd                                | 57.8%                | 59.1%                | 1.3%                       |
| 4th                                | 58.0%                | 57.1%                | -0.9%                      |
| 5th                                | 50.2%                | 45.4%                | -4.8%                      |
| 6th                                | 36.8%                | 37.2%                | 0.4%                       |
| 7th                                | 38.8%                | 43.1%                | 4.3%                       |
| 8th                                | 45.0%                | 37.5%                | -7.5%                      |
| 11th                               | 37.5%                | 33.7%                | -3.8%                      |
| ALL                                | 46.9%                | 45.1%                | -1.8%                      |

3rd, 6th, & 7th grades made gains on MCA Math from 2024 to 2025...

| MCA Math: By Grade & Overall<br>Duluth Compared to MN |                      |                      |            |
|---|----------------------|----------------------|------------|
| Grade   | Duluth               | MN                   | Comparison |
|   | 2025                 | 2025                 |            |
|   | % Meets +<br>Exceeds | % Meets +<br>Exceeds |            |
| 3rd   | 59.1%                | 57.9%                | 1.2%       |
| 4th   | 57.1%                | 55.6%                | 1.5%       |
| 5th   | 45.4%                | 42.9%                | 2.5%       |
| 6th   | 37.2%                | 40.1%                | -2.9%      |
| 7th   | 43.1%                | 40.9%                | 2.2%       |
| 8th   | 37.5%                | 41.9%                | -4.4%      |
| 11th  | 33.7%                | 35.0%                | -1.3%      |
| ALL   | 45.1%                | 45.2%                | -0.1%      |

3rd, 4th, 5th, & 7th grades outperformed the state on average in math...

# 2025 Math MCA: State Race / Ethnicity

| MCA Math: State Race / Ethnicity<br>2024 VS 2025 |                      |                      |            |
|--|----------------------|----------------------|------------|
| State Race /<br>Ethnicity                        | Duluth               | Duluth               | Comparison |
|  | 2024                 | 2025                 |            |
|  | % Meets +<br>Exceeds | % Meets +<br>Exceeds |            |
| American Indian                                  | 19.8%                | 18.0%                | -1.8%      |
| Asian  | 79.5%                | 71.8%                | -7.7%      |
| Hispanic or Latino                               | 48.6%                | 43.1%                | -5.5%      |
| Black or African Am                              | 9.0%                 | 13.1%                | 4.1%       |
| Two or More Races                                | 29.8%                | 27.9%                | -1.9%      |
| White  | 51.9%                | 50.4%                | -1.5%      |

★ Black / African American students realized a 4.1% increase in MCA Math from 2024 to 2025.

| MCA Math: State Race/Ethnicity<br>Duluth Compared to MN |                      |                      |            |
|---|----------------------|----------------------|------------|
| State Race /<br>Ethnicity                               | Duluth               | MN                   | Comparison |
|   | 2025                 | 2025                 |            |
|   | % Meets +<br>Exceeds | % Meets +<br>Exceeds |            |
| American Indian   | 18.0%                | 24.9%                | -6.9%      |
| Asian   | 71.8%                | 43.1%                | 28.7%      |
| Hispanic or Latino                                      | 43.1%                | 22.4%                | 20.7%      |
| Black or African Am                                     | 13.1%                | 22.5%                | -9.4%      |
| Two or More Races                                       | 27.9%                | 43.6%                | -15.7%     |
| White   | 50.4%                | 55.4%                | -5.0%      |

★ Duluth Asian and Hispanic/Latino students outperformed MN on average on Math MCA 2025.

# 2025 Math MCA: Comparison Groups

| MCA Math: Comparison Groups<br>2024 VS 2025 |                   |                   |            |
|---|-------------------|-------------------|------------|
| Comparison Groups                           | Duluth            | Duluth            | Comparison |
|   | 2024              | 2025              |            |
|   | % Meets + Exceeds | % Meets + Exceeds |            |
| Special Education                           | 23.4%             | 20.1%             | -3.3%      |
| Not Special Education                       | 51.9%             | 51.6%             | -0.3%      |
| Free or Reduced Meals                       | 28.8%             | 26.4%             | -2.4%      |
| Not Free/Reduced Meals                      | 58.6%             | 56.1%             | -2.5%      |
| English Learner (EL)                        | 35.7%             | 37.1%             | 1.4%       |
| Not English Learner (EL)                    | 46.8%             | 45.2%             | -1.6%      |



English Learners made gains in math from 2024 to 2025.

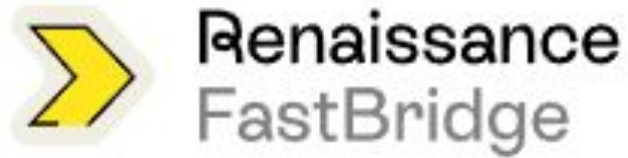
| MCA Math: Comparison Groups<br>Duluth Compared to MN |                   |                   |            |
|--|-------------------|-------------------|------------|
| Comparison Groups                                    | Duluth            | MN                | Comparison |
|  | 2025              | 2025              |            |
|  | % Meets + Exceeds | % Meets + Exceeds |            |
| Special Education                                    | 20.1%             | 24.3%             | -4.2%      |
| Not Special Education                                | 51.6%             | 49.5%             | 2.1%       |
| Free or Reduced Meals                                | 26.4%             | 26.5%             | -0.1%      |
| Not Free/Reduced Meals                               | 56.1%             | 57.8%             | -1.7%      |
| English Learner (EL)                                 | 37.1%             | 12.6%             | 24.5%      |
| Not English Learner (EL)                             | 45.2%             | 49.2%             | -4.0%      |



When compared with MN, Duluth students not qualified for special education and ELL students outperformed the state on Math MCA 2025.

# LOCAL ASSESSMENT

FastBridge



# FastBridge: Kindergarten

| Early Reading English Composite         |       |        |                    |
|---|-------|--------|--------------------|
| Percent of K Meeting Expected Benchmark |       |        |                    |
| Assessment Year                         | Fall  | Spring | Increase/ Decrease |
| 2021-2022                               | 51.3% | 35.5%  | -15.8%             |
| 2022-2023                               | 53.4% | 38.9%  | -14.5%             |
| 2023-2024                               | 57.2% | 46.2%  | -11.0%             |
| 2024-2025                               | 59.8% | 44.7%  | -15.1%             |
| Avg Over 4 Yrs                          | 55.4% | 41.3%  | -14.1%             |

| Early Math Composite                    |       |        |                    |
|---|-------|--------|--------------------|
| Percent of K Meeting Expected Benchmark |       |        |                    |
| Assessment Year                         | Fall  | Spring | Increase/ Decrease |
| 2021-2022                               | 65.9% | 67.9%  | 2.0%               |
| 2022-2023                               | 65.5% | 66.6%  | 1.1%               |
| 2023-2024                               | 73.2% | 67.0%  | -6.2%              |
| 2024-2025                               | 72.1% | 68.8%  | -3.3%              |
| Avg Over 4 Yrs                          | 69.2% | 67.6%  | -1.6%              |

| Subskill - Letters Sounds               |       |        |                    |
|---|-------|--------|--------------------|
| Percent of K Meeting Expected Benchmark |       |        |                    |
| Assessment Year                         | Fall  | Spring | Increase/ Decrease |
| 2021-2022                               | 38.9% | 36.0%  | -2.9%              |
| 2022-2023                               | 34.6% | 44.8%  | 10.2%              |
| 2023-2024                               | 47.9% | 54.3%  | 6.4%               |
| 2024-2025                               | 46.5% | 52.3%  | 5.8%               |
| Avg Over 4 Yrs                          | 42.0% | 46.9%  | 4.9%               |

Sub-skill screening assessment letter sound per minute for fluency is a predictor for future successful reading skills.

# FastBridge: 1st Grade

| Early Reading English Composite             |       |        |                    |
|---|-------|--------|--------------------|
| Percent of 1st G Meeting Expected Benchmark |       |        |                    |
| Assessment Year                             | Fall  | Spring | Increase/ Decrease |
| 2021-2022                                   | 29.6% | 45.8%  | 16.2%              |
| 2022-2023                                   | 36.6% | 53.6%  | 17.0%              |
| 2023-2024                                   | 34.2% | 52.2%  | 18.0%              |
| 2024-2025                                   | 38.4% | 47.9%  | 9.5%               |
| Avg Over 4 Yrs                              | 34.7% | 49.9%  | 15.2%              |

| Early Math Composite                        |       |        |                    |
|---|-------|--------|--------------------|
| Percent of 1st G Meeting Expected Benchmark |       |        |                    |
| Assessment Year                             | Fall  | Spring | Increase/ Decrease |
| 2021-2022                                   | 63.1% | 65.0%  | 1.9%               |
| 2022-2023                                   | 66.5% | 71.0%  | 4.5%               |
| 2023-2024                                   | 69.0% | 67.2%  | -1.8%              |
| 2024-2025                                   | 69.9% | 62.2%  | -7.7%              |
| Avg Over 4 Yrs                              | 67.1% | 66.4%  | -0.8%              |



# FastBridge: 2nd Grade

| Fast aReading                               |       |        |                    |
|---|-------|--------|--------------------|
| Percent of 2nd G Meeting Expected Benchmark |       |        |                    |
| Assessment Year                             | Fall  | Spring | Increase/ Decrease |
| 2021-2022                                   | 43.5% | 56.2%  | 12.7%              |
| 2022-2023                                   | 47.6% | 57.0%  | 9.4%               |
| 2023-2024                                   | 51.5% | 58.0%  | 6.5%               |
| 2024-2025                                   | 54.6% | 58.5%  | 3.9%               |
| Avg Over 4 Yrs                              | 49.3% | 57.4%  | 8.1%               |

| Fast aMath                                  |       |        |                    |
|---|-------|--------|--------------------|
| Percent of 2nd G Meeting Expected Benchmark |       |        |                    |
| Assessment Year                             | Fall  | Spring | Increase/ Decrease |
| 2021-2022                                   | 59.2% | 61.7%  | 2.5%               |
| 2022-2023                                   | 62.8% | 63.3%  | 0.5%               |
| 2023-2024                                   | 62.1% | 64.2%  | 2.1%               |
| 2024-2025                                   | 63.2% | 61.5%  | -1.7%              |
| Avg Over 4 Yrs                              | 61.8% | 62.7%  | 0.8%               |



# North Star Accountability



# North Star Accountability

## *Overarchingly...*

MN North Star system designed to fulfill requirements of federal **Every Student Succeeds Act** (ESSA)

- Signed into law December 2015

## Identification

- Identification occurs every 3 years
  - **2025-2026: Year 1** in current cycle
  - Next identification - August 2028
- Identify individual schools for support based on student groups not meeting expected outcomes or continuing to not meet thresholds




## *As a side note...*

- *North Star Accountability* uses complicated calculations for reporting data. Hence, data accessed through “*North Star*”, as cited on [MDE Report Card](#), will not equal the basic data reported for general year to year proficiency (students meeting or exceeding the standards on MCAs for math, reading, or consistent attendance).

# North Star Accountability

## 3 Stages: Identification Process

- 
- **Stage 1**
    - Math Achievement
    - Reading Achievement
    - Progress Toward English Language (EL) Proficiency
  - **Stage 2**
    - Math Progress (elem/middle schools)
    - Reading Progress (elem/middle schools)
    - 4 & 7 year grad rates (high schools)
  - **Stage 3**
    - Consistent Attendance

## 2 Types of Support for Schools

### Comprehensive Support and Improvement (CSI)

- Title I schools performing in lowest 5% in MN
- High schools 4-year grad rate below 67% overall or for any student group
- Schools where same student group performs below thresholds for at least one indicator in each stage for two identification cycles in a row

### Targeted Support and Improvement (TSI)

- Schools where one or more student groups are performing at or below thresholds for at least one indicator in each stage

### Non-Exit

- CSI or TSI schools that have not yet met the exit criteria from a previous identification cycle.
- ❖ District will provide support for all levels for 2025-2026.
- ❖ District level support will come from \*COMPASS through the NorthEast Service Cooperative (MDE).

\*COMPASS = Collaborative Minnesota Partnerships to Advance Student Success (statewide system of continuous improvement)

## Duluth North Star Accountability: 2025 Identification

| School        | 2025          |                         |  |
|---------------|---------------|-------------------------|--|
|               | Support Level | Student Group           | Reason   |
| Myers-Wilkins | Targeted      | American Indian         | Multi-yr avg below thresholds on at least 1 indicator per stage                          |
|               |               | Black/ African American | Multi-yr avg below thresholds on at least 1 indicator per stage                          |
|               |               | 2 or More Races         | Multi-yr avg below thresholds on at least 1 indicator per stage                          |
|               |               | Free/Reduced            | Multi-yr avg below thresholds on at least 1 indicator per stage                          |
|               |               |                         | Below performance thresholds in each of the last 3 yrs on at least 1 indicator per stage |
|               |               | Spec Ed                 | Multi-yr avg below thresholds on at least 1 indicator per stage                          |
|               |               |                         | Below performance thresholds in each of the last 3 yrs on at least 1 indicator per stage |
|               |               | White                   | Multi-yr avg below thresholds on at least 1 indicator per stage                          |
|               | Comprehensive | Overall                 | Lowest 5% of Title I Schools   |
|               |               | Black                   | Continue - did not meet thresholds   |
|               |               | Spec Ed                 | Continue - did not meet thresholds   |
| Congdon       | Comprehensive | Spec Ed                 | Did not meet exit criteria   |

← Non-exit

← Non-exit

← Non-exit

## Duluth North Star Accountability: 2025 Identification

| School                | 2025          |               |  |
|-----------------------|---------------|---------------|--|
|                       | Support Level | Student Group | Reason   |
| Laura MacArthur       | Targeted      | Spec Ed       | Multi-yr avg below thresholds on at least 1 indicator per stage              |
|                       | Comprehensive | Spec Ed       | Multi-yr avg below thresholds; at least 1 indicator per stage; last 2 cycles |
|                       |               | Free/Reduced  | Multi-yr avg below thresholds; at least 1 indicator per stage; last 2 cycles |
|                       |               | 2 or More     | Multi-yr avg below thresholds; at least 1 indicator per stage; last 2 cycles |
| Stowe                 | Targeted      | Spec Ed       | Multi-yr avg below thresholds on at least 1 indicator per stage              |
|                       | Comprehensive | Spec Ed       | Did not meet exit criteria   |
|                       |               | Free/Reduced  | Did not meet exit criteria   |
| Piedmont              | Targeted      | American Ind  | Multi-yr avg below thresholds on at least 1 indicator per stage              |
|                       | Comprehensive | Spec Ed       | Did not meet exit criteria   |
| Lowell<br>ENG/Ojibwe  | Targeted      | American Ind  | Multi-yr avg below thresholds on at least 1 indicator per stage              |
|                       | Comprehensive | Spec Ed       | Did not meet exit criteria   |
| ALC Independent Study | Comprehensive | Overall       | 4 Yr Grad Rate   |

Non-exit

Non-exit

Non-exit

Non-exit





## Contact Information

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