

# Duluth Public Schools

## Accountability Update

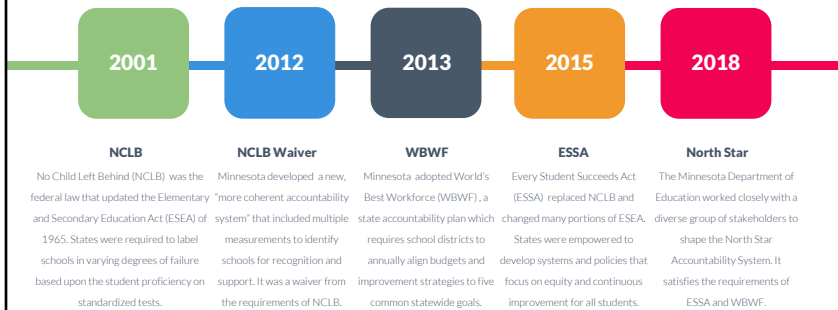
Tawmyea Lake, PhD, NCSP  
Director of Assessment and Evaluation  
September 2018 Education Committee Meeting

## Purpose of Today

Provide an overview of:

- North Star Accountability System
- Initial district-level results
- Next steps

## Accountability in Minnesota: A Brief History



## North Star Accountability System: General Information

- Purpose: Identify schools and districts for support under Every Student Succeeds Act (ESSA) and World's Best Workforce (WBWF)
- Replaces Multiple Measurements Rating (MMR), Adequate Yearly Progress (AYP) and Annual Measurable Achievement Objectives (AMAO) systems from No Child Left Behind (NCLB) and Minnesota's NCLB Waiver
- Uses several indicators grouped into three stages
- Focuses on equity, changes the lens

## North Star Accountability System: Levels of Support

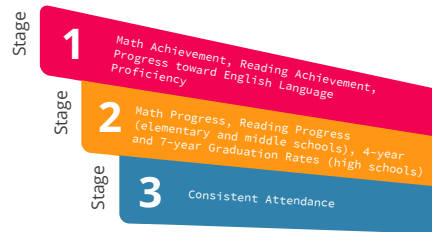
- Two levels of support
  - (1) Comprehensive
    - Lowest 5% of Title I schools
    - Any public high school with a 4-year grad rate below 67% (overall or any student group)
    - On-going, on-site technical assistance from the Regional Centers of Excellence (RCE)

## North Star Accountability System: Levels of Support

- Two levels of support
  - (2) Targeted
    - Schools where student groups perform below performance thresholds in at least one indicator in each stage
    - Mostly district support, with professional development opportunities from Regional Centers of Excellence (RCEs)

## North Star Accountability System: Stages of Identification

**3**  
STAGES IN THE  
IDENTIFICATION  
PROCESS

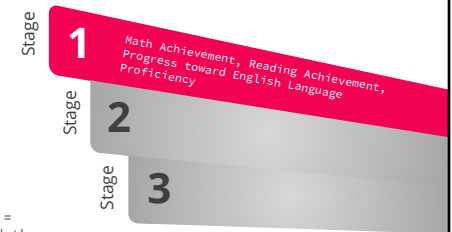


## North Star Accountability System: Stage 1

**STAGE**  
**1**

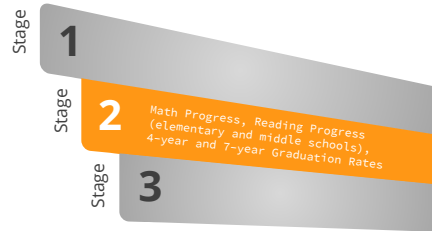
Math Achievement and Reading Achievement = Percentage of students who meet or exceed the standards on MCA or MTAS.

Progress toward English Language Proficiency = Students' growth on the ACCESS compared to growth required to be on track to achieving English language proficiency.



## North Star Accountability System: Stage 2

**STAGE  
2**

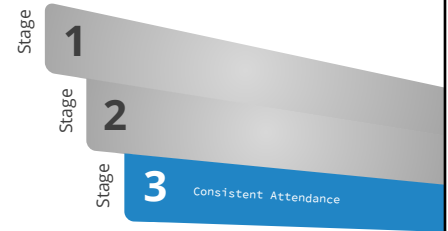


Academic Progress = Students' increase in learning relative to grade-level standards, as measured by MCA and MTAS.

Graduation Rate = 4-year and 7-year graduation rates.

## North Star Accountability System: Stage 3

**STAGE  
3**



Consistent Attendance = Percentage of students who attend school more than 90% of school days. Consistent attendance is the opposite of chronic absenteeism, which is defined as missing 10% or more of school days.

## North Star Accountability System: Schools Identified for Support

Schools	Stage 1			Stage 2				Stage 3	Level of Support
	Math Achievement	Reading Achievement	EL Progress	Math Progress	Reading Progress	4-Year Grad Rate	7-Year Grad Rate	Consistent Attendance	
Congdon	SpEd	SpEd						SpEd	Targeted
Myers-Wilkins	SpEd	SpEd			SpEd			SpEd	Targeted
Piedmont	SpEd, Two or More Races	SpEd		SpEd	SpEd, Two or More Races			SpEd, Two or More Races	Targeted
Stowe	SpEd, Free/Reduced Lunch	SpEd			SpEd, Free/Reduced Lunch			SpEd, Free/Reduced Lunch	Targeted
Denfeld						SpEd, Free/Reduced Lunch			Comprehensive
ALC						All White Free/Reduced Lunch			Comprehensive

## North Star Accountability System: Schools Identified for Recognition

Schools	Specific Area
Lakewood	Math Progress Students who receive free or reduced price lunch
Lester Park	Reading Progress Overall
Ordean East	Reading Progress Hispanic

## Reminders

- Broad overview, layers of analysis
- Many ways to report the data, depending on purpose
  - Data included here used North Star Accountability parameters
- Many sources and types of data are used to guide improvement efforts; North Star system is one of many performance indicators

## Initial Themes: Overall

- 2 schools identified for comprehensive support
  - Denfeld
  - Area Learning Center
- 4 schools identified for targeted support
  - Congdon
  - Piedmont
  - Stowe
  - Myers-Wilkins
- 3 schools identified for recognition
  - Lakewood
  - Lester Park
  - Ordean East

## Initial Themes: Academic Achievement Rates

### Reading

- Reading achievement relatively stable over last year; 5-year growth trends are more significant
- Reading above state average overall; also Hispanic/Latino, American Indian/Alaskan Native, Asian, White, Free/Reduced Lunch

### Math

- Math achievement relatively stable over last year; 5-year growth trends are more significant
- Math above state average overall; also Hispanic/Latino, American Indian Alaskan Native, Asian, English Learner, Free/Reduced Lunch

## Initial Themes: Progress Toward English Language Proficiency

- Above the state average in 2017-2018
- Too few to be included in calculations in 2015-2016 and 2016-2017

## Initial Themes: Academic Progress

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### Reading

- Percent of students increasing achievement level has decreased over 3 years
- Percent of students with maintained achievement level increased over 3 years

### Math

- Percent of students increasing achievement level has decreased over 3 years
- Percent of students decreasing achievement level has increased over 3 years

## Initial Themes: Graduation

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- Graduation rate increased over previous year
- Significant increase in American Indian/Alaskan Native graduation rate (+26.2 in 3 years)
- American Indian/Alaskan Native graduation rate above state average
- Significant one-year increases in Special Education and Free/Reduced Lunch graduation rates (+9.0 and +5.5, respectively)

## Initial Themes: Attendance

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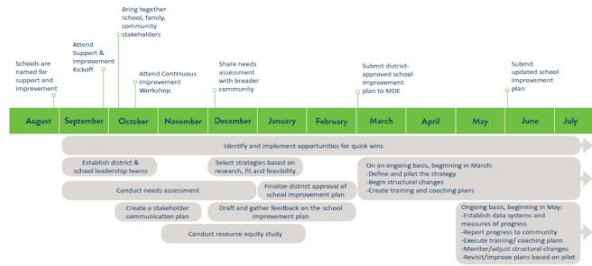
- Overall attendance rates are decreasing
- Significant increase in English Learner attendance rate (+8.3 in 3 years)
- Significant one-year increase in Asian attendance rate (+13.1)
- Above state average: Hispanic/Latino, Asian, English Learner

## Next Steps: Overall

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- Analyze this data, as well as data from other sources, with district and school leadership teams
- Update Comprehensive Needs Assessments, goals, and action plans (strategies)
- Present additional information at October Education Committee

## Next Steps: Comprehensive Support



School Improvement Timeline - Year 1 (IDE)  
<https://education.ia.gov/office-of-data-accountability>

## Appendices: North Star Data

## Academic Achievement Rate

Reading Percent Proficient All Accountability Tests North Star Accountability Criteria Met	2015-2016	2016-2017	2017-2018
All Students	63.1*	64.5*	64.3*
Hispanic/Latino	54.7*	44.4*	49.5*
Native Hawaiian/Pacific Islander	--	--	--
American Indian/Alaskan Native	41.5*	42.4*	44.2*
Asian	61.5*	71.9*	70.2*
Black/African American	26.7	27.6	26.7
White	68.0	69.7*	69.8*
Two or More Races	55.5	53.8	53.2
English Learner	14.3	14.3	29.2*
Special Education	31.0*	27.1	27.3
Free/Reduced Lunch	45.8*	46.4*	44.6*

IM Report Card > Test Results > State Assessments > All Academic Accountability Tests > Accountability Criteria Met  
 \* = Above state average

Math Percent Proficient All Accountability Tests North Star Accountability Criteria Met	2015-2016	2016-2017	2017-2018
All Students	58.9	59.8*	59.6*
Hispanic/Latino	36.8	36.0	36.3*
Native Hawaiian/ Pacific Islander	--	--	--
American Indian/ Alaskan Native	37.6*	41.3*	39.0*
Asian	65.6*	76.2*	73.7*
Black/ African American	25.5	25.0	19.2
White	64.3	64.5	65.5
Two or More Races	44.4	49.7	46.2
English Learner	11.8	44.4*	44.0*
Special Education	28.0	27.9	28.8
Free/Reduced Lunch	41.0*	41.9*	40.3*


HN Report Card > Test Results > State Assessments > All Academic Accountability Tests > Accountability Criteria Met  
 \*\* above state average



# Progress Toward English Language Proficiency

Progress Toward English Language Proficiency	2015-2016	2016-2017	2017-2018
All Students	--	--	67.6*

HN Report Card > Accountability > North Star > Progress Toward English Language Proficiency  
 \*\* above state average



# Academic Progress

Reading Academic Progress	2015-2016	2016-2017	2017-2018
Achievement Level Improved	22.4	18.0	19.4
Achievement Level Maintained	48.3	50.6	52.1
Achievement Level Decreased or Stayed Does Not Meet	29.4	31.4	28.5

Math Academic Progress	2015-2016	2016-2017	2017-2018
Achievement Level Improved	15.2	14.6	13.6
Achievement Level Maintained	53.2	51.8	51.8
Achievement Level Decreased or Stayed Does Not Meet	31.5	33.6	34.6

HM Report Card > Accountability > North Star > Academic Progress



# Graduation

Graduation	2014-2015	2015-2016	2016-2017
All Students	78.4	75.1	76.0
Hispanic/Latino	--	--	--
Native Hawaiian/ Pacific Islander	--	--	--
American Indian/ Alaskan Native	28.6	37.8	54.8*
Asian	--	--	--
Black/ African American	44.4	36.6	36.8
White	82.9	80.5	80.4
Two or More Races	63.2	62.9	62.9
English Learner	--	--	--
Special Education	55.0	48.6	57.6
Free/Reduced Lunch	62.2	55.5	61.0

HM Report Card > Accountability > North Star > Graduation  
 -- above state average



# Consistent Attendance



Consistent Attendance	2014-2015	2015-2016	2016-2017
All Students	87.7*	85.5	83.2
Hispanic/Latino	79.0	82.0	80.3*
Native Hawaiian/ Pacific Islander	--	--	--
American Indian/ Alaskan Native	61.2*	63.0*	55.0
Asian	94.5*	83.3	96.4*
Black/ African American	70.4	65.3	62.6
White	91.2*	89.1*	87.4
Two or More Races	77.7	75.7	68.7
English Learner	82.1	78.9	90.4*
Special Education	79.2*	71.6	67.5
Free/Reduced Lunch	78.0	73.8	69.2