

# Monthly Committee of the Whole - Regular School Board Meeting

Tuesday, May 19, 2020 6:30 PM

Historic Old Central High School - Board Room, 2nd Floor, 215 N 1st Ave E, Duluth, MN 55802

## 1. AGENDA ITEMS

### A. Curriculum and Instruction

#### 1) Action Items - Consent Agenda

##### a. Resolutions

#### (1) Resolution E-5-20-3732 - Response to American Indian Education Resolution of Concurrence and Non-concurrence 2019

Attached is Resolution E-5-20-3732 - Response to American Indian Education (AIE) Resolution of Concurrence and Non-concurrence 2019, in response to recommendations made by the AIE Parent Committee.

##### b. Presentation Items

#### (1) Office of Head Start Grants

Duluth Head Start Director Sherry Williams presented the following Office of Head Start (OHS) grants for School Board approval: Quality Improvement Funding for Head Start Programs and Supporting Children and Families Impacted by Trauma, Head Start Cost-of-Living Adjustment (COLA) Funding Increase, and Coronavirus Aid, Relief, and Economic Security (CARES) Act Supplemental Funds in Response to Coronavirus Disease 2019 (COVID-19).

#### 2) Informational Items

##### a. Informational Presentations

#### (1) 2018-19 Graduation Rates and Strategies Presentation

Director of Assessment, Evaluation and Performance Dr. Tawnyea Lake, presented information on the 2018-19 graduation rates for the Duluth Public Schools. Principals Laurie Knapp, Adrian Norman, and Danette Seboe shared specific efforts being made this year to ensure students are graduating with the added challenges of the COVID-19 pandemic.

### B. Other

#### 1) COVID-19 Closure - Plans/Processes/Updates

##### a. Update on Grading by Gail Netland, Director of Curriculum and Instruction

## **RESOLUTION**

### **Response to American Indian Education Resolution of Concurrence and Non-concurrence 2019**

WHEREAS, Minnesota Statute 124D.78 requires a school board to respond in writing within 60 days, in cases of non-concurrence, to each recommendation made by the American Indian Education Parent Committee and state its reasons for not implementing the recommendations.

NOW, THEREFORE, BE IT RESOLVED that the Duluth School Board submits the response to the American Indian Education Resolution of Concurrence and Non-concurrence 2019 report as attached.

RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE 2019					
AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS	RESPONSE
KINDERGARTEN READINESS	Increase the number of American Indian families in Headstart programs and ready for K	No one in place at Headstart level to provide ongoing culturally relevant support to families and students.	A discussion has been had with Sherry Williams on how to connect our two programs. Training has been done on Undoing Racism and Culture last Spring. Follow-up training has been scheduled for this Spring	Continue to train all staff on culturally inclusive strategies to ensure Early Childhood programs are providing culturally relevant programming. Invite AIHSL to come into classrooms to share knowledge on American Indian topics	Plans are being developed for all staff to receive training on implicit bias. Including AIHSL in classrooms would be beneficial.
READ WELL BY GRADE THREE	Increase the number of American Indian students to reading at grade level by third grade.	American Indian students still continue to score low on reading even though they utilize the same reading core support provided in the MTSS model.	N/A	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students	Interventions and assessments are selected based on best practice and research. We acknowledge that American Indian Students are frequently considered as "statistically insignificant" in research, and welcome solution-focused feedback to provide a supportive and effective intervention model. American Indian Education staff can support this work by identifying specific needs or practices requiring adjustment.
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	2012-13 baseline math proficiency is 36.1% for AI students. 2018-19 math proficiency for AI students is 26.58% which is a 9.52 % decrease and also 10.43% decrease from last year. Numbers are still unacceptable.	No Progress: Rates have steadily decreased since 2012-13. 26.58 % proficiency in Math is unacceptable for American Indian students.	Provide training to Math interventionist on Culturally appropriate interventions. Provide training of culturally inclusive strategies to staff district wide.	August 2019 all staff professional development focused on cultural responsiveness. This was a continuation of previous learning around cultural sharing, and culture as a way of life. This self-reflection training was intended to deepen our understanding of personal identity and our role in student learning. August 2020 all staff professional development will be focused on antibias training. Additionally, planning has started for cultural responsiveness professional development to be embedded in annual meetings for literacy and math interventionists. American Indian Education staff can support this work by identifying specific needs or practices requiring adjustment and sharing specific strategies to support American Indian students.
	Increase American Indian Student Achievement	2012-13 baseline reading proficiency is 35.3% for American Indian Students 2018-19 proficiency is 39.74 % which is a 4.44 % increase but a 2.7 % decrease from 2017-18, still unacceptable	Slow progress: Rates have increased since 2012-13 (35.3%) 2018/19 (39.74%) by 4.44%. Proficiency in Reading is still unacceptable for American Indian students considering we are not even to the 40% half way point to overall goal of no student group to be below 85% by 2025.	Continue to address class size. Provide access to literary content relatable to students in a variety of mediums (including culturally relevant materials for American Indian students). Develop tiered system of support that addresses the needs of American Indian students.	We will look for continued support as we continue to adopt texts for our english language arts curriculum. Support in designing program models specific to the needs of American Indian students will be helpful. Steps are also being taken to ensure students who are interested have the opportunity to learn Ojibwe in secondary schools. Culturally specific materials are also being purchased for next year.
	Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	Some teachers are in compliance with state standards because they utilize American indian Home School Liaisons or Coordinator to help meet these standards.	District monitor and enforce compliance with American Indian State standards. Provide knowledge on American Indian State Standards or at the least support the AIE Coordinator in holding Curriculum Specialists accountable in teaching and learning about the standards and how to implement them into classrooms.	In support of the text Spirit Car being implemented, author Diane Wilson, along with a Dakota language and culture expert, Jim Rock, Director of Indigeneous Programming at UMD, provided professional development for impacted teachers. Additionally, the ELA specialist is collaborating with the American Indian Education Coordinator and the Office of Educational Equity to identify titles by local American Indian authors to recommend for classroom libraries. Resources that are in place through district unit guides to support instruction of standards specifically include contributions of American Indian Tribes and Communities. Resources range from considerations on the use of animals in science labs to a video on the 7 Ojibwe Teachings. They have been developed and/or identified in collaboration with American Indian staff. These unit resources are accessible to any ISD709 staff through the curriculum staff resources page. We work hard to provide only appropriate resources. When an inappropriate resource comes to light, it is removed and a replacement is made. If you are aware of a resource that is concerning, please share that information.

GRADUATION	Raise Graduation rates for American Indian students	2014-15 Graduation rate was 28.57 and in 4 years went to 45.71. Slowly increasing but American Indian students will not meet the district goal of no groups lower than 85% graduation rate of 85% by 2020.	Little to no progress since our American Indian students will not reach the district goal of 85% graduation by 2020.	Increase access to a culturally inclusive environment for American Indian students and families. Increase access to and promote courses that reflect our American Indian students	A smudging policy draft is ready and is waiting for review by the newly-developed policy committee once dates are determined. Steps are also being taken to ensure students who are interested have the opportunity to learn Ojibwe in secondary schools.
COLLEGE AND CAREER READINESS	Increase the number of American Indian students who are college or career ready	Special Education students are not consistently being exposed to College and Career readiness options		Provide all American Indian students, including those receiving Special Services with Career and College readiness guidance through school guidance counselors.	All students should have access to school counselors and college and career readiness guidance. We will confirm with staff that this is in place. Students involved with Check and Connect could also receive support in this area. Collaboration should continue with CTE to provide information about CCR opportunities. Steps are being taken to plan for students have access to Ojibwe language classes, including CITS.
OTHER ITEMS	Increase staff and student knowledge of American Indians original to the area.	Lack of cultural awareness and history on local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.		Professional development training days or online training opportunities for staff related to American Indian (Ojibwe) language, culture and history. If it is the expectation of the AIHSL/Paras to provide training maybe an increase in salary could be beneficial.	Additional training opportunities for staff would be welcomed. Pay rates are determined by contract language and would need to be negotiated.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to American Indian education	Funding dropped from the district to help with American Indian student success from 50k to 10k	Some funds are delegated for American Indian Education	Increase current funding from \$10,000 back to \$50,000 to help cover costs of Coordinator due to department budget cuts and to increase amount of AIHSL and programming for AI students	American Indian Education funds were not completely spent for the past two years. Continue to work with finance staff to use all available funding.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to Immersion programming	Not meeting the unique needs of American Indian students.	0.6 FTE was allocated last year but this is not sufficient for the unique Misaabekong needs, nor to find qualified applicants.	Staff Misaabekong with a fulltime 1.0 FTE Ojibwe specific coordinator, classroom assistant, and funding for curriculum writer(s) or provide funds for overloads for Misaabekong teachers to do necessary curriculum development	The curriculum department has provided funds for curriculum development in the past and did so again this year. In addition, the curriculum department ordered Ojibwe texts for review for immersion and classroom libraries.
	Prioritize General Fund or Title Fund spending to instruction and support of American Indian students.	Not enough staff to effectively support the approximately 600 American Indian students in DPS. Currently only have 4 staff and a part time Office Support Specialist		Dedicate resources/funding from General Fund or Title programs to increase the amount of staff serving AI students in Tier 1 and Tier 2 learning environments. This could be a licensed 1.0 FTE teacher (TOSA). Approval for AIE department to hire a 1.0 FTE Office Support Specialist. The funding for this position does not come from General Funds and the need to have a full time clerical is high due to having to support Misaabekong and AIE department.	There were positions that went unfilled this year due to not being able to hire a qualified candidate. Title funds were used to fund .6FTE this fiscal year. Regarding Office Support Specialist, work with HR to determine the appropriate number of hours and weeks based on the job description and job duties.

## **Current Head Start Grants Needing Approval**

- 1. Quality Funding:** Designed to fund trauma informed practice, \$59,584 has been made available, added permanently to our grant. Head Start will use this funding to have a floating teacher substitute teacher available for peer-based coaching. We specifically will be looking at improving our Pyramid Model implementation in order to make sure the transition into preschool is successful for all students.
- 2. COLA Funding:** COLA funding, in the amount of \$47,189, is available for this year only. We are grateful to have it, as Fringe benefits will increase greatly next year. While this grant will not cover the increase in its entirety, it will be fully utilized to cover this need.
- 3. Covid-19 One Time Activities:** No floor or ceiling is indicated for this grant. We will be asking for \$60,375 for:
  - **Floating Substitute Para Professional:** We anticipate more absences next year as Covid-19 will have continued presence in our community. When paras are absent, it is very difficult to find subs for them. This position would help us mitigate those staffing deficits.
  - **Health and Wellness for Parents/Adult Caregivers:** We would like to provide families with scholarships to attend a

Community Education class of their choice. Whether it is an exercise class, a craft class, or a language class, parents who have not accessed a community education class may need some assistance to do so. We propose giving \$35 scholarships to any adult caregiver interested in participating in a class, in the name of self-care/health/wellness.

- **Accessing Nature Trails from School Sites:** With the closing of playgrounds in Duluth, we are asking the City of Duluth to create maps that indicate nature trails close enough to access from each school site. Breaking city-wide trail systems down in this way, makes it easier for families to identify neighborhood trails.
- **Wellness for Staff:** Staff will engage in guided Reflective Practice for the first 4 months of school, to help ease anxiety, grief and other difficult emotions as we transition back to school. Reflective Practice will be lead by a mental health practitioner.



# Update: Graduation Rates



Duluth Public Schools  
Graduating Class of 2019

Tawnyea Lake, PhD, NCSP  
Director of Assessment and Evaluation

# Graduation Rates - Background and Definition

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At the beginning of grade 9, students are placed in a graduation cohort

At the end of four years, students are coded as graduated, continuing, dropped out, or unknown

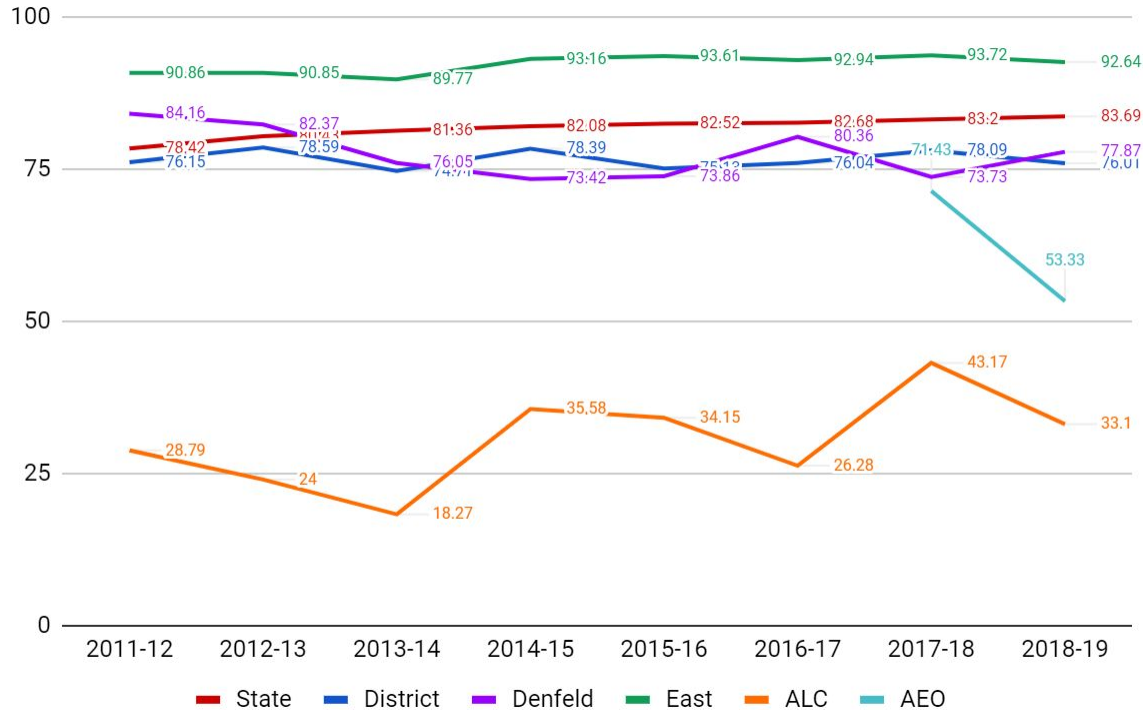
Grade rate = The number of graduates divided by total number of students in the cohort (includes graduates, dropouts, continuing students, and unknown students)

Care/treatment/correctional facilities are not included in the district rate

Must have 20 students in a group to “count” for North Star graduation

North Star graduation indicators include 4-year and 7-year graduation rates; All rates are reported as 4-year rates unless indicated otherwise

# Graduation Rates - State, District, Schools

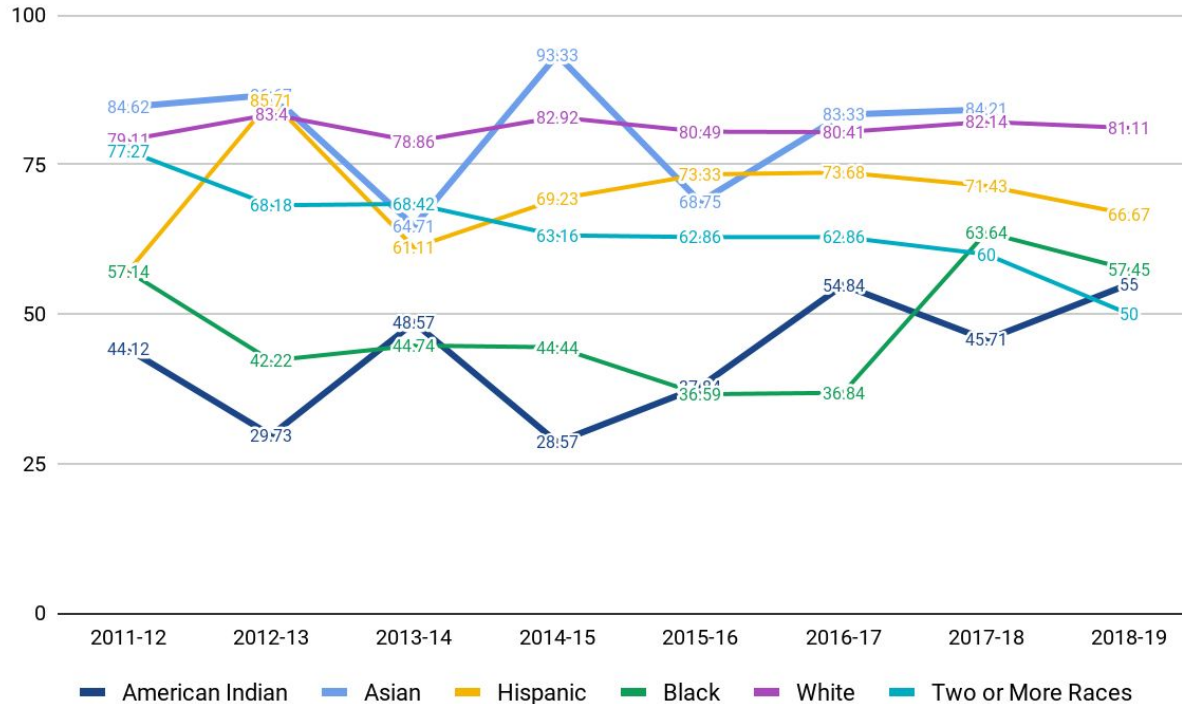


# Graduation Rates - State, District, Schools

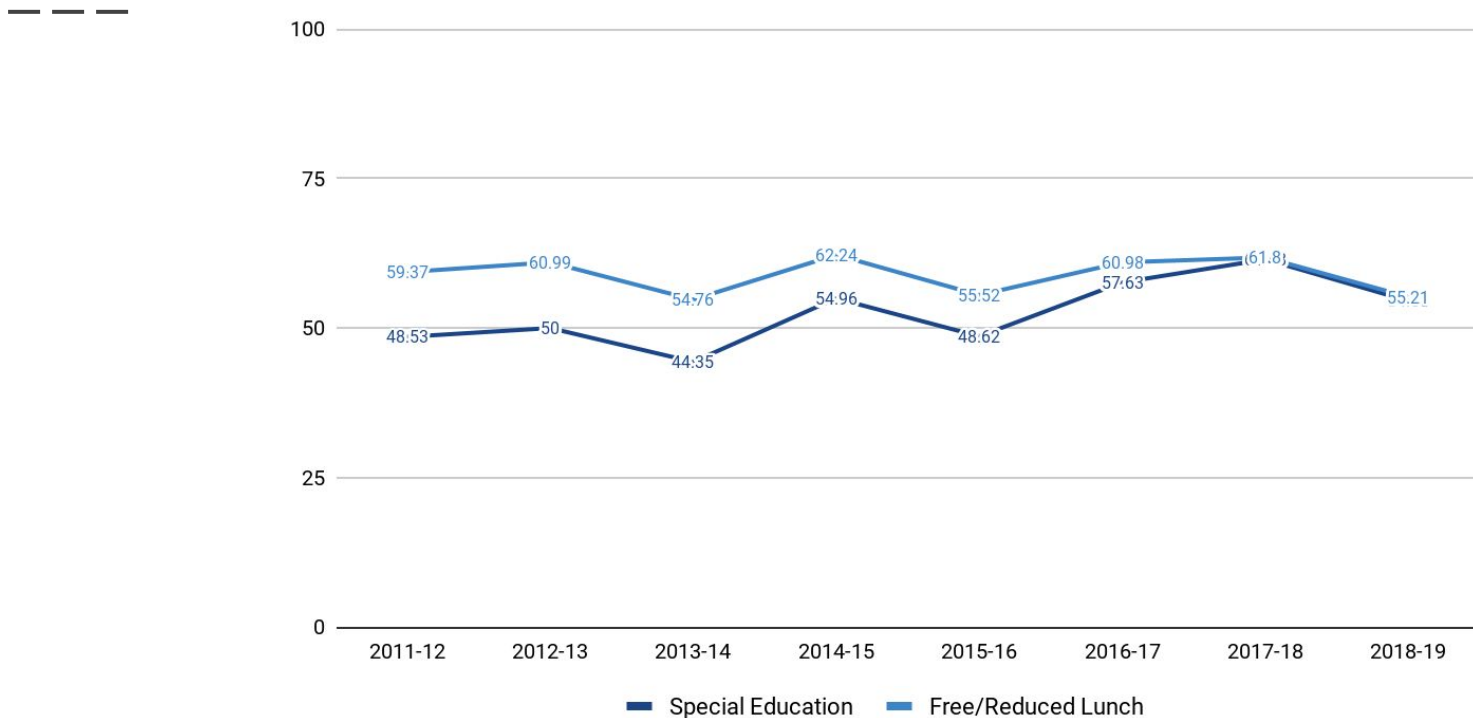
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All Students	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
State	78.42	80.43	81.36	82.08	82.52	82.68	83.20	83.69
District	76.15	78.59	74.71	78.39	75.13	76.04	78.09	76.01
Denfeld	84.16	82.37	76.05	73.42	73.86	80.36	73.73	77.87
East	90.86	90.85	89.77	93.16	93.61	92.94	93.72	92.64
ALC	28.79	24	18.27	35.58	34.15	26.28	43.17	33.10
AEO	*	*	*	*	*	*	71.43	53.33

# Graduation Rates - District, By Student Group



# Graduation Rates - District, By Student Group



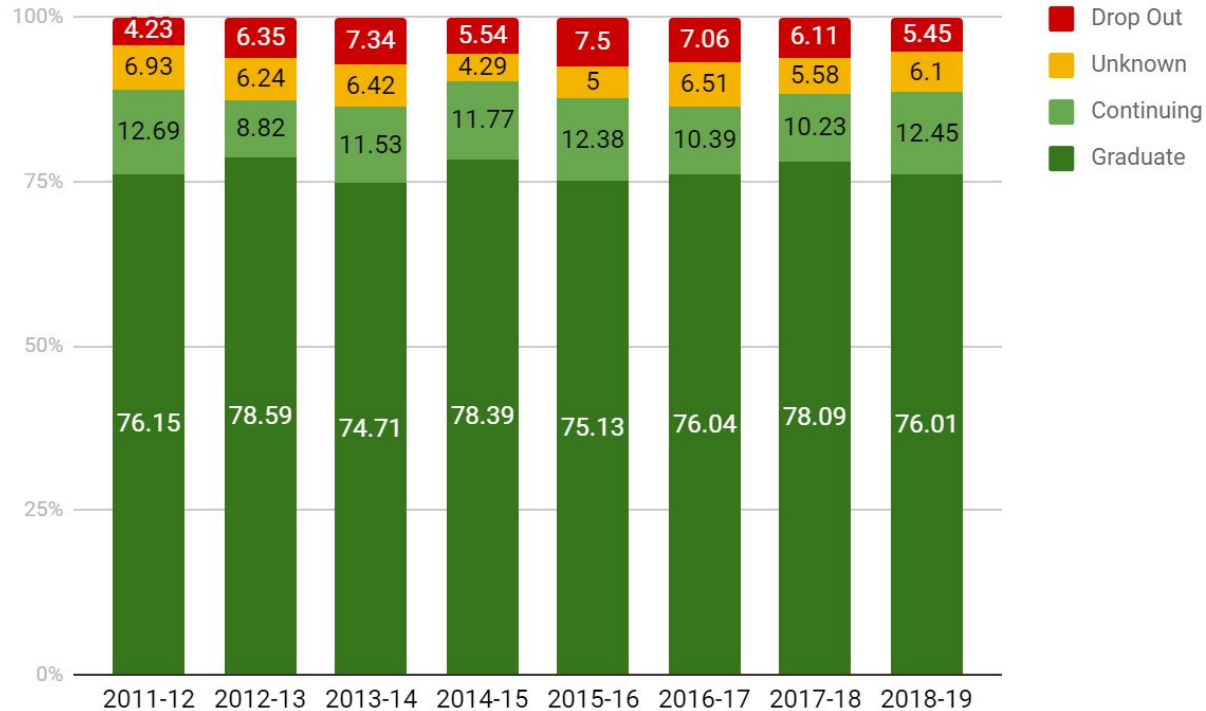
# Graduation Rates History, District, By Student Group

District	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	76.15	78.59	74.71	78.39	75.13	76.04	78.09	76.01
American Indian	44.12	29.73	48.57	28.57	37.84	54.84	45.71	55.00
Asian	84.62	86.67	64.71	93.33	68.75	83.33	84.21	*
Hispanic	57.14	85.71	61.11	69.23	73.33	73.68	71.43	66.67
Native Hawaiian	*	*	*	*	*	*	*	*
Black	57.14	42.22	44.74	44.44	36.59	36.84	63.64	57.45
White	79.11	83.4	78.86	82.92	80.49	80.41	82.14	81.11
Two or More Races	77.27	68.18	68.42	63.16	62.86	62.86	60.00	50.00
English Learner	*	*	*	*	*	*	*	*
Special Education	48.53	50	44.35	54.96	48.62	57.63	61.48	54.55
Free/Reduced Lunch	59.37	60.99	54.76	62.24	55.52	60.98	61.80	55.21

## Duluth School District - Graduating Class of 2019

Student Group	Number of Graduates	Number of Students In Cohort	Percent Graduating On-Time (4-years)
All Students	586	771	76.01
American Indian/Alaskan Native	11	20	55.00
Asian	*	8	*
Hispanic	12	18	66.67
Black	27	47	57.45
Native Hawaiian or Other Pacific Islander	*	0	*
White	498	614	81.11
Two or More Races	32	64	50.00
English Learner	*	4	*
Special Education	72	132	54.55
Free/Reduced Priced Meals	196	355	55.21

# Graduation Rates - District History, By End Status



# Graduation Rates - District, Cohorts Tracked Over Time

Cohort Year	Graduated in Four Years	Graduated in Five Years	Graduated in Six Years	Graduated in Seven Years
2011-2012	76.15	77.87	80.18	82.10
2012-2013	78.59	80.07	82.1	82.72
2013-2014	74.71	78.5	80.41	80.67
2014-2015	78.39	82.09	82.95	84.15
2015-2016	75.13	78.43	79.90	81.39
2016-2017	76.04	80.16	81.13	TBD
2017-2018	78.09	80.03	TBD	TBD
2018-2019	76.01	TBD	TBD	TBD

# Graduation Rates - Themes

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The district's overall 4-year, on-time graduation rate decreased from 78.09 for the graduating class of 2018 to 76.01 for the graduating class of 2019.

The dropout rate has steadily decreased since 2015-2016.

The district's 4-year, on-time graduation rate is below the state average.

The graduation rate for American Indian students increased from 45.71 to 55.00 and is above the state average. The district's graduation rates decreased for all other student groups.

The graduation rate for Denfeld High School increased from 73.73 to 77.87. The graduation rates decreased for all other high schools in the district.

# Appendices

Cells with fewer than 10 students are suppressed to maintain data privacy  
Cells with 20 or fewer students do not “count” for accountability purposes

**2018-2019  
School-Level Data  
Cohort Size**

Academic Excellence Online - Graduating Class of 2019

Student Group	Number of Graduates	Number of Students In Cohort	Percent Graduating On-Time (4-years)
All Students	8	15	53.33
American Indian/Alaskan Native	*	0	*
Asian	*	0	*
Hispanic	*	0	*
Black	*	1	*
Native Hawaiian or Other Pacific Islander	*	0	*
White	8	13	61.54
Two or More Races	*	1	*
English Learner	*	0	*
Special Education	*	3	*
Free/Reduced Priced Meals	*	8	*

## Denfeld High School - Graduating Class of 2019

Student Group	Number of Graduates	Number of Students In Cohort	Percent Graduating On-Time (4-years)
All Students	190	244	77.87
American Indian/Alaskan Native	*	6	*
Asian	*	2	*
Hispanic	*	9	*
Black	13	24	54.17
Native Hawaiian or Other Pacific Islander	*	0	*
White	149	178	83.71
Two or More Races	14	25	56.00
English Learner	*	1	*
Special Education	33	63	52.38
Free/Reduced Priced Meals	99	149	66.44

**East High School - Graduating Class of 2019**

<b>Student Group</b>	<b>Number of Graduates</b>	<b>Number of Students In Cohort</b>	<b>Percent Graduating On-Time (4-years)</b>
<b>All Students</b>	<b>340</b>	<b>367</b>	<b>92.64</b>
<b>American Indian/Alaskan Native</b>	*	5	*
<b>Asian</b>	*	5	*
<b>Hispanic</b>	*	6	*
<b>Black</b>	*	8	*
<b>Native Hawaiian or Other Pacific Islander</b>	*	0	*
<b>White</b>	<b>305</b>	<b>328</b>	<b>92.99</b>
<b>Two or More Races</b>	<b>14</b>	<b>15</b>	<b>93.33</b>
<b>English Learner</b>	*	2	*
<b>Special Education</b>	<b>30</b>	<b>43</b>	<b>69.77</b>
<b>Free/Reduced Priced Meals</b>	<b>67</b>	<b>85</b>	<b>78.82</b>

Duluth Area Learning Center - Graduating Class of 2019

Student Group	Number of Graduates	Number of Students In Cohort	Percent Graduating On-Time (4-years)
All Students	48	145	33.10
American Indian/Alaskan Native	*	9	*
Asian	*	1	*
Hispanic	*	3	*
Black	6	14	42.86
Native Hawaiian or Other Pacific Islander	*	0	*
White	36	95	37.89
Two or More Races	4	23	17.39
English Learner	*	1	*
Special Education	8	23	34.78
Free/Reduced Priced Meals	28	113	24.78

## Arrowhead Academy - Graduating Class of 2019

Student Group	Number of Graduates	Number of Students In Cohort	Percent Graduating On-Time (4-years)
All Students	1	30	3.33
American Indian/Alaskan Native	*	8	*
Asian	*	0	*
Hispanic	*	0	*
Black	*	0	*
Native Hawaiian or Other Pacific Islander	*	0	*
White	1	19	5.26
Two or More Races	*	3	*
English Learner	*	0	*
Special Education	0	15	0.00
Free/Reduced Priced Meals	1	30	3.33

Merritt Creek Academy - Graduating Class of 2019

Student Group	Number of Graduates	Number of Students In Cohort	Percent Graduating On-Time (4-years)
All Students	*	1	*
American Indian/Alaskan Native	*	0	*
Asian	*	0	*
Hispanic	*	0	*
Black	*	0	*
Native Hawaiian or Other Pacific Islander	*	0	*
White	*	1	*
Two or More Races	*	0	*
English Learner	*	0	*
Special Education	*	1	*
Free/Reduced Priced Meals	*	1	*

## Rockridge Academy - Graduating Class of 2019

Student Group	Number of Graduates	Number of Students In Cohort	Percent Graduating On-Time (4-years)
All Students	4	16	25.00
American Indian/Alaskan Native	*	1	*
Asian	*	1	*
Hispanic	*	1	*
Black	*	4	*
Native Hawaiian or Other Pacific Islander	*	0	*
White	*	9	*
Two or More Races	*	0	*
English Learner	*	1	*
Special Education	*	7	*
Free/Reduced Priced Meals	4	16	25.00

# School-Level Data Over Time

# Graduation Rates History, Academic Excellence Online

Academic Ex Online	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	*	*	*	*	*	*	71.43	53.33
American Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Native Hawaiian	*	*	*	*	*	*	*	*
Black	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	71.43	61.54
Two or More Races	*	*	*	*	*	*	*	*
English Learner	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*

# Graduation Rates History, Area Learning Center

Area Learning Center	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	28.79	24	18.27	35.58	34.15	26.28	43.17	33.10
American Indian	9.09	5.56	*	*	20	18.18	18.18	*
Asian	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Native Hawaiian	*	*	*	*	*	*	*	*
Black	27.27	12.5	*	13.33	6.67	13.13	38.89	42.86
White	31.37	32.14	22.73	40.54	38.84	27.33	46.67	37.89
Two or More Races	*	*	*	*	20	*	27.27	17.39
Special Education	26.32	6.25	5.26	41.67	56.52	36	50.00	34.78
Free/Reduced Lunch	28.43	20.99	19.32	32.5	27.43	25.23	40.74	24.78

# Graduation Rates History, Denfeld

Denfeld High School	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	84.16	82.37	76.05	73.42	73.86	80.36	73.73	77.8
American Indian	75	53.85	80	30	35	73.33	46.67	*
Asian	*	*	*	*	*	*	*	*
Hispanic	*	*	*	72.73	*	*	*	*
Native Hawaiian	*	*	*	*	*	*	*	*
Black	62.5	50	57.14	57.14	42.86	55.56	78.57	54.17
White	86.55	85.6	77.78	77.37	80.66	84.66	77.71	83.71
Two or More Races	*	84.62	*	*	71.43	71.43	66.67	56.00
English Learner	*	*	*	*	*	*	*	*
Special Education	54.72	56.67	50.82	45	33.33	61.82	56.90	52.38
Free/Reduced Lunch	73.49	72.96	64.38	62.42	62.07	72.55	64.47	66.44

# Graduation Rates History, East

East High School	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	90.86	90.85	89.77	93.16	93.61	92.94	93.72	92.64
American Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	90.00	*
Hispanic	*	*	*	*	*	*	*	*
Native Hawaiian	*	*	*	*	*	*	*	*
Black	83.33	81.82	69.23	62.5	66.67	*	83.33	*
White	91.38	91.14	91.09	95.06	95.43	95	94.36	92.99
Two or More Races	*	*	*	*	90.91	76.92	*	93.33
English Learner	*	*	*	*	*	*	*	*
Special Education	70.27	61.29	54.76	74.36	68.75	65.79	75.61	69.77
Free/Reduced Lunch	79.57	78.07	71.82	83.64	80.65	80.95	82.42	78.82

# Graduation Rates History, Rockridge Academy\*

Rockridge Academy	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	11.54	35.00	17.65	20.69	41.38	28.57	39.29	25.00
American Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Native Hawaiian	*	*	*	*	*	*	*	*
Black	14.29	33.33	*	36.36	50	23.08	20.00	*
White	*	*	*	15.38	38.46	*	60.00	*
Two or More Races	*	*	*	*	*	*	*	*
English Learner	*	*	*	*	*	*	*	*
Special Education	7.14	27.27	*	23.53	41.67	25	33.33	*
Free/Reduced Lunch	11.54	35	17.65	20.69	41.38	28.57	39.29	25.00

# Graduation Rates History, Arrowhead Academy\*

Arrowhead Academy	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
All Students	*	10.53	*	9.52	7.41	*	5.26	3.33
American Indian	*	*	*	10.00	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Native Hawaiian	*	*	*	*	*	*	*	*
Black	*	*	*	*	*	*	*	*
White	*	*	*	*	4.76	*	*	5.26
Two or More Races	*	*	*	*	*	*	*	*
English Learner	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	6.67	*	*	*
Free/Reduced Lunch	*	11.11	*	9.52	7.69	*	5.56	3.33

# Graduation Rates - ALC, Cohorts Tracked Over Time

Cohort Year	Graduated in Four Years	Graduated in Five Years	Graduated in Six Years	Graduated in Seven Years
2011-2012	28.79	35.37	41.40	46.45
2012-2013	24.00	33.86	41.09	46.2
2013-2014	18.27	35.20	40.8	42.3
2014-2015	35.58	48.9	54.1	58.8
2015-2016	34.15	46.8	51.6	55.5
2016-2017	26.28	42.0	44.0	TBD
2017-2018	43.17	49.1	TBD	TBD
2018-2019	33.0	TBD	TBD	TBD

# Graduation Rates - Denfeld, Cohorts Tracked Over Time

Cohort Year	Graduated in Four Years	Graduated in Five Years	Graduated in Six Years	Graduated in Seven Years
2011-2012	84.16	87.54	88.18	88.82
2012-2013	82.37	84.92	86.05	85.76*
2013-2014	76.05	80.8	81.93	81.93
2014-2015	73.42	82.03	82.79	82.41
2015-2016	73.86	79.04	80.18	80.18
2016-2017	80.36	86.85	88.15	TBD
2017-2018	73.73	78.54	TBD	TBD
2018-2019	77.87	TBD	TBD	TBD

\*Additional student added to cohort in 2014-2015, but did not graduate in 7 year timeframe.

# Graduation Rates - East, Cohorts Tracked Over Time

Cohort Year	Graduated in Four Years	Graduated in Five Years	Graduated in Six Years	Graduated in Seven Years
2011-2012	90.86	93.91	94.71	94.71
2012-2013	90.85	94.87	95.10	95.10
2013-2014	89.77	92.63	93.92	93.92
2014-2015	93.16	94.65	94.65	94.65
2015-2016	93.61	95.12	95.37	95.37
2016-2017	92.94	93.79	94.59	TBD
2017-2018	93.72	95.99	TBD	TBD
2018-2019	92.64	TBD	TBD	TBD

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Additional data available on Minnesota Report Card: <http://rc.education.state.mn.us/>

MDE Website: Data Center > Data and Analytics > Students > Graduation Rates

## **GRADE REPORTING DURING DISTANCE LEARNING**

Since our transition to distance learning due to COVID-19, many experts have suggested how grading will adapt to these trying times. Grading is frequently defined as "the measurement of student academic progress." Student engagement can be defined in a number of ways: online communication, assignments, parent communication and assistance, and other ways defined by teachers and schools. Examples of student engagement: a "daily check in" assignment within Google Classroom, a daily practice activity, paper packet completion, formative feedback, call, email, or anything that leaves a digital footprint saying they looked at your class.

Our main goal throughout this crisis period of Distance Learning is to provide students with activities to continue to encourage their love of learning and to continue to maintain the sense of connection and community. In a remote learning environment, there are many unknown variables that can contribute to students' ability or inability to engage. Due to this uncertainty, we have organized the following guidance to support schools with grading at each level.

### **High Schools**

Term 3 was scheduled to close on Friday, March 27, 2020. Due to the closure of schools ordered by Governor Walz, Term 3 grades will be calculated based on work assigned prior to March 17, 2020 (the day before the school closure period began). Work assigned prior to the closure will be accepted through April 17, 2020. At that time, final Term 3 grades will be assigned. This grade will serve as the lowest possible grade a student can receive for this semester. Students will be able to improve upon this grade for the remainder of this semester. Additionally, a student can work with the school principal, or designee, to evaluate the need to move their semester grade to a credit/no credit indicator on the transcript. This is transcribed as pass "P" for credit and no mark "NM" for no credit. Neither P nor NM impact GPA. For the second semester final grade, all F grades will be transcribed as "no mark;" seniors will need to work with their principal, or counselor, before May 22. All other students currently enrolled in high school can initiate the credit/no credit option up until June 5.

There are a few exceptions in high school concurrent and dual enrollment classes where letter grades and final exams may be required and high schools must work with their post-secondary partners on completion requirements. Please refer to your school for more information.

## **Residential and Day Treatment Programs**

Student engagement with teachers and academics during this time is the foundation of remote learning practices at the middle school level. In collaboration with treatment centers, students will continue to receive academic services in their facilities. As in the high school, Term 3 was scheduled to close on Friday, March 27, 2020. Due to the closure of schools ordered by Governor Walz, Term 3 grades will be calculated based on work assigned prior to March 17, 2020 (the day before the school closure period began). Work assigned prior to the closure will be accepted through April 17, 2020. At that time, final Term 3 grades will be assigned. This grade will serve as the lowest possible grade a student can receive for this semester as long as students continue to participate (\*see below for more on participation). Students will be able to improve upon this grade for the remainder of this semester.

## **Middle Schools**

Student engagement with teachers and academics during this time is the foundation of remote learning practices at the middle school level, and we know students will continue to engage in remote learning for the duration it is required by the state. As in the high school, Term 3 was scheduled to close on Friday, March 27, 2020. Due to the closure of schools ordered by Governor Walz, Term 3 grades will be calculated based on work assigned prior to March 17, 2020 (the day before the school closure period began). Work assigned prior to the closure will be accepted through April 17, 2020. At that time, final Term 3 grades will be assigned. This grade will serve as the lowest possible grade a student can receive for this semester. Students will be able to improve upon this grade for the remainder of this semester.

## **Middle and High Schools: Improving 3rd Quarter Grade**

Students are offered the opportunity to complete work assigned prior to March 17, 2020. The Term 3 assignment extension ends on April 17, 2020.

## **Middle and High Schools: Term 4 Grading**

We have decided as a school district that Term 4 grades will not be individually calculated. Term 4 grades can only improve the grade a student earned for Term 3, they cannot have a negative impact on Semester 2 grades. There will not be a final exam for Semester 2 classes, unless high school concurrent or dual enrollment courses require them.

Although fourth quarter grades will be “no mark” (NM). If a student continues to demonstrate improvement in understanding and mastery of learning during Term 4 in credit-bearing courses, that improvement can help raise the final semester grade. In other words, any work done through distance learning can only benefit the student by positively contributing to the final

grade. Non credit-bearing courses will be graded as “pass” (P) or “no mark” (NM) and do not impact GPA.

Even though there will be no “official” final grade from Term 4, teachers will be providing feedback to students so they know how they are doing. Distance learning is a new experience for everyone. All students are encouraged to reach out to their teachers and school counselors when they have questions throughout the rest of the school year. Virtual office hours are a great time to connect with individual questions. Although the Term 4 grade will be No Mark (NM), at the end of the year, final Semester 2 letter grades will be based on a student’s understanding of the content for the whole semester or “mastery of learning.” Beginning with the grade earned during Term 3, any work completed for Term 4 can be calculated in to improve the grade. In other words, if a student was improving and participating all semester long, that improvement can help bring up the final grade. We will be keeping students in mind as we look for ways to help them continue to improve their grades during distance learning.

We must be fair and equitable to all of our students and act in accordance with Minnesota Department of Education (MDE) guidance received on May 1, 2020. We know students and families are in different places with how they will be able to finish the year academically. The Duluth Public School District is committed to maximum flexibility in assessing and evaluating student learning for the remainder of the school year.

While the work assigned during distance learning may not be graded traditionally, it is important to complete your assignments to be able to show your teacher participation and progress toward mastery of the concepts. This is your opportunity to have a positive impact on your final grades.

### **Residential and Day Treatment Programs: Term 4 Grading**

We have decided as a school district that Term 4 grades will not be individually calculated with the exception of programs that provide quarter credits. Term 4 grades can only improve the grade a student earned for Term 3, they cannot have a negative impact on Semester 2 grades. **Second semester, all F grades will be transcribed as “no mark;”** Students can request a letter grade from the teacher.

Because students receive quarter credits there will be a determination of credit earned for the quarter. Students will receive a P/NP for the quarter. A student that continues to demonstrate improvement in understanding and mastery of learning during Term 4 will receive credit for the quarter. This improvement can help raise the final grade for students who were present for the semester. In other words, any work done through distance learning may

only benefit the student by positively contributing to the final semester grade or a quarter credit.

### **AEO**

All 4th grade term grades will be NM. *There will be no final exams.* If a student requests a letter grade for Term 4, it will be provided. *(We have decided as a school district that Term 4 grades will not be individually calculated. Term 4 grades can only improve the grade a student earned for Term 3, they cannot have a negative impact on Semester 2 grades.)*

### **ALC Independent Study**

The equivalent of term 4 NM will be applied to their course completion and reflected in Positive Attendance = 25% Face-time (4.75 hrs) and 25% Carnegie Units (23.75 hrs) for 1.0 cr S1 & S2 course or 50% face-time (9.5 hrs) and 50% carnegie units (47.5 hrs) for .5 cr course

### **ALC Credit Recovery**

The equivalent of term 4 NM will be applied to their course completion and reflected in Positive Attendance = 25% Face-time (4.75 hrs) and 25% Carnegie Units (23.75 hrs) for 1.0 cr S1 & S2 course or 50% face-time (9.5 hrs) and 50% carnegie units (47.5 hrs) for .5 cr course

### **Semester Two Report Cards**

Per MDE, this language will be added to all report cards and transcripts:  
*Grades that are documented during the time period of March 16 through June 30 of 2020 reflect the distance learning period resulting from the COVID-19 pandemic. Future use of these grades for academic placement, admission, acceleration, or remediation is discouraged and should only be used with caution after balancing the information against student performance in other grading periods.*

The following chart will be used to determine a student's final second semester grade.

<b>Credit Bearing Class Calculations Semester 2 - 2020</b>		
Qtr 3 Grade	Qtr 4 Grade In Gradebook- DL (No Final Exam)	Final Sem II Grade
A		A
B	A	A
B	B	B
C	A	B
C	B	B
C	C	C
D	A	C
D	B	C
D	C	C
D	D	D
F	A	C
F	B	C
F	C	D
F	D	D
F	Attempted 50% or More of Packets/Google Classroom Assignments	D
F	Attempted Less Than 50% of Packets/Assignm ents	No Mark Credit Recovery

<b>Non-Credit Bearing Class Calculations Year Long and Semester 2 - 2020</b>		
Average Grades Quarter 1, 2, 3	Qtr 4 Grade In Gradebook- DL	Final Grade for Year Long Course
Qtr 3 Grade	Qtr 4 Grade In Gradebook- DL	Final Grade for Semester 2 Course
A		P
B	A	P
B	B	P
C	A	P
C	B	P
C	C	P
D	A	P
D	B	P
D	C	P
D	D	P
F	A	P
F	B	P
F	C	P
F	D	P
F	Attempted 50% or More of Packets/Goog le Classroom Assignments	P
F	Attempted Less Than 50% of Packets/ Assignments	No Mark

## **Elementary Schools**

Student engagement with teachers and academics during this time is the foundation of distance learning practices at the elementary school level. Students will continue to engage in distance learning for the duration it is required by the state. Elementary report cards are standards based and are reflective of growth over time. As the governor's orders for school closure occurred mid-way through the second semester, many standards-based grading points have already been recorded by teachers. Since the shift to distance learning, grading for the remainder of the school closure will focus on more on-going, qualitative feedback from assignments. Feedback in Google Classroom work and paper packets should be focused on formative feedback and could be provided through an email, phone call, or comment on the work being submitted. Students will not be penalized for the work being submitted during this time, maintaining their base score before the school closure.

## **Longer term closure**

Numeric grades will only be given if evidence of standards had previously been collected and will not be assigned for K-5 students in the remainder of the second semester grading period where distance learning was provided. Teachers will be given additional choices for grading options. The letters "IP" will be used where teachers have collected some evidence but due to the lack of rigor or more time with the standard do not have the evidence to say a student met or exceeded expectations. The letters "DL" (Distance Learning) will be used in standard fields where student progress scores had not previously been ascertained or no assessment evidence was collected. The report card at the end of the year will note in the comment section the evidence of engagement the student has made in meeting distance learning expectations during the second semester. Additionally, the report card will note that the student will be promoted to the next years' grade.

We must be fair and equitable to all of our students and act in accordance with Minnesota Department of Education (MDE) guidance. We know students and families are in different places with how they will be able to finish the year academically. The Duluth Public School District is committed to maximum flexibility in assessing and evaluating student learning for the remainder of the school year.

While the work assigned during distance learning may not be graded traditionally, it is important for students/families to remain connected to the classroom, demonstrating engagement through their participation in academic tasks.

## Guidance for Teachers:

### *Weekly Packet Grading*

- Focus on formative feedback: comments instead of grades
- Feedback and comments are the most important way to stay connected and will validate the work being completed during this Distance Learning time.
- Teachers should not be as concerned about “who is helping” or “who is completing” the work.
- Teachers should strive to provide this feedback to students within a week’s time.
- Specialists will follow their own developed schedule in providing feedback.
- Assignments in Google Classroom should be set as ungraded.
- Comments will be given on individual assignments, providing the necessary feedback.

Evidence of work can be provided in many different ways, including:

- an email
- a photo
- a Google classroom comment

Feedback on assignments submitted through paper packets:

- email
- phone call
- Google Classroom if the student is engaging online

### **Elementary Report cards/long term closure grading**

Benchmarks taught before March 15, where evidence has already been documented, can be reported on the Standard based report card using the 1-4 grading rubric. All other taught standards, “DL” for Distance Learning or “IP” for In Progress will be given. Spiraled benchmarks with evidence can be reported with the grading rubric but needs to reflect student achievement at the time of school closure. This is especially true in ELA. “IP” for In Progress could be given for standards worked on but not assessed during distance learning. In Progress honors the work effort of a student that might get a 1 or 2 but due to the situation have not been able to attain a 3 or 4. “DL” would be used for standards that were not yet covered or very little evidence of proficiency can be demonstrated.

- 1-4 benchmark grade is based on data gathered up to March 15 or when teachers have gathered enough evidence to report on the standard throughout the year
  - 4 Mastering: The student exhibits knowledge and understanding of the concepts, skills, and processes the standard

requires and can readily apply this knowledge in a variety of settings.

- 3 Meeting: The student has a thorough knowledge, understanding, and application of the concepts, skills, and processes the standard requires.
- 2 Developing: The student is gaining understanding of the concepts, skills, and processes the standard requires, but has not been able to consistently demonstrate the learning.
- 1 Beginning: The student is just starting to understand the concepts, skills, and processes the standard requires and needs consistent support.
- “IP” for *In Progress* is a choice for teachers to use when standards have continued to be worked on but not assessed during distance learning
- “DL” for *Distance Learning* is a choice for teachers to use where little to no evidence was collected or the standard was unable to be addressed due to emergency distance learning

Distance Learning Evidence expectations:

We need to look through the equity lens when thinking about student engagement with District learning. There are many factors at home that we need to be aware of, please consider these factors when making comments. Possible comments: Evidence of engagement with distance learning was provided daily, weekly, periodically

Per MDE, this language will be added to all report cards and transcripts:

*Grades that are documented during the time period of March 16 through June 30 of 2020 reflect the distance learning period resulting from the COVID-19 pandemic. Future use of these grades for academic placement, admission, acceleration, or remediation is discouraged and should only be used with caution after balancing the information against student performance in other grading periods.*

References:

- MDE Guidance: [Creating Equitable Grading Systems During COVID-19](#)
- [ASCD Article: To-Grade-or-Not-to-Grade](#)
- Dr. Katie Pikel, Principal in Residence of the MN Principals Academy at the U of MN, [shared 5 articles and a summary of their findings](#) on the research done on pass/fail.
- [This article](#), written by Joe Feldman, author of *Grading for Equity*, approaches this question from an equity lens and recommends a Pass/Incomplete model for the time being.
- Postsecondary partner school grading practices (UMD, FDLTCC, LSC)
- [Why Grading Policies Matter More Than Ever for Equity](#)

# Grading Practices During Distance Learning

May 19, 2020

## **Purpose:**

Develop grading practices that hold students harmless during distance learning due to COVID19.

# Why?

Student and families are facing a wide variety of physical, mental, financial, social, and emotional challenges due to COVID19. We want to mitigate the extent to which we are grading privilege.

# Process

- ✓ Elementary Drafting Team
- ✓ Secondary Drafting Team
- ✓ Revisions based on
  - ✓ available guidance &
  - ✓ feedback from variety of stakeholders
- ✓ Final Draft compiled for board

# Per MDE, All Report Cards & Transcripts will include this note:

*“Grades that are documented during the time period of March 16 through June 30 of 2020 reflect the distance learning period resulting from the COVID-19 pandemic. Future use of these grades for academic placement, admission, acceleration, or remediation is discouraged and should only be used with caution after balancing the information against student performance in other grading periods.”*

# K-5 Elementary Overview

- ❑ Standards-based (1-4) if evidence
- ❑ If insufficient evidence, then:
  - ❑ In Progress (IP) or
  - ❑ Distance Learning (DL)
- ❑ No “0”
- ❑ No Retention due to distance learning

# 6-12 Secondary Overview

- ❑ Letter Grade for Final Credit-bearing Courses
  - ❑ A, B, C, D, No Mark
  - ❑ F eliminated for quarter 4 and Final Semester Grades and replaced with No Mark
  - ❑ 4th quarter=no mark for all students (no impact on GPA)
  - ❑ Final grade starts with grade earned in 3rd quarter; students have the opportunity to improve and not have a lower grade with work completed during distance learning.
  - ❑ Non-credit bearing courses:
    - Pass/No Mark (no impact on GPA)

# Additional Secondary Information

- ❑ Students can elect to switch from a letter grade to a credit/no credit option if they choose. (Pass/No Mark) Does not impact GPA.
- ❑ Students who did not earn credit during second semester will have the option to recover credit either in the summer or fall.
- ❑ Additional clarifying language for nontraditional programs.

# References

- MDE Guidance: [Creating Equitable Grading Systems During COVID-19](#)
- [ASCD Article: To-Grade-or-Not-to-Grade](#)
- Dr. Katie Pekel, Principal in Residence of the MN Principals Academy at the U of MN, [shared 5 articles and a summary of their findings](#) on the research done on pass/fail.
- [This article](#), written by Joe Feldman, author of Grading for Equity, approaches this question from an equity lens and recommends a Pass/Incomplete model for the time being.
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