

Monthly Committee of the Whole School Board Meeting

Tuesday, May 5, 2020 4:30 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 will present 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, will present information on the 2018-19 graduation rates for the Duluth Public Schools. Principals Laurie Knapp, Adrian Norman, and Danette Seboe will share 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

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.

A large number of black graduation caps with tassels are captured in mid-air, scattered across the upper half of the image against a light blue sky. The caps are in various orientations, some pointing up, some down, and some sideways, creating a sense of dynamic movement and celebration.

Update: Graduation Rates

A large group of graduates in black gowns and caps are shown from the chest up, filling the lower half of the image. They are all looking upwards with expressions of joy and excitement, and many have their arms raised in the air. The background is a bright, slightly hazy sky.

Duluth Public Schools
Graduating Class of 2019

Tannyea 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

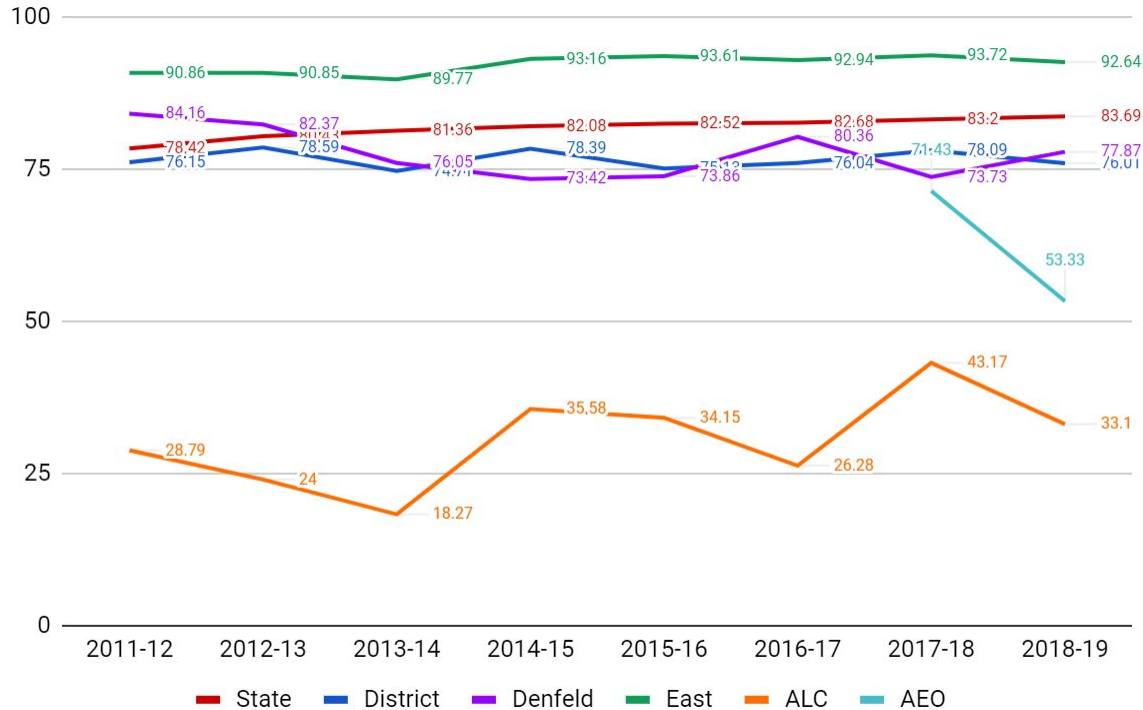
Grade rate = The number of graduates divided by total number of students in the cohort (includes graduates, dropouts, continuing students, and unknown students)

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

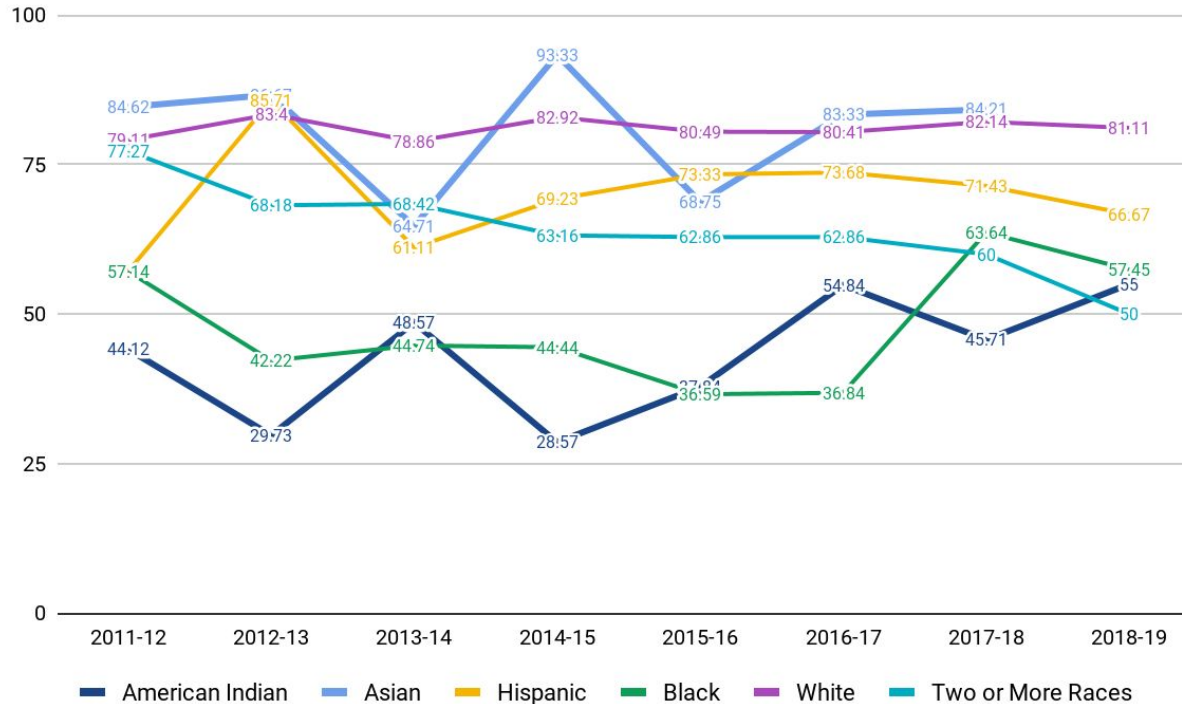


Graduation Rates - State, District, Schools

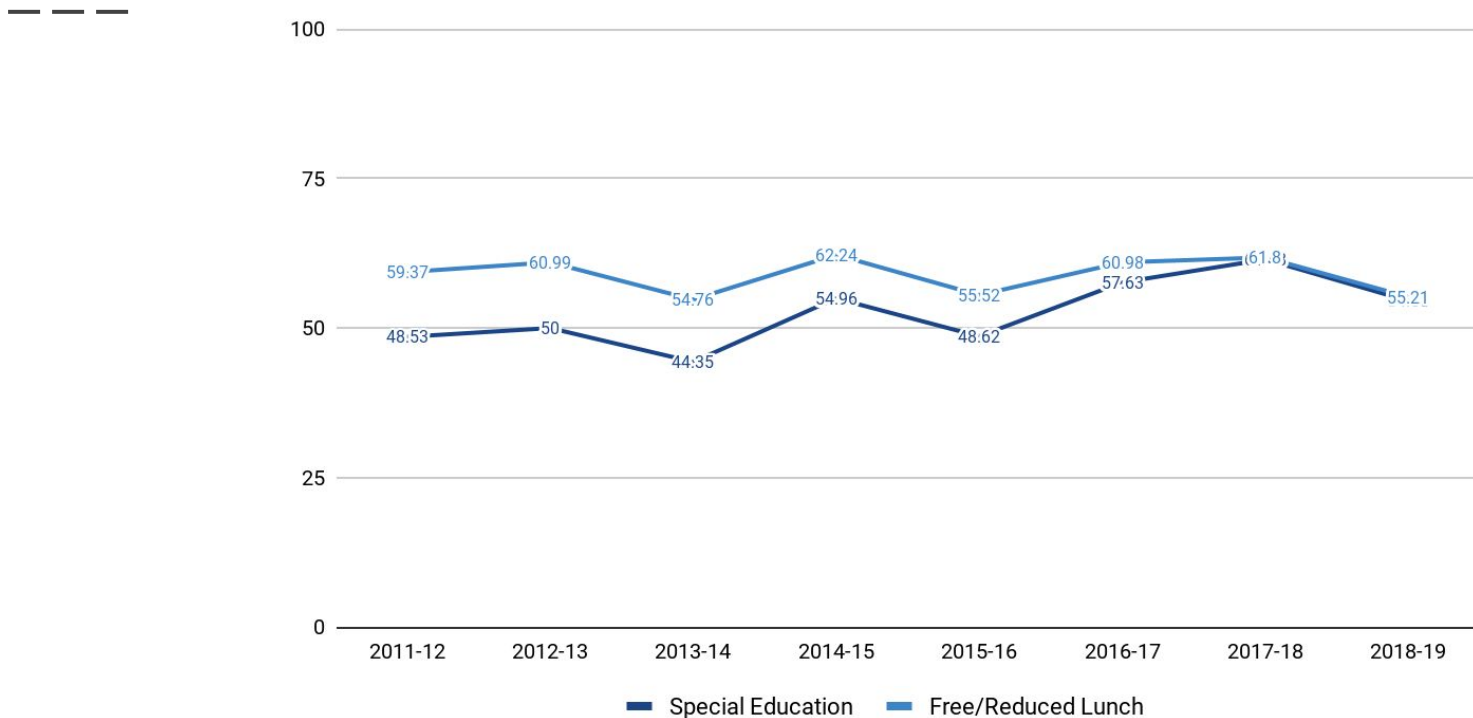
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All Students	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
State	78.42	80.43	81.36	82.08	82.52	82.68	83.20	83.69
District	76.15	78.59	74.71	78.39	75.13	76.04	78.09	76.01
Denfeld	84.16	82.37	76.05	73.42	73.86	80.36	73.73	77.87
East	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



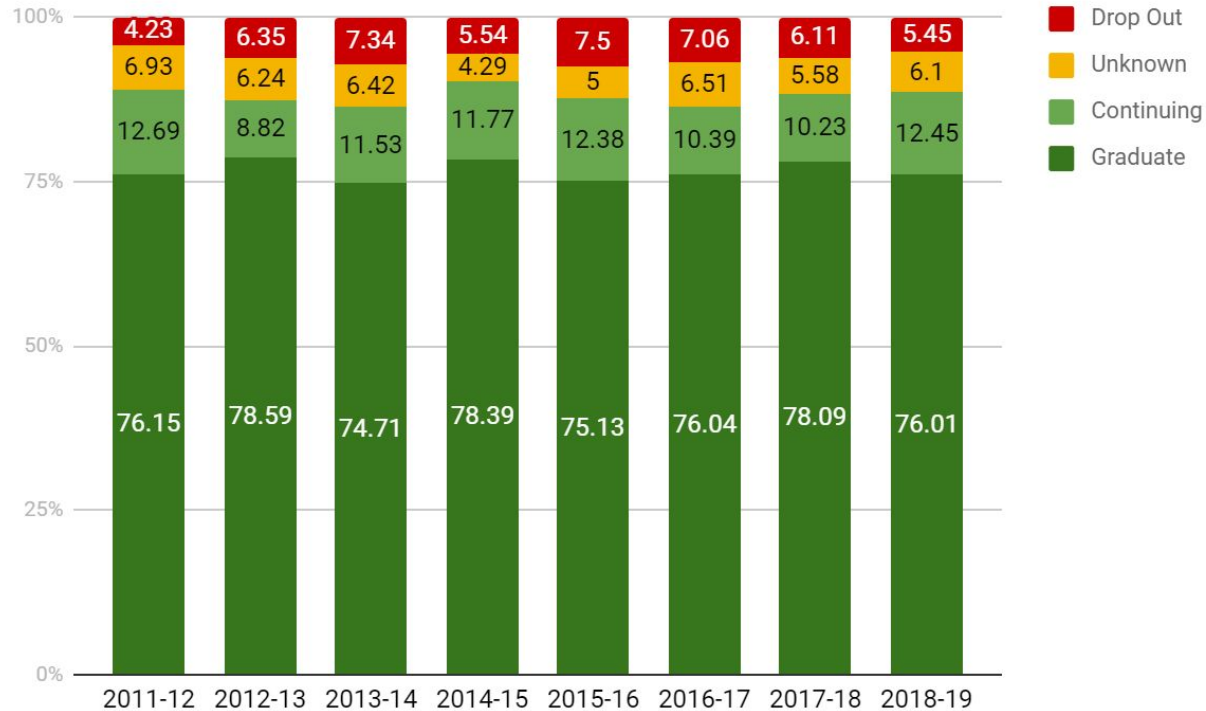
Graduation Rates History, District, By Student Group

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

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

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