Student Performance Data
&
Key Improvement Strategies and Efforts

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.

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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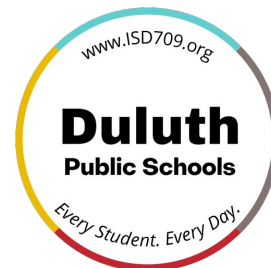
Balanced Assessment System

	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	
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	
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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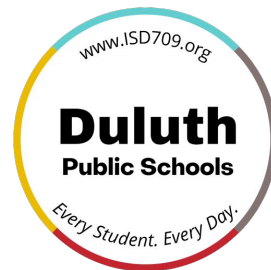
Special Education Efforts

- 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

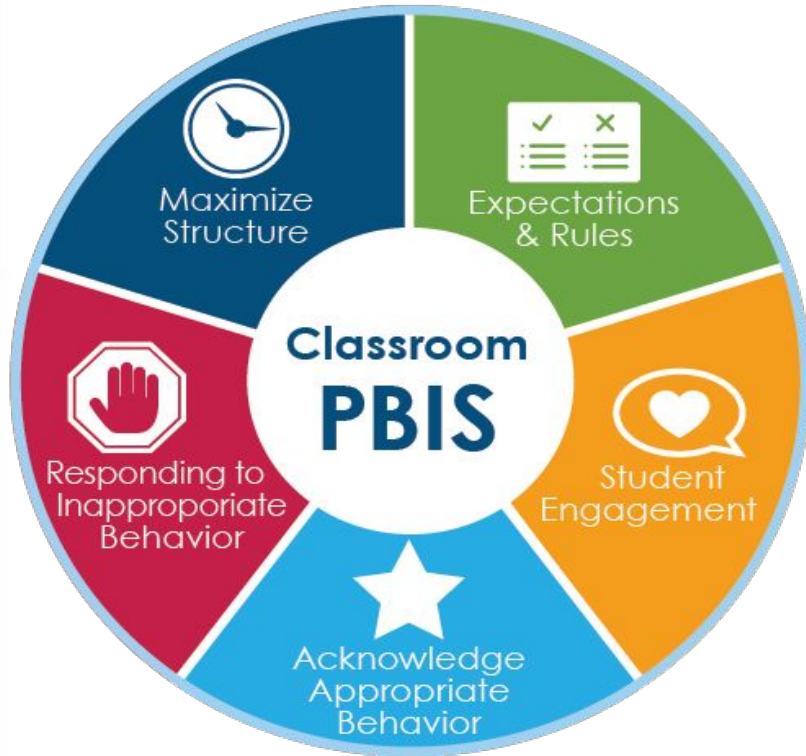Family and Community Engagement

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

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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